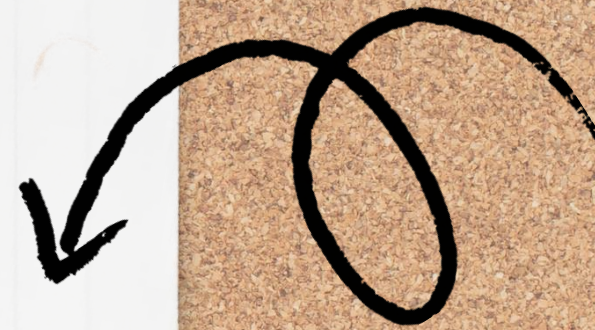



UNIT 3

MAKING MONEY

By Ms Hieu Truong



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



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

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

The people at the Bureau of Engraving and Printing were mad. Copying money is
_____.
8. Counterfeiters who get caught can go to prison for a long time. The people
at the Bureau work very hard to _____ people from making fake money.
9.
The Bureau never caught these counterfeiters. Nobody knows if they were able to make
another \$18 million that looked _____ real.
10.

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

1. What did the New York City sanitation workers find?

fake money

2. Who threw out all that money?

People who make fake money/ counterfeiters



Vocabulary



bills: pieces of paper money

completely: 100 percent

counterfeiters: people who make money that is not real

equipment: machines and tools used to make other things

fake: not real


illegal: not legal; against the law

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

prevent: stop something from happening before it happens

scanners: machines that copy pictures from paper onto a computer

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



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

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

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

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

PREVIEW

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

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

1. _____
2. _____
3. _____
4. _____
5. _____

MAKING MONEY

By Amelia Laidlaw

1 IT WAS SO QUICK AND EASY. A 14-year-old boy in Scottsdale, Arizona, pulled out a \$50 bill and put it onto his school's new scanner. Then he printed ten copies of his \$50 bill on a color copier. Within seconds he changed \$50 into \$550, and he was ready to go shopping.

2 Thirty years ago only a few people had the skills or **equipment** to make counterfeit money. Good computers, copiers, cameras, and printers are cheaper than ever, so today anyone can "make" money. The people using today's **technology** to make fake money are called casual **counterfeiters**, and like the 14-year-old in Arizona, they can be anywhere.



3 The number of **fake** bills made by casual counterfeiters on their home or office computer is growing fast. Although there is no way to **completely prevent** counterfeiting, in the 1990s and 2000s, the U.S. government made some changes to U.S. bills that made casual counterfeiting more difficult.

4 One change they made was to put very, very small words, called microprint, in hidden places on the bill. These words are only 6/1,000 inch. No one can read them without a magnifying glass, a special glass that makes

things look bigger. And they are too small to come out clearly on a copier. If someone copies a bill that has microprint and you look at the copy through a magnifying glass, you see only black lines instead of microprinted words.

5 Another change the government made to U.S. bills was to use special color-changing ink. Money printed with color-changing ink looks green from one direction and yellow from another. Home computers cannot use color-changing ink. So any **illegal** copies of money from a home computer have normal ink that is easy to notice.

6 The third change was to add a special line from the top to the bottom of each new bill. When you hold a \$20 bill up to the light for example, you can see the line has the words "USA twenty" in it. The line turns red if you put it under a special UV (ultraviolet) light. Fake bills printed on regular paper do not have this special line. You can tell they are fake by holding them up to the light or by putting them under UV light.

7 All these changes to the U.S. bills help. The United States has less counterfeit money than any other country in the world. Less than 1% of U.S. money is counterfeit. However, the Bureau of Engraving and Printing can't slow down now because of these changes. It needs to always stay a step or two ahead of the counterfeiters. Already, the Bureau has plans to add a 3D image to the U.S. \$100 bill. This is something they hope will be impossible to copy. But technology improves every year. Today, home copiers can't copy microprinted words or 3D images. But in a few years, who knows?

Each statement tells the main idea of a paragraph in "Making Money." Read a statement, then write the correct paragraph number next to it.

