

FOURTH EDITION

READING FOR THE REAL WORLD3

Reading for the Real World, Fourth Edition is a four-level series designed for intermediate to advanced English learners looking to improve their academic reading fluency and comprehension.



The fourth edition includes:

- ★ New and updated readings on important current topics from a variety of academic subjects
- ★ Reading comprehension exercises designed to hone comprehension skills such as identifying the main idea, understanding details, and making inferences
- ★ Pre-reading and post-reading exercises to reinforce the New Academic Word List (NAWL) vocabulary words encountered in the readings
- ★ Graphic organizers and other summary activities that provide practice in summarizing texts accurately and concisely
- ★ Supplemental readings that allow students to explore a different area or issue related to the main passage
- ★ Audio recordings of all reading passages to reinforce correct pronunciation and reading fluency
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B2+ C1



READING FOR THE REAL WORLD 3

FOURTH EDITION

Peggy Anderson • Sam Robinson

C1

B2+



READING FOR THE REAL WORLD

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3



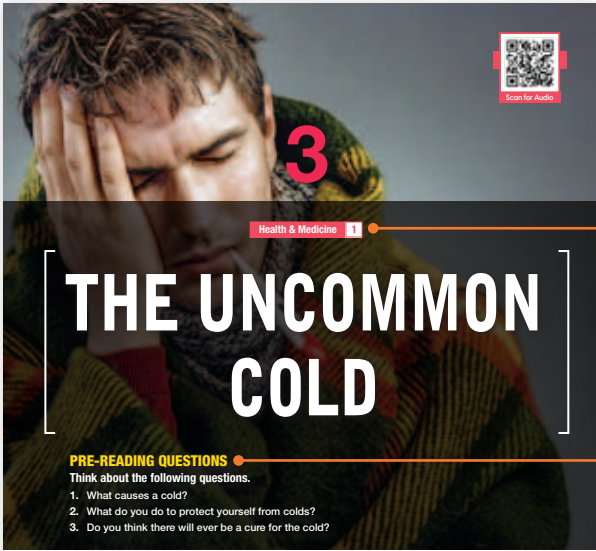
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[CONTENTS]

UNIT OVERVIEW				6
UNIT		READINGS	VOCABULARY	PAGE
UNIT 1	 Strange & Unusual	The Piltdown Man	credibility, criterion, fossil, plausible, prominent, sensation	9
		The Curse of the Mummy	absorb, dampen, infect, organ, suicide, symbolic	15
UNIT 2	 Computers & Technology	Is the Internet Ruining Your Memory?	adverse, cognitive, faculty, impact, static, validity	21
		Science Fiction: Life Imitating Art?	confine, depict, dominance, eliminate, genetically, prey	27
UNIT 3	 Health & Medicine	The Uncommon Cold	accelerate, antibody, enzyme, molecular, mutation, nasty	33
		Gene Therapy	cloning, defect, genetics, manipulation, prevalence, reproduce	39
UNIT 4	 Social Issues	Teenage Runaways	diagnostic, motive, precede, precipitate, psychiatric, trauma	45
		Tough on Drugs	communist, gram, justification, susceptible, tolerance, widespread	51
UNIT 5	 Environmental Issues	Deforestation	agriculture, intensive, precipitation, sustainable, tropical, vegetation	57
		Food Security and Food Supply	breakdown, convergence, marginal, mechanical, stabilize, unstable	63
UNIT 6	 Law & Crime	Lie Detectors	accurately, conduction, likelihood, minimal, punish, reliability	69
		Patents	adaptation, machinery, obtain, specialty, theorem, viable	75

UNIT		READINGS	VOCABULARY	PAGE
UNIT 7	Language & Literature	Ever-Evolving English	consensus, linguistic, profound, pronounce, standardize, vowel	81
		<i>Pride and Prejudice</i> by Jane Austen	admission, disturbance, duration, evident, inferiority, unconsciously	87
UNIT 8	Space & Exploration	Hawking Radiation	articulate, atom, calculation, comparable, particle, theorist	93
		The ISS and the Future of Space	accumulation, alien, bullet, chunk, radiation, ray	99
UNIT 9	Sports & Fitness	Cratine's Place in Sports and Fitness	abdominal, dose, effectiveness, illusion, maximize, metabolism	105
		Scuba Safety	actively, amongst, array, competent, cure, nitrogen	111
UNIT 10	People & Opinions	Attitudes to Monarchy	indifference, irrelevant, paradox, prejudiced, protocol, ultimate	117
		Manchester's Sherlock Holmes	accent, candidate, clever, correlation, supposedly, surgeon	123
UNIT 11	Cross-Cultural Viewpoints	Repatriation of Remains	ancestor, anthropology, classify, descendant, implicit, indigenous	129
		Imperialism and the Internet	consumption, domination, embed, peripheral, transformation, usage	135
UNIT 12	Business & Economics	AI Interviews	differentiate, disability, grammatical, neutral, specification, transparency	141
		How Democratic is Crowdfunding?	distribution, equality, portfolio, spontaneous, trajectory, virtue	147

