

# **MODULE INTRODUCTION: READING 3**

# READING 3

## General information:

❖ **Course name: Reading 3**

❖ **Code: ANH4 112**

❖ **Compulsory course**

❖ **Prerequisite: Students must complete ANH4032, ANH4 072.**

## ❖ Objectives:

-help students **consolidate** and **practice** essential reading skill which was learnt from the previous course- **Reading 2**

-provide students with opportunities to practice reading and writing skills which are equivalent to **B1-B2 level- CEFR**

# OUTCOME STANDARDS

- ❖ **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 course ( skimming and scanning) and equip students with essential skills ( inference) to understand the main idea of the text
- ❖ **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.

- This module helps learners gradually practice reading skills for main ideas and readings for details. In addition to helping students recognize the topic and purpose of the reading through guessing skills.
- The skill is evaluated at level 3-5 based on the 6-level Foreign Language Proficiency Framework for Vietnam:
  - students' ability to scan quickly through long and complex text, to locate useful details
  - quickly identify the content of readings on a variety of specialist topics, deciding whether it is worth reading more carefully.
  - understanding long, complex instructions in his/her field of expertise by rereading difficult passages

## CONTENT SUMMARY

- This two-credit module is designed to help second-year students majoring in English language continue to strengthen their skimming and scanning skills. In addition, students improve vocabulary and other skills such as: analyzing the structure of the reading, using prior knowledge to guess the content of the article, using headings or titles, to determine purpose/ content, etc.

# BRIEF INFO



## **Educational background:**

**-Bachelor of Arts: Hue University**

**-Master of Arts: University of Languages and International Studies, Hanoi National University**

**-Doctor of Philosophy (NZAID Scholarship): Victoria University of Wellington, New Zealand**

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# The World of Advertising



# 1. FOCUS ON THE TOPIC

1. What kinds of people are the most likely to buy this product: teenagers, parents with young children, or senior citizens (age 65 or older)?
2. Imagine that you are writing an advertisement for this product. Which three words best describe the product: delicious, refreshing, powerful, nutritious, cool?



# READING ONE: ADVERTISING ALL OVER THE WORLD

## B: SHARE INFORMATION

1. Work in groups of four. Complete the chart with the names of products that you usually buy.

PRODUCT	STUDENT 1	STUDENT 2	STUDENT 3	STUDENT 4
Drinks				
Snack foods				
Shampoo				
Toothpaste				

2. Discuss the questions with your group

1. Do you know any TV commercials or other advertisements for these products? If so, describe the advertisements.
2. Do advertisements sometimes convince you to buy products? Explain.

## VOCABULARY

**cam•paign** /kæm'peɪn/ *n* a series of actions that are intended to achieve a particular result, especially in business or politics

**com•pe•ti•tion** /kɒmpə'tɪʃən/ *n*  
[singular] the people or groups that are competing against you, especially in business

**con•vince** /kən'vɪns/ *v* [T] to persuade someone to do something

**fail** /feɪl/ *v* [I, T] to be unsuccessful in doing something

**firm** /fɜːm/ *n* a business or small company

**glob•al** /'glɒbəl/ *adj* affecting the whole world, or relating to the whole world

**goal** /ɡoʊl/ *n* something that you hope to achieve in the future

**mar•ket** /'mɑːkɪt/ *n* a particular country or area where a company sells its goods

**mes•sage** /'mesɪdʒ/ *n* the main idea or the most important idea in a movie, book, speech, etc.

**suc•ceed** /sək'sɪd/ *v* [I] to do what you have tried to do

# VOCABULARY

1. To sell a product in a foreign country, a firm often has to write new ads.
2. \_\_\_\_\_ businesses such as McDonald's offer different products in different parts of the world.
3. The \_\_\_\_\_ of advertisers is to sell their products.
4. Laws about advertising \_\_\_\_\_ are not the same all over the world.
5. Some advertisers \_\_\_\_\_ because they do not understand the customs of a country.
6. An advertising \_\_\_\_\_ may not be easily translated from one language into another.
7. The \_\_\_\_\_ of Latin America aren't necessarily similar just because most people speak the same language.
8. In Japan, famous movie stars often appear in ads to \_\_\_\_\_ people to buy products.
9. Advertisements that \_\_\_\_\_ use different styles of communication in different parts the world.
10. Some advertisements say why their product is better than the \_\_\_\_\_.

## **READING ONE: ADVERTISING ALL OVER THE WORLD**

**Work with a partner. Discuss problems that you think advertisers might have if they want to sell a product in different countries. List two or three problems in the space below. Share your list with the class.**

**Possible problems**

- 
- 

**Now read a magazine article on global advertising. How many of the problems that your class discussed are mentioned in the article?**

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### **Possible problems:**

Language/ Culture Barriers.

Consumer Behaviour and Preferences.

**Now read a magazine article on global advertising. How many of the problems that your class discussed are mentioned in the article?**

## **READING ONE: ADVERTISING ALL OVER THE WORLD**

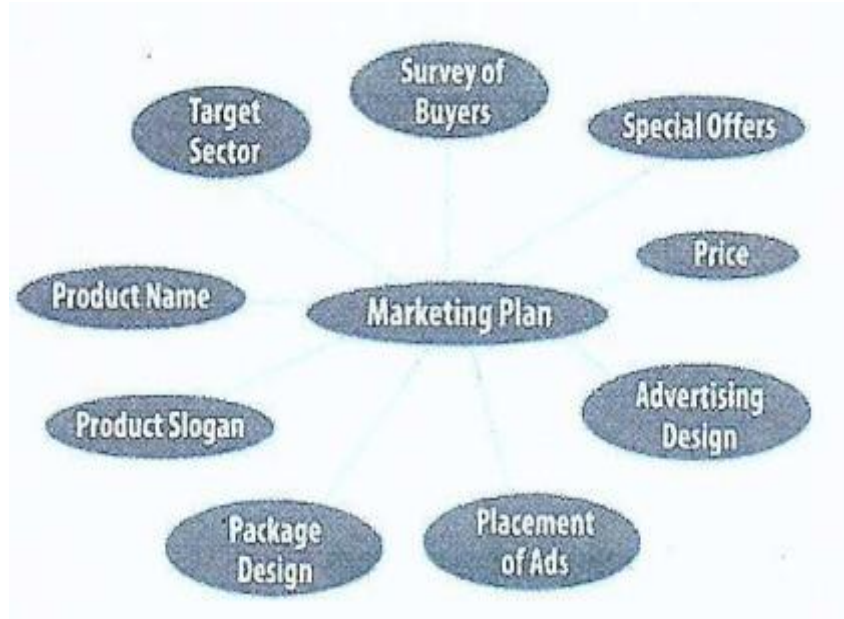
**Work with a partner to discuss different ways/factors that marketing reaches customers. Share your list with the class.**

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## **READING ONE: ADVERTISING ALL OVER THE WORLD**

**Now read a magazine article on global advertising. How many of the problems that your class discussed are mentioned in the article?**

# Advertising All over the World

1 How can a rabbit be stronger than a football hero? How can a rabbit be more powerful than a big, strong man? In the world of advertising, this is quite possible. Consider the example of Jacko. This great Australian football hero appeared on TV and yelled at the audience to buy products. Jacko's angry **campaign** worked well in Australia, so Energizer® batteries invited him north to sell their product in the United States. But Jacko's yelling did not **convince** the American audience to buy batteries. So, good-bye, Jacko. Hello, Energizer Bunny®, the little toy rabbit that has sold far more batteries than Jacko.



2 In the world of advertising, selling products is the most important **goal**. As companies are becoming more **global**, they are looking for new ways to sell their products all over the world. It is true that because of global communication, the world is becoming smaller today.

3 But it is also true that the problems of global advertising—problems of language and culture—have become larger than ever. For example, Braniff Airlines wanted to advertise its fine leather seats. But when its advertisement was translated from English to Spanish, it told people that they could fly naked! Another example of incorrect translation is how Chevrolet tried to market the Chevy Nova in Latin America. In English, *nova* refers to a star. But in Spanish, *no va* means “doesn't go.” Would you buy a car with this name?

4 To avoid these problems of translation, most advertising **firms** are now beginning to write completely new ads. In writing new ads, global advertisers consider the different styles of communication in different countries. In

some cultures, the meaning of an advertisement is usually found in the exact words that are used to describe the product and to explain why it is better than the **competition**. This is true in such countries as the United States, Britain, and Germany. But in other cultures, such as Japan's, the **message** depends more on situations and feelings than it does on words. For this reason, the goal of many TV commercials in Japan will be to show how good people feel at a party or other social situation. The commercial will not say that a product is better than others. Instead, its goal will be to create a positive mood or feeling about the product. As a result, movie stars and celebrities often appear in Japanese advertisements.

5 Global advertisers must also consider differences in laws and customs. For instance, certain countries will not allow TV commercials on Sunday, and others will not allow TV commercials for children's products on any day of the week. In some parts of the world, it is forbidden to show dogs on television or certain types of clothing, such as jeans. Customs are also related to beliefs. In Asia, it is important for advertisers to understand the local religious and supernatural beliefs. In China and Hong Kong, for example, the number 4 is considered unlucky while the number 8 is associated with earning money, or good luck. The global advertiser who does not understand such laws and customs will not be able to **succeed**.

6 Finally, there is the question of what to advertise. People around the world have different customs as well as different likes and dislikes. This is true even in places such as Latin America where most people share a common language. So the best advertisement

## READING ONE:

in the world means nothing if the product is not right for the **market**. Even though some markets around the world are quite similar, companies such as McDonald's have found that it is very important to sell different products in different parts of the world. So when you go to a McDonald's in Hawaii, you'll find Chinese noodles on the menu. If you stop for a hamburger in Germany, you can order a beer with your meal. In Malaysia, you can try a milk shake that is flavored with

a fruit that most people in other countries have never tasted.

7 All of these products must be sold with the right kind of message. It has never been an easy job for global advertisers to create this message. But no matter how difficult this job may be, it is very important for global advertisers to do it well. In today's competitive world, most new products quickly **fail**. Knowing how to advertise in the global market can help companies win the competition for success.

# READING FOR MAIN IDEAS

*Answer the questions. Then compare your answers with the class.*

1. Who is Jacko? What does he show about international advertising?

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2. What problem do advertisers have when they try to translate ads directly from one language to another?

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3. How can a global advertiser avoid problems?

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4. Why should a company offer different products in different countries?

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## READ FOR DETAILS

*Circle the letter of the best answer to complete the sentences below. Make sure the sentences are correct according to Reading One.*

1. A battery \_\_\_\_\_ changed its campaign from Jacko to the Energizer Bunny®.
  - a. company
  - b. goal
  - c. market
  - d. translator
2. There are many problems with \_\_\_\_\_, even with languages that are similar, such as English and Spanish.
  - a. advertising
  - b. marketing
  - c. translation
  - d. competition

## READ FOR DETAILS

3. Different countries have different styles of \_\_\_\_\_, which involve different uses of words and feelings.
  - a. writing
  - b. communicating
  - c. advertising
  - d. competing
  
4. Some countries do not allow \_\_\_\_\_ ads for children's products.
  - a. newspaper
  - b. TV
  - c. magazine
  - d. radio
  
5. Drinking beer with a meal is an example of a \_\_\_\_\_.
  - a. culture
  - b. message
  - c. custom
  - d. law

## READ FOR DETAILS

6. Many new products fail because there is a lot of \_\_\_\_\_ in the world today.
  - a. advertising
  - b. business
  - c. communication
  - d. competition
  
7. The Chevy Nova campaign failed in Latin America because of the \_\_\_\_\_ of the ads.
  - a. goal
  - b. cost
  - c. style
  - d. message
  
8. Ads that show a group of people sharing good feelings are often quite successful in \_\_\_\_\_.
  - a. Germany
  - b. Japan
  - c. Malaysia
  - d. Britain

## FURTHER PRACTICE

1. A common, shortened form of the word advertisement is .....

A. Ad                      B. advert                      C. admonish                      D. ad and advert

2. A ..... is a short phrase that is used in advertising promotions and/or commercials. "Just do it!" is a famous example of this.

