
Now complete the conversation with the words from the box.

brand name	labels	packaging	quality
imitation	logo	pirated	

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

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

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

JIM: Can't you tell that those are fake? They have different labels/packaging and packaging/labels.
2.
3.

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

JIM: These CDs are pirated. Someone just copied the covers on their scanner.
4.

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

JIM: You can tell that they are not Nikes because the logo^{5.} looks wrong . . .

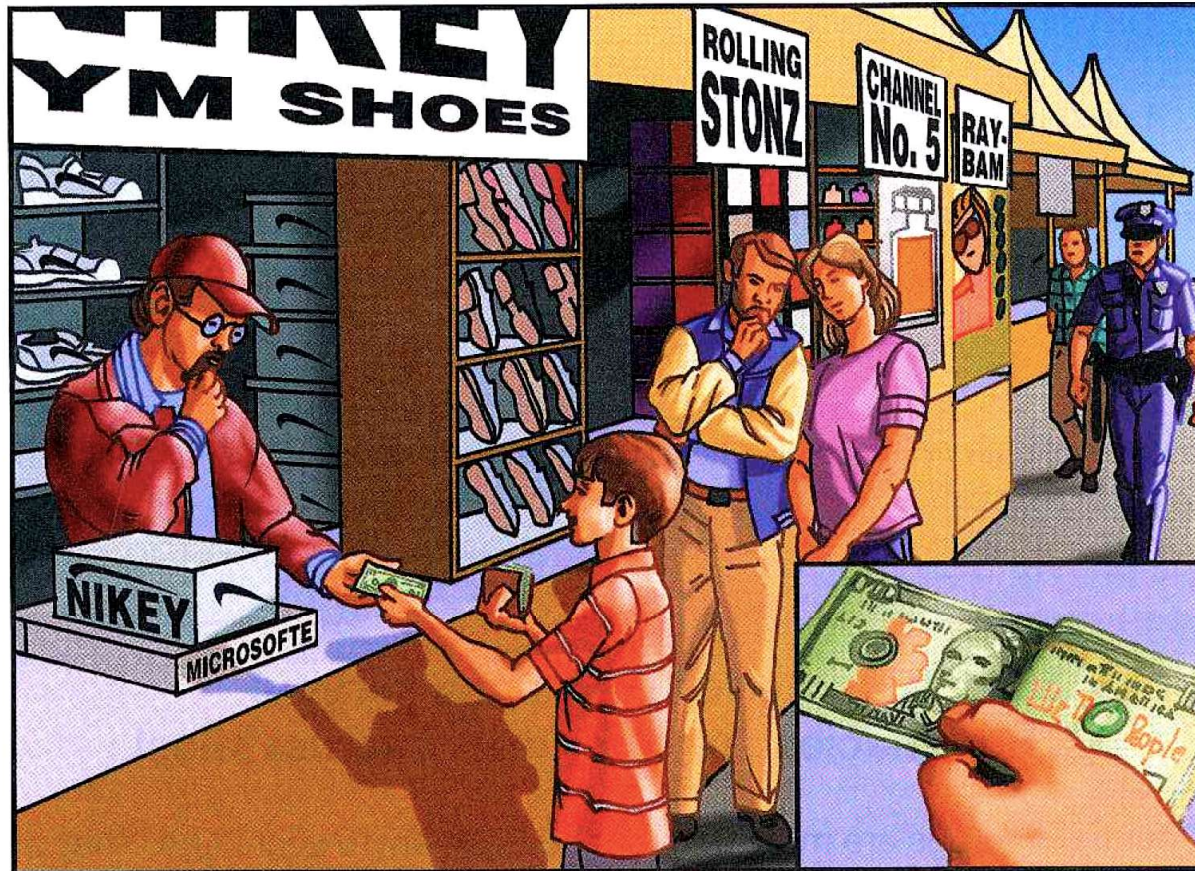
They are cheaper because the quality^{6.} is bad. They will probably fall apart in one week!

