

# READING 2

# BRIEF INFO



## **Educational background:**

- Bachelor of Arts: Hue University
- Master of Arts: University of Languages and International Studies, Hanoi National University
- Doctor of Philosophy (NZ Aid Scholarship): Victoria University of Wellington, New Zealand

## **Contact info:**

**Tran Thi Bich Thuy, PhD**

**Senior lecturer**

**Email: [tranthibichthuy@hoeit.edu.vn](mailto:tranthibichthuy@hoeit.edu.vn)**

**Mobile phone: 0905010172**

# READING 2

- ❖ Semester course: ANH4 072
- ❖ Compulsory course
- ❖ Objective: - help students consolidate and practice essential reading skill which was learnt from the previous course- Reading 1
  - Provide students with opportunities to practice reading and writing skills which are equivalent to B1 level- CEFR

## READING 2

❖ **Knowledge:** improve students' reading ability through different genres of reading articles with intermediate-level of vocabulary and structure

❖ **Skills:** Reinforce reading comprehension skills that was learnt from the previous semester and equip students with essential skills to prepare for the coming semester.

- **Attitude and attendance:** Student should have proper attitude and actively participate in skill training activities in class as well as complete all the tasks regarding to lesson preparation and homework.

# SUMMARY OF THE COURSE

- **The R2 focuses on reading comprehension skills at the intermediate level and helps students become familiar with various aspects of life through reading texts. Topics include politics, commerce, science, society, education, art, etc.**
- **The skill is evaluated at level 4 based on the 6-level Foreign Language Proficiency Framework for Vietnam.**
- **Students can read relatively independently, have the the ability to adjust way of reading and speed according to each reading genre and purpose as well as selectively use appropriate reference sources.**
- **Students have an amount of active vocabulary needed for reading process but may still face difficulties in seldomly used idioms.**

# TOPIC 1: IDEAL JOBS

# I. FINDING THE IDEAL JOB/ THE IDEAL JOB

# **1. FOCUS ON THE TOPIC**

- 1. What job or profession does this person have?**
- 2. Would you like to do this job? Explain the answer.**
- 3. What is the ideal job for you?**



# **1. FOCUS ON THE TOPIC**

- 1. What job or profession does this person have?**
- 2. Would you like to do this job? Explain the answer.**
- 3. What is the ideal job for you?**

# READING ONE: FINDING THE IDEAL JOB

## VOCABULARY: Read the list of words and their definitions

**advice:** an opinion you give someone about what he or she should do

**careers:** the kinds of work people do, usually after learning how and usually for a long time

**hire:** to give someone a job

**ideal:** perfect

**interviews:** meetings where a person looking for a job talks to the person who is looking for a new worker

**managers:** people who direct and organize groups of workers in a company

**postings:** ads or comments on the Internet

**résumés:** written descriptions of people's education and previous jobs

**rewards:** good things you get in return for work (such as money or health insurance)

**skills:** things that you can do well; abilities that you have learned and practiced

**setting:** the place where something happens

## Use the words from the list to complete this news article about American workers and companies

**advice:** an opinion you give someone about what he or she should do

**careers:** the kinds of work people do, usually after learning how and usually for a long time

**hire:** to give someone a job

**ideal:** perfect

**interviews:** meetings where a person looking for a job talks to the person who is looking for a new worker

**managers:** people who direct and organize groups of workers in a company

**postings:** ads or comments on the Internet

**résumés:** written descriptions of people's education and previous jobs

**rewards:** good things you get in return for work (such as money or health insurance)

**skills:** things that you can do well; abilities that you have learned and practiced

**setting:** the place where something happens

**advice/ careers/hire/ideal/ interviews/ managers/ postings/ résumés/ rewards/ skills/ setting**

### What Today's Worker Wants

In 2012, 7.8 percent of Americans were out of work. And many of the people who had jobs were also looking for new ones because they weren't happy with their current jobs.

According to a 2012 survey, less than half of all American workers really love their jobs. Most of these workers want to change their jobs. This is a problem for workers, and it is also a problem for companies. Thirty-three percent of \_\_\_\_\_ managers \_\_\_\_\_ say that they don't care what happens to their companies—and those are the people who are supposed to be in charge!<sup>1</sup>

What do workers want? Usually we think that everyone wants more money, but today's workers are looking for other \_\_\_\_\_. They want health insurance and more vacation. They also want to know that they will learn new \_\_\_\_\_ at a job. Older

---

<sup>1</sup> **be in charge:** be responsible for a group of people or an activity

**advice/ careers/hire/ideal/ interviews/ managers/ postings/ résumés/ rewards/ skills/ setting**

### What Today's Worker Wants

In 2012, 7.8 percent of Americans were out of work. And many of the people who had jobs were also looking for new ones because they weren't happy with their current jobs.

According to a 2012 survey, less than half of all American workers really love their jobs. Most of these workers want to change their jobs. This is a problem for workers, and it is also a problem for companies. Thirty-three percent of managers<sup>1.</sup> say that they don't care what happens to their companies—and those are the people who are supposed to be in charge!<sup>1</sup>

What do workers want? Usually we think that everyone wants more money, but today's workers are looking for other rewards<sup>2.</sup> They want health insurance and more vacation. They also want to know that they will learn new skills<sup>3.</sup> at a job. Older

---

<sup>1</sup> **be in charge:** be responsible for a group of people or an activity

**advice/ careers/hire/ideal/ interviews/ managers/ postings/ résumés/ rewards/ skills/ setting**

workers are usually happier with their jobs than younger workers. This is probably because they have had time to think about their \_\_\_\_\_ and find a job they like.  
4.

Many companies today try to make changes to keep workers happy. They ask their workers questions about what makes them really happy at work. Many technology companies create comfortable \_\_\_\_\_ for their workers: they have health clubs, fancy coffee machines, and soft sofas for relaxing. If a worker likes to be at his job, he will work harder and stay at the company.  
5.

If workers leave, companies have to \_\_\_\_\_ new people. And that takes a lot of time. They have to write \_\_\_\_\_ to put on the Internet. They have to read hundreds of \_\_\_\_\_. They have to do \_\_\_\_\_ to meet people who want to work there. And even after all that work, they might not find the \_\_\_\_\_ new worker.  
6.  
7.  
8.  
9.  
10.

Our \_\_\_\_\_ to new college graduates: Take your time and choose carefully.  
11.

**advice/ careers/hire/ideal/ interviews/ managers/ postings/ résumés/ rewards/ skills/ setting**

workers are usually happier with their jobs than younger workers. This is probably because they have had time to think about their \_\_\_\_\_ **careers** \_\_\_\_\_ and find a job they like.  
4.

Many companies today try to make changes to keep workers happy. They ask their workers questions about what makes them really happy at work. Many technology companies create comfortable \_\_\_\_\_ **settings** \_\_\_\_\_ for their workers: they have health clubs, fancy coffee machines, and soft sofas for relaxing. If a worker likes to be at his job, he will work harder and stay at the company.  
5.

If workers leave, companies have to \_\_\_\_\_ **hire** \_\_\_\_\_ new people. And that takes a lot of time. They have to write \_\_\_\_\_ **postings** \_\_\_\_\_ to put on the Internet. They have to read hundreds of \_\_\_\_\_ **résumés** \_\_\_\_\_. They have to do \_\_\_\_\_ **interviews** \_\_\_\_\_ to meet people who want to work there. And even after all that work, they might not find the \_\_\_\_\_ **ideal** \_\_\_\_\_ new worker.  
6.  
7.  
8.  
9.  
10.

Our \_\_\_\_\_ **advice** \_\_\_\_\_ to new college graduates: Take your time and choose carefully.  
11.

## **PREVIEW- page 5**

**Imagine you are not satisfied with your job. You decide to job hunt- that is, to look for a new job. With a partner, write a list of things you might do to find a job.**

**1. *I might ask someone in my family for a job.***

**2.**

**3.**

**Now learn what a professional has to say about this topic.**

**Read a book review of a job hunting manual.**



## PREVIEW

Imagine you are not satisfied with your job. You decide to job hunt- that is, to look for a new job. With a partner, write a list of things you might do to find a job.

- 1. I might ask someone in my family for a job.*
- 2. I might surf the company websites/ career websites/ job boards/ go to job fairs*
- 3. I might have a(n) online/ face-to-face networking/ find the company contact details and phone them*

Now learn what a professional has to say about this topic.  
Read a book review of a job hunting manual.

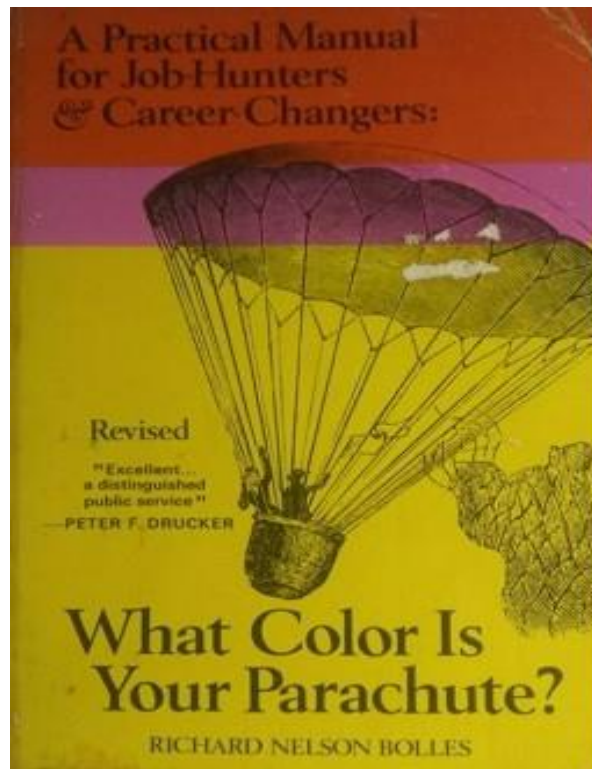
# FINDING THE IDEAL JOB.



## What Color Is Your Parachute?

*A Practical Manual for Job-Hunters and Career  
Changers, 2014 Edition*

*by Richard N. Bolles, Ten Speed Press, \$18.99.*



- 1 You are out of work. You hate your job. You aren't satisfied with your **career**. You are looking for your first job. Where do you start?
- 2 If you are like most Americans, you'll probably email your **résumé** to a lot of companies. You might search for job **postings** on the Internet or spend hours and hours working on your LinkedIn<sup>1</sup> page. But experts<sup>2</sup> say you won't have much luck. People find jobs only 5 to 10 percent of the time when they look for jobs in these ways. So what can you do?
- 3 One thing you can do is read Richard Bolles's *What Color Is Your Parachute?*<sup>3</sup> Bolles is an expert in job hunting. He has helped thousands of people find jobs and careers. This book is different from other job-hunting manuals. Bolles doesn't help you to find just another job. Instead, he helps you find your **ideal** job: a job that

fits you, a job that makes you happy. What kind of job is ideal for you? If you don't know the answer, Bolles says, you can't find your ideal job. You need to have a clear picture in your mind of the job you want. The book has many exercises to help you draw this picture.

- 4 Bolles says that you must think about three things before you can find your ideal job:

- (1) **YOUR SKILLS.** What do you like to do? What do you do well? Are you good at talking to groups? Growing vegetables? Teaching? Drawing on the computer? Bolles asks you to think about all your **skills**, not only "work skills." For example, a mother of four children is probably good at managing people (children!). This woman may be a good **manager**.
  - (2) **JOB SETTING.** Where do you like to work? Do you like to work outside? At home? In an office? Alone or with others? What kinds of people do you like to work with?
  - (3) **JOB REWARDS.** How much money do you need? How much money do you want? Do you need a lot of vacation time? What else do you want from a job? What makes you feel good about a job?
- 5 After Bolles helps you decide on your ideal job, he gives you specific **advice** on how to find that job. One of his favorite tools for finding a job is networking. Networking

means using every person you know either to give you information about a company or career or to introduce you to someone else who can give you this information. Bolles asks everyone he meets how they got their job. Nine times out of 10, they got their job because a friend knew someone at the company who hired them. So, once you know the kind of job you want, Bolles says you must use your network—everyone you know—to help you meet the one person who will help you get the job.

- 6 Bolles's chapter on job **interviews** is full of useful information and suggestions. For example, most people go to interviews asking themselves the question, "How do I get the company to **hire** me?" Bolles thinks this is the wrong question. Instead, he wants you to ask yourself, "Do I want to work here or not?"
- 7 Some people think that Bolles writes far too much and repeats himself. True, his book

could be 100 pages instead of 364. But his writing style makes the book very easy to read, and a reader doesn't have to read the parts that seem less important. Other readers say that there is not enough space to write the answers to the exercises. But these are very small problems. *What Color Is Your Parachute?* is the best job-hunting manual you can buy.

- 8 *What Color Is Your Parachute?* was first written in 1970. Over 10 million copies have been sold since then. The information is updated<sup>4</sup> every year. So, if you are looking for a job or if you have a job but want a new one, remember: Don't just email your résumé out to every company. Don't just answer Internet job postings. And don't wait for friends to give you a job. Instead, buy this book and do a job hunt the right way.

**1. LinkedIn:** an online professional networking site

**2. Experts:** people who know a lot about something

**3. Parachute:** something you wear when you jump out of a plane. When you jump, it opens up and stops you from hitting the ground very hard

**4. updated:** changed to show new information

## MAIN IDEAS

- 1 Look again at the Preview on page 5. How did your answers help you understand the book review?
- 2 Read each statement. Decide if it is true or false. Write **T** (true) or **F** (false) next to it. Compare your answers with a partner's.

