

## Vocabulary Sheet (Small Talk Lesson)

**Small Talk:** short conversations about general topics

|                                  |                                                                                                                                                         |
|----------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|
| Who makes small talk?            | <ul style="list-style-type: none"><li>- People who don't know each other</li><li>- People who don't know each other well</li></ul>                      |
| Small talk topics                | <ul style="list-style-type: none"><li>- Weather</li><li>- Sports</li><li>- Food</li><li>- Travel</li><li>- Movies/TV</li><li>- Current events</li></ul> |
| Where do people make small talk? | Anywhere                                                                                                                                                |
| Why do people make small talk?   | <ul style="list-style-type: none"><li>- To break the silence</li><li>- To fill time</li><li>- To get to know someone</li></ul>                          |

### Examples of small talk:

#### Weather

- Isn't it beautiful today?
- The weather is horrible.

#### Sports

- Did you see the game last night?
- Do you play any sports?

#### Food

- This cake is so good, would you like some?
- Do you drink coffee?

#### Travel

- Do you know when the bus will come?
- How long have you been waiting? (at a train or bus station)

#### Movies/TV

- Did you see *Harry Potter*?
- Do you watch *The Simpsons*?

#### Current Events

- Did you hear about the plane crash?
- I read that the cost of iPhones is decreasing.

## Worksheet (Small Talk Lesson)

**Directions:** Write at least one sentence of small talk for the following situations



Example:

"I like your shirt."

"Thank you, I bought it at H&M."



## Vocabulary Sheet (Diet & Cuisine Lesson)

| Vocabulary |                                                                                                                         |
|------------|-------------------------------------------------------------------------------------------------------------------------|
| Diet       | The food that a person or animal usually eats                                                                           |
| Carnivore  | An animal that eats meat; sometimes used humorously to refer to a person who eats meat                                  |
| Omnivore   | An animal that eats both plants and other animals—sometimes used to refer to people                                     |
| Vegetarian | A person who does not eat meat                                                                                          |
| Vegan      | A person who does not eat any food that comes from animals and who often does not use animal products (such as leather) |
| Organic    | Grown or made without the use of artificial chemicals                                                                   |
| Dish       | Food that is prepared in a particular way                                                                               |
| Cuisine    | A style of cooking                                                                                                      |
| Fusion     | Food prepared by combining methods and ingredients from different areas of the world                                    |

## Dish Descriptions (Diet & Cuisine Lesson)

**Instructions:** Read the description of the following dishes to your partner, *without* telling him/her the name of the dish or type of cuisine. Ask your partner to guess the name of the dish and cuisine type.

### Chicken Enchiladas (Mexican cuisine)

*Description:* A corn tortilla with chicken, chili pepper sauce, onions, garlic, frozen corn, green chiles, chipotle chiles, tomatoes, cheddar cheese and salt and pepper.

### Fettuccine Alfredo (Italian cuisine)

*Description:* fettuccine noodles, butter, heavy cream and Parmesan cheese

## Dish Descriptions (Diet & Cuisine Lesson)

**Instructions:** Read the description of the following dishes to your partner, *without* telling him/her the name of the dish or type of cuisine. Ask your partner to guess the name of the dish and cuisine type.

### Kimchi (Korean cuisine)

*Description:* Napa cabbage, salt, radish, scallions, pepper powder, fish sauce, ginger, garlic, a little sugar

### Croissant (French cuisine)

*Description:* Flour, milk, sugar, butter, yeast and salt. Baked into a buttery flaky dish.

## Meat-Eater vs. Vegetarian vs. Vegan (Diet & Cuisine Lesson)

### Meat-Eating Diet

Many meat-eaters enjoy the taste of beef and poultry and can derive valuable protein from such food. However, some meat contains unhealthy fat and cholesterol, which can lead to heart disease. Meat also tends to be costly.

### Vegetarian Diet

Vegetarians do not consume meat (some will eat seafood, but no red meat and poultry). A vegetarian's diet can be very healthy if it's composed of lots of fruit, vegetables, grains, and legumes. A healthy vegetarian often is at a much lower risk of acquiring heart disease because they are not ingesting unhealthy animal fats and cholesterol. However, a diet that substitutes high-fat cheeses and junk food for meat is not healthy.

### Vegan Diet

Vegans do not consume meat or any animal products. This means no dairy, eggs, or any other food derived from an animal. Some people choose to be vegan for ethical reasons—they don't believe animals should be eaten and/or they don't like the way animals are treated on farms. Some believe it is healthier to only eat vegetables, fruits, grains, and legumes than to eat meat and animal products.

## Organic vs. Non-Organic Diet (Diet & Cuisine Lesson)

### Organic

People on an organic diet only eat organic food. "Organic" refers to the way in which farmers grow and process crops. These farmers don't use conventional methods to fertilize and control weeds. For example, they don't use synthetic pesticides to protect crops. Organic products are also free from preservatives, artificial sweeteners, colorings, and other artificial ingredients. These products are usually more expensive than non-organic products because natural farming methods are more expensive.

### Non-Organic

A non-organic diet is composed of conventionally farmed and processed food. Farmers use pesticides to protect crops from disease and insects. Non-organic food products often contain preservatives to extend the shelf life and artificial ingredients to modify flavors.

## Vocabulary Sheet (Character and Zodiac Signs Lesson)

| Vocabulary                                                                                                                                                                                                                                                                                                                                                  | Notes |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| Character Traits: <ul style="list-style-type: none"><li>- introvert</li><li>- extrovert</li><li>- stoic</li><li>- stern</li><li>- mature</li><li>- immature</li><li>- assertive</li><li>- mischievous</li><li>- optimistic</li><li>- pessimistic</li><li>- inquisitive</li><li>- cautious</li><li>- stubborn</li><li>- patient</li><li>- generous</li></ul> |       |
| Astrology                                                                                                                                                                                                                                                                                                                                                   |       |
| Zodiac Sign                                                                                                                                                                                                                                                                                                                                                 |       |
| What's your sign?                                                                                                                                                                                                                                                                                                                                           |       |