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

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

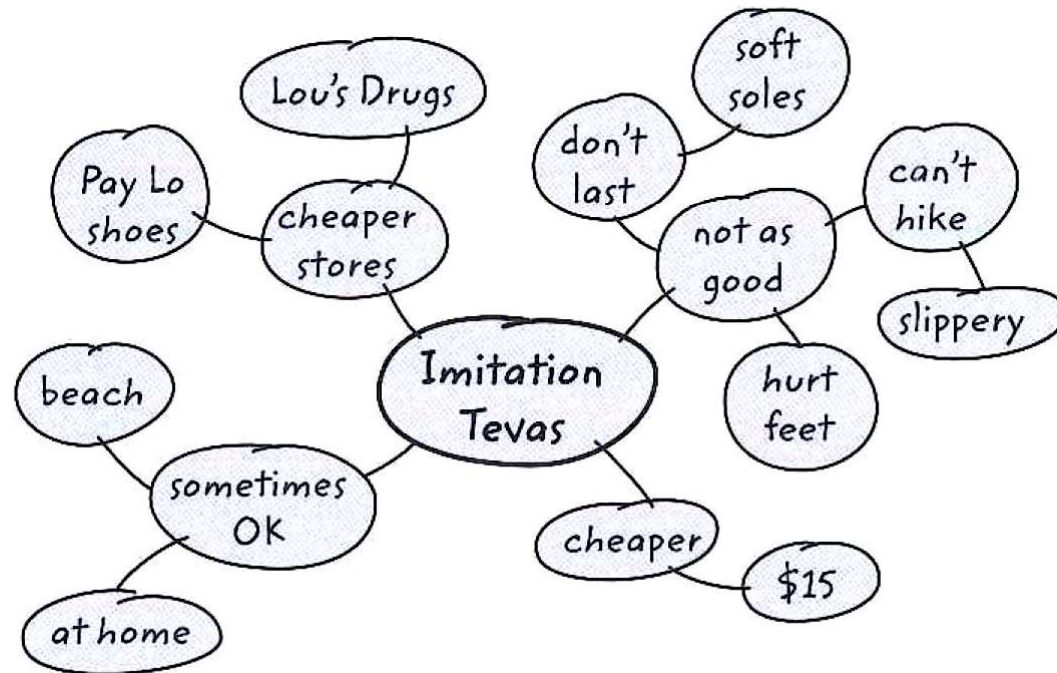
CREATE

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

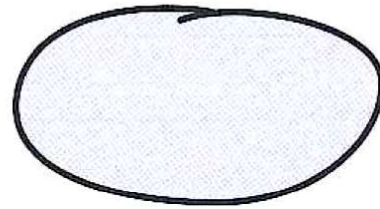


PREPARE TO WRITE: Clustering

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



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



Write a paragraph comparing casual counterfeiters to professional counterfeiters. Use the information from the readings and from the exercises.



SUBWAY Etiquette



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

REVIEW

Read "An Open Letter to Subway Riders." Decide what kind of word (noun, adjective, or verb) you need to fill each blank. Look at the lists in the box. Choose the correct word from the appropriate list and write it in the blank.

<u>Nouns</u>	<u>Adjectives</u>	<u>Verbs</u>
etiquette	annoyed	blocking
expert	civilized	blow his nose
eye contact	confused	enforce
manners	elderly	push
pole	rude	rely on
		sneeze

An Open Letter to New York Subway Riders

Being a New York subway rider like you, I know that in our subway it is rude^{1.} to talk to strangers, and I also know that we should not make eye contact^{2.} with each other.

I am no expert^{3.} on subway rules, but I do know about being polite. And I think we, New York subway riders, are forgetting some basic rules of etiquette^{4.}.

Yesterday, I was on the A train when a very elderly^{5.} man got on the train. As the train started to go, the poor man had to hold on to a pole^{6.} so that he didn't fall down. There were young people sitting in the seats around him. I was so annoyed^{7.} with them! None of them moved. There was no one to enforce^{8.} the "give your seat to elderly passengers" rule, so I stood up. I was far from the old man, so I called to him, and he started to come my way. He certainly wanted a seat. But there was a woman who was

_____ **blocking** _____ the way. So the poor man had to stand there. He was too polite to

9.

_____ **push** _____ her out of the way. To make things worse, there was a kid next to him who

10.

seemed to have a terrible cold. He started to _____ **sneeze** _____ on the old man. I wanted to

11.

hand that kid a tissue for him to _____ **blow your nose** _____, but I didn't.