[UNIT OVERVIEW]



3

Health & Medicine 1

THE UNCOMMON COLD

PRE-READING QUESTIONS
Think about the following questions.

1. What causes a cold?
2. What do you do to protect yourself from colds?
3. Do you think there will ever be a cure for the cold?

VOCABULARY PREVIEW

Match each NAWL word with the correct definition.

1 nasty	a. severe or extremely unpleasant
2 accelerate	b. proteins that defend the body from infection
3 enzyme	c. of or related to the smallest possible amount of a substance
4 antibody	d. a change in the genetic material of an organism
5 molecular	e. to cause to happen sooner or faster
6 mutation	f. a substance produced by living cells that makes certain reactions happen

33

SUBJECT AREA

Reading topics are **chosen** for their relevance to students in the real world and are **organized** by academic subject.

PRE-READING QUESTIONS

Three questions encourage students to activate their existing knowledge about the topic in preparation for reading.

VOCABULARY PREVIEW

A simple matching exercise introduces students to the target New Academic Word List (NAWL) vocabulary they will encounter in the reading.



THE UNCOMMON COLD

Catching a cold is a common complaint for people all over the world. While even a **nasty** cold won't kill you, no one enjoys the accompanying symptoms: a sore, scratchy throat, runny nose, constant sneezing, and headaches. Colds are uncomfortable and often inconvenient, usually lasting about seven days but often lingering for up to fourteen days. On average, human adults contract between two and five colds annually, while children catch as many as six to ten.

It's no surprise that developing and selling cold medication has become big business for **pharmaceutical** companies. Each year, consumers spend billions of dollars on medicines to alleviate this recurring problem. From **over-the-counter** remedies to expensive **prescription** products, **Big Pharma** is more than happy to hand over money for something that could help accelerate a recovery. However, most available medicines are only palliatives, meaning they may help relieve cold symptoms but do not cure the illness itself.

The fact is that, currently, there is no cure available for the common cold. Not even a suitable **vaccine** has been developed. In the case of influenza, commonly known as the flu, vaccines do exist, and getting one yearly is recommended. By contrast, the reason that a cold is so hard to vaccinate against or cure is that it is often caused by any single disease. There are actually about 200 viruses responsible for our cold symptoms. In other words, a cold may not necessarily be as 'common' as you imagine.

Each cold virus carries specific antigens—substances that trigger immune responses. Immune responses cause our bodies to create protective proteins called **antibodies** to fight off harmful diseases. So far, it has proved impossible to create one vaccine that can produce the **disparate** antibodies required to fight so many different antigens. Another problem is that cold viruses have the ability to change their **molecular** structure—in other words, to undergo **mutations**. That means that even if a suitable vaccine were developed, cold viruses could alter in a relatively short space of time, making the vaccine **obsolete**. Even flu vaccines, which target a specific, known virus, must be updated frequently for this reason.

In the last three decades, medical research has concentrated on developing medicines to fight a family of viruses called the rhinoviruses, which are responsible for causing about thirty-five percent of all colds. In the late 1990s, researchers seemed to have some initial success with an antiviral molecule called BBR4. This substance appeared to prevent rhinoviruses from binding with cells in our nose, thus blocking an infection—if taken just before getting sick. Unfortunately, people don't know when they are about to catch a cold, so they wouldn't have known when to take the BBR4. As a result, research into the product was dropped in 2000.

Between 1997 and 2001, a company called ViroPharma tried to get approval to market an antiviral drug called pleconanil, which worked in a similar way to BBR4. Studies indicated that pleconanil prevented rhinoviruses from attaching themselves to human cells by binding with the outer shell of the viral molecules. An application to commercialize an oral form of pleconanil was turned down by the Federal Drug Administration in the USA. The reason given was that the safety and **efficacy** of the drug had not been proven in a convincing manner.

