

REFORMA ACADÉMICA DEL NIVEL MEDIO SUPERIOR

UNIVERSIDAD AUTÓNOMA DE NUEVO LEÓN
Secretaría Académica

M8

Texto

INGLÉS, PRIMERA EDICIÓN 1995

JUAN
Inglés

PE112
.S8
U530
v.8
Ej.2

PE1129

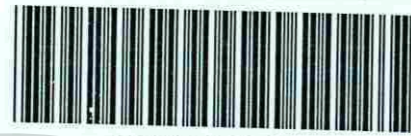
.S8

U530

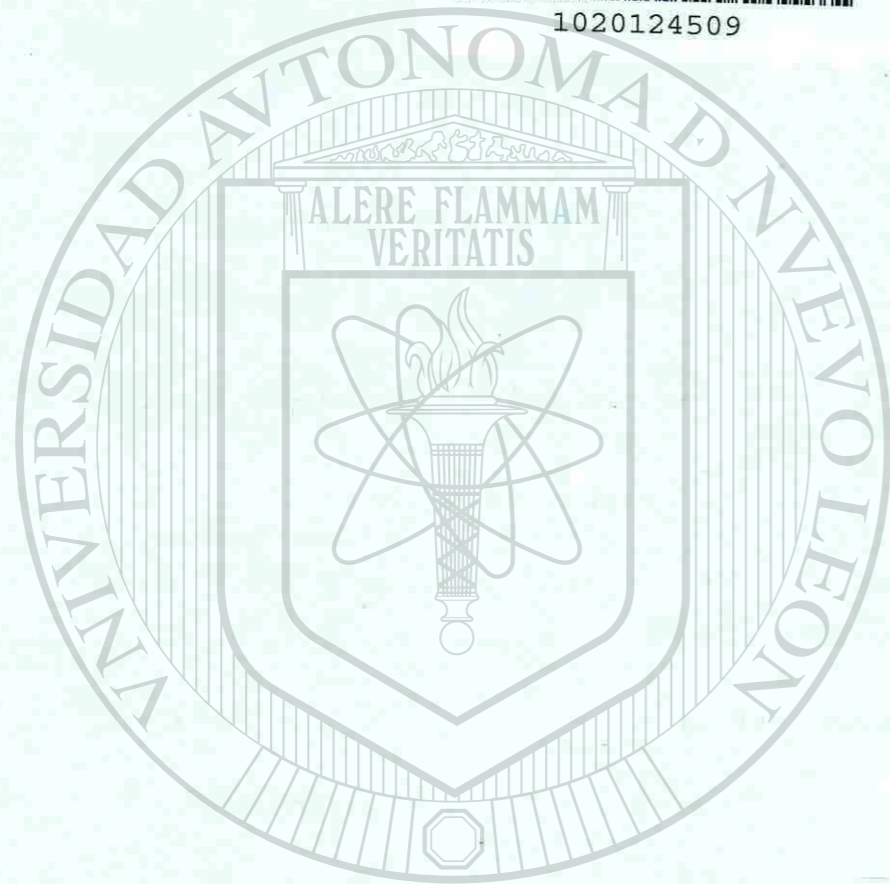
v.8

ej.2

0120-40360



1020124509



AUTHORS

This text was developed in a project sponsored by Secretaría Académica of The Universidad Autónoma de Nuevo León.

The material was written by the members of the English Committee:

- | | |
|--------------------------------|---------------------|
| Evaristo Munguía Panti | Preparatoria No. 2 |
| Rubén Cepeda Montes | Preparatoria No. 9 |
| Sara Alicia Ancira Aréchiga | Preparatoria No. 15 |
| María de Jesús Puente Grunerht | Preparatoria No. 16 |
| Laura Esthela García Alvarez | Preparatoria No. 23 |

and the participation of Christopher Morris (Regional Manager of The British Council) as consultant.

UNIVERSIDAD AUTÓNOMA DE NUEVO LEÓN

DIRECCIÓN GENERAL DE BIBLIOTECAS



Contents

Unit	Topic	Page
1	The Arts	1
2	Space Technology	29
3	Me and Them	66
4	Love	93
5	The Future	111
6	Achievements	139
7	History	165
8	Trends	191



DIRECCIÓN GENERAL

UNIT READINGS	READING SKILLS	GRAMMAR	VOCABULARY
1 The Arts P.S. High-Tech Art Material The Art of Making Videos The Kahlo Cult Digital Museum, Now?	Inferring. Reading between Lines	Present Perfect Tense	Past Participle Nouns
2 Space Technology What Was the World Like? The Moon: Luna Landers Telescope for Hire Making Space Affordable	Dictionary Skills	Passive Present Perfect	Nouns
3 Me and Them Fashion Tracey Gold Child of War Bodyline: She Gets Her Kicks	Connectors	Modals Must/mustn't Should/shouldn't will/won't May/Might	Collocation, Definition of nouns & phrases
4 Love Somewhere I Have Never Travelled High-Tech Romance	Cause & Effect	Conditional Present	Compound words
5 The future Water: Rising Source of Violence Customer Service Emerges as Profession Responsibility for the Future Careers: Management for the year 2000 and beyond	Guessing Meaning from Context	Conditional Future	Prefixes Un— De— Suffixes —able —ize
6 Achievements What Makes a Great School? How to Land a Job Talk About Initiative For this "Hall of Framers" Success Knows no Bounds	Main idea	Past Perfect Tense	Fields: School, lucky, employment, achievements
7 History Coke The Beginning of Costumes Corn Flakes Jeans	Summarizing	Passive (Present/Past Perfect)	Collocation
8 Trends Debate About US and Iraq Hot Dates in South African History New Victim in South Africa: The Ecology Watch Advertisements	Author's Purpose	Used to	Verb ⇒ noun —ment —tion —sion

ACKNOWLEDGEMENTS

- p. 2 "High-Tech Art Materials," The Artist Magazine, April 1994.
- p. 5 Dart A. K. ESL Grammar Workbooks, Prentice Hall, Inc.
- p. 8 "The Art of Making Videos," American Artist, August 1994.
- p. 14 "Features," ARTnews, April 1994.
- p. 16 "The Kahlo Cult," ARTnews, April 1994.
- p. 21 Ibidem.
- p. 23 "Digital Museums, Now," Art & Antiques, August 1994.
- p. 25 "Shows & Exhibitions," Art & Antiques, August 1994.
- p. 30 "Going to the Moon," Popular Science Magazine, April 1994.
- p. 37 American English Webster Dictionary, 1988.
- p. 40 "The Moon: Luna Landers," Popular Science Magazine, February 1994.
- p. 46 American English Webster Dictionary, 1988.
- p. 50 "Telescope for Hire," Popular Science Magazine, February 1994.
- p. 58 "Making Space Affordable," Popular Science Magazine, May 1994.
- p. 61 American English Webster Dictionary, 1988.
- p. 62 Ibidem.
- p. 67 "Overalls," The New York Times, May 9, 1994.
- p. 74 "Tracey Gold," Shape, May 1993.
- p. 78 "Stopping the Biological Clock and an Index," Newsweek The International Newsmagazine, February 1994.

- p. 79 Ibidem.
- p. 80 Ibidem.
- p. 85 "Bodyline: She gets her kicks," Seventeen Magazine, September 1994.
- p. 86 Ibidem.
- p. 95 e.e. Cummings, "Somewhere I have never travelled," John Hayward (ed). The Penguin Book of English Verse.
- p. 102 "High-Tech Romance," Seventeen Magazine, February 1992.
- p. 112 "Water: Rising Source of Violence," The Futurist Magazine, July/August 1994.
- p. 119 "Customer Service Emerges as a Profession," The Futurist Magazine, July/August 1994.
- p. 126 "Responsibility for the Future," The Futurist Magazine, July/August 1994.
- p. 132 "Careers Management for the year 2000 and Beyond," The Futurist Magazine, July/August 1994.
- p. 136 American English Webster Dictionary, 1988.
- p. 143 "What makes a great school," Life, October 1994.
- p. 149 "How to Land a Job," Psychology Today, September/October 1994.
- p. 157 "Talk about Initiative!," TEEN Magazine, October 1994.
- p. 162 "For This -Hall of Framer- Success No Bounds," Business Start-Ups, October 1994.
- p. 166 "Coke," Popular American Ritual, New York; Harmony Books.
- p. 175 "The beginning of Costumes," Popular American Ritual, New York, Harmony Books.

- p. 180 "Corn Flakes," Popular American Ritual, New York, Harmony Books.
- p. 187 "Jeans," Popular American Ritual, New York, Harmony Books.
- p. 192 "China: Suspicions of Drugs Use Confirmed," Newsweek, December 1994.
- p. 192 "Moby Dick," Herman Melville, Signet Classic, 1980.
- p. 192 "Better than Store-Bought," Seventeen Magazine, February 1992
- p. 192 "Newsmakers, Newsweek," December 1994.
- p. 192 "Basic Logic", Raymond McCall, (2nd ed.) Barnes & Noble.
- p. 199 "Moby Dick," Herman Melville, Signet Classic, 1980.
- p. 200 "Headlines., USA Today, October 10, 1994.
- p. 201 Ibidem.
- p. 202 "Headlines," USA Today, October 10, 1994.
- p. 203 "Today Debate," USA Today, October 10, 1994.
- p. 204 Ibidem.
- p. 209 "Hot Dates in South African History," Mademoiselle Magazine September 1994.
- p. 210 "New Victim in South Africa: The Ecology." The News, October 6, 1994.
- p. 212 "South Africa." Mademoiselle Magazine, September, 1994.
- p. 216 Swiss Army watch publicity.
- p. 217 Jaeger-LeCoultre watch publicity.