	Paragraph
a. Casual counterfeiting is becoming a big problem, and the government is fighting the problem.	<u>3</u>
b. Using color-changing ink is a way to prevent counterfeiting.	<u>5</u>
c. A child can easily copy paper money.	<u>1</u>
d. The government must always keep changing the bills to prevent counterfeiting.	<u>7</u>
e. Putting microprint on bills helps prevent counterfeiting.	<u>4</u>
f. New technology makes casual counterfeiting possible.	<u>2</u>
g. The special lines on U.S. paper money help prevent counterfeiting.	<u>6</u>

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

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



DETAILS

Complete the statements with information from the article.

1. Thirty years ago, only a few people had the skills or equipment to make fake money.

2. One way to prevent counterfeiters from making fake money on a scanner is to use microprinted words.

3. Bills have a line that you can see if you hold them up to the light.

4. A boy in Scottsdale, Arizona, used his school's scanner to make ten copies of a \$ 50 bill.

5. Money printed with color-changing ink looks green from one direction and yellow from another.

6. Most other countries in the world have more counterfeit money than the United States.

MAKE INFERENCES

INFERRING FUTURE SITUATIONS

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

Look at the example and read the explanation.

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

Is this true? Choose the best answer.

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

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

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

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

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

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

1. Copiers will not be able to copy color-changing ink. (*paragraphs 5 and 7*)

a. True, based on what we read in the article.

b. There is not enough information in the article to know if this statement is true.

2. Copiers will be able to copy microprinted words. (*paragraph 7*)

a. True, based on what we read in the article.

b. There is not enough information in the article to know if this statement is true.

3. The Bureau of Engraving and Printing will learn about new home computer technology before people buy it. (*paragraph 7*)

a. True, based on what we read in the article.

b. There is not enough information in the article to know if this statement is true.

4. The police will be able to catch most counterfeiters. (*paragraph 7*)

a. True, based on what we read in the article.

b. There is not enough information in the article to know if this statement is true.

READ

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

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



I MADE IT MYSELF

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

2 During the days, I did regular print jobs at the shop. Then every evening at five o'clock, I sent my workers home, hoping no one would ask why I stayed late. I pulled out the special paper, ink, and other equipment I hid away the night before and slowly, carefully, worked until the sun came up. I didn't have time to sleep. I was too **nervous** to sleep anyway. As I worked, I worried about the Secret Service¹ agents coming to get me. In the beginning, as I prepared the paper, I said to myself, "I'm



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

3 After about three weeks of slow work, I finally printed out a whole sheet of \$100 bills. I took out the magnifying glass and studied my work. "No. Oh, Ben, no. Ben, you don't look right," I said aloud to the empty shop. The portrait² of Ben Franklin on the front of the bill just didn't look right. To most people, he probably looked like the one on the real bill. However, I could see that it wasn't a perfect copy. I needed it to be perfect. So, slowly, painfully, I started over.

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

COMPREHENSION

Answer the questions. Discuss your answers with a partner.

1. The title of the story is *I Made It Myself*. What does "It" refer to? a \$100 bill

2. In Paragraph 3, Landress says, "No. Oh, Ben, no." Who is Ben? What was wrong? How does Michael feel? Ben is Ben Franklin, the man on the \$100 bill. His portrait did not look right to Michael. He felt disappointed

3. In Paragraph 4, Landress says, "I didn't hear them come in because of the noise of the press." Who does "them" refer to? What were they coming to do? Why? _____

Them = Secret Service agents. They were coming to arrest Michael Landress because he was a counterfeiter

4. The story ends with "Just like getting caught with your hand in the cookie jar, huh, Mike?" What do you think "getting caught with your hand in the cookie jar" means?

It means getting caught doing something that you shouldn't be doing

READING SKILL

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

UNDERSTANDING SEQUENCE OF EVENTS IN A STORY

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

Look at the examples and read the explanations:

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

This gives an overall time structure to the story.