### Zodiac Signs

**Capricorn** (December 22-January 19)

**Leo** (July 23-August 22)

**Aquarius** (January 20-February 18)

**Virgo** (August 23-September 22)

**Pisces** (February 19-March 20)

**Libra** (September 23-October 22)

**Aries** (March 21-April 19)

**Scorpio** (October 23-November 21)

**Taurus** (April 20-May 20)

**Sagittarius** (November 22-December 21)

**Gemini** (May 21-June 20)

**Cancer** (June 21-July 22)



## CAPRICORN

- Practical
- Ambitious
- Wise
- Pessimistic
- Stubborn
- Self-centered



## ARIES

- Independent
- Optimistic
- Courageous
- Moody
- Impatient
- Self-involved



## AQUARIUS

- Clever
- Inventive
- Original
- Stubborn
- Unemotional
- Aloof



## TAURUS

- Generous
- Patient
- Persistent
- Stubborn
- Self-indulgent
- Jealous



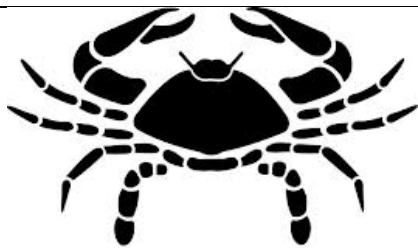
## PISCES

- Compassionate
- Accepting
- Devoted
- Oversensitive
- Lazy
- Indecisive



## GEMINI

- Energetic
- Witty
- Imaginative
- Superficial
- Reckless
- Impulsive



CANCER

- Loyal
- Dependable
- Caring
- Clingy
- Oversensitive
- Self-absorbed

LIBRA



- Diplomatic
- Charming
- Balanced
- Superficial
- Self-indulgent
- Indecisive



LEO

- Confident
- Ambitious
- Loyal
- Melodramatic
- Stubborn
- Domineering



SCORPIO

- Brave
- Ambitious
- Focused
- Jealous
- Secretive
- Resentful



VIRGO

- Analytical
- Helpful
- Reliable
- Cold
- Inflexible- Skeptical



Sagittarius

- Positive
- Intellectual
- Adventurous
- Impatient
- Careless
- Tactless

| Vocabulary                                 | Notes                                                                                                                       |
|--------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|
| <b>Idiom</b>                               | An expression that cannot be understood from the meanings of its separate words, but that has a separate meaning of its own |
| <b>Add fuel to the fire</b>                | To make a situation worse than it already is                                                                                |
| <b>Absence makes the heart grow fonder</b> | You will like someone or something better if that person or thing is far away                                               |
| <b>Asleep at the wheel</b>                 | Not paying attention                                                                                                        |
| <b>Bark up the wrong tree</b>              | To ask the wrong person; to follow the wrong course                                                                         |
| <b>When pigs fly</b>                       | A way of saying something that will never happen                                                                            |
| <b>Cat got your tongue?</b>                | A way to ask, "Why are you not saying anything?"                                                                            |
| <b>Cloud nine</b>                          | A state of great happiness                                                                                                  |
| <b>Change of heart</b>                     | A reversal of one's opinion, attitude, or feelings                                                                          |
| <b>Beat a dead horse</b>                   | To bring up an issue that has already been concluded; something that's considered to be pointless                           |
| <b>Cold feet</b>                           | Doubt strong enough to prevent a planned course of action                                                                   |
| <b>Head over heels</b>                     | Excited                                                                                                                     |

## Gap-Fill Worksheet (Idiom Lesson)

**Instructions:** Fill in the gaps with the appropriate idiom and conjugate the verbs when necessary.

- 1) I don't think I can go through with it; I have \_\_\_\_\_.
- 2) Jiseong just won \$10 million! He's \_\_\_\_\_.
- 3) I don't have the authority to give you permission; you're \_\_\_\_\_.
- 4) Why aren't you saying anything? \_\_\_\_\_
- 5) If you write a nasty email on top of the nasty voicemail you left, you're just \_\_\_\_\_.
- 6) I agree with you; you don't need to keep harping on it. You're \_\_\_\_\_.
- 7) Britney Spears will be president of the United States \_\_\_\_\_.
- 8) Chris gave Kim a Valentine's Day card that said he was \_\_\_\_\_ for her.
- 9) Is anyone doing work here? Nothing seems to get done. Everyone seems to be \_\_\_\_\_.
- 10) Moving to Dubai while you're in China will be hard on our relationship, but \_\_\_\_\_.

### Idioms:

Add fuel to the fire

Head over heels

Absence makes the heart grow fonder

Cold feet

Asleep at the wheel

Bark up the wrong tree

When pigs fly

Cat got your tongue

On cloud nine

Beat a dead horse

## Vocabulary Sheet (Advice Lesson)

| Vocabulary                                                                                                                                                                                                                                                           | Notes |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| <p>Giving Advice/Recommendations:</p> <p>You should...</p> <p>Why don't you...</p> <p>Maybe you could...</p> <p>How about &lt;verb -ing&gt;?</p> <p>If I were you, I would...</p> <p>Have you thought about...</p> <p>I advise that you...</p> <p>I recommend...</p> |       |
| <p>Asking for Advice/Recommendations:</p> <p>What should I do?</p> <p>What do you recommend?</p> <p>Where do you recommend?</p> <p>Do you have any advice?</p> <p>Dilemma</p> <p>I have a dilemma...</p>                                                             |       |

## Dear Abby Advice Columns (Advice Lesson)

*Dear Abby,*

My boyfriend got very angry with me this week. He is angry because I bought Coca-Cola, and he likes Pepsi. He says he wants to break up with me and find a new girlfriend. What should I do?

Sincerely,  
Jennifer

Dear Jennifer,

You should leave him immediately! Anyone who likes Pepsi more than Coca-Cola has a serious problem. You should go onto a dating website and search for a man who only loves Coca-Cola.

Abby

*Dear Abby,*

My parents are always very sad because I am away at University. I see them once a month, but they say that they want to see me more. I am very busy with my University classes. What should I do?

Sincerely,  
Chris

Dear Chris,

I recommend that you get a Skype account; it is an application that lets you video call people on the Internet. That way you can talk and see each other without having to take a lot of time out of your busy schedule.

Abby

*Dear Abby,*

I am thinking about moving to the United States. I have some friends there that I met on Facebook, and they said I can live with them for two months. But, I am still learning English and I will not have a job. What should I do?

