





# MAKING Money

## 1 FOCUS ON THE TOPIC

1. Copying money becomes easier as copier technology becomes better.  
What equipment do people need to copy money?
2. What is the best way to stop people from copying money?
3. How can you tell real money from copied (fake) money?

GO TO [MyEnglishLab](#) TO CHECK WHAT YOU KNOW.



## 2 FOCUS ON READING

### READING ONE MAKING MONEY

#### VOCABULARY

When you read a story, there may be many words you don't know. Often you can still understand the story, and sometimes you can even understand these new words.

**1** Read the story. See if you can understand it even though some words are missing.

One day last year, some New York City sanitation workers were very surprised when they emptied a garbage can. Along with the banana peels and empty Coke cans, they found \$18 million in new \_\_\_\_\_.

Who would throw out all that money? The workers felt that something was not right, so they called the United States Bureau of Engraving and Printing, the part of government that makes paper money. The Bureau employees said that the money looked real but that, in fact, it wasn't. It was \_\_\_\_\_—and not legal. The garbage must have belonged to \_\_\_\_\_, people who make money that is not real. They use both old and new \_\_\_\_\_, or ways, to make money. For example, some make the money by using printing presses, big machines similar to those for making books or newspapers; others use \_\_\_\_\_ and other computer \_\_\_\_\_. These counterfeiters probably printed a lot of money and weren't happy with how it looked. Maybe the drawing wasn't good enough. Or maybe the \_\_\_\_\_ was not exactly the right color. So they threw it all out.

The people at the Bureau of Engraving and Printing were mad. Copying money is \_\_\_\_\_. Counterfeiters who get caught can go to prison for a long time. The people at the Bureau work very hard to \_\_\_\_\_ people from making fake money.

The Bureau never caught these counterfeiters. Nobody knows if they were able to make another \$18 million that looked \_\_\_\_\_ real.





# MAKING MONEY

By Amelia Laidlaw



- 1 IT WAS SO QUICK AND EASY. A 14-year-old boy in Scottsdale, Arizona, pulled out a \$50 **bill** and put it onto his school's new **scanner**. Then he printed ten copies of his \$50 bill on a color copier. Within seconds he changed \$50 into \$550, and he was ready to go shopping.
- 2 Thirty years ago only a few people had the skills or **equipment** to make counterfeit money. Good computers, copiers, cameras, and printers are cheaper than ever, so today anyone can "make" money. The people using today's **technology** to make fake money are called casual **counterfeiters**, and like the 14-year-old in Arizona, they can be anywhere.
- 3 The number of **fake** bills made by casual counterfeiters on their home or office computer is growing fast. Although there is no way to **completely prevent** counterfeiting, in the 1990s and 2000s, the U.S. government made some changes to U.S. bills that made casual counterfeiting more difficult.
- 4 One change they made was to put very, very small words, called microprint, in hidden places on the bill. These words are only 6/1,000 inch. No one can read them without a magnifying glass, a special glass that makes things look bigger. And they are too small to come out clearly on a copier. If someone copies a bill that has microprint and you look at the copy through a magnifying glass, you see only black lines instead of microprinted words.
- 5 Another change the government made to U.S. bills was to use special color-changing **ink**. Money printed with color-changing ink looks green from one direction and yellow from another. Home computers cannot use color-changing ink. So any **illegal** copies of money from a home computer have normal ink that is easy to notice.
- 6 The third change was to add a special line from the top to the bottom of each new bill. When you hold a \$20 bill up to the light for example, you can see the line has the words "USA twenty" in it. The line turns red if you put it under a special UV (ultraviolet) light. Fake bills printed on regular paper do not have this special line. You can tell they are fake by holding them up to the light or by putting them under UV light.
- 7 All these changes to the U.S. bills help. The United States has less counterfeit money than any other country in the world. Less than 1% of U.S. money is counterfeit. However, the Bureau of Engraving and Printing can't slow down now because of these changes. It needs to always stay a step or two ahead of the counterfeiters. Already, the Bureau has plans to add a 3D image to the U.S. \$100 bill. This is something they hope will be impossible to copy. But technology improves every year. Today, home copiers can't copy microprinted words or 3D images. But in a few years, who knows?



## MAIN IDEAS

- 1 Look again at the Preview on page 57. How did your predictions help you understand the article?
- 2 Each statement tells the main idea of a paragraph in “Making Money.” Read a statement, then write the correct paragraph number next to it.