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

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

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

1. Time phrase in paragraph 3: **After about 3 weeks**

What does it tell us? **He spent 3 weeks doing slow work before he finally printed out a whole sheet of \$100 bills**

2. Time phrase in paragraph 4: **A week later**

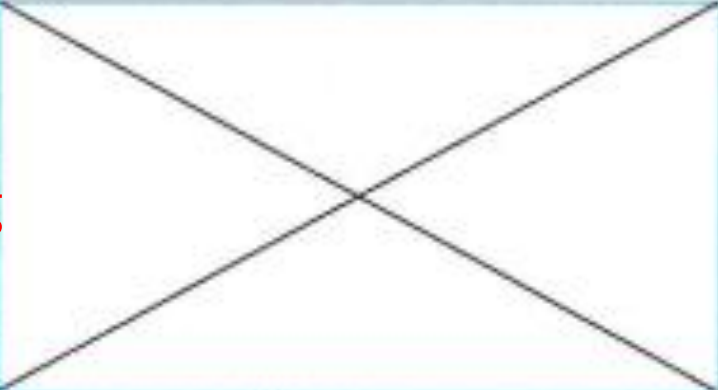
What does it tell us? **It tells us that a week passed from the day he discovered that his portrait of Ben Franklin was not good enough to the time he got its perfect and the Secret Service agents came.**

STEP 1: Organize

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

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

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

	CASUAL COUNTERFEITERS (R1)	PROFESSIONAL COUNTERFEITERS (R2)
1. What kind of skills do they need?	home computer skills	<i>artistic skills</i> know how to run a printing press
2. What tools, equipment, and materials do they need?	computer printer ink scanners computer printer paper	printer presses color-changing ink a print shop Special paper
3. How can you tell their bills are fake?	microprint looks like black lines ink is not color- changing no special line	

STEP 2: Synthesize

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

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

1.

U.S. Bureau of Counterfeit Prevention

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

Re: Catching casual counterfeiters

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

Tips for recognizing counterfeit bills:

1. (paper / feel) The paper feels different.
2. (special line) There is no special line
3. (microprint) The microprint looks like black lines
4. (your idea) _____
5. (your idea) _____

2.

U.S. Bureau of Counterfeit Prevention

To: All U.S. agents

Re: Professional counterfeiter investigation

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

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

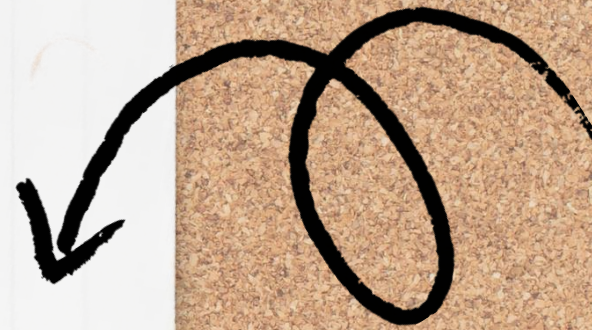
Here is a list of questions we need to answer in order to begin our investigation:

1. (printing presses) Who owns printing presses?
2. (ink) Who sells color-changing ink?
3. (your idea) _____
4. (your idea) _____

UNIT 4

Subway Etiquette

By Ms Hieu Truong



1. What are the people in the photo doing?
2. Are any of them doing something they should not do? What are some examples of things that people shouldn't do in the subway?
3. What politeness rules do you think people should follow in the subway?
Give one or two examples.



Vocabulary



Subway etiquette is the set of politeness rules for the people who ride (take) the subway. Other public transportation like buses or trains have similar rules. Some of these rules are written, like the ones shown by the signs above. But rules of etiquette are also often unwritten. Some examples of unwritten rules of etiquette in the New York subway are *Don't talk to people you don't know* and *Don't sit right next to passengers you don't know if there are other seats available*.

What do you do in the following situations? Take the quiz to see what kind of New York subway rider (passenger) you might be. Read each situation and circle your answer. Pay attention to the boldfaced words.