12.

I thought that New York was a _____ **civilized** _____ city, but I guess I was

13.

_____ **confused** _____. You can't _____ **rely on** _____ anyone here to have good

14.

15.

_____ **manners** _____ anymore.

16.

EXPAND

What is the correct response to each of the statements? Pay attention to the boldfaced words. Match each statement with a response from the list on the next page. Each response can be used more than once.

Statements

- a 1. I gave my seat to a woman with three small children yesterday. It felt like the **polite** thing to do.
- d 2. My newspaper blew out of my hands when the train came. I didn't want to **litter**, but I couldn't pick the paper up off the tracks.
- b 3. I did not have a MetroCard, and I didn't have time to **wait my turn** at the MetroCard machine, so I just jumped over the turnstile.
- d 4. I know that it is **impolite** to talk on a cell phone on the bus. But I just found out that my father was in the hospital.
- c 5. Where I come from, it's polite to say hello to other people on a long bus ride. So I **greeted** everyone when I got on the bus to Chicago.
- d 6. I felt bad that I didn't **tip** the taxi driver. But my wallet was stolen earlier today, and I only had enough money for the taxi ride.
- a 7. I **stood in line** to wait for the train in London since that was what everyone else seemed to be doing.

CREATE

Read the letters to an advice column about public transportation etiquette. Write a response to each letter. Try to use the words in parentheses for each one.

1.

I am always annoyed when I take a taxi and I pay the driver, and he asks if I want change. Is that rude or am I crazy?

—John, Chicago

Dear John: (against the rules of etiquette / tip)

Asking "Do you want change?" is not against the rules of etiquette. The driver is trying to save you time. You can simply say "Yes, I want change" and then decide how much money you want to tip the driver.

2.

I take the train to work every morning. I always listen to music or the radio with my earbuds. My boyfriend thinks I am rude because I can't hear people talk to me when I have earbuds in. But I don't really want to talk to people early in the morning. What do you think?

—Michelle, Washington D.C.

2. Don't worry. It's NOT impolite to listen to music with earbuds on the train. It's a public place. Your boyfriend might need to learn to follow the rules of etiquette in New York, though. There is an unwritten rule against talking to people you don't know!

3.

I just arrived here in New York from Togo, West Africa, to study for a year. I ride buses everywhere. But sometimes I get a little lost. I am afraid to ask the bus drivers for help because there are big signs on all the buses that say *Do not talk to the driver*. I am afraid to even say hello to the driver. How can I ask if I am on the right bus without breaking the rules?

—Aliou, New York City

3. That rule is about talking to the driver when it is not necessary. If you need information, that is important, and it is an exception to the rule. You can also greet the driver, but don't be surprised if he does not greet you back. This is New York. I think people in Togo have better manners!

PREPARE TO WRITE: Listing

Listing is making a list of your ideas before you begin to write. When you make a list, it is not necessary to write complete sentences.

- 1** Choose a type of public transportation that you know well. Fill in the city or town and type of transportation you are writing about. List all of the rules that you can think of.

City or Town: _____

Type of Transportation: _____

Rules of Etiquette: _____

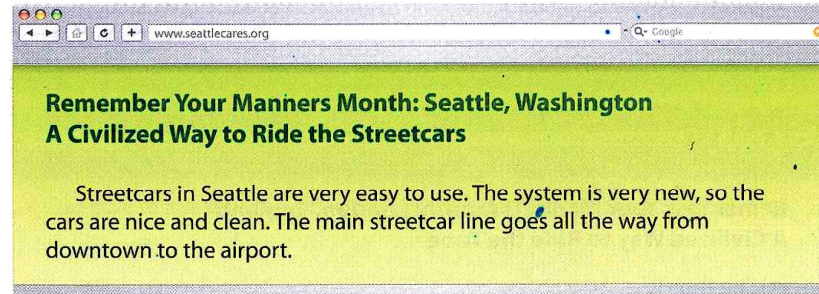
WRITE: A Web Page

WRITING TO GIVE GENERAL INFORMATION

A **Web page** is a place on the Internet that gives information about a particular subject. So, writing a Web page is writing to inform. When you write to inform people about something, you often write in the “**second person**” (using *you*, not *I*). This is not the place to tell your own stories. You should include only general information about the subject you are writing about.