There is another possible solution. In 2011, scientists found that a certain **enzyme** in human cells seemed to help many viruses, including cold viruses, to reproduce. This enzyme is called SETD3. To test their idea, the researchers engineered human cells to lack SETD3 and then attempted to infect those cells with various viruses. The viruses were unable to replicate themselves. This finding opens up the possibility of developing a drug that could stop cold viruses from reproducing and making us sick—though, admittedly, a great deal of work remains to be done.

For now, perhaps the safest way to fight a cold is simply to follow conventional wisdom: get plenty of bed rest, take over-the-counter remedies to combat symptoms, and drink plenty of fluids. If you do these things, your cold should be gone in seven days. Or do **absolutely** nothing, and it should be gone within a couple of weeks.

Reading Time: minutes seconds EST words

Why can't we just make a common cold vaccine?

Why was research into BBR4 discontinued?

What are two measures you can take at home without taking any medicine?

pharmaceutical adj. related to the preparation of chemicals for medical use
over-the-counter adj. sold legally without a doctor's permission
prescription n. a note from a doctor stating what medicine you need
vaccine n. a medicine that helps build resistance to disease

disparate adj. not alike; cannot be compared
obsolete adj. no longer produced or used; out of date
efficacy n. effectiveness; how well something works

34 35

GUIDING QUESTIONS

Questions in the margins help students monitor their comprehension of the structure and content of the passage.

MAIN READING

An engaging reading educates students on an academic topic of high interest.

READING COMPREHENSION

Mark each statement as true (T) or false (F) according to the reading.

- One of the usual symptoms of a cold is pain in the throat.
- Children contract two to five colds each year on average.
- Around a third of colds are caused by rhinoviruses.
- Pleconaril cold medicine is now available in pharmacies.
- Over-the-counter cold medicines don't actually help.

Choose the best answer according to the reading.

1 What is the main purpose of the reading?

- To explain the difficulties in finding a cure for the common cold
- To describe the development of the drugs BBR4 and pleconaril
- To warn readers about the negative effects of catching a cold
- To give advice on the best ways to combat cold symptoms

2 The word **BR4** in paragraph 2 refers to _____

- products
- consumers
- remedies
- companies

3 Which is a reason that it is difficult to create a cold vaccine?

- Researchers are unsure how colds are spread.
- Vaccines must be taken just before getting a cold.
- The cold viruses are able to undergo mutations.
- Previous vaccines were shown to be unsafe.

4 Why is the enzyme **SETD3** important to the onset of the common cold?

- People who have it get fewer colds.
- It kills viruses in human cells.
- Viruses need it in order to reproduce.
- It allows viruses to enter human cells.

Fill in the blanks with information from the passage.

- _____ can only relieve cold symptoms; they can't cure the illness itself.
- Colds are not caused by a single disease, making them hard to _____.
- The antiviral molecule BBR4 worked by _____ cells in people's noses to block infection.

SUMMARY

An introductory sentence for a brief summary of the passage is given below. Choose three more sentences to complete the summary.

First Sentence: Despite years of research, a cure for the common cold is still not available.

- Scientists are researching ways to make flu vaccines effective against colds as well.
- Although both BBR4 and pleconaril had some promising effects, neither was found to be entirely suitable.
- Colds can linger anywhere from one to two weeks, and the symptoms accompanying them can include headaches and sneezing.
- There are many cold medicines currently available, but they are palliatives rather than cures.
- It is nearly impossible to create a cold vaccine due to the number of viruses that can cause colds and their ability to undergo mutations.
- Vaccines exist for the flu, and getting one every year is recommended.

VOCABULARY PRACTICE

Fill in the blanks with the words in the box. Change the form if necessary.

accelerate antibody enzyme molecular nasty mutation

- One challenge in organ transplantation is that a patient's _____ may attack the organ as if it were an infection.
- Anyone who has ever experienced a(n) _____ paper cut knows how painful they can be.
- Amylase is an important _____ that breaks down carbohydrates into sugars.
- _____ biology is the study of physiological processes at the most fundamental level of elements and compounds.
- Microsieve ovens are convenient because they _____ the cooking process.
- Blue eyes are the result of a(n) _____ that occurred in humans about 10,000 years ago.

READING COMPREHENSION

Questions of various types help students assess their comprehension of the reading's main idea, key details, and more.

SUMMARY

A summary exercise provides practice in understanding passage structure and in identifying the important information in a reading. Exercise types include graphic organizers, fill-in-the-blank paragraphs, and more.