SUBWAY ETIQUETTE QUIZ

1. You are trying to enter the subway station, but your MetroCard¹ doesn't work.
 - A You shout **rude** words and hit the turnstile² with your hand until a police officer comes to see what's going on.
 - B You quickly try two more times, then ask a subway employee for help.
 - C You try ten more times and say to the people waiting behind you: "You can never **rely on** these stupid machines! They are always broken!"

2. Your train arrives. As the doors open, you see that there are several people who want to get off the train.
 - A You stand to the side so that you don't **block** the way.
 - B You push through the doors as fast as you can to find a seat.
 - C You stand in front of the door and let people go around you to get off.

3. An **elderly** woman gets on the train. She looks for a seat, but there are no more seats left. You have a seat.
 - A You pretend to be asleep so that you don't **make eye contact with** her.
 - B You stay where you are and tell her to hold on to the **pole** when the train starts moving.
 - C You stand up and give your seat to the woman.

4. You have a cold and begin to **sneeze** on a crowded train. Someone hands you a tissue.³
 - A You take it, say thank you, and blow your nose.
 - B You pretend not to notice.
 - C You ask, "Is there a 'no sneezing' rule? Is it your job to **enforce** it?"

¹ **MetroCard:** name of the card you need to have to ride the subway or the bus in New York City

² **turnstile:** a gate that spins around and only lets one person through at a time

³ **tissue:** a paper handkerchief for wiping noses

Add up your points using this key.

1. Your score:	2. Your score:	3. Your score:	4. Your score:	Your total score:
A—0 points	A—2 points	A—1 point	A—2 points	_____
B—2 points	B—0 points	B—0 points	B—1 point	_____
C—1 point	C—1 point	C—2 points	C—0 points	_____

If your score is:

8 points: New York is proud to have you riding its subway. Thank you for being an excellent example of **civilized** behavior.

6–7 points: You have a few things to learn about how to behave in New York's subway. Watch other riders more carefully to learn about subway **etiquette**. And study the NYC Transit rules of conduct.

5 points or less: Please get a car. Or move to an island in the middle of the Arctic Ocean. Learn some **manners**.



2

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

- j 1. rude
- d 2. rely on (something)
- f 3. block
- g 4. elderly
- h 5. make eye contact with (someone)
- e 6. pole
- b 7. sneeze
- c 8. manners
- a 9. enforce (something)
- k 10. civilized
- i 11. etiquette

- a. to make sure that people do something that they are supposed to do
- b. to blow air through your nose suddenly (saying "Aaaaatchoo!")
- c. polite ways of behaving (*That child has no _____!*)
- d. to expect something to work right
- e. a long round piece of metal for holding onto
- f. to stand in the way
- g. old
- h. to look someone in the eyes
- i. a set of politeness rules
- ~~j. not polite, hurtful~~
- k. organized so that people are nice to each other and take care of each other

PREVIEW

Editorials are articles in newspapers where writers give their opinions. The following editorial is from the City section of a New York newspaper.

Read the title and the first paragraph of the editorial. What do you think the writer's suggestion might be about? Check (✓) your answer.

- 1. good places to visit on the subway
- 2. the restaurants with the best service in New York
- 3. how to make the subway nicer to ride
- 4. how to get around New York without riding the subway

Now read the whole editorial.

A CIVILIZED SUGGESTION

BY DAN FORMAN

1 There is a very long list of rules for the New York City subway. Don't put your feet on a seat, don't carry open cups of coffee or soda, don't take more than one seat, don't ride while drunk . . . Those are just a few of the rules. There are hundreds more.

2 With this many rules, why is it still so unpleasant to ride the subway?

3 Some people think that the problem is that no one **enforces** the rules. There aren't enough subway police, and the ones we have are too busy catching people who don't pay. Other passengers sometimes try to enforce rules. But you can't **rely on** them because New Yorkers have unwritten rules of **etiquette** against talking to strangers and **making eye contact with** strangers. How can you tell someone to take her shopping bags off the seat and throw away her Coke without talking to her or looking at her? It is difficult.