Photos/Drawings

- p. 2 The Artist's Magazine April 1994.
- p. 7 American Artist, August 1994.
- p. 22 Art & Antiques, August 1994.
- p. 27 Taschen, Benedikt. Post Card Book, Germany 1992.
- p. 28 Ibidem.
- p. 29 El Norte, February 20, 1995.
- p. 32 Astronomy news, September 1994.
- p. 38 Astronomy news, September 1994.
- p. 43 Astronomy news, September 1994.
- p. 49 Astronomy news, September 1994.
- p. 53 Astronomy news, September 1994.
- p. 59 Astronomy news, September 1994.
- p. 65 Revista Contenido, December 1994.
- p. 66 Case, Doug. English puzzles 3, 1991.
Wright, Andrew, 1000, Pictures for Teachers to Copy, Collins.
- p. 67 The New York Times, Sunday, May 9, 1994.
- p. 71 Seventeen Magazine, August 1990.
- p. 72 Shape, May 1993.
- p. 73 Shape, May 1993.
- p. 77 Shape, May 1993.
- p. 79 Newsweek Magazine, February 11, 1994.
- p. 94 Seventeen Magazine, February 1992.
- p. 102 Seventeen Magazine, February 1992.
- p. 110 Artnews, April 1994.
- p. 111 Newsweek Magazine, February 11, 1994.
- p. 114 El Norte, February 14, 1995.
- p. 117 El Norte, February 14, 1995.
- p. 118 Business letter for all. 1991.
- p. 127 El Norte, February 6, 1995.
- p. 128 Ibidem.
- p. 131 Ibidem.
- p. 136 Newsweek Magazine, January 1995.
- p. 138 Morning News, 1995.
- p. 139 Super World Circle, December 1994.
- p. 147 Search-A-Word puzzles, July 1994.
- p. 148 Watcyn-Jones, Peter Start Testing your vocabulary, Penguin, 1982.
- p. 159 Super World Circle, December 1994.
- p. 174 Howard Williams Deirdre and Herd Cynthia, Word Games with English 1, 1990.
- p. 178 Ibidem.
- p. 186 Shape Magazine, 1993.
- p. 216 Swiss Army Brand, Publicity 1994.
- p. 217 Jaeger-LeCoultre Publicity 1994.

Presentation

This course contains materials to help you maintain progress in your language learning, and to find solutions to problems in your academic and professional life. It will help you to acquire strategies and skills necessary for extracting information from texts written in English.

There are a lot of practical activities in which understanding written English is a necessity, and perhaps you have already had experience of some of them.

For example:

- 1 Understanding the instructions of modern video-games, such as: Super-Nintendo, Sega-Genesis, pocket games, etc.
- 2 Understanding manuals of PC Programs.
- 3 Understanding instructions to install and use imported articles.
- 4 Reading the labels on imported products.
- 5 Understanding songs.

These are only a few examples in which we can see how useful it is to know English, and it is clear that the most important of all is having access to the vast amount of information available only in this language.

We hope that the material fulfills your expectations at the same time offer you new experiences which will increase your knowledge and develop the strategies and skills for learning English.

UNIT OBJECTIVES

UNIT 1 THE ARTS

OBJECTIVES: The learner will be able to use the stated or implied information in the text in order to infer ideas of a text and to "read between lines."

GOALS: Read a minimum of 4 texts inferring ideas from them.
Identify the use of Present Perfect Tense in at least 10 sentences.
Use the Past Participle verbs in 5 sentences.

CONTENT: Inferring ideas and reading between lines.
Past Participle verbs.

VOCABULARY:

Verbs:	use	used	used	sell	sold	sold
	paint	paint	paint	creep	crept	crept
	work	worked	worked	say	said	said
	invest	invested	invested	become	became	become
	enjoy	enjoyed	enjoyed	come	came	come
	stage	staged	staged	run	ran	run
	play	played	played	go	went	gone
	attach	attached	attached	write	wrote	written
	tell	told	told	see	saw	seen
	hang	hung	hung	be (is/are)	was/were	been
	have	had	had	speak	spoke	spoken
	make	made	made	read	read	read
	buy	bought	bought	put	put	put
				cut	cut	cut
Nouns and Adjectives:	gadget	marketing	high-tech	pot	clay	set
	curator	passerby	auction	fake	tool	tide
	available	masterpiece	appeal	grunge	huge	ironic
	superfluous	handicapped	goddess	item		

UNIT 2 SPACE TECHNOLOGY

OBJECTIVES: The learner will be able to use the dictionary correctly after analyzing each part of it.

GOALS: Read a minimum of 4 texts with the help of the dictionary.
Identify the Present Perfect Passive Voice in the first text and practice it in other exercises.

CONTENT: Present Perfect Passive Voice structure. Dictionary Skills material.
Prefixes *un-* *de-* and suffixes *-able* *-ize* in context.

VOCABULARY:

Nouns and Verbs:	counterpart	research	tongue	skygazer	device	success
	network	measurement	goal	design	chunk	guidance
	launch	demythologize	dial	envision	shot	risk
	support	bring back	concern	wonder	appear	distress
	download	unsurmountable	awful		look	showcase

UNIT 3 ME AND THEM

OBJECTIVES: The learner will be able to identify and use exemplification expressions in order to strengthen self-confidence in his/her ability to understand long texts in English.

GOALS: Read a minimum of 3 texts. Identify and use exemplification expressions in a given text. Use superiority and inferiority comparatives appropriately in 10 sentences. Write 2 descriptions including physical or personal characteristics. Identify and name at least 10 clothing items. Write a description of his/her personal traits.

CONTENT: Main idea.

Modals: *can may might would must should*

VOCABULARY:

Verbs: start wear follow make grow up publish call dance
 spend hide buy enjoy describe compare try kill fight

Nouns: nightmare carpenter clothes male
 boyfriend suspenders tuxedo female
 junior high high school pocket style

Adjectives: attractive handsome girlish fashionable
 brainy golden slim fat

UNIT 4 LOVE

OBJECTIVES: The learner will recognize the cause-effect relationship in a given text; identify and use conditional clauses (1st. conditional) and vocabulary related to love and compound words with new and -made.

GOALS: Read 2 texts. Write a love message/poem and a magazine text.

CONTENT: Cause-effect (One reason why, as a result, as a consequence, consequently, so, since, as, because)
 First conditional clauses (*If Irma plays, we will win this game*)

VOCABULARY:

Verbs: close compel kiss enclose shut love unclose feel joy

Nouns: girlfriend moonlight gestures boyfriend firelight
 candlelight husband wishes wife gifts

Compound: new-born new-found self-made home-made tailor-made hand-made

Expressions: blush to the roots of your hair
 hold hands
 walk arm in arm
 look into each other's eye

UNIT 5 THE FUTURE

OBJECTIVES: The learner will be able to guess meaning from context after analyzing different structures.

GOALS: Read 4 texts guessing meaning when possible. Identify the Conditional Future structure in context.

CONTENT: Conditional Future structure.
 Practice material for guessing meaning.
 Writing skill and oral practice materials.

VOCABULARY:

Nouns and Verbs: challenge struggle source salary guess means
 application endure scarcity lifestyle sweep dam
 pollution manager agree shortage reason sewage
 instability employee view employer satisfy drought
 hold back playwright flood shrimp pleasant fountain
 remark claim store misbehave survival debt
 neighborhood doubt commit luck specialty hint
 benchmark health growth hire cook trip
 fate

UNIT 6 ACHIEVEMENTS

OBJECTIVES: The learner will be able to get the main ideas of a paragraph exploiting his/her previous knowledge in order to increase his/her ability for reading comprehension.

GOALS: Read a minimum of 4 texts. Identify the main ideas. Use the auxiliary had + Past Participle in a normal chronological sequence in 5 stories.

CONTENT: Main ideas.
 Past Perfect Tense.

VOCABULARY:

Verbs: thought realized worth burden left true agree went
 forgotten entered shout own made took wrote drove
 answered competed wanted called stolen found looked got

Nouns: education laboratory institution school class student
 involvement competition marketing teacher food clover
 buildings interview excellence search story firms
 parents appointment jobs kids school lucky
 employment achievements fields

UNIT 7

HISTORY

OBJECTIVES: The learner will identify the main ideas of a text, extracting salient points to summarize a text.

GOALS: Read a minimum of 4 texts.
Summarize information from texts and write one summary.
Identify and write 10 passive sentences in Present and Past Perfect.

CONTENT: Summarizing.
Prediction and inference.
Present and Past Perfect Passive.
Collocation.

VOCABULARY:

Verbs:	do	make	tell	say	ride	drive			
Nouns:	beverage	franchise	fellowship	beret	kilt	peddler			
Adjectives:	run-down	enthusiastic about	different from	interested in	apoplectic	keen on	kind to	rough	sour
							rotten	sticky	acid

UNIT 8

TRENDS

OBJECTIVES: The learner will be able to detect the writer's intention and attitude, and to judge the communicative value of a text discriminating between facts and opinions.

GOALS: Read a minimum of 6 texts to distinguish facts from opinions and to understand the communicative intention of the author in order to acquire a critical reading ability. Identify and use the structure of *used to* in 5 sentences. Deduce the meaning of vocabulary in context, at least in 2 texts.