### Paragraph

- |   |       |
|---|-------|
| a. Casual counterfeiting is becoming a big problem, and the government is fighting the problem. | _____ |
| b. Using color-changing ink is a way to prevent counterfeiting.                                 | _____ |
| c. A child can easily copy paper money.   | _____ |
| d. The government must always keep changing the bills to prevent counterfeiting.                | _____ |
| e. Putting microprint on bills helps prevent counterfeiting.                                    | _____ |
| f. New technology makes casual counterfeiting possible.   | _____ |
| g. The special lines on U.S. paper money help prevent counterfeiting.                           | _____ |

- 3 Check (✓) the statement that best describes the main idea of the whole article.

- \_\_\_\_\_ a. It's easier to counterfeit money today than it was 30 years ago, especially with the right equipment.
- \_\_\_\_\_ b. The government has several ways to try to prevent counterfeiting.
- \_\_\_\_\_ c. Better home computers and printers made counterfeiting easier, so the U.S. government changed the bills to make counterfeiting more difficult.

## DETAILS

Complete the statements with information from the article.

1. Thirty years ago, only a few people had the \_\_\_\_\_ or \_\_\_\_\_ to make fake money.
2. One way to prevent counterfeiters from making fake money on a \_\_\_\_\_ is to use microprinted words.
3. Bills have a \_\_\_\_\_ that you can see if you hold them up to the light.

(continued on next page)



4. A boy in Scottsdale, Arizona, used his school's scanner to make \_\_\_\_\_ copies of a \$\_\_\_\_\_ bill.
5. Money printed with color-changing ink looks green from one direction and \_\_\_\_\_ from another.
6. Most other countries in the world have \_\_\_\_\_ counterfeit money than the United States.

## MAKE INFERENCES

### INFERRING FUTURE SITUATIONS

An **inference** is an educated guess about something that is not directly stated in the text. Readers often use information in a text to infer what will happen in the future.

Look at the example and read the explanation.

- In the future, more people will make fake money.

Is this true? Choose the best answer.

- a. Probably true, based on what we read in the article.
- b. There is not enough information in the article to know if this statement is true.  
(The best answer is a.)

In paragraph 2, we learn that anyone with basic computer equipment can be a counterfeiter.

In paragraph 3, we learn that the number of counterfeit bills grows every year.

In paragraph 7, we learn that technology improves every year.

So, from all this information, we can **infer** that **in the future**, the number of casual counterfeiters will continue to grow because it's easy, and computers are getting cheaper and better.

Read each prediction. Can you tell if it is true or not from the information in the article? Choose the best answer. Refer to the paragraphs in parentheses.

1. Copiers will not be able to copy color-changing ink. (*paragraphs 5 and 7*)
  - a. True, based on what we read in the article.
  - b. There is not enough information in the article to know if this statement is true.
2. Copiers will be able to copy microprinted words. (*paragraph 7*)
  - a. True, based on what we read in the article.
  - b. There is not enough information in the article to know if this statement is true.



3. The Bureau of Engraving and Printing will learn about new home computer technology before people buy it. (*paragraph 7*)
  - a. True, based on what we read in the article.
  - b. There is not enough information in the article to know if this statement is true.
4. The police will be able to catch most counterfeiters. (*paragraph 7*)
  - a. True, based on what we read in the article.
  - b. There is not enough information in the article to know if this statement is true.

Now discuss your answers with a partner. Explain your thinking.

## EXPRESS OPINIONS

Discuss the questions in a small group. Give your opinions. Then share your answers with the class.

1. Review the changes the U.S. government made to bills to prevent people from counterfeiting. Which of them seems the most effective to you? Why?
2. What else can the Bureau of Engraving and Printing do to stay a step ahead of casual counterfeiters?

 [GO TO MyEnglishLab](#) TO GIVE YOUR OPINION ABOUT ANOTHER QUESTION.

## READING TWO | I MADE IT MYSELF

### READ

Before computers and copiers, counterfeiting was not easy. You needed the artistic skill to draw a copy of a bill, a large printing press, and the skill to use it. Counterfeiting often took a lot of time, planning, and hard work. And the results were excellent. The counterfeit money looked and felt like the real thing. Today, professional counterfeiters still make fake money the old-fashioned way—on printing presses. Here is the story of one of these professional counterfeiters.

- 1** Look at the boldfaced words and phrases in the reading and think about the questions.
  1. Which words do you know the meaning of?
  2. Can you use any of these words in a sentence?
- 2** Now read the story of Michael Landress, who was once a professional counterfeiter.

# I MADE IT MYSELF

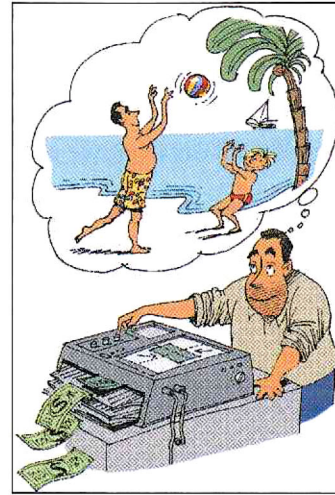
1 It took months of planning, of trying to find the perfect paper, of mixing and remixing ink to get the right color, of printing and reprinting to get the right feel, but I did it. I made a perfect copy of a \$100 bill.