- 1 Look at the two introductions to a Web page about the Seattle streetcars. Check (✓) the one that gives you the clearest information about streetcars in Seattle.

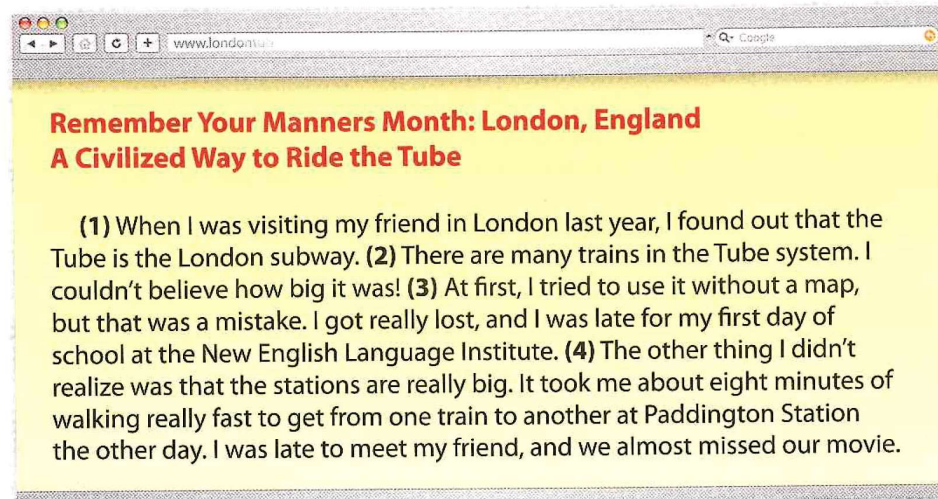
A.



B.



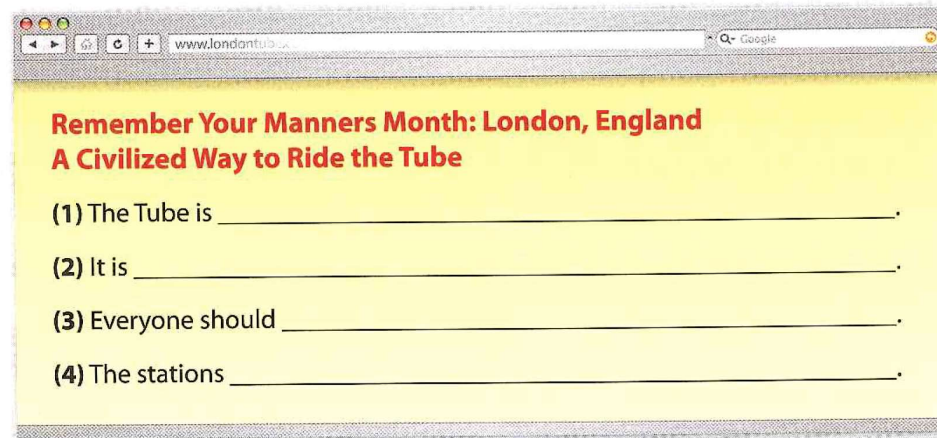
- 2 Look at this introduction to a Web page about the London Underground (familiarily called the Tube). Rewrite each sentence so that it is not about the writer.



The screenshot shows a web browser window with the address bar containing "www.londontube...". The page has a yellow background and a red header. The main text is a first-person narrative about the writer's experience with the London Underground.

Remember Your Manners Month: London, England
A Civilized Way to Ride the Tube

(1) When I was visiting my friend in London last year, I found out that the Tube is the London subway. (2) There are many trains in the Tube system. I couldn't believe how big it was! (3) At first, I tried to use it without a map, but that was a mistake. I got really lost, and I was late for my first day of school at the New English Language Institute. (4) The other thing I didn't realize was that the stations are really big. It took me about eight minutes of walking really fast to get from one train to another at Paddington Station the other day. I was late to meet my friend, and we almost missed our movie.



The screenshot shows the same web browser window as above, but the main text area is replaced by a worksheet with four numbered lines for rewriting the text.

Remember Your Manners Month: London, England
A Civilized Way to Ride the Tube

(1) The Tube is _____.

(2) It is _____.