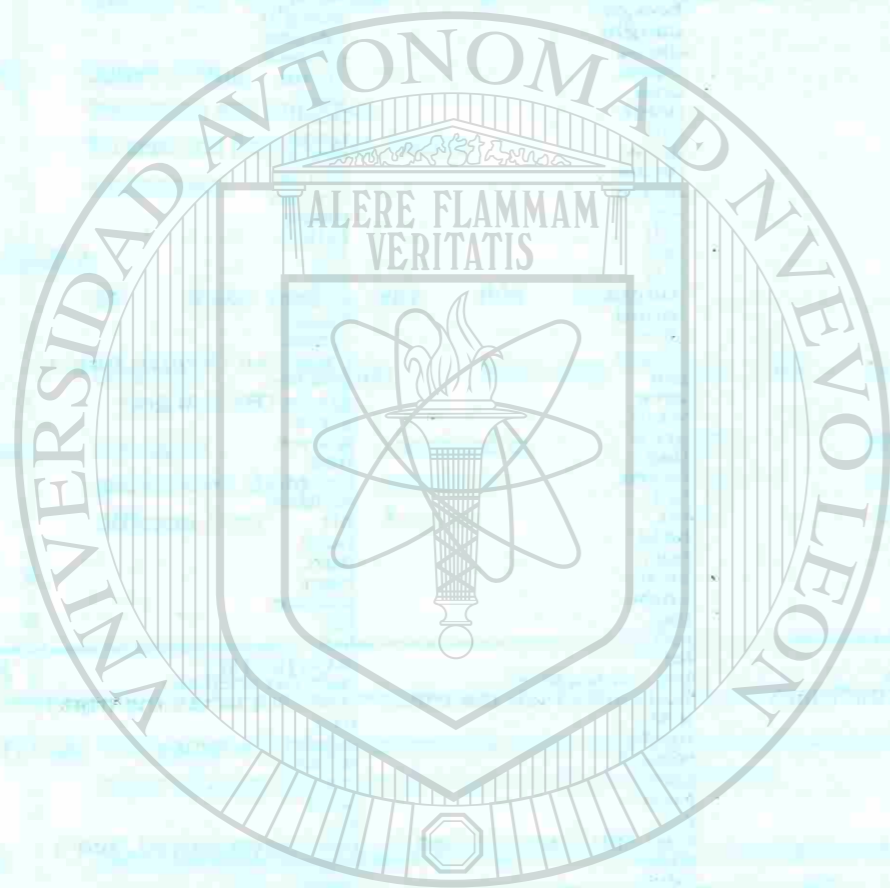
CONTENT: Prejudice and bias, and fact vs opinion in texts.
Expressing habits (*used to...*)
Suffixes *-ment, -sion, -tion*.

VOCABULARY:

Verbs:	used to	to punish	to amuse	to slant
Nouns:	detachment	sympathy	concern	policy
	accuracy	casualties	commitment	gossip
				legacy
				bias

IRREGULAR VERBS COMMONLY USED

Base Form	Past Form	Past Participle
be	was	been
become	became	become
begin	began	begun
bend	bent	bent
blow	blew	blown
break	broke	broken
bring	brought	brought
build	built	built
buy	bought	bought
catch	caught	caught
choose	chose	chosen
come	came	come
cost	cost	cost
deal	dealt	dealt
do	did	done
draw	drew	drawn
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feed	fed	fed
feel	felt	felt
fight	fought	fought
find	found	found
fly	flew	flown
forget	forgot	forgotten (British forgot)
get	got	gotten
give	gave	given (British got)
go	went	gone
grow	grew	grown
have	had	had
hear	heard	heard
hide	hid	hidden
hit	hit	hit
hold	held	held
hurt	hurt	hurt
keep	kept	kept
know	knew	known
lead	led	led
leave	left	left
let	let	let
lie (to recline)	lay (to recline)	lain (to recline)
lie (not to tell the truth)	lied (not to tell the truth)	lied (not to tell the truth)
lose	lost	lost
make	made	made
mean	meant	meant
meet	met	met
pay	paid	paid
put	put	put
read	read (pronounced "red")	read (pronounced "red")
ride	rode	ridden
ring	rang	rung
rise	rose	risen
run	ran	run
say	said	said
see	saw	seen
sell	sold	sold
send	sent	sent
set	set	set
show	showed	shown, showed
shrink	shrank, shrunk	shrunk
sing	sang	sung
sink	sank, sunk	sunk
sit	sat	sat
sleep	slept	slept
speak	spoke	spoken
spend	spent	spent
spin	spun	spun
split	split	split
spread	spread	spread
spring	sprang, sprung	sprung
stand	stood	stood
steal	stole	stolen
swim	swam	swum
take	took	taken
teach	taught	taught
tell	told	told
think	thought	thought
throw	threw	thrown
understand	understood	understood
wake	woke, waked	waken, waked, woke
wear	wore	worn
win	won	won
withdraw	withdrew	withdrawn
write	wrote	written



UNIVERSIDAD AUTÓNOMA DE NUEVO LEÓN

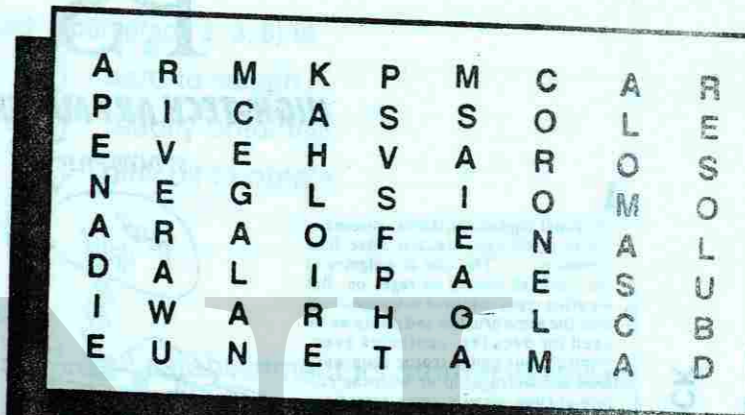
DIRECCIÓN GENERAL DE BIBLIOTECA

I The Arts

Time to read! (1)

Find the last names of the following famous painters:

- Pablo
- Frida
- Rafael
- Diego
- Salvador
- Julio
- Remedios
- Andy



Richard Meier
Sculpture

September 17 - October 8

LEO CASTELLI
40 WEST BROADWAY, NEW YORK

BROADWAY, NEW YORK 10012
334-3331 FAX 212-334-8793

Task 1

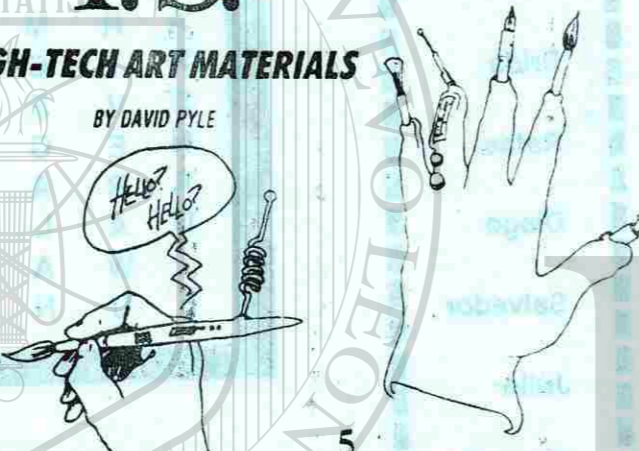
Read each paragraph as quickly as you can. Then match them with the subheadings.

Careful!
5 paragraphs, but only 4 sub-headings.

() TELE-BRUSH

P.S.
HIGH-TECH ART MATERIALS
BY DAVID PYLE

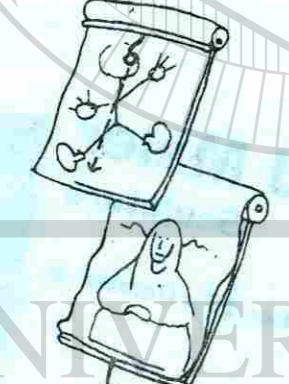
1 Personal digital assistants, automatic bread machines, electric nose-hair trimmers... The tide of gadgetry in the world all around us rages on. But we artist types continue to scrape about with the same brushes and paints we've used for decades, centuries even. Where's our gadgi-tronic progress? How are we to keep up with the culture-at-large without some precocious contraption-ism of our own? Here are products that, at the very least, will allow us to stake a claim to our share of do-thingsies and whatchamacallits.



() THE "STICK-EM-ALL" SMOCK

2 This handy, window shade-style roll attaches to the top of any standard-size canvas or watercolor block. When you're painting in public, this product is guaranteed to impress any nosy passerby. Quick as you can say "awesome artists all use aureolim," pull the roll cover over your painting and — presto! — you're working on a masterpiece for the ages! Available in your favorites:

- In-progress da Vinci: *Mona Lisa*.
- In-progress Michaelangelo: *Sistine Ceiling* (doesn't include *The Last Judgment*).
- In-progress Rodin: graphite study for *The Thinker*.
- In-progress Picasso: *Les Femmes d'Alger*.



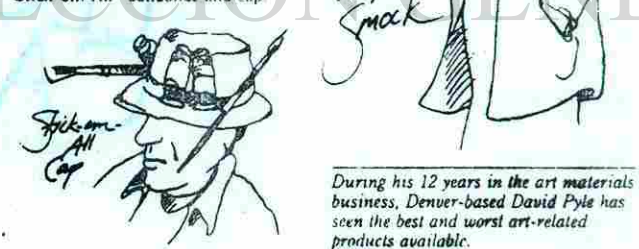
3

The phone rings. By the time you've scrambled for a rag, wiped paint from your hands, and snapped up the receiver, the caller has hung up. Never again with the Tele-brush! Just press the answer button on the brush ferrule to connect with a call. And with the speaker option, there's no need to lift the brush to your mouth.