- \_\_\_ 1. *What Color Is Your Parachute?* is similar to other job-hunting manuals.
- \_\_\_ 2. Bolles wants to help people find jobs on the Internet more quickly.
- \_\_\_ 3. According to *What Color Is Your Parachute?*, job hunters should think about their skills, the job setting, and the job rewards they want.
- \_\_\_ 4. *What Color Is Your Parachute?* includes specific advice on finding jobs.
- \_\_\_ 5. The reviews of Bolles's book are all positive.

## MAIN IDEAS

- 1 Look again at the Preview on page 5. How did your answers help you understand the book review?
- 2 Read each statement. Decide if it is true or false. Write **T** (true) or **F** (false) next to it. Compare your answers with a partner's.

**F** 1. *What Color Is Your Parachute?* is similar to other job-hunting manuals.

**F** 2. Bolles wants to help people find jobs on the Internet more quickly.

**T** 3. According to *What Color Is Your Parachute?*, job hunters should think about their skills, the job setting, and the job rewards they want.

**F** 4. *What Color Is Your Parachute?* includes specific advice on finding jobs.

**F** 5. The reviews of Bolles's book are all positive.

## DETAILS

Look at the list of job-hunting methods. Decide where each one should go in the chart. Write each method in the correct column.

- decide what kind of job is ideal
- decide what kind of place you want to work in
- do exercises in *What Color Is Your Parachute?*
- ~~look on the Internet~~
- update your LinkedIn page
- send out lots of résumés
- think about job rewards
- think about your skills

FIND A JOB	
WHAT MANY PEOPLE DO	WHAT BOLLES SAYS WILL HELP YOU
look on the Internet	



## DETAILS

Look at the list of job-hunting methods. Decide where each one should go in the chart. Write each method in the correct column.

- decide what kind of job is ideal
- decide what kind of place you want to work in
- do exercises in *What Color Is Your Parachute?*
- ~~look on the Internet~~
- update your LinkedIn page
- send out lots of résumés
- think about job rewards
- think about your skills

FIND A JOB	
What many people do	What Bolles says will help you
-Look on the internet -update your LinkedIn -Send out lots of <b>résumés</b>	-decide what kind of job is ideal - decide what kind of place you want to work in -do exercises in <i>What color if Your Parachute?</i> -think about job rewards -think about your skills

## MAKE INFERENCES

### INFERRING THE AUTHOR'S OPINION

An **inference** is an educated guess about something that is not stated directly in a text. Sometimes careful readers can understand an author's opinion (ideas or beliefs about a particular subject) even when it is not stated directly. They can **infer** this opinion.

Look at the example and read the explanation.

- Kleppinger believes that Bolles's book is hard because it's so long. TRUE **FALSE**  
(Answer: FALSE)

In paragraph 7, the author says that *some* people think Bolles writes too much and repeats himself. At this point, we don't know her opinion. But then she says that his book is easy to read. After reading the text closely, we can infer the author's opinion: She doesn't think Bolles's book is hard just because it's long.

Read each statement about what Kleppinger believes about Richard Bolles's book. Decide if it is **True** or **False**. Check (✓) the appropriate box.

KLEPPINGER BELIEVES . . .	PARAGRAPH	TRUE	FALSE
1. It's fun to read Bolles's book.	3,7		
2. Bolles's exercises are too hard.	3,7		
3. Anyone looking for a job should read Bolles's book.	8		

## EXPRESS OPINIONS

Discuss the questions with a partner. Give your opinions. Then share your answers with the class.

1. The next time you look for a job, which of Bolles's ideas do you think you might use?
2. You are in an interview for a job with a very interesting company. Based on Bolles's advice, what questions might you ask the interviewer about this company?
3. The title of the book is *What Color Is Your Parachute?* Why do you think the author chose this title?

## READING TWO THE IDEAL JOB

### READ

- 1** Look at the boldfaced words in the reading and think about the questions.
  1. Which words do you know the meaning of?
  2. Can you use any of the words in a sentence?
- 2** **JOBMOB** is a blog that posts about interesting and unusual jobs. Read about some people who have found their ideal job in some very unexpected places.

**HOME**

**CONTACT**

**ABOUT US**

- 1 Believe it or not, some people get paid for doing the things that make them really happy. Read about a few people who have the jobs of their dreams.

### **"I get paid to make videos!"**

- 2 When I was 14, my uncle gave me his old video camera, and I started making videos. I didn't do very well in school, but I loved getting to know people and making videos about them. I taught myself to edit the videos on a simple computer program of my dad's. One day a friend of my mom's asked me to make a video of her family. She wanted to send it to her mother who lived in China. It was a lot of fun, and she paid me \$150. Soon her friends asked me to make videos for them, and suddenly I had a business. That was 10 years ago. Things change a lot in this work, so I'm always taking classes. But I have to say I love **running my own business**.



---

**“I have the greatest job in the world.”**

- 3 These days almost everyone turns to the Internet when they are single and want to meet someone. There are many Internet dating sites. But most people don't know how important it is to have a personal touch. What do I do? I am a matchmaker with 41 years of **experience**. Because of me, 60 couples are now happily married or engaged. I have a very good eye for people. And I don't mean I match people on how they look. I mean, I can meet a person just once for 10 minutes, and I know for sure what kind of person he or she is. I get a feeling. And this feeling tells me, “Oh, he might be a great husband for Stephanie,” or “Ah, now here is the woman for Timothy.” I can't imagine a job that's more fun. I meet wonderful people. I work for myself. Nobody tells me what to do. I don't spend much time with a computer in an office—the whole city is my office! I make enough money to live a simple life. And I get so much joy from seeing what happens to my matches. A month ago, a couple stopped by on their way home from the hospital with their new baby girl. I'm so happy to think that I helped make that family!



**“I have a job with an incredible view.”**

- 4 Teaching skydiving<sup>1</sup> is exciting. I get to be outside, and I love seeing students on their first jump. They are nervous and excited. For them, that first step out of the plane is the biggest **challenge**. After they take that step, it's all good. When they get to the ground, they can't wait to call everyone they know and tell them they just jumped out of an airplane. Later, when they learn to turn and fly forward, they realize that they're not just flying stones. They realize that they're like birds—they can fly!



- 5 It wasn't easy to get this job. I had to have about 1,000 jumps and about two years of **training**. And the **salary** was only \$15,000 for the first year. But I don't do it for the money. In fact, I don't need to get paid at all. I love it that much!

---

<sup>1</sup> **skydiving**: the sport of jumping out of airplanes with a parachute

## COMPREHENSION

Complete the sentences with the correct name from the reading.

1. Don made \$15,000 his first year.
2. \_\_\_\_\_ helped 60 couples find each other.
3. \_\_\_\_\_ didn't do well in school as a child.
4. \_\_\_\_\_ has the same job she had over 40 years ago.
5. \_\_\_\_\_ is studying to get better skills.
6. \_\_\_\_\_ loves teaching.
7. \_\_\_\_\_ studied and practiced for his job for two years.
8. \_\_\_\_\_ is in charge of a video business.



## READING SKILL

- 1 Look at the photos in Reading Two. Do the photos help you understand the reading?

### PREDICTING CONTENT FROM VISUALS

Before reading any text, strong readers look at all the **visuals** (pictures, photos, graphs, etc.) on the page. This gets them to think about what they already know about the topic and allows them to **predict the content** of the text.

For example:

In the photo for paragraph 2, I see a man behind a video camera.

The paragraph must be about a man whose ideal job is to make videos.

- 2 Work with a partner. Discuss the questions about the photographs in Reading Two.

1. Look closely at the photo for paragraph 3.

What do you see in the photo that helped you better understand paragraph 3?

2. Look closely at the photo for paragraphs 4 and 5.

What do you see in the photo that helped you better understand paragraphs 4 and 5?

## CONNECT THE READINGS

### STEP 1: Organize

Look at Reading One (**R1**) again. Reread paragraph 4 about skills, setting, and rewards. Then look at this list of ideas from Reading Two (**R2**) and decide where each one should go in the chart. Write each idea in the correct column.

- editing video
- making \$15,000/year
- working outside
- seeing people learn
- skydiving
- teaching
- understanding how people get along
- working in an office
- running a business
- working on a computer
- seeing happy couples I introduced
- working with people

SKILLS	SETTINGS	REWARDS
<i>editing video</i>		

## STEP 2: Synthesize

How could the people in Reading Two answer the interview questions? Choose one of them (circle his/her name) and write the answers for that person. Use information from the chart in Step 1.

1. Q: Ryan/Amanda/Don, what are your skills?

A: I have some video-editing skills.

2. Q: Ryan/Amanda/Don, what are your skills?

A: \_\_\_\_\_  
\_\_\_\_\_

3. Q: What kind of setting do you like working in?

A: \_\_\_\_\_  
\_\_\_\_\_

4. Q: What rewards are important to you?

A: \_\_\_\_\_  
\_\_\_\_\_

## Work in pairs and discuss the questions

1. Describe the working environments in the photos
2. What are the pros and cons of working in each place?
3. What would be your ideal working environment? Why?



**a** Read the introduction to the article. Who is Ricardo Semler? What problem did he have?

**b** Work in groups. What changes do you think Semler made? Write a list. Then read the rest of the article to check your ideas.

**Semco**



**A**t twenty-one, Ricardo Semler became the boss of his father's business in Brazil, Semco, which sold parts for ships. Knowing his son was still young, Semler senior told him, 'Better make your mistakes while I'm still alive.'

Semler junior worked like a madman, from 7:30 a.m. until midnight every day. One afternoon, while touring a factory in New York, he collapsed. The doctor who treated him said, 'There's nothing wrong with you. Yet. But if you continue like this, you'll find a new home in our hospital.' Semler got the message. He changed the way he worked. In fact, he changed the way his employees worked too.

He let his workers take more responsibility so that they would be the ones worrying when things went wrong. He allowed them to set their own salaries, and he cut all the jobs he thought were unnecessary, like receptionists and secretaries. This saved money and brought more equality to the company. 'Everyone at Semco, even top managers, meets guests in reception, does the photocopying, sends faxes, types letters and dials the phone.'

He completely reorganised the office: instead of walls, they have plants at Semco, so bosses can't shut themselves away from everyone else. And the workers are free to decorate their workspace as they want. As for uniforms, some people wear suits and others wear T-shirts.

Semler says, 'We have an employee named Rubin Agater who sits there reading the newspaper hour after hour. He doesn't even pretend to be busy. But when a Semco pump on the other side of the world fails and millions of gallons of oil are about to spill into the sea, Rubin springs into action. He knows everything there is to know about our pumps and how to fix them. That's when he earns his salary. No one cares if he doesn't look busy the rest of the time.'

Semco has flexible working hours: the employees decide when they need to arrive at work. The employees also evaluate their bosses twice a year. Also, Semco lets its workers use the company's machines for their own projects, and makes them take holidays for at least thirty days a year.

It sounds perfect, but does it work? The answer is in the numbers: in the last six years, Semco's revenues have gone from \$35 million to \$212 million. The company has grown from eight hundred employees to 3,000. Why?

Semler says it's because of 'peer pressure'. Peer pressure makes everyone work hard for everyone else. If someone isn't doing his job well, the other workers will not allow the situation to continue. In other words, Ricardo Semler treats his workers like adults and expects them to act like adults. And they do.

| Read the article again and answer the questions.

- 1 What do employees at Semco do that they probably wouldn't do in other companies?
- 2 How does Semco and its staff look different from other companies?
- 3 Who is Rubin Agater and why is he important at Semco?
- 4 How does Semco show that it trusts its workers?
- 5 Do Semco's methods work? How do we know?
- 6 What is 'peer pressure' and why is it important at Semco?

**Work in pairs and discuss the questions.**

- 1** What do you think of Semco's policies?
- 2** Would you like to work in a company with these policies?
- 3** Would any of the 'rules' at Semco be possible where you work/in your country? Why/Why not?

**Answers may vary**



## Active grammar

---

*Semco **lets** its workers use the company's machines ...*

*Semco **makes** the workers take holidays.  
The workers **are made to** take holidays.*

*Semler **allowed** the workers **to** set their own salaries.*

*The workers **are allowed to** set their own salaries.*

### A Meaning

\_\_\_\_\_ and \_\_\_\_\_ mean *give permission to do something*.

\_\_\_\_\_ means *force to do something*.

### B Form

\_\_\_\_\_ someone do something

Passive: be \_\_\_\_\_ to do something

\_\_\_\_\_ someone to do something

Passive: be \_\_\_\_\_ to do something

\_\_\_\_\_ someone do something

\_\_\_\_\_ cannot be used in the passive.

Rewrite each sentence, using *make*, *let* or *allow* so the meaning stays the same.

He allowed his workers to take more responsibility.

He let his workers take more responsibility.

1 The managers have to do the photocopying.

Semler makes \_\_\_\_\_ .

2 Semler doesn't let the bosses shut themselves away.

The bosses aren't \_\_\_\_\_ .

3 The workers are free to decorate the workspace as they want.

The workers are \_\_\_\_\_ .

4 The workers don't have to wear suits.

Semler doesn't \_\_\_\_\_ the workers  
\_\_\_\_\_ .

5 The workers can use the company's machines for their own projects.

Semler \_\_\_\_\_ the workers use the  
company's machines for their own projects.

Complete the sentences with a suitable ending.

- 1 Our boss is very relaxed. She lets \_\_\_\_\_ .
- 2 The employees have great holidays. They're allowed \_\_\_\_\_ .
- 3 He was wearing dirty clothes in the office. So the boss made \_\_\_\_\_ .
- 4 It wasn't a very good job. The workers were made \_\_\_\_\_ .
- 5 It's my favourite airline. They allow \_\_\_\_\_ .
- 6 Don't go near the computer! You're not allowed \_\_\_\_\_ .