Dave

Dear Dave,

I recommend you go to the United States; your friends can loan you money and translate for you. Consider it a free vacation! Don't worry about not having a job because you can use your friends for the things you need.

Abby

*Dear Abby,*

My friends are going shopping tonight. I want to go with them, but I don't have any money. I think they will laugh at me if they find out I'm poor. What should I do?

Please Help,  
Heather

Dear Heather,

You should shoplift if you don't have any money. Bring a purse with you and stuff what you want in your purse. If you do this, you can get free clothes and your friends will like you because they will think you have money.

Abby

*Dear Abby,*

There is a boy I really like. He is so handsome, and really funny. But, my best friend likes him too. I think I liked him first, but he doesn't talk to me very much. Sometimes he talks to my friend. What should I do?

Thanks,  
Allison

Dear Allison,

If you care about your friend, then you should talk to her about this situation. It is better to be honest with a friend. If you don't, you may ruin your friendship.

Abby

*Dear Abby,*

I'm having a problem with my roommate. He's a very messy person. I like the home to be clean, but every day he throws clothes and trash everywhere in the apartment. It's making me angry. What should I do?

Thanks,  
Jeff

Dear Jeff,

You should talk to your roommate about this problem. Share your feelings with him and don't be rude or mean. You should let him know what is bothering you so he can fix it.

Abby

*Dear Abby,*

I have been feeling sick for three months. I have headaches every day, and sometimes I am so tired I fall asleep in class. The doctors say I have too much stress in University. What should I do?

Katrina

Dear Katrina,

I recommend that you drop out of University. If you can't handle the work and you're too stressed out, then you don't belong in school.

Abby

*Dear Abby,*

I need to find someone to help me study English. In my hometown, everyone is Chinese, but I want to learn English so I can go to the United States. I need someone who can talk to me on the Internet or in a café. What should I do?

Thanks,  
Vincent

Dear Vincent,

I recommend you ask your friends on Facebook if they know of anyone who can help you. You should also search online for English classes or a language program near you.

Abby

*Dear Abby,*

My friends are having a big problem. They're fighting every day. They're angry with each other about money, cigarettes, and girls. I want them to stop fighting because they will hurt each other. What should I do?

Thanks,  
Harry

Dear Harry,

I recommend that you beat up your friends. You should walk or run up to them and punch them in the face. Then they will be too hurt to argue over money, cigarettes and girls and you can have all three things.

Abby

## Problem Strips (Advice Lesson)

Problem: You pulled an all-nighter and now you're really tired

Problem: You bombed your math test

Problem: You had a fight with your boyfriend/girlfriend

Problem: You like your best friend's girlfriend/boyfriend

Problem: Your younger sibling is being bullied at school

Problem: You're feeling down; you accidentally killed your hamster

Problem: You found out your boyfriend/girlfriend is cheating on you

Problem: You're feeling lost; you don't know what career you want

Problem: You want to go to the Taylor Swift concert, but you can't afford the tickets

Problem: You don't feel that you fit in with any of the cliques at your new school

Problem: Your friends are pressuring you to do drugs

Problem: You're not getting along with your best friend

Problem: You came home late and your parents are mad at you

Problem: You feel that you are spread too thin; you have too many activities

| Vocabulary                                                                                                                                                         | Notes |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| Film critic                                                                                                                                                        |       |
| Movie review                                                                                                                                                       |       |
| Rating (quality)                                                                                                                                                   |       |
| How many stars would you give it?                                                                                                                                  |       |
| Rating (content)                                                                                                                                                   |       |
| Rated G, rated PG, rated PG-13, rated R, rated NC-17                                                                                                               |       |
| What did you think about <movie title>?                                                                                                                            |       |
| What I liked was...                                                                                                                                                |       |
| What I didn't like was...                                                                                                                                          |       |
| The best/worst part of the movie was when...                                                                                                                       |       |
| Plot                                                                                                                                                               |       |
| Dialogue                                                                                                                                                           |       |
| Setting                                                                                                                                                            |       |
| Special effect(s)                                                                                                                                                  |       |
| Synopsis                                                                                                                                                           |       |
| < <u>movie title</u> > is a < <u>genre</u> > film about<br>< <u>characters</u> >. < <u>characters</u> > try to _____. The<br>story takes place in / at / on _____. |       |
| Blockbuster                                                                                                                                                        |       |
| Hollywood film                                                                                                                                                     |       |
| Independent film                                                                                                                                                   |       |

## Vocabulary Sheet (Music Lesson)

| Vocabulary                       | Notes |
|----------------------------------|-------|
| Lyrics                           |       |
| Emotion                          |       |
| Mood                             |       |
| Melody                           |       |
| How does the song make you feel? |       |
| It makes me feel...              |       |
| What is the song about?          |       |
| I think the song is about...     |       |
| Interpretation                   |       |
| Open to interpretation           |       |

## Vocabulary Sheet (Culture Lesson)

| Vocabulary                              | Notes |
|-----------------------------------------|-------|
| Culture                                 |       |
| Cultural awareness                      |       |
| Norms                                   |       |
| Cultural norms                          |       |
| Taboo                                   |       |
| Culture shock                           |       |
| Polite / Impolite                       |       |
| Rude                                    |       |
| Acceptable                              |       |
| In my culture, it's polite to...        |       |
| In my culture, it's impolite to...      |       |
| In _____ culture, it's taboo to...      |       |
| In _____ culture, it's rude to...       |       |
| In _____ culture, it's acceptable to... |       |

## Statements List (Culture Lesson)

**Instructions:** Read the list of statements below and discuss with your group whether it's taboo, rude, acceptable or polite in your culture.

Blowing your nose at the table

Giving someone the middle finger

Picking your nose in public

Beckoning someone with a bent finger

Talking on the subway or bus

Eating all the food on your plate at a host's house

Not eating all the food on your plate at a host's house

Accepting a host's offer of food or drink the first time he/she offers

Pointing with one finger

Arriving on time

Winking in public

Whistling in public

Touching someone's head or shoulders

Handing someone something with one hand

## Vocabulary Sheet (Climate Change Lesson)

| Vocabulary                | Notes |
|---------------------------|-------|
| Environment               |       |
| Environmental degradation |       |
| Climate                   |       |
| Climate change            |       |
| Global warming            |       |
| Greenhouse gases          |       |
| Carbon emissions          |       |
| Pollution                 |       |
| Habitat                   |       |
| Conservation              |       |
| Natural resources         |       |
| Deforestation             |       |
| Dump                      |       |

## Synopses (Climate Change Lesson)

### Deforestation

Forests produce oxygen and absorb carbon dioxide. A build-up of carbon dioxide in our atmosphere contributes to climate change. Cutting trees for industry and burning acres of forest to make room for buildings and other development contributes to the increase in carbon dioxide.