Available in portable and cellular models for use when painting in the great out-of-doors. When you order, don't forget to tell us tele-sable or tele-hog bristle.

4

Never misplace a tube of paint or a brush again! Just slip the elastic Velcro™ band around your painting tools and "stick-em-all" to the matching smock. Carry your paints on the shoulders, your brushes at the waist. You'll be a walking art material arsenal! Don't forget to ask about the "Stick-em-All" bandolier and cap!



During his 12 years in the art materials business, Denver-based David Pyle has seen the best and worst art-related products available.

() THE MASTERPIECE ROLL COVER

() EDWARD PAINTER-HANDS

Task 2

Tick the right completion, according to the meaning in the paragraph.

- 1 Something which is *handy* (paragraph 2) is
- easily used.
 - hardly used.
 - difficult to use.
- 2 Something which is *available* (paragraph 2, 3, 5) is
- hard to obtain.
 - readily obtained.
 - difficult to obtain.
- 3 An *arsenal* (paragraph 4) is
- an establishment for storing weapons.
 - a quantity of something on hand.
 - an English football team.
- 4 A *set* (paragraph 5) is
- a package of art materials.
 - a group of similar things.
 - a part of a game of tennis.
- 5 Something which is *in progress* (paragraph 2) is
- unfinished.
 - finished.
 - difficult to finish.

Choose one of the painters on page 1. Find out some facts (biographical and/or artistic) about him/her. Write a report. (About 100-150 words).

Skill: Inferring (reading between lines)

Task

According to the paragraphs, tick the completion you think is best.

- | | | | |
|---|--|--------------------------|-------------------------------|
| 1 | The articles are written in a | <input type="checkbox"/> | serious tone |
| | | <input type="checkbox"/> | scientific style |
| | | <input type="checkbox"/> | humorous way |
| 2 | The tone the author uses in the article is | <input type="checkbox"/> | sweet |
| | | <input type="checkbox"/> | scientific |
| | | <input type="checkbox"/> | ironic |
| 3 | The gadgets described are | <input type="checkbox"/> | utilitarian |
| | | <input type="checkbox"/> | necessary |
| | | <input type="checkbox"/> | superfluous |
| 4 | High-Tech art materials are | <input type="checkbox"/> | common products nowadays |
| | | <input type="checkbox"/> | easily found in this city |
| | | <input type="checkbox"/> | unnecessary for a good artist |
| 5 | All these products are | <input type="checkbox"/> | useless items |
| | | <input type="checkbox"/> | useful gadgets |
| | | <input type="checkbox"/> | interesting tools |

Clearing it up

Task 1

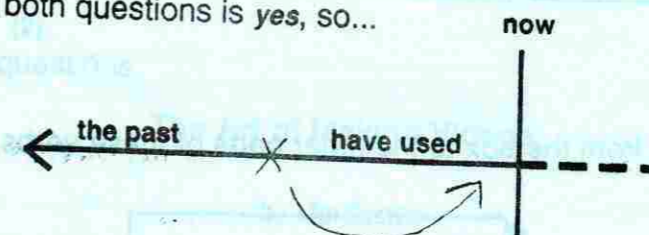
Look at this phrase from the text...

"... The same brushes and paints we've used for decades..."

This statement implies that:

- | | | |
|--------------------------|--------------------------|---|
| Yes | No | |
| <input type="checkbox"/> | <input type="checkbox"/> | Artists used brushes and paints before now. |
| <input type="checkbox"/> | <input type="checkbox"/> | Artists use brushes and paints now. |

The answer to both questions is yes, so...



Now look at these sentences. They all describe activities that began in the past and still continue.

This verb form is called the present perfect. It is formed by using the auxiliary _____ or _____ and the _____ participle of the verb.

- 1 I have lived in Monterrey since I was born.
- 2 I have been in High School for 3 semesters.
- 3 We have studied English since Junior High.
- 4 But we haven't had an English class for a year.
- 5 My sister has helped me to keep practicing.
- 6 She has spoken English all her life.

Task 2

Some of these sentences are not correct. Mark the wrong ones with a re-write them correctly.

- 1 The earth has been in existence for millions of years.
- 2 Latin has been a dead language since the decline of Rome.
- 3 Israel has been a state since 1948.
- 4 Islam have been the most important religion in the Middle East for many years.
- 5 Buddhism has been a major religion in the Far East for more than two thousand years.
- 6 The Sun has was in the center of our solar system for millions and millions of years.
- 7 Washington, D.C., hasn't been the capital of the United States since 1800.
- 8 The Red Cross have been an important international organization since 1864.
- 9 Canada and Australia has been a part of the British Commonwealth for a few years.

Words at work

Task

Add the past participles from the box to the other parts of these verbs.

use	used	_____	been	crept	tell	told	_____
paint	painted	_____	made	worked	hang	hung	_____
work	worked	_____	run	said	have	had	_____
invest	invested	_____	told	bought	make	made	_____
enjoy	enjoyed	_____	used	gone	buy	bought	_____
stage	staged	_____	paint	put	sell	sold	_____
play	played	_____	had	sold	creep	crept	_____
			written	hung	say	said	_____
			read	come			
			gone	staged			
			enjoyed	played			
			invested	cut			
			spoken	become			

become	became	_____	go	went	_____
come	came	_____	write	wrote	_____
run	ran	_____	see	saw	_____
			be	(is/are) was/were	_____
			speak	spoke	_____

read	read	_____
put	put	_____
cut	cut	_____

What can you say about the past participle form of each group of verbs?

Time to read! (2)
Answer the following questions.

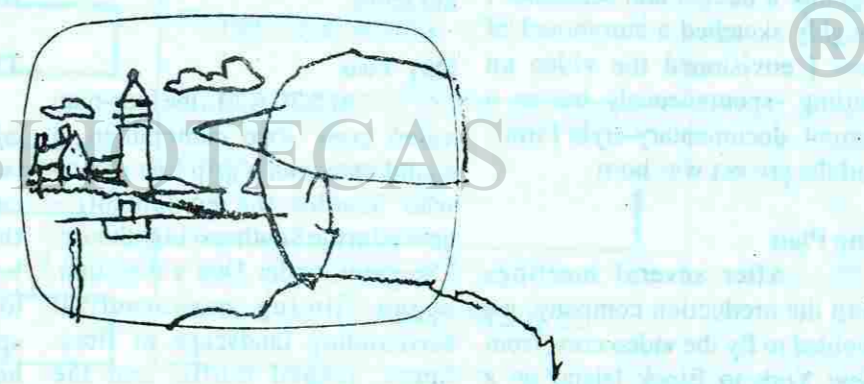
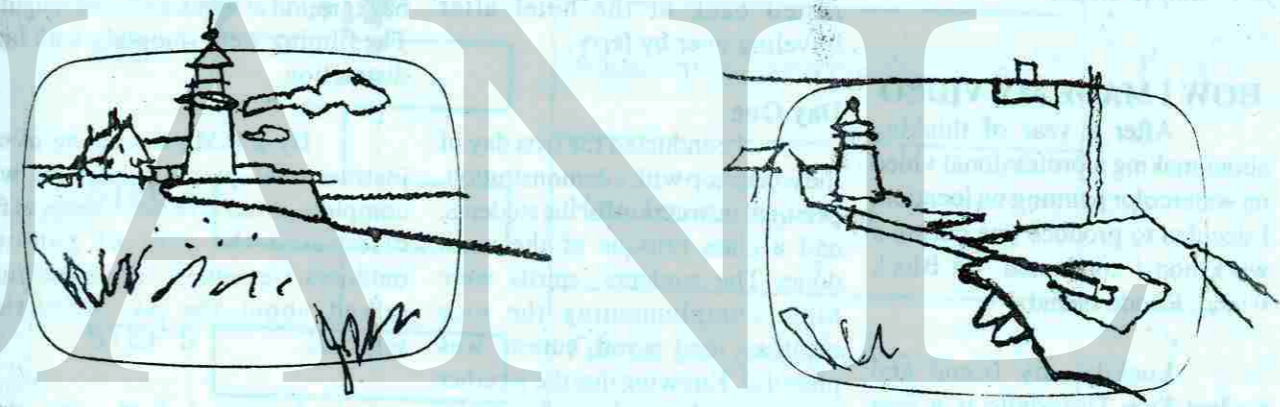
The Art of Making Videos

by Mel Stabin

What do you expect this text will be about? _____

This text appeared in American Artist magazine on the page devoted to "Watercolor". These visuals were with the text.

Now, do you have any more ideas on what the text will be about?



Task

Read the text. Use information in it to complete the chart on the next page. The phrases you need are mixed up on the right of the chart.

The Art of Making Videos

by Mel Stabin

In this age of technology, videos are not only entertainment outlets but are valuable educational tools. Here's how you can make a semi-professional video following a few simple steps.

HOW I MADE MY VIDEO

After a year of thinking about making a professional video on watercolor painting on location, I decided to produce one during a workshop I conducted on Block Island, Rhode Island.

Luckily, my friend and student Don Tortoriello is a film director. When he offered his services, my response was immediate and enthusiastic. He contacted a capable production facility in New York City and put together a budget and schedule. I roughly sketched a storyboard of how I envisioned the video unfolding - spontaneously but in a natural, documentary-style form - and the project was born.

The Plan

After several meetings with the production company, we decided to fly the video crew from New York to Block Island on a chartered plane and have them tape a day out of the week-long workshop. Upon arrival, Don and I

scouted the island for subject matter. Although five beautiful spots caught our interest, we settled upon the Southeast Lighthouse. Meanwhile, the workshop participants, who'd all agreed to be in the video, rested back at the hotel after traveling over by ferry.