4 There are other New Yorkers who think that the subway is unpleasant because there are not *enough* rules. One rider wrote a letter to *The New York Times* a couple of weeks ago suggesting a few more subway rules. Here are some of the rules that she would like to see:

- Don't lean¹ on the **poles**. You prevent other people from holding on. They can fall down.
- Talk quietly. The trains are already too noisy.

- Cover your mouth and nose when you **sneeze** or cough. Other riders don't want to catch your cold.

- If your MetroCard doesn't work after three tries, ask a subway employee for help. Don't **block** the entrance.

- Give your seat to **elderly** passengers or to parents with small children.

5 Of course, anyone who knows the subway probably agrees that those are great ideas for rules. But polite people already do all of those things. If those unwritten rules of etiquette are written down, will the **rude** people be more likely to follow them? Will anyone enforce them? It doesn't make sense to make more rules that no one will enforce.

6 The real problem is that we are forgetting how to be nice to each other. It is embarrassing that we need a rule to tell us to give our seat to elderly passengers. Nobody should need to be reminded to do that.

7 I say we stop talking about the rules and try to remember our **manners**. Let's be nice to each other not because a police officer might tell us to get off the train, but because it is the right thing to do. *Then* New York City would be more **civilized**—both above ground and below.

¹ **lean**: to support yourself against a wall or other surface

MAIN IDEAS

1 Look again at the Preview on page 84. Was your prediction correct?

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

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

DETAILS

Circle the best ending for each statement.

1. The New York subway has _____.

- a. a long list of rules
- b. only a few very important rules
- c. no rules

2. The writer thinks that riding the New York City subway is _____.

- a. always a good experience
- b. very difficult
- c. not pleasant

3. Some people think that _____ should enforce the rules more.

- a. strangers
- b. police and other passengers
- c. passengers who take more than one seat

4. *Don't make eye contact* and *Don't talk to strangers* are examples of _____.

- a. general etiquette in New York City
- b. rules that one rider would like to have on the subway
- c. New York subway rules

5. *Don't lean on the poles* and *Talk quietly* are examples of _____.

- a. new subway rules that one rider suggested
- b. New York subway rules
- c. rules that the author wants to see

MAKE INFERENCES

INFERRING THE AUTHOR'S ATTITUDE

Authors give clear opinions in editorials. For example, Dan Forman's opinion is at the end of the editorial, in paragraphs 6 and 7:

- "The real problem is that we are forgetting how to be nice to each other. . . . I say we stop talking about the rules and try to remember our manners."

Readers can **infer** (guess) even more about the author's attitude (beliefs) by reading details in the editorial carefully.

Look at the example and read the explanation.

- True or False?

_____ Dan Forman thinks we need more enforcement of the rules.
(*The answer is False.*)

In paragraph 3, the author tells us: "Some people think that the problem is that no one enforces the rules." (*Notice he says "Some people . . .", not "we" or "I".*)

In paragraph 7, the author tells us: "Let's be nice to each other not because a police officer might tell us to get off the train, but because it is the right thing to do." (*Police officers should not be the reason we are nice to each other.*)

After reading the text closely, we can **infer** that the statement is false. Dan Forman probably does not agree that we need more enforcement of the rules.

Which opinions does Dan Forman agree with? Refer to the paragraphs in parentheses, and write *T* (true) or *F* (false) next to each statement.

Dan Forman agrees . . .

F 1. we should tell strangers what to do. (*paragraph 3*)

F 2. we need *more* rules. (*paragraph 5*)

T 3. we should remember how to be nice to each other. (*paragraph 6*)

Now discuss your answers with a partner. Point out in each paragraph the sentences, words, or phrases that helped you find the answers.

EXPRESS OPINIONS

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

1. After reading “A Civilized Suggestion,” do you think that New York’s subway is less pleasant than the subway or bus in other cities? What makes you think so?
2. Which of Dan Forman’s opinions do you agree with? Why?