2 During the days, I did regular print jobs at the shop. Then every evening at five o'clock, I sent my workers home, hoping no one would ask why I stayed late. I pulled out the special paper, ink, and other equipment I hid away the night before and slowly, carefully, worked until the sun came up. I didn't have time to sleep. I was too **nervous** to sleep anyway. As I worked, I worried about the Secret Service<sup>1</sup> agents coming to get me. In the beginning, as I prepared the paper, I said to myself, "I'm

just printing little blue and red hairlines on paper. They can't **arrest** me for that. I'm not **breaking the law**." Then as I printed the numbers, I said, "I'm just printing small numbers in four corners of a page. They can't arrest me for *this*. What I'm doing isn't illegal." Finally, as I got closer and closer to printing something they could arrest me for, I began to wonder, "Is this really that bad? Who am I hurting? I'm making myself a few thousand dollars so I can take my boy and move to Puerto Rico. I'm just trying to do my best for my family. Is that so wrong?"

3 After about three weeks of slow work, I finally printed out a whole sheet of \$100 bills. I took out the magnifying glass and studied my work. "No. Oh, Ben, no. Ben, you don't look right," I said aloud to the empty shop. The **portrait**<sup>2</sup> of Ben Franklin on the front of the bill just didn't look right. To most people, he probably looked like the one on the real bill. However, I could see that it wasn't a perfect copy. I needed it to be perfect. So, slowly, painfully, I started over.

4 A week later, I was printing the last of the bills. I didn't hear them come in because of the noise of the press. I just looked up from studying the now-perfect portraits of Ben Franklin to see a gun at my head and hear the Secret Service agent say, "Just like getting caught with your hand in the cookie jar, huh, Mike?"



<sup>1</sup> **Secret Service:** government agency that tries to find and catch counterfeiters

<sup>2</sup> **portrait:** a drawing or painting of someone's head



## COMPREHENSION

Answer the questions. Discuss your answers with a partner.

1. The title of the story is *I Made It Myself*. What does “It” refer to? \_\_\_\_\_  
\_\_\_\_\_
2. In Paragraph 3, Landress says, “No. Oh, Ben, no.” Who is Ben? What was wrong? How does Michael feel? \_\_\_\_\_
3. In Paragraph 4, Landress says, “I didn’t hear them come in because of the noise of the press.” Who does “them” refer to? What were they coming to do? Why? \_\_\_\_\_  
\_\_\_\_\_
4. The story ends with “Just like getting caught with your hand in the cookie jar, huh, Mike?” What do you think “getting caught with your hand in the cookie jar” means? \_\_\_\_\_  
\_\_\_\_\_

GO TO MyEnglishLab FOR MORE VOCABULARY PRACTICE.

## READING SKILL

- 1 Read *I Made It Myself* again and think about how much time the story took. Underline the phrases in the story that help you know how much time each part of the story took.

### UNDERSTANDING SEQUENCE OF EVENTS IN A STORY

When telling a story, a writer uses **time phrases** to show the passage of time between plot elements. Recognizing these time phrases helps readers understand the story’s sequence of events.

Look at the examples and read the explanations:

- “**It took months** of planning. . . .” (*paragraph 1*)

This gives an overall time structure to the story.

- “**During the days**. . . .” (*paragraph 2*)

This shows that the paragraph describes actions that went on over a long period of time.

- 2 Work with a partner. Identify two additional time phrases and discuss how they move the story along.

1. Time phrase in paragraph 3: \_\_\_\_\_  
What does it tell us?
2. Time phrase in paragraph 4: \_\_\_\_\_  
What does it tell us?

GO TO MyEnglishLab FOR MORE SKILL PRACTICE.

## CONNECT THE READINGS

### STEP 1: Organize

There are two kinds of counterfeiters: casual counterfeiters, like the 14-year-old boy in Scottsdale, Arizona, and professional counterfeiters, like Mike Landress.

Based on Reading One (R1) and Reading Two (R2), compare the two kinds of counterfeiters. Look at the list of phrases. Then write each phrase in the correct box in the chart. Some phrases may be used twice.

