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RALLY AROUND
FOR READING AND
DISCUSSING
SHORT STORIES

Ministry of Higher and Secondary Special Education
of the Republic of Uzbekistan
Samarkand State Institute of Foreign Languages

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**RALLY AROUND FOR READING AND
DISCUSSING SHORT STORIES**

Electronic educational manual on the subject "reading"

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B17

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“Rally around for reading and discussing short stories” is an educational manual based on a communicative approach. It combines the best in modern methodology special new functions designed to simplify learning and reading to learners. Reading texts from a variety of genres are used both to represent a new language, and to ensure the practice of reading.

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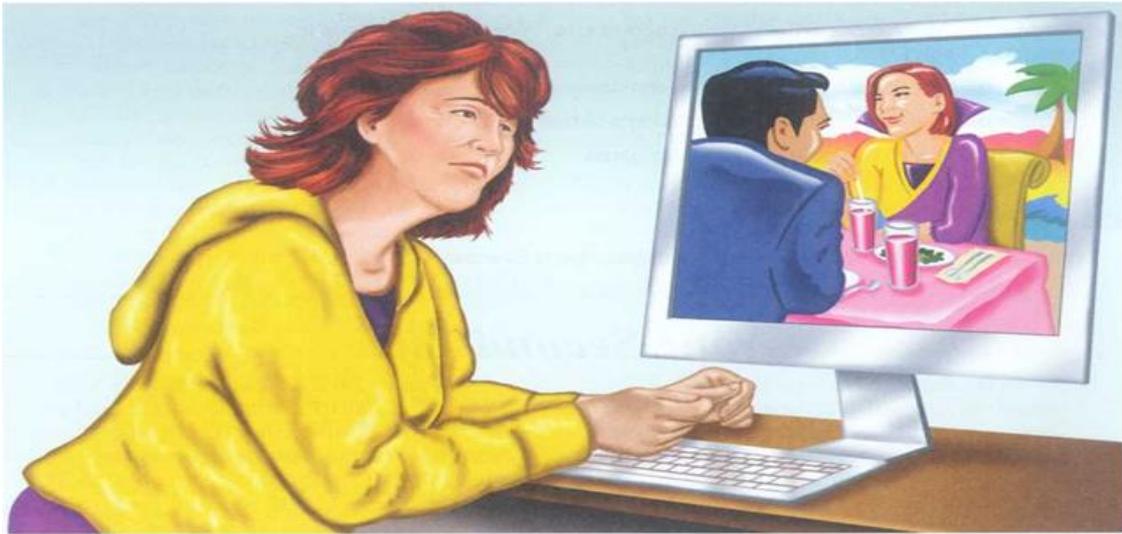
PREFACE

The “RALLY AROUND” is based on communicative approach and it combines the best in current methodology with special new features designed to make learning and teaching easier. Reading texts from a wide variety of genres are used both to present new language and to provide reading practice. Reading sub-skills, such as skimming and scanning, are also extensively practised. There is a number of writing activities and a lexical input in almost every lesson. The book develops students` range of receptive skills by providing opportunities to work with different types of semi-authentic text, then exploring and developing areas of lexical grammar as well. The topics and content of the lessons are based on the CEF reading competence for levels B1 and B2. The book includes 95 page lessons, each of which takes approximately 80 minutes of work in class. At the end there is a section that allows students to track their progress.

CONTENT

<i>Lesson 1</i> Doing Real Business in the Virtual World	5
<i>Lesson 2</i> Virtual Reality: A Powerful Tool	10
<i>Lesson 3</i> Creature Comfort	17
<i>Lesson 4</i> The Language of Pheromones	22
<i>Lesson 5</i> A Blossom Lunch	25
<i>Lesson 6</i> The First Home-Cooked Meal	28
<i>Lesson 7</i> 3M's Entrance into the Russian Market	35
<i>Lesson 8</i> What is the meaning of life?.....	43
<i>Lesson 9</i> Being a Genius Is Hard Work	49
<i>Lesson 10</i> Through the Eyes of Love	54
<i>Lesson 11</i> Who Am I Today?	59
<i>Lesson 12</i> Widows	63
<i>Lesson 13</i> Lost and Found	67
<i>Lesson 14</i> Bigger Is Better; Except When It's Not	74
<i>Lesson 15</i> Choosing to be different	83
Progress check	87
Literature	97

LESSON I



Handout 1 Activity 1

Work with a partner. Look at the picture. Ask and answer the questions. If you don't know a word in English, ask your partner or look in your dictionary.

- What does the woman in the picture look like? How is she dressed?
- What are the differences between the woman and her picture on the computer?

Handout 2 Activity 2

Look at the words and phrases in the list. Write the number(s) next to each word to show what you know. You may be able to write more than one number next to some of the words. You will study all of these words in this chapter.

As far as we know, creature, digital, exchange, expense, income, merges, property range, roughly, toy, virtual.

Reading Skill: Understanding Text Organization—Process

Process is a common type of text organization. To understand a process, you need to understand the steps and the order of each step. Sometimes a writer does not list every step, so you have to imagine the missing step(s).

Handout 3 Activity 3

Preview the newspaper article “Your Second Life.” What process does it explain? Check (/) it.

- how to be a successful fashion designer
- how to make money by playing a virtual reality game
- how to design a virtual reality game

DOING REAL BUSINESS IN THE VIRTUAL WORLD

As far as we know, humans are the only **creatures** on Earth with the ability to imagine lives that are different from the ones we have. Some people enter the world of imagination through books and stories. Others watch television or movies. Children bring their **toys** to life with the power of their imagination. Today, the Internet makes it easier than ever for both children and adults to enter imaginary worlds. But what happens when the real world and the world of the imagination start to **merge**? To find out, all you need to do is go on the Internet and enter the **virtual** world of Second Life.

First of all, to understand Second Life, let's meet someone who lives and works there, Nyla Cheeky. Cheeky is a fashion designer. She designs and makes women's clothing, and then sells it in her own 20 stores. Cheeky's clothes are surprisingly inexpensive. Her original designs **range** in price from 25¢ to \$6. How can she afford to sell things at such low prices? She has an enormous number of customers. In fact, 25 thousands of people visit her stores every day.

Now meet Canadian fashion designer Nyla Kazakoff. Kazakoff's designs are very similar to Cheeky's. However, they cost significantly more. For example, both designers sell a 50 similar dress. Cheeky's dress costs about \$5.35. Kazakoff's costs \$ 1,500. Kazakoff needs to sell her designs at high prices because she can create and sell only a few of them every month.

Have you guessed the secret of the two 'o Nylas yet? They are both the same person. Nyla Kazakoff" is a real-life fashion designer. Nyla Cheeky is a fashion designer, too, but she doesn't live in the real world. She lives in the online world of the virtual reality game Second Life, to the clothes in her stores are virtual, not real. But the money she makes is undeniably real.

To play Second Life, you create a computer character, or *avatar*, as it is called in the gaming world. Nyla Cheeky is Nyla Kazakoff's avatar. 45 When your avatar enters Second Life, he or she does many of the same things people do in the real world. For example, avatars go to nightclubs, drive cars, and play games. And like people in the real world, avatars love to shop. This is where fashion designer Nyla Kazakoff comes in. Designer fashions are very popular among Second Life avatars. The real world Nyla Kazakoff creates online **digital** copies of her real world clothes. Then Second Life Nyla Cheeky sells the virtual clothing in stores that she rents in Second Life. Customers pay for her designs with money called Lindens. Second Life players **exchange** real money for Lindens.

Up to this point, Second Life might not 60 sound very different from other online games. But this is where things get interesting. The unique thing about Second Life is that players like Kazakoff create things and sell them in Second Life. They then exchange the Lindens 65 that they make for real money. For example, imagine that someone buys one of Kazakoff/ Cheeky's designs for 500 Lindens. Those Lindens go into Kazakoff/Cheeky's Second Life account. After

Kazakoff/Cheeky pays Second Life **expenses** such as the rent on her stores, any remaining Lindens are hers. She can then exchange them for real dollars.

Currently, Kazakoff is making **roughly** two-thirds of her **income** from real-world sales of her designs, and one-third from Cheeky's sales in Second Life. And Kazakoff isn't the only one making real money in the virtual world. Some Second Life players have done so well that they have given up their real-life careers. In fact, there is at least one Second Life player who has become rich developing¹ and then selling **property** such as land, homes, and office buildings in Second Life.

But wait a minute! Why would anyone pay real money for imaginary clothing or property? Probably for the same reason that a little girl saves her birthday money to buy clothing and a house for her favorite doll². She dresses her doll in clothing that she can't wear in real life and puts her in a house where adults can't tell her what to do. Through her doll, the little girl experiences a reality that is different from her own. The same is true of adults playing Second Life. Through their avatars, they have a chance to experience a "second life." And they are happy to pay real money to bring that imaginary world to life.

Handout 4 activity 4

Vocabulary Check

Look at the boldfaced words in the reading and try to guess the meaning. Then read the sentences and circle the letter of the correct answer to complete each sentence.

1. When you say "As far as I know," you are....of the facts.
a. 100 percent sure b. some what sure c. not at all sure
2. When two things merge,.....
a. they become one b. each one grows c. they are very similar
3. If I go to a store to exchange a computer game I bought, I want to return the game and get.....
a. my money back b. a different one c. a receipt
4. When you have a job, you....an income.
a. earn b. don't need c. pay
5. If your income ranges from \$35,000 to \$50,000, it....
a. never changes b. is often more c. can vary by \$15,000 than \$50,000
6. Creatures are....
a. animals b. plants c. avatars
7. It is difficult to when your expenses are high.
a. get up b. save c. work
8. Most children like to.....toys.

- a. design b.merge c. play with
9. A digital camera does not use...
- a. film b.pictures c.a flash
10. He has a lot of property in the city, includingbuilding
- a. two jobs b.an apartment c. many friends
11. A virtual friend is a friend that you meet
- a.frequently b.online c.with another friend
12. If you are making roughly \$100,000 a year,
- a. you are making exactly \$100,000 b.Your job is very difficult
- c.You earn about \$100,000

Activity 5

Comprehension Check

Read the statements about the reading. Write T (true) or F (false). If it is not possible to tell, write? For the statements you mark T and F, write the number of the paragraph where you found the answers.

1. Nyla Kazakoff is a real person.
2. Nyla Cheeky is a real person.
3. Nyla Kazakoff designs clothes for famous people.
4. Second Life players create a character to represent them inthe game.
5. Some Second Life players create digital clothing, houses, land,or other things and sell them to other players.

Activity 6

How does Second Life work? Put the steps in order for playing the game and for making money in the game. Write 1 for the first step, 2 for the second step, and so on. Some of the steps are stated directly in the reading; for others, you will need to use your imagination.

How to Play the Game

- a. Buy Lindens.
- b. Create an online avatar to use in Second Life.
- c. Register on Second Life's Web site.
- d. Dress your avatar in new clothes and go to a virtual nightclub.
- e. Go shopping for clothes for your avatar in virtual stores.
- f. Pay for your avatar's virtual clothes with Lindens.

How Nyla Kazakoff Started Making Real Money in the Game

- a. She exchanged dollars for Lindens and rented a store.
- b. She registered on Second Life's Web site and created an avatarnamed Nyla Cheeky.

- c. She set up an account on Second Life to deposit the Linden that she would make from selling virtual clothing in her store.
- d. She made digital copies of her real world designs and put them in her store.
- e. She exchanged the Lindens in her account for real money.
- f. She started selling her designs to other players' avatars.

Summary

Work in small groups. Ask and answer the questions.

1. Have you ever played Second Life or another similar online game? If you haven't, would you like to?
2. Do you think that playing a game such as Second Life is a useful way to spend your time? Explain your opinion.
3. How do adults use their imaginations in their work and personal lives?

Homework:

Write an explanation of how to play Second Life. You may review the reading and the steps on page before you start writing, but once you have started writing, do not look at the reading or the exercises. When you finish, compare your explanation to a classmate's. Whose explanation is more accurate?

LESSON II

Activity 1 Handout 1

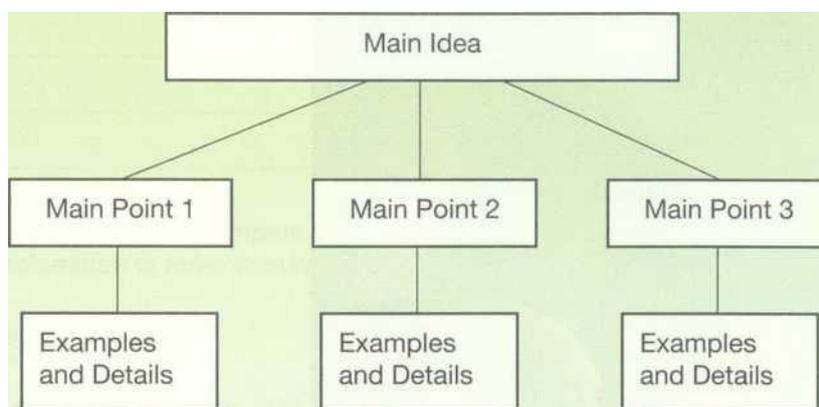
Look at the words in the list. Write the number(s) next to each word to show what you know. You may be able to write more than one number next to some of the words. You will study all of these words in this chapter.

Absorbed, ancient, attractive, destroy, likely, model, mostly, operation, perform, spot, swallow, vehicle

Activity 2

If you know that you will be tested on the material from a reading, it is useful to make a graphic organizer or an outline. An outline serves the same purpose as a graphic organizer, but it looks a little different. Compare:

Graphic Organizer



Outline

Main Idea:

I.Main Point 1

A.Detail or example

B.Detail or example

II.Main Point 2 [etc.]

When you study for a test, you can study your graphic organizer or outline rather than having to reread the text(s). Although making a graphic organizer or outline takes time, it serves three important purposes:

1. It helps you to understand the reading.
2. It helps you to remember the most important information.
3. It saves you time when you study for the test.

Activity 3

Preview the magazine article "Virtual Reality: A Powerful Tool" on the next page.

Check (/) the statement that best describes how the reading is organized.

1. The writer introduces a technological problem and presents a solution, (problem/solution)
2. The writer introduces a kind of technology and lists different uses of it. (Simple listing)
3. The writer compares and contrasts several different kinds of technology, (compare/contrast)

Activity 4 Handout 4

VIRTUAL REALITY: A POWERFUL TOOL

Many people think of virtual reality (VR) as a toy. However, to many professionals today, VR is not a game. It is one of their most important tools. In fact, VR has become as important to some professionals as a stethoscope¹ is to a doctor or scissors are to a hairdresser.

Let's start with how doctors use VR. VR is used in many ways in medicine. With one VR tool, doctors can practice difficult operations before they perform them on real people. For example, in 2001 doctors in Singapore used a VR tool to plan a very complex and dangerous operation. Twin baby girls were born with their heads joined together. The doctors operated to separate them. The operation was a success, mostly because the doctors were able to perform the operation virtually before they tried it on their real patients.

Another medical use of VR is to help patients control their pain. One VR program is especially helpful for people with serious burns. It helps patients escape from their pain for a while. They go on exciting adventures such as a deep-sea dive, a trip to the moon, or a ski trip. Using the program "was like watching a movie," one burned teenager said. "I got totally absorbed in my virtual world and forgot about the pain." VR also has important uses in the business world. Several European automakers, including the makers of Jaguar Formula One racing cars, use VR to design their vehicles. Mercedes-Benz uses its VR center in Stuttgart, Germany both to design and to crash-test vehicles. Results from these virtual crashes are percent accurate. The virtual testing saves money because no vehicles are destroyed. Also, the computer shows what happens to each part of the vehicle. The computer can spot many things that testers might not see in a real crash test. VR is also very useful for architects. They use it to create virtual model homes. "By bringing the floor plans to life, buyers get a better understanding of what it would be like to actually live in this house," says Mitchell Hochberg, president and CEO of Spectrum Skanska, a company that designs and builds 50 homes. Such virtual tours are much cheaper to make than real model homes. Hochberg calls the VR tours "our single most important marketing tool."

Scientists use VR in a variety of ways.

Meteorologists (scientists who study weather and climate) use VR to enter hurricanes. Chemists and drug designers use VR to look at the shape of complex molecules and build new ones. Paleontologists (scientists who study ancient forms of life such as dinosaurs) use VR to travel back in time. Entomologists (scientists who study insects) use VR to create life-size models of creatures such as grasshoppers. "You can even get swallowed by a grasshopper and find yourself in its abdomen," says entomologist Alexie A. Sharov. Now you've seen how doctors and other professionals use VR to do some very important works. But VR is also used for less serious purposes. For example, people in the beauty industry use VR programs, too. Some hairdressers use VR programs to make a digital copy of a client's head from a photograph. They can then show clients what they will look like with a different hairstyle or color. Dentists can use VR to show people what they will look like with a more attractive smile. VR gives these dentists and hairdressers a significant edge over businesses that don't have VR.

Of course, none of these VR programs is cheap. However, as more and more people begin to use VR, prices are likely to come down. And for many professionals, the expense is small when compared to the benefits. The popularity of VR today, both as a toy and a tool, makes it clear that it is here to stay. In the future, we might be spending more time working and playing in the virtual world than we do in the real one.

Activity 5 Handout 5

Vocabulary Check

Complete the sentences with the boldfaced words from the reading. Use the correct form of the word.

1. 1. That is a great haircut. You look very.....with that hairstyle.
2. 2. Cars, buses, and trucks are.....
3. 3. I can't show you the house today because it isn't ready to be shown.
4. 4. However, I can show you the....home. It is very similar to the one that is for sale.
5. 5. Oh no!!! A fly fell in my coffee and I..... it!
6. 6. I don't want another dog. My last dog.....my furniture.
7. 7. It was a longThe doctors worked on the patient for ten hours.
8. 8. Sadly, the doctor who.....the operation couldn't save the patient.
9. 9. Take an umbrella. It is.....to rain later.
10. 10. She was so....in her work that she did not even hear the telephone.
11. 11. We cannot know exactly how people lived in.....times, but with virtual reality we can experience how it probably felt to live centuries ago.

12. 12. He was very sick, but he got better,.... because of hiswife's support.
13. 13. We were in the forest for a long time, but we didn't....any birds.

Activity 6 Handout 6

Comprehension Check

A. Check (/) the uses of virtual reality that are mentioned in the reading.

1. as an entertainment
2. as a stethoscope
3. to help doctors plan operations
4. to help the sick and elderly at home
5. to sell things
6. in automobile safety tests
7. to learn more about the natural world
8. to learn about the past
9. to distract people who are in pain

Activity 7

What is the writer's opinion of VR? Circle the letter of the correct answer.

- a. It should be used to help people, not as a toy, but most people don't understand that.
- b. It is an amazing tool and toy that will become more common in the future.
- c. It is interesting, but it won't become common anytime soon because of the expense.

Complete the outline of the reading.

Compare your outline with a classmate's. Have you and your partner included the most important information?

Summary

Work in small groups. Ask and answer the questions.

1. Have you ever used virtual reality, either as a toy or as a tool? Explain.
2. What kind of job do you have or do you want to have in the future? Do you know if VR is used in that kind of job? If so, how? If not, imagine a use for it in that kind of job.
3. Do you know of any uses of VR other than those mentioned in the article? Describe them.

