

# INTRODUCTION TO READING 5

## **General information:**

- ❖ **Course name: READING 5**
- ❖ **Code: ANH4 252**
- ❖ **Compulsory course**
- ❖ **Prerequisite: ANH 4 032, ANH 4 072, ANH 4 112, ANH 4 152**
- ❖ **Objectives:**

**This course aims to help students:**

- To consolidate and train students in basic listening and speaking skills acquired in Reading 4.**
- To provide students with opportunities to practice English reading skills at a level equivalent to C1 in the European Framework of Reference for Languages (CEFR).**

# OUTCOME STANDARDS

## ➤ Knowledge:

**Students will be able to enhance and practice their reading comprehension skills through various types of readings with high-level vocabulary and structures.**

## ➤ Skills:

**Students will be able to reinforces the reading comprehension skills learned in Reading 1, 2, 3, and 4; trains and enhances the necessary reading comprehension skills to prepare for international tests such as B2, C1 (European Framework), or IELTS and TOEFL. Through this course, learners also have the opportunity to practice and consolidate other skills such as Speaking and Writing.**

# OUTCOME STANDARDS

## ➤ Attitude and Diligence:

Learners need to have a serious attitude towards learning, attend all class sessions, actively participate in skill-training activities in class, cooperate well in group activities, and complete all lesson preparations and homework.

# CONTENT SUMMARY

The course includes reading comprehension skills that help students meet their academic and career goals, emphasizing the development of learners' critical thinking skills. The readings are sourced from various sources such as magazines, websites, scientific books, etc., helping students familiarize themselves with diverse aspects of life. Skills assessed (according to level 5 in the 6-level Vietnamese Foreign Language Framework): Students are assessed on their ability to:

- Thoroughly understand many types of long, complex texts commonly encountered in social life, work, or academic settings, and identify subtle details such as attitudes or opinions – both implicit and explicit.
- Quickly scan long and complex texts to locate useful details.
- Quickly determine the content and usefulness of articles and reports related to various specialized topics to decide whether they are worth a closer read.
- Understand any correspondence if a dictionary is used occasionally.
- Thoroughly understand long, complex instructions about a type of machinery or new process, whether related to their field of expertise or not, provided they can re-read difficult sections.
- Summarize long and difficult texts.

# LECTURER'S 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**

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# INTRODUCTION TO READING 5

# THEME 1: ADDICTION



## VOCABULARY

*Choose the word(s) that correctly explain the meaning of the boldfaced word. There can be more than one correct answer. Compare your answers with a partner's.*

1. For a long time, he thought that he, too, would die from the **hereditary** disease that killed his father.
  - a. inherited
  - b. genetic
2. Despite **tough** competition, Mantle rose from the lead mines of the West to the heights of fame.
  - a. demanding
  - b. strong

3. Mickey Mantle was one of the greatest and most popular baseball players in American history. When he died, baseball fans were **devastated**.  
a. heartsick                      b. worried
4. Mickey Mantle was a “natural,” a player whose talent seemed to come from an inner grace, but he suffered many painful injuries and long periods of **depression**.  
a. melancholy                      b. sorrow
5. Mantle drank to deaden the pain of his injuries and to **avoid** thinking about his father’s early death.  
a. escape                              b. stop
6. There was nothing **controversial** about his career: everyone agreed he was a wonderful athlete and a powerful player, winning championship after championship for the New York Yankees.  
a. debatable                      b. argumentative
7. Even today fans still **choke up** and shed a tear for Mickey Mantle, symbol of the hope, prosperity, and confidence of America in the 1950s and ’60s.  
a. are unable to speak      b. are unable to breathe
8. Mantle also **blamed** himself for neglecting his children during his long career.  
a. praised                              b. condemned
9. During his retirement, he stopped drinking and became **sober** after a period of time in a treatment center.  
a. abstinent                      b. intoxicated
10. When Mantle developed liver disease later in life, he needed a new liver from a **donor**.  
a. receiver                              b. supplier
11. At the end of his life, he became a spokesperson for organ donation with the **slogan** “Be a hero, be a donor.”  
a. motto                              b. memorandum

## **ADDICTION**

- 1 Addiction is one of the toughest problems facing our culture today. Growing problems within the family as well as many other cultural stressors make addiction a national and international problem that is growing rapidly. Contrary to some popular thought, people do not become addicted just because certain behaviors or substances cause pleasure. There are usually reasons why an addiction happens, and these same reasons make an addiction difficult to stop.

### **Key Elements of Addiction**

- 2 Addiction has two elements that must be understood. The first is tolerance. A person is drawn to addictive behavior or to a substance because of the way they affect his or her emotions. They enhance some feelings and deaden others. Emotional pain is reduced momentarily, and the person hopes that it will not return. But it invariably does. Tolerance means that over time, more and more of the behavior or substance is required to produce the desired effect until the situation becomes hazardous. In the case of eating, spending, or gambling, more and more intense experiences are required for satisfaction. Eventually, even those fail. In the case of chemical addictions, one may become impaired, or an overdose may result in death. There is also the risk of arrest, the loss of a job, or divorce.
- 3 The second element that is important to understand is withdrawal. Withdrawal means that an individual has a very painful physical and/or emotional reaction when the substance or behavior is stopped. After a person has become adjusted to a certain level of a chemical substance in the blood or an experience or behavior, removal of this stimulation affects the emotional and biochemical balance that has been established. Complete withdrawal can last two years or more and has emotional and physiological effects that are very difficult to endure.

### **Factors That Influence Addiction**

- 4 There is often a genetic inclination toward one type of addiction or another. This is not to say that heredity alone is sufficient to cause an addiction, but that the specific nature of the addiction may well be influenced by genetics. For instance, an alcoholic often has alcoholic parents or grandparents and may also have an unusually strong "positive" response to alcohol.
- 5 Trauma can also shape and foster addiction. Chemical substance abusers may have a history of emotional trauma in childhood, or post traumatic stress, such as that found among war veterans.
- 6 Another important factor in addiction is shame. Shame is a very powerful feeling that we have when we feel that we don't measure up to certain standards. It often masquerades as other feelings, but it is commonly found in addicts both as a cause and a result of the addiction. Shame spirals upward as an addiction progresses.
- 7 One last contributor to addiction is anxious depression, the type of depression in which pressure makes the next two hours seem like the most important time of your life. It is an agitated feeling, very different from the melancholy depression that causes a person to sit in bed all day unable to get up or get dressed.

## **Recovery**

- 8 Recovery from any addiction is not easily achieved. The emotional issues that helped to cause the addiction initially have to be addressed, and the damage to the person's life caused by the addiction must be gradually healed as much as possible. It is hard, demanding work, but the rewards are great.

Working with a partner, read each statement and decide if it is **T** (true) or **F** (false). If it is false, correct it. Find support for your answers in the reading passage.

  F   1. Addictive personalities are easily cured.

           This is false because the recovery process is very complex.

       2. If you have too many nights out having fun, you can become addicted.

       3. Getting used to a drug and eventually needing more and more of it in order to enjoy its effects is an example of tolerance.

       4. If you become addicted, you are not really responsible. Blame your genes.

       5. Addiction is a cure for emotional pain.

FEATURES OF ADDICTION	EXAMPLES FROM MICKEY MANTLE'S LIFE
Tolerance	
Withdrawal	
Genetic Disposition	
Trauma	
Shame	
Depression	
Recovery	

## THEME 2: LYING



# Lies and Truth



*Interview a partner about experiences with lying.*

1. How do you know when someone is lying to you?
2. Is it easier to tell if someone is lying in person or in writing?
3. When a person lies to you, do you usually confront the person and say, "You're lying," or do you do nothing at all? Explain.
4. In what kinds of situations have you been forced to lie? If your lies were discovered, what happened?

# There Is Such a Thing as Truth

by Errol Morris (*This I Believe* series on npr.org)

- 1 I believe in truth. And in the pursuit of truth. When I was 10 years old, I asked a neighborhood kid who was older than me, "Which city is further west: Reno, Nevada, or Los Angeles?" The correct answer is Reno, Nevada. But he was convinced it was the other way around.
- 2 He was so convinced that Los Angeles was west of Reno that he was willing to bet me two bucks<sup>1</sup>. So I went into the house to get my Rand McNally atlas. The kid looked at the atlas and said, "The map is drawn funny." It wasn't. Was his argument that the map didn't preserve east, west, north and south? What kind of map would that be? I showed him if you trace down the 120-degree west line of longitude—which runs almost directly through Reno, Nevada—you end up in the Pacific Ocean, somewhere west of Los Angeles.
- 3 He replied that lines of longitude don't cross the ocean. What? I told him that the lines of longitude were there to indicate how far west or east some location was, regardless of whether it was on land or on sea. There was one insurmountable problem, however. He was bigger than I was.
- 4 I drew a number of conclusions from this story. There is such a thing as truth, but we often have a vested interest<sup>2</sup> in ignoring it or outright denying it. Also, it's not just thinking something that makes it true. Truth is not relative. It's not subjective. It may be elusive or hidden. People may wish to disregard it. But there is such a thing as truth and the pursuit of truth: trying to figure out what has really happened, trying to figure out how things really are.
- 5 Almost 15 years ago, I stumbled on<sup>3</sup> a story about an innocent man, a man who had been sentenced to die in the Huntsville, Texas, electric chair. And through hard work, luck and a certain amount of pathological obsession, I was able to make the movie *The Thin Blue Line* and to help get him out of prison.
- 6 What kept me going was the belief that there had to be answers to the questions "Did he do it?" "Was he guilty or innocent?" "If he didn't do it, who did?" and that I could find an answer to these questions through investigating.
- 7 It's not that we find truth with a big "T." We investigate and sometimes we find things out

<sup>1</sup> a buck: a dollar

<sup>2</sup> a vested interest in (something): a selfish motive

<sup>3</sup> stumbled on: discovered by accident

and sometimes we don't. There's no way to know in advance. It's just that we have to proceed as though there are answers to questions. We must proceed as though, in principle, we can find things out—even if we can't. The alternative is unacceptable.