- artistic skills
- printing presses
- color-changing ink
- line doesn't change color with UV light
- a print shop
- special paper
- computer printer ink
- know how to run a printing press
- scanners
- microprint looks like black lines
- ink is not color-changing
- home computer skills
- computer printer paper
- no special line

	CASUAL COUNTERFEITERS (R1)	PROFESSIONAL COUNTERFEITERS (R2)
1. What kind of skills do they need?		artistic skills
2. What tools, equipment, and materials do they need?		
3. How can you tell their bills are fake?		X

### STEP 2: Synthesize

The U.S. government does a lot to prevent counterfeiting, but it has different ways of catching casual and professional counterfeiters.

Complete the two memos regarding counterfeit prevention. Use information from the chart in Step 1.



1.

### U.S. Bureau of Counterfeit Prevention

**To:** Shopkeepers in the Washington, D.C. area

**Re:** Catching casual counterfeiters

We are finding many counterfeit bills in the Washington, D.C. area this month. These bills are made with home computer technology and are easy to recognize. Please help us to catch counterfeiters.

Tips for recognizing counterfeit bills:

1. (paper / feel) The paper feels different.
2. (special line) \_\_\_\_\_
3. (microprint) \_\_\_\_\_
4. (your idea) \_\_\_\_\_
5. (your idea) \_\_\_\_\_

2.

### U.S. Bureau of Counterfeit Prevention

**To:** All U.S. agents

**Re:** Professional counterfeiter investigation

Professionally-made counterfeit bills are showing up in the New York, Philadelphia, and Boston areas. We cannot rely on shopkeepers to help us find these counterfeiters because the bills are very well done and difficult to recognize as counterfeit.

Very few people have the equipment, materials, and skills to counterfeit this well. It is important that we find those people who have the special counterfeiting equipment and materials.

Here is a list of questions we need to answer in order to begin our investigation:

1. (printing presses) Who owns printing presses?
2. (ink) \_\_\_\_\_
3. (your idea) \_\_\_\_\_
4. (your idea) \_\_\_\_\_

## 3 FOCUS ON WRITING

### VOCABULARY

#### REVIEW

- 1 The following sentences do not make sense. Cross out the boldfaced word or phrase. Above it, write the correct antonym (opposite) from the box so the sentence makes sense.

arrested	completely	illegal	prevent
breaking the law	<del>counterfeiter</del>	nervous	

1. When I got the \$100 bill, I noticed that the paper didn't feel right. "Is it possible that a ~~counterfeiter~~ **government worker** made this?" I asked myself.
2. The police officer took the woman by the arms, put her in the police car, and took her to the police station. He **set** her **free**.
3. His legs were shaking. His heart was going very fast. His lips were dry. He felt very **relaxed** as he gave the bank the counterfeit money.
4. The fire destroyed everything in the shop. The expensive designer clothing and all the jewelry were **not at all** destroyed.
5. It's **not a problem** to make photocopies of money. Teachers should use real bills when they teach students about American money.
6. Take that dollar bill out of the copier! You are **following the law!**
7. New Zealand, Brazil, and China now use special plastic instead of paper for their bills to **make** counterfeiting **easier**.



**2** Complete the sentences with the words from the box.

bill      equipment      fake      ink      scanner      technology

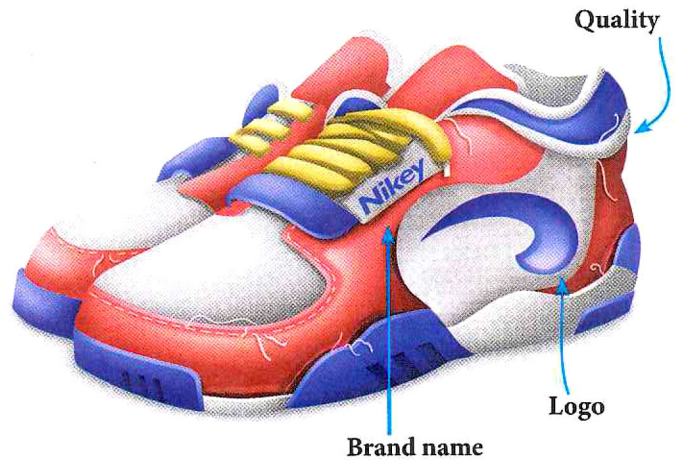
1. Printing presses, copiers, scanners, and magnifying glasses are different kinds of \_\_\_\_\_ used in counterfeiting.
2. Even new printing presses use \_\_\_\_\_ that is over 500 years old.
3. I want to be able to put this magazine photograph on my computer screen. I need a(n) \_\_\_\_\_.
4. Don't be fooled by that "Rolex" watch. It's cheap because it's \_\_\_\_\_.
5. I need change. Can I have four quarters for a one-dollar \_\_\_\_\_?
6. Professor Porter always corrected my papers with purple \_\_\_\_\_ since she didn't like red.