It is useful to learn the words that go together with, or collocate with, new words that you learn. For example, in the reading, the adjective virtual collocates with the noun reality to form virtual reality.

Activity 7

Skim “Virtual Reality: A Powerful Tool” for collocations that use the words on the left. Then match the words in the columns to form collocations. The numbers in parentheses are the paragraphs in the reading where you can find the words.

Words from the reading

1. perform (2)
2. model (5)
3. life-size (6)
4. beauty (7)
5. prices (8)

New words

- a. home
- b. industry
- c. model
- d. come down
- e. an operation

Complete the sentences with the collocations from Exercise A.

1. It is more difficult for doctors to....on a very youngchild than on an adult.
2. If you show customers a nice..... , they are more likelyto buy a real home.
3. We can’t afford a new house right now. We need to wait until the...
4. The...is getting bigger and bigger. Every year, people spend billions of dollars on products to make themselves look more attractive.
5. At the Museum of Science they have a... of anenormous dinosaur. It’s amazing.

Finding the Core Meaning of Words: Example Sentences

In English there is often more than one meaning for a word. However, most of the meanings are actually based on one core meaning of the word. If you understand what the core meaning is, then you will be able to understand the word when it is used in many different contexts.

You can discover the core meaning of a word by looking at several sentences that contain the word. To find sentences containing a particular word, you can use an online tool called a concordance. When you enter a word into a concordance, it will give you sentences containing that word. To find a concordance, enter “word concordance” into the search box of your Internet browser and follow the links. Here are some sentences containing the target word absorbed:

EXAMPLE:

- The poison is absorbed by small organisms in the water, which are eaten by fish, which are eaten by larger fish.
- As a boy in a local school, he was shy and solitary, absorbed in nature.
- People who are self-absorbed do things mostly for their own benefit, putting their own feelings first.

After reading these sentences, you might come up with this explanation of the core meaning of *absorbed*: When something or someone is absorbed, it is taken so deeply inside someone or something that it becomes a part of that person or thing.

Work in small groups. Read the sets of sentences and discuss the core meanings of the bold faced words.

perform

1. With one VR tool, doctors can practice difficult operations before they perform them on real people.
2. Using the latest technology, the modern farmer can now perform the work of six men.
3. The student orchestra performs several times a year at campus events.
4. Physicists need to perform many experiments to test their theories.

Core meaning of *perform*: _____

1. Virtual
2. To find out, all you need to do is go on the Internet and enter the **virtual** world of *Second Life*.

3. After the snowstorm, there was **virtually** no one on the street for days.
4. The newspaper reports made him look like a **virtual** criminal, when in fact he had done nothing wrong.

5. Costa Rica is a **virtual** paradise for nature lovers.

6. Core meaning of *virtual*: _____

7. Crash
8. Mercedes-Benz uses its VR center in Stuttgart, Germany, for both designing and crash-testing.

9. I heard a **crash** and ran upstairs to see what had happened.

10. He lost his life savings in the stock market **crash**.

11. She took a **crash** course in Italian two weeks before her trip.

12. Core meaning of *crash*: _____

Summary

Fluency Strategy

To improve your reading speed and fluency, time yourself as you read something that is easy for you. Easy means:

- ***You know all or almost all of the words (98-100%).***
- ***The sentences are easy to understand.***
- ***You can read quickly and still understand.***

- *Reading feels natural and relaxed.*

Always read a text more than one time. Push yourself to read faster each time. It might seem strange, but reading faster will help you understand better. If you read too slowly, you might forget the beginning of a story, paragraph, or even sentence before you finish it.

Keep a record of your reading speed and comprehension. That way you will see your improvement. You will be surprised at how much both your speed and comprehensions improve over time.

Homework

Make up sentences with the words from the text and discuss their core meaning in the class

LESSON III



Pre-reading activity 1

Work with a partner. Look at the picture. Ask and answer the questions. If you don't know a word in English, ask your partner or look in your dictionary. The list of the words will help you to describe the picture.

1. What is the animal in the picture?
2. Why is it with the woman, in the room?

Anxiety, barely, breed, costume, disability, lawsuit, mild-mannered, miniature, privilege, suspicion, tap threatening

Reading Skill: Understanding Text Organization— Compare/Contrast

Compare/contrast is a common type of text organization. When writers compare, they discuss the similarities between two people, places, things, or ideas. When they contrast, they discuss the differences. Often writers will both compare and contrast in the same reading.

There are many common signal words for comparing and contrasting. Certain grammar patterns are also used. Often the writer states one side of the comparison or contrasts directly using signal words or grammatical patterns and assumes/supposes that readers will figure out the other side of the comparison or contrast for themselves.

<i>Signal words: Comparison</i>	<i>Grammar pattern: Comparison</i>	<i>Signal words: Contrast</i>	<i>Grammar pattern: Contrast</i>
<i>similar to, like, similarly, likewise, in the same way</i>	<i>as... as... the same ...as... both... and... not only... but also...</i>	<i>but, different from, unlike, in contrast, on the other hand, however</i>	<i>more (or -er)... than not as ... as... less/fewer... than ...</i>

Activity 2 Handout 2

Skim “Creature Comforts.” Then answer the questions.

1. Which words and grammar patterns does the writer use to signal comparisons and contrasts? Underline them in the text. 2. What does the writer compare and contrast in the article?

CREATURE COMFORTS

On Halloween night in a suburb of Albany, New York, a group of children dressed as vampires and witches² ran past a middle-aged woman in plain clothes. She was holding a leather harness (упряжь) like the kind used for seeing-eye dogs. In the harness was a small black-and-white horse barely tall enough to reach the woman's hip. "Cool costume," one of the kids said. But it wasn't a costume. The woman, Ann Edie, was simply blind, and out for an evening walk with Panda, her guide miniature horse.

There are no sidewalks in Edie's neighborhood, so Panda led her along the side 15 of the street. At one point, Panda paused, waited for a car to pass, and then walked into the road to avoid a group of children running toward them. She led Edie to a traffic pole at a busy intersection. There she stopped and Panda tapped her hoof. (копыто)

"Find the button," Edie said. Panda raised her head inches from the pole so Edie could run her hand along Panda's nose to find and press the "walk" signal button.

Edie isn't the only blind person who uses a guide horse instead of a dog—there's actually a Guide Horse Foundation that's been around for almost ten years. The obvious question is why? In fact, Edie says, there are many reasons: Miniature horses are mild-mannered, trainable, and less threatening than large dogs. They're naturally cautious and have excellent vision, with eyes set far apart for nearly 360-degree range. Plus, they're herd animals, so they instinctively match their movements to others'. But the biggest reason is age: Miniature horses can live and work for more than thirty years. In that time, a blind person typically has five to seven guide dogs. 40 That can be difficult both emotionally and economically. It can cost up to \$60,000 to breed (разводить), train, and place each dog in a home.

"Panda is almost eight years old," her trainer, Alexandra Kurland, told me. "If Panda were a dog, Ann would be thinking about retiring her soon, but their relationship is just getting started. They're still improving their communication and learning to read each other's bodies. It's the difference between dating for a few years and being married so long you can finish each other's sentences."

Edie has nothing against service dogs—she has had several. One worked beautifully. Two didn't—they dragged her across lawns chasing cats and even pulled her into the street chasing

dogs in passing cars. Edie doesn't worry about those sorts of things with Panda because miniature horses are less aggressive.

Still, she says, "I would never say to a blind person, 'Run out and get yourself a guide horse,' because there are definite limitations." They eat far more often than dogs and go to the bathroom about every two or three hours. (Yes, Panda is house-trained.⁸)

Plus, they can't lie down in small places, which makes going to the movies or riding in airplanes a challenge. (When miniature horses fly, they stand in first class or bulkhead⁹ because they don't fit in standard coach.)

After the first shock of seeing a horse walk into a cafe or ride in a car, watching Edie and Panda work together makes the idea of guide miniature horses seem completely logical. Even normal. So normal, in fact, that people often find it hard to believe that the United States government is considering forcing Edie and many others like her to stop using their service animals. But that's exactly what's happening.

A growing number of people believe the world so of service animals has gotten out of control: First it was guide dogs for the blind; now it's monkeys for quadriplegia, guide miniature horses, parrots for psychosis, and any number of animals for anxiety, including cats, pigs and a duck. They're ail showing up in stores and in restaurants. This is perfectly legal because of the Americans with Disabilities Act (A.D.A.). The Act requires that service animals be allowed wherever their owners want to go.

Some people enjoy running into an occasional primate or farm animal while shopping. Many others don't. This has resulted in a growing debate over how to handle these animals. There is also widespread suspicion that people are abusing the law to get special privileges for their pets. Increasingly, business owners, landlords, and city officials are refusing to accommodate non-canine service animals. Animal owners are responding with lawsuits. These cases are raising questions about how to balance the needs and rights of people who rely on these animals, of businesses obligated by law to accommodate them, and of everyday people who—because of health and safety concerns or just general discomfort—don't want monkeys or ducks walking the aisles of their grocery stores.

Activity 3 Handout 3

Vocabulary Check

Look at the boldfaced words in the reading and try to guess the meaning then read the sentences and circle the letter of the correct answer to complete each sentence.

1. You breed an animal because you want it to_
a. have babies b. lose weight c. be healthy
2. She is barely sixteen. Her birthday was ___

- a. a year ago b. late c. yesterday
3. His anxiety makes it _ for him to relax.
- a. common b. difficult c. fun
4. She's wearing a costume. She's probably going to_
- a. a party b. school c. work
5. She is mild-mannered. She is ___ angry.
- a. always b. rarely c. sometimes
6. He talked to her in a threatening way, but
- a. he didn't hurt her b. she didn't laugh c. she felt uneasy
7. You cannot ___ someone based on your suspicions. First you need proof.
- a. accommodate b. arrest c. threaten
8. Lawsuits are handled by ___
- a. courts b. colleagues c. partnerships
9. She___ when he tapped her on the shoulder.
- a. was injured b. fell down c. turned around
10. He has special privileges. He ___
- a. can't walk b. doesn't have to c. is not allowed inside
- pay to enter
11. He has a disability, ___ he can do almost everything that other people can do.
- a. because b. so c. but
12. Miniature horses are ___
- a. disabled b. very small c. threatening

Activity 4 Handout 4

Read the statements about the reading. Write T (true) or F (false). If it is not possible to tell, write? Then correct the false statements to make them true.

1. Guide miniature horses are common in the United States today.
2. Miniature horses are better service animals than dogs.
3. Guide miniature horses cannot go on airplanes or in movie theaters.
4. The Americans with Disabilities Act does not protect people who suffer from anxiety.
5. Some restaurant and store owners do not allow people with guide dogs to enter their place of business.
6. Some people would like the government to prevent certain types of service animals from entering public places.
7. Some of the disabled are going to court to protect their right to take unusual service animals with them wherever they go.

Explanation

Using the Keyword Technique

There are many ways to remember the meaning of a new word. Research on language learner's show that the keyword technique works well for many learners. Here's how it works:

- 1. Look at the new word, and choose a keyword. A keyword is a word in your native language that sounds similar to the beginning or all of the new word in English.*

Look at the example from a native speaker of Spanish.

EXAMPLE:

New word = costume

Keyword (Spanish word that sounds similar) = casa (= house in English)

- 2. Imagine a picture where the meaning of the new word and the meaning of the keyword are connected in some way. The connection can be strange. In fact, strange pictures are often easier to remember!*

Homework

On a separate piece of paper, summarize the similarities and differences between dogs and miniature horses. Write two paragraphs—one about the similarities and the other about the differences. Use appropriate signal words and grammatical patterns. Do not look back at the text. Exchange summaries with a partner. Did you and your partner include the same information?

LESSON IV

Activity 1

Read the words and their definitions. You will see these words in the reading.

moth: an insect similar to a butterfly, that usually flies at night, especially toward lights

butterfly: an insect with large and usually colored wings caterpillar: a small creature with a long rounded body and many legs that develops into a butterfly or moth

Read the question. Then scan “The Language of Pheromones” to find the answers.

1. What are pheromones and what are two of their purposes?

Activity 2 Hand-out 1

THE LANGUAGE OF PHEROMONES

Pheromones are chemicals that animals, including insects, produce. Plants also produce pheromones. Studies show that flowers use pheromones to attract bees. Pheromones play a very important role in the natural world.

For many creatures, life would not be possible without pheromones.

Moths are one insect that could not survive without pheromones. Moths have poor eyesight, and most species cannot use sound to communicate. Instead, they communicate through pheromones. Female moths, for example, release pheromones from their legs and wings. A male moth can identify female moth pheromones from as many as five miles away. And because the pheromones don't wear off for several hours, male moths have enough time to find the females and breed.

Ants have different pheromones for different purposes. Like moths, ants use pheromones to find each other. They also use pheromones to find food. When an ant finds food, it takes a piece and returns to the nest. Along the way, it releases a trail of pheromones. Other ants follow the trail to find the food. If something blocks the trail, the ants look for a new way to reach the food. When they find the shortest way, they produce a new trail of pheromones.

In this way, pheromones help ants adapt to changes in their environment.

When an ant is hurt or threatened, it produces an "alarm" pheromone. Other ants identify the alarm pheromone and immediately come to help. The more serious the threat, the more alarm pheromones the ant produces. In this way, ants can quickly organize to fight insects hundreds of times their size.

Some species of ants use "trick" pheromones to stir up trouble and confuse their enemies.

Fire ants, for example, produce pheromones near the nests of other ants. Those ants become confused and begin to fight each other instead of attacking the fire ants.

Other insects use trick pheromones to imitate another species. In some cases, this protects them from becoming the next course in another insect's meal. An interesting example is the

Large Blue butterfly. During its caterpillar stage, this unusual insect releases a pheromone similar to that of an ant. If ants find a Large Blue caterpillar in the forest, they carry it home. There, instead of eating it, they care for it—like a family member. The ants do not suspect that anything is wrong, even when the caterpillar starts to eat their young! The caterpillar doesn't leave the nest until it has safely turned into a butterfly.

Yet another insect-like creature uses trick pheromones to attract its next meal. The bolas spider, a species common in South America and Africa, releases a pheromone similar to that produced by a female moth. The spider then waits for a male moth to arrive. Instead of finding a female, the unsuspecting moth becomes a tasty meal for the spider.

Because of examples like these, many biologists now believe that pheromones are the true language of spiders and insects.

But pheromones are also important to plants and other animals. Their significance in the natural world is undeniable. Some scientists even believe that humans, like other living creatures, use pheromones to attract members of the opposite sex. If that turns out to be true, it might be more accurate to talk about "Love at first smell" than "Love at first sight!"

Activity 3 Handout 3

Comprehension Check

Read the statements about the reading. Write T (true) or F (false).

1. Bees use pheromones to attract flowers.
2. Insects use pheromones to communicate.
3. When a female moth releases pheromones, the pheromones stay in the air for only a few minutes.
4. Without pheromones, some moths would not be able to breed.
5. Ants release different pheromones in different situations.
6. Fire ants release pheromones that confuse other ants.
7. The Large Blue caterpillar has a unique way of protecting itself.
8. The bolas spider uses pheromones to attract female moths.
9. Many animals release pheromones, but humans do not.

Activity 4 Handout 4

Complete the chart with the names of the creatures mentioned in the reading. Some creatures will appear in more than one place in the chart.

Insects	Function of pheromones
	to attract members of the opposite sex
	to tell others where to find
	to warn others of danger
	to confuse its enemies
	to protect itself from being
	to get another species to take
	to get food

Explanation

Reading Skill: Identifying Purpose

As you read, you should always consider the writer's purpose. In other words, why did the writer write the text? To understand the writer's purpose, you also need to think about the writer's audience. In other words, for whom was the text written? Look at the examples in the chart.

Often a writer will have more than one purpose, and more than one audience. However, it is usually possible to identify the writer's main purpose and audience.

Purpose	Audience	Possible text types
to convince the reader to buy something	the general public people who like to read	an advertisement for a product or service a Web site that sells books
to entertain	the general public people who like to travel or read about traveling	comic strips in the newspaper a travel diary
to inform	the general public people who love movies	a newspaper article about a scientific discovery a Web site with movie reviews
to teach the reader how to do something	someone who just bought a computer home cooks	a computer instruction manual a recipe

Homework

Find information about some other insects or animals which produce pheromones.

LESSON V

Explanation

Reading Skill: Making Inferences

Writers do not always explain everything directly in a text. Instead, some texts are like a puzzle that readers have to put together for themselves. The writer expects the readers to pay attention to the details in the reading, and make reasonable conclusions based on that information. Those conclusions are called inferences. When you make an inference, you should be able to identify the information in the text that supports your inference.

Activity 1

Preview “A Blossom Lunch.” What can you infer about the writer? Circle the answer(s).

The writer likes

- a. city life
- b. cooking
- c. eating
- d. meatf. simple, fresh food
- e. vegetables

Read “A Blossom Lunch.” Check your answers from Exercise 1 by underlining the parts of the text that support your inferences.

A BLOSSOM LUNCH

On the piazzal sits Sergio's fruit and vegetable shop, so we look about for things to enhance our blossom-lunch menu. Sergio suggests a stir-fry of vegetables and herbs. He 5 pulls out a handful of sage leaves, each one long and soft as a rabbit's ear, whacks² the leaves and small stems from a head of celery, picks through a basket of skinny green beans, and adds some to our pile. He asks if we like potatoes but doesn't wait for us to answer before digging into a box of yellow-skinned ones, still covered in dirt, each no bigger than a cherry.³

Four steps away up toward the church and 15 the city hall is a gastronomic/ (Italian grocery store) where we buy flour and sea salt and peanut oil for frying. I ask for eggs, and the man looks pityingly on me, and says all I need to do is stop at the henhouse just down the 20 hill from our place.

I have never before gathered eggs from under a hen. Fernando has never before seen a hen. We bend low into the henhouse where there are a dozen or so fat lady birds. I 25 approach one and ask her if she has an egg or two. Nothing. I ask in Italian. Still nothing. I ask Fernando to pick her up, but he's already outside the henhouse telling me he really doesn't like eggs at all and he especially 30 doesn't like frittata. 4 Both lies. I start to move the hen, uncovering the place where two lovely brown eggs sit. I take them, one at a time, bend down and put them in my bag. I want two more. I move on to another hen and this 35 time find a single, paler brown-shelled beauty.

I take it and leave with an unfamiliar thrill. This is my first full day in Tuscany, and I've robbed a henhouse before lunch.

Back home in the kitchen I beat the eggs 40 with a few grindings of sea salt, a few more of pepper, adding a tablespoon or so of white wine and a handful of Parmigiano5 cheese. I twirl6 my frying pan to coat it with a few drops of my oil, and let it warm over a quiet flame. I 45 drop in the blossoms whole, flatten them a bit so they stay put, and Leave them for a minute or so while I tear a few basil leaves and give the eggs another stroke or two. I throw a few fennel seeds7 into the pan to scent the oil, 50 where the blossoms are now beginning to take color on their bottom sides. Time to increase the heat and add the egg batter.8 I perform the motions necessary to cook the frittata without disturbing the blossoms, coating them in the 55 eggs. Next, I run the little cake under a hot grill to form a gold skin on top before sliding it onto a plate, sprinkling torn basil on top.