## Speaking:

**a** Work in pairs. Do you agree with the following statements? Why/Why not?

- 1 Companies should allow people to work flexitime.
- 2 Businesses shouldn't let people smoke in the workplace.
- 3 Businesses should allow workers to set their own salaries.
- 4 Companies shouldn't make workers retire at sixty-five.

**b** How would you improve your current place of work/study? Complete the sentence beginnings below.

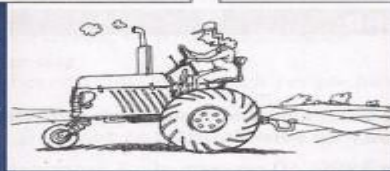
*I'd let ...*

*I'd allow ...*

*I'd make ...*

# COUNTRY LIFE AND CITY LIFE

## Country Life vs. City Life



# THE FARMING LIFE FOR ME

## *FOCUS ON THE TOPIC*

### *A. PREDICTING:*

*Look at the pictures and discuss these questions with the class*

- 1. What are these people doing?*
- 2. Where do they do these things?*
- 3. How do you think they feel when they do these things?*

# THE FARMING LIFE FOR ME

1 In the September 2003 issue of your magazine, you wrote that many farm kids wanted to live in the city. Well, I am a farm kid and I don't want to live in the city. In fact, I want to explain exactly why I think it's better to grow up on a farm than to grow up in the city.

2 First, farm kids are too busy with farm work to get into trouble with guns, drugs, and alcohol like a lot of city kids do. We usually go home right after school to work on the farm and help our parents. We have to milk the cows, feed all the animals, drive the tractor in the fields, fix fences, help with watering the crops, or any other kind of farm work. All these things keep us busy and out of trouble.

3 Second, farm kids understand at an early age what's really important in life. We help our parents when animals are born, and we take care of these animals until they die. I remember getting to pull my first lamb<sup>1</sup> when I was six. Watching the birth of an animal always makes me feel warm and happy. At the same time, I know why we raise these animals. They are going to be hamburgers and fried chicken. Like me, most farm kids are used to seeing life and death on the farm. That gives us an understanding of human life and death that city kids don't have.

4 In addition, farm kids have a much better understanding of nature than do many city kids. We work outside all year. We almost always get to watch the sunrise. We understand how heat or wind or snow can change our crops. We understand how much water different crops need at different



times of year. We can put our hands in the soil<sup>2</sup> and know how much water it needs. We know how to choose the best trees in our woods to cut down. Those are just a few of the many outdoor skills that farm kids learn young.

5 Finally, farm kids have a greater sense of responsibility than most city kids. We know that crops and animals are totally dependent on us. We know that they can die if we don't do our work. I learned at an early age to feed and water the animals on time, and to water the crops regularly. Sometimes I'm tired or sick, or it's freezing cold or blowing snow. Even then, I know that I have to do these things because the animals, the crops, and my family depend on me.

6 For all these reasons, I think that it is better to grow up on a farm than to grow up in the city. My own experience growing up on a family farm in southern Colorado tells me this. I know that growing up on a farm made me the responsible, hardworking, and thoughtful young person my parents and community can be proud of.

*Zachary Blaine, Colorado*

Fields: farms

Crops: what you grow in a farm

Raises: grows

Used to: was / were **I used** to be a teacher/ I was a teacher

Nature: example earth- mountain- farms- trees-

Responsibility: in charge of

Woods: forests

Sunrise: when the sun rises

Dependent on him: relying on him

Birth: where one is born

Proud of : you like to talk about

**I used to be a teacher. Was/ past tense [ no more a teacher]**

**I am used to hot weather. She is used to living alone.**

**Present tense / meaning she is still living alone.**



## B SHARING INFORMATION

Work in pairs. Ask your partner the questions below. Check (✓) the right box in the chart. Share your partner's answers with the class.

**Example:** A: Where did your mother grow up?

B: (She grew up) in a small town.

A: (to the class) Mike's mother grew up in a small town.

	In a city	In a small town	In the country
1. Where did <i>you</i> grow up?			
2. Where did your <i>mother</i> grow up?			
3. Where did your <i>father</i> grow up?			
4. Your <i>mother's mother</i> ?			
5. Your <i>mother's father</i> ?			
6. Your <i>father's mother</i> ?			
7. Your <i>father's father</i> ?			

## PREPARING TO READ

### BACKGROUND

Read the statements and the following questions. Write your answers to the questions, then share your answers with a partner.

- In 1900, 50% of all Americans worked or lived on farms. In 2000, less than 1 % of all Americans lived or worked on farms.
  - In the late 1990s, agritourism (vacationing on small family farms) made up 5 to 10 % of the tourist trade in Europe. Experts think this number will increase in the next 20 years.
1. Where are people living now if they are not living on farms?
  2. Why do you think tourists want to visit farms for their vacations?
- Would you like to visit a farm for your next vacation?

## VOCABULARY FOR COMPREHENSION

Read each statement. Then circle the correct definition of the underlined word(s).

1. There's a beautiful view from this window. I can watch the farmers at work in the fields. In winter, the fields are brown; in spring, they are green; in summer and fall, I can even see the tomatoes or pumpkins planted there.
  - a. pieces of land covered with trees
  - b. pieces of land for planting
2. We planted the crops really early this year. We got the corn, wheat, and tomatoes in the ground by the end of April.
  - a. plants that a farmer grows
  - b. pieces of land
3. He raises sheep on his farm. He is with them from the time they are born until he sells them.
  - a. takes care of
  - b. brings farm animals to market to sell
4. He used to be a farmer when he was young. After 20 years of farming, he decided to change careers. Now he's a teacher.
  - a. wanted to
  - b. was before but isn't now

5. Most people who live in the city find ways to enjoy nature. They visit the city parks, keep flowers in their windows, and go away for weekend visits to the country, to the beach, or to the mountains.
  - a. activities in the city
  - b. the world and everything in it which people have not made
  
6. Unlike most of her friends, 12-year-old Sally has a great sense of responsibility. She has to take care of her baby sister every day after school, and she always does it very well.
  - a. something that you have to do
  - b. something that you want to do
  
7. A lot of children from New York City have never been in a wood. They don't know what it's like to walk in the cool dark space where lots of plants and animals live under lots and lots of trees.
  - a. park
  - b. area with a large number of trees
  
8. They had stayed up all night. Just when they were ready to go to sleep, they saw a pink light in the sky. They decided to stay up just a little longer to watch the sunrise.
  - a. city lights
  - b. sun coming up in the morning

## **Focus on Reading:**

### **A. Reading one: The Farming Life for Me**

**The reading that follows is a letter to the editor of a magazine for young people. The writer is a teenager boy who lives on a farm. He explains why he thinks it's better to grow up on a farm than to grow up in the city.**

**Work with a partner. What do you think this boy's reasons are? Write a list of possible reasons**

- 1.**
- 2.**
- 3.**
- 4.**

**Now read the letter and see if your guesses were right.**

## READING FOR DETAILS

**1. Check ( ✓ ) the sentence that best describes the main idea of Reading One.**

**a. Zachary believes that growing up on a farm is great for children.**

**b. Zachary explains why he thinks all children should grow up on farms.**

**c. Zachary explains why he thinks it's great to grow up on a farm instead of in the city.**

**2** Zachary gives four main reasons to support his idea. Choose the sentences that best express these four reasons. Label them 1–4 as they appear in the reading.

- \_\_\_ a. Farm children understand at an early age more about life and death than city kids.
- \_\_\_ b. Watching the births of animals is good for farm children.
- \_\_\_ c. Farm children understand soil better than city kids.
- \_\_\_ d. Farm children are too busy doing farm work to get into trouble.
- \_\_\_ e. Farm children learn to fix fences and drive tractors.
- \_\_\_ f. Farm children understand more about nature than city children.
- \_\_\_ g. Farm children have a greater sense of responsibility than city kids.
- \_\_\_ h. Farm children are used to being outside more than city children.

## REACTING TO THE READING

**1** Read the statements, and check (✓) the ones that you think Zachary Blaine would agree with. Discuss your answers with a partner.

- 1. Farm kids would like to do the things that city kids do.
- 2. Most city kids get into trouble with drugs and alcohol.
- 3. Growing up with a lot of responsibility is good for kids.
- 4. It's good for kids to visit places like museums, libraries, and theaters.
- 5. Most city kids would like to grow up on a farm.
- 6. City children might not get into trouble with guns, alcohol, and drugs if they had animals to take care of.

**2** Read the statements in Exercise 1 again. Circle the number of the statements that you agree with. Discuss your choices with a partner. Give your opinions.



## Reading two: Leaving the farm

**A hundred years ago, most farmers in the United States were small farmers. Now, large farming companies do more and more of the farming. Many small farmers can't compete. They sell their farms and move their families to the city.**

**Read this article about a farm family in North Dakota who recently moved to the city.**

*Leaving the farm by Christopher Blum*

# Leaving the Farm

By Christopher Blum

1 Scott Halley used to be a farmer ... until a year ago. But the farm kept losing money. “You look at the numbers at the end of the pencil,” said Mr. Halley, 44, “and you realize it’s time to try something different.”

2 With a heavy heart but a clear head, Mr. Halley became one of the thousands of American farmers who sell their land each year. What surprised Mr. Halley and others is that the move to the city was so easy. The farmers are finding jobs and their families are enjoying the city way of life.

3 Mr. Halley found a good job working as a scientist at North Dakota State University. His income is now double what it was when he was a farmer.

4 But even for those farmers who find good jobs, there is a price to pay in leaving farming.

5 “It’s not just about making money, but about having a life that is meaningful,” said Dr. Michael Rosmann, a farmer and psychologist who helps farmers. “For most of them, that grieving<sup>1</sup> lasts for the

rest of their lives. To make the decision to quit farming, to do what's best for the family, takes an awful lot of courage." Mr. Halley feels the pull of the land every day. Once a week, he drives eight hours to work a small piece of his old farm, just to keep his connection to the land.

6 It was hard to leave, but Mr. Halley knows he did the right thing. For most families that leave the land, income goes up and stress from worrying about having no money goes down. Both parents and children are happier.

7 Halley's children love living in the city.

8 "The kids don't want to go back now," said Mr. Halley. "The telephone never stops ringing."

9 Megan Halley, 13, spoke with excitement about her new school. She especially likes art and computer technology. "Back on the farm," she said, "the old phone system took five minutes or more just to dial up the Internet."

10 "It's cool here," said Megan. She loves going to the nearby mall<sup>2</sup> to shop for new clothes and get the latest CDs of her favorite group. The closest store to the Halleys' farm was a ten-mile drive.

11 Before moving to the city, Megan worried about getting along with city kids.

12 Megan said that the girls in the city "aren't any different than back in the country. There's just a lot more of them."

<sup>2</sup> *mall*: a large building with a lot of stores in it.

Source: Based on information in "Leaving the Farm for the Other Real World," Dirk Johnson, *The New York Times*, November 7, 1999.

**Now answer the following questions. Check your answers with a partner.**

**1. Why does Mr. Halley drive back to his old farm once a week?**

**1. Are the Halleys happy they decided to sell the farm? Explain.**

## **C. LINKING READINGS ONE AND TWO**

**Look at Readings one and Two again. What are the advantages and disadvantages of living in a city or living in the country? Write your answers on a separate piece of paper in a chart like the one below.**

	<b>City living</b>	<b>Country living</b>
<b>Advantages</b>		
<b>Disadvantages</b>		

**Now answer the following question and discuss it with a partner.**

**Where do you think it is best to raise a family, in the country or the city?**

## Focus on Vocabulary

1. The word **use** can be used in different ways and have different meanings. Read the following sentences.

**Ex1:** I **use** a computer to write my reports

*Meaning:* I write my reports with a computer.

*Definition:* **Use:** to do something with something ( a tool, machine, etc.)

**Ex2:** I **used to** live in the country. Now I live in New York city.

*Meaning:* I **lived** in the country in the past, but now I live in New York city.

*Definition:* **Used to:** was done in the past but is not done now.

**Ex3:** I'm **used** to the noise. At first, the sound of traffic kept me awake at night. After living in the city for 5 years, the noise doesn't bother me.

*Meaning:* At the beginning, the noise was strange to me and kept me awake at night, but now I am familiar with it and can sleep.

*Definition:* **Be/get used to:** be or become familiar with something or someone so that it doesn't seem strange or unusual or difficult.

Now complete the sentences with the correct form of **use**, **used to**, or **be used to**.

1. She \_\_\_\_\_ make all her own bread when she was younger.
2. Most farmers \_\_\_\_\_ waking up before the sun.
3. In the city, people \_\_\_\_\_ waiting in long lines at the bank or post office.
4. Most Americans \_\_\_\_\_ live on farms. Today most Americans live in cities or towns.
5. These days, farmers \_\_\_\_\_ machines to milk the cows.
6. Mr. Byrne doesn't like modern technology. He \_\_\_\_\_ his old coffeemaker every morning instead of the new electric one his daughter gave him for Christmas.
7. Audrey \_\_\_\_\_ hate riding the crowded bus. Now it doesn't bother her. She \_\_\_\_\_ it.

## TOP CITIES

READING: Read the article and find which city or cities.....

- has/have a very old university
- is/are good for skiing
- has/ have a very good subway system
- has/ has thirty-seven beaches
- is/are quite polluted
- has/have a series of gardens round the old city
- has/have beaches within easy reach

# WHY NOT MOVE TO...?

Fed up with where you're living, or just fancy a change? We take a look at some of the best cities in the world to live in. So, why not move to ...