### EXPAND

**1** Money isn't the only counterfeit product. Look at the pictures of other counterfeit products. How can you tell that these products are fake? Discuss with a partner.



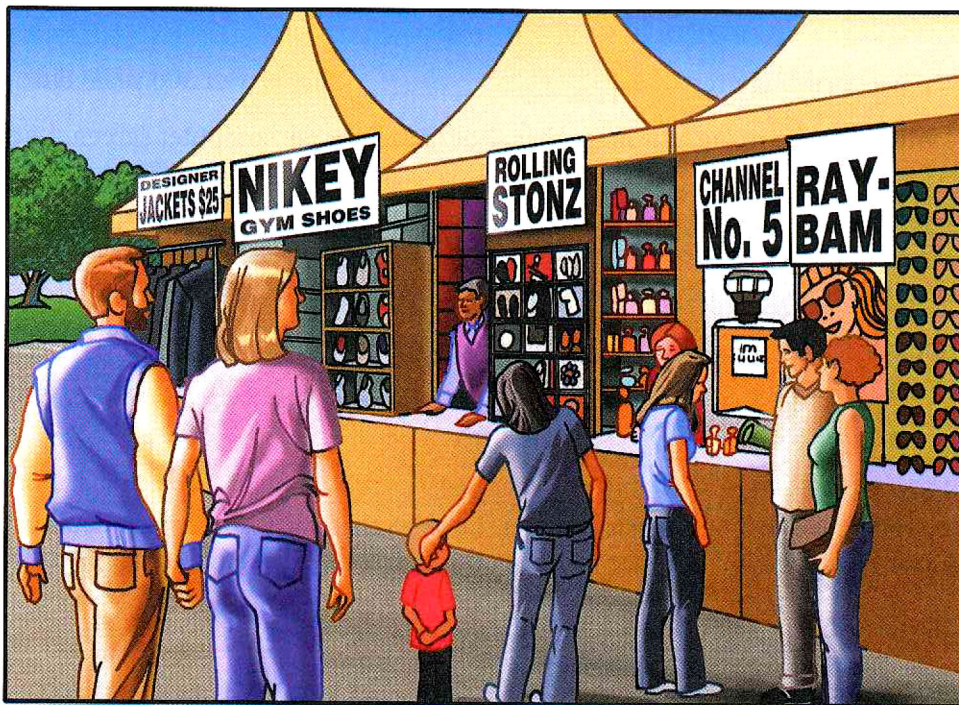
1. Pirated CD



2. Imitation sports shoes

**2** Read about Nicola and Jim, and look at the picture.

Nicola and Jim are at the flea market, a market where people sell lots of cheap products. Nicola is surprised that there are so many cheap designer products. Jim knows that these products are all fake.



Now complete the conversation with the words from the box.