Fernando and I batter and fry the sage leaves and celery tops, eating them right away 60 while standing in front of the stove. We fry only a few of the blossoms and all of the tiny potatoes and green beans and carry them out to the terrace with the frittata.

Activity 2 Handout 2

Complete the paragraph with the boldfaced words from the reading. Use the correct form of the word.

First, wash the (1)... of the celery in cold water, and cut them into one-inch pieces. Then (2)... a largesaucepan with oil, and heat it for one minute over a medium (3)...Add the vegetables to the pan and cook for oneto two minutes, giving them a couple of (4)... with wooden spoon. When they start to feel a little soft, (5)... them carefully onto a heated plate. Serve immediately with a sprinkling of salt and pepper.

Activity 3 Handout 3

Complete the sentences with the boldfaced words from “A Blossom Lunch.” Use the correct form of the word.

1. I love the..... of baking bread. It smells like home!
2. She looked at me.....when I told her I had not eaten ahome-cooked meal in years. I could tell that she felt sorry for me.
3. The children.....flowers from the garden to put on thedining room table.
4. It's a beautiful evening. Why don't we eat outside on the....?
5. The right amount of salt willthe flavor of the meat.
6. “Children, please... until everyone has finishedeating. Then you can leave the table and go outside to play.”

7. The first time I prepared an entire meal by myself was a(n)..... I felt very excited and proud of myself.

8. When the waiter... our table, we told him we weren't ready to order yet.

Activity 4 Handout 4

Comprehension Check

A. Check (/) the answers that you can infer from the text. Support your inferences with details from the text.

1. Where does the story take place?

In a small town

In a large city

In the United States

Details:

2. Who is Fernando?

a chef

the owner of a grocery store

the writer's husband

Details:

3. Why does the man in the gastronomia feel pity for the woman?

because she can't afford to buy eggs

because she doesn't know how to cook the local food

because she is an outsider and doesn't understand the local customs

Details:

Read the statements about the reading. Write T (true) or F (false). Support your answers with details from the text.

1. The writer was born and raised in Italy. Details:

2. Fernando is used to living in the city. Details:

3. The writer appreciates simple food. Details:

4. The writer has invited a group of people for lunch. Details:

5. Fernando does not know how to cook. Details:

6. The writer is visiting friends in Tuscany. Details:

7. The writer and her husband have just moved to Tuscany. Details:

8. The writer writes cookbooks. Details:

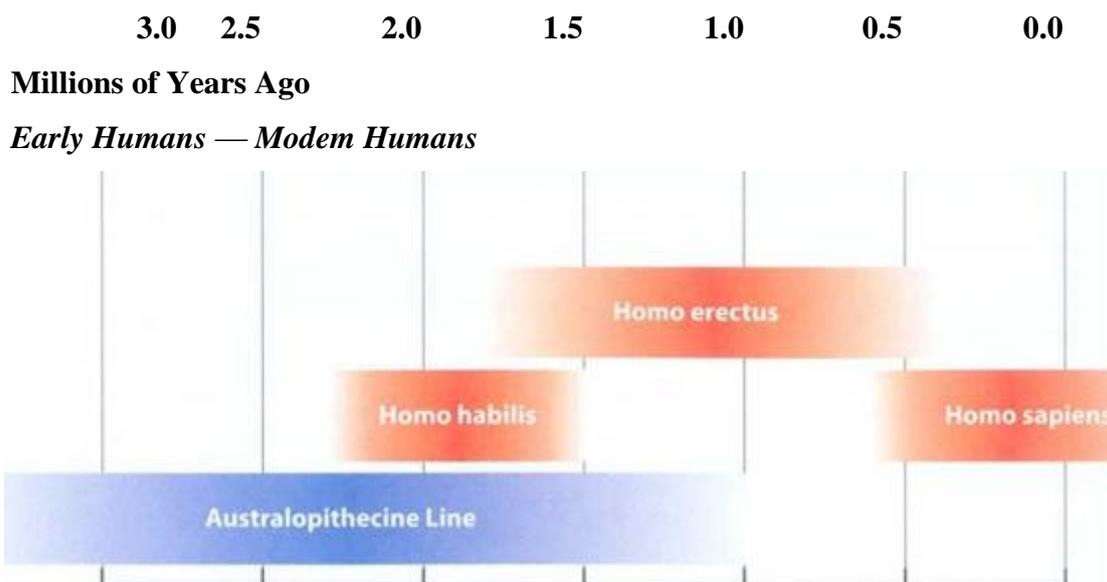
Summary

Survey your classmates. Find out who has had experience growing, raising, finding, or catching their own food. Try to find at least one classmate who has experienced each activity.

Homework

Prepare a presentation on the topic "The food I prepared myself"

LESSON PLAN VI



Activity 1

Work with a partner. Look at the timeline and ask and answer the questions. If you don't know a word in English, ask your partner or look in your dictionary.

1. What is the name of the species that came before the Homo line?
2. According to the time line, which came first, Homo erectus or Homo habilis?
3. When did Homo erectus first appear?
4. What is the scientific name for modern humans (us!)?

Explanation

Reading Skill: Understanding the Relationships between Ideas—Cause and Effect

We often read to understand why something happens or is true. To understand why, we need to understand the relationship between causes and effects.

Example:

Cooked food is also softer than raw food, so the body uses less energy digesting it. Thus, cooking is vitally important to supporting the large human brain, which consumes a quarter of the body's energy.

In the above sentences, the words so and Thus introduce effects. A graphic organizer can also help to understand the relationship between causes and effects. Often, the effect of one thing will become the cause of another. A graphic organizer can make these relationships clear.

Activity 2 Handout 1

Read "The First Home-Cooked Meal." As you read, circle any words that signal cause and effect relationships.

THE FIRST HOME-COOKED MEAL

Have you ever wondered when early humans first began cooking their food? Harvard professor Richard Wrangham has some ideas. His latest book, *Catching Fire: How Cooking Made Us Human*, explores the role of cooking in human evolution. In this fascinating and very readable book, Wrangham challenges us to look at one of the most common of human activities in an entirely new way.

Scientists have found evidence of campfires from 800,000 years ago. Archaeologists believe that humans first learned how to control fire around that time. And because fire is needed to cook, archaeologists reason that the first home-cooked meal could not have been served any earlier than 800,000 years ago. But biological anthropologist Wrangham does not agree with those dates. He argues that early humans started cooking long before that. In fact, Wrangham believes that cooking played an essential role in the evolution of our ancestor, *Homo erectus*, 1.8 million years ago. In other words, modern humans did not invent cooking—cooking invented modern humans.

Most of us enjoy a hot, home-cooked meal, but the idea that cooking is actually responsible for our existence might be a bit hard to swallow. Wrangham, however, makes a convincing case for his unusual theory. And he does it in 30 languages that even those without a scientific background can understand.

Wrangham does not deny that the archaeological evidence of cooking goes back only 800,000 years. However, he uses the 35 evolutionary records, not the archaeological one, to support his theory. In evolutionary biology, it is widely accepted that modern humans' early ancestor, *Homo erectus* first appeared about 1.8 million years ago, when it evolved from an earlier species, *Homo habilis*.

Homo habilis had larger stomachs, teeth, and jaws than *Homo erectus*, but much smaller brains. Why were their bodies like that? Wrangham thinks it was because they ate raw food. Those early human ancestors needed big teeth and jaws to chew all that raw food. They also needed large stomachs and intestines to digest it. And eating and digestion used up so much energy that there wasn't enough energy left to feed a large brain.

Wrangham argues that the shift from eating raw to cooked food enabled the evolution of the larger-brained *Homo erectus*. How? Cooking makes more energy from food available for the body to use. Cooked food is also softer than raw food, so the body uses less energy digesting what it takes in. Thus, cooking is vitally important to supporting a large brain, which consumes a quarter of the body's energy. "It's hard to imagine the leap to *Homo erectus* without cooking's nutritional benefits," writes Wrangham. "It's the development that underpins many other changes that have made humans so distinct from other species."

Cooking also makes eating faster and easier. Most of our primate relatives spend half the day chewing tough raw food, such as the stems and roots of plants. Wrangham argues that because cooking freed early humans from all of that 70 chewing, they could then devote themselves to more productive activities, such as the development of tools, agriculture, and social networks.

According to Wrangham, this newfound 75 freedom had a profound effect on early human relationships. Males did not have to hunt as often, which meant they stayed put for longer periods of time. Staying at home and gathering around the fire became central to humanity.

So this led to paired mating and perhaps even traditional male-female household roles. Males entered into relationships to have someone to cook for them. This freed them up for socializing and other activities and enhanced 85 their social position. Females benefited from the protection of the males they cooked for.

Many other scientists believe that eating meat, rather than cooking food, led to the evolution of Homo erectus. That might explain 90 Homo erectus's large brains, but not their small jaws and teeth, argues Wrangham. Wrangham does not deny the significance of meat eating to human evolution. However, he believes that meat eating played a role in an earlier 95 stage of evolution, from Australopithecines to Homo habilis—a species about the size of a chimpanzee, but with a larger brain.

Wrangham's book leaves at least one important question unanswered. Why isn't 100 there any archaeological evidence of cooking until 800,000 years ago, at the earliest? Many scientists see this gap in the archaeological record as evidence against Wrangham's theory. They have a valid point. Nevertheless, *Catching 105 Fire: How Cooking Made Us Human* provides the reader with some very rich food for thought.

Activity 3 Handout 2

Vocabulary Check

Read the definitions. Write the boldfaced word from the reading next to the correct definition.

1. _____ = make something possible
2. _____ = very significant and deep
3. _____ = not alike; different in nature or quality
4. _____ = be the cause of
5. _____ = put a lot of one's energy into something

Activity 4 Handout 3

Complete the sentences with the boldfaced words from "The First Home-Cooked Meal." Use the correct form of the word.

1. In the animal world, some creatures.....just once for life. That is, they choose only one partner to bond with.

2. Animals with small teeth and.....probably do not eat foods that are very hard and difficult to chew.

3. When you.....the food you eat, the energy from the food becomes available for your body to use.

4. You can find out the....value of the food you buy by reading the information on the package.

5. After....was developed, people were able to eat a more nutritional diet consisting of vegetables, fruits, and grains, in addition to the meat they got from hunting.

6. At some point in history, there was a big change. There was afrom eating raw food to cooked food.

Activity 5

Answer the questions in your own words. Do not copy from the text.

1. Who is Richard Wrangham? Why is he famous?
2. What theory does Wrangham propose in his book?
3. What is the basic difference between Wrangham's theory and that of many other scientists?
4. The earliest evidence of fire and cooking that scientists have found dates back only 800,000 years. Does this evidence challenge or support Wrangham's theory? Explain.

Activity 6

Draw the diagram of the causes and effects in Wrangham's theory. Write each effect next to its cause.

EFFECTS

paired mating, male/female roles food more nutritious and easier to digest more energy for bigger brain

more time for productive activities such as tool making, agriculture, and social networking

CAUSE

Read the sentences taken from the reading. Circle the word(s) in the sentences that help you understand the relationship between causes and effects as they are explained in the book review. Then underline and label the cause and the effect in the sentence.

cause effect

1. *Cooked food is also softer than raw food, so the body uses less energy digesting it.*
2. *Wrangham argues that the shift from eating raw to cooked food enabled the evolution of the larger-brained Homo erectus.*

3. Wrangham argues that because cooking freed early humans from all of that chewing, they could then devote themselves to more productive activities, such as the development of tools, agriculture, and social networks.

4. Males did not have to hunt as often, which meant they stayed put for longer periods of time.

5. Staying at home and gathering around the fire became central to humanity. This led to paired mating and perhaps even traditional male- female household roles.

6. Many other scientists believe that eating meat, rather than cooking food, led to the evolution of *Homo erectus*.

7. However, he believes that meat eating played a role in an earlier stage of evolution, from *Australopithecines* to *Homo habilis*.

Explanation

Vocabulary Skill: Understanding Words That Signal Cause/Effect

There are many ways that writers express the relationship between causes and effects. Common signal words for cause and effect include because, so, as a result, thus, and therefore. Other words and grammar patterns also signal cause and effect. Look at the examples.

EXAMPLE:

(cause)

1. Wrangham argues that the shift from eating raw to cooked food enabled

(effect)

the evolution of the larger-brained *Homo erectus*.

(cause)

2. Staying at home and gathering around the fire became central to humanity, and

(effect) (effect)

led to paired mating and perhaps even traditional male-female household roles.

3. Men did not have to hunt as often, which meant they spent more time gathered around the fire.

a. Because they spent more time gathered around the fire, men did not have to hunt as often.

b. Not having to hunt as often enabled men to spend more time gathered around the fire.

4. A lack of nutritious food in childhood had a profound effect on the boy's physical development, leading to his small size.

a. He did not get enough nutritious food in childhood, and as a result, he did not grow as much as he should have.

b. Because of his small size, he probably didn't get enough nutritious food as a child.

Activity 7 Handout 4

Read the boldfaced sentences. The underlined words will help you identify the causes and effects. Then read the two sentences under each boldfaced sentence. Check (/) the sentence that has the same meaning as the boldfaced sentence.

1. The money from the government enabled the school to serve more nutritional meals.

a. Because of the money from the government, the school was able to serve more nutritional meals.

b. The school was able to serve more nutritional meals, so the government gave the school money.

2. The change in diet led to profound changes in early humans.

a. The human diet changed. As a result, there were profound changes in early humans.

b. Because of profound changes in early humans, the human diet changed.

3. She quit her job to devote herself to her studies.

a. She quit her job. As a result, she wanted to devote herself to her studies.

b. Quitting her job enabled her to devote herself to her studies.

4. Poor nutrition plays a significant role in digestive problems.

a. One of the causes of poor nutrition is digestive problems.

b. Poor nutrition can lead to digestive problems

Activity 8 Handout 5

Complete the sentences with true information.

1. Learning English will enable me to

2. The ability to speak English well can lead to

3. Poor nutrition can lead to

4. Having more money would enable me to

Explanation

Using Word Cards: Changing Order, Grouping, and Spaced Learning

Using word cards offers several advantages that other vocabulary learning methods do not. Word cards make it easy to do the following:

Avoid serial learning of words.

Serial learning happens when you always study a group of words in the same order, such as when you study words in a list. Because you learn the words in order, it is difficult to remember just one of the words without remembering all of them. With word cards, it's easy to

change the order and avoid serial learning. But make sure you change the order of your cards every time you study them.

Change card groupings to match your learning goal.

You can separate word cards into different groups for different purposes. For example, if you want to focus on the grammar of the words, group your word cards by part of speech (noun, verb, adjective, and adverb). Later, if you want to focus on meaning, regroup the word cards by topic, such as food or travel.

Space your learning.

You can divide a large number of cards up into smaller, more manageable packets (fifty cards/ packet maximum). Then you can space your review sessions depending on how well you know the words in the packet. Follow these steps:

1. Every day, make a new packet for words that you are having trouble remembering. Review that packet very frequently, for example three times/ day.

2. When it is easy for you to remember a word, move that card to a packet of easier words. Review the easier packet only once a day.

3. Gradually lengthen the time between your reviews of the words in the easier packets. For example, review them once every other day, and then once every three days, and so on.

4. If you forget a word in the easier packet, move it back to the packet of words that you review more frequently (Step 1).

Homework

Make cards for the words that were new to you when you started the unit. Include target words and words that you wrote. Add them to your other vocabulary cards, and practice the strategies in the box. Remember: Change the order of your cards every time you review them.

Go back to the vocabulary list at the beginning of each chapter. What did you learn about the target words? Add numbers to the lists.

LESSON VII



Activity 1

Work with a partner. Look at the picture. Ask and answer the questions. If you don't know a word in English, ask your partner or look in your dictionary.

1. Which products do you see in the picture?
2. Do you buy these products?
3. Do you know the name of a company that makes all of these products?

Bribe, essential, ethics, expertise, found(a company,) innovation, mission, operation, potential, refuse, turnover, unstable, willingness.

Explanation

Writers often refer to an idea from a previous sentence or paragraph in a reading.

It is important to understand which idea the writer is referring to. Sometimes you will be able to find the exact reference in another sentence or paragraph. Sometimes you will need to infer the exact reference.

Look at the example from 3M's Entrance into the Russian Market.

EXAMPLE:

3M was not the only multinational corporation to enter the Russian market at that time. Others had tried and failed.

multinational corporations other than 3M

Activity 2 Handout 1

Read the abstract of "Case Study: 3M's Entrance into the Russian Market" on the next page. Then read the questions and circle the answers.

CASE STUDY: 3M'S ENTRANCE INTO THE RUSSIAN MARKET

Abstract: 3M is an American-owned multinational corporation. This case study will discuss 3M's entrance into the Russian market in the early 1990s.

The 1990s were a time of dramatic political, economic, and social change in Russia. The business opportunities were enormous, but the risks were even greater. During this unstable period, 3M successfully entered the Russian market. Since that time, 3M's business in Russia has grown at an impressive rate. Russian business expert Mikhail Gratchev has identified two main factors that contributed to 3M's success in Russia: 1. the company's awareness of the profound differences between American and Russian culture; and 2. the company's willingness to adapt its corporate structure to the local culture.

Company background

3M was founded in 1902. Innovation has always had been a part of 3M's corporate mission.

One of the company's first big successes was the creation of the Scotch Tape brand in 1930.

In the 1950s, 3M developed some of the earliest photocopying technology. In 1980, the company introduced another innovative product, the Post-It Note.

Scotch Tape and Post-It Notes are still among the company's most successful products, but other 3M products range from traffic lights to medical equipment. The company employs more than 576,000 people worldwide. Global sales are over \$20 billion a year. \$16.1 billion (64 percent) of sales come from outside the United States. 3M has operations in more than 60 countries and sells its products in nearly 200.

Challenges

Entering the Russian market in the early 1990s was an enormous challenge. Gratchev has identified three main difficulties:

1. The political environment

The country was experiencing enormous political change. The Soviet Union had broken up. Almost overnight, Russia had become an independent country. There were new leaders and new laws. Along with excitement, there was a great deal of uncertainty and anxiety.

2. The economic environment

Under the Soviet Union, Russians had lived in a state-controlled economy. The shift to a market-based economy was not easy for businesses, workers, or consumers.

The Russian mindset (market-based economy: a system of producing wealth based on the free operation of business and trade without government controls ~ mindset: attitude)

Gratchev identified three important differences between Russian and Western managers.

- Russian managers were more interested in short-term survival than long-term growth.

- Russian managers believed in strong leadership and fast decision-making. They were less likely than Western managers to listen to employees' opinions.

- Russian managers were used to change. In fact, one of their strengths was their ability to thrive in unstable business conditions. However, this also meant that they were not used to following rules. It was difficult to get them to follow standard business practices.

3M was not the only multinational corporation to enter the Russian market at that time. Others tried and failed. Some experienced very high turnover rates among their Russian employees. Others were not prepared for the unstable environment. They found themselves paying protection money to criminal gangs and bribes to politicians. In the early 1990s, many companies believed it was virtually impossible to do business in Russia.