A. Announcer              B. celebrity              C. slogan              D. Spam

3. A ..... is an identifying symbol or statement that is used by companies in order to promote their companies and/or products.

A. Logo                      B. marketer                      C. media                      D. delivery

4. A ..... is a short song or verse that is used in advertising campaigns and commercials.

A. Logo                      B. jingle                      C. epic                      D. passport

**Read the following passage and CHOOSE the letter A, B, C, or D to indicate the correct answer to the following questions.**

Advertising helps people recognize a particular brand, persuades them to try it, and tries to keep them loyal to it. Brand loyalty is perhaps the most important goal of consumer advertising. Whether they produce cars, canned foods or cosmetics, manufacturers want their customers to make repeated purchases. The quality of the product will encourage this, of course, but so, too, will affect advertising.

Advertising relies on the techniques of market research to identify potential users of a product. Are they homemakers or professional people? Are they young or old? Are they city dwellers or country dwellers? Such questions have a bearing on where and when ads should be played. By studying readership breakdowns for newspapers and magazines as well as television ratings and other statistics, an advertising agency can decide on the best way of reaching potential buyers. Detailed research and marketing expertise are essential today when advertising budgets can run into thousands of millions of dollars.

Advertising is a fast-paced, high-pressure industry. There is a constant need for creative ideas that will establish a personality for a product in the public's mind. Current developments in advertising increase the need for talented workers. In the past, the majority of advertising was aimed at the traditional white family - breadwinner father, non working mother, and two children. Research now reveals that only about 6 percent of American households fit this stereotype. Instead, society is fragmented into many groups, with working mothers, single people and older people on the rise. To be most successful, advertising must identify a particular segment and aim its message toward that group. Advertising is also making use of new technologies. Computer graphics are used to grab the attention of consumers and to help them see products in a new light. The use of computer graphics in a commercial for canned goods, for instance, gave a new image to the tin can.



1. What does the passage mainly discuss?

- A. How to develop a successful advertising plan.
- B. New techniques and technologies of market research
- C. The central role of advertising in selling products.
- D. The history of advertising in the United States.

2. The word “**this**” in the first paragraph refers to

- A. repeatedly buying the same brand
- B. the most important goal
- C. the quality of the product
- D. effective advertising

3. It can be inferred from the second paragraph that advertisers must

- A. aim their message at homemakers and professional people
- B. know about the people who will buy the product
- C. place several ads in newspapers and magazines
- D. encourage people to try new products

4. According to paragraph 2, market research includes

- A. searching for talented workers
- B. hiring researchers with background in many fields
- C. studying television ratings
- D. determining the price of a product

5. The author implies that the advertising industry requires

- A. a college-educated workforce
- B. government regulation
- C. innovative thinking
- D. millions of dollars

6. According to the passage, most advertising used to be directed at

- A. working mothers with children
- B. older adults
- C. unmarried people
- D. two-parent families with children

7. The word “**fragmented**” in the fourth paragraph is closest in meaning to

- A. divided
- B. moved
- C. forced
- D. collated

8. The following sentence can be added to the passage. **Advertising is an essential part of the marketing process that can be tremendously influential in selling products.** Where would it best fit in the passage?

- A. [1]
- B. [2]
- C. [3]
- D. [4]

## READING 2: Read the text and then discuss the questions with the class

# CHANGING WORLD MARKETS

By Annalise Müller (from *Adworld*)

1 Good morning. It's good to be here with you all. My goal today is to give you some information about changing world markets. Let's start by looking at the U.S.A. Can you think of a country with more advertising than the United States? Think about watching a movie on TV. You're waiting for the good guy to get the bad guy, and suddenly there's a commercial. A few minutes later, the good guy is in trouble, and you're interrupted by another commercial. Message after message. It's not like that in other countries. In places like France and Spain, you can watch at least a half hour of the program before a commercial interruption. And then the commercials come all at once.

2 China is a different story. For years any kind of commercial advertising was illegal. Government advertising was seen

everywhere, but business advertising was nonexistent. Then Sony came along and changed things. The Japanese company led the way for others to come into the country. We can learn something from Sony, too. It's important not to come and start advertising

too quickly because that can lead to serious mistakes. Advertisers must take their time and plan their campaigns carefully. They should also consider the type of advertising that is most popular. In China, large public billboards<sup>1</sup> are the cheapest and most common way to advertise. They were



used in the past for official government messages and are still used today.

3 Now in Russia, you have to think about your product and whether or not there's a market for it. Fast food, for example, seemed

<sup>1</sup> **billboards:** large signs used for advertising, usually outdoors

very strange to Russians at first. In their restaurants, you sit down and the waiter brings you soup, salad, meat, and potatoes—one thing at a time. Russians think of food as something you take your time with, something you enjoy.

- 4 What happened with pizza in Russia is a very funny story. First, pizza makers had to convince people to try it, and they had to explain that it was similar to Russian *vatrushka*. Then, the Pizzeria restaurant opened up in Moscow. The Russians may have liked it all right, but Pizzeria didn't succeed with foreign visitors because the pizza didn't always have enough tomato sauce and cheese! Another problem was that if you wanted to take the pizza home with you, the chef wouldn't allow it. He didn't want the pizza to get cold.
- 5 When you're dealing with international markets, you're dealing with different

customs, different tastes. Consider Coca-Cola in Brazil. The company sells a drink flavored with *guarana*, an exotic<sup>2</sup> South American fruit. They've been successful in selling it during the February holiday with this message: "the flavor of Carnaval."

- 6 As you know, things are changing every day. New markets are opening up all the time. We have to consider laws and customs before we start planning a campaign. We also need to think about our product. Will people be able to buy it? Regarding our marketing plan, will people understand it? Remember that for years in China and Russia, people had a hard time buying things. The best advertisement of all was a long line in front of a store. That's how people knew which store was the place to go. So we must think about how things are changing if we expect to be successful. I appreciate your attendance today. It's been a pleasure to be with you.

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<sup>2</sup> **exotic**: unusual and exciting because of a connection with a foreign country

*Discuss the questions with the class.*

1. What are some differences in television advertising around the world?
2. Which type of advertising is popular in China? Why?
3. Why was it difficult to sell pizza in Russia?

UNIT  
**2**

# Fraud





*Look at the illustration and the title of this unit, and discuss the questions with the class.*

1. What kinds of ads like this are common?
2. Do you know any examples of Internet fraud<sup>1</sup>?
3. What are some other kinds of fraud?

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<sup>1</sup>**fraud:** the illegal activity of deceiving people in order to gain money or power

*Interview a partner. Ask the questions below. Choose one answer to share with the class.*

1. There are many types of fraud, for example, medical fraud, Internet fraud, and identity theft.
  - Have you, or has anyone you know, ever been a victim of any of these types of fraud?
  - Have you ever read a newspaper or magazine article or seen a TV show about fraud?
2. Do you think frauds are more or less common today than in the past? Give reasons for your answer.
3. Have you ever bought a product that was a fake?



Read the  
text

Fraud has been increasing around the world because of computer technology. One example is the Nigerian Bank Fraud. People are contacted by e-mail and asked to help transfer money from Nigeria or other African countries by allowing the money to be placed temporarily in their bank accounts. The real **motive** is not to transfer money, but to obtain personal banking information.

Another type of computer fraud is known as “phishing,” or trying to obtain financial information by **impersonating** a bank employee. When this kind of fraud takes place, you receive e-mail messages from someone pretending to represent your bank. You are then asked to provide your account number or other identifying information. This kind of **deception** seems so real that many people respond to it and give away their financial and personal information.

The telephone is also used by **con men and women** who try to **impress** people with amazing prizes and offers. Sometimes they will call and ask for your banking information so that they can put prize money into your account. If you do not trust a person contacting you by phone, ask for his or her name, business phone number, and company address. You can then contact the company yourself to learn whether or not you have reason to be **suspicious**.

Modern communications technology has made it easier for people to trick you with **fake** deals and requests for information. When you go online, you find many websites offering products and services such as

medical treatment and legal advice. How can you know if something is real? Fortunately, there are many organizations that can help you make sure that companies and individuals are treating you with **honesty**. If you believe that you are involved in a case of fraud, be sure to report it and ask for help.

## Circle the synonym for each boldfaced word

1. A person's **motive** for doing something is his or her \_\_\_\_\_.
  - a. reason
  - b. reward
2. If you **impersonate** a bank employee, you \_\_\_\_\_.
  - a. really are one
  - b. are pretending to be one
3. When **deception** takes place, people \_\_\_\_\_.
  - a. tell the truth
  - b. lie
4. A **con man or woman** is someone who is trying to \_\_\_\_\_.
  - a. trick you
  - b. help you
5. If someone **impresses** you with an offer, you believe the offer is \_\_\_\_\_.
  - a. wonderful
  - b. false
6. When you are **suspicious** of someone, you \_\_\_\_\_.
  - a. believe them
  - b. don't believe them
7. A **fake** deal is one that is \_\_\_\_\_.
  - a. real
  - b. not real
8. When people treat you with **honesty**, they are telling you \_\_\_\_\_.
  - a. the truth
  - b. lies



## FOCUS ON READING

### A READING ONE: Catch Me If You Can: The Frank Abagnale Story

*You are going to read the true story of Frank Abagnale, a former con man. Before you read, look at the list below. Check (✓) three types of fraud that you think you will read about in the story.*

\_\_\_ 1. impersonation

\_\_\_ 2. telephone fraud

\_\_\_ 3. selling fake products

\_\_\_ 4. Internet fraud

\_\_\_ 5. offering fake services

\_\_\_ 6. bank fraud

*Now read Frank Abagnale's story.*

## Catch Me If You Can: The Frank Abagnale Story

1 A doctor . . . a lawyer . . . an airline pilot . . . a college professor . . . former **con man** Frank Abagnale played all these roles as a young man, stealing millions of dollars from banks around the world. His money-making secret? Cashing false checks. His **motive** for playing different roles? Respect and excitement. He enjoyed having other people believe that he was important.

2 He first **impersonated** an airline pilot by wearing a pilot's uniform. Then he created a phony airline ID. The result was very exciting to him. Abagnale never operated a plane, but he used his pilot uniform to fly for free and to date attractive, young flight attendants. Then he discovered a luxury apartment community<sup>1</sup> near Atlanta, Georgia. He paid cash for six months' rent in advance and wrote "medical doctor" on his apartment application. He soon became friends with a doctor in the apartment community. After convincing this man that he, too, was a medical doctor, he was offered a hospital job as a temporary supervisor. Abagnale performed this role by relying on nurses and medical students to do all the work while he

simply pretended to be in charge. But finally, when faced with a life-or-death situation involving a newborn baby, Abagnale decided that he could no longer continue the **deception**. He knew that if he kept impersonating a doctor, an innocent child might die. Still, before leaving his hospital job, Abagnale made sure to get his paycheck.