- 8 I will never know whether the neighborhood kid really didn't understand the

logic of my argument about Reno, Nevada. Or whether he understood it completely and just didn't want to admit it. Or whether he understood it and just didn't want to pay up. I'll never know.

- 9 All I know is I never got my two dollars.

1. Why was the neighborhood child wrong? Why couldn't Morris get the child to admit he was wrong?

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2. What was Errol Morris's film *The Thin Blue Line* about?

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3. How does the subject matter of the film relate to the childhood story of the map?

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4. What is Errol Morris's view of truth?

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5. What advice does he give? Are we always successful in getting the truth to be heard by those who have power?

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### Negative and Positive Connotations of Words

The two words in each pair are related in meaning. However, one word has a more positive meaning (or connotation), while the other has a more negative meaning (or connotation). Put a **P** next to the word with the more positive connotation or an **N** next to the word with the more negative connotation.

1.   N   a. manipulate                        P   b. persuade
2.        a. creativity                             b. trickery
3.        a. sleight of hand                       b. magic
4.        a. artful                                     b. deceptive
5.        a. false stories                           b. tall tales
6.        a. cover up                                b. throw a veil over (something)

Circle the word or phrase that best completes each sentence.

1. Using reason, facts, and proof, professional historians try to (*manipulate / persuade*) people to recognize unpopular truths.
2. Some political leaders (*manipulate / persuade*) others by playing on their fears and ignorance.
3. Teachers have to be very (*deceitful / artful*) in devising history lessons that are interesting to their students.
4. Truth be told, many students dislike discussing history because politicians can be very (*deceitful / artful*) in changing history to suit their purposes.
5. Some people prefer to (*throw a veil over / cover up*) the past for selfish reasons because they have a vested interest in keeping silent about their own role.
6. Victims may also keep silent and (*throw a veil over / cover up*) the past, but for them, it's because the past is too painful and heartbreaking to discuss.
7. Computer animators use their (*creativity / trickery*) to make the writers' stories come alive.
8. A leader used lies and (*creativity / trickery*) to convince us to follow his plan.
9. At bedtime, parents read their children many (*tall tales / false stories*) about mythical creatures and animals that talk.
10. A man came into the police station and told a (*tall tale / false story*) to the police to hide his crime.

# THEME 3: PERSONALITY



## The Road to Success





CBS NEWS June 17, 2005

## Kids Learn Poise Through Dance

1 You might think that the only music kids today are dancing to is rap. But for *The Early Show's* Study Hall report, correspondent Melinda Murphy found that New York City's public schools are using classic dance tunes to teach kids manners and civility.<sup>1</sup>

2 The fact that a New York elementary school is located in one of the city's poorest neighborhoods doesn't mean that its fifth graders will lack poise or social graces. They are learning them on the dance floor. Dance instructor Daniel Ponickly notes, "They don't yet know how to be ladies and gentlemen. But I say to them, 'You are going to become ladies and gentlemen' and all of a sudden, when they come to class, their shirts are tucked in. They stand up straighter." Ponickly is one of more than 30 ballroom

instructors teaching dances like the foxtrot and swing in New York City's inner city schools. "We're teaching them that they matter, and that they can show it," Ponickly says.

3 This program was started by Pierre Dulaine, a four-time British exhibition dance champion. Eleven years ago, Dulaine offered to teach ballroom in one school. Today, his instructors teach in more than 60 schools. Dulaine says, "It has developed into an arts and education program where the children learn about ballroom dancing, and dances from different countries. But most important, they learn teamwork, having to work with another human being. It's not easy for a young boy and girl, lady and gentleman, to work with each other." For Rosemary Tejada, the course had an added benefit. She says, "I've gotten to be better friends with a boy. I've known my partner since first grade, but we didn't really communicate a lot. But now, with ballroom dancing, we've communicated more." At the end of every course, all the schools compete in a series of competitions.

- 4 Tejada and her partner, Julian Perez, have made it to the semifinals. "At the competition, I'm really excited, but I'm also nervous," Tejada says. To compete, teams must be proficient in five dances: swing, rumba, foxtrot, tango, and merengue. But each couple also has a specialty, and Tejada's is swing. She says, "In swing, you really move a lot, and you feel in a happy mood. I get to express my feelings when I dance."
- 5 It is wonderful to see the students getting excited about something as old-fashioned as ballroom dance. Dulaine notes, "There is a camaraderie<sup>2</sup> that develops between them, and it's a camaraderie to excel." He adds, "Quite honestly, I'm not interested in whether they remember every single step. Learning to touch someone with respect is the key to all of ballroom dancing."
- 6 In this competition, Tejada and her teammates won a silver trophy. But Dulaine hopes that they've also gained an interest in a pastime that promotes grace, manners, and civility. He says, "All those children love to dance. They have their imagination, and this is what we need to nurture." If you'd like to learn more, there is a documentary movie about the program entitled "Mad Hot Ballroom."

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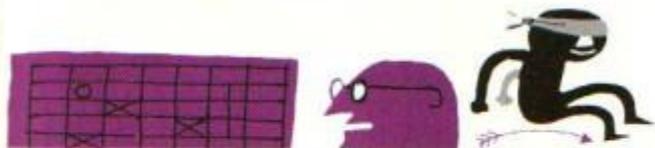
<sup>1</sup> **civility:** politeness; appropriate behavior for social interactions

<sup>2</sup> **camaraderie:** a feeling of group loyalty and friendship

*Circle the correct answer(s) to the questions below. There may be more than one correct answer. Compare your answers with a partner's.*

1. What is true about this arts and education program?
  - a. It began this year.
  - b. It includes 11 schools.
  - c. The teachers are experts.
2. Why must the students in the program dress correctly?
  - a. to develop good manners
  - b. to show respect for each other
  - c. to pay attention in class
3. What is the significance of the international aspect of this program?
  - a. Children learn about manners in other countries.
  - b. Children learn dances from different countries.
  - c. Children compete with dancers from other countries.
4. What does competing in a ballroom dance contest teach the 10- and 11-year-old children who represent their schools?
  - a. to do the best they can
  - b. to get along with children of the opposite sex
  - c. to appreciate school spirit

# WHAT'S YOUR PERSONALITY TYPE?



## PLANNER OR SPONTANEOUS

- 1 Are you...?
  - a a perfectionist who hates leaving things unfinished
  - b someone who hates being under pressure and tends to over-prepare
  - c a bit disorganized and forgetful
  - d someone who puts things off until the last minute
- 2 Imagine you have bought a piece of self-assembly furniture (e.g. a wardrobe or a cabinet). Which of these are you more likely to do?
  - a Check that you have all the items and the tools you need before you start.
  - b Carefully read the instructions and follow them to the letter.
  - c Quickly read through the instructions to get the basic idea of what you have to do.
  - d Start assembling straight away. Check the instructions only if you get stuck.
- 3 Before you go on holiday, which of these do you do?
  - a Plan every detail of your holiday.
  - b Put together a rough itinerary, but make sure you've left plenty of free time.
  - c Get an idea of what sort of things you can do, but not make a decision until you get there.
  - d Book the holiday at the last minute and plan hardly anything in advance.



## HEADS OR HEARTS

- 7 If an argument starts when you are with friends, do you...?
  - a face it head on and say what you think
  - b try to find a solution yourself
  - c try to keep everyone happy
  - d do anything to avoid hurting people's feelings
- 8 Imagine you had the choice between two flats to rent. Would you...?
  - a write down what your ideal flat would be like and then see which one was most similar
  - b make a list of the pros and cons of each one
  - c just go with your gut feeling
  - d consider carefully how each flat would affect other members of your family
- 9 Imagine a friend of yours started going out with a new partner and they asked you for your opinion. If you really didn't like them, would you...?
  - a tell them exactly what you thought
  - b be honest, but as tactful as possible
  - c try to avoid answering the question directly
  - d tell a 'white lie'



## FACTS OR IDEAS

- 4 **Communication** *What can you see? p.116*  
**Which option best describes what you wrote down?**
- a It's basically a list of what appears in the picture.
  - b It tells the story of what's happening in the picture.
  - c It tries to explain what the picture means.
  - d It's a lot of ideas that the picture made you think of.
- 5 **You need to give a friend directions to your house. Do you...?**
- a write down a list of detailed directions
  - b send a link to Google Maps
  - c give rough directions
  - d draw a simple map showing only the basic directions
- 6 **When you go shopping in the supermarket, do you...?**
- a always go down the same aisles in the same order
  - b carefully check prices and compare products
  - c buy whatever catches your eye
  - d go round a different way each time, according to what you want to buy



## EXTROVERT OR INTROVERT

- 10 **You are out with a group of friends. Do you...?**
- a say hardly anything
  - b say a bit less than most people
  - c talk quite a lot
  - d do nearly all the talking
- 11 **When you meet a new group of people, do you...?**
- a try to stay with people you already knew
  - b have to think hard about how to keep the conversation going
  - c try to get to know as many people as possible
  - d just try to enjoy yourself
- 12 **If the phone rings when you are in the middle of something, do you...?**
- a ignore it and carry on with what you're doing
  - b answer it quickly, but say you'll call back
  - c have a conversation, but make sure you keep it short
  - d welcome the interruption and enjoy a nice long chat

## LEXIS IN CONTEXT

Complete the questions with a verb from the list in the right form.  
All these collocations appear in *What's your personality type?*

catch face get go with hurt keep make plan tell

- 1 Do you usually \_\_\_\_\_ your holidays a long time **in advance**, or at the last minute?
- 2 What do you do if you're reading a text in English and you \_\_\_\_\_ **stuck on** a particular word?
- 3 Do you always \_\_\_\_\_ **sure** that you have your mobile with you when you leave the house?
- 4 When you're shopping for clothes, do you usually buy the first thing that \_\_\_\_\_ **your eye**, or do you look at a lot of things before you make a decision?
- 5 When you have to make a decision, do you usually \_\_\_\_\_ **your gut feeling**, or do you ask other people for advice?
- 6 Do you tend to \_\_\_\_\_ problems **head on**, or do you try to avoid conflict?
- 7 In what situations do you think it's better to \_\_\_\_\_ **a white lie**, in order not to \_\_\_\_\_ people's **feelings**?
- 8 When you reply to a friend's email, do you usually write a lot or \_\_\_\_\_ it **short**?

a Match sentences 1–8 with A–H.