The importance of cultural awareness

3M avoided many problems other multinationals experienced in Russia. Gratchev believes it was because the company understood Russian culture and adapted to local conditions. This cultural awareness gave 3M an important edge in an unstable environment.

First of all, 3M designed policies to fit the local situation. They understood the powerful appeal of freedom to Russians at the time. In the workplace, they stressed individual freedom and independent thinking. Employees were free to spend part of every work day on projects they had designed themselves.

3M directors knew that Russians were good at surviving and even thriving in unstable environments. Thus, they recognized that local **expertise** would be essential to their success. They decided not to bring in managers and directors from outside the country. Instead, they designed a rigorous interview process to find Russians for top-level positions.

Potential employees had as many as eight separate interviews. They had to convince the 105 interviewers that they shared 3M's core values of innovation, creativity, and contribution from each employee. In the end, 3M was able to hire the best people locally.

3M also decided to continue a Russian tradition of businesses contributing to local communities. 3M has given equipment to Russian schools and helped to fix damaged churches. These acts have helped 3M build strong, positive brand awareness in Russia.

115 Working in an unstable environment

At the time, it was easy to disregard Russian laws and make easy money. That is what other multinational companies were doing. But 3M did exactly the opposite. They trained both the employees and customers in business **ethics**.

They insisted on openness and ethical behavior.

However, they also understood that their employees were part of a larger society. Refusing to participate in unethical or illegal activity could be dangerous for individuals and their families. When necessary, 3M provided employees with personal security protection.

3M protected its workers in other ways as well. At a time when many Russians were losing government benefits, 3M offered excellent health care. It also helped workers pay for housing. These are clear examples of the company's willingness to adapt to local conditions.

135 Conclusion

3M's cultural awareness has been essential to its success in Russia. Today, 3M is considered a model for other multinationals who wish to enter the Russian market.

Activity 3 Handout 2

Read the abstract of "Case Study: 3M's Entrance into the Russian Market" on the next page. Then read the questions and circle the answers.

What do the words this unstable period (line 10) refer to?

- a. 3M's entrance into the Russian market
- b. the growth of 3M's business in Russia in the 1990s
- c. the time of dramatic political, economic, and social change in Russia

Which sentence expresses the main idea of the case study?

- a. The dramatic changes in the Russian business environment in the early 1990s were due to political, economic, and social change.
- b. The business opportunities in Russia in the 1990s were enormous, but the risks were even greater.
- c. 3M's success in the Russian market was due to the company's awareness of cultural differences and its ability to adapt to local conditions.

What is the main purpose of an abstract in a case study?

- a. to introduce the general topic of the case
- b. to give a brief summary of the issues and main points of the case
- c. to provide some background information about the case

Activity 4 Handout 3

Vocabulary Check

Read each question and circle the letter of the correct answer. The boldfaced words are the target words.

1. What does business ethics mean?

- a. how a business can become successful
- b. how a business can avoid paying taxes
- c. how to do business fairly and honestly

2. How do most people feel when they are in an unstable situation?

- a. absorbed
- b. disturbed
- c. enchanted

3. When you refuse to do something, what happens?

- a. You are successful.
- b. You don't do it.
- c. You have problems.

4. Who probably has the most business expertise?

- a. a twenty-five-year-old university student in an MBA (masters of business administration) program
- b. a fifty-year-old director of a successful multinational corporation
- c. a thirty-year-old professor of economics at an excellent university

5. Who is a potential employee?

- a. someone who has applied to work for a company but hasn't been hired yet
- b. someone who has just been hired by a company
- c. someone who has had an unsuccessful interview with a company

6. How can you show your willingness to do something?

- a. by refusing to do it
- b. by offering to do it
- c. by avoiding doing it

Activity 5 Handout 4

Read the definitions. Write the boldfaced word from the reading next to the correct definition.

- necessary and important
- money or gifts that you use to persuade someone to do something, usually something dishonest
- the purpose or most important aim of an organization
- a new idea, method, or invention, or the introduction and use of a new idea, method, etc.
- to start an organization, town, or business that is intended to continue for a long time
- a business or company, or the work of a business or company
- the rate at which people leave a company or organization and are replaced by others

Activity 6 Handout 5

Comprehension Check

Find the sentences in the reading. What do the underlined words refer to? Read each statement and circle the letter of the correct answer. The numbers in parentheses are the lines where you can find the sentences.

1. The business opportunities were enormous, but the risks were even greater. (9)

- a. the business risks
- b. the political, social, and economic risks
- c. the risks to Russians

2. 3M has operations in more than 60 countries and sells its products in nearly 200.

(38-39)

- a. 200 3M products
- b. 200 countries
- c. 200 operations

3. However, this also meant that they were not used to following rules. (69)

- a. their strength
- b. their refusal to follow standard business practices
- c. their ability to thrive in unstable business conditions

4. It was difficult to get them to follow standard business practices. (70)

- a. illegal business activities
- b. rules of business that most corporations follow
- c. unethical ways of doing business

5. They found themselves paying protection money to criminal gangs and bribes to politicians. (76)

- a. all of the corporations that tried to enter the Russian market
- b. corporations that were not prepared for Russia's unstable conditions
- c. the Russians who stopped working for multinational corporations

6. Thus, they recognized that local expertise would be essential to their success. (97)

- a. 3M's knowledge of Russian culture
- b. Russian business people who understood Russian business culture
- c. top-level American directors who had studied Russian business culture

7. But 3M did exactly the opposite. (118)

- a. disregarded the laws
- b. followed the laws
- c. made easy money

8. 3M protected its workers in other ways as well. (128)

- a. by offering government benefits

- b. by offering health care and money for housing
- c. by paying protection money to gangs

9. These are clear examples of the company's willingness to adapt to local conditions.

(132)

- a. protecting Russian workers
- b. offering Russian workers health care and housing
- c. paying for Russian employees' government benefits

Explanation

Vocabulary Skill: Collocations

In Unit 3 you learned about collocations—words that often appear together. Learning common collocations will help you use words the way native English speakers do. For example, native speakers say do business, not make business. If you say make business, people will probably understand you, but you will not sound natural.

Most fields, such as business, have their own collocations. Brand name is an example of a collocation frequently used in business. You can learn common collocations by reading a lot in a field and paying attention to which words often appear together. Dictionaries also contain common collocations.

Using a Dictionary to Find Collocations

When you read a lot, you begin to recognize which words are commonly used together. You can also use a dictionary to find common collocation patterns.

Look at the dictionary entry for bribe from the Longman Dictionary of American English.

EXAMPLE:

***bribe**1 /braib/ n. [C] money or gifts that you use to persuade someone to do something, usually something dishonest: a judge accused of taking bribes | The officials said that they had been offered bribes before an important game.*

The boldfaced words in the definitions show you the verbs that collocate with the noun form of bribe: take and offer.

Sometimes collocations have their own specific meanings, so they have their own dictionary entries. These collocations are usually compound nouns. (See page 106 for more information on compound words.) Look at the example:

EXAMPLE:

Different dictionaries have different ways of marking collocations. As you can see in the example entry, for bribe, collocations in the Longman Advanced American Dictionary are

shown in boldfaced italics. If the word is a part of a compound noun it usually has its own dictionary entry.

A. Study the dictionary entries for standard and answer the questions.

standard /'sta: nda-<l/ n. 1 [C.U] a level of quality, skill, or ability that is considered to be acceptable: teachers who have high/lowstandards | *Tricia's parents set very high standards. | Students have to meet/reach a certain standard or they won't pass. | national academic/health/environmental standards* 2 by ... standards compared to the normal or expected level of something else: *By American standards. Rafael's salary is pretty low. 3 standards [plural] moral principles about what kind of behavior or attitudes are acceptable: She has very high moral standards.*

Activity 7 Handout 6

Underline the collocations in the sentences. Some sentences have more than one collocation. All of the collocations are commonly used in business.

1. It is essential that all employees follow standard business practices.
2. It is illegal to take a bribe from a business associate.
3. Innovation is a part of our corporate mission.
4. In order to build a brand, it is necessary to spend a lot of time and money.
5. You can find Google's mission statement on its Web site.
6. We need to improve our brand awareness through better product placement.

Homework

On a separate piece of paper write a paragraph explaining why 3M succeeded when other corporations failed. Make sure you explain what 3M did differently. Some of the reasons are not stated directly in the text. You will need to infer them.

LESSON VIII

Activity 1 Handout 1

WHAT IS THE MEANING OF LIFE?

Your life may feel important to you, but does it have meaning? It's the biggest of all questions – and it has more than one answer

Metaphysics 4Natalie Nicklin

By Graham Lawton

The harsh answer is “it has none”. Your life may feel like a big deal to you, but it’s actually a **random blip of matter** and energy in an uncaring and **impersonal universe**. When it ends, a few people will remember you for a while, but they will die too. Even if you make the history books, your contribution will soon be forgotten. Humans will go extinct; Earth and the sun will be destroyed. Eventually the universe itself will end. Against this appalling reality, how can a human life have any real meaning?

This is one reason why belief in a god (or gods) is so popular: it softens the **brutality of existence** by **imbuing the universe** with meaning. Some theologians have even claimed that the pointlessness of life without God is evidence for God’s existence. In fact, there is no objective evidence for this (see “Metaphysics special: Can we ever know if God exists?”). So let us put that comfort blanket aside and ask: in an indifferent and **ephemeral universe**, does human existences have any meaning at all?

In some interpretations of **quantum mechanics**, the universe only comes into being when we observe it, and the act of observing it actually determines what happens next by forcing reality into one of many possible outcomes. A wilder interpretation – called the many worlds hypothesis – claims that every time you make a decision, **the universe replicates** itself. You enter one universe and an alternative you enters the other. If true, your universe is created by the choices you make. How’s that for meaningful?

Explanation

Reading Skill: Understanding Definitions

Textbooks teach students the important vocabulary in academic, technical, or scientific fields. That is why you will encounter a lot of unfamiliar terms when reading textbooks. At first glance, this can make the reading seem difficult. However, remember that one of the writer’s goals is to teach you the meaning of the terms. Thus, the writer will usually give very clear definitions of the difficult terms.

Activity 2 Handout 2

Vocabulary Check

Cross out the one word in each group that does not belong with the other two words.

The boldfaced words are target words.

1. cycleslines stripes
2. destroy eliminate maintain
3. interact isolate withdraw
4. creature organism tail
5. mate reproduce shelter
6. classification facilityrank
7. eliminate shelter keep
8. concept fate idea
9. dizzying dragging thrilling
10. astonishing isolating interesting
11. communication interactive productive
12. killer predator shelter
13. classification head tail

Activity 3 Handout 3

PREPARE TO READ

Hybrid = *an animal or plant that is produced from parent animals or plants of two different species*

1. Look at the list of animal names on the next page. Then look at the names of animal hybrids. Which animals do the hybrids come from?

Write the animal names next to the hybrid names. You will use one animal name twice.

camel	horse	lion	whale
dolph	grizzly	polar	zebra
donke	Lama	Tiger	zorse

Explanation

You learned in Chapters 1 and 10 some of the reasons that you might want to skim a text rather than read it. Here are two more situations in which it might be appropriate to skim a text:

- *You are reading for enjoyment. You are not sure if an article will be interesting to you. You skim it to see if you should read it.*

• *You are interested in a topic and already know a lot about it. You skim an article to see if there is anything new in it. People often skim newspaper articles for this purpose.*

Activity 4 Handout 4

Skim the magazine article “Mixing It Up” on the next page. Do not spend more than two minutes skimming. Then answer the questions.

- What is the article about? Do you already know a lot about this topic?
- Do you think the article will be interesting to read? Why or why not?

MIXING IT UP

Zorses and wholphins. Ligers, zonkeys, and camas. These are some of the captive-bred hybrids that exist. As a result of new scientific techniques, more hybrids are appearing every year. We're learning that some of them—such as the pizzly, a cross between a polar bear and a grizzly—can occur naturally in the wild.

At The Institute of Greatly Endangered and Rare Species (TIGERS) in South Carolina (a i" southeastern U.S. state), ligers (a hybrid that is a cross between a lion and a tiger) share 50 acres² with some 80 non-hybrid animals, including a white crocodile and an African elephant. Animal trainer Bhagavan Antle, 47,

Is runs TIGERS with a group of assistants who live there and learn how to work safely with the animals.

I first meet Antle on a cold, wet January day. He shows me recordings of his many media - 0 and movie appearances. He's provided animals for such Hollywood films as Ace Ventura: When Nature Calls, Forrest Gump, and Doctor Dolittle.

Antle's exotic animal career just sort of happened after he started working at a health -5 clinic in Buckingham County, Virginia. In 1982, a visitor to the clinic gave Antle a tiger cub.

By the mid-1980s, Antle had become a full-time exotic animal guy, breeding and training large species for exhibition and rental to the M) entertainment industry. To his astonishment, a few years later, his male lion Arthur successfully mated with one of his tigresses. A second liger litter arrived in 2002.

After Antle finishes showing me around, 35 three of his assistants appear with Sinbad.

The supersize animal has lighter stripes than a tiger and a lion-shaped head with no mane. As we watch through a glass wall, a woman offers a piece of meat to make Sinbad stand 40 and show off his 12-foot frame. The assistants guide him around using chains and a baby bottle. Then Antle invites me out for a closer look. He walks up and snuggles Sinbad's face. "Hi, bud," he says.

Sinbad could remove Antle's head with a single bite, but I'm more enchanted than scared. "In our core belief, people don't want to accept the idea that two distinctly different-looking wild

animals can reproduce," 50 Antle says. "Ligers make people understand that hybridization is real."

In Ramona, California, Nancy Nunke raises zorses and zonkeys at a 6-acre ranch called the Spots 'N Stripes Ranch. The ranch mainly exists to breed zebras and miniature horses for show and for sale to private animal owners. Nunke introduces me to her zorse, Zantazia. At seven months old, Zantazia is still a foal. This delicate creature has a sorrel coat, a 60 horse's long and thin face, and white stripes on her head, neck, torso, and legs. The offspring of a horse mother and a zebra father, she may grow to be taller than both.

Nunke has a soft spot for all "stripeys." She thinks they are more playful and loving than horses. "Horses will rub on you because they have an itch," she says. "A zebra will rub on you because he's your best friend." Zorses have the souls of zebras, she adds. "If they have one stripe, you train them exactly like you train a zebra. The Z is totally in them."

We walk over to meet the zonkey brothers, Zane and Zebediah, who have donkey faces and ears, caramel coats, and a dizzying number of black lines. "They're the most striped zonkeys in the world," Nunke says proudly.

captive-bred: babies born to animals who do not live in the wild, but rather in zoos, as pets, etc. ^L **acre:** a unit for measuring an area of land which is equal to 0.4046856 hectares

¹ **litter:** group of baby animals born at the same time, to one mother

¹ **mane:** the long hair on the back of a horse's neck or around the face of a male lion

¹ **snuggle:** to get into a warm and comfortable position

foal: (from *foal* and *zebra*) a baby animal with one horse parent and one zebra parent

¹ **delicate:** attractive, thin, and graceful

torso: the body, not including head, arms, or legs ¹⁰ **caramel:** the color of caramel candy (brown

Activity 5

Answer the questions in full sentences. Use the boldfaced target words in your answers.

1. Do you believe that animals have souls? Why or why not?
2. Do you have a soft spot for any animals? If so, which one(s)?
3. What are the young offspring of a tiger called? The young offspring of a house cat?
4. Which animals like to show off?
5. What is the most exotic animal you have ever seen?
6. Is it possible to breed a wolf and a dog?
7. What are some animals that are endangered?

8. In addition to tigers, what other animals have cubs?
9. What is a hybrid car? How is it similar to an animal hybrid?
10. Have you ever been enchanted by the beauty of an animal? Which one(s)?
11. What do cats do when they have an itch?
12. What techniques do trainers use to train circus animals?
13. How do you feel about the breeding of animal hybrids? (worried, enchanted, unsure, other, neutral)

Explanation /Strategy

Choosing Words to Learn: Field-Specific Terminology

Every field has its own terminology. Field-specific vocabulary usually occurs infrequently in general English but very frequently in that field. For example, the reading “Symbiosis” contained field-specific vocabulary related to biology. If you are going to major in biology or a related field, it is important to learn terms such as symbiosis and commensalism. Otherwise, learning those terms may not be necessary.

The skills and strategies you have practiced in this book will help you learn any type of vocabulary, including field specific vocabulary. Here is a review of some of the skills and strategies, along with some additional tips for learning field-specific vocabulary.

- *Make word cards and review them regularly.*

This is an effective strategy for all vocabulary learning. Make different types of cards depending on your level of knowledge of the word.

- *Use word parts to understand meaning.*

This is especially useful when learning field-specific vocabulary because a large number of field-specific terms contain Latin and Greek prefixes and roots. For example, the word symbiosis is formed from two Greek roots, -sym-, meaning together with, and -bio-, meaning life.

- *Use a dictionary.*

Purchase a high-quality, field-specific dictionary. Dictionaries written for general use do not include many field-specific terms. And sometimes a word has a nontechnical, general meaning that is distinct from its technical meaning. For example, compare the definition of symbiosis taken from a general use dictionary with the definition used by biologists:

*Definition from general use dictionary: a relationship of mutual benefit
Definition used by biologists: the close, interactive association of members of two or more species over a period of time*

- *Use the keyword technique.*

This can be especially helpful for “big” words with very specific, technical meanings.

- *Learn how to pronounce the words.*

This is especially important for words that are similar or even the same in your native language. Your natural tendency will be to pronounce them as you do in your native language. If you do, you will probably not be understood, and you also might not understand the words when you hear them.

- *Learn the signal words, sentence patterns, and punctuation that signal definitions.*

Sometimes you will not need to look up field-specific terminology; it will be defined directly in the text.

A. Find something to read in a field that interests you or that you are planning to study. Highlight vocabulary that you believe is field-specific. Look for definitions of field-specific terms in the text and underline them.

B. Bring the reading to class. Exchange texts with a classmate. Discuss whether the terms you have chosen really are field-specific vocabulary.

C. Make cards for the field specific vocabulary that you have chosen. Follow the tips on page 207.

D. Go back to the vocabulary list at the beginning of each chapter. What did you learn about the target words? Add numbers to the lists.

Homework

Work in small groups. Follow the steps.

Step 1: Invent an animal hybrid. (Do not choose one of the hybrids from the reading.) Give the new animal a name that reflects the parents of the hybrid. For example, the word for the hybrid zorse comes from the words horse and zebra.

Step 2: Write a detailed description of your hybrid. What does it look like? How does it behave? For example, is it dangerous? Mild-mannered? Do not include the names of the parent animals in your description.

Step 3: Read your description out loud to the class. Can they guess which animals were bred to form your hybrid? Can they guess the name of your hybrid?

LESSON IX

Activity 1

Work with a partner. Ask and answer the questions.

1. What are some of the problems associated with being very talented at something at a very young age?
2. Would you like to have a child with a remarkable ability? Why or why no
3. What are the words in English for children who show unusual ability at a young age?
4. Do you know any children like the children in the pictures? Describe them to your partner.
5. In your opinion, are people “born special” or do they become special through their own efforts? Or is their success a combination of both? Explain.