3 Next, he dated another flight attendant, whom he **impressed** by claiming that he had graduated from law school. She introduced him to a real lawyer, who immediately offered him a position as a state attorney. Abagnale accepted the offer, but he needed to create a **fake** transcript from Harvard Law School. He also needed to pass the state law exam. He studied for several weeks but failed the eight-hour exam on his first and second attempts. When he tried a third time, he passed and became a licensed attorney despite the fact that he had never finished high school. He worked as a lawyer for nine months before he met a genuine Harvard graduate who started asking him specific questions about the school and its professors. Because Abagnale could not answer these

<sup>1</sup> **luxury apartment community**: area with very expensive and comfortable apartments

questions, the man became suspicious and started questioning Abagnale's honesty.

- 4 The young con man escaped from this uncomfortable situation by heading to the western United States. There he visited college campuses in Utah, where he was impressed with the beauty of female students. He decided to apply for a summer teaching position, which he obtained by making a fake transcript from Columbia University and writing false letters of recommendation. Abagnale was quite happy to work as a "professor." To prepare for class, he simply used the textbook, making sure to stay one chapter ahead of the students. Abagnale also discussed his own personal experiences in class, and the students responded with much interest. But when summer school ended, he could no longer stay in Utah. He knew that the FBI was searching for him because he had been cashing phony checks all over the country. He moved to California and eventually to France, thinking he could live quietly and safely there. However, he was wrong.
- 5 In France, Abagnale was recognized by a flight attendant and reported to the authorities. Soon, he was in a French prison, where he almost died because of very little food and very dirty surroundings. After six months, he was sent to a prison in Sweden. He learned that police in several European countries were waiting to arrest him for check fraud, and he feared that prison conditions in other places might be even worse than those in France. Eventually, Sweden sent him to the United States, where he spent four years in federal prison.
- 6 After his release, Abagnale had a problem shared by many other criminals: limited job opportunities. He worked hard in various entry-level positions and showed the ability to become a top manager, but could not get any high positions because of his prison background. He thought about returning to a

life of crime, but decided instead to offer his services as a "white-collar crime specialist" teaching banks and other businesses how to avoid becoming the victims of fraud. Soon he was offered a position working with the FBI Financial Crimes Unit. Today, he runs his own company. It specializes in protecting checks and other documents against fraud.

- 7 His first book, *Catch Me If You Can*, was made into a Steven Spielberg film in 2002. In one interview, he was asked if he had ever thought about becoming an actor, considering his skill at impersonation. The answer was no. The real Frank Abagnale is satisfied with his real life as a company owner and family man.



## READ FOR MAIN IDEAS

Put the events of Frank Abagnale's life in chronological order.

- \_\_\_ a. He finally succeeds in passing his law exam.
- \_\_\_ b. He moves from France to Sweden.
- \_\_\_ c. He starts his own company.
- 1 \_\_\_ d. He impersonates an airline pilot.
- \_\_\_ e. He quits his hospital job.
- \_\_\_ f. He decides to teach a college class.

## READ FOR DETAILS

Choose the letter of the best ending on the right to complete each sentence on the left.

- |  |                          |
|--|--------------------------|
| 1. Abagnale used his uniform to gain 1 ___.                        | a. banks                 |
| 2. He got his hospital job with the help of ___.                   | b. high-level jobs       |
| 3. He quit impersonating a doctor after dealing with ___.          | c. fake recommendations  |
| 4. He passed his law exam after ___.                               | d. a crime expert        |
| 5. He was hired as a college professor because of ___.             | e. a sick baby           |
| 6. In the United States and Europe, he made money by cheating ___. | f. acting                |
| 7. He was afraid of ___.   | g. bad prison conditions |
| 8. When he left prison, he was unable to get ___.                  | h. a criminal            |
| 9. Today he is employed as ___.                                    | i. several attempts      |
| 10. He thought about continuing his career as ___.                 | j. free travel           |
| 11. Despite his talents, he is not interested in ___.              | k. a neighbor            |

## Making inferences

1. Frank Abagnale was most successful \_\_\_\_\_.
    - a. cashing false checks
    - b. deceiving people in the medical world
  2. Frank Abagnale had an easier time impressing \_\_\_\_\_.
    - a. flight attendants
    - b. lawyers
- 
3. Frank Abagnale was most successful at getting a job as a \_\_\_\_\_.
    - a. lawyer
    - b. professor
  4. Prison conditions were better for Frank Abagnale in \_\_\_\_\_.
    - a. France
    - b. the United States
  5. Frank Abagnale's criminal experience helped him \_\_\_\_\_.
    - a. publish a book
    - b. start a family

## **B** READING TWO: The Michelle Brown Story: Identity Theft

- 1** Read the story of Michelle Brown, a real woman who experienced identity theft. This is a type of fraud in which a person's banking and other information is used by a criminal, usually to buy things. The story appears in *The Art of the Steal* by Frank Abagnale.

### The Michelle Brown Story:

## Identity Theft

- 1 It began on a winter day with a seemingly ordinary message on an answering machine. It was from someone at the bank. Something about her new Dodge Ram pickup and the payment past due on the loan . . .
- 2 Michelle Brown was a single woman in her late twenties. She lived in southern California and worked as a credit analyst<sup>1</sup>. She was cheerful, and people found her fun to be around. Friends were always telling her how she was too nice. She worked hard and was tidy with her finances. She owned fifteen credit cards but had never been late on a single payment. Ever since she was seventeen, she had perfect credit. She liked everything in her life to be perfect.

*(continued on next page)*

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<sup>1</sup> **credit analyst:** a bank employee who studies customers' bill-paying records



- 3 She returned the call. She told the bank officer that there had to be a mistake; she hadn't bought a truck. The officer quickly agreed that he must have the wrong Michelle Brown. The phone numbers on the credit application weren't working . . . To prove beyond a doubt that it was another Michelle Brown he was searching for, she told him her Social Security number. She was stunned—it was the same one that was on the application.
- 4 Alarmed, she called up the credit reporting agencies<sup>2</sup> and told them that something fishy was going on. They put a fraud alert on her credit and promised to send out a report on her recent purchases. She checked with the Division of Motor Vehicles and learned something astonishing: a duplicate driver's license had recently been issued to a Michelle Brown. Someone else was using her name, her address, her Social Security number, and her driver's license. It was as if someone was slowly erasing her identity . . .
- 5 When her credit report arrived, there were delinquent<sup>3</sup> bills on it for thousands of dollars, including a sizable phone bill and even a bill for liposuction treatments<sup>4</sup>. What was this? She became afraid to open her own mailbox, for fear of what new debt would be awaiting her. In time, she would learn that there was an arrest warrant<sup>5</sup> out for Michelle Brown in Texas. The charge was conspiracy<sup>6</sup> to sell marijuana. She had never broken a law, any law. How could she be wanted by the police?
- 6 She began to worry that the other Michelle Brown would break into her apartment in search of her passport or checks, or who knew what else. Whenever she got home after dark she carried a flashlight and searched through the rooms, including every closet. She was weary and angry. When she went to bed at night, she was scared. If she heard the slightest noise, her first thought was that the woman calling herself Michelle Brown was out there in the dark, right beneath her window. Who was this person who was stealing her identity? Why of all the people in the world, did she pick her? And what did she want?

---

<sup>2</sup> **credit reporting agencies:** organizations that keep track of bill-paying records

<sup>3</sup> **delinquent:** late in paying money that is owed

<sup>4</sup> **liposuction treatments:** a type of cosmetic surgery in which body fat is removed

<sup>5</sup> **arrest warrant:** a document giving police the authority to take someone to jail

<sup>6</sup> **conspiracy:** a secret plan by two or more people to do something illegal

**2** Read the statements and mark them **T** (true) or **F** (false).

- 1. Michelle Brown was careless with her finances.
- 2. One form of identification was stolen from her.
- 3. The person who stole her identity made a variety of purchases.
- 4. She began selling drugs as a way of paying her bills.
- 5. Identity theft affected her emotionally as well as financially.



# Going to Extremes: Sports and Obsession



UNIT  
**3**

# Going to Extremes: Sports and Obsession



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

1. Can you name the sports these people are doing? How do you think they feel about their sports?
2. What kind of person participates in these sports?
3. How are *extreme sports* different from *non-extreme sports*?

Mark the statements **A** (agree) or **D** (disagree), according to whether you agree or disagree.

- \_\_\_ 1. Watching sports on TV is a great way to relax.
- \_\_\_ 2. It's more fun to watch professional sports in person.
- \_\_\_ 3. Children are positively influenced by famous athletes.
- \_\_\_ 4. For some athletes, their desire to be the best is bad.
- \_\_\_ 5. I would like to be good enough at my favorite sport to go to the Olympics.
- \_\_\_ 6. I would be willing to work out eight hours a day to be one of the best athletes in the world.
- \_\_\_ 7. I was inspired by an athlete to work harder in my life.

## BACKGROUND AND VOCABULARY



An **obsession** is a very strong desire to do or be something. For example, many famous athletes have obsessions. They might practice for very long hours, which could have a positive result when they win an Olympic gold medal. Their obsessions could also mean that they do something dangerous.

*Do you think skateboarders ever do anything dangerous? Look at these skateboarders. Discuss your answer with a classmate.*

*Read the information about skateboarding. Then circle the definition that best matches the meaning of each boldfaced word or phrase.*

### **Some Skateboarding Facts and History**

1. 1950s—The first skateboard was made by surfers. They used it like a surfboard on the sidewalk. Skateboarding had the same **style** as surfing.
  - a. the way something is done
  - b. the way something is made

2. 1970s—Skateboarders started skating in empty swimming pools so they could go up and go faster because they wanted a more **intense** experience.
  - a. successful
  - b. stronger
3. 1980s—Skateboard companies **focused** on selling more skateboards and street skateboarding became popular again.
  - a. to give all your attention to something
  - b. to try to avoid something
4. 1990s—Skateboarders started jumping and riding on stairs, rails, and poles. Tony Hawk **got hooked on** skateboarding.
  - a. to get hurt while playing
  - b. to become unable to stop doing something
5. For him, it was an **escape** from pain.
  - a. a way to forget about problems
  - b. an exciting adventure
6. Tony Hawk became the only skateboarder to ever **achieve** a 900 in a competition. (A 900 is 2½ turns in the air.)
  - a. to make an effort
  - b. to succeed in doing something
7. He says, “I’m never happy if I can’t **perfect** something.”
  - a. to make something as good as it can be
  - b. to be able to do something

8. Barbara Odanaka has founded The International Society of Skateboarding Moms. She says that, when she was a kid, skateboarding helped her learn how to focus her **energy** and work toward a goal.
  - a. the physical and mental strength that makes you able to be active
  - b. the mental strength that makes you very smart
9. In 1977, she **made it** as a sponsored skateboarder.
  - a. to be successful in a particular activity
  - b. to create something
10. There is a **controversy** about skateboarding because of its danger.
  - a. a public law
  - b. a strong disagreement
11. There are more than 12.5 million skateboarders in the world today. They think their sport is totally **awesome**.
  - a. interesting
  - b. terrific
12. For kids, one **benefit** of getting involved in a sport like this is that they have something positive to do, so they don't get into trouble.
  - a. an advantage
  - b. a reason



## A READING ONE: An Interview with Tony Hawk

You are going to read an interview with Tony Hawk, a professional skateboarder. Before you read, write down three questions that you think the interviewer will ask Mr. Hawk about his sport and his life.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

### Interview with Tony Hawk from *Wheels on Fire Magazine*



Tony Hawk,  
1999 Summer X Games, San Francisco

**Wheels on Fire (WOF):** Let's start with the high point of your career. Can you pick one out to share with us?

**Tony Hawk (TH):** Oh yes, definitely. For me, the high point came when I was traveling to France and I had to fill out a tourist information card. You know, the thing you fill out when you're entering a new country? Well, I got to write down "skateboarder" as my occupation. How cool!