Forest cover is also necessary to protect soil. Without trees to block out the sun, soil quickly dries. In addition, many animals are losing their homes because of deforestation and this can disturb the ecosystem.

### Air Pollution

The burning of fossil fuels by factories, power plants, and transportation vehicles is polluting the air supply. These activities emit harmful gaseous pollutants that can injure ecosystems and organisms, as well as lead to respiratory diseases.

While alternative energy (such as solar and wind power) is available, it is often more expensive than environmentally hazardous energy options (such as coal).

### Oil Spills

As much of the world relies heavily on fuel oils, such as gasoline and diesel fuel, oil spills are not an uncommon phenomenon. These oils often contain toxic chemicals, which can kill or severely harm ecosystems. They can also hamper an animal's mobility and interfere with natural bodily processes. For example, if a bird's feathers are coated in oil, the animal will have difficulty flying and maintaining its body temperature.

### Garbage Waste

The abundance of garbage sitting in giant landfills is a threat to the environment. Many products today are made up of harmful chemicals. When transferred to landfills, their toxins can seep into the soil and the water supply. Waste incineration (burning garbage) also releases toxins into the air supply.

## Vocabulary Sheet (Endangered Animals Lesson)

| Vocabulary             | Notes |
|------------------------|-------|
| Endangered             |       |
| Species                |       |
| Habitat                |       |
| Protect                |       |
| Extinct                |       |
| Extinction             |       |
| Poaching               |       |
| Hunters                |       |
| Hunting                |       |
| Threat                 |       |
| Animal rights          |       |
| Animal-rights activist |       |

## Black Rhino



The Black Rhino is a critically endangered animal. While habitat changes have contributed to their decline, the biggest threat is poachers. Hunters seek the rhino's horn, which is considered a luxury item in many countries and also used in folk medicine in countries such as Vietnam.

## Bengal Tiger



The World Wildlife Organization estimates that there are less than 2,500 Bengal Tigers left in the wild. These tigers are primarily found in mangroves in India. Rising sea levels due to climate change threatens their natural habitat. In addition, poaching is a major contribution to their decline. Although hunting Bengal Tigers is banned, demand for them (for decorative items, status symbols, and folk remedies) remains.

## Whales



Although commercial whaling is banned, several countries continue to illegally hunt whales. Other threats include collisions with ships, entanglement in fishing nets, and pollution. Noise from shipping activity and oil and gas development can also impair a whale's hearing and thus threaten their ability to reach critical breeding and feeding areas.

## Cross River Gorillas



Hunting of Cross River Gorillas is illegal in Cameroon and Nigeria, but lax enforcement of wildlife laws means these animals still suffer at the hands of poachers. Humans are also encroaching upon their territory, cutting down trees and clearing land that these animals inhabit.

## Vocabulary Sheet (Extreme Weather Lesson)

| Vocabulary        | Notes |
|-------------------|-------|
| Hurricane         |       |
| Tornado           |       |
| Typhoon           |       |
| Monsoon           |       |
| Tsunami           |       |
| Flooding          |       |
| Landslide         |       |
| Earthquake        |       |
| Blizzard          |       |
| Drought           |       |
| Avalanche         |       |
| Volcanic Eruption |       |
| Lava              |       |
| Impact            |       |
| Famine            |       |
| Natural disaster  |       |



**Drought**



**Earthquake**



**Tsunami**



**Typhoon**



**Volcanic eruption**

| Vocabulary                         | Notes |
|------------------------------------|-------|
| Community Service                  |       |
| Murder                             |       |
| Manslaughter                       |       |
| Assault                            |       |
| Kidnap                             |       |
| Robbery / theft                    |       |
| Treason                            |       |
| Victim                             |       |
| Eye for an eye                     |       |
| End justifies the means            |       |
| Does the punishment fit the crime? |       |
| Guilty                             |       |
| Not guilty                         |       |
| Innocent until proven guilty       |       |
| Incarceration                      |       |
| Prison / jail                      |       |
| Capital punishment / death penalty |       |

## Crime Summaries (Crime & Punishment Lesson)

### Charles Manson and the Manson Family

Charles Manson is an American criminal who formed a commune in California in the late 1960s. He conspired with his followers to commit the murders of seven people. Manson received a death sentence, but this was later commuted to life imprisonment when the Supreme Court of California temporarily eliminated the death penalty. In 2014 he turned 80 years old; he continues to sit in jail in California.

### Enron Scandal

Enron was an American firm based in Houston, Texas. It claimed billions of dollars in revenue, which attracted investors. At the end of 2001, however, the executive management was found guilty of accounting fraud and lying to investors and the company filed for bankruptcy. Thousands of people lost their jobs, and thousands of investors (including most of the company's employees) lost billions of dollars as Enron's stock market value dropped significantly. Jeffrey Skilling, Enron's president and CEO, was initially sentenced to 24 years in prison. Upon appeal, his sentence was reduced to 14 years and he was fined \$45 million to pay back investors.

### Sewol Ferry Accident

The Sewol Ferry capsized and sank off the coast of South Korea in April 2014. Over 200 passengers died, most of them teenagers on a school excursion bound for Jeju Island. The captain, Lee Joon-seok, was found guilty of gross negligence for abandoning hundreds of passengers and sentenced to 36 years in prison. Prosecutors sought the death penalty for Mr. Lee for leaving the ferry when he knew many were still stranded. Before leaving the ship, Mr. Lee instructed the remaining passengers to stay put. Many say this contributed to the great loss of life. The captain said he panicked and did not intend for anyone to die.