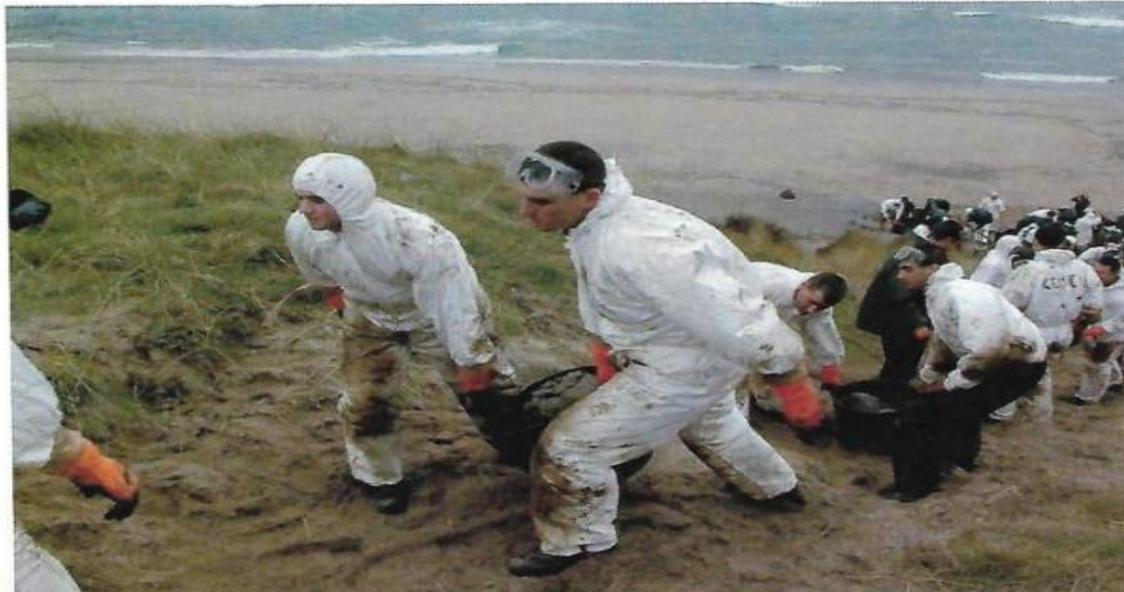
- 1 He's not very sociable.
- 2 My dad's so absent-minded!
- 3 My brother-in-law's not very ambitious.
- 4 He's a bit of a hypochondriac.
- 5 My nephew is a bit egocentric.
- 6 He's incredibly intolerant.
- 7 Chris is so rebellious!
- 8 I think our boss is rather mean.

- A I think it's because he **hasn't got** any brothers or sisters.
- B He often **has** a drink with us, but he never pays.
- C **He's got to** make an effort to be more open-minded.
- D He **has** a real tendency to argue with people in authority.
- E He **has been working** in the same job for 15 years.
- F He **hasn't been** to a party for ages.
- G He **has to** write everything down otherwise he forgets it.
- H He **has** his blood pressure **checked** every week.

# THEME 4: TRENDS



## Silent Spring



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*Read the definitions and choose the best words to complete the text.*

**abundance:** a large quantity of something

**blight:** a plant disease; something that makes people unhappy or spoils their lives

**counterparts:** people or things that have the same job or purpose as people or things in another place

**countless:** too many to be counted

**misfortune:** very bad luck

**prosperous:** successful and having a lot of money

**puzzled:** confused about something you can't understand

**specter:** something that people are afraid of

**stricken:** very badly affected by trouble or illness

**surroundings:** natural and manmade things in the environment

### Modern Trends: Environmental Protection

Are you ever \_\_\_\_\_  
1. about why people believe what they believe and why they do what they do? In *The Tipping Point*, Malcolm Gladwell discusses how ideas and trends spread, eventually changing \_\_\_\_\_  
2. lives. For Gladwell, the “tipping point” is the moment when a long-accepted set of values undergoes rapid change. In 1962, Rachel Carson’s book *Silent Spring* brought America to the tipping point: thanks to her work, the modern environmental protection movement was born. Today, the movement she began has thousands of \_\_\_\_\_  
3. all over the world.

Insects and bacteria threatened to reduce the \_\_\_\_\_  
4. of our food supply. If a \_\_\_\_\_  
5. spreads over a crop, the food decays and dies. In order to be \_\_\_\_\_  
6. and productive, American agriculture had to rely on chemical pesticides used to kill the insects and bacteria that were destroying the

crops. But Rachel Carson realized that some chemicals were too dangerous to use on crops. She warned that using DDT\* in farming raised the \_\_\_\_\_  
7.  
of a dying planet.

Because Rachel Carson had been a government scientist, her book *Silent Spring* created a great deal of discussion and controversy. Many people agreed that our natural \_\_\_\_\_  
8.  
and our food supply must be saved from the dangers of industrialization. Carson was aware of the impact of her work, but she was \_\_\_\_\_  
9.  
with cancer and died two years after her famous book was published. Despite her \_\_\_\_\_  
10., she inspired millions to act to protect nature.

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\*DDT: a pesticide that remains in the food chain and that is harmful to humans. Carson protested the large-scale, uncontrolled use of DDT, especially in crops.

## FROM A BOOK TO A MOVEMENT

# THE STORY OF *SILENT SPRING*

- 1 Developed in 1939, DDT was the most powerful pesticide the world had ever known. It was used throughout the 1940s and 1950s to clear regions of mosquitos carrying malaria. Its inventor was awarded the Nobel Prize. When DDT became available for purely commercial use and was sprayed over crops, only a few people, like Rachel Carson, felt that there was some danger. When she finally published her book, *Silent Spring*, her fears were heard loud and clear. The impact of *Silent Spring* was great; with this book, Rachel Carson laid the foundation for the modern environmental protection movement.
- 2 Carson did not originally intend to write a book about the harmful effects of DDT. Her interest in the subject was sparked by a letter from old friends

telling about the damage that aerial spraying had done to the ecological system<sup>1</sup> on their land. Although Rachel Carson was a best-selling author, no magazine would agree to her idea for an article investigating the negative effects of DDT. She decided to go ahead and deal with the issue in a book, *Silent Spring*, which took her four years to complete. It described how DDT entered the food chain and accumulated in the fatty tissues of animals, including human beings, and caused cancer and genetic damage. The book's most famous chapter, "A Fable for Tomorrow," depicted a nameless American town where all life—from fish to birds to apple blossoms to children—had been "silenced" by the insidious<sup>2</sup> effects of DDT.

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"The Story of *Silent Spring*" is adapted from a Natural Resources Defense Council Publication.

<sup>1</sup> **ecological system:** a system of plants, animals, and people that depend on each other and their environment

<sup>2</sup> **insidious:** gradually and secretly causing serious harm

- 3 First serialized in *The New Yorker* magazine in June 1962, the book alarmed readers across the country and, not surprisingly, brought howls of anger from the chemical industry. "If man were to faithfully follow the teachings of Miss Carson," complained an executive of the American Cyanamid Company, "we would return to the Dark Ages,<sup>3</sup> and the insects and diseases would once again inherit the earth." Some of the attacks were more personal, questioning Carson's integrity and even her sanity.
- 4 Her careful preparation, however, had paid off. Foreseeing the reaction of the chemical industry, she had written *Silent Spring* like a lawyer's brief, with no fewer than 55 pages of notes and a list of experts who had read and approved the manuscript. Many well-known and respected scientists rose to her defense, and when President John F. Kennedy ordered the President's Science Advisory Committee to examine the issues the book raised, its report supported both *Silent Spring* and its author. As a result, DDT came under much closer government supervision and was eventually banned.
- 5 Conservation had never attracted much public interest before Rachel Carson's book, but the dangers she analyzed were too frightening to ignore.

<sup>3</sup> **Dark Ages:** a time in western Europe (about A.D. 400–1000) when Roman civilization had been destroyed and with it almost all learning and trade

<sup>4</sup> **regulate industry:** limit the activities of business in the public interest through laws passed by the government

<sup>5</sup> **alter:** change

<sup>6</sup> **landmark book:** a book that changes history

For the first time, the need to regulate industry<sup>4</sup> in order to protect the environment became widely accepted, and environmentalism was born. Carson was well aware of the implications of her book. Appearing on a CBS documentary about her work shortly before her death from breast cancer in 1964, she remarked:

The public must decide whether it wishes to continue on the present road, and it can only do so when in full possession of the facts. We still talk in terms of conquest. We haven't become mature enough to think of ourselves as only a tiny part of a vast and incredible universe. Man's attitude toward nature is today critically important simply because we have now acquired a fateful power to alter<sup>5</sup> and destroy nature. But man is part of nature, and his war against nature is inevitably a war against himself.

- 6 One of the landmark books<sup>6</sup> of the twentieth century, *Silent Spring* still speaks to us today, many years after its publication. Equally inspiring is the example of Rachel Carson herself. Against overwhelming difficulties and hardship, despite her own shyness and reserve, and motivated only by her love of nature, she rose like a gladiator in its defense.

*Working with a partner, answer the questions based on Reading Two.*

1. According to Rachel Carson, why is DDT so dangerous?

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2. What did Carson do to prepare for the criticism that her book would receive?

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3. According to Carson, how should people think of themselves in relation to nature?

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4. How does the reading describe Carson as a person?