brand name	labels	packaging	quality
imitation	logo	pirated	

**NICOLA:** Jim! Look at this! They have Rayban sunglasses for only \$25!

**JIM:** Nicola, those aren't real. Those are *Raybams*—the brand name is spelled wrong!  
1.

**NICOLA:** Oh. But what about these bottles of perfume? It's Chanel!

**JIM:** Can't you tell that those are fake? They have different \_\_\_\_\_ and \_\_\_\_\_.  
2.  
3.

**NICOLA:** Oh, look! Here are some CDs of the Rolling Stones. I love the Rolling Stones!

**JIM:** These CDs are \_\_\_\_\_. Someone just copied the covers on their scanner.  
4.



**NICOLA:** Well what about the shoes? These are Nikes, and they are really cheap!

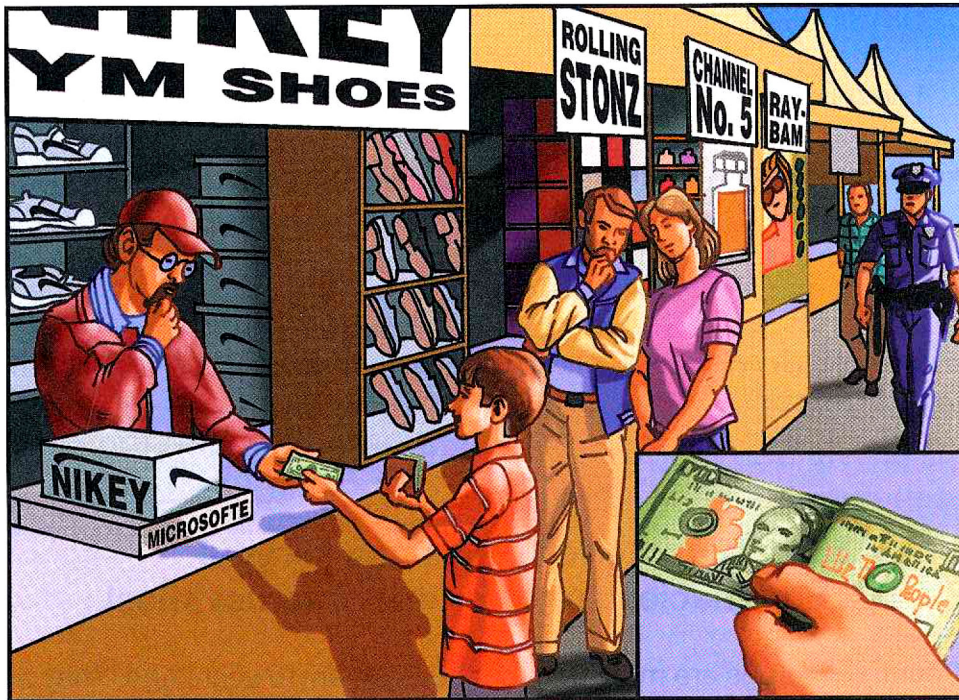
**JIM:** You can tell that they are not Nikes because the \_\_\_\_\_ looks wrong . . .  
5.  
They are cheaper because the \_\_\_\_\_ is bad. They will probably fall apart in  
6.  
one week!

**NICOLA:** What about those jackets? They look like Hollister.

**JIM:** For \$25? They are \_\_\_\_\_ Hollister. Nicola, *everything* here is fake!  
7.

## CREATE

Look at the picture and complete the conversation. Use as many of the words from the box as you can.



arrest	counterfeit	illegal	nervous	real
bills	counterfeiter	imitation	packaging	quality
brand name	equipment	label	pirated	scanner
completely	fake	logo	prevent	

**NICOLA:** Well, maybe *you* know that these products are all fake, but that kid over there is buying a lot of stuff. Look! He just bought some software.

(continued on next page)





1. What three words did you underline? \_\_\_\_\_

2. What word follows each of these words? \_\_\_\_\_

The words you underlined are **adjectives in the comparative form**.

## COMPARATIVE FORM OF ADJECTIVES

- |   |   |
|---|---|
| 1. Use the <b>comparative</b> form of adjectives to compare two people, places, or things.  | They are usually <b>cheaper</b> than real drugs.<br>Buying things online is <b>easier</b> than going to the store.  |
| 2. If the adjective has one syllable, add <b>-er</b> to make the comparative.<br>Add only <b>-r</b> if the word ends in <b>-e</b> .   | fast <b>faster</b><br>old <b>older</b><br>large <b>larger</b>   |
| 3. When a one-syllable adjective ends in a consonant + vowel + consonant, double the last consonant and add <b>-er</b> .  | big <b>bigger</b><br>hot <b>hotter</b>  |
| 4. If a two-syllable adjective ends in <b>-y</b> , change <b>y</b> to <b>i</b> and add <b>-er</b> .   | easy <b>easier</b><br>busy <b>busier</b>  |
| 5. Some adjectives have <b>irregular</b> comparative forms.   | good <b>better</b><br>bad <b>worse</b>  |
| 6. For most adjectives that have two or more syllables, add <b>more</b> before the adjective to make the comparative.   | Counterfeit drugs are <b>more common</b> today than 10 years ago.   |
| 7. Use <b>than</b> after the comparative form and before the second person, place, or thing.<br>If the second person, place, or thing is understood, do not use <b>than</b> . | This camera is <b>cheaper than</b> that one.<br>This bag is <b>more expensive than</b> that one.<br>Bart doesn't like his computer. He wants to buy one that is <b>faster</b> . |

- 2 Read the following shoppers' blog on counterfeit merchandise. Complete the blog with the comparative form of the adjective in parentheses.

## The Ultimate Shoppers' Blog

HOME

CONTACT

ABOUT US

You read it in the news every day. Police find millions of dollars in fake computers, clothing, drugs, and CDs every year. They say their job is getting \_\_\_\_\_ because the copies get \_\_\_\_\_ each year. The copies are so good, it's difficult for even the police to know if they are real or not. If the police can't tell, what is a shopper to do?

1. (hard)

2. (good)

**My advice:**

**Shop at a store you trust.** Online you see some shampoo that is \_\_\_\_\_ than what you pay at your salon. You could save \$10 per bottle. Who do you trust? Do you feel \_\_\_\_\_ trusting the online company you don't know or the salon you visit every six weeks?

3. (cheap)

4. (comfortable)

**Know the price.** Everyone wants to pay less. But you know a D&G bag costs \$1,500. When you see it for \$100, don't buy it. Yes, the real thing is \_\_\_\_\_. But it's real, not fake. Remember, it's \_\_\_\_\_ to tell the fakes from the real thing if you know the price.