### Oscar Pistorius Case

South African paralympic champion, Oscar Pistorius, fatally shot his girlfriend, Reeva Steenkamp, in his home in 2013. Pistorius claimed he thought Steenkamp was an intruder. The athlete fired four shots into the bathroom door, which Steenkamp was behind. He was arrested and charged with murder. Prosecutors argued that Pistorius must have known that firing four shots through a door would kill whoever was inside, making him guilty of murder. However, they failed to present a compelling motive.

The judge found Pistorius guilty of manslaughter and sentenced him to five years in prison.

## Vocabulary Sheet (The Supernatural Lesson)

| Vocabulary              | Notes |
|-------------------------|-------|
| Mystery                 |       |
| Unknown                 |       |
| Supernatural            |       |
| Aliens                  |       |
| Spaceship / UFO         |       |
| Ghosts                  |       |
| Haunt / haunted         |       |
| Vampires                |       |
| Big foot / Sasquatch    |       |
| Witches                 |       |
| Paranormal activity     |       |
| Poltergeist             |       |
| Spooky                  |       |
| Eerie                   |       |
| Real                    |       |
| Myth                    |       |
| Fake                    |       |
| Alternative explanation |       |

## Summaries (The Supernatural Lesson)

### Annabelle



Annabelle was the name of a rag doll that a nursing student named Donna received from her mother in 1970. Donna's mother bought the previously owned doll at a hobby store. For a while, nothing supernatural occurred. Over time, however, Donna and her roommate noticed that Annabelle seemed to move on her own. First, it was subtle things, such as changes in position. Then, a few weeks later the doll migrated from room to room when Donna and her roommate were out of the house.

Donna called a medium to their house and the medium said Annabelle was possessed by the spirit of a little girl and was harmless. However, the doll grew sinister and after it attacked one of Donna's friends, Donna called Ed and Lorraine Warren (paranormal investigators) for help. The Warrens performed an exorcism on the doll, took it, and locked it away. Today Annabelle sits in a museum and visitors are warned not to touch or taunt her.

### Anneliese Michel



Anneliese Michel was a young German woman who died in 1976. Priests had spent 10 months trying to exorcise the demons Anneliese's parents believed possessed their daughter. When Michel was 16 she had an epileptic seizure and was diagnosed as depressed and treated at a psychiatric hospital. By the time she reached 20 she became intolerant of various religious objects and claimed to hear voices. She displayed aggression and ate insects. Anneliese and her parents were convinced she was possessed by demons. At the time of her death at age 23, Anneliese was severely malnourished and unable to walk on her own.

Three years after her death, Anneliese's parents and the priests who performed the exorcism were charged with negligent homicide.

## Fire in the Sky



Travis Walton is an American logger who claimed a UFO abducted him in 1975 from a forest in Arizona. Walton just finished work and was driving home with co-workers when they saw a strange light from behind a hill. As they drove closer, they saw a large golden disc hovering above a clearing. Walton ran toward the disc. When it started making a loud noise and wobbled, Walton started to walk away. His co-workers insist that they witnessed a beam of blue-green light strike Walton and that he rose into the air.

Police were skeptical of the workers' story. They searched for Walton, but found no trace of the man. His co-workers passed a polygraph test. Five days after he went missing, Walton said the aliens dropped him off at a gas station in Heber, Arizona. He recalls the strange creatures and being on a space ship, but not much else.

## Loch Ness Monster



The Loch Ness Monster is the name of a creature that allegedly inhabits Loch Ness, a lake in Scotland. Rumors of this monster began in 1933 and since then, several people claim to have seen the unusual animal. Most of the science community regards it as a myth and that any sightings are outright hoaxes or wishful thinking.

## Discussion Questions (The Supernatural Lesson)

Do you believe in aliens? Why or why not?

Have you ever seen a UFO? Do you believe people who report seeing one? Why or why not?

Do you believe in paranormal activity? Why or why not?

Do you believe in ghosts? Why or why not?

What is the strangest thing that has ever happened to you?

What is the scariest thing that has ever happened to you?

Do you believe that aliens abducted Travis Walton? Why or why not?

Would you like to visit a haunted house? Why or why not?

Do you believe the story of Annabelle the doll? Why or why not?

What is the scariest thing you have ever heard?

If people are making up stories about ghosts and aliens, why do you think they do this?

Would you like to be abducted by aliens? Why or why not?

Why do think some people care about finding out if aliens exist?

Good & Bad Inventions Worksheet (Inventions Lesson)

**Instructions:** Put these inventions into one of the two columns below—good or bad. Be prepared to explain your decisions.

Nuclear weapons, karaoke, car, smartphone, bicycle, television, airplane, guns, computer, camera, Coca-Cola, video games, tanning beds, makeup, fast food, electricity, Internet, auto-tune, Barbie doll, calculator, gum, toilet, microwave, pesticides, microscope, diet pills

| Good inventions | Bad inventions |
|-----------------|----------------|
|                 |                |

## Vocabulary Sheet (Stereotypes Lesson)

| Vocabulary           | Notes |
|----------------------|-------|
| Stereotype           |       |
| Stereotypical        |       |
| Assumption           |       |
| Category             |       |
| Judgment             |       |
| Prejudice            |       |
| Bias                 |       |
| Generalization       |       |
| Appearance           |       |
| Behavior             |       |
| Cultural stereotypes |       |
| Gender stereotypes   |       |
| Racial stereotypes   |       |

## **Stereotype or Not?**

Women aren't as smart as men.

East Asians drive very slow.

All Russians love vodka.

Guys are messy.

All British people have bad teeth.

Men enjoy working on cars.

It's usually cold in the winter.

Irish people drink too much and eat a lot of potatoes.

Women with blond hair are stupid.

Canadians are nice.

Men who spend too much time reading or on the computer are geeks.

All Italians are affiliated with organized crime.

Women don't have technical skills.

All male jocks (men who play sports) are stupid and arrogant.

Hamburgers are popular in the US.