Day One

I conducted the first day of the workshop with a demonstration, personal instruction for the students, and a class critique of the work done. The students' spirits were high, complementing the nice weather, and good humor was plentiful. Knowing that the weather forecast for the week was favorable, Don and I decided to begin production the following day. Later that evening, over dinner, we discussed last minute concerns about the video, easing my anxieties.

Day Two

At 8:30 A.M., the four-man video crew - two cameramen, a sound man, and a grip (the person who handles the equipment) - arrived at the Southeast Lighthouse. The crew, under Don's direction, began filming our beautiful surrounding landscape of flora, fauna, jagged bluffs, and the lighthouse in the distance.

After I arrived on location

at 10 A.M., Don, the cameramen, and I decided the best position for the cameras as we began to choreograph what I'd be doing. For sound, a discrete lapel microphone was clipped to my shirt to record my voice over the background of wind, surf, and seagulls. The filming went smoothly with little distraction.

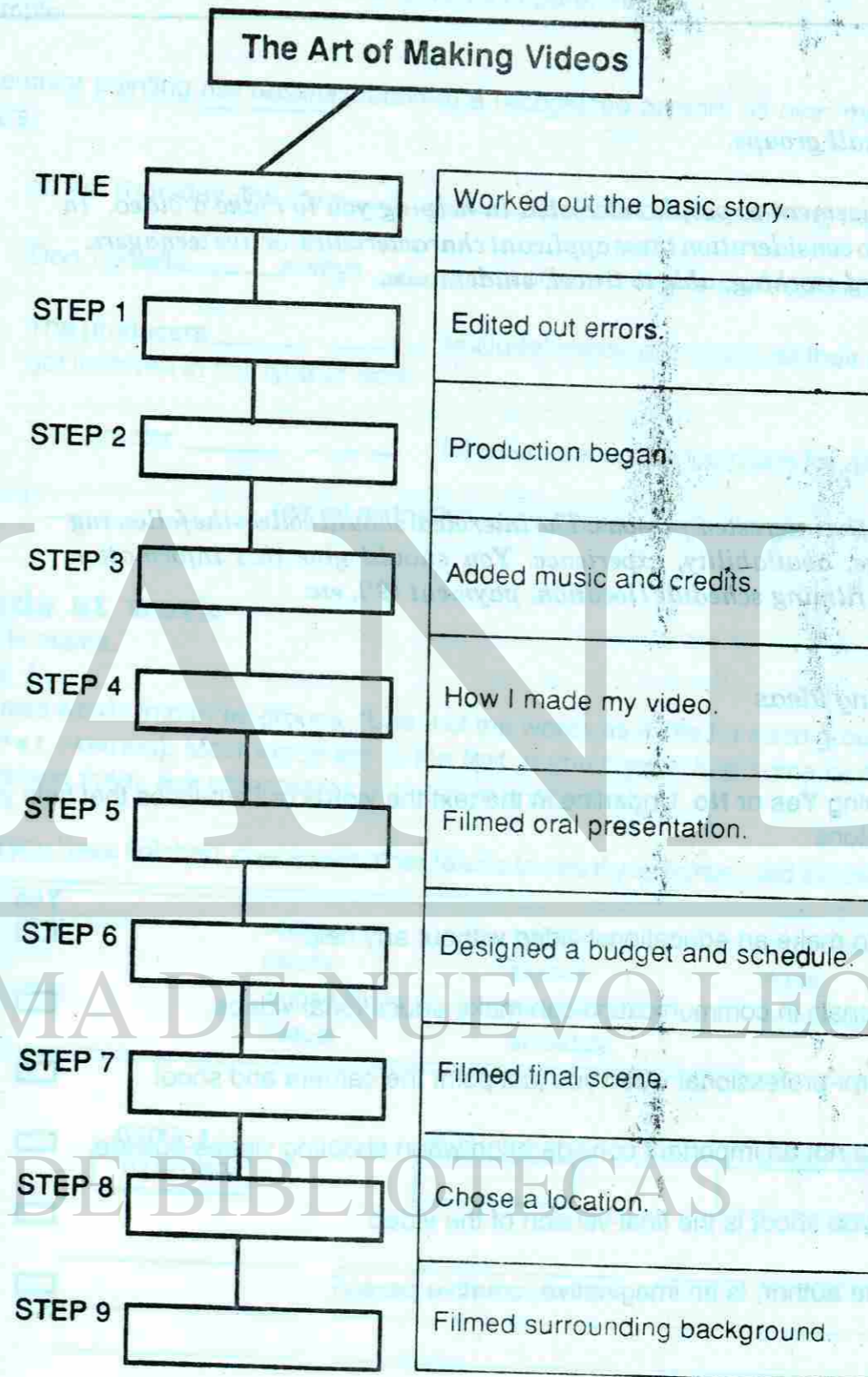
By 2 P.M., the taping of my instructional painting process was complete. After five more takes of me discussing the joys of painting outdoors, we broke for a late lunch and talked about the postproduction schedule.

Around 5 P.M., the crew filmed the closing scene to the video - a close-up of the harbor bathed in afternoon light. Soon after, Don and I drove the crew back to the airport. After four more workshop-filled days, we all flew home.

The Postproduction Process

Postproduction consists of editing to remove any errors that occurred during filming. Thanks to a carefully planned collaborative effort, the video and audio reproduced beautifully. The talented crew was able to make my instruction come across as spontaneous and relaxed, the way I hoped it would. All the video really needed to make it complete were some small cuts, the addition of classical music, and credits.

Complete the following chart using information from the text.



Work in small groups.

Write an advertisement to people interested in helping you to make a video. In your ad, take into consideration these applicant characteristics: active teenagers, summer job, hard working, able to travel, student visa.

Then, interview the interested persons. The interview should collect the following information: age, availability, experience. You should give this information: duration of job, filming schedule/location, payment (\$!), etc.

Skill: Inferring ideas

Task

Check the following **Yes** or **No**. Underline in the text the words or sentences that help you to make your decisions.

- | | Yes | No |
|---|--------------------------|--------------------------|
| 1 It is possible to make an educational video without any help. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 Only professionals in communication can make educational videos. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 To make a semi-professional video you just point the camera and shoot. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 The weather is not an important consideration when shooting videos outside. | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 The material you shoot is the final version of the video. | <input type="checkbox"/> | <input type="checkbox"/> |
| 6 Mel Stabin, the author, is an imaginative, creative person. | <input type="checkbox"/> | <input type="checkbox"/> |

Clearing it up

Complete the following exercise using verbs in parentheses.
Example:

Watercolor painting has become (become) a recognized artwork all over the world since the 1980's.

- 1 Since Thursday, the crew _____ (spend) hours filming the last scene.
- 2 Don Tortiello _____ always _____ (work) with highly-professional producers.
- 3 The producers _____ (include) classical music in all their videos since they got involved in this type of work.
- 4 The director _____ (choose) seascope locations for all his videos.
- 5 I _____ (write) all the basic story lines since I began to work here.

Words at work

Work in teams.

Task 1

Put these words into three groups. (Use 3 of the words as a title for each group. For example: GROUP # 1, PAINTING). Most words are in the text. If you cannot find some of them and do not understand them, ask other teams or check in a dictionary.

When you have finished, check with other teams to see if you agree, and explain your reasons.

watercolor	scenery	painting	storyboard
surf	palette	sketch	easel
crew	jagged bluffs	seagulls	production
	budget	schedule	

GROUP # 1
PAINTING

GROUP # 2

GROUP # 3

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Task 2

Answer the following questions:

If you could, what kind of artist would you like to be?

- | | | | |
|--------------|--------------------------|----------|--------------------------|
| Painter | <input type="checkbox"/> | Sculptor | <input type="checkbox"/> |
| Photographer | <input type="checkbox"/> | Poet | <input type="checkbox"/> |
| Author | <input type="checkbox"/> | Musician | <input type="checkbox"/> |
| Singer | <input type="checkbox"/> | Actor | <input type="checkbox"/> |

Why?

What kind of painter, musician, etc. would you be?

What would you need to do to become this kind of artist?

What kind of things would you need for your job?

Have you heard of the seven forms of art? Can you mention them?

- 1 music _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____
- 7 cinema _____

Why is "cinema" number 7?

Have you ever heard about the following artists? Can you match these columns?

- | | |
|---------------------------|------------|
| • Miguel Angel Buonarroti | Dancing |
| • Octavio Paz | Cinema |
| • Steven Spielberg | Painting |
| • William Shakespeare | Sculpture |
| • Pablo Picasso | Literature |
| • Wolfgang Amadeus Mozart | Music |
| • Rudolph Nureyev | Theater |

Do you know the names of any of their works? Can you mention them?

Time to read! (3)

You have bought the magazine ARTnews. Here is the content page.

VOLUME 93, NUMBER 4
FOUNDED 1902

ARTnews

FEATURES

MEXICO

126 THE KAHLO CULT

Frida Kahlo, considered marginal when she died in 1954, is now a superstar and her paintings command multimillion-dollar prices. How did it happen? **JUDD TULLY**

134 MYTHS, MAGIC, GRUNGE, AND GLAMOUR

Funky artists mix with high society, alternative spaces vs. commercial ones, and government with business. "More artists live off their art than ten years ago," says an observer. **MARY SCHNEIDER ENRIQUETA**

139 MEXICO'S TOP 25 COLLECTORS

ARTnews interviewed art dealers, auctioneers, art historians, art consultants, critics, and artists to compile this list of Mexico's foremost collectors.