Explanation

Reading Skill: Paraphrasing

In academic classes, students are often asked to write a summary of something they have read. When you write a summary, never copy from the text. Instead, use your own words. This is called paraphrasing. When you paraphrase, you show that you understand the writer’s main idea(s) and the main points that support his/her idea(s).

Here are some techniques to help you paraphrase. You should use a combination of these techniques whenever you paraphrase.

- *Replace some of the words in the original sentence with synonyms (words with a similar meaning).*
- *Change the sentence structure. For example, change from active to passive voice or vice versa.*
- *Change the order of the clauses or ideas in the sentence.*

Look at the example.

EXAMPLE:

Original sentence:

Exceptional talent appears in a very small number of children at an early age.

Paraphrase:

The number of children who exhibit genius when they are very young is quite small.

Activity 2 Handout 1

BEING A GENIUS IS HARD WORK

Lang Lang began playing the piano in his native China at the age of three, an age when most children are hardly able to hold a spoon.

At age five, he won his first competition. At 13, he was giving concerts in Beijing's 40 main concert hall, earning the admiration of millions. Today, the adult Lang Lang is a superstar of classical piano. His popularity has motivated a new generation of Chinese children. There is even an expression to describe the sudden increase in the number of young Chinese children taking piano lessons: the "Lang Lang effect." But will they succeed?

What does it take to become the next Lang Lang? Is it the luck of being born a genius or 50 simple hard works?

Exceptional talent appears in a very small number of children at an early age. Frequently these prodigies exhibit talent in music and math. They might also show special abilities in language and the sciences or art. Kim Ung-Yong of South Korea, for example, spoke four languages and could solve complex mathematical problems at age four. Akrit Jaswal of India became interested in medicine while still a toddler. He performed his first operation at age seven and is now striving to find a cure for cancer.

Despite the early potential of these children, it is difficult to know what will happen when they grow up. We still do not know exactly what genius really is, though many experts have tried to define it. The most famous predictor of intelligence is the Intelligence Quotient (IQ) test. It was developed by the French psychologist Alfred Binet in the early twentieth century. However, many experts now confirm that this type of intelligence test only tells one side of the story. Most people who score exceptionally high on intelligence tests as children never do anything particularly exceptional with their lives. This does not mean that intelligence testing is useless. It simply means that genius is still not very well understood. Clearly, however, it involves much more than intelligence.

Tests that focus on creativity and problem solving skills have since been developed. On these kinds of tests, for example, children might be asked to think of different ways to get from one side of the city to another. The children who score the highest can come up with forty or more possibilities in five minutes. Using helium balloons to fly above the traffic is just one example of the creative solutions children think of.

Experts are also looking at the importance of motivation and work in the development of genius. According to the writer Malcolm Gladwell, many of the world's most successful people became great because they spent 10,000 hours or more acquiring and developing their skills. Microsoft founder Bill Gates, for example, spent many of his high school years programming on

one of the first commercially available computers. The Beatles spent their early years playing music anywhere they could. At one point they were playing seven nights a week for eight hours at a time in nightclubs in Germany. By the time they became successful, they had played together an astonishing 1,200 times.

Gladwell does not minimize the importance of natural talent to the success of the Beatles and Bill Gates of the world. However, he argues that the kids who will one day become superstars are almost always individuals with natural gifts who are also willing to work exceptionally, even obsessively, hard, so Environment may also play a role. Psychologist and researcher Mihaly Csikszentmihalyi says that many world-class thinkers and artists grew up with either great adversity or great privilege. He suggests that in the first case, the children learn to focus their attention in order to escape their difficult lives. And in the second case, the children have access to information and resources that are not available to the average person. In both cases, the children start with talent. They then add the hard work necessary to become great economists, artists, or scientists.

The good news is that genius can appear at any time in life. Einstein is famous for failing algebra long before he became a world-class scientist. The painter Grandma Moses completed her first painting when she was in her seventies. The lesson for parents is that the importance of hard work should never be minimized. For any child to reach his or her potential, hard work is at least as important as natural talent.

Activity 4 Handout 3

Vocabulary Check

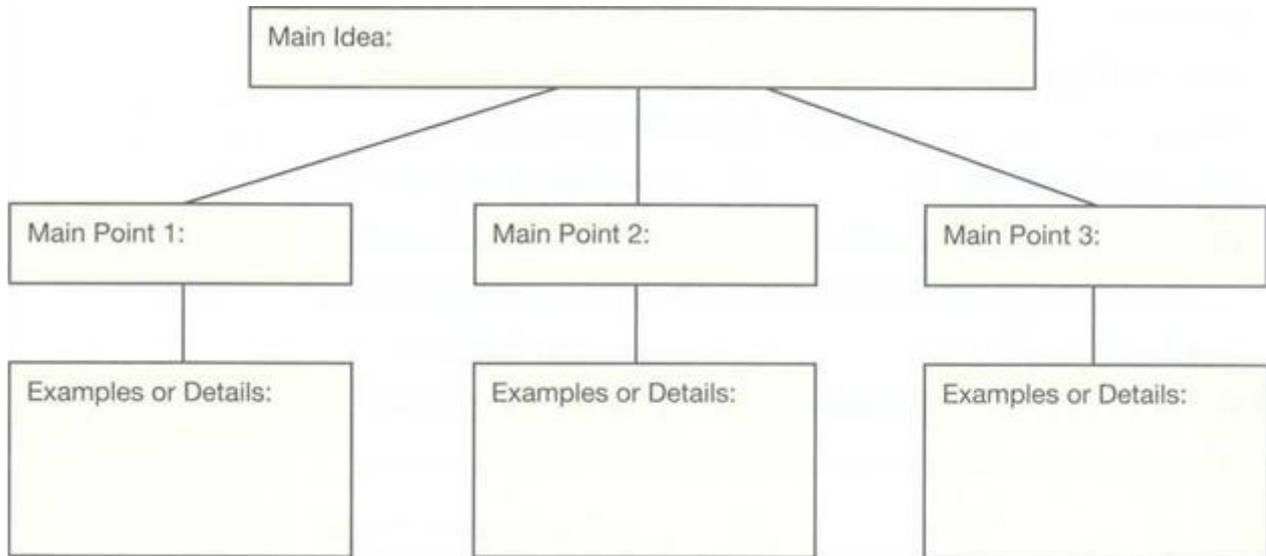
Complete the paragraphs with the boldfaced words from the reading. Use the correct form of the word.

Many children have the possibility, or potential to become exceptional at something. However, their parents do not always have the money to send their children to good schools or pay for special lessons. In fact, very few children (1).... the educational and cultural resources that could help them develop their unique abilities. As a result, many children who (2)....., or show, natural talent at a young age—when they are (3)....don't have the chance to (4)...the skills they need to become successful adults.

Some experts do not think that natural ability is the most important thing for success. They (5)....its importance; that is, they believe that no one is born a genius. Instead, they believe that "geniuses" are simply people who work much harder than others. These hardworking (6)....are not satisfied with being very good. They (7)....to be the best at whatever they do. And to be the best, they practice (8)....., devoting tens of thousands of hours to developing their skills. They are willing to work exceptionally hard to become the best.

Activity 5 Handout 4

Complete the graphic organizer of “Being a Genius Is Hard Work.” Do not write full sentences; write in note form only.



Activity 6 Handout 5

Read the statements and rate them according to your opinion. Then talk in small groups. Explain your opinions.

1. Parents should help their children to identify their natural talents and abilities as early as possible so that they can develop those abilities at an early age.
2. Parents should let their children discover their interests and abilities on their own.
3. Parents have a responsibility to provide their children with access to as many different types of experiences as possible, such as music lessons, sports, art classes, etc.
4. All children should have their intelligence tested at school.
5. Children who exhibit signs of genius should be taught with other children who are similarly gifted.

Activity 7 Handout 6

Cross out the one item in each group that does not belong with the other two items.

The boldfaced words are the target words.

1. admiration operation appreciation
2. privilege adversity disability
3. barelyhardly mostly
4. reject agree confirm
5. unique exceptional defective

Homework

On a separate sheet of paper, use the information to write a one-paragraph summary of the reading. Do not look back at the text. Include only the main idea, the main points, and one or two details that support each main point.

Reread “Being a Genius is Hard Work.” Make sure your summary accurately expresses the main idea and the main points. If any of your sentences are too close to the original sentences, use the paraphrasing techniques in the skill box.

LESSON X

Activity 1 Handout 1

Look at the words in the list. Write the number(s) next to each word to show what you know. You may be able to write more than one number next to some of the words. You will study all of these words in this chapter

Accelerate, adopt, affection, anticipate, curriculum, disorder, extraordinary, hyperactive, livelihood, pace, repetitive, scenery, strain.

Activity 2 Handout 2

THROUGH THE EYES OF LOVE

Sixteen-year old Ping Lian looks ordinary.

A handsome teenager with dark intense eyes, Ping Lian attends school during the day. When he is home, he draws, surfs the Internet, watches television occasionally, and listens to music.

But his mother, Sarah SH Lee, knew Ping Lian was different, even as a toddler. His verbal communication skills were limited. He to was also hyperactive and did not need much sleep. But what worried Sarah more was the fact that he showed no affection for people around him. “I would call him, but I would not be able to get his attention,” Sarah said in an interview.

When he was four years old, doctors confirmed Sarah’s suspicions—Ping Lian was found to be autistic. Autism is a brain development disorder, which results in three 20 distinctive behaviors. Autistic children have difficulties with social interaction, problems with verbal and nonverbal communication, and repetitive behaviors or obsessive interests.

The early years were difficult for the family. Ping Lian’s hyperactive behavior and sleeplessness put a strain on everyone.

There were other problems, too. “I remember that I had to hold on tight to his hand 30 whenever we went to the mall. If he ran away from me, he would go into a fast food restaurant and help himself to someone else’s drink,” Sarah remembered.

The only times when Ping Lian would “lose” his hyperactivity was when he stopped to admire beautiful scenery or when he was looking through magazines such as Home & Architectural Trends, she added.

But Sarah did not allow herself to think 40 about the negatives for too long. “I needed to face the reality of autism.” Sarah motivated herself by setting goals and targets for both her and Ping Lian. She also adopted some of the techniques for teaching autistic children, 45 such as Applied Behavior Analysis (ABA).

The program helps to increase or decrease a particular behavior, to improve the quality of a behavior, to stop an old behavior, or teach a new one by breaking down complex tasks into smaller parts and teaching each one in a repetitive manner.

Sarah remembers that Ping Lian could hardly hold a pencil correctly to write, or use a pair of scissors to cut when he first started. In order to strengthen and develop his fine motor skills, his curriculum included tracing and coloring activities.

At the age of eight in mid-2002, Ping Lian suddenly acquired an obsession for art.

Sarah remembers it well: “One day, after he had finished eating an ice-cream cone, he just started drawing the pictures printed on the ice-cream wrapper,” she said.

From that moment on Ping Lian’s progress in drawing and painting accelerated at an amazing pace. Sarah sent him to art classes in 2003 and started planning art as a livelihood for him. “The art teachers were nervous when I told them of my plan but I assured them that I was willing to wait five, ten, or even twenty years,” she says. But to her surprise, Ping Lian’s art works were quickly recognized. By September 2004, he had already participated in six art exhibitions. In November 2004, one of his watercolors sold for RM 100,000.

Although Sarah’s dream of Ping Lian becoming an artist has become a reality, she has not stopped striving to do better. Her research on autism and art on the Internet led her to learn about the savant syndrome and world-famous researcher on the subject, Dr. Darold A. Treffert. She decided to get in touch with Dr. Treffert, who is based in the United States.

Dr. Treffert recognized Ping Lian as a savant in September 2004. Dr. Treffert said the artwork stands on its own and demonstrates a remarkable ability. “Ping Lian’s work does show extraordinary artistic talent in and of itself. But when seen in contrast to his limitations in other areas, his artistic talent becomes even more exceptional,” Dr. Treffert said in an e-mail interview.

Today, Ping Lian is recognized worldwide as a gifted artist. He has had art exhibitions in the United States, Australia and the United Kingdom. And although Ping Lian still has limited communication and social skills, Dr. Treffert believes his savant ability will help him in the future. Ping Lian’s mother also reports that his behavior and social skills are much better. He is an affectionate person who is no longer hyperactive, and he often helps his mother around the house. She anticipates that this trend will continue.

‘Fine motor skills: the ability to use one’s hands to do complicated and delicate things
trace: to copy a drawing by putting a piece of paper over it and drawing the lines you see through the paper

- **watercolor:** a picture painted with paint mixed with water

¹ RM 100,000: Malaysian Ringitt (RM 100.00 = about \$30,000)

¹ **savant syndrome:** a rare condition in which people with developmental disorders (including autism spectrum disorders) have one or more areas of expertise, ability, or brilliance that are in contrast with their other limitations

in and of itself: **considered alone**

Activity 3

Read the questions. Then scan the Web page excerpt “Through the Eyes of Love” and write the answers.

1. What is autism?
2. How old was Ping Lian when he was diagnosed with autism?
3. What methods did Ping Lian’s mother use to teach her son?
4. When did Ping Lian’s interest in art begin?
5. Where has Ping Lian exhibited his artwork?
6. Who is Dr. Treffert?

Activity 4 Handout 3

Vocabulary Check

Read the statements from the reading. Write T (true) or F (false). Then correct the false statements to make them true. The boldfaced words are the target words.

1. When a car **accelerates**, it slows down.
2. A **repetitive** action is one that is repeated many times.
3. If you have a physical disorder, you are healthy.
4. People show **affection** by hugging each other.
5. People under a lot of **strain** can relax easily.
6. **Hyperactive** toddlers are calm and easy to take care of.
7. When something is a part of the **curriculum**, it is taught.
8. If you want to enjoy the **scenery** when you travel, it is best to travel by plane.
9. A chef’s **livelihood** is cooking.
10. If you **anticipate** something, you are not surprised when it happens.
11. Toddlers and adults naturally walk at the same **pace**.
12. When you **adopt** a new method, you reject it.
13. **Extraordinary** events are quite common.

Activity 5 Handout 4

Read “Through the Eyes of Love” again and complete the comprehension exercise. As you work, keep the reading goal in mind. : To write a summary of Ping Lian’s life.

Check (/) the statements that are true according to the reading.

1. Ping Lian’s mother spotted his artistic talent when he was atoddler.

2. Dr. Treffert diagnosed Ping Lian with autism.
3. Ping Lian's mother was surprised at her son's talent.
4. It is rare for people with autism to be as talented as Ping Lian.
5. Dr. Treffert believes that Ping Lian is talented because he is autistic.
6. There is a good chance that Ping Lian's communicative and social skills will improve in the future.

Activity 6 Handout 5

Complete the sentences. Add prefixes from the chart to the words in the list to form new words. If you are not sure of a word, look in a dictionary.

biologist curricular lingual sex skirt tension

1. *My son is an excellent student. In addition to his schoolwork, he is involved in many activities including tennis and music lessons.*
2. *In this building, all of the restrooms are _____ There are no restrooms specifically for men or women. Men and women use the same restrooms.*
3. *He needs to take medicine to control his high blood pressure. He suffers from _____*
4. *In the 1960s, the _____ —a skirt that was high above the knee—was fashionable.*
5. *A _____ studies very small living things such as viruses and bacteria.*
6. *People who are _____ speak only one language.*

Explanation

Strategy/Avoiding Interference When Learning New Words

When you are learning new vocabulary, avoid studying two closely related words at the same time. This can make it more difficult for you to learn either word, as you will be more likely to confuse the two. There are four types of words you should avoid learning at the same time:

1. words that are very similar in spelling or sound, for example adversity and advertise
2. words that are similar in meaning, for example extraordinary and exceptional
3. words that are exact opposites, for example accelerate and decelerate
4. words that belong to one category, for example infant and toddler (category = small children)

Fluency strategy

To become a more fluent reader, you need to read every day, and you need to read a lot. The material should be very easy for you, but you need to read many pages a week.

Find very easy reading material

Ask your teacher to help you find readings that are at the correct level. Graded readers—books that have been written with a simple vocabulary—are a good place to start.

There are also Web sites, magazines, and newspapers designed for people who are learning English. If you like to read novels, some of the books that are written for young adult native speakers are very interesting and might be at your level. But be careful. Do not choose material that is too difficult for you, or it will not help your fluency. If you are not sure about your level, check with your teacher.

Read a lot

Set yourself a goal of a certain number of pages every week. For example, you can start by reading 30 pages a week. Then increase the number of pages by ten pages every week, so that in the second week you are reading 40 pages, 50 in the third week, and so on.

LESSON XI

Activity 1 Handout 1

Read “Who Am I Today?”

WHO AM I TODAY?

Today Frank W. Abagnale, Jr. uses his expertise to help governments, banks, and other businesses to anticipate financial crime and protect themselves from becoming victims. In fact, he is a worldwide expert on financial crime, and no one questions his professional ethics.

But this is not Abagnale's first career. Before his twenty-second birthday, he had tried being i) a doctor, a college professor, an airline pilot, and a lawyer. And he did all of it without any professional training. How? Abagnale was a confidence man.

Confidence man, or con men for short, is get people to trust them. Then they steal their money. Abagnale was one of the most successful con men in United States history. Between the ages of 16 and 21, Abagnale cashed an astonishing \$2.5 million in fraudulent checks. He fooled people in every state in the United States, and in 26 other countries too.

Abagnale's life as a con man began when he ran away from home at the age of 16. He arrived in New York City with only \$100 in his pocket. He added ten years to his birthdate on his driver's license so that he could get a job. It was easy for Abagnale to fool people, because he looked much older than his age. At 16, he was six feet tall and his hair had already turned gray.

Over the next five years, Abagnale became a legendary con man. He pretended to be a pilot, and traveled all over the world for free. He pretended to be a doctor and worked at a hospital. He pretended to be a college professor, and taught courses at a university.

He never went to law school, but he passed the exam to become a lawyer and worked in a law office.

Abagnale made some money from his jobs, but he got rich from his real livelihood: making and cashing bad checks. Bankers trusted him. Why? He pretended to be a professional, and they believed him. When someone started to suspect him, he moved to a new city or country. There he adopted a new identity, and began a new life.

The police finally caught up with Abagnale in France, and he went to prison. He was only 21 years old. Initially he was in a French prison, but later he was moved to the United States. After five years, the United States government agreed to release him, but with one condition. He had to work without pay for the FBI. His job? To help them fight financial crime.

For more than 30 years, that is exactly what Abagnale has strived to do. His mission is to help others avoid becoming the victims of financial crime. Years ago, he also paid back the \$2.5 million that he stole. These days, he makes his livelihood legally through public speaking,

writing books, and developing technologies to fight identity theft and other financial crimes. Abagnale has also maintained his close relationship with the FBI. Today, years after his legal obligation to the FBI ended, he still refuses to take any money for the work he does for them.

Over the years, Abagnale also maintained his close friendship with Joseph Shea, the FBI agent who was responsible for Abagnale's arrest. Abagnale has said about Shea, "He was a great help up until his death. He was obviously a big part of my life in getting me to work with the government. He was someone who saw that I had something to offer and he was very big on helping me do that. I think that when he started out, he thought I was some master criminal and he was going to catch me, but then he came to the realization that I was just a kid and I was a runaway."