## Vocabulary Sheet (Image Lesson)

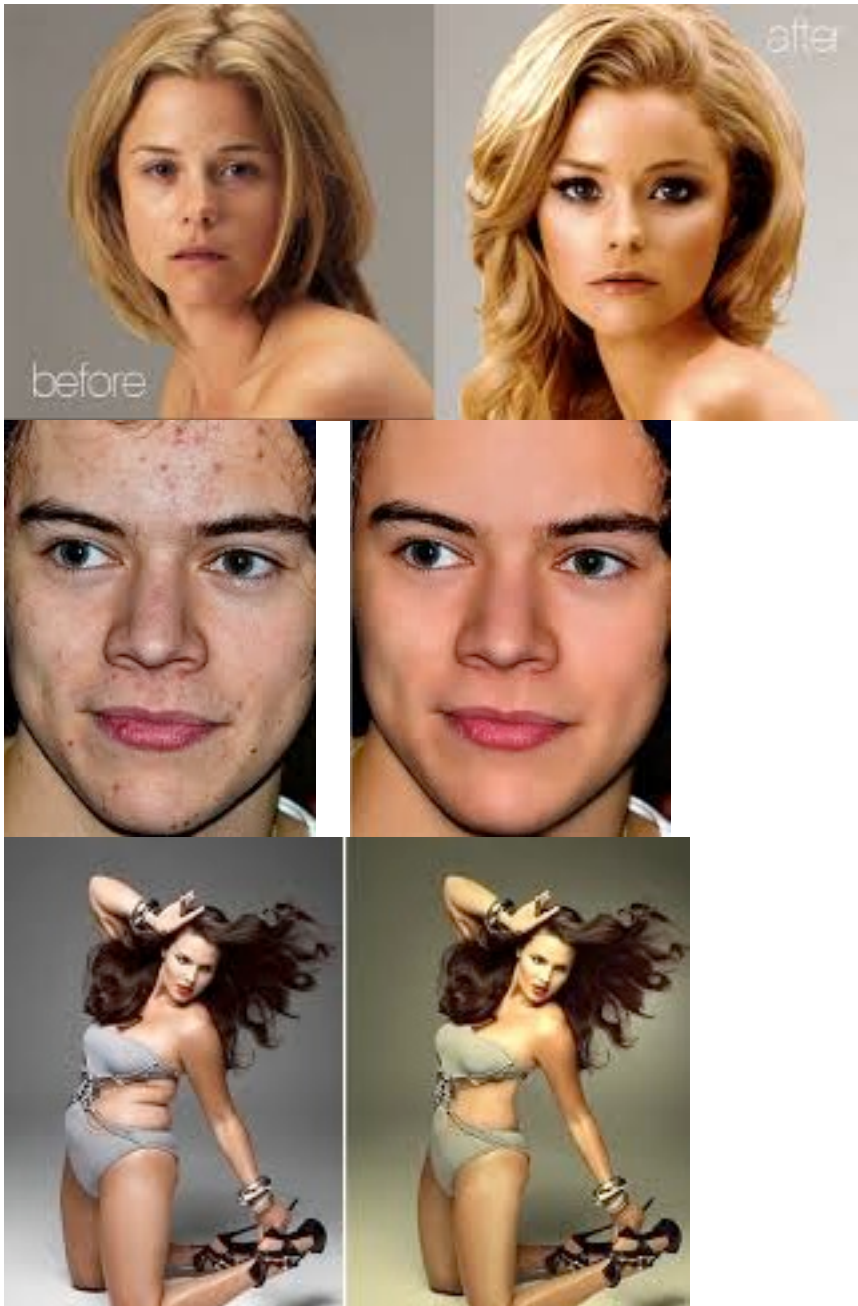
| Vocabulary       | Notes |
|------------------|-------|
| Image            |       |
| Image-conscious  |       |
| Beauty           |       |
| Subjective       |       |
| Cosmetic surgery |       |
| Sex appeal       |       |
| Photoshop        |       |
| Eating disorder  |       |
| Anorexia         |       |
| Bulimia          |       |
| Self-esteem      |       |

## Photoshop Case Study (Image Lesson)

Most pictures in magazines and other mediums are Photoshopped to “clean-up” or “improve” images. Several health, beauty and fashion magazines retouch the photos of models to enhance their appearance. There has been a backlash against such manipulation; however, as many argue that this creates an unattainable and unrealistic standard of beauty.

Kate Winslet, a successful British actress, famously denounced *British GQ* (a popular magazine) for retouching her photo to make her look thinner.

Here are examples of Photoshop (before and after):



## Plastic Surgery Case Study (Image Lesson)

Jocelyn Wildenstein is a wealthy socialite who has spent a reported \$4 million on plastic surgery. Each of Wildenstein's surgeries were intended to make her look more "cat-like," as she loved big cats, such as lions, and asked surgeons to modify her face so that she resembled one.

Wildenstein supposedly loved the way she looked after her surgery. Here are before and after pictures:



Other plastic surgery "before" and "after" photos:



## Vocabulary Sheet (Advertising Lesson)

| Vocabulary           | Notes |
|----------------------|-------|
| Advertise            |       |
| Advertiser           |       |
| Ad                   |       |
| Commercial           |       |
| Hook                 |       |
| Slogan               |       |
| Jingle               |       |
| Target audience      |       |
| Consumer             |       |
| Brand                |       |
| Brand affinity       |       |
| Weasel claim         |       |
| Unfinished claim     |       |
| “Water is wet” claim |       |
| Endorsement          |       |
| Testimonial          |       |

## Discussion Questions (Advertising Lesson)

1. What did these commercials do to get your attention?
2. Who are these commercials designed for?
3. Are these commercials effective?
4. What is the best thing about each commercial?
5. Can you remember seeing a better commercial on TV? Describe it.

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## Commercial Slogans (Advertising Lesson)

A **slogan** is a short expression, usually just a few words long, that a company uses to market their product. The slogan doesn't have to be perfect grammatically, but it does need to capture the feeling and meaning of a product. The point is to be clear and memorable. Some slogans don't last long but others are highly successful. Can you identify the following products' slogans? Can you think of other famous slogans?

| Product   | Slogan |
|-----------|--------|
| McDonalds |        |
| Adidas    |        |
| Nike      |        |
| Subway    |        |
| Apple     |        |
| Kia       |        |
|           |        |
|           |        |

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| Apple     |        |
| Kia       |        |
|           |        |

## Vocabulary Sheet (News Lesson)

|                  |  |
|------------------|--|
| Gossip           |  |
| News             |  |
| Current events   |  |
| Ad               |  |
| Newspaper        |  |
| Magazine         |  |
| Article          |  |
| Headline         |  |
| Fact             |  |
| Opinion          |  |
| Source(s)        |  |
| Broadcast news   |  |
| News anchor      |  |
| Reporter         |  |
| Caption          |  |
| Tabloid          |  |
| Sensational news |  |

(News Lesson)

## Kim Kardashian India trip cancelled 'over visa issues'

20 November 2014 (BBC News)



Kim Kardashian is one of the world's most famous reality TV stars

**Reality TV star Kim Kardashian's India trip has been cancelled over visa issues, according to reports.**

Kardashian was set to make an appearance on Bigg Boss, the Indian version of Big Brother, on Saturday.