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5. At first, no magazine would agree to publish an article on DDT. Why do you think magazine editors were so reluctant?

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6. "If man were to faithfully follow the teachings of Miss Carson, we would return to the Dark Ages, and the insects and diseases would once again inherit the earth." What did the executive of the American Cyanamid Company mean here?

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Read the selection below. Fill in each blank with the word from the box that matches the definition under the blank. Not all the words are used.

abundance	<del>damage</del>	insidious	puzzled
alter	depicted	misfortune	stricken
countless	harmful	prosperous	surroundings

The struggle to save the food supply from damage 1. (harm) did not end with *Silent Spring*. The need to maintain a prosperous 2. (successful) agricultural economy has led to many difficulties. For example, in order to increase the protein in cattle feed, people began to alter 3. (change) the diet of cows. Cows do not eat meat in their natural surroundings 4. (environment), but farm industries in many countries began feeding cows the ground-up parts of dead sheep. Many scientists believe that some cows' nervous systems were stricken 5. (attacked) by a sheep disease called scrapie. According to them, this insidious 6. (gradual and harmful) process, begun

by humans for greater profits, led to outbreaks of “mad cow disease” in several countries of Europe and Asia. This was a \_\_\_\_\_ for the beef industry.  
7. (disaster)

Farmers also often feed large amounts of antibiotics and hormones to their animals to make them stronger. These large doses accumulate in animal organs and are eaten by humans. This is \_\_\_\_\_ to us all because human diseases are becoming less responsive to antibiotics, and the hormones are not good for children.  
8. (damaging)

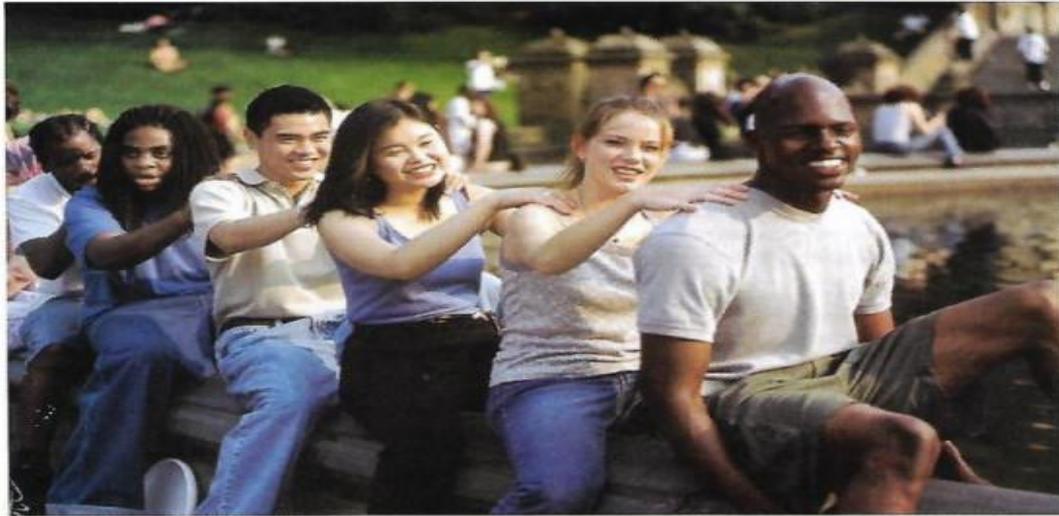
Recently, food manufacturers in the United States have developed a new method of irradiating food to kill bacteria. Many people want to ban irradiated food because they are not sure such food is safe. The dangers to the food supply \_\_\_\_\_ by the environmental movement have led many people to buy only natural products from organic farms, which do not use chemical pesticides.  
9. (described)

But organic foods are expensive and hard to find. People in many countries are \_\_\_\_\_ about how to carry on the legacy of being responsible for the environment, which is the message of *Silent Spring*.  
10. (unsure)

# THEME 5: CHANGE



## What Is Lost in Translation?



## Match each number with a suitable letter

- |                            |                                |
|----------------------------|--------------------------------|
| _____ 1. chaotic           | a. expresses                   |
| _____ 2. scold             | b. sadness                     |
| _____ 3. restraint         | c. annoying                    |
| _____ 4. tighten the reins | d. be stricter                 |
| _____ 5. demonstrative     | e. advise against              |
| _____ 6. beleaguered       | f. confusing                   |
| _____ 7. grief             | g. criticize angrily           |
| _____ 8. fabric            | h. unemotional                 |
| _____ 9. gives vent to     | i. structure                   |
| _____ 10. stoical          | j. pressured                   |
| _____ 11. nagging          | k. showing emotion (emotional) |
| _____ 12. dissuade         | l. control                     |

LINDO JONG

## *Double Face*

1 My daughter wanted to go to China for her second  
honeymoon, but now she is afraid.  
‘What if I blend in so well they think I’m one of them?’  
Waverly asked me. ‘What if they don’t let me come back  
5 to the United States?’  
‘When you go to China,’ I told her, ‘you don’t even need to  
open your mouth. They already know you are an outsider.’  
‘What are you talking about?’ she asked. My daughter  
likes to speak back. She likes to question what I say.  
10 ‘Aii-ya’, I said. ‘Even if you put on their clothes, even if  
you take off your makeup and hide your fancy jewelry,  
they know. They know just watching you walk, the way  
you carry your face. They know you do not belong.’  
My daughter did not look pleased when I told her this,  
15 that she didn’t look Chinese. She had a sour American  
look on her face. Oh, maybe ten years ago, she would have  
clapped her hands – hurray! – as if this were good news.  
But now she wants to be Chinese, it is so fashionable. And  
I know it is too late. All those years I tried to teach her!  
20 She followed my Chinese ways only until she learned how  
to walk out the door by herself and go to school. So now  
the only Chinese words she can say are *sh-sh*, *houche*, *chr  
fan* and *gwan deng shweijyau*. How can she talk to people  
in China with those words only? Pee-pee, choo-choo train,

25 eat, close light, sleep. How can she think she can blend  
in? Only her skin and her hair are Chinese. Inside – she  
is all American-made.

It’s my fault she is this way. I wanted my children to  
have the best combination: American circumstances and  
30 Chinese character. How could I know these two things  
do not mix?

I taught her how American circumstances work. If you  
are born poor here, it’s no lasting shame. You are first in  
line for a scholarship. If the roof crashes on your head,  
35 no need to cry over this bad luck. You can sue anybody,  
make the landlord fix it. You do not have to sit like a  
Buddha under a tree letting pigeons drop their dirty  
business on your head. You can buy an umbrella. Or go  
inside a Catholic church. In America, nobody says you  
40 have to keep the circumstances somebody else gives you.

She learned these things, but I couldn’t teach her about  
Chinese character. How to obey parents and listen  
to your mother’s mind. How not to show your own  
thoughts, to put your feelings behind your face, so you  
45 can take advantage of hidden opportunities. Why easy  
things are not worth pursuing. How to know your own  
worth and polish it, never flashing it around like a cheap  
ring. Why Chinese thinking is best.

No, this kind of thinking didn’t stick to her. She was  
50 too busy chewing gum, blowing bubbles bigger than her  
cheeks. Only that kind of thinking stuck.

‘Finish your coffee,’ I told her yesterday. ‘Don’t throw  
your blessings away.’

‘Don’t be so old-fashioned, Ma,’ she told me, finishing  
55 her coffee down the sink. ‘I’m my own person.’

And I think, How can she be her own person? When  
did I give her up?

c Read the extract again. Then with a partner choose a, b, or c.

- Lindo thinks her daughter will not be mistaken for a native-born Chinese mainly because of the way she \_\_\_\_\_.
  - speaks
  - looks
  - moves
  - dresses
- Lindo's daughter now \_\_\_\_\_.
  - wishes she had learned to speak Chinese
  - never behaved like a Chinese person
  - has forgotten all the Chinese she ever knew
  - became less Chinese as she grew older
- What Lindo most likes about the American way of life is that \_\_\_\_\_.
  - you don't have to accept your fate
  - education is free for everybody
  - you can choose your religion
  - other people always help you
- Which of these is *not* an aspect of Chinese character, according to Lindo?
  - hiding your real feelings
  - doing what your parents tell you to do
  - showing off
  - being aware of your strengths
- Lindo gives the example of the chewing gum to show that \_\_\_\_\_.
  - her daughter was stupid as a child
  - American habits were very easily acquired by her daughter
  - the American way of life is inferior to the Chinese
  - young people don't pay attention to adults

## 5 VOCABULARY words that are often confused

- The words *foreigner*, *outsider*, and *stranger* are often confused. What is the difference in meaning?
- Look at some more words which are often confused. For each pair, complete the sentences with the right word. (You may need to change the form.)

### 1 **suit** /su:t/ / **suite** /sui:t/

- The hotel upgraded us and gave us a \_\_\_\_\_ instead of a double room.
- You should definitely wear a \_\_\_\_\_ to the interview – you'll make a better impression.

### 2 **beside** / **besides**

- Don't let's go out tonight. I'm tired, and \_\_\_\_\_ there's a programme I want to watch on TV.
- They live in that new block of flats \_\_\_\_\_ the school.

### 3 **lay** / **lie**

- Please \_\_\_\_\_ down and relax. This will only take a minute.
- If you \_\_\_\_\_ her on the sofa gently, I'm sure she won't wake up.

### 4 **actually** / **currently**

- The inflation rate is \_\_\_\_\_ 2%.
- I thought I wouldn't enjoy the film, but \_\_\_\_\_ it was very funny.

### 5 **announce** / **advertise**

- It is rumoured that the Royal Family will \_\_\_\_\_ the prince's engagement this weekend.
- The company are planning to \_\_\_\_\_ their new product both on TV and on billboards.

### 6 **affect** / **effect**

- How does the crisis \_\_\_\_\_ you?
- What are the main \_\_\_\_\_ of the crisis?