**WOF:** You mean that was better than what you achieved at the 1999 Summer X Games?

**TH:** You mean landing the 900? That was awesome, too. But that was pure obsession—story of my life. Nothing new for me there.

**WOF:** How was landing that trick an obsession for you?

**TH:** Well, like everything I do on a skateboard, I have to get it right. It took me 13 years of practice to **perfect** the 900, and on that day, I think it took me something like 12 times before I made it.

**WOF:** Did you really work on one trick for 13 years? That does seem like an obsession!

**TH:** Yeah, but you know, it's a good obsession—if you can say that obsession is good. It's like this—I was this weird, skinny kid at school. Once I got into skateboarding and started wearing baggy skater clothes, it got worse. I was a freak. All the jocks<sup>1</sup> picked on me. And I didn't have a chance with the girls—forget it. But skating—that was my **escape**. Every day after school I escaped to the skate park, and the focus on skating—this really **intense** focus that took all my concentration—I guess that was one way I could block out all the pain of growing up.

<sup>1</sup> **jocks:** slang term meaning "athletes"

**WOF:** Did your parents support your obsession with skating?

**TH:** Yeah, they were great. Mom took me and some friends down to the Oasis Skate Park when we were about 10 years old. They had this flat beginners' area where you could practice before you were ready to skate in the empty swimming pools. I was so skinny that the skate equipment didn't even fit me right. But once I **got hooked**, nothing else mattered. I drew pictures of skating all day, and I even skated in the house.

**WOF:** Your parents let you skate in the house?

**TH:** Yeah. They were pretty cool. Mom and Dad were older when they had me, so I guess you can say they were relaxed enough to let me do what I needed to do.

**WOF:** How about your schoolwork? Were you able to get by in school?

**TH:** Yeah, that was fine. I don't mean to brag or anything, but I was a gifted student. So I was able to get my schoolwork done with decent grades. My only problem was being able to sit still in class. I had so much physical **energy**. But school was basically OK for me until some of the teachers started taking my skateboard away. They started lecturing me about the dangers of the sport.

**WOF:** That couldn't stop you from skating!

**TH:** No way. The cool thing was that my parents worked it out for me to go to a different high school. The principal there was awesome. He let us design our own PE [physical education] classes, so take a wild guess. What class did I create?

**WOF:** Skateboarding.

**TH:** You got it. That was my PE class. By that time, I was turning professional and starting to win prize money at competitions. During summer vacation, I was able to travel around to cool places like Australia, Europe, and Canada. I was able to show off some techniques.

**WOF:** Is that when your new **style** became famous?

**TH:** Yeah. You know, a lot of other skaters had this smooth, flowing style. Compared to them, I was kind of like a robot. And I was always coming up with new tricks, new surprises.

**WOF:** When did they first call you the Michael Jordan of skateboarding?

**TH:** I guess that was back in '95 at the Extreme Games. You remember—that event they had on the sports channel? That was a combination of skateboarding, BMX cycling, and rollerblading. There were a lot of good skaters there. I was just the one who got the attention. That's how TV is—I guess they can only **focus** on one thing at a time. But there were a lot of outstanding people there, believe me.

**WOF:** Let's go back to the high point. Now that you've looked back on your career a bit, was it still being able to write "skateboarder" as your occupation?

**TH:** Yeah. I love that. You know, there's so much **controversy** about skateboarding—some people think it's a crime and they don't want us to skate in public places, but I just love being able to say it's my occupation. My occupation and my obsession!

**WOF:** As an occupation, it has rewarded you pretty well, wouldn't you say?

**TH:** Yeah, there were some great **benefits** along the way—like being able to buy my own home when I was still in high school. And later, being able to buy another home out in the desert—and build my own skate park. But now that I think about it, you know what I'm really proud of achieving?

**WOF:** Making skateboard history when you landed the 900?

**TH:** Nope. It was having Disney animators use some of my tricks in the Tarzan movie. When my son watched Tarzan swinging through the trees, he realized that it had something to do with me. And he thought I was awesome! Now that's the greatest feeling you can get, believe me.

## READ FOR MAIN IDEAS

Write **T** (true) or **F** (false) for each statement.

- \_\_\_ 1. Tony Hawk is ashamed of his occupation.
- \_\_\_ 2. He wants all his skateboard tricks to be perfect.
- \_\_\_ 3. His classmates liked him because of his skateboarding ability.
- \_\_\_ 4. His parents thought that skateboarding was a waste of time.
- \_\_\_ 5. He had a smooth and flowing style.
- \_\_\_ 6. He earned a lot of money before the age of 25.

## READ FOR DETAILS

Write one-sentence answers to the questions. Then compare answers with a partner.

1. What did Tony Hawk achieve at the 1999 Summer X Games?

\_\_\_\_\_

2. How much time did he spend practicing his most famous trick?

\_\_\_\_\_

3. When did he begin skateboarding?

\_\_\_\_\_

4. Where did he learn to ride a skateboard?

\_\_\_\_\_

5. What kind of problems did he have in school?

\_\_\_\_\_

6. Who saw Tony's tricks in a Tarzan movie?

\_\_\_\_\_

## B READING TWO: The Michelle Brown Story: Identity Theft

- 1 Read the story of Michelle Brown, a real woman who experienced identity theft. This is a type of fraud in which a person's banking and other information is used by a criminal, usually to buy things. The story appears in *The Art of the Steal* by Frank Abagnale.

### The Michelle Brown Story:

## Identity Theft

- 1 It began on a winter day with a seemingly ordinary message on an answering machine. It was from someone at the bank. Something about her new Dodge Ram pickup and the payment past due on the loan . . .
- 2 Michelle Brown was a single woman in her late twenties. She lived in southern California and worked as a credit analyst<sup>1</sup>. She was cheerful, and people found her fun to be around. Friends were always telling her how she was too nice. She worked hard and was tidy with her finances. She owned fifteen credit cards but had never been late on a single payment. Ever since she was seventeen, she had perfect credit. She liked everything in her life to be perfect.

*(continued on next page)*

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<sup>1</sup> **credit analyst:** a bank employee who studies customers' bill-paying records

## **B** READING TWO: High School Star Hospitalized for Eating Disorder

- 1 Read the newspaper article about a high school gymnast.

### *High School Star Hospitalized for Eating Disorder*

- 1 Sierra High School gymnast Ashley Lindermann was hospitalized Tuesday for complications related to anorexia nervosa. Her coach, Dianne Coyle, says that she will not be returning to the gymnastics team this season.
- 2 “It’s really a loss—not only to the team but also to Ashley personally,” says Coyle. “She had hopes of qualifying for the Olympics. But her health comes first, of course. Once she is better, I’m sure she can get back into the sport and go for the gold.”
- 3 Dr. Paula Kim, director of the Eating Disorders Clinic at Baldwin Hospital, explains that it is not unusual for athletes, especially gymnasts, to become obsessed with their weight. One reason for this is that in gymnastics, the lighter the body, the more skillfully it can perform. She explains that an obsession with weight can lead to extreme dieting, which affects not only the body but also the mind.
- 4 “For the anorexic, the mental focus becomes very small: food and weight. In a way, it’s easy to see how this helps the anorexic manage the fear of living in the big, uncontrollable world out there. You may not be able to control how other people feel about you, but you can control what you put in your mouth. You can also control how many hours you spend at the gym. Soon you get hooked on controlling your weight.”
- 5 High school counselor Lisa Rodriguez has expressed concern that Lindermann’s illness is related to pressure.
- 6 “There’s an enormous amount of pressure that goes along with training for the Olympics,” she says. “I know that she comes from an athletic family—I think that’s why she felt she had to achieve so much in sports. Also, when you talk about the Olympics, you’re talking about being the best of the best. I think that added to Ashley’s feeling of pressure.”
- 7 Since joining the Sierra High gymnastics team as a sophomore two years ago, Ashley has broken all school records and led the team to three regional championships.

*(continued on next page)*

- 8 Coach Coyle says, "As soon as I met Ashley, I could tell right away that she was obsessed with the sport. And that's not the kind of athlete that you have to push. My goal with Ashley was to try and help her have more of a balanced life. I talked to her about how she was doing in her classes, what she might want to study in college. I also told her and all the members on the team to take at least one or two days a week just to let their bodies rest. I know there's some controversy about her situation, but all I can say is that I'm very, very sorry that Ashley got sick."
- 9 Coyle's concern for Lindermann's health is shared by her teammates and friends. Some of them recall how the tiny gymnastics star worked out at the health club in addition to hours of regular practice with the team. They describe how the walls of her bedroom are covered with photos of Olympic winners—

Mary Lou Retton and Nadia Comaneci to name a few.



- 10 Lindermann, who currently weighs only 72 pounds (32.6 kgs.), is expected to remain in the hospital for at least a few months.

**2** Circle the best answer to complete the statements.

1. Ashley's coach hopes that she will leave the hospital and \_\_\_\_\_.
  - a. focus on her health
  - b. join the Olympic team
2. Anorexia nervosa is an obsession with \_\_\_\_\_.
  - a. exercise
  - b. weight
3. One reason for becoming anorexic is that it gives you a feeling of \_\_\_\_\_.
  - a. more control
  - b. mental focus
4. Some of the pressure in Ashley's life was because she wanted to be the best gymnast in \_\_\_\_\_.
  - a. her country
  - b. the world
5. Before she went to the hospital, her coach had been pushing her to focus on gymnastics \_\_\_\_\_.
  - a. less
  - b. more



# Speaking of Gender





*Work in a small group. Discuss the questions.*

1. Males and females are born with physical differences. In what other ways are they different? Do you believe these other differences start at birth?
2. How are male and female babies treated differently in your home culture? Do they wear different colors at birth? Are there any other differences?
3. How do boys and girls play differently in your home culture? What toys do boys and girls play with? What kinds of games do they play?
4. What are some differences that make it difficult for males and females to understand each other as they grow up?
5. Do you think there are any differences in the ways that men and women use language to communicate? Can you think of any differences in the ways that men and women speak?

*Match the words on the left with the definitions on the right.*

- |                          |   |
|--------------------------|---|
| ___ 1. <b>identity</b>   | a. level or position                              |
| ___ 2. <b>fairly</b>     | b. to show something clearly                      |
| ___ 3. <b>influenced</b> | c. sense of self                                  |
| ___ 4. <b>reflect</b>    | d. male; manly                                    |
| ___ 5. <b>masculine</b>  | e. to try to be better than others                |
| ___ 6. <b>feminine</b>   | f. to show that something is special or important |
| ___ 7. <b>emphasize</b>  | g. guided or changed                              |
| ___ 8. <b>compete</b>    | h. female; womanly                                |
| ___ 9. <b>status</b>     | i. equally  |

# Speaking of Gender

By Keena Jones (from *Lingo* magazine)

**KEENA JONES:** I know you've written a lot about gender and language, Dr. Rockwell.

**DR. ROCKWELL:** Yes, I have. I find it very interesting. For example, you just called me "Doctor." That used to always suggest a man, not a woman.