The organizers of her visit confirmed to the BBC that Kardashian would not come to India, but refused to disclose the exact reason behind cancellation.

Kardashian is a household name in the UK and the US, best known for reality shows.

Former Baywatch star Pamela Anderson and late reality TV star Jade Goody have also appeared on Bigg Boss.

The Colors channel, which hosts the show, said in a statement on Monday that the 34-year-old Kardashian would appear in Bigg Boss as a "guest to interact with the contestants."

The show is hosted by Bollywood superstar Salman Khan and has a huge following in India.

The eighth season of the program started in October.

## Ukraine's Slow Collapse

NOV. 19, 2014 (*The New York Times*)



Pro-Russian rebels in eastern Ukraine in October. CreditShamil

The crisis in Ukraine has reached an impasse. The cease-fire signed in Minsk, Belarus, in September never really took hold, but at least it provided a cover for efforts to reduce the level of fighting and focus on stabilizing and reforming the Ukrainian economy as a prelude to a serious, long-term search for a resolution of the crisis. Now even the fig leaf of cease-fire is gone. Russian armored vehicles are rolling into eastern Ukraine — disowned, of course, by Moscow.

Gunfire is exchanged constantly in and around Donetsk, and Kiev has basically disowned residents of territories claimed by separatists by cutting most government services, benefits and pensions. And though elections to the Ukrainian Parliament on Oct. 26 brought in a new, pro-Western legislature, Kiev is still far from forming a government or producing a viable program of reforms.

The United States and the European Union have made clear, and correctly so, that they hold President Vladimir Putin of Russia largely responsible for this state of affairs. He was snubbed at the Group of 20 meeting in Brisbane, Australia. Then Chancellor Angela Merkel of Germany, once the European leader deemed most cautious in relations with Moscow, assailed him for reviving a Cold War atmosphere 25 years after the Berlin Wall fell.

There is no question that by annexing Crimea and arming separatists in eastern Ukraine, Mr. Putin has done great damage to East-West relations — and to his country, which finds itself isolated and in economic trouble. The decision on Monday by the European Union to add more separatist leaders to the list of Mr. Putin's allies barred from Europe may be largely symbolic, but along with the cold reception in Brisbane, it does let the Russian leader know that the West is not about to let him off the hook.

That said, it is important to acknowledge that officials in Kiev, and more specifically President Petro Poroshenko and Prime Minister Arseniy Yatsenyuk, have responsibilities they must live up to. Ukraine has been plagued by corruption since it became independent, and the current crisis has made it even

more imperative for the leaders to form a government and come up with a credible economic and political strategy.

The Ukrainian economy is in terrible shape — the currency has lost almost half its value against the dollar in 2014, the industrial centers of Donetsk and Luhansk are in separatist hands, coal mines have shut down. The International Monetary Fund has provided emergency aid, but the hard fact is that the European Union and the United States cannot be expected to make substantial commitments until Ukraine provides a clear reform plan and priorities for outside investment. Johannes Hahn, the new European Union commissioner for enlargement, is right to insist that the union will not hold a donors' conference without this.

In addition to an economic strategy, Kiev needs to prepare a plan for loosening central control in a way that might satisfy residents of the eastern provinces. The decision by President Poroshenko to cut government benefits and pensions to residents of areas under the control of Kremlin-backed separatists, though understandable in the circumstances, has left those unable to flee feeling betrayed by Kiev, creating a vacuum for Moscow to fill.

There is no question that ordering painful reforms when a country is already on its knees is asking a lot. That is why it is imperative that Western leaders make clear that they will give Kiev substantial assistance only after it embarks on a serious program of economic and political reform. After all, that was what the Ukrainians who took to the streets in December 2013 fought for.

| Vocabulary                  | Notes |
|-----------------------------|-------|
| Value(s)                    |       |
| Time                        |       |
| Lying                       |       |
| Stealing                    |       |
| Fairness                    |       |
| Cheating                    |       |
|                             |       |
| Bravery                     |       |
| Comfort                     |       |
| Discipline                  |       |
| Freedom                     |       |
| Family                      |       |
| Friendship                  |       |
| Honesty / telling the truth |       |
| Loyalty                     |       |
| Independence                |       |
| Money                       |       |

## Ethical Questions (Values & Ethics Lesson)

1. If the store clerk accidentally hands you too much money back, should you tell him/her? Why or why not?
2. Is it okay to cheat on your boyfriend/girlfriend if he/she will probably never find out? Why or why not?
3. Is it okay to look at your boyfriend/girlfriend's phone when he/she are in the other room? Why or why not?
4. If a friend or family member asked for money, should you give it to them? Why or why not?
5. If someone walking in front of you drops \$20, should you keep it or tell him or her? Why or why not?
6. If you found a suitcase with \$1 million on the sidewalk, should you tell the police or keep it? Why or why not?
7. Should you give your bus seat to an elderly person? Why or why not?
8. If you saw your friend's boyfriend/girlfriend cheating on him/her, should you tell your friend? Why or why not?
9. If your teacher left the room while you were taking a test, would you cheat? Why or why not?

## (Values & Ethics Lesson)

### Instructions:

Read the list of values, decide which are most/least important to you, and add other values you have.