VOCABULARY PRACTICE

A fill-in-the-blank exercise reinforces the target NAWL vocabulary learned in the reading.

SUPPLEMENTAL READING

Aspirin: A Darker Side

Everyone has suffered from a cold at one time or another. While we wait for a cold cure to be developed, most people simply end up taking some form of over-the-counter medication. The scary thing is that some of the medicines taken to treat cold symptoms may actually be counterproductive. For example, aspirin appears to be the perfect drug to take to fight headaches and throat inflammation, but the truth is that it can actually have adverse effects on us.

Some researchers believe that using aspirin to treat colds can increase the amount of virus you shed through nasal secretions. That means you could potentially infect a lot more people with the virus when you blow your nose near them. Another problem is that aspirin may suppress some of our immune responses and cause our noses to become even stuffier.

Several studies have also linked aspirin to the development of a condition called Reye's syndrome when used to treat children suffering from colds or flu. This condition is rare but serious, occurring in children between the ages of three and twelve. It often affects the brain or liver, causing major organ damage and, in very severe cases, death. Doctors, therefore, recommend that aspirin not be given to anyone under nineteen who is suffering from any viral illness, including the common cold.

Colds themselves may not harm us permanently, but the way we treat cold symptoms could. That means you should avoid aspirin if you are under nineteen, and if you're unsure about any other medication, you should consult a doctor.

Fill in the blanks with information from the reading.

- Although it is commonly taken for colds, aspirin can cause your nose to _____.
- Reye's syndrome can result in _____ or death.
- If you are at all unsure about medication, it's best to _____.

EXTENSION

Besides medication, what ways of fighting cold symptoms have you heard about? Do they work?

SUPPLEMENTAL READING

A short reading provides more practice as well as an additional perspective on the topic.

EXTENSION

Extension questions encourage students to synthesize information, relate the reading content to their existing knowledge and opinions, and express their own ideas on the topic through speaking or writing.

DOWNLOADABLE RESOURCES

Get the most out of *Reading for the Real World, Fourth Edition* with our free supplemental resources. Visit www.compasspub.com/RRW4e3 for downloadable word list, progress tests, teacher's guide, and writing worksheets.

WRITING WORKSHEETS

READING FOR THE REAL WORLD 3

WRITING WORKSHEET

Unit 3: Health & Medicine

Reading 1: The Uncommon Cold

I. GENERATE IDEAS

Today, there are many medicines available to ease the symptoms of a cold. However, there were and still are alternatives to these medicines. Consider the following questions as you think about alternative remedies.

1. What do you usually do when you're feeling sick? Do you do anything other than take medicine?

2. Think about what you usually do when you're feeling sick. List four activities you do when you're sick besides taking medicine.

3. Have you heard of any other alternative remedies for colds? Do you think they work?

II. OUTLINE

Complete the outline using ideas from above or other ideas. Make sure to write at least two reasons or details that support your topic sentence.

Topic sentence (circle one): I think alternative cold remedies are (not as good as / better than) medicines.

Supporting reason/detail 1:

Supporting reason/detail 2:

Supporting reason/detail 3:

III. WRITE

Use the outline above to write your paragraph.

GENERATE IDEAS

A scaffolded idea-generation exercise enables students to build on the arguments they developed in the Extension section of the lesson.

OUTLINE

An outline exercise allows students to create a rough structure for the short writing exercise that follows.

WRITE

A writing exercise gives students freer practice using the vocabulary and ideas they learned in the lesson.



Scan for Audio

1

Strange & Unusual 1

THE PILTDOWN MAN

PRE-READING QUESTIONS

Think about the following questions.

1. What is the most recent scientific discovery that you found interesting or exciting?
2. How does the theory of evolution explain human ancestry?
3. Have you heard of the phrase “the missing link”? What do you think it refers to?

VOCABULARY PREVIEW

Match each NAWL word with the correct definition.

- | | | |
|----------------------------|---|---|
| 1 fossil | • | • a. standard(s) for judging or categorization |
| 2 sensation | • | • b. the extremely old remains of a living thing |
| 3 credibility | • | • c. a cause of excitement and interest |
| 4 prominent | • | • d. well-known and distinguished |
| 5 plausible | • | • e. reasonable; possible by logic |
| 6 criterion (pl. criteria) | • | • f. characteristic of trustworthiness, authority, or believability |

THE PILTDOWN MAN



Who found the
Piltdown Man?
Underline the
names.