(3) Everyone should _____.

(4) The stations _____.



WE ARE WHAT WE Eat



1. What kind of food can you buy in this store?
2. What information can you find on the signs?
3. How do you choose your food?



VOCABULARY

REVIEW

Complete each sentence with the correct word from the box.

allergic	diet	grains	resist
approve	environment	insects	weeds
benefits	ethical	population	
complex	food chain		

1. In our restaurant, the chef controls everything. She needs to approve every plate that goes to the customers. If she sees just one piece of lettuce out of place, the plate goes back.
2. I've lost weight, I spend less money on food, and I have more energy. There are lots of benefits to going on a vegetarian diet.
3. If Betsy eats peanuts, she has trouble breathing and needs to go to the hospital immediately. She is allergic to peanuts.
4. Jenny is a vegetarian. Her reasons are complex. She actually thinks it is OK to eat animals, but she thinks that most farms in the United States give animals too many chemicals and medicines.
5. Something is eating the tomatoes in my garden! I am not sure if it is birds or insects.
6. If you eat well and exercise, your body will resist a lot of sicknesses.
7. When the ship sank, gasoline and oil filled the lake. We couldn't swim there for a long time because the environment was destroyed.
8. I can't keep the weeds away. They are growing faster than my vegetables. I guess I'll have to start using some herbicides to help.
9. Lions, bears, and humans all eat other animals. But nothing eats them. They are at the top of the food chain.

10. In many cities, small birds are disappearing. Some say it's because the cat _____ **population** _____ is getting bigger.
11. I believe people need to be kind to animals while they are alive, even if we eat them later. It is our _____ **ethical** _____ responsibility.
12. I love this bread. It's made from seven different _____ **grains** _____.
13. Today I ate a little ice cream, but that was very unusual. In general, I eat a low-fat _____ **diet** _____.

EXPAND

- 1 Complete the chart with the correct word forms. Use a dictionary if necessary. An **X** indicates that there is no form in that category.

	NOUN	VERB	ADJECTIVE	ADVERB
1.	allergy	X	<i>allergic</i>	X
2.	approval	approve	approving	approvingly
3.	environment	X	environmental	environmentally
4.	ethics	X	ethical	ethically
5.	resistance	resist	resistant	X

2

Complete the sentences using the correct form of the words. Choose from the forms in parentheses.

1. Tobias is a man with strong ethics.
(ethics / ethical)
2. Neven is allergic to honey.
(allergy / allergic)
3. When Amy finished playing her piano concert, her mother smiled approvingly.
(approve / approvingly)
4. Some people think that if you eat oranges you will resist colds and flu.
(resistant / resist)
5. The National Park Service is an environmental organization.
(environment / environmental)
6. Some insects have resistance to pesticides.
(resistance / resist)
7. Most children ask their parents for approval before going over to a friend's house.
(approval / approve)

FINAL WRITING TASK

In this unit, you read about new ways of growing foods and new types of diet.

Now you are going to *write a paragraph about your diet*. Describe your diet with a general statement. Then give some examples of the types of food you eat and tell why you choose this diet. Explain the health, environmental, ethical, or other reasons. Explain any problems with this diet. Use the vocabulary and grammar from the unit.*



THE HEART OF A Hero

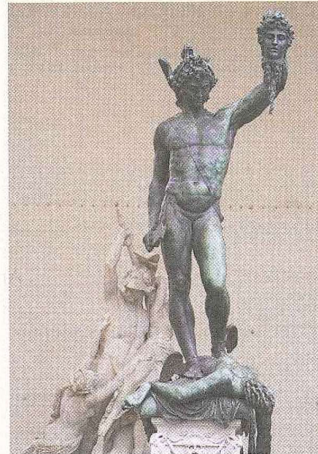
1. Hercules is a Greek hero. In the many stories describing his adventures and combats, Hercules is always extraordinarily strong and courageous. What quality do you think makes someone a hero?
2. Describe a hero from a story from your culture.
3. Do you have a favorite hero from a folk tale,¹ book, or movie? Who? Why is this person or character a hero?