5. (expensive)

6. (easy)

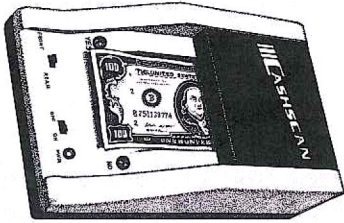
**Be smart.** Counterfeiters want you to believe them. But you have to be \_\_\_\_\_ than them. Look at the label carefully. Pay attention to the language. Look for mistakes in the label and in the tags.

7. (smart)



3 Read the descriptions of two anti-counterfeit machines. Then write sentences comparing the two machines. Use the adjectives from the box.

### Electronic Cash Scanner

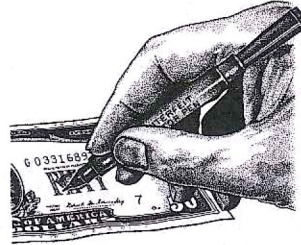


\$49.99

Will last for 10 years  
TO USE: Place bills in machine and wait a few seconds for machine to electronically scan them.

If bills are counterfeit, a red light flashes and an alarm sounds.

### Currency Validator Pen



\$12.98

Will test up to 5,000 bills  
TO USE: Make a small dot on each bill with the pen. Wait for the color to turn dark brown (counterfeit) or to turn yellow (good).

If bills are counterfeit, a dark brown spot appears on bill.

bad	difficult (to use)	expensive	good	slow
cheap	easy (to use)	fast	large	strong

1. *The electronic cash scanner is stronger than the currency validator pen.*
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

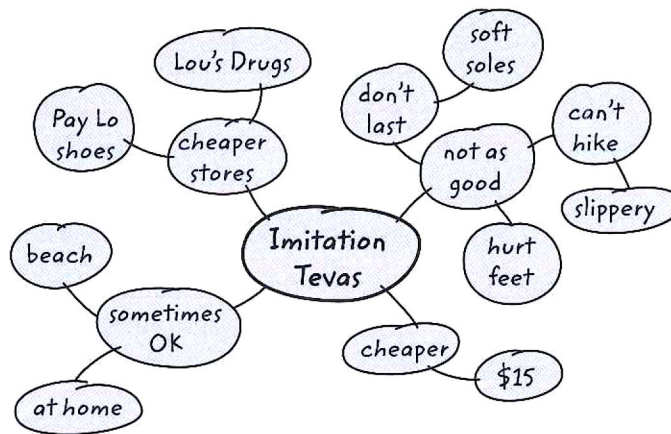
## FINAL WRITING TASK

In this unit, you read about counterfeit money and counterfeit products like CDs, sports shoes, designer clothes, and watches.

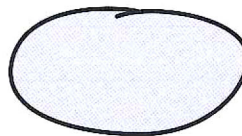
Now you are going to **write a paragraph about a counterfeit product** of your choice. You are going to tell what the product is, where you can buy the product, and how you can tell it is fake. End your paragraph by saying if you think it's a good idea to buy this product. Use the vocabulary and grammar from the unit.\*

### PREPARE TO WRITE: Clustering

One way to get ideas for your paragraph about a counterfeit product is by **clustering**. Clustering helps you see your ideas and how they are connected. In a **cluster diagram**, the topic is in a large circle in the middle. New ideas are in smaller circles and are all connected to the topic.



Make a cluster diagram for your product. Write the name of the product in the circle. Then link your ideas to the circle as you think of them.



\* For Alternative Writing Topics, see page 79. These topics can be used in place of the writing topic for this unit or as homework. The alternative topics relate to the theme of the unit but may not target the same grammar or rhetorical structures taught in the unit.



## WRITE: A Well-organized Paragraph

To write a well-organized paragraph, you need to **select the right information**. Read the directions for your writing assignment carefully. They can often help you organize your ideas by telling you what information to include.

- 1** Go to page 74 and reread the directions for writing your paragraph about a fake product. Then read the list and check off the information you need to include. Cross out the things that you don't need to include in your paragraph.

- 1. ~~Describe counterfeit money.~~
- 2. Tell if you think it's a good idea to buy the product.
- 3. Tell exactly how much the counterfeit product costs.
- 4. Tell what the product is.
- 5. Tell about a time a store checked to see if the money you used was counterfeit.
- 6. Tell where to buy it.
- 7. Describe the people who make the product.
- 8. Describe how you can tell it is fake.
- 9. Tell how to find out if the fake product is legal or not.
- 10. List the ways the United States tries to prevent counterfeiting products.