One of the most famous (or infamous) frauds in the history of science is known as the Piltdown Man, the remains of a supposed primitive **hominid**¹ found in 1912 by an amateur **paleontologist**² named Charles Dawson and a professional paleontologist named Arthur Smith Woodward. In fact, two such sets of **fossils** were discovered between the years 1912 and 1915. The first was found in the Piltdown **gravel pit**³ in Sussex, England. While digging in the pit, the paleontologists found a humanlike skull with a jawbone similar to that of an ape. This finding appeared to be the remains of a “missing link,” the evolutionary step that connects apes and humans. The discoverers named the remains *Eoanthropus dawsoni*, or “Dawson’s Dawn Man,” but the find later became known as the Piltdown Man due to the location of its discovery.

The Piltdown Man was an immediate **sensation**. He seemed to fit all of the **criteria** expected in the missing link—a mixture of human and ape with the noble brow of *Homo sapiens* and a primitive jaw. Best of all, he was British! However, the reactions to the findings were mixed. On the whole, British paleontologists were enthusiastic, but French and American paleontologists tended to be skeptical of the origins of the Piltdown Man. Some objected to its **credibility** quite **vociferously**⁴. The objectors held that the jawbone and the skull were obviously from two different animals, and the fact they were discovered together was simply an accident of placement. At first, fraud wasn’t suspected. After all, Dawson and Woodward had no expectation of financial gain from the discovery. In addition, there had been other European finds related to the missing links of modern-day man, such as the Neanderthal, Cro-Magnon Man, and Heidelberg Man. So the existence of another “missing link” in the history of man’s evolution was not so surprising to some researchers.

- | | | |
|-----------------------------|------|---|
| ¹ hominid | n. | a member of the family of humans |
| ² paleontologist | n. | a scientist who studies ancient life forms |
| ³ gravel pit | n. | a place where small, rounded stones are dug out of the ground |
| ⁴ vociferously | adv. | loudly; with strong emotion |

However, some investigators remained doubtful of the origins of the Piltdown Man, continuing to express strong doubt that the skull and the jaw were from the same species. The **perpetrators**⁵ of the **hoax**⁶ solved this problem by planting a second jaw and a second skull at another nearby location. The subsequent report in 1915 of the discovery of “Piltdown Man II” converted many of the skeptics. Their reasoning was that one accident of placement was **plausible**, but two were not. So after this second finding, most of the doubters were satisfied. Moreover, some **prominent** British scientists failed to perform tests that they should have done and obstructed other scientists’ access to the fossils. Some historians believe that the discoverers of the Piltdown Man and these scientists may have been **co-conspirators**⁷ in the hoax.

The fame of the Piltdown Man continued for forty years. It was featured in professional articles and books, in newspaper reports, and even in high-school biology textbooks. In the decades from 1915 to 1950, there was, of course, some opposition from scientific critics who claimed that the skull was human, but the jaw was that of an ape.

During the 1950s, the validity of the Piltdown Man discovery was questioned further. Several researchers concluded that almost all, if not all, of the fossils had been planted in the pit in modern times and that several of these items had even been **fabricated**⁸. These scientific detectives, among them Joseph Weiner and Kenneth Oakley, discredited the Piltdown Man fossils with technical evidence showing that the skull belonged to an English woman and the jaw to an Asian orangutan. Chemical tests in 1953 further proved that everything was, in fact, fake. The discovered pieces had been stained, filed, smashed, and so on, in a clever way, thus leading people to initially believe that the Piltdown Man was real.

The question still remains: Who did it? Even though it has been over a century since the discovery of the Piltdown Man, there is still no certainty about who managed one of the greatest hoaxes in the history of science.

Underline how prominent scientists may have helped continue the deception.

Who were two scientists that helped prove the Piltdown Man wasn't real?

Reading Time: _____ minutes _____ seconds 659 words

- ⁵ **perpetrator** *n.* a person who commits an act that is illegal or wrong
⁶ **hoax** *n.* something accepted or established by fraud or fabrication
⁷ **co-conspirator** *n.* a person who schemes with another
⁸ **fabricate** *v.* to make up (a story or lie)

READING COMPREHENSION

A Mark each statement as true (T) or false (F) according to the reading.

- 1 _____ Most British experts immediately doubted that the skull was real.
- 2 _____ Dawson and Woodward made a lot of money from their discovery.
- 3 _____ Neanderthal remains were found before the Piltdown Man remains.
- 4 _____ Many people believed for several decades that the Piltdown Man was real.
- 5 _____ Charles Dawson was finally identified as the perpetrator.