140 "CALL IT A MID-LIFE CRISIS"

Jeopardizing his success as a Minimalist, Bruce Marden took a dramatic turn in the mid-'80s toward a more gestural abstraction. "I don't know if I'm good," he says, "but I'm beginning to like the work more and more." **PAUL GARDNER**

PHOTOGRAPHY

144 OUT OF THE GHETTO?

While postmodernism and digital imaging offer a way out of the "ghetto" of traditional photography, those working in the modernist vein are continuing to enrich the medium. **PEPE KARMELE**

150 NOT YOUR TYPICAL SOCIALLY CONCERNED PHOTOGRAPHER

Sebastião Salgado's images of workers throughout the world present a portrait of the end of the industrial age. **CHARLES HAGEN**

154 THE LOVED ONES IN THE CASTLE

Since they were teenagers Franz Joseph and Hans van der Grinten have been collecting art, especially by Joseph Beuys. Now the collection is moving across the moat and into the castle to a museum of its own. **JOHN DORNBERG**

DEPARTMENTS

27 VASARI

"Funny, Really Funny": Virtual Places; An Artist at My Table; A Queen for Queens; The Self Enclosed

33 ART MARKET

Collectors' Choices: New York; Case Closed, but Questions Linger; London; The Grandee and Her Chubby Daughter; Stockholm: A Warning Trend

41 NATION

New York: A Master "Empiricist"; Brooklyn: "No, My Boy, It's a Fête Champêtre"; Washington, D.C.: Sexist, Racist, or Otherwise Offensive; 'O' is for O'Keeffe; Chicago: The City Wasn't Going to Burn; New York: Confrontation on 155th Street

51 INTERNATIONAL

Bremen: "Never Look a Gift Horse in the Mouth"; Sarajevo: Taking the Place of Art; Florence: Lives of the Frescoes; Rediscovered Raphael—Musée; Berlin: It's a Wrap

71 SPOTLIGHT

Kinshasha Holman Conwill: Against the Odds

81 LOOKING AT ART

Francisco Goya: The Spanish Royal Family; Wars and All

101 STUDIO

Heather Hutchison: Gravity and Light

109 BOOKS

How to Get Kids to Look at a Rembrandt

159 REVIEWS

New York; Washington, D.C.; Boston; Los Angeles; Santa Monica; Beverly Hills; San Francisco; Chicago; Santa Fe; Sewn, Kev. Pa.; Atlanta; Philadelphia; Memphis; Zurich; Cologne; Munich; Paris; London; Rome; Madrid; Santiago; Stockholm

190 PERSPECTIVE

How Duchamp Rode the Elevators

COVERS: Frida with Crossed Arms and Rings, 1942-43 ©Bernard Silberstein Courtesy, Clark Stillweg Gallery. Story begins on page 126

On what pages would you expect to find an answer to the following questions?

- 1 Are there any books on art and artists for children? _____
- 2 What is new in the art world in Mexico? _____
- 3 Who's who in Mexico about art collection? _____
- 4 What does Frida Kahlo and women's liberation in the 70's have in common? _____
- 5 How has a changing world been photographed? _____

Task 1

Read the following text as quickly as you can and tick the right completion.

The text is about:

- Art marketing through the selling of T-shirts, clocks, pins, posters, etc.
- How a female painter has attracted a big group of followers for the last two decades.
- How life and artistic works of an unknown artist become famous all around the world because of a bus accident.
- The members of a religion founded by a Mexican artist.

The text probably comes from:

- a weekly newspaper
- a specialized magazine
- an art book
- a Mexican art brochure

ARTNEWS MEXICO APRIL 1

THE KAHLO CULT

BY JUDD TULLY



At Little Frida's, you can order a "Frida Salad" (radicchio, olives, avocado, and other vegetables). The neo-Mexican folk-art decor is based on "Casa Azul," Frida Kahlo's home and museum in Mexico City. There are postcards and T-shirts to buy, too. "We're thinking of starting a Frida Kahlo merchandising company with an "800" number," says co-owner Rita Boydman.

Little Frida's is but one outpost in an amorphous merchandising empire that grinds out T-shirts, earrings, aprons, clocks, pins, calendars, posters, and postcards bearing Kahlo's now world-famous images, especially her self-portraits.

In addition to this loosely organized industry devoted to popular culture, a number of serious Kahlo biographies—most of them profusely illustrated—clog the shelves of bookstores and museum shops. Major works have been written in Spanish, English, German, French, and Japanese. There's even a children's biography of the artist (see page 107). Several high-profile Hollywood figures, including Madonna, have invested sizable sums in the hopes of buying Kahlo's mystic

story to the silver screen.

What is it about this strikingly beautiful but tragically handicapped artist (she suffered a near-fatal bus accident as a teenager in Mexico city in which she was literally impaled on a metal pole), who eventually painted her painful and romantic life story on tin and Masonite, that has inspired a huge cult to grow up around her? How was Kahlo, who died at the age of 47 in 1954, transformed from the "wife of Diego Rivera" (as her brief obituary read) to the art world's version of Sylvia Plath? And how did her jewel-like paintings come to command multimillion-dollar prices?

FRIDA KAHLO, CONSIDERED A MARGINAL FIGURE WHEN SHE DIED IN 1954, IS NOW A SUPERSTAR. HER IMAGE ADORNS T-SHIRTS, HOLLYWOOD STARS OPTION HER BIOGRAPHY, AND HER PAINTINGS COMMAND MULTIMILLION-DOLLAR PRICES. HOW DID IT HAPPEN?

Task 2

Mark these statements T (true) or F (false) according to the information of the text. Underline the sentence (s) on which you based your answer.

- | | | T | F |
|---|---|--------------------------|--------------------------|
| 1 | Kahlo's self-portraits are well known all around the world. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 | Frida Kahlo's house became a museum. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 | Kahlo's biographies are written only in Spanish. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 | Many people admire Frida Kahlo. | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 | Frida Kahlo was born in 1954. | <input type="checkbox"/> | <input type="checkbox"/> |
| 6 | Nowadays, Kahlo's works are high-valued. | <input type="checkbox"/> | <input type="checkbox"/> |
| 7 | "Casa Azul" is a Kahlo's painting. | <input type="checkbox"/> | <input type="checkbox"/> |

Check your answers with a partner.



Write a report on Frida Kahlo. You can make inquiries at Marco, and/or Museo de Monterrey.

Skill: *Inferring ideas*

Task 1

Decide which inference you can make about the text and underline the information which gives you the answer.

- 1 We can say that Little Frida's is a
 - museum
 - hospital
 - restaurant
 - bank

- 2 The decoration we expect to find at Little Frida's is
 - abstract glass objects
 - painted clay pots
 - pop art paintings
 - tubular steel furniture

- 3 Frida Kahlo appeal is to
 - Hispanics exclusively
 - high society art-collectors
 - just about everybody
 - movie stars and other artists

- 4 We can assume from the text that Frida's life was
 - rich
 - easy
 - difficult
 - boring

- 5 When Frida died in 1954 she was
 - a cult figure
 - an anonymous artist
 - well-known by her artistic talent
 - just a housewife

Clearing it up

Task 1a

Look at this phrase from the text....

"... Hollywood figures, including Madonna, have invested sizeable sums..."

YES NO

Is this something that began in the past and continues now?

Do we know when Madonna invested the money?

Look! We still have the auxiliary verb form *have* + _____, but the meaning is different.

Task 1b

Read these sentences and underline the verbs.

- a) I have visited Frida Kahlo's Museum. I went last summer.
- b) I have hung a Frida Kahlo's poster on my bedroom wall. I put it there last week.
- c) I have seen a lot of Frida Kahlo's paintings. I went to her exhibition at Marco last year.

- Which sentences tell you when the action happened?
- The verb forms in these sentences are in the _____ tense.
- The sentences with the _____ perfect tell us about an activity in the past but do not mention *when* the activity took place.

Unit 1

Task 2a

Match both columns in order to form coherent paragraphs. Work in pairs.

- | | |
|---|---|
| <p>1 Madonna has bought some Kahlos.</p> <p>2 Perhaps, Frida Kahlo's work has been more successful in US and Europe than in Mexico.</p> <p>3 Kahlo exhibitions have circled the globe, from Australia to Tokio.</p> <p>4 Fakes have also crept into the market, according to several Kahlo experts.</p> <p>5 Kahlos have gone much higher about prices.</p> <p>6 Robert Xavier Rodriguez has written an opera about the Mexican painting goddess.</p> | <p><input type="checkbox"/> Frida: The story of Frida Kahlo staged with puppets, elaborate cutouts, and masks played at the Houston Gran Opera last June.</p> <p><input type="checkbox"/> The Houston Museum of Fine Arts organized "The World of Frida Kahlo" last summer.</p> <p><input type="checkbox"/> One appeared in Houston's "World of Frida Kahlo" from a Spanish collection in 1990.</p> <p><input type="checkbox"/> Magda Carranza (a curator at the Centro Cultural/Arte Contemporaneo in Mexico City) said in 1992: "...Frida became an American invention and a marketing thing."</p> <p><input type="checkbox"/> She paid one million dollars in a private sale in 1992 for "Self-Portrait with Monkey from 1940".</p> <p><input type="checkbox"/> In May 1991, at Christies's sold to a private Mexican collector from Monterrey for the current auction record of 1.65 million.</p> |
|---|---|

Task 2b

Write down from each paragraph the verb used (activity) and if the specific time of the activity (if stated).

Activity	Specific time	Activity	Specific time

Task 3

Complete the table.

	Affirmative	Negative	Interrogative
I/you/we/they	I have worked	I _____	_____ ?
He/she/it	He _____	He hasn't _____	Has he _____ ?