Abagnale believes that it is even easier to commit financial crime today than it was when he was 16 years old. "Technology breeds crime—it always has and it always will." However, technology has changed the way people commit financial crime today, according to Abagnale. "There are really no con men anymore today like there were in my day, because you really don't have to associate with anyone. You don't have to be well-dressed and well-spoken. Everything's done on a computer. So even if you know who's doing it, you probably don't have the ability to go capture them. Chances are you have no idea what they look like; they can sit in their pajamas and commit all these crimes." In 2002, a movie about Abagnale's extraordinary career as a con man, *Catch Me If You Can*, was released. It was based on a book Abagnale wrote about his life. In the highly successful movie, Leonardo DiCaprio played the role of Abagnale, and Tom Hanks played the role of FBI agent Joseph Shea.

Activity 2 Handout 2

Circle the letter of the correct answer to complete each sentence.

1. Abagnale got rich from ____
 - a. cashing bad checks
 - b. his jobs as a pilot, a doctor, a lawyer, and a professor
 - c. working with the FBI
2. From the ages of 16 to 21, Abagnale's real career was as
 - a. a banker
 - b. a confidence man
 - c. an FBI agent
3. Abagnale was able to fool bankers because they thought
 - a. he worked for the FBI
 - b. he was a professional and trusted him
 - c. he had a new identity

4. Abagnale learned a lot about financial crime
 - a. as a confidence man
 - b. in college
 - c. when he studied to be a lawyer
5. Today, Abagnale is ___
 - a. a confidence man
 - b. an expert on financial crime
 - c. the leader of the FBI
6. Abagnale still _ the FBI.
 - a. gives money to
 - b. helps
 - c. gets money for his work with
7. Abagnale thinks that committing financial crime is today than in the past.
 - a. easier
 - b. more interesting
 - c. more dangerous
8. Abagnale thinks that new technology ___ new kinds of financial crime.
 - a. eliminates
 - b. leads to
 - c. minimizes

Activity 3 Handout 3

Complete the summary of “Who Am I Today?”. Use the words in the list.

adopted caught ethical expertise prison suspect
 bad criminal exchange mission professional teenager

Today Frank Abagnale, Jr. is an expert on financial crime who uses his(1) to help the FBI. But when he was a (2).....,he was a (3)....He made and cashed 2.5 million dollars in(4).....checks.How did he do this? He got bankers to trust him by pretending to be a(5)....such as a doctor, lawyer, professor, or airline pilot.Whenever someone started to (6)....him, he moved to a newplace and (7)..... a new identity.After five years, the police finally (8)....Abagnale andhe went to (9)..... Later, he made a deal with the FBI. Theyreleased him in (10).... for his help fighting financial crime.Abagnale has worked with the FBI for over 30 years. He thinks that itis easier today than it was in the past for people to commit financial crime.Today he is an (11)man. His (12)...is tominimize the damage done by financial criminals.

Activity 4 Handout 4

Read the definition. You will see this word in the reading.

fraudulent: intended to deceive people in order to steal money from them

Preview “Who Am I Today?” Check (/) the questions that you think the reading will answer.

1. Why is Frank Abagnale famous?
2. How many children does Frank Abagnale have?
3. What is a confidence man?
4. How many confidence men are there in the world?
5. How many careers has Frank Abagnale had?
6. What are prisons in France like?
7. What does Frank Abagnale do today?

LESSON XII

Explanation

Reading Skill: Reading Poetry

When you read a poem for the first time, it is often helpful to read it out loud. Poets indicate rhythm by where they break the lines in the poem and where they put punctuation. Sometimes these places are unexpected.

Try to read a poem the way that you might look at a painting. Although poets and artists have their own ideas about the meaning of their work, their ideas are always open to the reader or viewer's interpretation. Poets try to communicate a lot in very few words, so the words often have double or even triple meanings.

When you read a poem, appreciate the beauty of the language and form your own impression of its meaning. Your interpretation may even change over time as you read the poem at different stages in your life.



Activity 1

Describe what you see in the picture. What are the women doing? Are they enjoying the game?

1. Think about some sisters you know. What kind of relationship do they have? Are they close? Competitive? Friendly? Supportive?
2. If you are a woman and have a sister, describe your relationship with her.

Preview the poem “Widows” on the next page by reading the title and the first stanza. Then complete the tasks.

Spite and Malice is the name of an actual card game. The goal of the game is to get rid of your cards so that the first player who has no cards is the winner. But the words spite and malice also have their own independent meanings. Look up spite and malice in your dictionary and copy the definitions or translations here.

spite:

malice:

3. What do you think the poem might be about? Don't worry about getting the “right” answer. Just write your first impressions and thoughts.

Activity 2 Handout 2

Read “Widows” and think about your answers.

WIDOWS

My mother's playing cards with my aunt, Spite and Malice, the family pastime, the game my grandmother taught all her daughters.

Midsummer: too hot to go out.

5 Today, my aunt's ahead; she's getting the good cards.

My mother's dragging, having trouble with her concentration. She can't get used to her own bed this summer. She had no trouble last summer, getting used to the floor. She learned to sleep there l() to be near my father. He was dying; he got a special bed. My aunt doesn't give an inch, doesn't make allowance for my mother's weariness.1 It's how they were raised: you show respect by fighting. l> To let up2 insults the opponent. Each player has one pile to the left, five cards in the hand. It's good to stay inside on days like this, to stay where it's cool. And this is better than other games, better than solitaire. My grandmother thought ahead; she prepared her daughters. They have cards; they have each other. They don't need any more companionship. All afternoon the game goes on but the sun doesn't move. It just keeps beating down, turning the grass yellow. That's how it must seem to my mother. And then, suddenly, something is over. My aunt's been at it longer; maybe that's why she's playing better. Her cards evaporate: that's what you want, that's the object: in 30 the end, the one who has nothing wins..

Activity 3 Handout 3

Read the definitions. Write the boldfaced words from the reading next to the correct definitions

- to adapt to something that was unfamiliar at first
- to say or do something that offends someone by showing that you do not respect him or her

her

- final goal; the reason for playing
- the person you are playing against in a game or competition
- to slowly disappear until nothing is left
- a close, friendly relationship with someone with whom you feel very comfortable
- falling behind because of a lack of energy
- something you do in order to entertain yourself
- to persist in doing something, especially something that is difficult or unpleasant in some way

- to refuse to negotiate or compromise with someone

Activity 4 Handout 4

Answer the questions. Remember that there are many ways of interpreting a poem, so don't worry about finding the "correct" answer. The important thing is to be able to explain your answers.

1. When the poet says "... the game my grandmother taught all her daughters," what do you think she means by "game?"
2. Why is the poet's mother having trouble concentrating on the game?
3. How and why does the poet's aunt react to her sister's weariness?
4. Why does the poet say that the game is better than solitaire?
5. How did the poet's grandmother prepare her daughters, and what did she prepare them for?
6. What does the poet mean when she says her aunt "... has been at it longer"? What does her aunt have more experience with?

Activity 5

Work in small groups. Ask and answer the questions.

1. Do you enjoy reading poetry in your native language? Why or why not?
2. Is it common in schools in your home country for children to memorize and recite poems? Is it a useful activity? Explain.
3. Have you ever memorized a poem, either in English or in your native language? If so, can you remember it?

Explanation

Vocabulary Skill: Understanding Idioms

An idiom is a group of words with a special meaning. You cannot understand the meaning of an idiom just by understanding the meaning of each of the individual words.

It can be difficult to find idioms in your dictionary, so it is often easier to look them up online. Enter the idiom into the search box of your Internet browser. Make sure you put

quotation marks around the idiom, like this: “not give an inch.” After the idiom, type “definition.”

Activity 5 Handout 5

Look up the meanings of the idioms online and write the definitions on a separate sheet of paper. (The idioms are from this and previous units.)

- 1. not give an inch*
- 2. make allowance for*
- 3. let up*
- 4. give (someone) an edge*
- 5. catch up on (something)*

Complete the sentences with the idioms from Exercise A. Use the correct form of the verb in the idiom.

.....She could speak Spanish. That.....over the other candidates for the job who couldn't speak any Spanish at all.

2. You need to the fact that he has a serious disability.

He has the capacity to do as well as or even better than his colleagues, but you need to give him extra time.

3. I did my best to convince the teacher to give me more time for my project, but she would.....

4. We hadn't seen each other in years. We had a lot to..... We stayed up all night talking.

5. The competition will be intense in the race tomorrow. If you..... for even one minute, someone will pass you.

Homework

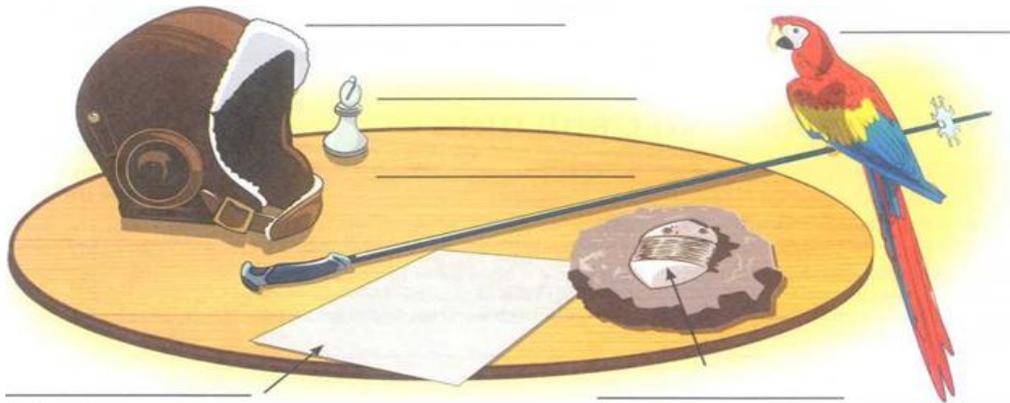
Find and write 10 idioms giving their definitions.

LESSON XIII

Explanation

Reading Skill: Making Predictions

In the first chapter of a novel, a writer often introduces the main characters and the conflict(s) that will be resolved in the novel. The writer usually gives readers enough information so that they are interested in the characters and the story without giving away too much information. At the end of the chapter, the writer hopes that readers will be trying to predict what will happen next. If the readers are making predictions, they are probably engaged and will want to continue reading.



Activity 1

You are going to read the first chapter of a novel about a reality show called Lost and Found. In this reality show, the contestants have to find the items in the pictures. Find the words in the first paragraph of the reading on the next page and write the names of the objects next to the pictures above.

1. Do you know what a scavenger hunt is? If not, ask a classmate or look it up in your dictionary.

Activity 2 Handout 1

Scan the first chapter of a novel called Lost and Found. As you scan, underline the names of the characters.

By Carolyn Parkhurst

LOST AND FOUND

By the sixth leg¹ of the game, we have accumulated the following objects: a ski pole, a bishop from a crystal chess set, a sheet of rice paper, a trilobite fossil, an aviator's helmet, and a live parrot.

Our backpacks are overflowing. I drop the chess piece into a sock to keep S 5 it from bumping against anything and chipping. I fold the rice paper into a guidebook. The helmet I put on my head. I hand the ski pole to Cassie. "Ready?" I ask, picking up the parrot's cage.

"Like I have a choice," she says. Our cameraman, Brendan, grins. I know he thinks Cassie makes great footage. 10 "OK, then," I say. "We're off."

We leave our hotel room and walk down the hall, Brendan walking backward so he can film us; our sound guy trails behind. In the elevator, the parrot squawks.

"We should give this guy a name," I say to Cassie, holding up the cage.

15 "How about Drumstick?" Brendan smiles behind his camera. He's loving this.

"How about Milton?" I try. "He looks kind of like a Milton, don't you think?"

"Fine, Mom," Cassie says, staring up at the lighted numbers. "Whatever."

The doors open onto the lobby, and we step out. There are only seven teams left, and the other six are already here. The only seat left is next to Betsy and 20 Jason, the former high school sweethearts who have recently been reunited after twenty years apart. They seem to be having a fight; they're sitting beside each other, but his arms are crossed, and their commitment to not looking at each other is very strong. I sit down next to Betsy, balancing Milton's cage on my lap.

"Morning," Betsy says, turning her whole body away from Jason. "Did your 25 parrot keep you guys up all night, too?"

"No, we just put a towel over his cage, and he went right to sleep."

"Lucky," she says. "We tried that, but it didn't work. Ours was freaking out all night. I think we got a defective one."

"A defective parrot. I wonder if there's any provision for that in the rules."

"Yeah, maybe they'll let us trade it in. Otherwise, I'm gonna put it in Barbara's room tonight."

There are two camera people filming this conversation.

One of the producers, Eli, steps to the middle of the room and claps his hands. "Quiet, everyone," he says. "Here comes Barbara."

The front door opens and the host of the show, Barbara Fox, walks in with an entourage of makeup artists and even more camera people. She's small and rigid with short blond hair and a frosty smile. She's one of the most unnatural people I've ever met. I don't know how she got a job on TV. We're not allowed to approach her.

"Good morning, everybody," she says, turning her glassy smile to each of us in turn.

"Good morning," we say like schoolchildren, except less in unison.

Her crew sets her up in front of a large mural of the Sphinx. Filming begins. "I'm Barbara Fox," she says, "and I'm standing in a hotel in Aswan, the 45 southernmost city in Egypt, with the seven remaining teams in a scavengerhunt that will cover all the corners of the earth. Ladies

and gentlemen, this ..."—dramatic pause here, and a strange little roll of her head— "is Lost and Found."

The rules of the game are simple. For each segment, they fly us to a new city where we follow a trail of clues through various exotic (and, presumably, 50 photogenic) locations until we're able to decipher what item we're looking for. Then each team sets out to find an object that qualifies. Every item we find has to remain with us until the end of the game, so the items are usually heavy or fragile or unwieldy; it adds to the drama. Losing or breaking a found object is grounds for disqualification. The last team to find the required object and make it 55 to the finish line gets sent home.

At the end of each leg, Barbara interviews the team that's been eliminated, and she asks the following question: "You've lost the game, but what have you found?"

I don't think there's much of a chance Cassie and I will win the game, but I don't really care. Secretly, this is the moment I'm looking forward to most, the 60 moment when Cassie and I stand before Barbara, and she asks me what I've found. Cassie and I will look at each other and smile; I'll reach out and touch her arm, or her hair, and she won't move away. I'll turn back to Barbara, and the cameras, and all the TV viewers of the world. I found my daughter, I'll say. I found my little girl.

leg of the game: part of the game –

footage: part of a film

squawk: to make a sharp angry sound (usually used for animals)

drumstick: the name we give to the leg of a chicken or other bird when we eat

producer: the person in charge of a film; controls the budget

entourage: a group of people who travel with an important person

mural: a painting on a wall

Sphinx: an ancient Egyptian statue of a lion with a human head, lying down

photogenic: always looking attractive in photographs

unwieldy: big, heavy, or difficult to carry or use

Activity 3 Handout 2

1. If you **trail behind** a friend, your friend is ____
 - a. slow
 - b. angry with you
 - c. ahead of you
2. When someone **freaks out**, he or she ____
 - a. is calm
 - b. has a disability
 - c. loses control
3. If your backpack is **overflowing**, it is ____
 - a. difficult to close
 - b. expensive
 - c. very wet

4. It is easy to _____ something that is **fragile**.
- a. break b.find c.lose
5. If you **qualify** for a race, you _____
- a. are the best runner b. can run in c. choose the winner the race
6. When you **decipher** something, you _____
- a. don't understand it b. destroy it c.figure it out
7. He **chipped** his tooth when he _____
- a. fell down b.found a good dentist c.was brushing his teeth
8. If you want the job, one of the **provisions** is that you _____
- a. stop working b. work weekends c. will not be hired

Activity 4 Handout 3

Read the statements about the reading. Write T (true) or F (false). If it is not possible to tell, write? Then correct the false statements to make them true. The boldfaced words are the target words.

1. The words **segment** and **excerpt** are similar in meaning.
2. A **rigid** person will not usually give an inch.
3. When two people sing in **unison**, they start singing on different notes.
4. If you follow the rules, you will be **eliminated** from the game.
5. When you **reunite** two people, you introduce them to each other for the first time.

Answer the questions.

1. Who is telling the story?
2. Where are the characters in the story?
3. What is the object of the reality show Lost and Found? How does someone win? How does someone get disqualified? Eliminated?

Activity 5 Handout 4

Read the sentences taken from the reading. What can you infer about the characters by reading the sentences? Circle the letter of the logical inference for each character. More than one answer is possible. The numbers in parentheses are the lines where you can find the sentences in the text.

CASSIE

“Like I have a choice.” (8)

“How about Drumstick?” (15)

“Fine, Mom,” Cassie says, staring up at the lighted numbers. “Whatever.” (17)

I’ll reach out and touch her arm, or her hair, and she (Cassie) won’t move away. (61)

1. You can infer that ____
 - a. Cassie is excited about being on the reality show with her mother.
 - b. Cassie has a sense of humor.
 - c. Cassie and her mother are having problems in their relationship.

CASSIE’S MOM (THE NARRATOR)

“We should give this guy a name,” I say to Cassie, holding up the cage. (14)

I don’t think there’s much of a chance Cassie and I will win the game, but I don’t really care. Secretly, this is the moment I’m looking forward to most, the moment when Cassie and I stand before Barbara, and she asks me what I’ve found. (58)

I found my daughter, I’ll say. I found my little girl. (63)

2. You can infer that ____
 - a. Cassie’s mom wants to have a better relationship with her daughter.
 - b. Cassie’s mom wants to lose the game.
 - c. Cassie and her mom are close.

BARBARA FOX

“Yeah, maybe they’ll let us trade it in. Otherwise, I’m gonna put it in Barbara’s room tonight.” (30)

She’s small and rigid with short blond hair and a frosty smile. She’s one of the most unnatural people I’ve ever met. I don’t know how she got a job on TV. We’re not allowed to approach her. (36)

“Good morning, everybody,” she says, turning her glassy smile to each of us in turn. (40)

“Good morning,” we say like schoolchildren, except less in unison. (42)

3. You can infer that Barbara ____
 - a. thinks that she is a star
 - b. is not well-liked by the contestants
 - c. wants the contestants to like her

BETSY AND JASON

They seem to be having a fight; they’re sitting beside each other, but his arms are crossed, and their commitment to not looking at each other is very strong. I sit down next to Betsy, balancing Milton’s cage on my lap. (21)

“Morning,” Betsy says, turning her whole body away from Jason. “Did your parrot keep you guys up all night, too?” (24)

4. You can infer that Betsy and Jason ____
- do not fight very often
 - are going to win the game
 - are having some problems in their relationship

Activity 6

Work in small groups. Ask and answer the questions.

- Why do you think reality shows are so popular these days?
- Do you think that people find out important things about themselves when they participate in reality shows? What kinds of things? Explain.
- Do you like to watch reality shows? If so, which ones do you watch?
- If you had the chance, would you participate in a reality show? Why or why not?

Explanation

Using Word Cards: Adding Visual Images

Try using visual images to remember the meaning of words or idioms. When you add a visual image to a definition or translation, you are able to store and retrieve the word from your brain in two different ways: visually (with pictures) and verbally (in words). Using visual images can be particularly useful when learning idioms since they are often difficult or even impossible to translate.