B Choose the best answer according to the reading.

PURPOSE

1 What is the main purpose of the reading?

- a. To clarify a misunderstood and criticized scientific find
- b. To argue that science is full of fraud and dishonesty
- c. To explain how a hoax was perpetrated and then discovered
- d. To compare early and contemporary paleontological methods

TOPIC

2 What is paragraph 2 mainly about?

- a. The motives of the perpetrators
- b. Contemporary paleontological finds
- c. National rivalries between paleontologists
- d. Initial reactions toward the Piltdown discovery

DETAIL

3 Which fact made some skeptics change their minds?

- a. A second set of remains was found.
- b. Many books were written about the "missing link."
- c. Scientists chemically tested the bones.
- d. Scientists in other countries believed the hoax.

REFERENCE

4 The word **it** in paragraph 6 refers to _____.

- a. something people believed
- b. the hoax that was perpetrated
- c. evidence that was destroyed
- d. proof that the skull was faked

C Fill in the blanks with information from the reading.

- 1 Charles Dawson was one of the paleontologists who claimed to have found the remains of a(n) _____.
- 2 While the jawbone was similar to that of an ape, the skull was _____.
- 3 The _____ of the Piltdown discovery came under further question in the 1950s.

SUMMARY

Fill in the blanks with the phrases in the box.

convinced skeptics
suspect fraud

been fabricated
the missing link

tampered with
the same species

Discovery

- Some thought Dawson and Woodward had found 1 _____.
- A second discovery in 1915 2 _____.

Doubt

- Some researchers did not believe the jaw and upper skull were from 3 _____.
- Although some questioned the origins, people did not 4 _____ at first.

Debunking

- Concerns arose in the 1950s that the fossils had been planted and had even 5 _____.
- Chemical tests revealed the bones were modern and some were 6 _____.

VOCABULARY PRACTICE

Fill in the blanks with the words in the box. Change the form if necessary.

credibility criteria fossil plausible prominent sensation

- 1 The famous scientist lost all _____ once his fabricated data came to light.
- 2 Some _____ are actually impressions of an animal left in mud that later turned to stone.
- 3 Although we do not have the technology currently, many scientists agree that colonization of Mars is _____.
- 4 It's hard for the younger generation to imagine what a _____ CDs caused when they first came out.
- 5 Many _____ scientists like Neil deGrasse Tyson have gone on record saying that the anti-GMO movement has no scientific merit.
- 6 Some paleontologists now question the _____ by which dinosaurs were originally classified as cold-blooded.

SUPPLEMENTAL READING

The First to the North Pole



The Piltdown Man hoax is not unique in the history of science. The exploration of the North Pole includes another case of this nature. The two main players in this story are Robert Peary, a famous explorer in the early 20th century, and Dr. Frederick Cook, another explorer who frequently accompanied Peary on his expeditions.



Both men began their own quests to reach the North Pole in the early 1900s. However, the question of who reached the North Pole first, if either, remains hotly debated. According to Dr. Cook, he reached the pole on April 21, 1908. His claim is recorded in his diary: "With a step, it was possible to go from one part of the globe to the opposite side... North, east, and west had vanished. It was south in every direction." Cook then became lost in the Arctic for almost a year.

Meanwhile, Peary was also trying to reach the North Pole. He claimed to have arrived there on April 6, 1909, almost a year after Cook. However, Peary believed Cook had never made it to the Pole and had, in fact, died trying to reach it. This led Peary to believe that he was the first to reach the Pole. In September 1909, both men managed to make it back to civilization alive and well and, within days of each other, telegraphed their rival claims to the newspapers.

Controversy ensued when Peary accused Cook of fraud, claiming that he had no compelling evidence to support his claim. In fact, the controversy lingers to this day. Who was the first man to reach the North Pole? For many years, Peary's supporters, backed by National Geographic magazine, had the upper hand. However, new evidence suggests that both explorers faked their claims. In other words, neither of them reached the Pole, which would put later explorers in line for the title of "first to reach the North Pole."

Fill in the blanks with information from the reading.

- 1 Dr. Frederick Cook frequently went on expeditions with _____.
- 2 Peary mistakenly thought that Cook _____.
- 3 New evidence suggests neither man actually _____.



EXTENSION

Talk or Write About It

Do you know of any recent instances of scientific fraud? What happened?
What reasons might scientists have to fake a discovery?