### 7 **ashamed** / **embarrassed**

- As soon as the man from the garage arrived, the car started! I was so \_\_\_\_\_.
- When the manager of the shop told my father I had stolen some sweets, I felt so \_\_\_\_\_.

### 8 **deny** / **refuse**

- The accused does not \_\_\_\_\_ being in the house, but he insists that he did not touch anything.
- The man \_\_\_\_\_ to put out his cigarette.

### 9 **contemning** / **commitment**

## In One School, Many Sagas

By Alan Riding  
(from the *New York Times*)

- 1 Sabine Contrefois well remembers the day two years ago when she explained to her high school class how the Vietnam War eventually spilled into Cambodia. Suddenly, Meak, an Asian girl in the front row, burst into tears. "I asked her what was wrong," Mrs. Contrefois recalled. "She said her father was shot the day the Khmer Rouge took power in Cambodia in 1975. She and her mother spent years in concentration camps before they escaped through Thailand. There was absolute silence in the classroom."
- 2 The incident set the teacher thinking. A traditional role of French schools is to prepare children of immigrants to become French citizens. Yet Meak's reaction made Mrs. Contrefois realize that she knew nothing of the background of the young people of different races whom she faced every day. Clearly, some students' parents came to France simply to find work. Others came fleeing wars and dictatorships. Yet Mrs. Contrefois, who comes from an immigrant family herself, also wondered whether the teenagers themselves knew why they were in France. Did they know their own family history?
- 3 A year ago, seeking answers, she gave the 120 students in her six classes a research project titled: "In what way has your family been touched by history?" If they did not know, she told them, they should ask their

parents and grandparents. The result is *History, My History*, a document in which 41 students, mostly in their late teens, describe the tumultuous<sup>1</sup> paths—wars in Armenia, Spain, Algeria, Vietnam, and the former Yugoslavia; repression in Poland, Portugal, and Cameroon—that brought their families here.

- 4 Mrs. Contrefois sees the problem through the prism of her students<sup>2</sup> at Frédéric Mistral High School in this town south of Paris. Her job is to teach youths who are considered by the school system to be slow learners. Many are immigrant children who have trouble finding jobs after school.

- 5 To Mrs. Contrefois, the youths' main liability<sup>3</sup> is not a lack of ability, but confusion about their identity. "It's easier for them to accept being French if they can also come to terms with their roots,"<sup>4</sup> she said. "This project tried to do that. It made them communicate with their parents. In many cases, they discovered things that made them proud. And I think it taught them tolerance toward each other."

- 6 Yassine, a 19-year-old born in France of Algerian parents, said he discovered that his grandfather had been tortured and killed by French troops during Algeria's war of independence. "I didn't know anything about this," he said. "We never spoke about Algeria at home. I had never dared ask before."

- 7 Stephanie, also 19, said she learned that her grandfather was shot by invading German troops in Poland in 1939. "My father came here illegally in 1946, but this topic was taboo<sup>5</sup> at home," she said. "He died two years ago, and my mother told me the story.

<sup>1</sup> **tumultuous:** full of activity, confusion, or violence

<sup>2</sup> **through the prism of her students:** through the eyes of her students

<sup>3</sup> **liability:** disadvantage

<sup>4</sup> **come to terms with their roots:** understand and accept their past

<sup>5</sup> **taboo:** forbidden

(continued on next page)

When she saw the final project, she cried. She was very proud.”

- 8 To insure the authenticity<sup>6</sup> of the stories, Mrs. Contrefois asked her “student authors,” as she now calls them, to provide documentation. Sevana, 16, found newspaper photos of the Turkish atrocities<sup>7</sup> against Armenians in 1915, when her great-grandparents were killed. Slawomir, whose father, a Pole, sought asylum<sup>8</sup> in France in 1981, offered a photograph of her grandmother with Lech Walesa.<sup>9</sup>
- 9 This month, the work was awarded the “Memories of Immigration” prize by the Foundation for Republican Integration, headed by Kofi Yamgnane, a former Minister for Integration who was born in Togo.
- 10 Mrs. Contrefois was well equipped to oversee the project. The 36-year-old teacher was born in a run-down Paris hotel shortly after her Spanish-born father and

Algerian-born mother arrived here fleeing the Algerian War. “They were penniless immigrants, and they knew all about discrimination,” she said. While her family eventually found a place in French society, she knows that it is more difficult for immigrants today. But at least with this group of young people, she has made an impact. “She has changed our lives,” Yassine said, speaking for the “student authors” at a recent ceremony here attended by Mr. Yamgnane and the town mayor, Gabriel Bourdin.

- 11 *History. My History* will soon be published as a book here, and the students have made another plan—they want to visit New York. Their prize brought them \$5,000, but they must raise \$39,000 more. “We want to compare our experiences with those of young Americans like us, how they study, what their culture is,” Yassine said. “The only New York I’ve seen is on television.”

<sup>6</sup> **authenticity:** truthfulness

<sup>7</sup> **atrocities:** an act of great evil, especially cruelty

<sup>8</sup> **asylum:** refuge, shelter

<sup>9</sup> **Lech Walesa:** leader of a workers’ movement in Poland who became the head of state after Poland gained its independence from the former Soviet Union

**2** Based on what you have read in “In One School, Many Sagas,” answer the questions about the text. When you are finished, compare your answers with a partner’s.

1. Why did Sabine Contrefois decide to do the *History, My History* project with her students?

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2. What, according to Mrs. Contrefois, was the main “liability” of her students at Frédéric Mistral High School? How did French administrators view these students?

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3. To assure the authenticity of the students' stories, what did Mrs. Contrepois require?

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4. Why did Mrs. Contrepois identify with her students?

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- 3** Read the three quotes from *Reading Two* and write short answers to the questions. Compare your answers in a small group.

1. Sabine Contrepois: "It's easier for them to accept being French if they can also come to terms with their roots."

What does this statement mean? Do you agree with Mrs. Contrepois?

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2. Yassine: "I didn't know anything about this. We never spoke about Algeria at home. I had never dared ask before."

Why do you think Yassine never asked his family any questions?

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3. Stephanie: "When [my mother] saw the final project, she cried."

Why do you think Stephanie's project made her mother cry?

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## Choose the synonym

asylum	come to terms with their roots	grief
atrocities	dissuade	stoical
beleaguered	fabric	tighten the reins
chaotic	giving vent to	tumultuous

These have been difficult years for my parents. The \_\_\_\_\_  
1. (structure) \_\_\_\_\_ of their emotional lives has been made ever so fragile  
because of their own suffering and their firsthand knowledge of the terrible  
\_\_\_\_\_  
2. (torment) \_\_\_\_\_ suffered by so many of their loved ones during World  
War II. My parents wanted to make a new life for us in Canada.

Although they had hoped that their new home in Canada would provide an  
\_\_\_\_\_  
3. (safe place) \_\_\_\_\_ for them from their tragic past, my parents' sense of  
sorrow still dominates them. Despite their \_\_\_\_\_  
4. (self-controlled) \_\_\_\_\_  
appearance, their every gesture is still \_\_\_\_\_  
5. (troubled) \_\_\_\_\_ by their  
memories of their \_\_\_\_\_  
6. (violent) \_\_\_\_\_ past.

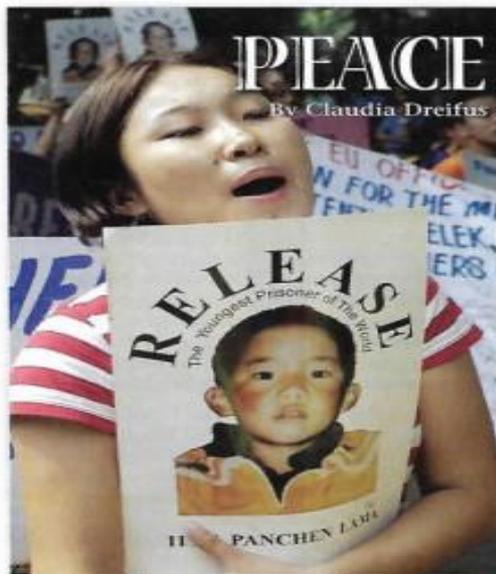
You may think that as the youngest family member of our cluster of four, I  
have been untouched by all this. Yet it was not until we moved to Canada that I  
realized how very trapped I had been by my parents' \_\_\_\_\_  
7. (sadness) \_\_\_\_\_. I  
had never realized how simple life could be. None of my Canadian friends seem to  
have a history or to be troubled by the need to \_\_\_\_\_  
8. (understand their family history) \_\_\_\_\_. Their  
perpetually happy faces, which my sister sarcastically describes as reflecting not only  
"hygienic smiles," but also "hygienic feelings," are a welcome relief to me.

# THEME 6: PEACE AND WAR



## The Landscape of Faith





# PEACE

By Claudia Dreifus

# PREVAILS

(from the *New York Times Magazine*)

1 In the Buddhist tradition, the future counts for little. Nonetheless, when Tenzin Gyatso, fourteenth Dalai Lama and the spiritual and **temporal** leader of Tibet in **exile**, was asked to **speculate** on the landscape of faith a century from now, he gave it his best try. He was interviewed in Bloomington, Indiana, on a brilliant summer morning, after having laid the cornerstone<sup>1</sup> for a new Buddhist temple.