Adding visual images to word cards

- Form a picture of the word or idiom in your mind.*
- Draw a picture of the word or idiom on the back of your card, under the definition or translation.*

OR

- Find a picture (in a magazine, newspaper, or on the Internet) and paste it onto your card.*

NOTE: The picture does not need to be an exact representation of the meaning; it simply needs to be meaningful to you.

Fluent readers do not focus on the meaning of every word. Instead, they focus on the meaning of groups of words. To do this, they divide longer sentences into groups of words, or “chunks.” Look at the following sentence, which has 18 words.

Haiku is an ancient type of poetry that originated in Japan and remains popular throughout the world today.

If you read the sentence word by word, it might seem quite long and difficult to understand. However, it will be much easier to read if you think of it as three chunks, rather than 18 individual words.

Haiku is an ancient type of poetry / that originated in Japan / and remains popular throughout the world today.

To increase your reading speed and fluency, divide sentences into chunks in your mind. Think about the meaning of each chunk rather than the meaning of each individual word.

Homework

A. Find word cards for words from previous units that you are having difficulty remembering. Add visual images to those cards.

B. Make cards for the words that were new to you when you started the unit. Include target words and words that you wrote on page 233. Add visual images to the cards for words that are difficult for you.

C. Review all of your cards that have visual images on them with a classmate. See if your classmate can guess what word or idiom your visual images represent.

D. Go back to the vocabulary list at the beginning of each chapter. What did you learn about the target words? Add numbers to the lists.

LESSON XIV



Activity 1

Work with a partner. Look at the pictures. Ask and answer the questions. If you don't know a word in English, ask your partner or look in your dictionary.

How are the athletes in the two photographs similar? How are they different? Compare their height, weight, body shape, and size.

1. In which sport do you think each of the athletes competes? Explain.

Activity 2

Preview the newspaper article “Bigger Is Better, Except When It’s Not.” Which two types of organization does the writer use to develop the main points? Check (/) the two types.

- a. exemplification and problem/solution
- b. compare/contrast and problem/solution
- c. cause/effect and compare/contrast

Explanation

Reading Skill: Understanding Text Organization

As you saw in the previous chapter, most texts in English have this basic organizational structure:

- *introductory paragraph(s) with a hook and the main idea*
- *body paragraph(s) that develop the main points and support the main idea*
- *a concluding paragraph that often contains a restatement of the main idea*

Although this basic organizational structure is usually the same, there are many different ways to present and organize the main points. For example, in “Running around the World,” the writer used three examples of different running cultures to illustrate and develop the main idea. That pattern of organization is called exemplification. Other common patterns of organization are compare/contrast, cause/effect, and problem/solution. Writers often use a combination of patterns.

BIGGER IS BETTER; EXCEPT WHEN IT’S NOT

LOOKING back, Dr. Michael Joyner thinks he chose the wrong sport when he became a distance runner. He should have been a swimmer or a rower. Dr. Joyner, an anesthesiologist and exercise researcher, was fast—he ran a marathon in 2 hours 25 minutes. But, at 6 foot 5, and 175 pounds at his lightest, he was simply too big to be great.

The rules of physics can explain why the best distance runners look so different from the best swimmers or rowers. Physics can also explain why being big is beneficial for some sports and not others. However, parents should not push their children into a sport based on their body type, exercise physiologists² say. Most people who do sports do it because they love the sport; they are not aiming for the Olympic Games. Many also choose a sport because they discover they are good at it.

For example, Dr. Niels H. Secher, an anesthesiologist, exercise researcher, and rower at the University of Copenhagen, started rowing when he was fourteen. He always was big—he weighs 205 pounds—and he immediately loved to row and went with it. “If it works well, you think you are great and you follow up on your success,” he said.

But understanding why body size matters³⁰ in certain sports can open your eyes to other possibilities, exercise researchers say. “I’ve told people: ‘You’re tall. Why not try swimming?’” Dr. Joyner said.

The rules of physics say that distance cycling³³ and distance running are for small people. Rowing and swimming are for people who are big. The physics is very exact. When Dr. Secher tried to predict how fast competitive rowers could go, based only on their sizes and⁴⁰ the weights of their boats, he was accurate to within 1 percent.

At first glance, a big rower (and elite male rowers can weigh as much as 250 pounds) may seem to be at a disadvantage. But because⁴³ water holds the boat up, weight becomes less important compared with the enormous benefits of having strong muscles. Their bigger muscles allow bigger people to use more oxygen. That gives them more power. It’s like having a bigger³⁰ motor. Dr. Secher said. Bigger muscles, with their larger cross-section, also are stronger. And bigger muscles can store more glycogen, their fuel for short intense spurts.

The same reasoning explains why elite .3.3 swimmers are big. Great male swimmers often are 6 foot 4 inches tall, and muscular. And because of the advantage that large muscles give for sprints over short distances, the shorter the distance an athlete must swim, the greater the advantage it is to be big.

Tall swimmers also have another advantage. Because swimmers are horizontal in the water, their long bodies give them an automatic edge. “It’s the difference between long canoes and 65 short canoes,” Dr. Joyner said.

Distance running is different. Tall people naturally have longer strides, but stride length does not determine speed. Running requires that you lift your body off the ground with each step, propelling yourself forward. The more you weigh, the harder you have to work to lift your body and the slower you will be. The best runners are small and light, with slim legs. “If you have large legs, you have to move a big load,” Dr. Secher said.

Of course, there are exceptions to the rules.

Tom Fleming won the New York City Marathon in 1973 and 1975. He is 6 foot 1 and weighed 159 pounds when he ran his fastest marathon at 2 hours 80 12 minutes. And he ran the Boston Marathon in 2 hours 14 minutes when he weighed 179 pounds.

“I tell people that’s the fat-man record of Boston,” he said.

The tallest elite marathoner today, Robert Cheruiyot, is 6 foot 2, but he weighs only 143 pounds. Most elite male marathoners, Dr. Joyner notes, are between 5 foot 7 and 5 foot 11 and weigh between 120 and 140 pounds.

The decision for high school coaches, said Hayden Smith, a cross-country coach, is whether to say anything when a young teenager seems set on the wrong sport. The best high school athlete Mr. Smith ever coached initially wanted to play football. The football coach refused to let him join the team. “He told the kid, ‘You’ll be a great runner,’” Mr. Smith recalled. The coach was right. The boy started running and ended up one of the top ten in the nation.

No one ever told Dr. Joyner not to run. Injuries, though, finally forced him to look for another sport. He chose swimming, knowing that his size would be to his advantage.

Dr. Joyner got a coach, worked hard, and recently ranked fifteenth swimming a mile in a U.S. Masters Swimming championship race (for people over age twenty-five). He started too late, he said, to know what he might have been as a swimmer.

Activity 3 Handout 1

Read the statements about the reading. Write T (true) or F (false). Then correct the false statements to make them true. The boldfaced words are the target words.

1. When numbers are accurate, they are almost correct.

2. If you look at the cross-section of a muscle under a microscope, you will see pieces of muscle tissue going in two different directions.

3. When we stand up, our bodies are horizontal.

4. We stride with our arms.

5. At first glance means the first time you look at something quickly.

6. When people explain their reasoning, they explain how they do something.

7. When you store energy, you use it right away.

8. The team won the championship, so it is ranked number one.

9. If you lift heavy loads every day, your muscles will get smaller.

10. Most great swimmers are tall. Tom is an exception; he is only 5 foot 7 inches tall.

11. If something is beneficial to your health, it is good for you.

12. If you believe something initially, you will always believe it.

Comprehension Check

Check (/) the main idea of “Bigger Is Better, Except When It’s Not.”

1. Dr. Joyner was a very good runner, but he was too tall and heavy to become an elite runner.

2. Body size and shape are important in sports, but motivation is also important.

3. If you have the right body size and shape for a particular sport, you will do well in that sport.

Explanation

Vocabulary Skill: The Prefix crosses

The prefix cross- means across; going from one side of something to the other.

EXAMPLE:

cross-country = a sport in which you run across fields, not along roads or a track

Some of the nouns that have cross- as a prefix are hyphenated, such as cross-country.

Others are one word compounds, such as crossword. If you are not sure whether a word is hyphenated, check your dictionary.

Add the prefix cross- to the words in the list to make new words. Then write the letter of each definition next to the correct word. When you finish, check your answers in a dictionary.

Prefix: cross-

1. walk

2. training

3. section

4. reference

5. fire

6.roads

a.the area where bullets from two or more directions cross

b.a specially marked place for people to cross a street

c.the activity of practicing and preparing to play more than one sport in the same period of time

d.a place where two roads meet and cross each other

e.the place where two sections meet and overlap to make two layers

f.a note that tells the reader of a book to look in another place in the book for more information

Activity 4 Handout 2

Write each word in the space after the explanation that matches your purpose for learning that word.

1.Learning the meaning

Purpose: You want to learn the meaning of a word that is new to you. Words from this unit:

How to make the card:

- Write the word or expression on one side of the card.
- Write the translation, a simple English definition, and/or draw a picture of the word on the other side of the card.

- Include an example sentence under the word.

2. Learning other forms of the word (for example, you know the noun form, but not the adjective form)

Purpose: You know one form of the word pretty well and want to learn other word forms.

Words from this unit:

How to make the card:

- Write the known form of the word on one side of the card.
- Write the other forms of the word on the other side of the card with their parts of speech written next to them.

3. Learning the pronunciation of a known word

Purpose: You know the meaning of the word but have trouble pronouncing it or recognizing it when other people say it.

Words from this unit:

How to make the card:

- Write the word on one side of the card.

- Write the pronunciation on the other side of the card. Use the pronunciation symbols from the dictionary or your own system for remembering the correct pronunciation.
- If the word has more than one syllable, clearly mark the stressed syllable.

Homework

SLEEPER HITS

The 1999 horror movie *The Blair Witch Project* took audiences by surprise. It told a story about three students lost in a forest.

At the time, no one had ever seen anything like it before. The film also surprised movie companies. Expenses to make the movie barely reached \$22,000, but the income from ticket and DVD sales was (and continues to be) enormous. *The Blair Witch Project* is an example of a sleeper. Sleepers are films that are made for very little money, but are enormously successful. Were the makers of *The Blair Witch Project* just lucky? Or are there secrets to making a sleeper hit?

Marketing experts say that for a movie to become a sleeper, it has to appeal to college students. College students are important for two reasons. First, they do not pay much attention to media reviews of movies. Instead, they listen to their friends' opinions. Because of the Internet, the average college student today has hundreds of "friends." And those friends have hundreds of friends, and so on. That is why college students play such an influential role in the success or failures of low-budget films. An example is the 1997 comedy *Austin Powers*. *Austin Powers* was a low-budget film. Initially, ticket sales were low, and the movie made very little money. But after it came out on video, it became enormously popular on college campuses. In the end, *Austin Powers* made more money from video and DVD sales than it did in theaters.

Another secret to sleepers is creative marketing, which also involves the Internet.

Internet marketing is cheap, and it can reach a specific audience. When director David Twohy filmed the science fiction movie *Pitch Black* in the late 1990s, for example, he needed an inexpensive way to promote the film. So Twohy went on the Internet and visited science fiction chat rooms. He had conversations with people about his movie. Slowly, science fiction fans became interested in the film. In the end, "Internet buzz helped make it a success," says Twohy.

College students and Internet marketing were both important to the success of *The Blair Witch Project*. The filmmakers designed a Web page for the movie. It said that *The Blair Witch Project* was a true story (it wasn't). It also said the three students in the film had disappeared (they hadn't). Soon, college students were talking about whether the movie was real or not. Many of them wanted to see for themselves. On the day of the film's release, 55 theaters were

completely sold out. Today, many film studios follow the Blair Witch Project model when promoting their films.

Of course, to make money, sleepers also need to be good films. The makers of The Blair Witch Project never saw themselves as marketing experts. As Robin Cowie, who worked on The Blair Witch Project, says, "We never meant to change things. We set out to make a scary movie." Similarly, the makers of Austin Powers set out to make a funny movie. And as millions who have seen the films would agree they succeeded.

Activity 2 Handout 2

Read the statements about the reading. Write *T* if the statement is true and *F* if the statement is false.

1. The *Blair Witch Project* was a sleeper hit.
2. The *Blair Witch Project* cost a lot to make.
3. Sleepers are usually horror movies.
4. Marketing to college students is very important to the success of movies that become sleeper hits.
5. College students often read movie reviews in newspapers.
6. Sleeper hits make a lot of money.
7. *Austin Powers* were not very popular when it was in theaters.
8. The Internet is a very important marketing tool for sleeper hits.
9. The makers of the *Blair Witch Project* created a new way to market movies.
10. *Austin Powers* and *The Blair Witch Project* made a lot of money, but they are not very good movies.

Activity 3

college	Good	Inter	marketi	surpr
creatively	inexpens	Likel	successf	video

Sleepers are movies that are very (1) _____ to make, so

Complete the summary of "Sleeper Hits." Use the words in the list.

Everyone is (2) _____ when they make a lot of money. There are several things that can make a movie a sleeper hit. First of all, if the movie is not successful initially but it becomes popular with (3) _____, it can become very successful when it is released on (4) _____. Second, if the filmmakers use the (5) _____ to market the movie (6) _____, they can create a sleeper. One example of creative (7) _____ is when the filmmakers visit Internet chat rooms to talk about their new movies with people who are (8) _____ to be interested. Finally, in order for a movie to become a sleeper, it has to be (9) _____. If it isn't, it will never be (10) _____.

Activity 4 Handout 3

His full name is Dikembe Mutombo Mpolondo Mukamba Jean-Jacques Wamutombo. Friends call him “Deke.” He once hoped to be called Dr. Mutombo. But life gave him another way to help 5 people—basketball.

A Mind for Medicine, a Body for Basketball

Dikembe Mutombo was born in 1966 in the African city of Kinshasa, in Zaire (known today as the Democratic Republic of the Congo.) His 10 father, Samuel, was the head of a school in Kinshasa. He had studied at a famous university in France. His mother, Marie, was a homemaker. In addition to their own ten children, Samuel and Marie took care of several of their relatives’ 15 children. They believed strongly that children were the responsibility of the entire community. They also believed that a good education was very important.

Young Dikembe Mutombo dreamed of becoming 20 a doctor. He planned to study in the United States and then return home to help the people in his country. He also enjoyed sports, especially soccer. He was a very good soccer player. But his parents wanted him to try basketball. They felt 25 that he had the perfect body for the game.

Many people in the Mutombo family were tall, but no one was as tall as Dikembe. At 13 years old, he was already 7 feet tall and still growing. That was when he first touched a basketball. 30 Initially, Dikembe disliked basketball. He played only because his parents pushed him to do so. Soccer was much more appealing to him. In Dikembe’s first basketball game, he fell down and cut his face. He wanted to quit, but his 35 parents wanted him to keep playing. After many arguments, Mutombo returned to the basketball court. He played on the Zaire national basketball team for two years. However, he still dreamed of becoming a doctor.

40 Dikembe was a pretty good basketball player, but he was an excellent student. In 1985, he won an academic scholarship to Georgetown University in Washington, D.C. Soon, he was on a plane to the United States.

45 A Difficult New Life

At first life in the United States was difficult for Dikembe. He knew how to speak several languages, but English was not one of them. He didn’t have the money to call his family in 50 Africa. He often felt sad and lonely. During his first year, he did not play on the university basketball team. He focused on learning English. The pressure was intense, but Dikembe did well.

55 The university’s basketball coach spotted the 7’2” Dikembe on the Georgetown campus. He invited him to play on the university team. At first, Dikembe mostly practiced with the team. He rarely played in a game. He made a lot of 60 mistakes, but he trained rigorously. With the help of Georgetown’s top-ranked coaches, he made dramatic progress.

Dikembe graduated from Georgetown in 1991. Almost immediately, he became a player for the 65 National Basketball Association (NBA). He exchanged his dream of becoming a doctor for a career as a professional basketball player.

Dikembe's Big Promise

By 1997, Dikembe was a basketball legend. He 70 had won many awards and had a multi-million dollar income. Then one morning he received a phone call that changed his life. His mother had died in Africa. Suddenly ill, she couldn't get to a hospital in time to save her life. Dikembe 75 remembered his dream of becoming a doctor. At that moment, he made a promise to his mother. He would build a hospital in his hometown of Kinshasa.

Over the next ten years, Dikembe continued to 80 play basketball. In 2006, at age 40, he became the oldest player in the NBA. Each year his knees hurt more. At times he wanted to quit. But the memory of his mother motivated him. He saved money for the hospital. He also convinced 85 other NBA players to give money. Finally, in 2007, his sixteenth year in the NBA, Dikembe's dream came true. The Biamba Marie Mutombo Hospital and Research Center opened in Kinshasa.

90 Today, Dikembe has great appreciation for his parents. They pushed him to get an education—and to play basketball. As a star NBA player, he is able to help many more people than he ever could have as a doctor. He has his own foundation, 95 the Dikembe Mutombo Foundation (DMF). The DMF's goal is to improve the health, education, and quality of life for people in the Democratic Republic of the Congo.

Dikembe often uses this African saying to talk 100 about his life: "When you take the elevator up to the top, don't forget to send it back down so that someone else can take it to the top."

Activity 5 Handout 4 Answer the questions.

- When Dikembe was young, what did he dream of?
- How old was Dikembe when he played basketball for the first time?
- Why did his parents want him to play basketball?
- Did he like basketball at first? Why or why not?
- What kind of scholarship did Dikembe get?
- Where did he go to university?
- When did he become an NBA player?
- Why did Dikembe decide to build a hospital in his hometown?

LESSON XV

Explanation

Reading Skill: Writing a Summary

To check your understanding of a reading, it can be useful to write a summary of it. A summary is much shorter than the original reading. It includes only the main idea, the main points, and one or two of the most important details or examples. Follow these steps when you write a summary:

- 1. Underline the sentence or sentences in the reading that contain the main idea.*
- 2. Underline the sentences that contain the main points.*
- 3. Underline the most important example or detail for each main point.*
- 4. Complete a graphic organizer of the reading. Write notes, not full sentences. Express the ideas in your own words as much as possible.*
- 5. Write your summary by looking at your graphic organizer. Do not look back at the text when you write.*
- 6. Reread the original text and compare it to your summary. Make sure you have accurately expressed the main idea and the main points in your own words.*

Activity 1 Handout 1

Preview the magazine article “Choosing to Be Different” on the next page and answer the questions.

- Which paragraph contains the main idea?
- What is the main idea? Copy it here
- How many main points are there?
- Which pattern of organization does the writer use? Check (/) it.
 - a.cause/effect
 - b.compare/contrast
 - c.exemplification
 - d.problem/solution

Activity 2 Handout 2

CHOOSING TO BE DIFFERENT

In northern Iran, nomads walk their goats from winter quarters¹ in the desert to a summer home high in the Zagros Mountains. In a small bedroom in Tokyo, a young man plays 5 computer games by night and sleeps by day. He has not left his bedroom in over a year. In the middle of a large city, several families eat well but never go to a supermarket. They have cars and electricity but never need to go to a gas IO station or pay an electric bill. In retirement

communities throughout the United States, senior citizens live a carefree, child-free existence in gated neighborhoods sometimes referred to as "Disney for adults."