## Santiago, Chile?

Santiago has one of the most attractive settings of any city in the world, circled by snow-topped mountains. Unfortunately, the mountains hold in the pollution, so it isn't one of the world's cleanest cities. Despite that, life expectancy is higher than the global average and the quality of life is very good.

The city is fast becoming a major economic centre, with one of the most efficient subway systems in the world. It also has a lively arts scene and leafy urban parks. Outside the city, an hour will take you to the mountains, for skiing, hiking or snowboarding, or to the coast for surfing or scuba diving.

## Sydney, Australia?

If you're an outdoors type, you won't find anywhere better to live than Sydney. Hot summers and mild winters mean that you can be outside most of the time, swimming or surfing at the city's thirty-seven beaches, walking in the bush ... the list is endless. Sydney was also recently voted the friendliest city in the world. It is the world's fifteenth most expensive city, though, so you'd better be prepared to work hard as well as play hard!



## Vancouver, Canada?

Vancouver has been named the world's most liveable city on several occasions over the last decade. Although the weather is not as good as in some cities, it's at least very mild. The city is clean and, perhaps most importantly, it's very beautiful. The city lies with the Strait of Georgia on one side and the Coast Mountains on the other, providing some of the finest skiing in the world. Vancouver has a reputation for being more relaxed than other cities and, certainly, the Vancouverites have the longest lifespans of any city in Canada, with an average life expectancy of 81.1 years.

## Krakow, Poland?

With more than forty public parks, Krakow is one of Europe's leafiest cities. Perhaps the most famous park, the Planty, is a collection of about thirty gardens which go all the way around the Old Town. Krakow also has one of the best preserved medieval city centres in Europe, with churches around every corner and the second oldest university in Central Europe. It also offers hundreds of restaurants and bars, hidden away in narrow streets and cellars. It is also sunnier than you might imagine, with average temperatures of 24 degrees in summer.

**Work in pairs: Would you ever move to these cities? Why/Why not?**



# Grammar: Comparatives and superlatives

## Active grammar

	Comparatives	Superlatives
One-syllable adjectives	A + <i>-er than</i>	F + <i>the -est</i>
Two (or more) syllable adjectives	B <i>more + adjective + than</i>	G <i>the most + adjective</i>
Two-syllable adjectives ending in <i>-y</i>	C remove <i>-y</i> and add <i>-ier than</i>	H <i>the -iest</i>
Irregular adjectives: e.g. <i>bad</i>	D <i>worse than</i>	I <i>the worst</i>
For negative comparatives	E <i>not as + adjective + as</i>	

Complete the text with the comparative or superlative forms of the adjectives in brackets. Add *than* where necessary.

Just finished my tour of Russia, which is (1) \_\_\_\_\_ (big) country in the world and one of (2) \_\_\_\_\_ (interesting) too. My flight was much (3) \_\_\_\_\_ (comfortable) this time – big seats! Also, the service was (4) \_\_\_\_\_ (good) last time – free food and drink! When I arrived in Warsaw, the people at Customs were (5) \_\_\_\_\_ (friendly) before (on my first trip I waited an hour while they checked my passport!). Fortunately, Poland isn't (6) \_\_\_\_\_ (cold) Moscow, which was freezing! This afternoon I had (7) \_\_\_\_\_ (delicious) lunch of my trip so far: a Polish speciality called *bigos* in a great restaurant in (8) \_\_\_\_\_ (old) part of the city.

## **1.FOCUS ON THE TOPIC**

- 1. Copying money becomes easier as copier technology becomes better.  
Which 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?**

## **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. 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 \_\_\_\_\_<sup>1.</sup>

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 \_\_\_\_\_<sup>2.</sup>—and not legal. The garbage must have belonged to \_\_\_\_\_<sup>3.</sup>, people who make money that is not real. They use both old and new \_\_\_\_\_<sup>4.</sup> 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 \_\_\_\_\_<sup>5.</sup> and other computer \_\_\_\_\_<sup>6.</sup>. 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 \_\_\_\_\_<sup>7.</sup> 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 \_\_\_\_\_<sup>8.</sup>. Counterfeiters who get caught can go to prison for a long time. The people at the Bureau work very hard to \_\_\_\_\_<sup>9.</sup> people from making fake money.

The Bureau never caught these counterfeiters. Nobody knows if they were able to make another \$18 million that looked \_\_\_\_\_<sup>10.</sup> real.

**1. Now answer the questions. Then discuss your answers with a classmate.**

**1. What did the New York city sanitation workers find?**

**2. Who threw out all that money?**

**2. Read the story. Work with a partner. Use the information in the story to guess the missing words. Write your guesses on the lines**

**3. Now read the lists of words and their definitions. Then read the story again and use these words to complete it. Write the new vocabulary words above your own guesses**

**bills:** pieces of paper money

**completely:** 100 percent

**counterfeiters:** people who make money that is not real

**equipment:** machines and tools used to make other things

**fake:** not real

**illegal:** not legal; against the law

**ink:** a colored liquid in pens and printers, used for writing and printing

**prevent:** stop something from happening before it happens

**scanners:** machines that copy pictures from paper onto a computer

**technologies:** ways to make things, usually with some kind of machine

## **PREVIEW**

**The following magazine article is about how some counterfeiters make fake money. It is also about how the U.S government tries to stop counterfeiting.**

**Work in a small group. Make a list of things that you think the government might do to make money harder to copy.**

- 1.**
- 2.**
- 3.**
- 4.**
- 5.**

**Now read the article “ Making money”**



- 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.**
- 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 paragraph in parentheses.**

**1. Copiers will not be able to copy color-changing ink (Para 5 & 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 ( Para 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 ( Para 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 (Para 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 OPINION**

**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?**
- 1. What else can the Bureau of Engraving and Printing do to stay a step ahead of casual counterfeiters**

## READING TWO

### I MADE IT MYSELF

Now read the story of Michael Landress, who was once a professional counterfeiter

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?



### 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?		

## 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 counterfeiting prevention. Use information from the chart in STEP 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*) \_\_\_\_\_

**Reading: Making money ( Cont'd)**  
**How much do you want to pay?**

## Vocabulary:

Complete the sentences with a word from the box in the correct form.

withdraw win earn lend  
save borrow

- 1 Can you \_\_\_\_\_ me some money? I left my wallet at home.
- 2 I \_\_\_\_\_ £50 in a competition yesterday!
- 3 Can we stop at the bank? I need to \_\_\_\_\_ some money.
- 4 I \_\_\_\_\_ €50 an hour in my job.
- 5 We had to \_\_\_\_\_ money to pay for the car.
- 6 My sister \_\_\_\_\_ money every month. I spend mine immediately!

**Memo:** Advice for employees going to work in the UK

**To:** All

**From:** Jan

**Work:** you will earn a (1) \_\_\_\_\_, which is paid every month. You have to pay (2) \_\_\_\_\_ and this goes to the government. When you retire (aged 65), you get a (3) \_\_\_\_\_. In Britain you pay (4) \_\_\_\_\_ on money that you borrow from banks.

**Shopping:** most shops now take credit cards, but if you buy something in a market you usually pay in (5) \_\_\_\_\_. In small shops and on buses, etc. it's best to have the correct (6) \_\_\_\_\_. In restaurants, it is common to leave a (7) \_\_\_\_\_ of about 10% for good service.

- |   |          |            |           |
|---|----------|------------|-----------|
| 1 | A cost   | B salary   | C price   |
| 2 | A for    | B pension  | C tax     |
| 3 | A tip    | B spending | C pension |
| 4 | A for    | B interest | C price   |
| 5 | A cash   | B time     | C money   |
| 6 | A change | B cost     | C price   |
| 7 | A money  | B tip      | C cheque  |

## The most honest boy in Britain

Nathan Gittings is the most honest boy in Britain. Nathan was standing at a bus stop when he found over £10,000 in cash in two shopping bags. At first he didn't do anything. He thought that someone would return for them. But the following day, the bags were still there. Nathan picked them up and ran home. He showed his mother what he had found and called the police.

Nathan said, 'I couldn't believe it when I found the money. I'd never seen that much in my life. But it wasn't mine so I knew I had to hand it in.'

The Gwent police were happy and surprised at Nathan's honesty. It was discovered later that the money belonged to a 'confused man'. It was his life savings.



## The most honest woman in Britain

A woman who didn't pay for her train ticket returned to the station and paid for it ... fifty years later. The woman, now in her sixties, said she was late when she arrived at the station in 1950. She ran into the station and jumped onto the train. She wanted to buy a ticket on the train but no one came to check tickets that day. Fifty years later the woman wrote a letter and sent a cheque to First North Western Railway Company. A single ticket is now £69 so she sent a cheque for £70. She had recently become religious and wanted to be honest about her past. The money will be given to charity.

**a** Read the stories. Then look at the sentences. Write N (Nathan), W (woman), NW (both), or X (neither of them).

- 1 \_\_\_ found a lot of money.
- 2 \_\_\_ travelled on a train.
- 3 \_\_\_ gave some money back.
- 4 \_\_\_ stole some money.
- 5 \_\_\_ ran somewhere.
- 6 \_\_\_ wrote a cheque.
- 7 \_\_\_ spent a lot of money.
- 8 \_\_\_ called the police.
- 9 \_\_\_ did something wrong more than fifty years ago.
- 10 \_\_\_ won some money.

**b** What do these words refer to?

- 1 them (*line 5*)  
a two shopping bags b the bus stop c the police
- 2 it (*line 11*)  
a his home b the bags c the money
- 3 it (*line 19*)  
a the train b the station c the ticket

**TOPIC: JUSTICE**



Look at the comic strip.



STATEMENT	AGREE	DISAGREE
1. Mugging is a serious crime.		
2. Muggers should go to prison.		
3. They should go to prison for a long time (at least 10 years).		
4. They should do community service (cleaning the parks, for example).		
5. They should go to a psychiatrist for treatment.		
6. They should pay money to their victims.		
7. They should tell their victims, "I'm sorry."		
8. If they broke something, they should fix it.		

Look at the comic strip.



STATEMENT	AGREE	DISAGREE
1. Mugging is a serious crime.	✓	
2. Muggers should go to prison.	✓	
3. They should go to prison for a long time (at least 10 years).		✓
4. They should do community service (cleaning the parks, for example).	✓	
5. They should go to a psychiatrist for treatment.		✓
6. They should pay money to their victims.	✓	
7. They should tell their victims, "I'm sorry."	✓	
8. If they broke something, they should fix it.		✓

Read the U.S justice facts. Try to understand the boldfaced words without looking at them up in a dictionary.

## U.S. JUSTICE FACTS

- In 2004, two million people were in **prison** in the United States. These people lost their freedom because they broke the law<sup>1</sup>.
- In 2003, the teenage **offenders** in prison were 15 percent female and 85 percent male. Of adults in prison, 23 percent were female and 77 percent were male.
- In the United States, **crime** is connected to money and jobs. People without jobs don't have money, and some will do things that are against the law to get what they need.
- The most common time for teenagers to **commit crimes** is during the first hour after school gets out. During school hours, teenagers are too busy to cause trouble.
- Some crimes hurt people. Other crimes hurt things such as cars, houses, or school buildings. Teenagers commit most of the crimes involving **damage** to things.
- People of all ages can have their cars or money stolen. People of all ages can be mugged. But teenagers are **victims** of crime more often than adults.
- To fight crime, people sometimes create **community** watch groups. In these groups, neighbors carefully watch what happens on their street and call the police when they see something unusual.
- In the U.S. justice system, the offenders may feel bad for what they did to the victims. But the offenders don't usually get to **apologize** to the victims for the pain they caused.
- Each year about 35 million people are hurt as a result of crime. Sixty-seven percent of these people will **heal** in body and mind within a month of the crime. Thirty-one percent will take 6-12 months to heal. A very small number of people will take years.
- Living in neighborhoods with a lot of crime **affects** people's health. A study shows that Americans who live in low-crime neighborhoods exercise 30-50% more than people who live in high-crime neighborhoods.

<sup>1</sup> **broke the law:** did something illegal or against the law

Now choose the best definition for each boldfaced word. Circle your answer.

- |                             |   |   |
|-----------------------------|---|---|
| 1. <b>prison</b>            | a. a locked place where criminals stay              | b. a place where people study                   |
| 2. <b>offender</b>          | a. the person who did the crime                     | b. the person hurt by the crime                 |
| 3. <b>crime</b>             | a. dirt from the city                               | b. an action that is illegal or against the law |
| 4. <b>commit a crime</b>    | a. to do something against the law                  | b. to stop someone from causing a crime         |
| 5. <b>damage</b>            | a. the thing that was stolen or taken               | b. the harm that is done to something           |
| 6. <b>victim</b>            | a. the person who did the crime                     | b. the person hurt by the crime                 |
| 7. <b>community</b>         | a. all the buildings in one place                   | b. all the people in one place                  |
| 8. <b>apologize</b>         | a. to say you are sorry for something you have done | b. to pay someone money                         |
| 9. <b>heal</b>              | a. to grow  | b. to make something healthy again              |
| 10. <b>affect (someone)</b> | a. to make a change in someone                      | b. to hurt someone                              |

## 2 FOCUS ON READING

### A READING ONE: Vote for Restorative Justice

Before the last elections, the people of Littleton, Nevada, received a flyer telling them about a new program called “Restorative<sup>1</sup> Justice” and asking them to vote for it.

*Read the title of the flyer and answer the questions. Then read the whole flyer. Were your guesses correct?*

1. What kind of a program is “Restorative Justice”?
2. What is this flyer trying to do?

---

<sup>1</sup> **restorative**: bringing back to a whole or healthy state



# Restorative JUSTICE



• prevents **crime** • supports **victims** of crime • builds stronger **communities**

✓ Vote **YES** for Restorative Justice for Littleton.