**KJ:** Maybe I should call you "Doctorette."

**DR:** Actually, I prefer to be called "Doctor."

**KJ:** Why is that?

**DR:** Well, you know, English has several feminine words that people sometimes use when they're referring to women. You probably know them, right? *Poetess*, *songstress*, *bachelorette*? Now these words aren't used too often, but they exist in the language. However, some women don't like such words because they feel as if these words make women less important than men.

**KJ:** What do you mean by that?

**DR:** For instance, if you say the word *actress*, people don't always think of a serious artist. They might think of some silly, beautiful female who's more worried about her makeup than she is about Shakespeare. But when you say *actor*—that's not silly at all. That's a serious word, a respectable word.

**KJ:** I see.

**DR:** That's why I would never call myself a doctorette. Or a professress—never!

**KJ:** Fine. I'll call you doctor.

**DR:** And I'll call you Ms. Jones. That's a very good example of how the language has changed

in recent years, partly as a result of the women's movement.

**KJ:** You mean the title of *Ms.*?

**DR:** Not just that. We've changed dozens of words related to occupations. Think of all the words that used to end in *-man*. *Policeman*, *fireman*, *mailman*, . . .

**KJ:** I guess they've all changed. Now we say *police officer*, *firefighter*, . . . but what about *mailman*?

**DR:** *Mail carrier*. And do you know why? We've removed gender from these words because, after all, both men and women can do these jobs.

**KJ:** I suppose. But not everyone would agree with you.

**DR:** Maybe not. But you know, even though I believe men and women are equal in their abilities, I do think there are differences in the way they speak.

**KJ:** Do you really think so?

**DR:** Absolutely. Look at all the color words that women know! If a man and woman go shopping together, the man will look at a shirt and say, *I like the purple one*. But a woman will look at the same shirt and call it *lavender* . . . or *periwinkle*. . . .

**KJ:** Or *mauve*?

**DR:** Right! Women use more words for color. They also use some adjectives that men don't use . . . such as *lovely*, *cute*, *adorable*.

(continued on next page)



**KJ:** I guess you're right. Most men don't seem to use those words.

**DR:** Most of them don't. But you know, language and gender are both so closely related to culture. In fact, I've studied seventeen countries, and I found out that in Japan, for example, men and women use different word endings. So if a man doesn't want to sound bossy, he'll use the feminine word ending, *-no*, instead of *-ka*. *Ka* sounds more masculine, more direct.

**KJ:** So a man will talk like a woman in certain situations. That's fascinating. Thank you.

**DR:** My pleasure.

**2** Write short answers to the questions. Share your answers with the class.

1. Why do some women dislike feminine word forms such as "poetess" or "bachelorette"?

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2. What are some occupation words that no longer reflect gender?

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3. Why have these words changed?

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4. What are two differences in the way that women use words?

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## GENDER DIFFERENCES IN LANGUAGE USE

### Males

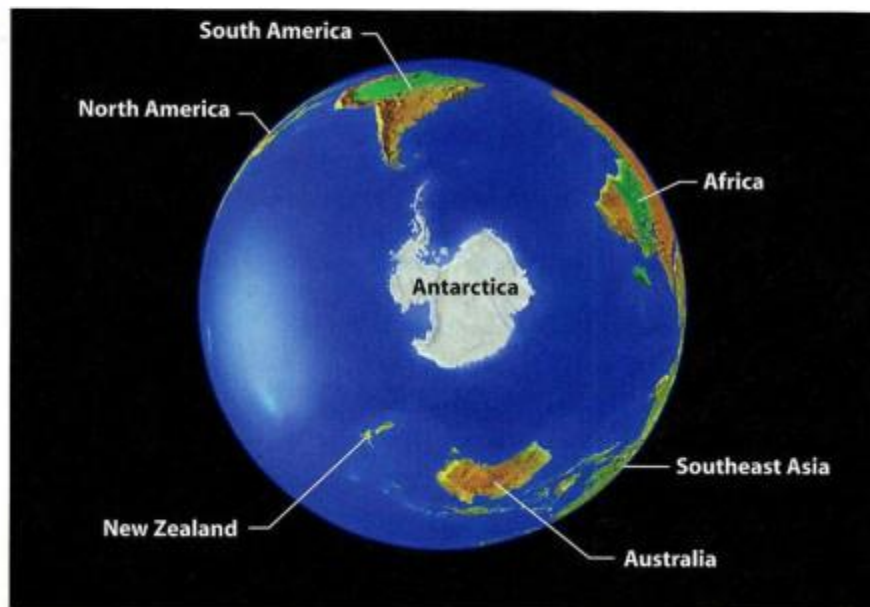
1. Boys often boss each other when they speak.
2. Boys use \_\_\_\_\_.
3. Boys use playing sports to gain status.
4. Husbands usually tell wives how \_\_\_\_\_ problems.
5. Men often use maps to find directions.
6. Male friendship means \_\_\_\_\_ together.
7. Men speak directly and use commands.
8. Men use basic words for color such as "\_\_\_\_\_."
9. Men avoid using some adjectives.
10. Men use "\_\_\_\_\_" as a Japanese word ending.

### Females

1. Girls don't like to sound bossy.
2. Girls use "let's."
3. Girls use \_\_\_\_\_ to gain status.
4. Wives want their husbands to listen to problems.
5. Women often ask \_\_\_\_\_ for directions.
6. Female friendship means talking.
7. Women use polite forms and \_\_\_\_\_.
8. Women use extra words for color such as "lavender" or "periwinkle."
9. Women often use such adjectives as "\_\_\_\_\_" "\_\_\_\_\_" or "\_\_\_\_\_."
10. Women use "\_\_\_\_\_" as a Japanese word ending.

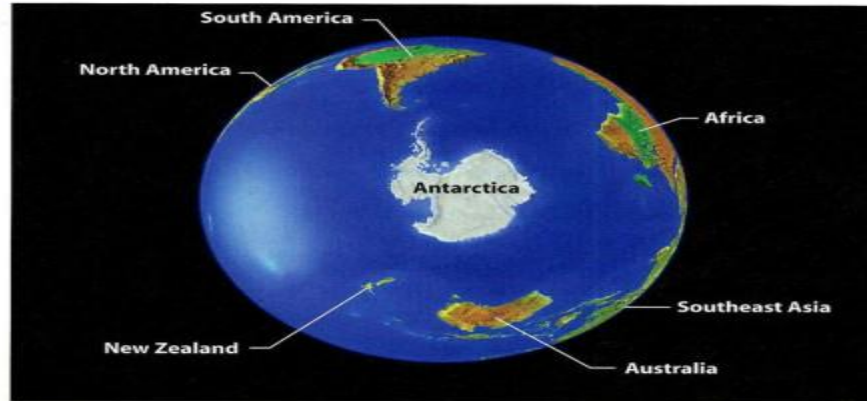
UNIT  
**5**

# Ecotourism



## UNIT 5

# Ecotourism



1. Where is Antarctica?
2. More and more people are traveling to Antarctica. Why do you think they want to go there?
3. What is *ecotourism*? What do ecology<sup>1</sup> and tourism have in common?

<sup>1</sup> **ecology**: the way in which plants, animals, and people are related to each other and to their environment, or the study of this

*Work in a small group. Discuss your past travel experiences. Share your group's answers with the class.*

Describe a place that you have visited that had lots of natural beauty (trees, mountains, an ocean, and so on). Have visitors damaged or harmed this place in any way?



## BACKGROUND AND VOCABULARY

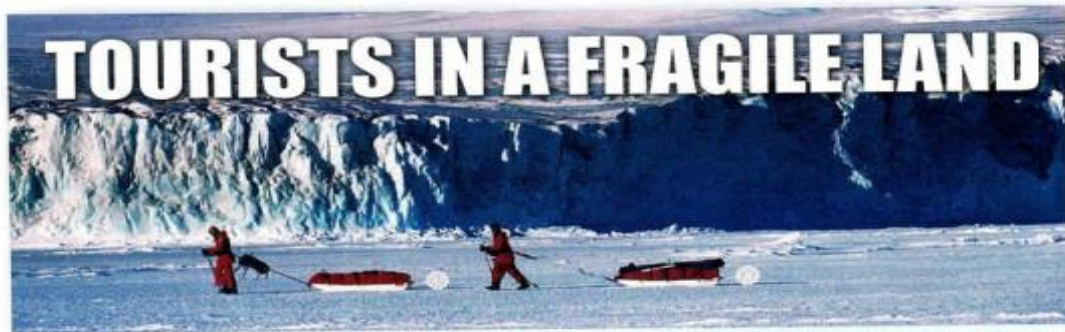
**1** Study the words and definitions. You will see these words in the activity that follows. You will also see them in Reading One on page 82.

- 1. coastal:** in the ocean or on the land near the coast (the area where the land meets the water)
- 2. consequences:** things that happen as a result of a particular action or situation
- 3. fragile:** easily broken, damaged, or ruined
- 4. harsh:** difficult to live in and very uncomfortable
- 5. inhabit:** to live in an area or a place
- 6. landscape:** the way an area of land looks
- 7. preserve:** to save something or someone from being harmed or destroyed
- 8. remote:** far away from towns and cities
- 9. research:** to study a subject in detail, especially in order to discover new facts or test new ideas
- 10. tourist:** someone who is traveling or visiting a place for pleasure
- 11. vast:** extremely large

1. About \_\_\_\_ of Antarctica's **vast** land is covered with ice.
    - a. 25%
    - b. 50%
    - c. 75%
    - d. 98%
  2. While Antarctica's **landscape** appears cold and snowy, the land of Antarctica is actually a \_\_\_\_.
    - a. desert
    - b. forest
    - c. jungle
    - d. plain
- 
3. The coldest temperature of the **harsh** Antarctic winter is approximately \_\_\_\_.
    - a.  $-35^{\circ}\text{C}$
    - b.  $-50^{\circ}\text{C}$
    - c.  $-90^{\circ}\text{C}$
    - d.  $-120^{\circ}\text{C}$
  4. Antarctica is **inhabited** by penguins and other animals, including \_\_\_\_.
    - a. bears
    - b. seals
    - c. eagles
    - d. snow leopards
  5. In \_\_\_\_, a group of explorers led by Roald Amundsen became the first people to reach the **remote** South Pole.
    - a. 1890
    - b. 1911
    - c. 1920
    - d. 1952
  6. The number of **tourists** visiting Antarctica increased from 4,698 in 1991 to approximately \_\_\_\_ in 2007.
    - a. 8,000
    - b. 10,000
    - c. 18,000
    - d. 30,000
  7. In \_\_\_\_, 12 countries signed the Antarctic Treaty to **preserve** the continent for scientific **research**.
    - a. 1959
    - b. 1978
    - c. 1990
    - d. 2002
  8. In \_\_\_\_, Emilio Palma was the first person born in Antarctica; his parents were living in the **coastal** area of Hope Bay.
    - a. 1878
    - b. 1950
    - c. 1978
    - d. 2006
  9. Antarctica is colder than the Arctic as a **consequence** of its elevation; most of the continent is more than \_\_\_\_ above sea level.
    - a.  $\frac{1}{2}$  kilometer
    - b. 2 kilometers
    - c. 10 kilometers
    - d. 50 kilometers
  10. In 1999, Tim Jarvis and Peter Treseder walked across the **fragile** Antarctic environment to the South Pole in \_\_\_\_ days.
    - a. 25
    - b. 36
    - c. 46
    - d. 99

## A READING ONE: Tourists in a Fragile Land

Read the first paragraph of an opinion essay about tourism in Antarctica, written by a scientist who works there. Predict reasons why the scientist says, "I feel Antarctica should be closed to tourists." Share your ideas with the class. Read the rest of the essay and compare your ideas with the scientist's.