<sup>1</sup> **cornerstone:** a foundation, a stone laid at a formal ceremony

<sup>2</sup> **Panchen Lama:** chief spiritual adviser to the Dalai Lama

<sup>3</sup> **jingoistic:** believing strongly that your own country is better than others

- 2 **Question:** In the next hundred years, thanks to organ transplants and genetic therapies, people may be able to live much longer lives. If you had the chance to do that, would you take it?
- 3 **Dalai Lama:** The mere living is not so important. The important thing is usefulness. So if I could get another hundred years more and be useful, then . . . good. Otherwise, you just create more problems for others. And then, from the Buddhist viewpoint, isn't it better to have another young body [through **reincarnation**]? There's a Buddhist story about an old monk who was dying and everyone was very sad. He said, "Don't be sad. Right now, I have an old, decaying body. But very soon . . . I will get a fresh young body."
- 4 **Q:** Three years ago, you **predicted** that the next hundred years would be a century of peace, hope, and justice. Since then, there have been massacres in Rwanda and Burundi, and the Chinese have kidnapped the young boy you **designated** to be the Panchen Lama.<sup>2</sup> Are you still optimistic about the future?
- 5 **DL:** Oh, yes. Of course. A handful of **shortsighted** people have always existed. But overall, their day is over because the public's attitude toward war and violence has become much healthier than at any time in history. People used to be much more **jingoistic**<sup>3</sup> and nationalistic compared with the way they are now.

- 6 Recently I was talking with the English Queen Mother. She was 96, and I asked her, "What changes have you seen in your lifetime?"<sup>4</sup> She answered, "When I was young, we had not much concern about the outside world. Now people have a great concern about what is happening all over the world." This is a very positive change.
- 7 So I believe that due to [the revolution in] information, generally speaking, any leader, if he tried to **mobilize** the whole nation for war, would find it impossible. In previous times, it was quite possible. Well, small-scale wars, perhaps they can still do. But large-scale wars, I think, are not likely. I do believe that in the next century we have to seriously think about putting a complete stop to the arms trade.
- 8 **Q:** Buddhism has become quite popular in the West. Could you see a future American president who is a practicing Buddhist?
- 9 **DL:** No, I think someone in the Judeo-Christian tradition would be better. I prefer that people in Western countries follow their own traditions. I have no desire to **propagate** [my religious beliefs].
- 10 **Q:** A hundred years in the future, what will be the role of women in religion?
- 11 **DL:** I think improved. Because the women want it.
- 12 **Q:** Can you see a situation where there might be a woman as Pope, a woman as Archbishop of Canterbury, a woman as Dalai Lama?
- 13 **DL:** In the Buddhist world, there's not much of a problem. Some of the Lamas of high reincarnation are women.
- 14 **Q:** Is it possible that you, the 14th Dalai Lama, might be the last Dalai Lama?
- 15 **DL:** It is possible. Not as a result of external force, though. If the majority of the Tibetan people feel that the Dalai Lama institution is no longer **relevant**, then the institution will automatically **cease**. Now, if that happens while I'm alive or just after my death, then I am obviously the last Dalai Lama. But if my death comes in the next one or two years, then most probably the Tibetan people will want to have another incarnation. Of that I'm quite certain. Of course, there is the possibility that Tibetans become insignificant in our land and all decisions are made by the Chinese. It is possible and very sad.
- 16 **Q:** Are you concerned that you might have a violent death?
- 17 **DL:** It is possible, I don't know. Airplanes trouble me. Dying in the ocean. And ending up in the stomach of a shark.
- 18 **Q:** One hundred years from now, what would you like to be remembered for?
- 19 **DL:** As a Buddhist **practitioner**, I have no interest in that. So long as I am alive, my time and my life must be utilized properly. Then after my death, I don't care how people remember me.
- 20 **Q:** Is it true that you like to go shopping when you travel?
- 21 **DL:** I like it. I'm a human being. I think human beings have a lot of curiosity. I go to Los Angeles; sometimes I shop for myself. Shoes . . . small electronic equipment . . . cat food. I go to shopping malls just like they were museums.

<sup>4</sup> The Queen Mother was born on August 5, 1900, and died on March 29, 2002.

*(continued on next page)*

22 **Q:** Many people get a sense of God by observing nature. What will religions be like in a hundred years if there is little nature left on earth?

23 **DI:** The world itself is nature. The sun, the moon, they are nature. Even if there were no more animals, nature would still be here. For those religions that believe in a creator, they would have to find reasons to

explain why our beautiful blue planet became a desert.

24 If you ask me whether it's good or bad, of course it's bad. But in the Buddhist tradition, something like that would not change our attitude. We believe the whole world will come and disappear, come and disappear—so eventually the world becomes desert and even the ocean dries up. But then again, another new world is reborn. It's endless.

### READ FOR MAIN IDEAS

*Under each of the questions about the main themes of the reading, write a few sentences summarizing the Dalai Lama's point of view.*

1. What does the Dalai Lama say about his philosophy of death?

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2. What does the Dalai Lama say about his attitude toward war?

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3. What does he say about the role of the Dalai Lama in the future?

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# THEME 7: BUSINESS



## In Business, Size Matters



Before you read, discuss the question with a partner.

Is a CEO with a humanitarian vision more or less likely to succeed in business?

## HOWARD SCHULTZ'S FORMULA FOR STARBUCKS

*The Economist*, Feb. 25, 2006

**1** **STARBUCKS** knows it cannot ignore its critics. Anti-globalization protesters have occasionally trashed<sup>1</sup> its coffee shops. Posh<sup>2</sup> neighborhoods in San Francisco and London have resisted the opening of new branches, and the company is a favorite target of Internet critics. Mr. Schultz is watchful, but relaxed: "We have to be extremely **mindful** of the public's view of things.... Thus far, we've done a pretty good job."

**2** The reason, argues Mr. Schultz, is that the company has **retained** a "passion" for coffee and a "sense of humanity." Starbucks buys expensive beans and pays the owners—whether they are in Guatemala or Ethiopia—an average of 23% above the market price. A similar **benevolence** applies to company employees. Where other corporations try to eliminate the burden of employee benefits, Starbucks gives all employees working at least 20 hours a week a package that includes stock options ("Bean Stock") and comprehensive



health insurance. For Mr. Schultz, raised in a Brooklyn housing project<sup>3</sup>, this health insurance—which now costs the company more than coffee—is a moral obligation. At the age of seven, he came home to find his father, a truck driver, in a plaster cast, having slipped and broken an ankle. No insurance, no **compensation**, and then no job.

**3** Hence what amounts to a personal crusade. Most of America's corporate chiefs **steer clear** of the sensitive topic of health care reform. Not Mr. Schultz. He makes speeches, **lobbies** politicians, and has even hosted a commercial-free hour of television, arguing for the reform

<sup>1</sup> **trashed**: completely destroyed

<sup>2</sup> **posh**: elegant, expensive (e.g., rich people live in "posh" neighborhoods)

<sup>3</sup> **housing project**: an apartment development subsidized by the government for low income families

*(continued on next page)*

of a system that he thinks is both socially unjust and a **burden** on corporate America. Meanwhile, the company pays its workers' premiums<sup>4</sup>, even as each year they rise by double-digit percentages. The goal has always been "to build the sort of company that my father was never able to work for." By this he means a company that "remains small even as it gets big," treating its workers as individuals. Starbucks is not alone in its emphasis on "social responsibility," but the other firms Mr. Schultz cites off the top of his head—Timberland, Patagonia, Whole Foods—are much smaller than Starbucks, which has 100,000 employees and 35 million customers.

#### Why Size Matters

- 4 Indeed, size has been an issue from the beginning. Starbucks, named after the first mate in Herman Melville's *Moby Dick*,<sup>5</sup> was created in 1971 in Seattle's Pike Place market by two hippyish<sup>6</sup> coffee enthusiasts. Mr. Schultz, whose first "decent cup of coffee" was in 1979, joined the company in 1982 and then left it in 1985 after the founding trio, preferring to stay small, took fright at his vision of the future. Inspired by a visit to Milan in 1983, he had **envisaged** a chain of coffee bars where customers would chat over their espressos and cappuccinos. Mr. Schultz set up a company he called "Il Giornale," which grew to a modest three coffee bars. Somehow **scraping together** \$3.8 million dollars, he bought Starbucks from its founders in 1987.
- 5 Reality long ago **surpassed** the dream. Since Starbucks went public in 1992, its stock has soared by some 6,400%. The company is now in 37 different countries. China, which has over

200 stores, will be the biggest market after America, and Russia, Brazil, and India are all in line to be colonized over the next three years. The long-term goal is to double the number of American outlets to 15,000—not least by opening coffee shops along highways—and to have an equal number abroad.

- 6 No doubt the coffee snobs will blanch at<sup>7</sup> the prospect. Yet they miss three points. The first is that, thanks to Starbucks, today's Americans are no longer condemned to drink the **insipid**, over-percolated brew that their parents endured. The second, less recognized, is that because Starbucks has created a mass taste for good coffee, small, family-owned coffee houses have also **prospered**.
- 7 The most important point, however, is that Mr. Schultz's Starbucks cultivates a relationship with its customers. Its stores sell carefully selected (no hiphop, but plenty of world music and jazz) CD-compilations. Later this year, the store will promote a new film and take a share of the profits. There are plans to promote books. Customers can even pay with their Starbucks "Duetto" Visa card.
- 8 Apart from some health scare that would bracket coffee with nicotine, there is no obvious reason why Starbucks should fail, however ambitious its plans and however misconceived the occasional project (a magazine called "Joe" **flopped** after three issues, and the Mazagran soft drink, developed with Pepsi, was also a failure). Mr. Schultz says, "I think we have the license from our customers to do more." The key is that each Starbucks coffee house should remain "a third place," between home and work, fulfilling the same role as those Italian coffee houses that so inspired him 23 years ago.

<sup>4</sup> **premiums**: money amounts paid to maintain insurance policies

<sup>5</sup> *Moby Dick*: one of the most famous American novels, written by Herman Melville (1819–1891)

<sup>6</sup> **hippyish**: representative of the "hippy" generation of the 1960s; inclined to be unconventional

<sup>7</sup> **blanch at**: suddenly become "pale" because you are shocked

## READ FOR MAIN IDEAS

Answer each of the questions in one or two sentences. Share your answers with a partner.

1. How did the family background and experiences of CEO Howard Schultz influence his company's policies?

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2. What are two ways that Howard Schultz puts "social responsibility" into practice?

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3. How does size influence Starbucks's success?