## 1 What is Restorative Justice?

Crime hurts people. It hurts communities. Restorative justice helps people and communities **heal**. Victims get a voice. **Offenders** take responsibility for their actions.

## 2 How does Restorative Justice work?

### STEP 1 : MEETING

In a face-to-face meeting, victim and offender take turns telling their story of the crime; what happened before, during, and after the crime; how the crime **affected** their lives; and how they feel about it.

### STEP 2 : COMPENSATION<sup>1</sup>

The offender and the victim decide together how the offender will compensate for the **damages** caused by the crime. Sometimes offenders pay money to the victim. Sometimes they fix what was broken. Always they **apologize** for the pain they caused the victim, and sometimes that is all the compensation the victim wants.

## 3 Why do we need RJ?

We should stop filling our **prisons** with young men and women. Prison alone does not stop crime. Almost 50 percent of the men and women in U.S. prisons have been there before. And at the cost of \$40,000 a year per person, prison is very expensive. We need to try something new.

## 4 How does RJ prevent crime?

When offenders go through RJ programs, they change. They feel differently about crime. They take responsibility for their actions. For the first time ever, many offenders begin to understand the victim's feelings. They work to make things right.

Seventy percent of offenders who go through restorative justice programs do not **commit crimes** again. They don't return to prison.

Restorative justice makes communities safer and saves money.

## 5 How does RJ help victims?

Victims get answers to their questions about the crime. They help decide what the compensation should be. Victims who go through RJ programs feel safer and less afraid than those who do not.

## 6 Won't RJ programs put dangerous criminals back on our streets?

NO. A restorative justice program is not *instead of* prison. It's *in addition to* prison. If an offender is in prison for 30 years, the restorative justice program won't change that. But both victim and offender can still meet and learn from each other. In all restorative justice programs, both offenders and victims must *choose* to be in the program. Usually really dangerous criminals won't. But many people who commit smaller crimes will. And most people who do enter restorative justice programs will not return to prison.

We don't need bigger prisons. We need Restorative Justice.

✓ Vote **YES** for Restorative Justice.

## READ FOR MAIN IDEAS

*Circle the best ending for each sentence.*

1. The point of this flyer is \_\_\_\_\_.
  - a. to tell people how bad the prison system is in their town
  - b. to teach people what a restorative justice program is
  - c. to convince people to vote for a restorative justice program in their town
2. Restorative justice \_\_\_\_\_.
  - a. stops crime
  - b. makes communities safer and stronger
  - c. helps police put offenders in prison

STATEMENT	OFFENDER	VICTIM	PRISON WORKER
1. "It helped me understand why this happened to me."		✓	
2. "Now that we have that RJ program, I'm seeing fewer offenders back in prison."			
3. "I'm very sorry. I'll never do this again."			
4. "Until I heard his story, I really didn't understand how much pain I caused by doing what I did."			
5. "I thought I was going to hate her forever, but when I saw how young and scared she looked, I started to think maybe I could learn to stop hating her."			
6. "I wanted to ask him, 'Why me?'"			



## READING TWO: MOVING PAST THE CRIME *by Jack Billings*

1 On May 30, 2006, 53-year-old Adam Carson was driving to work. While he was waiting at a stoplight, a truck crashed into his car. The driver of the truck was 21-year-old Lee Giron, and he was drunk<sup>1</sup>. Lee walked away from the crash, but Adam was killed.

2 Valerie Carson, Adam's wife, said, "I wanted to kill the man who killed my husband. I was so angry. So hurt. I wanted to scream at him—to tell him what it's like to have my whole life taken away. I didn't want him to *just* go to prison. I wanted him to *do* something to help me."

3 At 21, Lee was surprised and sad that the accident killed the older man. But in the months that followed, he mostly worried about going to prison. In the end, the court found Lee guilty of drunk driving, and he went to prison for one year. In prison, he didn't think about the accident or the Carsons. He thought only about what he wanted to do when he got out. When asked if he wanted to be in the restorative justice program at his prison, he was afraid. He felt terrible and didn't want to meet the wife of the man he had killed. What could he say to her? But finally he agreed. Valerie too was afraid to meet the man who had killed her husband. But she was still in so much pain, she thought maybe meeting him could change how she felt. She too agreed to be in the program.

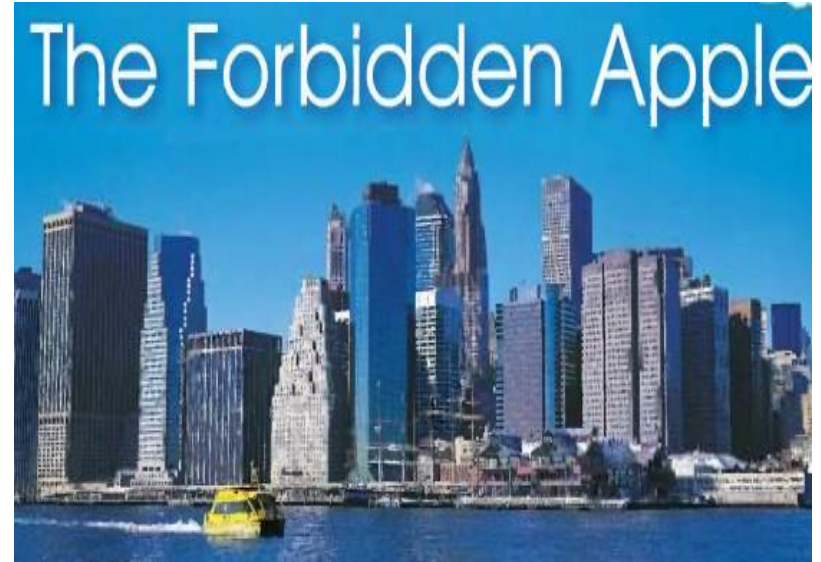


4 At their first meeting, Valerie told her story. She described her anger, her sadness, and her fears. Lee listened, and at the end of her story he apologized to her. At their second meeting, Lee told his story. At their third meeting, Valerie and Lee decided what Lee could do to compensate for the damage. "Nothing could ever bring my husband back," Valerie says. "But I felt if people could hear Lee's story, another life might be saved." And so Lee and Valerie agreed to work together giving talks to young people about drunk driving. This is how Valerie found herself traveling around the country for four years, working with the man who killed her husband. "Restorative justice helped me to stop seeing Lee as a monster<sup>2</sup>. It helped me learn to forgive him."

# CHANGING THE RULES

## Reading

- 1 a** Work in pairs. Decide if the following facts about New York are true (T) or false (F).
- 1 More than 8 million people live in New York City.
  - 2 More than half the population of New York was born outside the US.
  - 3 People often refer to New York as the Big Banana.
  - 4 New York is the capital of the US.
  - 5 New York is the most dangerous city in the US.
- b** Read the first paragraph of the article and check your answers.



**H**ome to 8.2 million people, 36 percent of whom were born outside the United States, New York, known as the Big Apple, is the biggest city in America. Nearly twenty times bigger than the capital, Washington DC, you might expect New York to be twenty times more dangerous. Actually, it's safer. Recent figures show that New York now has fewer crimes per 100,000 people than 193 other US cities. It's also healthier than it used to be. For example, the smoking rate has gone down from 21.5 percent a few years ago, to 16.9 percent today.

New Yorkers should be delighted, shouldn't they? In fact, many feel that New York is losing its identity. It used to be the city that never sleeps. These days it's the city that never smokes, drinks or does anything naughty (at least, not in public). The Big Apple is quickly turning into the Forbidden Apple.

If you decided to have a picnic in Central Park, you'd need to be careful – if you decided to feed the birds with the last crumbs of your sandwich, you could be arrested. It's banned. Even riding your bike with your feet off the pedals is now against the law. And you'd better have a bell on your handlebars too, or face a fine.

In many countries a mobile phone going off in the cinema is irritating. In New York it's illegal. So is putting your bag on an empty seat in the subway.

If you went to a bar for a drink and a cigarette, that would be OK, wouldn't it? Er ... no. You can't smoke in public in New York City. In fact, you can't smoke outdoors on the street or in parks either.

Some of the laws are not actually new, but have never been enforced before now, so most people are not actually aware that they are breaking the law.

The result is a lot of fines for minor offences. An elderly woman, advised by her doctor to keep her leg elevated to avoid a blood clot, was given a \$50 fine for resting a foot on the subway chair opposite her. Her appeal, backed by her doctor, was turned down. Elle and Serge Schroitman were fined for blocking a driveway with their car. It was their own driveway.

The angry editor of *Vanity Fair* magazine, Graydon Carter, says, 'Under New York City law it is acceptable to keep a gun in your place of work, but not an empty ashtray.' He should know. The police came to his office and took away his ashtray.

But not all of New York's inhabitants are complaining. Marcia Dugarry, seventy-two, said, 'The city has changed for the better. If more cities had these laws, America would be a better place to live.' Nixon Patotkis, thirty-eight, a barman, said, 'I like the new laws. If people smoked in here, we'd go home smelling of cigarettes.'

The new laws have helped turn the city into one of the healthiest and most pleasant places to live in America – very different from its old image of a dirty and dangerous city. Its pavements are almost litter-free, its bars clean and its streets among America's safest. Not putting your feet on subway seats might be a small price to pay.

# CHANGING THE RULES

## 1. Which of the following things are illegal in New York?

- 1 Feeding wild birds.
- 2 Riding a bicycle without a bell.
- 3 Letting your mobile ring at the cinema.
- 4 Putting your bag on a spare seat on public transport.
- 5 Putting your feet on the seat on public transport.
- 6 Smoking in bars and restaurants.
- 7 Smoking in parks and on the street.
- 8 Keeping a gun at work.
- 9 Keeping an ashtray on your desk at work.

**3 a** Work in pairs and discuss the questions.

- 1 What does the writer think about the new laws in New York? Is the article 100 percent serious? How do you know?
- 2 Do you think the laws in the article are 'stupid'? Why/Why not?
- 3 Would these laws be popular in your country? Why/Why not?

**b** Check the meaning of the following words and phrases from the article on page 106.

against the law    an appeal    banned    be arrested  
break the law    face a fine    give someone a fine    illegal  
a minor offence

**c** Work in pairs. Discuss the questions using the vocabulary in the box in exercise 3b.

- 1 What would happen if you did some of the things in exercise 2a in your country? Do you agree with the punishment?
- 2 Should smoking be banned in all public places? Even outside?
- 3 Which is more important – individual freedom, or health and safety for everyone?

## **Work in pairs. Discuss the questions**

- 1. What would happen if you did some of the things in exercise 1 in Vietnam? Do you agree with the punishment?**
- 2. Should smoking be banned in all public places? Even outside?**
- 3. Which is more important-individual freedom, or health and safety for everyone?**

## TOPIC: ETIQUETTE



**Look at the pictures and discuss the questions with the class**

- 1. What do the signs under “Please” mean?**
- 2. Are there other things that people shouldn’t do in the subway? Give one or two examples.**
- 3. Are there rules of politeness that people should follow in the subway? Give one or two examples.**

## SHARE INFORMATION

What happened the last time you took the subway, the bus, or the train? Were the other passengers polite? What did they do that was not polite?

Check (✓) the items that best complete the statement. Compare your answers with a partner.

On the subway, bus, or train, I think it is not polite when other passengers \_\_\_\_\_.

\_\_\_ talk on a cell phone

\_\_\_ take more than one seat

\_\_\_ talk to me

\_\_\_ don't talk to me

\_\_\_ look at me

\_\_\_ don't give their seats to elderly people

\_\_\_ (your idea) \_\_\_\_\_

\_\_\_ (your idea) \_\_\_\_\_



Look back at the boldfaced words in the quiz. Then match the words on the left with the definitions on the right.

<u>  j  </u> 1. <b>rude</b>	a. to make sure that people do something that they are supposed to do
<u>  ___  </u> 2. <b>rely on</b> (something)	b. to blow air through your nose suddenly (saying "Aaaaatchoo!")
<u>  ___  </u> 3. <b>block</b>	c. polite ways of behaving ( <i>That child has no ___!</i> )
<u>  ___  </u> 4. <b>elderly</b>	d. to expect something to work right
<u>  ___  </u> 5. <b>make eye contact with</b> (someone)	e. a long round piece of metal for holding onto
<u>  ___  </u> 6. <b>pole</b>	f. to stand in the way
<u>  ___  </u> 7. <b>sneeze</b>	g. old
<u>  ___  </u> 8. <b>blow your nose</b>	h. to look someone in the eyes
<u>  ___  </u> 9. <b>enforce</b> (something)	i. to clean your nose with a tissue when you have a cold
<u>  ___  </u> 10. <b>civilized</b>	<u>  j  </u> not polite; hurtful
<u>  ___  </u> 11. <b>etiquette</b>	k. organized so that people are nice to each other and take care of each other
<u>  ___  </u> 12. <b>manners</b>	l. a set of politeness rules

## A civilized suggestion

by Dan Forman

- 1 There is a very long list of rules for the New York City subway. Don't put your feet on a seat, don't carry open cups of coffee or soda, don't take more than one seat, don't ride while drunk . . . Those are just a few of the rules. There are hundreds more.
- 2 So with this many rules, why is it still so unpleasant to ride the subway?
- 3 Some people think that the problem is that no one **enforces** the rules. There aren't enough subway police, and the ones we have are too busy catching people who don't pay. Other passengers sometimes try to enforce rules. But you can't **rely on** them because New Yorkers have unwritten rules of **etiquette** against talking to strangers and **making eye contact with** strangers. How can you tell someone to take her shopping bags off the seat and throw away her Coke without talking to her or looking at her? It is difficult.
- 4 There are other New Yorkers who think that the subway is unpleasant because there are not *enough* rules. One rider wrote a letter to *The New York Times* a couple of weeks ago suggesting a few more subway rules. Here are some of the rules that she would like to see:
  - Don't lean<sup>1</sup> on the **poles**. You prevent other people from holding on. They can fall down.
  - Talk quietly. The trains are already too noisy.
  - Cover your mouth and nose when you **sneeze** or cough. Other riders don't want to catch your cold.
  - If your MetroCard doesn't work after three tries, ask a subway employee for help. Don't **block** the entrance.
  - Give your seat to **elderly** passengers or to parents with small children.