1 AS A SCIENTIST WORKING IN ANTARCTICA, I spend most of my time in the lab studying ice. I am trying to find out the age of Antarctic ice. All we know for certain is that it is the oldest ice in the world. The more we understand it, the more we will understand the changing weather of the Earth. Today, as with an increasing number of days, I had to leave my work to greet a group of **tourists** who were taking a vacation in this continent of ice. And even though I can appreciate their desire to experience this **vast** and beautiful **landscape**, I feel Antarctica should be closed to tourists.

2 Because Antarctica is the center of important scientific **research**, it must be **preserved** for this purpose. Meteorologists are now looking at the effects of the ozone hole<sup>1</sup> that was discovered

above Antarctica in 1984. They are also trying to understand global warming<sup>2</sup>. If the Earth's temperature continues to increase, the health and safety of every living thing on the planet will be affected. Astronomers have a unique view of space and are able to see it very clearly from Antarctica. Biologists have a chance to learn more about the animals that **inhabit** the **coastal** areas of this frozen land. Botanists study the plant life to understand how it can live in such a **harsh** environment, and geologists study the Earth to learn more about how it was formed. There are even psychologists who study how people behave when they live and work together in such a **remote** location.

3 When tourist groups come here, they take us away from our research. Our work is difficult,

<sup>1</sup> **ozone hole**: a hole in the layer of gases that protect the Earth from the bad effects of the sun

<sup>2</sup> **global warming**: a general increase in world temperatures caused by increased amounts of carbon dioxide around the Earth

and some of our projects can be damaged by such simple mistakes as opening the wrong door or bumping into a small piece of equipment. In addition, tourists in Antarctica can also hurt the environment. Members of Greenpeace, one of the world's leading environmental organizations, complain that tourists leave trash on beaches and disturb the plants and animals. In a place as frozen as Antarctica, it can take 100 years for a plant to grow back, and tourists can easily damage penguin eggs. Oil spills are another problem caused by tourism. Oil spills not only kill penguins but can also destroy scientific projects.

- 4 The need to protect Antarctica from tourists becomes even greater when we consider the fact that there is no government here. Antarctica belongs to no country. Who is making sure that the penguins, plants, and sea are safe? No one is responsible. In fact, we scientists are only temporary visitors ourselves. It is true that the number of tourists who visit Antarctica each year is small compared to the number of those who visit other places. However, these other places are inhabited by

local residents and controlled by local governments. They have an interest in protecting their natural environments. Who is concerned about the environment of Antarctica? The scientists, to be sure, but not necessarily the tour companies that make money from sending people south.

- 5 If we don't protect Antarctica from tourism, there may be serious **consequences** for us all. We might lose the results of scientific research projects. It's possible that these results could teach us something important about the causes and effects of climate change. Some **fragile** plants and animals might die and disappear forever. This could damage the balance of animal and plant life in Antarctica. We know from past experience that when things get unbalanced, harmful changes can occur. Clearly, Antarctica should remain a place for careful and controlled scientific research. We cannot allow tourism to bring possible danger to the planet. The only way to protect this fragile and important part of the planet is to stop tourists from traveling to Antarctica.

## READ FOR MAIN IDEAS

*In the body of his essay (paragraphs 2, 3, 4), the scientist gives three main reasons why Antarctica should be closed to tourists. Number the reasons in the order they appear in Reading One.*

- \_\_\_ There is no government to protect Antarctica.
- \_\_\_ Many different scientists learn new things by studying Antarctica.
- \_\_\_ Tourists can damage Antarctica's environment.



## EXPRESS OPINIONS

*Discuss the questions with a partner.*

1. If you were a scientist in Antarctica, how would you feel about tourists? Explain.
2. Can you find any weaknesses in the writer's opinion? Do you agree with everything he says? How much do you agree with him?
3. Would you be interested in visiting Antarctica as a tourist? Why or why not?





# The Metamorphosis





# The Metamorphosis



1. What kinds of insects are you afraid of? What kinds of insects do you like?
2. Have you ever had a bad dream about an insect? Explain.
3. Do you know of any insects that people like to eat? Which ones?
4. Movies about insects have been successful. Why do you think people like this type of movie?



## BACKGROUND AND VOCABULARY

- 1 Read about Franz Kafka, the author of the story in Reading One. Pay special attention to the boldfaced vocabulary.



**F**RANZ KAFKA was born in 1883 in the Czech city of Prague (then belonging to Austria) to a German-speaking Jewish family. He was the only son, and he had three younger sisters. His father was a large, strong, **brave** man with a powerful personality. His mother was quieter. She was a thinker. Franz was like his mother. He was also a thinker.

Franz was very small, skinny, and had a weak personality. When the family cook walked him to school each day (other children walked to school by themselves), the other boys teased him. After school, he liked to run with the older boys to show that he was strong. When the older boys got into fights with other boys, he got **beat up** and went home crying.

Franz was **terrified** of his father. Once, when he was three or four years old, he had gone to bed and could hear his mother and father talking in the next room. He called out for a glass of water. His father yelled at him to be quiet. When Franz yelled for water again and again, his father became angry. He ran into Franz's room, **grabbed** him out of bed, and locked him outside in the dark. Franz never forgot how very afraid he was alone in the dark.

Franz Kafka studied law in Prague, and, in 1908, started to support himself as a clerk in an insurance company. Later he found an even better job and was well-liked. He wrote "The Metamorphosis" in 1912. Even though he was constantly getting promoted in his company and **managed to** get two novels published in his lifetime, he always felt that he was a disappointment to his father.

In 1917, he became sick with tuberculosis, a **disgusting** disease. He often coughed up a bloody, **smelly substance**. Because of this, Kafka had to often

live in hospitals throughout Europe in order to **soothe** his lungs. In 1921, he saw a man dying from tuberculosis and was very frightened. He started to **faint** and ran out of the room. Although he was engaged many times, he never got married because he thought he would be a **useless** husband. In 1924, at the age of 40, he finally died of tuberculosis. We now **realize** that Kafka is one of the greatest German writers.

**2** Match the words on the left with the definitions on the right.

- |                   |  |
|-------------------|--|
| ___ 1. brave      | a. to take something quickly and roughly                 |
| ___ 2. beat up    | b. not afraid of danger                                  |
| ___ 3. terrified  | c. to relieve  |
| ___ 4. grab       | d. to succeed in doing something difficult               |
| ___ 5. manage to  | e. anything one can touch                                |
| ___ 6. disgusting | f. to hit repeatedly                                     |
| ___ 7. smelly     | g. to lose consciousness, as if you were asleep          |
| ___ 8. substance  | h. very afraid   |
| ___ 9. soothe     | i. not working well or of no use                         |
| ___ 10. faint     | j. strongly disliked                                     |
| ___ 11. useless   | k. to start to know something you had not noticed before |
| ___ 12. realize   | l. having a bad odor                                     |

# UNGEZIEFER

- 1 “The Metamorphosis” is a short story which is both funny and sad at the same time. It is funny because of how Gregor must learn to move his new “cockroach” legs and body. On the other hand, it is sad because he loses the love of his family as a result of his becoming so disgusting.
- 2 Why did Kafka choose to tell a story about a man who turns into a cockroach? Certainly many people are afraid—even terrified—of cockroaches and other insects. They think cockroaches are ugly and disgusting. Why would Kafka choose something that most of us hate? What was his purpose?
- 3 One explanation comes from a word that Kafka used in his story. Kafka wrote his story in German, and he used the German word *ungeziefer*, or vermin,<sup>1</sup> which can be used to mean a person who is rough and disgusting. In English, we do the same thing. If we call a person a “cockroach,” we mean that the person is weak and cowardly.<sup>2</sup> Gregor, the man, is like a cockroach. He is weak and disgusting. Why? Because he doesn’t want to be the supporter of his family. He hates his job and wishes he didn’t have to do it in order to pay off the family debt. In addition, his family has been like a parasite<sup>3</sup> to him.
- 4 Gregor’s family members have all enjoyed relaxing, not working, while he alone has had to work. When he becomes a cockroach, he becomes the parasite to the family. So Gregor’s true self is metamorphosed into an insect because his true self wants to be like a child again, helpless and having no responsibility.
- 4 Another explanation comes from Kafka’s relationship with his father. Kafka was a small, quiet man. He saw himself as weak and spineless<sup>4</sup> compared to his father, who was physically large and had a powerful personality. It is the same with Gregor. He also sees himself as a failure. By turning himself into an insect, Gregor is able to rebel against his father and, at the same time, punish himself for rebelling. This punishment results in his being physically and emotionally separated from his family with no hope of joining them again, and finally he dies.
- 5 Kafka’s choice of an insect makes this story work because many people feel insects are disgusting. Gregor becomes the vermin, the disgusting son that nobody cares about. His family rejects him because of his appearance, yet he continues to love them to the end.

<sup>1</sup> **vermin:** small, wild animals, like rats, that can carry diseases and are difficult to control

<sup>2</sup> **cowardly:** afraid, easily frightened

<sup>3</sup> **parasite:** an animal or plant that lives in or on another animal or plant and gets its food from it

<sup>4</sup> **spineless:** not brave at all

*Answer the questions. Then share your answers with a partner.*

1. Does the critic think this is a funny-story, a sad story, or a happy story? Explain.

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2. What does *ungeziefer* mean?

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# The Choice to Be Amish



Why do you think the driver is using a horse and buggy instead of a car? Check (✓) your answer.

- a. He enjoys using a horse and buggy.
- b. This is part of his religion.
- c. He can't afford to drive a car.
- d. He is in the tourist business.

Discuss the reasons for your choice.

## THE AMISH

- 1 North America is a land of immigrants, many of whom left their home countries to escape religious persecution. In the early 1700s, a group of Christians from Switzerland came to the United States and Canada. Pious and hard-working, they established farming communities. These people, known as the Amish, still live in Ontario, Canada, and in several states in the U.S., including Pennsylvania, Ohio, and Indiana. Avoiding the use of modern technology such as computers, their goal has always been to maintain the simple farming life that they had in Europe.
- 2 The Amish people are considered "reclusives" because they live separately from other people. They speak Pennsylvania Dutch, a form of German. Children learn English at school and complete their formal education by the end of the 8th grade. Because the Amish have traditionally worked on family farms, they see no need for higher learning. Working on farms and small family-owned businesses allows fathers, mothers, and children to remain together all day. Men dress in dark suits and wear full beards, while women wear plain long dresses and head coverings. The Amish work hard on their farms without using modern farm equipment or electricity. They normally do not drive cars or keep telephones in their homes. While the Amish pay taxes, they neither vote nor serve in the military.
- 3 As farming has declined in the United States, more Amish have recently entered the outside world as factory and restaurant workers. This means that more young people are spending time away from the Amish community and becoming familiar with the "English" way of life. While Amish people

## A DECISION TO LEAVE

- 1 It is estimated that 80–90% of Amish youth in *rumspringa* decide to stay in their Amish communities. Isaac Schlabach is a young man who represents the 10–20% of Amish youth who decide to join the outside world. As a boy growing up on an Amish farm, Isaac became determined not to live as his parents did, struggling all day with labor and chores for very little financial reward. Two weeks before his baptism, which would mark his commitment to the Amish way of life, he decided to leave his family and friends for an uncertain life in the outside world. His older brother had already left, and Isaac knew that he would face a lifetime of regret if he did not try, at least once, to see what life was like in the world of television, cars, and computers. In the back of his mind, Isaac was secure in the knowledge that if he wanted to return to the farm, there would always be a place for him.

still use the horse and buggy in their daily lives, many learn about the outside world through contact with car and taxi drivers who are hired to provide them with transportation. One Amish woman, Ruth Irene Garrett, left her community to marry her family's driver. In her book *Crossing Over* she describes how difficult it was to leave her family and friends. After Garrett left her community, family and friends stayed away from her. Because the Amish have a custom of *shunning*, or staying away from, people who leave the Amish way of life, the choice to leave means losing the opportunity to stay in touch with family and friends.