Words at work

Write the missing words. Read carefully the text and try to guess which words fit correctly...

The resurrection of Kahlo _____ in the 70's, when _____ work began to generate excitement in the women's _____ movement. In 1973, Gloria Orenstein _____ a pioneering article in the *Feminist Art Journal* entitled "Frida Kahlo: Painting for Miracles." The piece was sparked by a small Kahlo retrospective at the Museum of Modern Art in Mexico City. "Her artistic _____ is not commensurate with _____ stature and her importance," wrote Orenstein, a feminist scholar. "_____ addressed herself directly, intimately and viscerally to all _____, and was the first _____ artist to give the aesthetic form to the drama of her biological existence."

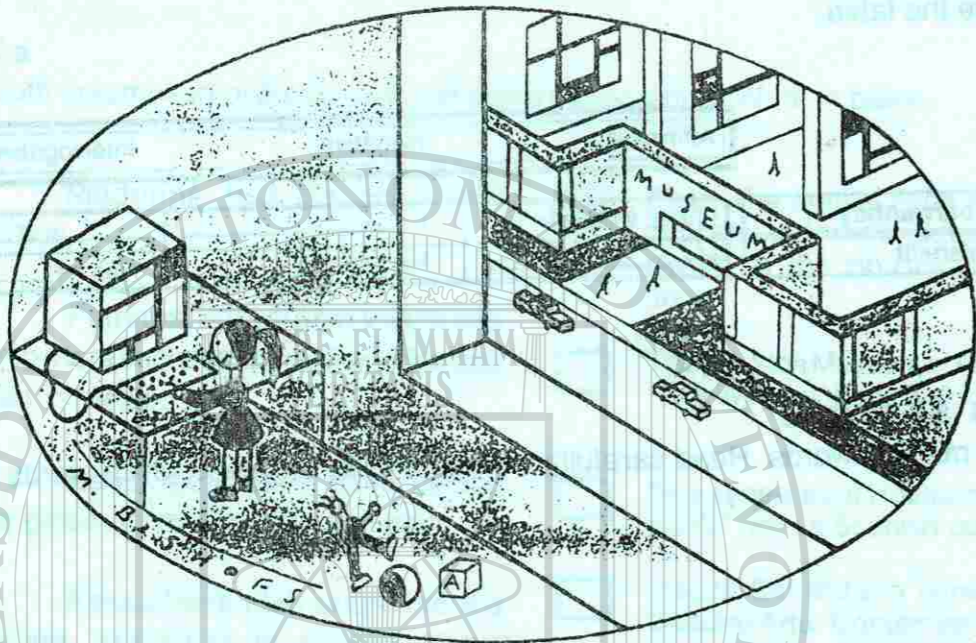
_____, a battle still rages over who first raised the flag of Kahlo. Ramon Favela, associate professor of _____ history at the University of California at Santa Barbara and the author of the forthcoming *The Early Life and Times of Diego Rivera*, questions the "white European feminist 'discovery' of Frida" and "subsequent elevation of Frida to the level of _____ cult figure and sainthood," arguing that _____ and Latinos in California fomented _____ in Kahlo's work..."

- interest
- she
- liberation
- her
- started
- her
- woman
- Chicanos
- published
- reputation
- art
- however
- women
- feminist

(From ARTSnews magazine, April 1994, p 127)

Time to read! (4)

Museums



Have you ever visited a museum? _____

Have you been to Marco? _____

What did/didn't you like about it? _____

What exhibitions have you seen in Marco since it was opened? _____

How could you "visit" museums without leaving your home? _____

Before you read the text, "Digital Museums, Now?" make a list of ideas of how this could be possible. Work with your group. Then read the text and check if your ideas are included.

MAY'S NEWS AND NOTES
 Edited by Bethany Tarbell

Digital Museums, Now?

Museums across the country, at the urging of Microsoft chairman Bill Gates, are digitizing their collections, producing art-filled laser disks, and talking virtual reality. Though this is one way to bring the past into the future, does it mean that van Gogh's sweeping paint strokes are destined to break down into dinky, winking pixels?

The current technological landscape at the Whitney Museum of American Art includes Edward Hopper's catalogue raisonné on a five-inch compact disk (which can store the equivalent of 330,000 pages of printed text). "The information is updatable and kept fresh so scholars can track paintings," says museum director David Ross, although traditionalists can still leaf through an ink-on-paper version. Also on the electronic drawing board is the pay-per-view concept, what Ross calls the Virtual Reality Wing. A bank of digital images would be available for people "to call up at home."

At the Art Institute of Chicago, an interactive laser disk can spew out electronic images of 250 paintings accompanied by poems and music. Director James Wood says, "It's an attempt to create the ultimate visit to the museum." Available in the gift shop, the \$80 *With Open Eyes* disk allows visitors to touch a computer screen (or click a mouse at home) for details of a painting.

By 1995 the National Gallery in Washington, D.C., hopes to build a Micro Gallery, where visitors would engage in an interactive video. Rusty Powell, the museum's director, says visitors would be able to get "in-depth information, more than they would bibliographically." Already available is a \$99.95 laser disk filled with the museum's 2,600 American paintings and sculpture.

Some culture critics argue that image overload will strike, diminishing the experience of the original artwork should the cyberspace generation even bother to visit a museum. "Everybody said similar things about slides and photographs," says director Robert Bergman of the Cleveland Museum of Art. "Now there's more rather than less interest in art museums." Will the new technology render Saturday morning museum visits obsolete? "Well," says Wood, "the more the Mona Lisa has been reproduced, the more people go to see the original." — PETER DEEG

Task 1

Read the text as quickly as you can, and tick the right completion.

- 1 The article is about:
- new technology
 - different museums
 - pay per view information
 - new computers on the market
 - computer museums
 - art collections reproduced on interactive software
- 2 The text probably comes from:
- a monthly magazine
 - a book
 - an encyclopaedia
- 3 The author of the text is:
- Bethany Tarbell
 - Peter Deeg
- 4 Some art critics state that the original artwork is becoming:
- less interesting
 - more interesting
 - more valuable

Task 2

Match the museum names to the descriptions.

- 1 Art Institute of Chicago. This museum expects to build a Micro Gallery.
- 2 Whitney Museum of American Art. This museum has the pay-per-view concept.
- 3 National Gallery. This museum has interactive laser disk with images and paintings.

Work in groups. Read the example notices of museums in California and New York. Write a notice giving information about a museum in Monterrey.

SHOWS & EXHIBITIONS

CALIFORNIA

LA JOLLA - 14TH ANNUAL LA JOLLA ANTIQUES SHOW & SALE, MAY 20, 21, & 22, 1994. Admission \$6.00. Friday 12-8 p.m., Saturday 11 a.m.-7 p.m. & Sunday 11 a.m.-5 p.m. La Jolla High School, 750 Nautilus Street, La Jolla, CA. Fine antiques presented in decorated room settings. Opening day lecture/preview & Continental breakfast, Friday, May 20th 9:00 a.m. \$25.00. "The Endless Hunt: An Insider's View of Collecting and Decorating with Antiques" by Barbara Milo Ohrbach, noted author of books about decorating, New York. For information or tickets call (619) 454-0715 or 457-1900. Benefits the La Jolla High School Scholarship Foundation and The Foundation of La Jolla High School. During Show Hours (619) 454-3085 or 454-3087.

NEW YORK

NEW YORK - NEW YORK ARMORY ANTIQUES SHOW May 4-8. Seventh Regiment Armory at 67th Street and Park Avenue. Wednesday: 4 to 9pm, Thursday - Saturday: noon to 9pm, Sunday: noon to 6pm. Admission \$10.00. 100 dealers from U.S., Canada and France featuring Continental, American and English 18th and 19th century furniture and accessories, silver, jewelry, rugs, rare books, paintings and more...something for everyone. "Quality antiques at affordable prices." Wendy Management. For further information: (914) 698-5442

Monterrey

Now check with other teams.

Clearing it up

Task

Complete the spaces with the appropriate form of *have* and the verbs in parentheses.

Museums _____ (increase) the amount of information they store every year,

and artwork copies _____ not _____ (reduce) the number of people who want to see the originals.