- 5 Of course, anyone who knows the subway probably agrees that those are great ideas for rules. But polite people already do all of those things. If those unwritten rules of etiquette are written down, will the **rude** people be more likely to follow them? Will anyone enforce them? It doesn't make sense to make more rules that no one will enforce.
- 6 The real problem is that we are forgetting how to be nice to each other. It is embarrassing that we need a rule to tell us to give our seat to elderly passengers. Nobody should need to be reminded to do that.
- 7 I say we stop talking about the rules and try to remember our **manners**. Let's be nice to each other not because a police officer might tell us to get off the train, but because it is the right thing to do. *Then* New York City would be more **civilized**—both above ground and below.

## Read for main ideas

Check (✓) the statement that best describes the main idea of the editorial.

- a. The New York subway has plenty of rules, but police officers need to work harder to enforce them.
- b. People have lots of ideas about how to make the New York subway more pleasant to ride, but I think that we all need to just remember our manners.
- c. Elderly passengers often have to stand up on the New York subway. All passengers need to work to enforce the etiquette rules about this.
- d. New York has many etiquette rules, such as *Don't make eye contact* and *Don't talk to people you don't know*.

## READ FOR DETAILS

Circle the best ending for each sentence.

1. The New York subway has \_\_\_\_\_.
  - a. a long list of rules
  - b. only a few very important rules
  - c. no rules
2. The writer thinks that riding the New York City subway is \_\_\_\_\_.
  - a. always a good experience
  - b. very difficult
  - c. not pleasant
3. Some people think that \_\_\_\_\_ should enforce the rules more.
  - a. strangers
  - b. police and other passengers
  - c. passengers who take more than one seat
4. *Don't make eye contact* and *Don't talk to strangers* are examples of \_\_\_\_\_.
  - a. general etiquette in New York City
  - b. rules that one rider would like to have on the subway
  - c. New York subway rules
5. *Don't lean on the poles* and *Talk quietly* are examples of \_\_\_\_\_.
  - a. rules that one rider would like to have on the subway
  - b. New York subway rules
  - c. rules that police officers enforce

## TOPIC: FUN



Look at the picture and discuss the questions with the class.

1. What are the children doing?
2. Is this a good way to spend time or not?
3. Can they learn things doing this?

What games do you like? Why are they fun?

Write the name of a game you like. It can be a computer game or a traditional game. Check (✓) the phrases that describe why you think it is fun. Be sure to add some of your own descriptions as well.

A game I like is \_\_\_\_\_ . It is fun because . . .

\_\_\_\_\_ it goes quickly

\_\_\_\_\_ it is very easy

\_\_\_\_\_ it is very difficult

\_\_\_\_\_ it has nice pictures

\_\_\_\_\_ it has a good story

\_\_\_\_\_ it makes me laugh

\_\_\_\_\_ it makes me think

\_\_\_\_\_ it teaches me about \_\_\_\_\_

\_\_\_\_\_ (your idea) \_\_\_\_\_

\_\_\_\_\_ (your idea) \_\_\_\_\_

Discuss the games you like in a small group. Do you all agree on the things that make a game fun?

# SERIOUS FUN

by Raph Koster

- 1 STARTING ON WEDNESDAY, tens of thousands of visitors will come to Los Angeles to kill **digital dragons**<sup>1</sup> and shoot digital guns. They are gamers, and they will be here for the Electronic Entertainment Games Expo (E3), where game **designers** show what is new in the business.
- 2 Gaming is **serious** business. Seventy-five percent of American homes now have video and computer games, and gaming now earns as much money as the film business each year. Yet most people still think that computer games are **childish** and **violent**. They think that they are just silly **entertainment**.
- 3 Let me tell you why serious people should **take gaming seriously**.
- 4 Recent studies show that the brain<sup>2</sup> is really good at finding **patterns** and then doing something called “chunking”—**combining** several steps or pieces of information into one. For example, we don’t need to remember all the steps of how we get dressed in the morning. Over time, we see a pattern to the steps and chunk them together. Gradually, we learn to do these things without thinking.
- 5 Do you remember locking your door this morning? Do you remember putting your keys away? Probably not, because your brain “chunked” these steps into “the things you do every morning.” This is a good thing because if you really have to think about locking the door, your brain doesn’t have the energy to notice other things (for example, the banana peel that your neighbor’s three-year-old dropped in front of your door!).
- 6 Finding patterns and chunking information are so important for human **survival** that our brains make us feel good when we do it. Our word for this feeling that our brain sends us is “fun.” Unfortunately, most people think that fun cannot be serious, when it is actually the reward we get for learning.
- 7 This is where games come in. Games are all about learning. Games let us practice seeing patterns, which is why they are so much fun.
- 8 “But some games are boring!” you say? Of course, as soon as we **figure out** the patterns in a game, the fun ends. Six-year-olds love playing tic tac toe<sup>3</sup>. Adults don’t because they already know the pattern. Well-designed games have **complex** patterns. We can figure these complex patterns out little by little, so they stay fun for a long time.
- 9 There will be some very well-designed games at E3 this week. But most games will be teaching the same old things. There will be a lot of dragons. We won’t be seeing too many games about living with climate change<sup>4</sup> or curing<sup>5</sup> cancer. Yet as game designers begin to understand the power of games, I believe they will start working with more serious subjects.
- 10 For this to happen, however, we all need to take games seriously. We all need to understand that they could one day help us solve some of the world’s very big problems.
- 11 So if you walk past E3 this week, try to be understanding. Remember: Gaming is a very young business and, like most small children, it is loud and confused. When games grow up, they just might save the world.



## FOCUS ON READING

### READING ONE: Serious Fun

The following article was in the *Los Angeles Times* the week before the E3 (a big game design meeting and show). The author, Raph Koster, is a game designer.

*What do you think the title of the article might mean? Check (✓) all of the answers you think are possible.*

*Serious Fun* might mean:

- 1. Computer games are fun, not serious.
- 2. Fun is important and useful for our lives.
- 3. The E3 is serious but not really fun.
- 4. Games can be both fun and serious.
- 5. Serious people never have fun.

*Now read the article to see if your answers were correct.*



## READ FOR DETAILS

Complete the sentence in column **A** with the appropriate phrase from column **B**.

### A

1. The computer and video gaming business earns as much money as c.
2. Our brains are good at combining \_\_\_\_\_.
3. Finding patterns is fun, and fun is \_\_\_\_\_.
4. When we play games, we practice seeing \_\_\_\_\_.
5. A game with very easy patterns is \_\_\_\_\_.
6. Most games are about \_\_\_\_\_.
7. Raph Koster thinks game designers will start to design \_\_\_\_\_.
8. The E3 looks loud and confused because gaming is \_\_\_\_\_.

### B

- a. a very young business
- b. patterns
- c. the film business
- d. a boring game
- e. subjects like dragons that are not serious or real
- f. the reward we get for learning
- g. many steps
- h. games that help solve big world problems

## **Express opinions:**

- 1. Raph Koster says that games are good at teaching. Do you agree? What are some things that you have learned from games? ( You can talk about computer games as well as games that are not played on computers.)**
- 2. Koster thinks that games will help us solve big world problems? Do you agree?**

# ACROSS AFRICA

**Work in pairs and discuss the questions.**

**1. Have you been/ would you like to go to Africa?**

**2. What would you expect to see/experience there?**

# ACROSS AFRICA

**Work in pairs and discuss the questions.**

**1. Have you been/ would you like to go to Africa?**

**2. What would you expect to see/experience there?**

**- I would like to experience safari tours**

**- I'd like see the Victoria Falls on the Zambezi river between Zambia and Zimbabwe ( the largest falls in the world and is considered to be one of the Seven Wonders of the World)**

# TRAVELS ACROSS AFRICA

For six hours we shot through the barren landscape of the Karoo desert in South Africa. Just rocks and sand and baking sun. Knowing our journey was ending, Daniel and I just wanted to remember all we had seen and done. He used a camera. I used words. I had already finished three notebooks and was into the fourth, a beautiful leather notebook I'd bought in a market in Mozambique. Southern Africa was full of stories. And visions. We were almost drunk on sensations. The roaring of the water at Victoria Falls, the impossible silence of the Okavango Delta in Botswana. And then the other things: dogs in the streets, whole families in Soweto living in one room, a kilometre from clean water.

As we drove towards the setting sun, a quietness fell over us. The road was empty – we hadn't seen another car for hours. And as I drove, something caught my eye, something moving next to me. I glanced in the mirror of the car; I glanced sideways to the right, and that was when

I saw them. Next to us, by the side of the road, thirty, forty wild horses were racing the car, a cloud of dust rising behind them – brown, muscular horses almost close enough to touch them, to smell their hot breath. I didn't know how long they had been there next to us.

I shouted to Dan: 'Look!' but he was in a deep sleep, his camera lying useless by his feet. They raced the car for a few seconds then disappeared far behind us, a memory of heroic forms in the red landscape. When Daniel woke up an hour later I told him what had happened.

'Wild horses?' he said. 'Why didn't you wake me up?'

'I tried. But they were gone after a few seconds.'

'Typical,' he said. 'The best photos are the ones we never take.'

We checked into a dusty hotel and slept the sleep of the dead.



Read the extract again. Write true (T), false (F) or not given (NG).

- 1 They drove slowly through the busy desert.
- 2 Sophie wrote about her experiences in a notebook.
- 3 Daniel took photos of the Victoria Falls.
- 4 They had seen a lot of things, and heard many stories.
- 5 Daniel was driving when they saw the horses.
- 6 They had seen other animals, but they hadn't seen wild horses before.
- 7 The horses didn't come near the car.
- 8 Sophie woke Daniel so that he could take photos.

# TOPIC: PRODUCTS AND SERVICES

*Look at the picture and discuss the questions with the class.*

1. Where do you buy fruits and vegetables?
2. How do you choose the fruits and vegetables you buy? What do you look for?
3. Do you know where your fruits and vegetables come from?
4. Read the title of the unit. What does "produce" mean? Where might you see the word?













## SHARE INFORMATION

When you shop, how do you choose your fruit? Do you choose it by its color? Do you choose it by its size? For each kind of fruit, check (✓) each box that shows how you choose that fruit. Add a fruit of your choice to the list.

FRUIT	COLOR	SIZE	SOFTNESS/ HARDNESS	SMELL	PRICE	WHERE IT COMES FROM
<b>Apples</b> 						
<b>Bananas</b> 						
<b>Pears</b> 						
<b>Strawberries</b> 						

## VEGETABLE GARDENING YEAR-ROUND IN SAN FRANCISCO

Season	Crops	Advice
Spring	<p>Peas</p> 	<p>Peas grow very well when it seems too cold for many other vegetables. <b>Insects</b> love little pea plants, so be careful. You can use <b>chemicals</b> to keep them away. Or if you are <b>concerned about</b> using dangerous chemicals, try the <b>old-fashioned</b> way to keep insects away: put a little bit of soapy water on the plants. Make sure that you don't let the <b>weeds</b> get too big in the spring. Get them out of your garden so that your vegetables can have more space to grow!</p>
Summer	<p>Tomatoes</p>  <p>Squash</p> 	<p>One of the best things to do in summer is to <b>pick</b> a nice red <b>ripe</b> tomato and eat it right away. Sometimes tomatoes seem like a lot of work. They need a great deal of sun, and you have to water them often. But <b>it's worth it</b> every time. Scientists now say that tomatoes are really good at fighting some illnesses like <b>cancer</b>. So plant lots of them! And don't forget to plant some squash. Squash is good for you too.</p>

<p>Fall</p> <p>Radishes</p>  <p>Cauliflower</p> 	<p>There is a lot of <b>produce</b> to pick in the fall. You should make sauce from tomatoes and freeze! squash to eat during the winter. Then, if you have time, you can plant some radishes and cauliflower.</p>
<p>Winter</p> <p>Lettuce</p>  <p>Spinach</p>  <p>Onions</p> 	<p>While it is snowing in the rest of the United States, you should plant some lettuce, spinach, and onions. You can have <b>fresh</b> vegetables from your garden even in winter.</p>

Now match the words with their definitions.