15 These people all come from very different backgrounds. The motivation for their behavior is also quite varied. Some are escaping from the present. Others are returning to the past. Still others are preparing for the future.

20 However, they all have one thing in common. They have chosen lifestyles that set them apart from others.

STAYING WITH TRADITIONS

In many parts of the world, there are 25 people who know about modern life but are not interested in being a part of it. Roughly a third of the Bakhtiari nomads of Iran have chosen not to go to cities, attend schools, or get jobs. During the twentieth century,³⁰ the Shah of Iran tried to make the Bakhtiari give up their nomadic traditions. After the Shah was overthrown, however, the Bakhtiari returned to their traditional nomadic life. Every spring they pack up their animal-hair tents³⁵ and everything that they own. They leave the desert on foot, traveling 200 miles to their summer home high in the mountains. In the fall, they pack everything up again and return to the desert.

40 WITHDRAWING

Rather than following traditions, some people reject them. The Hikikomori of Japan are one example. Hikikomori are young people, usually young men, who do not follow the⁴⁵ usual path of education, career, marriage, and family. Unlike the Bakhtiari, they do not leave the cities physically. Instead, they withdraw into their own claustrophobic worlds. They spend all of their time in their bedrooms.

50 They never leave. They don't attend school or even share family meals. They order take out or someone leaves food for them, which they eat alone. Dirty dishes accumulate, as the teenagers will not leave their rooms or allow⁵⁵ anyone else to enter. The number of Hikikomori is not very large, but their existence makes many people in Japan uneasy. Are the Hikikomori mentally ill? Or is their rejection of the typical Japanese lifestyle a sign of a wider⁶⁰ social problem?

SEARCHING FOR A BETTER WAY

Another group includes those who are concerned about the environment. They believe that the fate of the planet depends⁶⁵ on the creation of new ways of living. They call themselves urban homesteaders. Urban homesteaders live in the middle of large cities. However, they stay away from supermarkets, malls, and gas stations. They grow fruit and⁷⁰ vegetables. They raise animals in their small urban backyards. They use wind and solar power to produce their own electricity. They raise sheep and make cloth from the wool⁵. They make their own biofuel⁶ to

power their 75 cars and trucks. They collect rainwater for washing. If they need something that they cannot make or grow, they get it by bartering with other homesteaders. Urban homesteaders don't give up all modern conveniences. Rather, 80 they look for ways to enjoy life in the twenty-first century without harming the environment.

LIVING THE DREAM

The final group is larger than the others.

It is made up of Americans fifty-five years of age and older living in retirement communities in the southern United States. In these communities, the sun is always shining, the streets are safe and clean, the golf courses are always green, and the seniors' sleep is never 90 disturbed by crying children or loud teenagers. Children can visit, but only for a few days. This applies to anyone under the age of eighteen— even the residents' own grandchildren. To many residents, the "no-children" rule is the 95 best thing about their new lives. Free from the stress of work and raising children, these retirees choose to live their golden years in happy isolation. They spend their days enjoying their favorite leisure activities in loo their own child-free "Disneyland."

Activity 3

Comprehension Check

- Underline the sentences in paragraphs 3-6 of the reading that contain the five main points.
- On a separate piece of paper, draw a graphic organizer. Include only the most important information: the main idea, the main points, and the most important examples and details.
- Work with a partner. Compare your graphic organizers. Do they contain similar information? Did you leave out any important information? Did you include any unnecessary information? Make any necessary changes.
- Use the information from your graphic organizer to write a one-paragraph summary of the reading. Do not look back at the reading.
- Are there groups of people in your home country who are similar to the ones described in the reading? Why do you think they choose to live the way they do? Are their reasons the same or different from the reasons given in the text?
- Would you like to live a nontraditional lifestyle? Why or why not?

Complete the sentences with a hyphenated adjective ending in -free.

Use the boldfaced words to form the adjectives.

1. He does not have cancer any more. He has been... for ten years.
2. Many products today do not contain fat. They are....
3. This software will not give you any trouble. It is....
4. He can't eat salt. He is on free.... diet.

5. You are not allowed to smoke anywhere in this hotel. The entire building is.....

6. Stress is a natural part of life. It is not possible to live an entirely...life.

Homework

Why do you think they choose to live the way they do? Are their reasons the same or different from the reasons given in the text?

Would you like to live a nontraditional lifestyle? Why or why not?

PROGRESS CHECK

THINK ABOUT MEANING

Look at each group of words. Cross out the one word or phrase in each group that does not belong.

1. contemporary/current/explosion
2. marketing/movement/promotion
3. inspire/miss the boat/motivate
4. celebrity/legend/resource
5. influential/significant/slim
6. distraction/movement/trend
7. appeal/influence/role
8. sure/uncertain/undeniable
9. miss the boat/promote/sell out
10. legendary/ordinary/unique

PRACTICE A SKILL: Parts of Speech

Read the sentences. Circle the correct form of the word to complete each sentence.

1. My daughter has a vivid/vividly imagination.
2. His popularity with teenagers is undeniable/undeniably.
3. I am interested in a career in market/marketing.
4. Please don't distract/distraction me when I am working.
5. To catch/Catch up with her, you will need to run fast.
6. He is unique/uniquely qualified to play that role.
7. What is the significant/significance of that event in history?
8. The tickets sell out/sold out just one hour after they went on sale.

PRACTICE A STRATEGY: Making Word Cards

Make word cards for 10 more words that you learn this week. Add them to the cards that you made for this unit. Review your cards every day. Always change the order of your cards before you review them.

THINK ABOUT MEANING

Circle the letter of the correct answer to complete each sentence. The boldfaced words are the target words.

1. Pfinnlfi nftfin shnw annmr.iatinn hv
a. apologizing b. giving a c. saying
gift hello work
2. When you study a cross-section of a
6. Rewards are aiven for
a. goodb. luck c. rank
7. A cycle

population, you study people

a. with different b. from the c. with

backgrounds same similar

family interests

3. Reasoning involves the

a. brain b. feet c. lungs

4. A load is

a. heavy b. slim c. unique

5. You stride with your

a. arms b. legs c. shoulders

a. happens b. is unique c. repeats

once

8. Intense exercise makes you —

a. elite b. a champion c. sweat

9. When a measurement is accurate, it is

a. dramatic b. correct c. An exception

10. Food can be stored in a

a. meal b. picnic c. refrigerator

PRACTICE A SKILL: The Prefix cross-

Read the sentences. Are they true or false? Write T (true) or F (false). Correct the false sentences to make them true. Then check your answers by looking up the boldfaced words in a dictionary.

1. When a tennis player hits a ball**cross**court, the other player does not need to move to hit it back.

2. A **crosswise** pattern contains bothhorizontal and vertical lines.

3. If you and your partner are workingat **cross** purposes on a project, you will probably complete the project quickly.

PRACTICE A STRATEGY: Using different types of cards for different types of learning

Choose nine words that you want to learn (from another unit or book), three for each of the following categories: meaning, word form, pronunciation. Then add the cards to your other cards and review them frequently.

THINK ABOUT MEANING

Look at the words in the list. Think about their meanings, and decide if they have to do with money or technology. Write M or T next to each word. Some words will have both letters. Be ready to explain your decisions.

digital exchange expense income model

operation property toy virtual vehicle

PRACTICE A SKILL: Collocations

A. Write the prepositions from the list next to the target words. Then check your answers in a dictionary.

for from in to with

1. merge 3. exchange
2. be absorbed 4. range

B. Rewrite the underlined parts of the sentences with the collocations from Exercise A.

1. When she is concentrating on a project, she forgets everything else.
2. The price of a personal computer can be as low as \$500 or as high as \$3000.

PRACTICE A STRATEGY: Finding the core meaning of words

Circle the core meaning of each word.

1. merge
 - a. become unique
2. perform
 - a. create something new
3. swallow
 - a. take deeply inside one's body or mind
4. operation
 - a. something difficult involving many steps

THINK ABOUT MEANING

Cross out the word or expression in each group that does not belong with the others.

PRACTICE A SKILL: The Suffix -free

Complete the sentences with a hyphenated adjective ending in -free. Use the boldfaced words to form the adjectives.

1. Since my operation, I have not had any pain at all. I have been for almost one year.
2. These eggs come from hens that were not raised in a cage. They are
3. In Saudi Arabia, citizens do not pay any income taxes. Their income is
4. There is no risk that you will lose your money. Our investments are
5. It is now possible to buy a cell phone that you don't need your hands to use. These models are becoming more and more popular.
6. Gum that has sugar in it is very bad for your teeth. You should chew gum.

PRACTICE A STRATEGY: Core meaning

Read the example sentences. Then write the core meaning of the boldfaced word(s).

- 1.a. Snow accumulated outside the door of their house.
- b. Over his lifetime, he accumulated a fortune worth over a billion dollars.

core meaning:

- 2.a. He withdrew \$300 from his checking account.
- b. The runner withdrew from the competition due to an injury.

core meaning:

3. a. She felt rejected when she wasn't invited to the party, b. I'm sorry, but your credit card was rejected.

core meaning:

THINK ABOUT MEANING

Read the questions and answers. Two of the answers are correct, but one is incorrect.

Cross out the incorrect answer. The boldfaced words are the target words from this unit.

1. What can wear off?

clothing/medicine/perfume

2. What happens when you activate something?

You turn it on./It becomes active./It slows down.

3. What should you do with a defective product?

exchange it/fix it/use it

4. What flows?

furniture/music/water

5. When people grin, what do they show?

feelings/ideas/teeth

PRACTICE A SKILL: Adverb placement

Are the boldfaced adverbs in the correct place in the sentences? Write a check (/) if the boldfaced adverb is placed correctly in the sentence or an X if it is placed incorrectly. If the adverb is placed incorrectly, move it to the correct position.

1. She answered his question sympathetically.

2. His thoughts freely flowed.

3. The two machines simultaneously were activated.

4. The effects of the drug wore off slowly.

5. She answered hesitantly.

6. Your endeavors greatly are appreciated.

PRACTICE A STRATEGY: Guessing meaning from context

Read the sentences. Guess the meaning of the boldfaced words. Underline the words in the context that help you understand the meaning.

1. After the diagnosis, his condition deteriorated rapidly. He died soon after.

Deteriorate probably means

2. A feeling of sadness swept over him, and he began to sob.

Sob probably means

3. She never seems to learn from her mistakes. I just heard that she is involved in yet another foolhardy endeavor.

Foolhardy probably means

4. It won't be difficult to incorporate your suggestion into our proposal. We'll just need to tweak one of the sections.

Tweak probably means

THINK ABOUT MEANING

The sentences below do not make sense. Replace a word in each sentence with a word from the list so the sentences make sense. The boldfaced words are target words.

1. Jill is wearing a costume because she is going to a business meeting.
2. Tom becomes anxious in social situations, so it is easy for him to enjoy large parties.
3. You need to be cautious. This is a very nice area.
4. Parents have an obligation to forget their children.
5. We live in the suburbs in the city.
6. Maria is really excited. Her boss sent her another threatening e-mail.
7. That little boy is barely 10 years old. He should be at work.
8. The problem has become widespread. Few people are affected by it.

PRACTICE A SKILL: Compound words

Form compound words by combining the target words in the list with the boldfaced nouns in the sentences.

costume breed instinct partner tap

1. jewelry is made out of inexpensive materials, for example plastic or glass instead of diamonds, or painted metal instead of gold or silver.
2. The survival is the natural desire to live. All living creatures have it.
3. dance is a theatrical dance involving special foot movements performed in special shoes with metal toes and heels so that the audience can hear the dance as well as see it.
4. A dog is a group of closely related and physically similar domestic dogs.
5. A silent is someone who privately invests in a business but does not make his/her involvement in the business public.

PRACTICE A STRATEGY: The Keyword Technique

For the next three weeks, make a few cards every week using the keyword technique (see page 107). Try to use it every time a word in English sounds like a word in your native language.

THINK ABOUT MEANING

Be careful. There is one extra definition.

the ability to imagine what might happen in the future, and to consider this in your plans
an amount of money that you pay for professional services or that you pay to do something
the complete circle that an electrical current travels through
strong and very difficult to control to walk through water that is not deep to put something under
the surface of the water the place that someone or something is going to to move away from a
place or person

PRACTICE A SKILL: Understanding Core Meaning

Read the definition of the boldfaced target word. Then read the sentence and write a definition for the underlined expression.

1.dawn: the time of day when light first appears It finally dawned on me that he was lying.

to dawn on someone:

2.subscribe: to pay money regularly to have a newspaper or magazine sent to you, or for a particular service

I don't subscribe to that theory, but I understand it.

to subscribe to a theory:

3.flood: a very large amount of water that covers an area that is usually dry

She hadn't seen her sister in 50 years. A flood of emotions swept over her when they finally met.

a flood of emotions:

PRACTICE A STRATEGY: Using a dictionary to find the core meaning of related words

1. Which words are repeated or related in meaning in the entries of both the target word from Unit 1, promote, and the entries nearby? Write them here.

2. Based on your answer to question 1, which of the words on the page share a core meaning with promote? Write them here.

THINK ABOUT MEANING

A. Look at the words in the list. Circle the words that are associated with food or cooking.

If you haven't made word cards for them, do so now.

(agriculture) distinctjaw profound stem

approach enable lead to scent stroke

coat enhance mate shift terrace

devote oneself to flame nutritional slide thrill

digest gather pityingly stay put

B. Now look through your other word cards and find words that are associated with food or cooking. Add them to your word cards from Exercise A.

C. Over the next week, review your cards for the food/cooking words as a group. Make sure you change the order of the cards every time you review them.

PRACTICE A SKILL: Cause and Effect

Read the sentences. The boldfaced words are the target words. The underlined words will help you identify the causes and effects. Rewrite the sentences with enable or lead to. Make sure you keep the same meaning.

1. Because of a shift in wind direction, the firemen were able to put out the flames.

enable:

2. The development of agriculture made it possible for many humans to gather in one place and stay put for long periods of time.

enable:

3. Agriculture was responsible for the construction of the first cities.

lead to:

4. News of the approaching hurricane caused widespread panic.

lead to:

PRACTICE A STRATEGY: Changing order and grouping of word cards

Regroup your word cards by meaning. Make nine groups of cards, one each for the following topics, plus an additional group for words that don't fit into any of these topic areas. Over the next week, review your cards in these groupings. Make sure you change the order of the cards in each group every time you review them.

Animals	Arts and culture	Business	Food/cooking (from Exercise C above)
Medicine	Sports/exercise	Technology	Travel

THINK ABOUT MEANING

Read the statements and pay attention to the boldfaced target words. Write T (true), or F (false). Correct the false statements to make them true.

1. It is difficult to chip a fragile plate.
2. The loser of a race trails behind the winner.
3. If you put too much water in a glass, it will overflow.
4. In a flood, water from a river or ocean overflows and covers the land.
5. When you accommodate someone, you insult that person.
6. When you get used to something, it feels strange to you.

PRACTICE A SKILL: Understanding idioms

A. Look up the meanings of the idioms online and write the definitions. The boldfaced words are the target words.

1. drag one's feet:
2. have a chip on one's shoulder:
3. What a drag!:

4. to add insult to injury:

B. Complete the sentences with the idioms from Exercise A. You may need to change the form of some of the words in the idiom.

1. "I can't go to the party because I have to work."

"Can't you ask for a day off?"

2. He _____ because he didn't get invited to the party.

3. Stop and get to work!

4. He lost his job. Then, his wife left him.

PRACTICE A STRATEGY: Adding visual images to word cards

A. Make word cards for the four new idioms in Exercises A and B of Practice a Skill (above). Add visual images to those cards.

B. Show your cards to a classmate. See if your classmate can guess the idiom.

THINK ABOUT MEANING

Are the meanings of the words in each set similar or different? Write S or D.

- | | |
|--------------------------|-------------------------------------|
| 1. standard/unusual | 6. expertise/knowledge |
| 2. likewise/in contrast | 7. found a company/start a business |
| 3. come to mind/think of | 8. willingness/refusal |
| 4. strength/weakness | 9. essential/necessary |
| 5. disregard/ignore | 10. innovation/ancient practice |

PRACTICE A SKILL: Collocations

Read the two example sentences, and underline the word(s) that collocate with the boldfaced target word. Write the collocation and its meaning. Then write your own sentence with the collocation.

1.a. We are trying to raise awareness of the need for more cancer research.

b. In recent years, public awareness of environmental issues has risen significantly.

Collocation:

Meaning:

Your sentence:

2.a. What is the essential difference in their positions on healthcare? b. The essential difference between the two products is price.

Collocation:

Meaning:

Your sentence:

3. a. This is the perfect setting for a horror movie!

b. We've found the perfect setting for the wedding.

Collocation:

Meaning:

Your sentence:

PRACTICE A STRATEGY: Using a dictionary to find collocations

Look up the words in the list in a dictionary. Write any collocations you find, along with the meaning of the collocation. Make your own sentences for each collocation, and add them to the word card for that word.

foundation operation strength

mission refuse willing

THINK ABOUT MEANING

Read the statements and pay attention to the boldfaced target words. Write T (true), or F (false). Correct the false statements to make them true.

1. The offspring of two animals often look like their parents.
2. A cub is the offspring of a dog.
3. Endangered species are dangerous and should be killed.
4. A car that uses only gasoline is an example of a hybrid vehicle.
5. Animals seek shelter to stay warm and dry.
6. Humans have tails.
7. Adventurous people like to go to exotic destinations.
8. Predators hunt and kill other animals.

PRACTICE A SKILL: The adjective suffix: -ing, -ed

Complete the sentences with the correct adjectives. There are two extra words.

absorbed enchanting threatened

astonishing fascinating thrilled

1. She has traveled all over the world visiting many exotic destinations. She's to talk to.
2. I was when I found out that I was going to be a grandmother. I've been waiting for this moment for a long time!
3. Their discovery was Nobody expected it.
4. He was so in his book that he missed his stop on the train.

PRACTICE A STRATEGY: Choosing words to learn

Read the sentences. Circle the words that would NOT be useful to learn unless you were interested in that particular field. In some sentences, you will need to circle more than one word. In others, you will not need to circle any words.

1. Nuclear fission produces energy for nuclear power and to drive the explosion of nuclear weapons.
2. The scientific name for the domestic dog is *Canis lupis familiaris*.
3. The construction of emergency shelters was the government's first priority after an unprecedented series of natural disasters.

THINK ABOUT MEANING

Are the meanings of the words in each set similar or different? Write S or D.

1. accelerate/speed up
2. exhibit/show
3. exceptional/extraordinary
4. have access to/make allowances for
5. adversity/good fortune
6. toddler/predator
7. confirm/deny
8. hardly/barely
9. disorder/illness
0. strive/try

PRACTICE A SKILL: Latin and Greek prefixes

Look in your dictionary for words that begin with the boldfaced prefixes. Write the words that you find next to the prefix.

1. **mono-**
2. **uni-**
3. **hyper-**
4. **extra-**
5. **mini-**
6. **micro-**

PRACTICE A STRATEGY: Deciding which words to learn

Choose the words from Practice a Skill that you think would be most useful to learn, and make word cards for them. If you choose two words with the same prefix, you can avoid learning interference if you learn one of the words very well before trying to learn the other one.

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