- 2** Read the sentences about pirated software. They do not all belong in a paragraph for this assignment. Cross out the sentences that do not belong in this paragraph. Next to each sentence that remains, write a note telling what kind of information the sentence gives.

- What the product is 1. Pirated software is one product that is counterfeit.
- \_\_\_\_\_ 2. Pirated music CDs are also a big problem, especially for the musicians.
- \_\_\_\_\_ 3. I can buy pirated software in some small computer stores I know.
- \_\_\_\_\_ 4. You know it is pirated if it is very cheap.

*(continued on next page)*

- \_\_\_\_\_ 5. You can tell the software is pirated if the label is from a copy machine.
- \_\_\_\_\_ 6. Sometimes the seller gives you a CD that has no printing on it.
- \_\_\_\_\_ 7. Sometimes real copies of software cost more than a thousand dollars.
- \_\_\_\_\_ 8. I think it is wrong to buy pirated software because it is like stealing from the company.

**3** Now list the information you need to include in your paragraph. Then write the first draft of your paragraph.

1. Tell what the product is: \_\_\_\_\_
2. Tell where to buy it: \_\_\_\_\_
3. Describe how you can tell it is fake: \_\_\_\_\_
4. Tell if you think buying the product is a good idea: \_\_\_\_\_

### REVISE: Giving Explanations

Can a reader actually tell the difference between the fake product you describe and the real product? A reader often needs **more information**, **more detail**, and **more explanations**.

**1** Read the paragraph about Keen sandals. The reader wanted more information to really help her tell the difference. Look at the questions she wrote.

How can I tell?

Keen sandals are good sandals for hiking, but there are a lot of imitation Keens in stores. It is easy to tell the difference. Real Keens are stronger than fake Keens. They are also more expensive. Real Keens have the logo on them. Fake Keens are OK to wear in your house, but if you plan to walk a lot, you should get real ones.

How much do real and fake ones cost?

What does the logo look like?



Now the writer has rewritten the paragraph. See how much clearer it is.

Keen sandals are good sandals for hiking, but there are a lot of imitation Keens in stores. It is easy to tell the difference. Real Keens are stronger than fake Keens. If you pinch the soles with your fingers, Keens feel hard, but imitations feel very soft, like a pillow. Real Keens are also more expensive. They cost about \$85, but you can get them on sale for \$40 sometimes. If you are paying only \$25 or less, the sandals are probably not real Keens. Real Keens have the logo on them. The logo is yellow letters on a black background. Fake Keens are OK to wear in your house, but if you plan to walk a lot, you should get real ones.

**2** With a partner, read the following paragraph and write questions to show where you need more detail, just as the reader of the Keen paragraph did.

I like Obsession perfume by Calvin Klein, but I have to be careful to buy real Obsession and not fake. Guys sell fake Obsession perfume on the sidewalk in Los Angeles. The bottles are the same shape as real Obsession, but the label looks different. If you put the fake perfume on, it has the wrong smell. Fake Obsession is cheaper than real Obsession. But if you buy it, you waste your money because it smells very bad.

**3** Share first drafts with a partner. Write questions on your partner's draft. The questions should help your partner give more information about how to tell the difference between the fake and the real product he or she describes.

**4** Now look at your first draft and at your partner's questions. Give more information about how to tell the difference between the fake and the real product you describe.

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## EDIT: Writing the Final Draft

Go to MyEnglishLab and write the final draft of your paragraph. Carefully edit it for grammatical and mechanical errors, such as spelling, capitalization, and punctuation. Make sure you use some of the vocabulary and grammar from the unit. Use the checklist to help you write your final draft. Then submit your paragraph to your teacher.

### FINAL DRAFT CHECKLIST

- Is your paragraph well organized? Does it have the right information?
- Does your paragraph tell about a counterfeit product?
- Does it tell where you can buy this counterfeit product?
- Does it explain how you can tell that this product is fake?
- Does it give your opinion about why it is or isn't a good idea to buy this product?
- Do you use comparative adjectives correctly?
- Do you use new vocabulary that you learned in this unit?

## UNIT PROJECT

All countries work hard to prevent counterfeiting. Research ways that countries other than the United States do this. Decide which bills you think are most difficult to copy. Follow these steps:

- STEP 1:** Collect two or three bills from countries other than the United States. You might ask classmates from different countries or people who travel to lend you some bills.
- STEP 2:** Examine the bills carefully and take notes about what you notice. Pay attention to the features that might be difficult for a casual counterfeiter to copy. Here are some ways to examine the bills:
  - Feel the paper. Does it feel special?
  - Look at the bill. Use a magnifying glass, if you have one. Do you see any microprint or other fine details?
  - Hold the bill up to a light (or a UV light if you have one). Do you see anything special?
  - What else do you notice about the bill?