- |                                 |   |
|---------------------------------|---|
| <u>  f  </u> 1. insects         | a. not modern or new  |
| <u>     </u> 2. chemicals       | b. it will be useful—you will benefit from it                           |
| <u>     </u> 3. concerned about | c. ready to eat   |
| <u>     </u> 4. old-fashioned   | d. substances made by or used in chemistry                              |
| <u>     </u> 5. weeds           | e. not canned or frozen   |
| <u>     </u> 6. pick            | f. tiny animals that eat plants   |
| <u>     </u> 7. ripe            | g. to pull off a fruit or vegetable from a plant or tree                |
| <u>     </u> 8. it's worth it   | h. fruits and vegetables  |
| <u>     </u> 9. cancer          | i. worried about  |
| <u>     </u> 10. produce        | j. an illness that can grow anywhere in your body and is very dangerous |
| <u>     </u> 11. fresh          | k. plants that grow naturally and that you don't want in your garden    |

## ASK MR. GREEN: Organic Produce vs. Regular Produce

Dear Confused Shopper:



- 1 You're right. Sometimes organic **produce** doesn't look as nice as regular produce, and it often costs twice as much. Let me explain why.
- 2 Since about 1950, farmers in the United States have used **chemicals** to grow their fruits and vegetables. They use pesticides<sup>1</sup> to kill **insects** that eat their plants. They use herbicides<sup>2</sup> to kill the **weeds** that kill their plants. These chemicals are a great help to farmers. By using them, farmers can grow more produce on the same amount of land. This means that shoppers can find more produce in the stores.
- 3 Farmers also use chemicals to make fruits and vegetables **ripe**. For example, they often **pick** tomatoes while they are still green, and then put them in a box to go to a supermarket. The green tomatoes turn red and get ripe because of a chemical that is in the box with them. Because some produce can be picked early, it can travel long distances to stores. As a result, we can find most kinds of regular fruits and vegetables all year long.
- 4 Some people argue<sup>3</sup>, however, that there are problems with using all these chemicals. When we eat produce, we're also eating a little bit of the chemicals. Small amounts of these are safe

to eat. But larger amounts—a little bit every day—can cause illnesses. Many scientists believe that these farming chemicals cause **cancer**.

- 5 Herbicides and pesticides can also be very bad for nature. They sometimes kill animals such as fish and birds, and they can poison<sup>4</sup> rivers that are near farms. Farm workers who pick the crops often get very sick from the chemicals. Because of problems like these, some farmers are going back to growing produce the **old-fashioned** way—without chemicals. We call this kind of produce *organic*.
- 6 Organic produce is more expensive than other produce for several reasons. For instance, many organic farmers can't grow as much produce as other farmers. Their farms are usually smaller, and, of course, they don't use herbicides and pesticides. Also, because they don't use ripening chemicals, their produce has to arrive at the stores very soon after it's picked. So it is usually **fresh**, but this too costs money.
- 7 **Is it worth it?** That's up to you to decide. But if you're not familiar with organic produce, you might want to try it. More and more shoppers are buying organic produce. Many of these shoppers say that they're not just **concerned about** their own health. They are concerned about the health of our whole world.

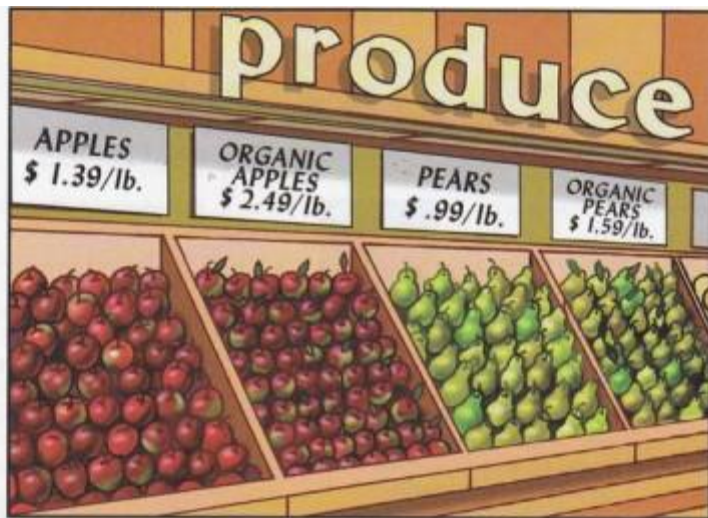
Mr. Green

<sup>1</sup> **pesticides**: chemicals that kill insects and other small animals that eat crops

<sup>2</sup> **herbicides**: chemicals that kill weeds

<sup>3</sup> **argue**: clearly explain that something is true

<sup>4</sup> **poison**: make land, lakes, rivers, air, etc., dirty and dangerous



### READ FOR MAIN IDEAS

Check (✓) the ideas that Mr. Green discussed in his answer.

- 1. He explained how much organic fruits and vegetables cost.
- 2. He discussed the kinds of insects that can destroy crops.
- 3. He discussed the use of chemicals in growing regular produce.
- 4. He explained why regular produce may be bad for your health.
- 5. He explained what organic produce is.
- 6. He explained why organic fruits and vegetables are expensive.
- 7. He explained where people can buy organic produce.

## **READ FOR DETAILS**

**Read the statements and decide if it is true or false. Write T /F next to it.**

- 1. Organic produce looks the same as regular produce.**
- 2. Organic produce can cost twice as much as regular produce.**
- 3. Farming chemicals kills insects, but they don't kill fish and birds.**
- 4. Some scientists believe that farming chemicals cause cancer.**
- 5. Organic farmers rely on chemicals to make fruit ripe.**
- 6. With chemicals farmers can grow more produce on the same amount of land.**
- 7. Regular produce often has to arrive at stores quickly.**

## MAKE INFERENCES

Read the statements and check (✓) the ones that Mr. Green probably agrees with. Then discuss your answers with a partner.

- 1. Organic produce is a waste of money.
- 2. Most farmers use chemicals because they help the fields give more produce.
- 3. One problem with farming chemicals is that they sometimes kill the crops.
- 4. Shoppers like being able to buy tomatoes while there is snow outside.
- 5. Chemicals in herbicides and pesticides are dangerous for people.
- 6. One reason organic produce is more expensive is because birds sometimes eat the fruit in the fields.
- 7. Organic produce needs to travel from the field to the stores quickly.
- 8. Organic produce is becoming more popular because people are concerned about the problems with farming chemicals.

## Reading

**2 a** You are going to read about a strange restaurant experience. First, try to match these words from the story.

- |             |               |
|-------------|---------------|
| 1 long      | a café        |
| 2 roadside  | b existed     |
| 3 delicious | c road        |
| 4 hungry    | d soup        |
| 5 never     | e imagination |
| 6 wonderful | f and tired   |

**b** Work in pairs. What do you think happens in the story? Use the phrases in exercise 2a and the photos to help you.

**3** Read the story to check your ideas. Why do you think the man never found the café again?





# The world's best restaurant

When I was working as a civil engineer in Iran I had to visit a factory in Marinjab – the centre of a recent earthquake. Marinjab is about 150 miles from Tehran and is a quiet and isolated place. As we drove back along the long road, my colleague and I were both hungry and tired. We didn't have much hope of finding anything to eat, however, as the next town was 80 km ahead. Our only hope was of finding a small roadside café, where you are unlikely to get more than some weak tea and a little sugar to eat.

Just then we came to a village made of small huts with flat roofs. Outside one of the many huts was a sign, 'ghahvehkhaneh' (café) so we went in. It was cool inside, and there were men sitting around smoking pipes. The owner, a proud man, came in from the back and greeted us. 'Good afternoon,' he said, in perfect English. 'My name is Hosseini. My wife is Russian. We do not usually get any foreigners here. It will be a pleasure and an honour to prepare a meal for you.'



A pale-faced lady appeared with a tablecloth, and some knives and forks, shortly followed by Mr H himself, carrying a couple of bowls of soup. Made with spinach and yoghurt, and served hot, it was the most delicious soup I have ever eaten. Soon, the next course arrived – dolmas, stuffed vine leaves. These were so delicious I asked Mr H for the recipe. He replied, 'vine leaves and rice'. It is not an Iranian dish.

The next course was a chelo kebab – the national dish of Iran. The meat was marinated in yoghurt and spices. We ate in silence, and finished with Turkish coffee. There was something almost unreal about the atmosphere of the place. When it was time to go, we asked Mr H how much it cost, and I can tell you the price was astonishingly cheap. It was a fantastic meal – the best I have ever had, and I told him so. Mr H blushed. 'I am glad,' he said. 'As I told you, we do not see many foreigners here. Do come again, and tell your friends.'

I told a lot of friends about the meal I had, yet no one believed me. 'How could you get such a meal in such a remote place?' an English engineer friend asked me.

A few months later, I returned on exactly the same route with this engineer friend and was determined to show him my special restaurant. We reached the village – I recognised the flat roofs – but there was no sign of the café. It was as if the building had never existed. I asked a villager. 'Ghahvehkhaneh?' he said. 'There has never been one here in all the time I have been here. And that is forty years.' We drove away disappointed. Naturally, my companion laughed at me. 'You have a wonderful imagination,' he said. I don't have any explanation. I only know that I definitely had a meal in this village, in a café which, ever since, I have called 'the world's best restaurant'.

**4**

Read the summary of the story below. Find eight mistakes and correct them.

While two engineers, who were hungry, were driving through a busy area in Iran, they stopped in a small city. They found a little café. The owner of the café, who spoke a little English, offered to serve the men a meal. The meal, which was delicious, was surprisingly expensive. After they had finished eating, the restaurant owner asked the engineers to recommend his restaurant to their friends. They did this, but the engineer's friends didn't believe it was possible to find such a poor restaurant in such a remote area. In the end, the engineer returned to the village with his wife. However, when they arrived, they couldn't find the train station. Eventually, they asked a local man about the restaurant. He said he had never heard of it, and he had been there for thirty years.

# TOPIC: TRANSPORTATION



## Write the word next to the definitions

appreciate	border	complicated	ferry	schedule
arrange	coast	convenient	round-trip	set an example

1. border : the official line that separates two countries
2. \_\_\_\_\_ : useful to you because it makes something easier
3. \_\_\_\_\_ : to do something that you hope other people will copy
4. \_\_\_\_\_ : list of times that ferries, trains, buses, etc., leave or arrive at a particular place
5. \_\_\_\_\_ : to organize and plan
6. \_\_\_\_\_ : boat that takes people, and sometimes cars, back and forth between two places
7. \_\_\_\_\_ : not simple; with lots of details
8. \_\_\_\_\_ : when a ticket takes you from one place to another and back again
9. \_\_\_\_\_ : where the land meets the sea
10. \_\_\_\_\_ : to understand or enjoy the good qualities of something

# THE CLIMATE TRAIN

By Jackson Karl

1 In December 1997, thousands of scientists traveled to Kyoto, Japan, for an international conference on global warming. Months before the conference, most of these people began buying airplane tickets. But one English scientist named Ben Matthews thought that flying to Kyoto didn't seem right. He thought, "Flying is



the most **convenient** way to travel from London to Kyoto, but airplanes make more pollution per person than cars, buses, or trains. Is it right to travel on airplanes so that we can talk about ways to make less pollution?" Ben believes that in order to make less pollution, all people—even scientists—need to change the way they live. He decided to **set an example**.

2 He began to plan a trip to Kyoto that created less pollution than an airplane trip. Other people soon joined him. In the end 36 people from 14 countries agreed to travel by land and sea to Kyoto. The group called itself the "Climate Train."

3 Planning the Climate Train trip was **complicated**. Ben and his fellow travelers had to carefully choose a route, check **schedules**, buy tickets, and **arrange** hotels—all in different languages.

<sup>1</sup> **seasick**: feeling very sick because of the movement of a boat or ship

4 The Climate Train group left London on November 7. They had to be at the Kyoto conference by December 1. They took different trains through Paris, Berlin, Moscow, Beijing and finally to Tianjin, on the **coast** of China.

5 While they were traveling, the Climate Train group worked a lot, but they also had fun. They especially liked

talking to other travelers and listening to Russian pop music. One evening, some of the other travelers even started dancing on the tables of the restaurant car!

6 Everyone had a good time at the Chinese **border**. The border police took away the group's fresh fruit and vegetables. They didn't mind because they saw the colorful packages of Chinese food for sale. They didn't know what was inside, but they had fun tasting each of them.

7 From Tianjin, they traveled for two nights on a **ferry** to Kobe, Japan. Most of the group got seasick<sup>1</sup>, so they couldn't work or have fun. But they all felt better when they saw the large group of journalists waiting for them in Kobe.

8 After talking with the journalists, a few Climate Train travelers took the train to Kyoto. The rest of the group

rode their bicycles. The bicyclists took three days to ride the 80 kilometers from Kobe to Kyoto.

9 At the conference, the Climate Train travelers talked with many people about their journey<sup>2</sup>. They were glad to show the world that people can travel long distances in ways that make much less pollution than flying.

10 The long journey helped the travelers understand the reasons for the Kyoto conference. They realized that all the land they crossed in their journey is connected. The borders can't stop the pollution. The beautiful countryside they saw out the windows of their train will change if the climate continues to change. This made them all very sad and ready to work harder to stop global warming.

11 Because of the Kyoto conference, people around the world agreed to change their lives to help slow down global warming. The people on the Climate Train hope that their trip set a good example. It showed the kinds of changes people can make in how they travel. The five-week **round-trip** journey was difficult, but only because so few people travel this way. Says Ben, "If more people travel this way, it will become easier." Perhaps there will come a day when buying a round-trip train/ferry ticket from London to Kyoto will be as easy as buying a plane ticket. If more travelers take trains and ferries, the world's climate will be healthier, and travelers will **appreciate** the world's different countries and cultures more.

<sup>2</sup> **journey**: a long-distance trip

## READ FOR MAIN IDEAS

Read the questions. Circle the best answer for each question.