- Abundance
- Achievement
- Adventure
- Art
- Assertiveness
- Being the best
- Conformity
- Diversity
- Education
- Entertainment
- Fame
- Hygiene
- Intellect
- Kindness
- Humor
- Nature
- Optimism
- Punctuality
- Security
- Generosity
- Sincerity
- Spontaneity

## Vocabulary Sheet (Censorship Lesson)

| Vocabulary        | Notes |
|-------------------|-------|
| Censorship        |       |
| Censor            |       |
| Regulate          |       |
| Protect           |       |
| Monitor           |       |
| Block content     |       |
| Blocked           |       |
| Banned            |       |
| Freedom of speech |       |
| Offensive         |       |

## Mini-Case Studies (Censorship Lesson)

### Banning of the *The Catcher and the Rye*

*The Catcher and the Rye*, a book by American author J.D. Salinger, has been banned in several schools across the US at different times since its publication in 1951. Originally published for adults, it became popular with adolescents because of its themes of teenage angst and alienation.

Those in favor of the ban cite the explicit language and premarital sex. Some claim it encourages immoral behavior. Others have praised the book as one of the best novels of the 20<sup>th</sup> century. Many like the complex, central character and conversational style of writing.

### Blocking Facebook and YouTube

The Chinese government blocked Facebook following the July 2009 independence riots in Xianjiang (a western province in China). As many activists used Facebook to communicate and post photos, the government prevented its population from accessing the social network. Facebook is still reportedly blocked in China.

Similarly, the Chinese authorities have also blocked the video-sharing site, YouTube, in an effort to filter and block information that may shed negative light on the government.

### Protecting Hate Speech

In 1969, the Supreme Court in the US protected the racist and hate-filled speech of the Ku Klux Klan (KKK), a white supremacist group. The court ruled that as long as “hate speech” did not directly incite lawless action, such as violence, then it should be protected under the First Amendment of the U.S. Constitution—the Freedom of Speech.

Some people argue that if the free speech of all people isn’t protected, then the government will end up arbitrarily deciding what is, or is not, acceptable speech.

### Censoring TV Content

For some time in the US, cable television stations were restricted to playing adult content on subscription channels to between 10 p.m. and 6 a.m. Even though these channels were scrambled for non-subscribers, government officials worried that children might be able to see or hear something on these channels during the day. In 2000 the Supreme Court struck down this law, saying it was excessive, as parents can regulate what their children watch.

## Vocabulary Sheet (Unsolved Mysteries Lesson)

| Vocabulary                  | Notes |
|-----------------------------|-------|
| Mystery                     |       |
| Solve                       |       |
| Unsolved                    |       |
| Cold Case                   |       |
| Hoax                        |       |
| Clues                       |       |
| Theory                      |       |
| Detective                   |       |
| Investigate                 |       |
| Investigation               |       |
| What do you think happened? |       |

## Summaries (Unsolved Mysteries Lesson)

### Black Dahlia



Elizabeth Short was an aspiring American actress found gruesomely murdered in Los Angeles in 1947. She was cut in half and dragged to the vacant lot where her body was discovered. Elizabeth also had knife wounds on her face.

Since Elizabeth dyed her hair black and liked a movie called *The Blue Dahlia*, some of her friends called her "The Black Dahlia." Several people confessed to the crime, but police ruled them mentally unstable or liars seeking fame. Detectives never found any helpful clues and ruled out all the men she dated as suspects, as well as friends.

What do you think might have happened? (Who was the killer? Why did he/she do this?)

### Jack the Ripper



Jack the Ripper is the best-known name given to an unidentified serial killer in London in the late 1800s. The killer murdered female prostitutes with a knife, removing the internal organs of at least a few of the victims. Given this fact, some investigators believed the culprit might have been a surgeon or a butcher.

Police interviewed local butchers and slaughterhouse employees, but they were all eliminated from the suspect list.

What do you think might have happened? (Who was the killer? Why did he/she do this?)

## The Disappearance of Cindy Song



Hyun Jong “Cindy” Song was a 21-year-old college student when she went missing in 2001. She was last seen attending a Halloween party, dressed as a bunny, at a nightclub near her college. After leaving the club, Cindy spent the next few hours hanging out with friends before she was dropped off at her apartment at 4:00 AM. No one saw her after this.

Police searched her apartment and didn’t find any sign of a struggle, but many of her belongings were there, including her costume. This indicated that she had gone out after being dropped off at four in the morning. Not long after, a witness reported seeing a woman resembling Cindy in the Chinatown district of Philadelphia. She was crying for help inside a vehicle with an unidentified male.

Later, an informant told police that Michael Jason Kerkowski and Marcus Selenski killed Cindy. The remains of five people were found on Selenski’s property, including Kerkowski’s body. Cindy’s body was not discovered, and no evidence has been found to connect either man to the crime.

What do you think might have happened to Cindy?

## Voynich Manuscript



The Voynich Manuscript is a 240-page book written in a language and script that is completely unknown. It’s filled with drawings of strange diagrams, events, and plants that don’t appear to match any known species.

Carbon dating revealed that the book was likely created some time between 1404 and 1438. Since many of the diagrams appear to be of astronomical origin and the biological diagrams are unidentifiable, some theorists believe aliens wrote the book.

One thing theorists do agree on is that the book is unlikely a hoax, given the amount of time and detail that would have been required to create it.

Who do you think wrote the book? What is the book’s purpose?

| Vocabulary            | Notes |
|-----------------------|-------|
| Date                  |       |
| Romance               |       |
| Proposal / Propose    |       |
| Engaged               |       |
| Pop the question      |       |
| Get engaged           |       |
| Engagement ring       |       |
| Fiancé                |       |
| Bachelor              |       |
| Bachelor party        |       |
| Bachelorette          |       |
| Bachelorette party    |       |
| How did s/he propose? |       |
| Marriage / married    |       |
| Vows                  |       |
| Commitment            |       |
| Wedding               |       |

|                       |  |
|-----------------------|--|
| Tie the knot          |  |
| Spouse                |  |
| Pre-nuptial agreement |  |
| Separation            |  |
| Divorce               |  |
| Monogamy              |  |
| Infidelity            |  |

## Discussion Questions (Romance & Marriage Lesson)

What age should youth be allowed to date? Why?

What is the ideal age to marry? Why?

Should youth be allowed to marry without their parents' consent? Why or why not?

Is it better to be married or single? Why?

What are reasons to get married?

What are the benefits of marriage?

Are pre-nuptial agreements good or bad? Why?

What are the disadvantages of marriage?

Should people be allowed to marry multiple people at one time? Why or why not?

What are reasons to divorce?

Should divorce be illegal? Why or why not?