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4. What is the "coffee culture" of Starbucks?

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## READ FOR DETAILS

All the statements below are false. Correct them in the space provided. Then compare answers with a partner.

- Howard Schultz was the founder of Starbucks.  
Howard Schultz joined the company in 1982, 11 years after it was founded.
- Since he joined the company, Schultz has been its unquestioned leader.  
\_\_\_\_\_
- Most corporate leaders speak out on the topic of health care reform.  
\_\_\_\_\_
- All workers in Starbucks stores get health insurance from the company.  
\_\_\_\_\_
- Giving employees health benefits does not cost Schultz very much.  
\_\_\_\_\_
- Starbucks pays \$23 more than the market price for coffee beans.  
\_\_\_\_\_
- The biggest market for Starbucks is China.  
\_\_\_\_\_
- There are now 15,000 Starbucks outlets in the United States.  
\_\_\_\_\_
- The name Starbucks comes from the name of one of the founders of the company.  
\_\_\_\_\_
- Starbucks is the only U.S. corporation that emphasizes social responsibility.  
\_\_\_\_\_

# THEME 8: WOMEN IN THE MODERN WORLD



How do you feel about women in the military? First answer the survey individually. Then work in groups of four or five people. Tally the answers from your group and discuss the reasons for each person's opinions.

## WOMEN IN THE MILITARY: WHAT SHOULD THEIR ROLE BE?

	Your Answer (Circle One)	Group Tally
<b>1.</b> Women should be allowed to serve in the military. Explain your answer: _____	Agree ____ Disagree ____	Agree ____ Disagree ____
<b>2.</b> Like men, women should be allowed to fight the enemy in direct combat. Explain your answer: _____	Agree ____ Disagree ____	Agree ____ Disagree ____
<b>3.</b> Women with children should not be allowed to serve in the military. Explain your answer: _____	Agree ____ Disagree ____	Agree ____ Disagree ____
<b>4.</b> Women officers should never command men. Explain your answer: _____	Agree ____ Disagree ____	Agree ____ Disagree ____
<b>5.</b> Both women and men should have the right to refuse military service if it goes against their beliefs. Explain your answer: _____	Agree ____ Disagree ____	Agree ____ Disagree ____

# Why Men Are Impossible

They have no opinions about clothes ...

... but they can buy a pair of trainers in thirty seconds



They have no interest in details ...

... unless it's a car that they'll never own.



They always say the wrong thing ...

... or don't want to talk at all.



They're boring to argue with ...

... but it can be nice to have them around.



- 1** In pairs, look at the cartoons and choose two words to describe the men and two words to describe the women. Use a dictionary to help you.

(un)complicated (in)decisive  
(in)practical romantic (in)sensitive  
(un)sympathetic (un)predictable  
diplomatic talkative

The cartoon suggests that men are insensitive because they always say the wrong thing.

### Work it out

- 2** Look at the cartoons. Then, for each phrase 1–7 below find a phrase with a verb in bold which has the same meaning.

1 I feel it's important for us to buy ...

**a** ... we must buy ...

2 It's necessary for me to go ...

**b** .....

3 Stop taking it personally.

**c** .....

4 It's a good idea to look for another one.

**d** .....

5 Isn't it sensible to try them on?

**e** .....

6 It has the ability to go from 0 to 100.

**f** .....

7 Are we allowed to join you?

**g** .....

# THEME 9: ARTS AND RECREATIONS



## The Cellist of Sarajevo



1. Have you ever been able to do something very well (for example, a sports activity, playing an instrument, dancing) and then lost this ability because something happened to you or because you changed in some way, or do you know of anyone this has happened to?
2. How do you think people feel when they lose the ability to do something they really love doing? What can they do about it, if anything?

## The Soloist

by Mark Salzman

- 1 An idea came to me, and I turned off the lights in the studio. In the darkness, I put the cello's spike into a loose spot on the carpet, tightened the bow, and drew it across the open strings. I took off my shirt and tried it again; it was the first time in my life I'd felt the instrument against my bare chest. I could feel the vibration of the strings travel through the body of the instrument to my own body. I'd never thought about that; music scholars always talk about the resonating<sup>1</sup> properties of various instruments, but surely the performer's own body must have some effect on the sound. As I dug into the notes I imagined that my own chest and lungs were extensions of the sound box; I seemed to be able to alter the sound by the way I sat, and by varying the muscular tension in my upper body.
- 2 After improvising for a while, I started playing the D minor Bach suite, still in the darkness. Strangely freed of the task of finding the right phrasing,<sup>2</sup> the right intonation, the right bowing, I heard the music through my skin. For the first time I didn't think about how it would sound to anyone else, and slowly, joyfully, gratefully, I started to hear again. The notes sang out, first like a trickle, then like a fountain of cool water bubbling up from a hole in the middle of a desert. After an hour or so I looked up, and in the darkness saw the outline of the cat sitting on the floor in front of me, cleaning her paws and purring loudly. I had an audience again, humble as it was.

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<sup>1</sup> **resonating:** making a deep sound that vibrates the material of the instrument or the body

<sup>2</sup> **phrasing:** a way of linking the notes in order to bring out the melody of the music

3 So that's what I do now with my cello. At least once a day I find time to tune it, close my eyes, and listen. It's probably not going to lead to the kind of comeback<sup>3</sup> I'd fantasized about for so long—years of playing badly have left scars on my technique, and, practically speaking, classical musicians returning from obscurity<sup>4</sup> are almost impossible to promote<sup>5</sup>—but I might eventually try giving a recital if I feel up to it. Or better yet, I may play for Dr. Polk if our date at the concert goes well. Occasionally I feel a stab of longing, and I wish I could give just one more concert on a great stage before my lights blink off,<sup>6</sup> but that longing passes more quickly now. I take solace in the fact that unlike the way I felt before, I can enjoy playing for myself now. I feel relaxed and expansive when I play, as if I could stretch out my arms and reach from one end of the apartment to the other. A feeling of completeness and dignity surrounds me and lifts me up.

<sup>3</sup> **comeback:** starting a career again and returning to the heights of fame or celebrity

<sup>4</sup> **obscurity:** the state of not being known or remembered

<sup>5</sup> **promote:** get bookings or jobs for a client

<sup>6</sup> **before my lights blink off:** before I die

**2** *Work with a partner. Write your answers to the questions.*

1. What did the narrator do for the first time in the darkness? (as he practiced playing the cello)

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2. Why did the narrator believe that he was finally able to “hear” again?

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3. What imagery does the narrator use to show that he has come out of his dry spell?

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4. Why doesn't the narrator anticipate a grand musical comeback?

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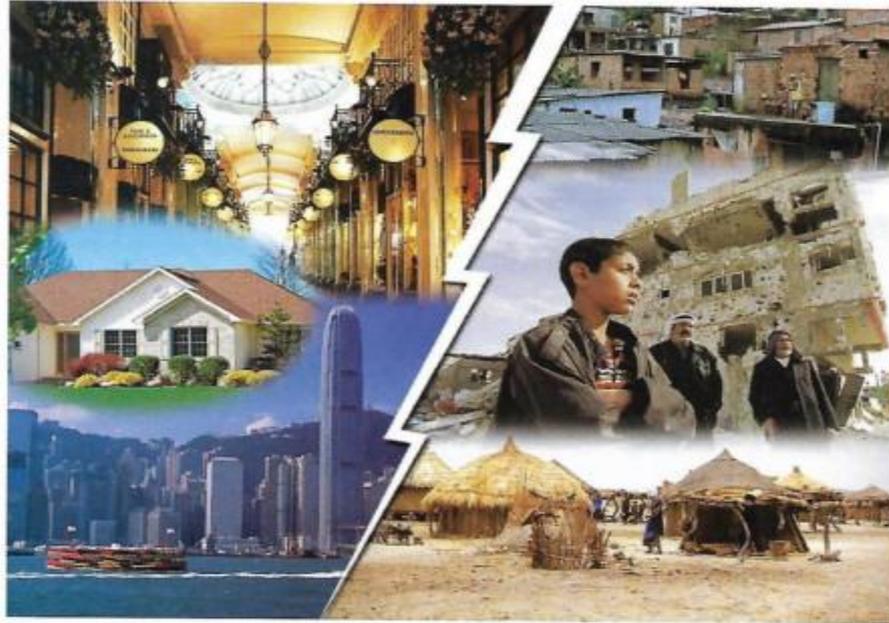
5. Why does the narrator's use of the expression “returning from *obscurity*” have a double meaning in this passage? (an especially clever and ironic use of language for the situation in question)

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# THEME 10: POVERTY

## UNIT 10 The End of Poverty



Work in pairs. Read the sentences and circle the correct synonym for the boldfaced word from the choices given below. Use a dictionary if necessary.