1. What is the main reason that the Climate Train group traveled by land?
  - a. To make less pollution
  - b. To save money
  - c. To learn about other cultures
2. Was the Climate Train group happy that they chose to travel by land?
  - a. No. They will take a plane next time.
  - b. Yes. They were happy, though it was sometimes difficult.
  - c. Yes. They were happy because it was an easy way to travel.
3. What is the most important thing the Climate Train group came to understand on their journey?
  - a. Pollution doesn't stop at borders. An international conference is necessary to solve the problem.
  - b. Russian trains have fun restaurant cars.
  - c. It's important to speak many languages so that you can talk with lots of people.
4. What do the Climate Train travelers hope that other people will do?
  - a. Spend more time at borders
  - b. Travel by land and sea instead of by air
  - c. Go to more international climate conferences

## READ FOR DETAILS

*These statements are false. Correct them. Change a word or phrase in each statement to make it true.*

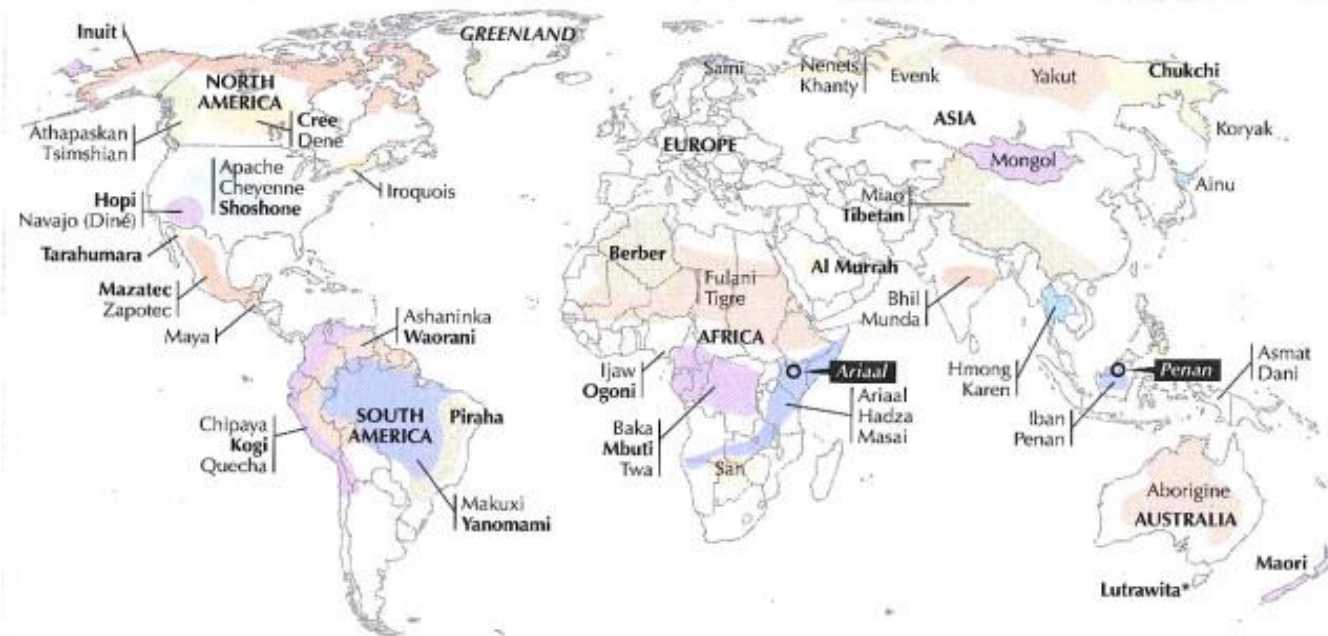
1. The Climate Train was a ~~train in Russia~~ *group of people*.
2. The people on the Climate Train were from England.
3. Ben Mathews found it very easy to make the plans for the trip.
4. The group took six weeks to travel from London to Kyoto and back again.
5. The Climate Train travelers liked working with the other people on the train.
6. The Chinese border police gave them fruit and vegetables.
7. Several of the travelers got sick in Japan.
8. All of the travelers rode bicycles from Kobe to Kyoto.
9. The travelers understood that climate does not stop at borders.
10. They think that if more people travel by train and ferry, it will become faster.

	True	False
1. Most people going to Kyoto didn't think going to a climate conference by plane was a problem. ( <i>paragraph 1</i> )	<input type="radio"/>	<input type="radio"/>
2. Ben Matthews usually travels long distances by airplane. ( <i>paragraph 1</i> )	<input type="radio"/>	<input type="radio"/>
3. The Climate Train travelers found it difficult to communicate with other travelers. ( <i>paragraph 5</i> )	<input type="radio"/>	<input type="radio"/>
4. The Climate Train travelers looked forward to talking to journalists about their trip. ( <i>paragraph 7</i> )	<input type="radio"/>	<input type="radio"/>
5. Most Climate Train travelers came on the trip with a bicycle. ( <i>paragraph 8</i> )	<input type="radio"/>	<input type="radio"/>
6. The Climate Train travelers told others at the conference to travel without flying. ( <i>paragraph 9</i> )	<input type="radio"/>	<input type="radio"/>
7. If more people travel without flying, it will be easier because there will be more trains and ferries to choose from. ( <i>paragraph 11</i> )	<input type="radio"/>	<input type="radio"/>

# **TOPIC: ENDANGERED CULTURES**



1. What modern things do you see in the photo? What traditional things do you see in the photo?
2. Indigenous people are people whose families and cultures have been in one place for a very long time. Is the man from an indigenous or modern culture? Why do you think so?
3. What are some indigenous cultures you know about? What is happening to them today?



## Indigenous Cultures Today

1. Many indigenous cultures have disappeared; almost all indigenous cultures today are **endangered**, or in danger of disappearing.
2. The *Lutrawita* people of Tasmania, Australia, did not **survive** into the twentieth century. The last Lutrawita died in 1876. Most of them died between 1803 and 1833.
3. A long time ago, when the sea was lower, a land bridge connected Siberia and Alaska. The *Chukchi* people of Siberia and the *Inuit* people of Alaska were one culture. As the sea rose, it divided the land and the cultures. The *Chukchi* and *Inuit* are different today, but they share the same **roots**.
4. The *Tibetan* people of the Himalayas believe that the Dalai Lama, their leader, is **holy**. They believe that in his body lives Chenrezig, their god<sup>1</sup> of compassion.<sup>2</sup>
5. The *San* of southern Africa do not **adapt** well to modern life. Life in the desert is a very important part of their culture. If they move to towns and live in buildings, they become sick and sometimes die.
6. The *Al Murrah* people are from southern Arabia. Like all **nomadic** groups, they don't live in one place. The *Al Murrah* travel about 1,800 miles (3,000 kilometers) each year.

7. Some scientists think that the New Zealand *Maori* men and women have different **ancestors**.

The ancestors of the men are from Melanesia and those of the women are from Taiwan. The scientists believe that 6,000 years ago, a group of women from Taiwan came in boats to Melanesia. At that point, some Melanesian men joined these women, and together they came to New Zealand and stayed.

8. The old ways of life for the *Mbuti* of the Democratic Republic of Congo are in danger. Large mining companies are **destroying** the forest where the Mbuti live. The trees and the animals are disappearing and the water is bad.
9. The *Piraha* people of the Amazon have a **unique** language. It is unlike any other language in the world. It has no words for colors or numbers greater than two.

---

<sup>1</sup> **god:** spirit or being who controls the world or part of it, or who represents a particular quality (in the belief of religious people)

<sup>2</sup> **compassion:** sympathy for people who are suffering

<sup>3</sup> **mining companies:** companies that take metals like gold and minerals like diamonds from the land

## PREVIEW

Before you read, look at the title of the magazine article. Why is it difficult for indigenous cultures to survive? Write three reasons you think the article might mention.

---

---

---

Now read the article, "Will Indigenous Cultures Survive?"



brought diseases to the *Yanomami* in the 1990s. Now one-quarter of them are dead. In Ecuador, the *Cofan* homeland is full of chemicals from oil companies. The Cofan can no longer drink the water or grow food there. In India, over 250,000 indigenous people had to leave their homes in the Narmada River valley because the government built a dam<sup>3</sup> on the river.

4 What happens to the people from these cultures? Where do they go? Usually they have to move away from the lands of their **ancestors**. Often they move to the poor areas outside of large cities. They have to learn a new way of living and thinking. Their children will know little about the culture they came from.

5 There are about 4,000 cultures with their own **unique** languages alive today. Some scientists predict that by 2100, 90 percent of these will disappear. When a language disappears, the voice of a culture disappears. There are many indigenous people who are working hard to stop this from happening to their culture. They are fighting against governments who want them to become part of the modern world. They are fighting against oil and logging companies<sup>4</sup> who want their land.

stop the things that will hurt their culture and accept the helpful parts of the modern world. For example, the Kenyan government wants the *Ariaal* to move to villages. The government wants the *Ariaal* and other indigenous people to become more modern. The *Ariaal* know that if they move to villages, their nomadic way of life will disappear. So they aren't moving to villages. But many *Ariaal* are sending their children to Kenyan

small changes help them live with the bigger changes happening in the larger world. However, recent changes in the world are too big and are happening too fast. Most indigenous cultures can no longer **adapt** to them. For example, in Brazil, a gold rush<sup>2</sup>

schools. They decided that schools are modern things that can help their culture survive.

7 There are no easy ways to save **endangered** indigenous cultures. We now know that indigenous cultures must adapt to survive. Most importantly, they must choose *how* they will adapt, as the *Ariaal* are trying to do. The big question is: Will the rest of the world let them?

8 The *Ariaal*, an indigenous **nomadic** group in Kenya, have been fighting for years. So far, their culture is surviving. The *Ariaal* understand that some changes may help them, but other changes may **destroy** their way of life. The *Ariaal* are trying to

*(continued on next page)*

<sup>1</sup> **whistling**: making a high or musical sound by blowing air out through your lips

<sup>2</sup> **gold rush**: a time when many people move to one area to look for gold

<sup>3</sup> **dam**: a wall built across a river to make a lake and produce electricity

<sup>4</sup> **logging companies**: companies that cut down trees to make wood and paper

1 In northern Colombia, a four-year-old *Kogi* Indian is carried into the Sierra Nevada mountains. He will live in a small dark house for 18 years. There he will learn to be a **holy** man. In the Amazon, a *Waorani* hunter follows animals by their smell. A *Mazatec* farmer in Mexico talks to other *Mazatec* by whistling<sup>1</sup> across the valleys. These stories come from three different indigenous cultures.

2 About 370 million people, or 5 percent of the world's population, belong to indigenous cultures. These cultures have deep **roots** in their histories, languages, and the places they live. Most of these cultures have lived the same way for thousands of years.

3 Change is an important part of any living culture. To **survive**, most indigenous cultures are learning to change in small ways. These

## MAIN IDEAS

- 1 Look again at the Preview on page 190. How did your predictions help you understand the article?
- 2 Circle the answer that best completes each main idea from the article.
  1. Most indigenous cultures \_\_\_\_\_.
    - a. are changing with modern times
    - b. live the way they lived for thousands of years
  2. Indigenous cultures are disappearing because \_\_\_\_\_.
    - a. big changes are happening too fast
    - b. their governments don't want them to adapt to the modern world
  3. Indigenous cultures are fighting against \_\_\_\_\_ to keep their cultures.
    - a. governments and big businesses
    - b. other indigenous cultures
  4. In order to survive, indigenous cultures must \_\_\_\_\_.
    - a. listen to their governments
    - b. decide how to adapt
  5. For indigenous cultures to survive, the rest of the world must let them \_\_\_\_\_.
    - a. have schools
    - b. choose how to change

## DETAILS

The article gives many examples to support general ideas. List the examples below each statement.

1. Three examples of the ways indigenous cultures understand the world and live their lives:

a. *The Kogi Indian child goes to live in a dark house for 18 years.* \_\_\_\_\_

b. \_\_\_\_\_

\_\_\_\_\_

c. \_\_\_\_\_

\_\_\_\_\_

2. Three examples of changes that indigenous cultures cannot adapt to, and their results:

a. \_\_\_\_\_ (result: \_\_\_\_\_)

b. \_\_\_\_\_ (result: \_\_\_\_\_)

c. \_\_\_\_\_ (result: \_\_\_\_\_)

3. One example of an indigenous group that is fighting to keep its culture:

\_\_\_\_\_

4. One example of something that will hurt the Ariaal way of life:

\_\_\_\_\_

5. One example of something from modern Kenyan culture that the Ariaal want:

\_\_\_\_\_

## MAKE INFERENCES

### INFERRING THE AUTHOR'S ATTITUDE

An **inference** is an educated guess about something that is not directly stated in the text. Sometimes a text suggests the **author's attitude** (how he feels) about the subject he is writing about. Readers can infer the author's attitude from certain words and phrases he uses. These words and phrases make you think of particular feelings.

Look at the example and read the explanation.

- "They have to learn a new way of living and thinking. Their children will know little about the culture they came from." (*paragraph 4*)

Which words or phrases suggest the author's attitude?

a. have to

b. their children will know little

**Have to** tells us it is not the indigenous people's choice to learn new ways. Others are making them change. The author seems sad that indigenous people do not have a choice about how much they follow their history.

**Their children will know little** also tells us the author is sad. Everybody wants the children to know where they come from, and it is sad if they do not know their roots. He is also afraid that indigenous peoples' history will be forgotten. If the children do not learn it, no one will be able to pass it along.

After reading the text closely, especially certain words and phrases, we can **infer** the author's attitude about the situation indigenous people find themselves in: He feels bad about it; he isn't hopeful that it will get better.

Answer the questions.

1. In paragraph 4, sentences 1–4, which words and phrases help you infer the author's attitude about indigenous people leaving their ancestors' land?

a. \_\_\_\_\_

b. \_\_\_\_\_

2. In paragraph 5, sentences 1–3, which words and phrases help you infer the author's attitude about languages?

a. \_\_\_\_\_

b. \_\_\_\_\_

Now, with a partner, discuss what the author's attitude is about each topic and how the words and phrases help you understand his attitude.



## EXPRESS OPINIONS

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

1. The author names several things about the modern world (for example, dams, oil companies) that are hurting indigenous cultures. What are the benefits to these things? Do you think modern practices such as dam building and oil drilling should stop? Explain your answer.
2. Should governments try to help indigenous people survive? If so, what can they do?

Thank You for your attention !

---