VOCABULARY

REVIEW

Complete the tale of Perseus with the words from the box.

adventure	defeats	journey	opportunity	struggle
affect	fail	magic	protect	succeeds
dangerous	intelligent	mentors	safety	treasure



Perseus is a Greek hero who lives on an island with his family. On a nearby island lives Medusa. Medusa is a woman with hair made of snakes. She is very dangerous^{1.}. When anyone looks upon her ugly head, they turn to stone. Many young men try to kill her. But they all fail^{2.} because they do not turn their eyes away. They all lose their lives. One day,

(continued on next page)

the king of the land asks Perseus to go on a **journey** to bring back the head of Medusa. Perseus does not want to leave the **safety** of his home and family. But he decides to say yes. For Perseus, this is a(n) **opportunitiy** to show his power as a young man.

On the road to find Medusa, Perseus meets two **mentors** who will help him. First, he meets the god Hermes. Hermes gives him **magic** shoes with wings. With these shoes, Perseus can fly. Second, he meets Athena, the goddess of war. She gives him a shield to **protect** himself. How can Perseus kill Medusa without looking at her? Perseus is a(n) **intelligent** young man. He uses the shoes to fight Medusa from the air. He uses the shield as a mirror to see, so he can cut off Medusa's head without looking at her. They start to fight. Medusa **struggles**. She cannot win. In the end, Perseus **defeats** Medusa and **succeeds**.

On the trip home, Perseus meets and falls in love with Andromeda, his true love. Together they return to the king with Medusa's head in a bag. Perseus' **adventure** is over—the monster is dead and he has his **treasure**, Andromeda. His success **affects** his whole community as he becomes king.

EXPAND

- 1 Complete the chart with the correct word forms. Some categories have more than one form. Use a dictionary if necessary. An **X** indicates that there is no form in the category.

	NOUN	VERB	ADJECTIVE	ADVERB
1.	defeat	defeat	a. <i>defeated</i> b. <i>defeating</i>	X
2.	danger	endanger	dangerous	dangerously
3.	failure	fail	a. failed b. failing	failingly
4.	magic	X	a. magical b. magic	magically
5.	a. protection b. protector	protect	protective	X
6.	safety	save	safe	safely
7.	success	succeed	successful	successfully

2 Complete the sentences using the correct form of the word in parentheses.

1. Thor, a superhero, has a magical hammer.
(magic)
2. Katniss Everdeen is very protective of her younger sister, Primrose.
(protect)
3. Perseus comes dangerously close to looking at the face of Medusa and turning to stone.
(danger)
4. Harry Potter successfully completes the challenges in the basement of Hogwarts.
(success)
5. Robin Hood saves Lady Marion from the King's men.
(safety)
6. The Iron Giant fails to hide himself in the junk yard.
(failure)
7. Lord Voldemort tries to defeat Harry Potter and for a second time fails.
(defeat)
(failure)

CREATE

makeyourownhero.com is a website for story writers. Use words from the box to complete the blog post and comments on a recent story that a writer posted on the site.

adventure	fail	mentor	struggle
affect	intelligence	opportunity	succeed
dangerous	journey	protect	treasure
defeats	magic	safety	

makeyourownhero FORUM

Golemsays: I think FictionGuys's last post was weak. I didn't like it at all. What was the story? A young mother finds a magical stone in her garden and just keeps it? ... I don't get it. How are we supposed to see her as any kind of hero? What do you think?

KrytoMan: I agree. Maybe the mother uses the stone to go on a long _____ to a different land. Here she meets a _____ monster that tries to kill her and her child.

Mythmaker: Nice one. The mother and the monster can _____ to get the child. The mother starts to _____. We think she will lose. Then, suddenly, she finds her power and _____ the monster by killing him with his own sword.

Norsefan: I like that idea. What about this one: _____

Supermannut: What if _____

FINAL WRITING TASK

In this unit, you read about heroes and hero stories. Joseph Campbell says people tell hero stories because the stories are like life: “All people live through difficult struggles (the test or challenge) and must use their strength, intelligence, and heart to succeed.”

Now you are going to *write a paragraph to tell the story of a hero*. You will choose a hero (from a folk tale, book, or movie) and describe a challenge he or she faced. Then you will explain how this hero used his or her strength, intelligence, or heart to overcome a challenge. You will explain the effect of overcoming that challenge on the hero or his or her people. Use the vocabulary and grammar from this unit.*