- 4 One very important Amish custom is adult baptism. Through baptism, a person becomes a full member of the Amish church and is expected to follow all church rules. The period before baptism is known as *rumspringa*, which can be translated as "ramming around." At age 16, young people are allowed to leave their parents' homes and meet together in youth groups for singing and playing games. In some communities, young people are allowed to attend parties, drive cars, and socialize in the outside world. Most Amish youth in rumspringa decide to join the Amish church, settle down, marry and raise families. However, some choose to live in the outside world, a decision which usually leads to a permanent separation from their Amish family and friends. It is estimated that 80-90% of Amish youth decide to remain within their communities. The bonds of family and religion are very strong. According to Dr. Donald Kraybill, author of *The Riddle of Amish Culture*, the Amish way of life meets important social and psychological needs, providing its members with "identity, meaning, and belonging."
- 5 Those who consider leaving the Amish community face a very difficult decision: leaving their family and friends to join the modern world with all its conveniences and opportunities. Joe Keim, the oldest of 14 children, left the Amish as a young man. Since leaving, he and his wife have helped hundreds of other Amish people in their decision to join the outside world. Still, after more than 20 years, he and other former Amish sit together at their "English" church on Sundays. "After all this time, we still need community," he explains. "We feel most comfortable when we're together."
- 6 Joe Keim's comment shows how the closeness shared by Amish people continues even after individuals have left their Amish communities. Despite all the changes of technology and society, the Amish way of life has survived and continues to grow.

- 2 He left a simple note for his parents, wishing to avoid their shock and tears. His parents soon followed him to Ohio, where they told him that he would soon be forced to serve in the military if he remained in the outside world. Isaac simply didn't care. He had gotten a modern-style haircut and exchanged his Amish clothing for jeans. As a 17-year-old, he was eager to test his skill in a world of opportunity. Looking ahead, he decided to invest in real estate with his brother, hoping to achieve financial security for the rest of his life. The two moved to Texas and managed to buy a house. They gradually acquired more and more houses, which brought them rental income and allowed them to continue investing.
- 3 Today Isaac works full-time, attends college, and manages his properties. He has found a busy and satisfying life in a world that he had been taught to believe was dangerous and evil. Looking back on his Amish childhood, he recognizes the value of his upbringing, which included hard physical work and neighborly concern for others. He also appreciates the fact that his parents never argued in front of their 14 children, despite all the stresses of raising a large family on a limited budget. His only regret is the loss of contact with his Amish relatives, especially his mother, whom he contacts once or twice a year. At the same time, he enjoys all the rewards that have come as a result of his success in the modern world of business.



*Write short answers to the questions.*

1. Why didn't Isaac want to live as his parents had lived?

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2. What was his reason for choosing a career in real estate?

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3. What had Isaac been taught about the outside world?

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4. What does he regret about his choice to leave?

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# Finding a Spouse



## SHARE INFORMATION

People choose marriage partners for various reasons. Which of these reasons is important to you? Mark each one from **1** (very important) to **6** (not important). Discuss your choices with a classmate.

\_\_\_ a. ability to have children

\_\_\_ b. partner's age

\_\_\_ c. parents' choice

\_\_\_ d. religion

\_\_\_ e. love

\_\_\_ f. money

## BACKGROUND AND VOCABULARY

- 1 Work in a small group. Test your knowledge of past and present marriage customs around the world. Look at the list of cultures in the box. Choose a culture that you think practices or has practiced the custom described in each sentence. Write the letter on the line. There may be more than one correct choice. Pay attention to the boldfaced words.

- |                     |                        |                    |
|---------------------|------------------------|--------------------|
| a. Arab             | d. Vietnamese          | g. modern European |
| b. old Bavarian     | e. traditional Chinese | h. early Mormon    |
| c. traditional Hopi | f. Oneida community    |                    |

- \_\_\_ 1. Parents try to find someone who has the right **background**, someone who has gone to school, and who has an honorable mother and father.
- \_\_\_ 2. Girls are allowed to choose a marriage partner. Their favorite boyfriend can become their **spouse**.
- \_\_\_ 3. Parents use a matchmaker to find a spouse with the right **characteristics**, for example, someone who is honest, intelligent, and hard-working.
- \_\_\_ 4. Young women used to invite men to visit them at night by leaving their windows open.
- \_\_\_ 5. Men and women can usually follow their **romantic** feelings and get married for love rather than just the advice from their parents.
- \_\_\_ 6. The goal of marriage is to **produce** sons, and these sons will take on a **leadership** position by making the important decisions for the family.
- \_\_\_ 7. If a woman can become **pregnant**, the man will ask her to marry him. Having children is very important.
- \_\_\_ 8. Getting pregnant allowed a woman to show the community her **fertility**.
- \_\_\_ 9. In this community, group marriage was approved so that everyone could be treated equally.

- \_\_\_ 10. All the people in the community **raised** the children, not just the mother and father.
- \_\_\_ 11. The bride's hands and feet are painted with henna, a reddish-brown dye, before the wedding.
- \_\_\_ 12. This group practiced **polygamy**, following the example of their leader, Joseph Smith.

**2** Match the words on the left with the definitions on the right.

- |                               |   |
|-------------------------------|---|
| ___ 1. <b>background</b>      | a. having a baby that has not been born yet growing in your body                      |
| ___ 2. <b>spouse</b>          | b. past experience, including family life and education                               |
| ___ 3. <b>characteristics</b> | c. to take care of and educate  |
| ___ 4. <b>romantic</b>        | d. the custom of having more than one wife at a time                                  |
| ___ 5. <b>produce</b>         | e. the ability to have children   |
| ___ 6. <b>leadership</b>      | f. the ability to direct other people   |
| ___ 7. <b>pregnant</b>        | g. related to strong feelings of love between a man and a woman                       |
| ___ 8. <b>fertility</b>       | h. special features or qualities that make each person or thing different from others |
| ___ 9. <b>raise</b>           | i. a husband or wife  |
| ___ 10. <b>polygamy</b>       | j. to make or create  |

## Finding a Spouse

- 1 All human beings are born into families, and families begin with the joining together of a man and a woman in marriage. All societies have their own form of marriage. The ideas that we have about marriage are part of our cultural **background**; they are part of our basic beliefs about right and wrong. As we study marriage, we find that different cultures have solved the problem of finding a **spouse** in different ways. Finding a marriage partner has never been easy for people, no matter when or where they have lived.
- 2 In traditional Chinese culture, marriage decisions were made by parents for their children. Parents who wanted to find a spouse for their son or daughter asked a matchmaker to find someone with the right **characteristics**, including age and educational background. According to the Chinese way of thinking, it would be a serious mistake to allow two young people to follow their **romantic** feelings and choose their own partners. The all-important decision of marriage was made by older family members who understood that the goal of marriage was to **produce** healthy sons. In traditional Chinese society, sons were important because they would take positions of **leadership** in the family and keep the family name alive.
- 3 As part of our cultural background, beliefs about marriage can be as different as the cultures of the world. While the traditional Chinese did not believe that young people should be free to choose their own marriage partners, the Hopi, a native people of North America, had a very different idea about freedom. The Hopi allowed boys to leave their parents' home at age thirteen to live in a *kiva*, a special home for young males. Here they enjoyed the freedom to go out alone at night and secretly visit young girls. Most boys tried to leave the girl's home before daylight, but a girl's parents usually did not get angry about the night visits. They allowed the visits to continue if they were impressed that the boy was someone who would make a good marriage partner. After a few months of receiving visits, most girls became **pregnant**. As a consequence, they could choose their favorite boy for a husband.
- 4 The Hopi culture is not the only one that allowed young people to visit each other at night. Some Bavarian people of southern Germany once had a "windowing" custom that took place when young women left their windows open at night so that young men could enter their bedrooms. When a woman became pregnant, the man usually asked her to marry him. But women who did not manage to get pregnant after windowing were often unable to find a husband. This was because **fertility** was a very important requirement for women in this culture, and the windowing custom allowed them to prove their fertility to others in the community. Some people are surprised when they learn of this unique custom because they expect the people of southern Germany to follow the rules of the Catholic religion, which teach that it is wrong for unmarried women to become pregnant. But the windowing custom is only one example of the surprising views of marriage that are found around the world, even among people whose religious beliefs require more common marriage practices.
- 5 One view of marriage that surprises most of us today was held by John Noyes, a religious man who started the Oneida Community in the state of New York in 1831. He began it as an experiment of a different way of living. Noyes decided that group marriage was the best way for men and women to live together. In this form of marriage, men and women changed partners frequently. They were expected to love all members of the community equally. Children belonged to all members of the community, and all the adults worked hard to support themselves and shared everything they had. Members of the Oneida Community



succeeded in this lifestyle for a while without any serious problems; however, this way of life ended when John Noyes left the community in 1876. Without his leadership and unique way of thinking, members of the community quickly returned to the traditional marriage of one woman and one man.

- 6 A more famous example of a different style of marriage is found among the early Mormons—a Christian sect that was founded in New York State in 1830 and migrated to Utah in 1847. The group's first leader, Joseph Smith, believed in **polygamy**. As the Mormon Church grew, many of the men followed Smith's teaching and married a number of wives. The Mormons believed that it was a woman's duty to marry at a young age and **raise** as many children as possible. For example, in 1854, one Mormon leader became a father nine times in

one week when nine of his wives all had babies. In 1890, however, polygamy was officially banned by the church. Today, while the Mormon Church teaches that marriage should be a partnership of one man and one woman, there are some smaller groups which have left the main group and still practice polygamy.

- 7 In these modern times, there are some men who might agree with the custom of allowing a man to have as many wives as he chooses. Many young lovers today dream of the freedom of the Hopi, and some of us wish that a matchmaker would help us find the perfect mate. Finding a spouse with whom we can commit to spending a lifetime has always been an important concern. Despite all the different ways of finding a marriage partner, one idea is the same throughout the world: Marriage is a basic and important part of human life.

#### READ FOR MAIN IDEAS

Work in a small group. These sentences describe cultural beliefs. Match each belief with the correct culture.

- a. traditional Hopi                      c. Oneida Community                      e. early Mormon  
b. old Bavarian                          d. traditional Chinese

- \_\_\_\_\_ 1. Young people are not capable of making the right marriage choices for themselves.  
\_\_\_\_\_ 2. Getting pregnant shows that you will be a good wife.  
\_\_\_\_\_ 3. Women should have as many children as possible.  
\_\_\_\_\_ 4. A girl should be free to choose her own husband.  
\_\_\_\_\_ 5. It is better for society if people are not limited to one marriage partner.