READING TWO RIDING THE SUBWAY IN JAPAN

p.88

READ

- 1** Look at the boldfaced words and phrases in the reading and think about the questions.
 1. Which words do you know the meaning of?
 2. Can you use any of these words in a sentence?
- 2** Now read this blog from a San Francisco woman about subway etiquette in Tokyo.

Riding the Subway in Japan

- 1 I was riding the 30 Stockton bus today through Chinatown, watching a group of young American women. They got really **annoyed** at the Chinese women who were **pushing** their way onto the bus. It made me think of an experience I had in Japan a few years ago when I was living in a culture I did not grow up in.
- 2 I was in my second year of living in Tokyo. I thought I was a real **expert** in Japanese etiquette and culture.
- 3 I knew that I had to push gently onto the subway cars. I knew that I shouldn't make eye contact with people. I knew that **blowing my nose** loudly "American style" was very rude. And I knew that I shouldn't talk to people on the subway. That wasn't a problem because my Japanese wasn't that good.
- 4 But one day, I was riding home from work on the subway, and I remembered that I needed to call a friend about meeting for dinner.



Shelly is an English teacher who has traveled and taught in many countries, including Japan.

About Shelly



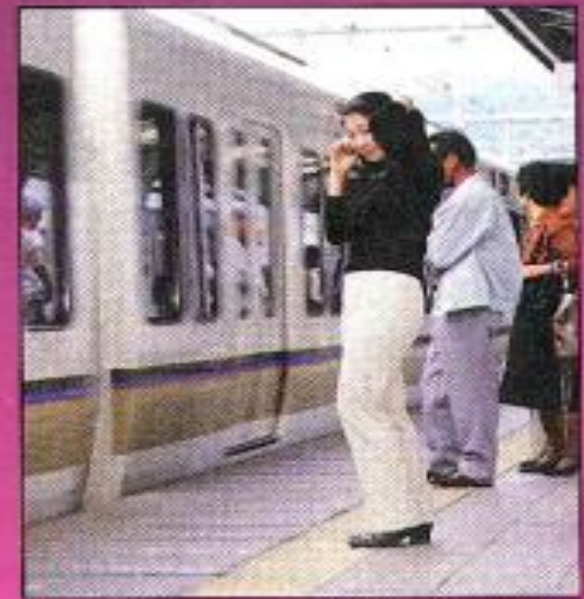
I took out my cell phone and called her. Of course, if you know the Tokyo subway, you know that there are “no cell phones” signs everywhere. But I also noticed that many passengers used their phones on the subway. I thought that the no cell phones rule in Japan was like the no food rule on the New York City subway. It's a rule, but no one follows it, and no one enforces it.

- 5 As I was talking, other passengers looked at me sideways like Japanese people do when they think you are being rude. One elderly woman shook her head and looked straight at me.
- 6 I finished my conversation, and I got off the train. I was very **confused**. Japanese people use their phones. Why can't I do the same? I asked myself.
- 7 Later that evening, I told my friend about the experience. She smiled. “The rule is *no talking* on cell phones,” she said. “The others are all text messaging¹ or playing games on their phones. Sometimes they check their voicemail. Occasionally they whisper² a very short message to someone on a cell phone. But they never have whole conversations on their phones in the subway.”
- 8 I was embarrassed.³ I still had a lot to learn. Even though I knew a lot of Japanese habits, I was still American.

¹ **text messaging:** sending a written message on a cell phone

² **whisper:** speak very quietly

³ **embarrassed:** feeling ashamed; feeling like you did something stupid



COMPREHENSION

Circle the best answer to complete each statement.