- Each year more than eight million people around the world face the **prospect** of dying because they are too poor to stay alive.  
a. possibility      b. hope      c. sight
- Some economists fear that any plans to help the poor are just **fanciful** solutions that will never work out.  
a. expensive      b. practical      c. imaginary
- Others are convinced that today's global prosperity makes it **feasible** to offer more help to the world's poorest people.  
a. probable      b. impossible      c. likely to work
- They believe that it will take a **concerted** effort to solve some of the problems of impoverished countries; one nation cannot do it alone.  
a. careful      b. collective      c. clever
- During the Cold War, more than \$1 trillion was spent on aid to poor countries, but since the end of the Cold War, political interest has **waned**.  
a. decreased      b. increased      c. remained the same
- The Bill Gates Foundation, set up by the founder of Microsoft, has given billions of dollars to **zero in on** health care in poor countries.  
a. look into      b. take away      c. concentrate on
- Reducing the spread of tropical diseases would be a big step in the **eradication** of extreme poverty in the world.  
a. excusing      b. ending      c. establishing
- Monitoring** health programs in poor countries is an important step forward to ensure the well-being and safety of the entire world population.  
a. supervising      b. criticizing      c. organizing
- Lack of basic education is a factor that can **inhibit** a country's economic development.  
a. hold out      b. hold on to      c. hold back
- In the opinion of some economists, foreign aid is an essential **spur** to economic growth in today's developing world because developing countries lack capital for investment.  
a. stimulus      b. service      c. statistic
- The uneven development typical of our economic system means that the difference between the most **affluent** and the poorest countries is growing bigger all the time.  
a. ancient      b. wealthy      c. humble
- The United States is experiencing the largest gap between rich people and **impoverished** people in a hundred years.  
a. depressed      b. very poor      c. wealthy

## Making Ends Meet

From a *New York Times* book review written by Dorothy Gallagher

- 1 In Key West, Florida, Ehrenreich found a job as a waitress at an inexpensive family restaurant. Her shift ran from 2:00 P.M. to 10:00 P.M. Salary: \$2.43 an hour plus tips. To find an **affordable** rent, she had to move 30 miles out of town, a 45-minute commute on a crowded two-lane highway. How did her co-workers manage housing? One waitress shared a room in a \$250 a week flophouse;<sup>1</sup> a cook shared a two-room apartment with three others; another worker lived in a van parked behind a shopping center.
- 2 "There are no secret economies that nourish the poor," Ehrenreich writes. "If you can't put up the two months' rent you need to get an apartment, you end up paying through the nose for a room by the week. If you have only one room, with a hotplate at best, you can't save by cooking up huge stews that can be frozen for the week ahead. You eat hot dogs and the styrofoam cups of soup that can be microwaved at a convenience store." Without health insurance from work, you risk a small cut becoming infected because you can afford neither a visit to the doctor nor antibiotics.
- 3 In the summer tourist slump, Ehrenreich found her salary with tips dropped from about \$7 an hour to \$5.15. At this rate, the only way to pay her rent was to get a second job. So, for a while she worked 8:00 A.M. to 2:00 P.M. and then rushed to her regular shift at the first restaurant – a 14-hour day of brutal physical labor, as anyone who has waitressed for a living knows. With such a schedule, she could not, of course, keep her decent housing so far from town. Ehrenreich's new home was an eight-foot-wide trailer parked among others "in a nest of crime," where "desolation rules night and day . . . There are not exactly people here but what amounts to canned labor, being preserved between shifts from the heat."
- 4 Moving to Maine, Ehrenreich took 2 jobs to make ends meet – a weekend job in a nursing home and a full-time job in a house-cleaning service. At Merry Maids, the cleaning service, the economics were as follows: the customer pays the service \$25 an hour per cleaning person; the service pays \$6.65 an hour to each cleaner. "How poor are my co-workers?" Ehrenreich asks. Half bags of corn chips for lunch; dizziness from malnutrition; a toothache requiring frantic calls to find a free dental clinic; worries about makeshift childcare arrangements because a licensed day-care center at \$90 a week is beyond any cleaner's budget; no one

<sup>1</sup> **flophouse:** a very rundown, shabby place that rents you a bed or a small room by the night

sleeping in a car, but everyone crowded into housing with far too many others, strangers or family; "signs of real difficulty if not actual misery."

5 Soon, Ehrenreich starts having money troubles even with two jobs. Housing is the killer. She foresees a weekend without food unless she can find charitable help. More than an hour on the phone with various private charitable agencies (cost of phone calls: \$2.50) nets her a severely restricted food voucher<sup>2</sup> – no fresh fruits, vegetables,

chicken or cheese – worth \$7.02.

6 Minneapolis is Ehrenreich's last stop. In this city, as in the other two, affordable housing was the major problem. Across the nation, the supply of housing for low-income families was decreasing: 36 units available for every 100 families in need. The old rule that one should pay no more than 30 percent of income for rent has become impossible. For most poor renters, the figure is more than 50 percent. In the Minneapolis-St. Paul region, where the

minimum living wage for a parent and one child was calculated to be \$11.77 an hour, Ehrenreich has a job at Walmart paying \$7 an hour. Many of her fellow workers, even those with working spouses, work two jobs.

7 What does Ehrenreich conclude from her experiences? No surprises here. Even for a worker holding two jobs, wages are too low, housing costs too high, for minimally decent survival in the life of America's working poor.

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<sup>2</sup> food voucher: a coupon given to you by the government that you can exchange for food at no cost to you

- 2** Read the questions and select the best answers. In some cases there is more than one correct answer. Discuss your answers in a small group.
- Which of the following jobs did Barbara Ehrenreich have?
    - waitress, cook, tourist guide, store employee
    - cook, waitress, housecleaner, store employee
    - waitress, housecleaner, nursing home attendant, store employee
    - nursing home attendant, cook, tourist guide, housecleaner
  - Based on Ehrenreich's description of the trailer park in Key West, what are living conditions like for the working poor?
    - dangerous
    - congested
    - depressing
    - hot
  - What conclusions can we draw about Ehrenreich's job as a housecleaner?
    - Homeowners pay the cleaning company \$50 an hour for two cleaners.
    - Only about 25 percent of the money goes to the cleaners; 75 percent goes to the cleaning company owners.
    - Cleaning houses provides Ehrenreich with enough money to live on.
    - The cleaning workers eat nourishing lunches.
  - What can we conclude about Ehrenreich's attempt to get help from private charities?
    - She was successful in getting some food.
    - It was easy to get help from charities.
    - The charities provided the food she wanted to eat.
    - The food voucher was really worth only \$4.52 to her.
  - "There are not exactly people here [in the trailer park] but what amounts to canned labor, being preserved between shifts from the heat." What does this mean?
    - The workers are treated well.
    - Life in the trailer park is not fit for humans.
    - Workers are housed only so that they can continue working.
    - Employers use robots.

# **FURTHER READING:**

**READING: THE STATE OF THE WORLD**

Match the definitions (a–h) with the vocabulary (1–8).

### **Vocabulary**

1. .... to eradicate
2. .... to sustain
3. .... a civilian
4. .... life expectancy
5. .... contraception
6. .... to fuel
7. .... to be down to
8. .... optimism

### **Definitions**

- a. to support
- b. to make something increase or become stronger
- c. methods of preventing pregnancy
- d. to make something disappear forever
- e. how long a person is expected to live
- f. positive thinking
- g. someone who is not a soldier
- h. to be the result of

If your view of the world comes from watching the news and reading newspapers, you could be forgiven for lying awake at night worrying about the future. Apparently, rising violence and population rates mean humans are both killing each other in ever larger numbers and being born at rates the world's resources can't sustain. To make matters worse, all the wealth is concentrated on a handful of people in the world's richest countries. People in low-income countries live in poverty while the West gets richer. Depressing, isn't it?

But do the statistics support our negative world view or is the world actually improving?

Let's take global population first. It's around 7 billion now, in line with figures predicted by the UN in 1958. By the year 2100, the same experts predict it will be around 11 billion. But did you know that 11 billion is probably as high as that number will get? The rate of increase will slow down in the second half of this century thanks to falling birth rates today.

*Falling* birth rates? Yes, that's right.

In the last two centuries, improvements in technology and health meant fewer children died young, fuelling rapid population growth. These large families produced even more children who survived into adulthood and had their own children. But with the wider availability of contraception in the 1960s, the global average number of babies per woman has declined from six babies per woman to as low as two.

The biggest factor in child mortality is poverty. And while it's still true that only 20 per cent of the world takes about 74 per cent of the world's income, 60 per cent of the world now falls into a middle-income group, with 11.6 per cent – the smallest amount of people in history – still living in conditions of extreme poverty. If the majority of the world's people have money, international aid could realistically achieve the UN target of eradicating poverty by 2030. As poverty goes down, life expectancy goes up, birth rates go down because parents can expect their existing children to survive, and the global population stabilises.

As for news stories that make us think the world is an increasingly violent place, there is cause for some optimism too. Between the end of World War II and 1990, there were 30 wars that killed more than 100,000 people. Today there are still civil wars, but countries are mostly co-existing more peacefully than in the past. However, terrorism has shot up in the last few years and, since World War II, wars have killed many more civilians than soldiers. Even for civilians, though, the statistics are not all bad. Although deaths are nine times more likely to be a result of violent crime than political conflict, the global murder rate fell slightly, from 8 per 100,000 people in 2000 to about 5.3 in 2015.

Of course, none of this means the world is perfect, and whether you personally are affected by war and poverty is often down to the lottery of where you're born. Also, we still face huge problems of our own making, particularly environmental ones like global warming, and wealth and natural resources need to be distributed more fairly. But not all the news is bad news, whatever the TV and newspapers might say.

## Task 1

Match the numbers with the facts they represent.

60%	11.6%	20%
11 billion	5.3	74%

1. .... the expected peak global population
2. .... the size of the richest group of people
3. .... the amount of the richest group's income
4. .... the amount of people who are neither rich nor poor
5. .... the amount of people with the least money
6. .... the number of murders per 100,000 people in 2015

1. What does the word 'apparently' in the first paragraph tell us about the rise in violence we see in the news?
  - a. The rise is obviously true.
  - b. The rise seems to be true but evidence might show it isn't.
  - c. The rise seems false but evidence might show it's true.
2. Which statement about population levels is correct?
  - a. About two hundred years ago, the child mortality rate dropped significantly.
  - b. The rate is growing steadily now.
  - c. The rate will start to drop in the year 2100.
3. Which factor does NOT cause the birth rate to fall?
  - a. Improvements in healthcare
  - b. The availability of contraception
  - c. Poverty
4. One of the UN's targets for 2030 is to ...
  - a. end poverty.
  - b. increase life expectancy.
  - c. make population levels stable.
5. People are more likely to be killed ...
  - a. by soldiers.
  - b. by politicians.
  - c. by criminals.
6. There is reason to be optimistic because ...
  - a. you might win the lottery.
  - b. there are some positives despite what the newspapers report.
  - c. we're making progress with environmental problems.

Thank You for your attention !

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