#### READ FOR DETAILS

Briefly answer the questions. Check your answers with a classmate.

1. Who helped Chinese parents choose a spouse for their sons or daughters? How did this person help?  
\_\_\_\_\_
2. What was the Chinese idea of a successful marriage?  
\_\_\_\_\_

3. At what age did young Hopi boys leave their homes?

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4. Why did Hopi parents sometimes stop night visits?

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5. How did Bavarian women catch a man?

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6. What happened to a woman in Bavaria if she did not become pregnant?

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7. What do people in some Catholic countries believe about unmarried women?

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8. Why didn't the Oneida Community continue to exist?

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9. What happened to the Mormon church in 1890?

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# Is Our Climate Changing?





## Is Our Climate Changing?



*Look at the photograph of the Earth. Discuss the questions in a small group.*

1. What are some ways in which the Earth is changing?
2. How responsible are humans for changes on the planet?
3. Are these changes making the world better or worse?

Write **A** (agree) or **D** (disagree) next to each statement. Discuss your answers with a classmate.

- \_\_\_\_\_ 1. The Earth goes through warming and cooling periods, and the warming period happening now is just part of those natural changes.
- \_\_\_\_\_ 2. The weather has become more dangerous in recent years.
- \_\_\_\_\_ 3. The hole in the ozone layer<sup>1</sup> is causing climate change.
- \_\_\_\_\_ 4. New fuels will solve the problem of pollution.
- \_\_\_\_\_ 5. Some people are frightening us with “global warming” so they can make money from it.

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<sup>1</sup> **ozone layer:** a layer of ozone above the Earth that prevents harmful radiation from the sun reaching the Earth's surface

## BACKGROUND AND VOCABULARY

- 1 Look at the pictures and read the texts. Pay special attention to the boldfaced words.

### How Greenhouse Gases Cause Climate Change



Most of the sun's heat hits the Earth and escapes back into space. Some is trapped by the **atmosphere** and warms the Earth.



**Fossil fuels** (coal, gasoline) are burned and **carbon dioxide** ( $\text{CO}_2$ ) is released. Released  $\text{CO}_2$  and other **gases** are called **greenhouse gas emissions**.

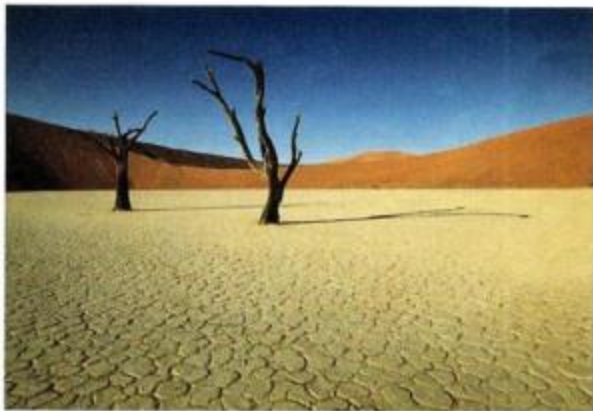


Greenhouse gases make the atmosphere thicker. As the sun's heat hits the Earth, more and more of the heat is trapped and warms the Earth. As  $\text{CO}_2$  increases, so does the temperature. This shows that there is a **link** between  $\text{CO}_2$  and temperature. This connection is **evidence** that climate change is caused by humans.

## Signs of Climate Change



More **energetic** weather



Increasing **drought**



Rising sea levels and floods

Can we **adapt** to these changes?

Choose the best definition for each word or phrase.

- \_\_\_ 1. **escape**
  - a. to get out
  - b. to change
- \_\_\_ 2. **atmosphere**
  - a. mixture of gases that surround the Earth
  - b. half of a sphere
- \_\_\_ 3. **fossil fuels**
  - a. substances that are buried in the ground and can be burned for power
  - b. solar energy
- \_\_\_ 4. **carbon dioxide (CO<sub>2</sub>)**
  - a. colorless gas breathed out by people and animals
  - b. gas we use in our cars
- \_\_\_ 5. **gases**
  - a. hot air
  - b. air-like substances
- \_\_\_ 6. **emissions**
  - a. sending out of something
  - b. representatives
- \_\_\_ 7. **link**
  - a. effect
  - b. connection holding two things together
- \_\_\_ 8. **evidence**
  - a. interest in something
  - b. information that proves something
- \_\_\_ 9. **sign**
  - a. an event that shows that something is happening or will happen in the future
  - b. an idea that something is happening or will happen in the future
- \_\_\_ 10. **energetic**
  - a. visible
  - b. powerful
- \_\_\_ 11. **adapt**
  - a. to change something to be more useful
  - b. to move something

## CLIMATE CHANGE: MAKING INFORMED<sup>1</sup> DECISIONS

1 For the past decade, there have been angry debates about whether our planet is heating up and whose fault it is. Now the debate cannot be avoided. TV reporters, scientists, famous actors and singers are all delivering the message that our planet is in trouble and that human beings are the cause. They say we must act now to reduce our use of fossil fuels, before it is too late. At the same time, a few governments and some scientists argue there is no clear evidence that humans are causing recent changes in climate and weather. Clearly, the experts can't agree. So, what is the average person supposed to think, or do, about this issue?

2 *Can carbon dioxide produced by humans cause climate change?* This question was first studied in the early 1900s. For the next sixty years, most scientists did not think that the daily actions or lifestyles of humans could really change the Earth's temperature. Since

then, however, many scientists have come to believe that our actions *do* make a difference. In 1988, a group of scientists called the International Panel on Climate Change (IPCC) met to discuss three critical issues: 1) how our lifestyles affect the Earth's climate, 2) how climate change would affect us in the future, and 3) how exactly to deal with climate change. Later, the IPCC recommendations were used to write the Kyoto Protocol, a 1997 agreement that addressed our role in the Earth's changing atmosphere and set international limits for gas emissions.

3 A few governments, including the United States and Saudi Arabia, and some companies don't support the Kyoto Protocol. They think achieving the limits recommended by the Protocol would cost too much money and be bad for business. Scientists retained<sup>2</sup> by these governments and companies argue that recent climate change is not actually caused by

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<sup>1</sup> **informed:** involving a lot of knowledge or information

<sup>2</sup> **retained:** paid to work for a company now and in the future

*(continued on next page)*



humans. These scientists don't think we really need to change our lifestyles, that is, we should continue to drive, fly, and live normally. They present evidence they say proves that the Earth is going through a normal heating and cooling cycle, as it has done throughout its history.

4 So, is there a link between humans and climate change or not? Who should we believe? The IPCC or the governments and companies that disagree with it? To reach an educated opinion, it is important to think about the people who make scientific claims and what their purposes may be. For example, some say the scientists who warn about global warming are trying to scare people in order to get attention and money for their research. According to Petr Chylek, Professor of Physics and Atmospheric Sciences at Dalhousie University in Nova Scotia, scientists can only get this attention and money "by making things bigger and more dangerous than they really are."

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<sup>3</sup> **discredit**: to criticize someone or something so that they are not respected

<sup>4</sup> **watchdog**: a person or group that makes sure other people follow the rules

5 And what about the other experts who say our use of fossil fuels is *not* causing climate change? Well, some of *them* receive money from companies that produce these fossil fuels. For example, ExxonMobil, one of the world's biggest oil companies, spends \$2 million a year to support groups that discredit<sup>3</sup> the idea of global warming. Both the Union of Concerned Scientists, a group of watchdog<sup>4</sup> scientists in the United States, and the Royal Society, Britain's top scientific academy, have accused ExxonMobil of trying to confuse people with incorrect and dishonest information about climate change.

6 Clearly, scientific information can be affected by the interests of individual scientists. When we hear reports on climate change, we must use good judgment and ask ourselves where the facts are coming from. We must interpret the research, make informed decisions, and most importantly, continue to actively participate in the debate.

**2** Answer the questions.

1. Whose recommendations were used to write the Kyoto Protocol?

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2. What limits were set by the Kyoto Protocol?

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3. Why does Petr Chylek say scientists want to make things more dangerous than they are?

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4. Why does ExxonMobil spend \$2 million a year?

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5. Why do the Union of Concerned Scientists and the Royal Society criticize ExxonMobil?

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# Crime and Punishment





# Crime and Punishment



## SHARE INFORMATION

*Discuss the following questions in a small group.*

1. Capital punishment (the death penalty) means taking the life of someone who has committed a crime. How many forms of capital punishment do you know about?
2. In the United States, capital punishment is allowed in some states. Do you know of any other societies in which capital punishment is allowed?
3. Why do some people believe that capital punishment is fair? Why do others think that it is unfair?

## BACKGROUND AND VOCABULARY

- 1 Read the fact sheet about capital punishment. Pay special attention to the boldfaced words.

- In Belarus, the only country in Europe that uses the death penalty, it is the punishment for **murderers** who have killed one or more people.
- Italy abolished<sup>1</sup> the death penalty in 1994. In 2007, 310 prisoners serving life sentences wrote to the President. They asked him to give them the death penalty because life in prison was too **cruel**.
- Iraq has been asked to end capital punishment because its prisoners do not receive **justice**. Some prisoners are killed for **revenge**—someone kills the prisoner because the prisoner hurt them before. The people who want **revenge** do not have forgiveness for the prisoners.
- Switzerland abolished the death penalty because it takes away the **right** to life and dignity.
- In Rwanda in 1994, Hutus killed 800,000 Tutsis. Many Tutsis today want justice; they want the Hutus to be punished. Rwanda abolished the death penalty in 2007. It wanted to show the world that its people **respect** the right to life, even for murderers.
- The president of Kyrgyzstan abolished the death penalty in 2007. The new law says that no one with Kyrgyz **citizenship** can be deprived of life.
- The number of **executions** in China is a state secret. Amnesty International estimates the number in 2006 was 7,500 to 8,000.
- Spain abolished the death penalty in 1995, stating that the death penalty should not be a part of advanced **societies**.

<sup>1</sup> **abolished**: ended the existence of something

- Since 1900, in the United States, there have been 426 prisoners sentenced to death who were later found to be **innocent**. Unfortunately, 23 had already been executed.
- In the United States, states that do not have the death penalty have fewer **violent** crimes. The murder rate in states with the death penalty is 37 percent higher than the murder rate in states that do not have the death penalty.
- Here is a summary of capital punishment around the world: During 2006, 3,861 people who were found **guilty** were sentenced to death in 55 countries, and more than 1,591 prisoners were executed in 25 countries.

**2** Match the words on the left with the definitions on the right.

- |                      |  |
|----------------------|--|
| _____ 1. murderer    | a. doing something bad to someone because they did something bad to you            |
| _____ 2. cruel       | b. to be careful not to do something against someone's rights or wishes            |
| _____ 3. justice     | c. having broken a law   |
| _____ 4. revenge     | d. the act of killing someone legally as punishment                                |
| _____ 5. forgiveness | e. all the people who live in the same country and share the same laws and customs |
| _____ 6. right       | f. letting go of anger towards someone who hurt you                                |
| _____ 7. respect     | g. a person who kills someone  |
| _____ 8. citizenship | h. not having broken a law   |
| _____ 9. execution   | i. something you are allowed to do or have because of the law                      |
| _____ 10. society    | j. meant to hurt someone by using force  |
| _____ 11. innocent   | k. causing pain or suffering because you want to                                   |
| _____ 12. violent    | l. right and fair treatment  |
| _____ 13. guilty     | m. the legal right of belonging to a certain country                               |



Thank You for your attention !

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