1. The writer _____ in Japan.

a. went on vacation

b. lived

2. The writer thought that she understood _____.

a. Japanese subway etiquette

b. the Tokyo subway system

3. One thing that she did not understand was _____.

a. how to use her cell phone

b. when it is OK to use a cell phone on the subway

4. The other passengers looked at her when she _____.

a. had a conversation on her cell phone

b. tried to speak Japanese

5. When Japanese people use their cell phones on the subway, they are _____.

a. having long conversations with their friends

b. text messaging or playing games

READING SKILL

1 Read Reading Two again. Answer the questions.

1. What part of the story is the most exciting? _____

2. When did the people in the story feel most anxious or worried? _____

3. How did the story end? _____

IDENTIFYING THE MAIN ELEMENTS OF A STORY

Stories usually have these four main elements:

1. Important **background information** about the main character(s),
2. A **conflict**: two characters or two elements that don't understand or agree with each other.
3. A **climax**: a high point of the story when the elements in conflict crash together. The climax is usually the most exciting point in the story.
4. A **resolution**: something makes the conflict go away, or become weaker.

If you know these elements, you can understand the story quickly.

IMPORTANT BACKGROUND INFORMATION	MAIN CONFLICT	CLIMAX	RESOLUTION
Shelly is an American. She lives in Tokyo.	Shelly and Japanese culture.	Shelly uses her phone on the subway and several passengers make her uncomfortable.	Shelly learns that Japanese people think it is rude to have a conversation on a cell phone in the subway.

2 Work with a partner. Read the paragraph about another experience with public transportation, and fill in the story chart below.

The English are famous for standing in line for everything. But I didn't know that in 1993 when I went there. I am from Senegal. I studied English for many years, and one summer I got a scholarship to study in England. I arrived at Heathrow airport and found my bus stop to go to my dormitory in London. The bus came, and I gave my suitcase to the helper. Then I started to get on the bus. But an Englishwoman next to me yelled at me. "Young man! What do you think you are doing?!" She looked at me angrily. I heard her friend say, "Some people are so rude!" She was looking at me, too. I wanted to cry! I was excited to be in England, but these English people were already so angry at me, and I did not understand why. Luckily, another African man close by understood my problem. He tapped my shoulder and pointed at the line. "Brother, you need to stand in the line," he said. I looked behind me and saw 15 people in line. The African man smiled and said, "It's OK. You'll learn. The English stand in line for everything." I was very embarrassed, but at least I understood.

IMPORTANT BACKGROUND INFORMATION	MAIN CONFLICT	CLIMAX	RESOLUTION
<p>The English are famous for standing in line for everything. But the student from Senegal didn't know that in 1993 when he went there.</p>	<p>Senegalese student and the English tradition of standing in line.</p>	<p>An English woman yelled at the Senegalese man.</p>	<p>Another African man explained English etiquette to the Senegalese man.</p>

CONNECT THE READINGS

STEP 1: Organize

Read the list of etiquette rules (written and unwritten) mentioned in Reading One (R1) and Reading Two (R2). Which rules are for the New York City subway, and which are for the Tokyo subway? Which rules are for both New York City and Tokyo? Check (✓) the correct column(s).

SUBWAY ETIQUETTE RULES	NYC SUBWAY (R1)	TOKYO SUBWAY (R2)
1. Don't put your feet on a seat.	✓	
2. Don't carry open cups of coffee or soda.	✓	
3. Push gently when getting on crowded subway cars.		✓
4. Don't ride while drunk.	✓	
5. Don't make eye contact with strangers.	✓	✓
6. Talk quietly.	✓	✓
7. Don't take more than one seat.	✓	
8. Don't talk to strangers.	✓	✓
9. Don't blow your nose loudly.		✓
10. Don't talk on your cell phone.		✓



Rachel January 24, 2013 4:08 PM

Thanks so much for your posting about riding the Japanese subway! I just got a job in Tokyo, so I will be there soon. From your blog, I understand that there are a few subway etiquette rules that are different over there. For example,

Is there anything else I should know?

You don't say anything about the pushers. I have seen photos of those guys who push you onto the trains! I am worried about that! Let me know if you have any more advice!



Shelly January 25, 2013 6:20 AM

Don't worry about the pushers. They are only at a few stations and only at the busiest times.

Most of the other subway rules are the same as here in New York.

For example, _____

Send me an email when you get to Tokyo! I would love to stay in touch!



Rachel January 25, 2013 11:20 AM

Thanks! That would be great! I will contact you. I am sure I will need more advice.

Enter your comment...