Although culture critics _____ (say) that museums will be empty on

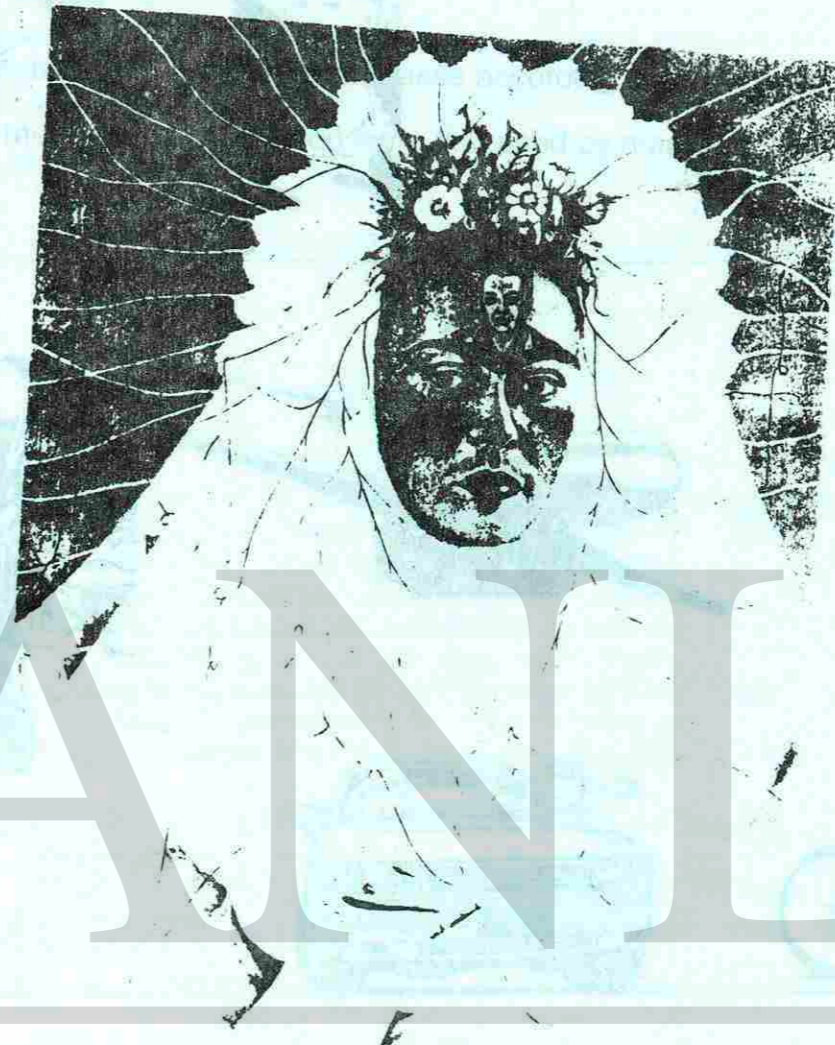
weekends, traditional museums _____ (become) more interesting since new digital disks appeared. In Monterrey, we know that thousands of people _____ (visit) Marco each season.

Words at work

Task

Fill in the missing words using the past participle of the verbs.

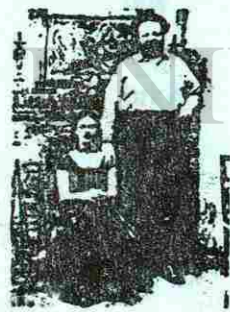
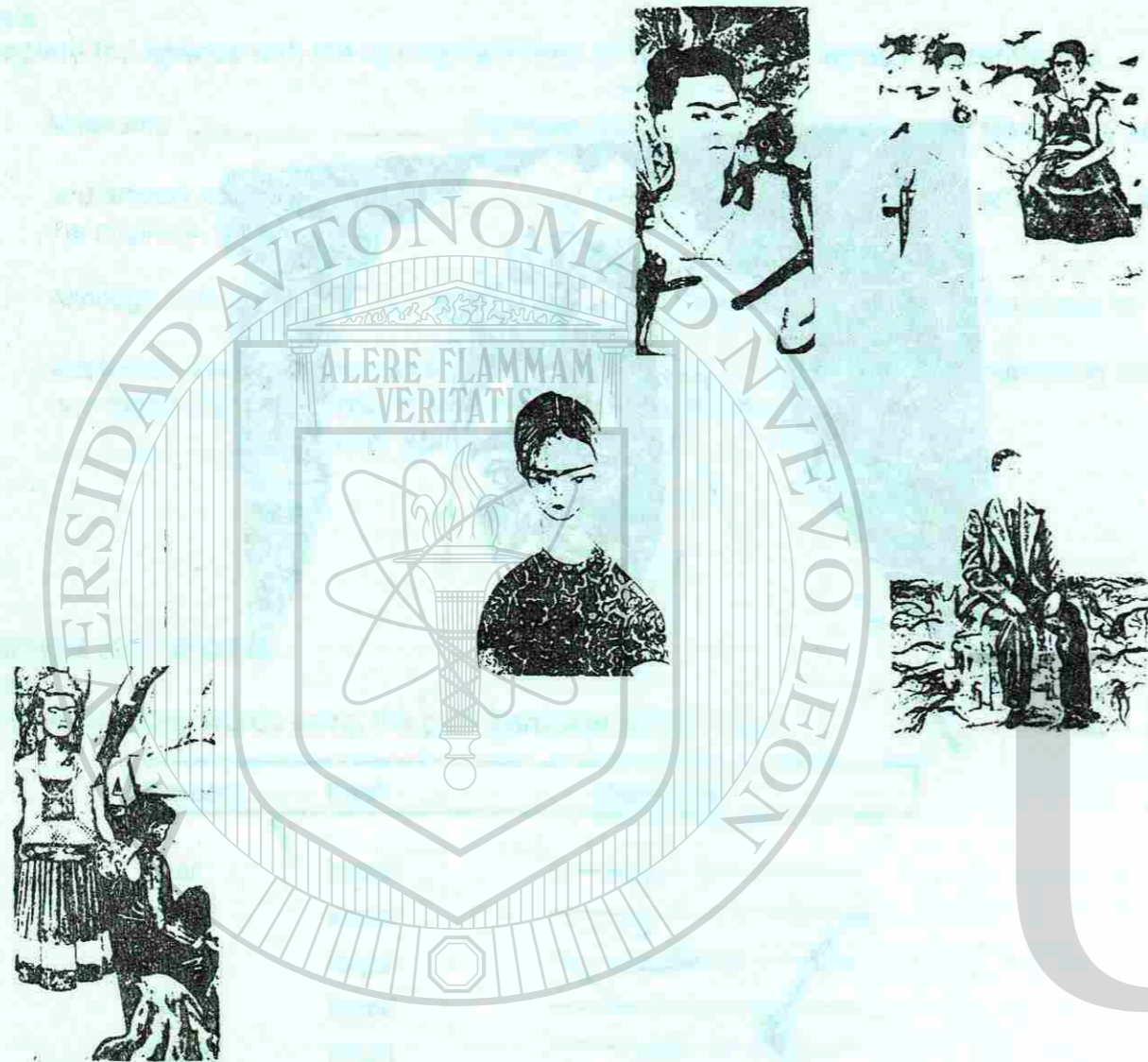
Present	Past	Participle
hear	heard	_____
write	wrote	_____
forget	forgot	_____
find	found	_____
spend	spent	_____
buy	bought	_____
win	won	_____
bring	brought	_____
eat	ate	_____
begin	began	_____



UNIVERSIDAD AUTÓNOMA DE NUEVO LEÓN

DIRECCIÓN GENERAL DE BIBLIOTECAS





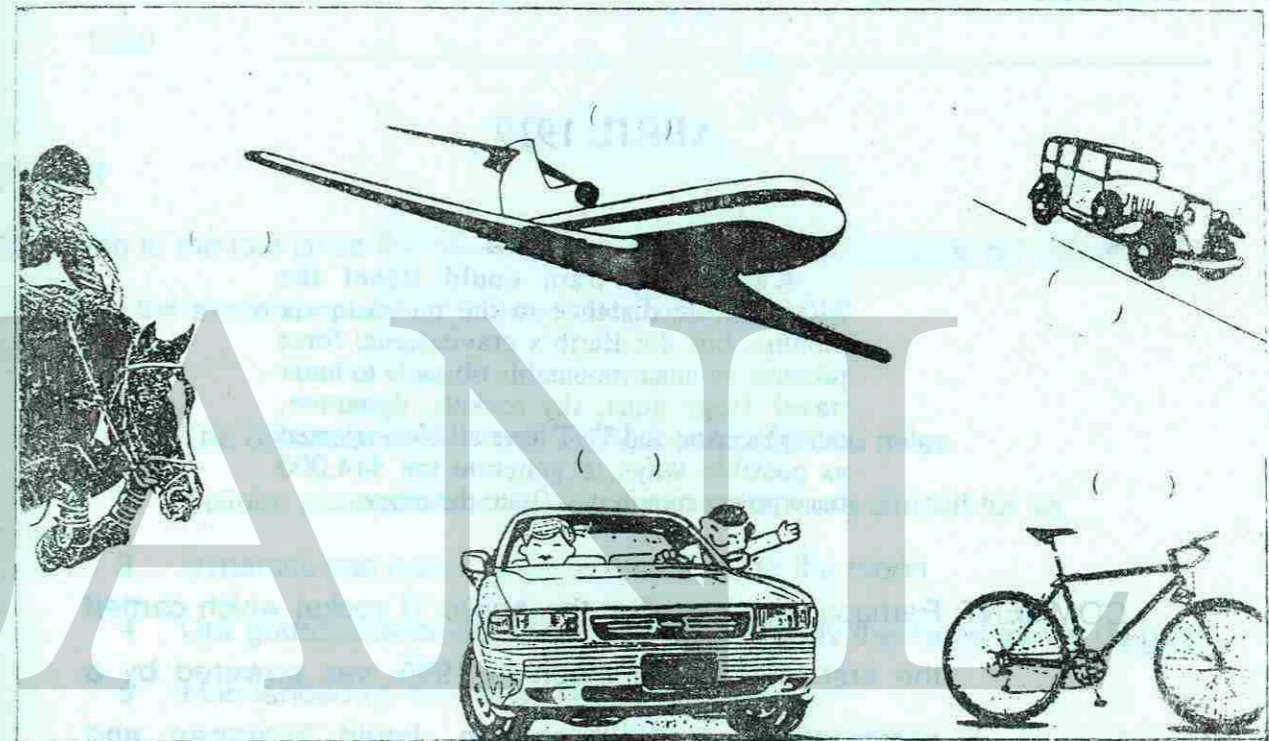
Frida Kahlo

DIRECCIÓN GENERAL DE BIBLIOTECAS

2 Space Technology

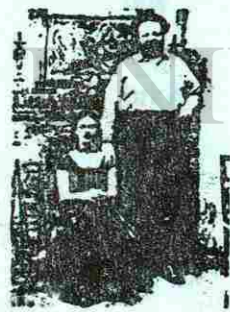
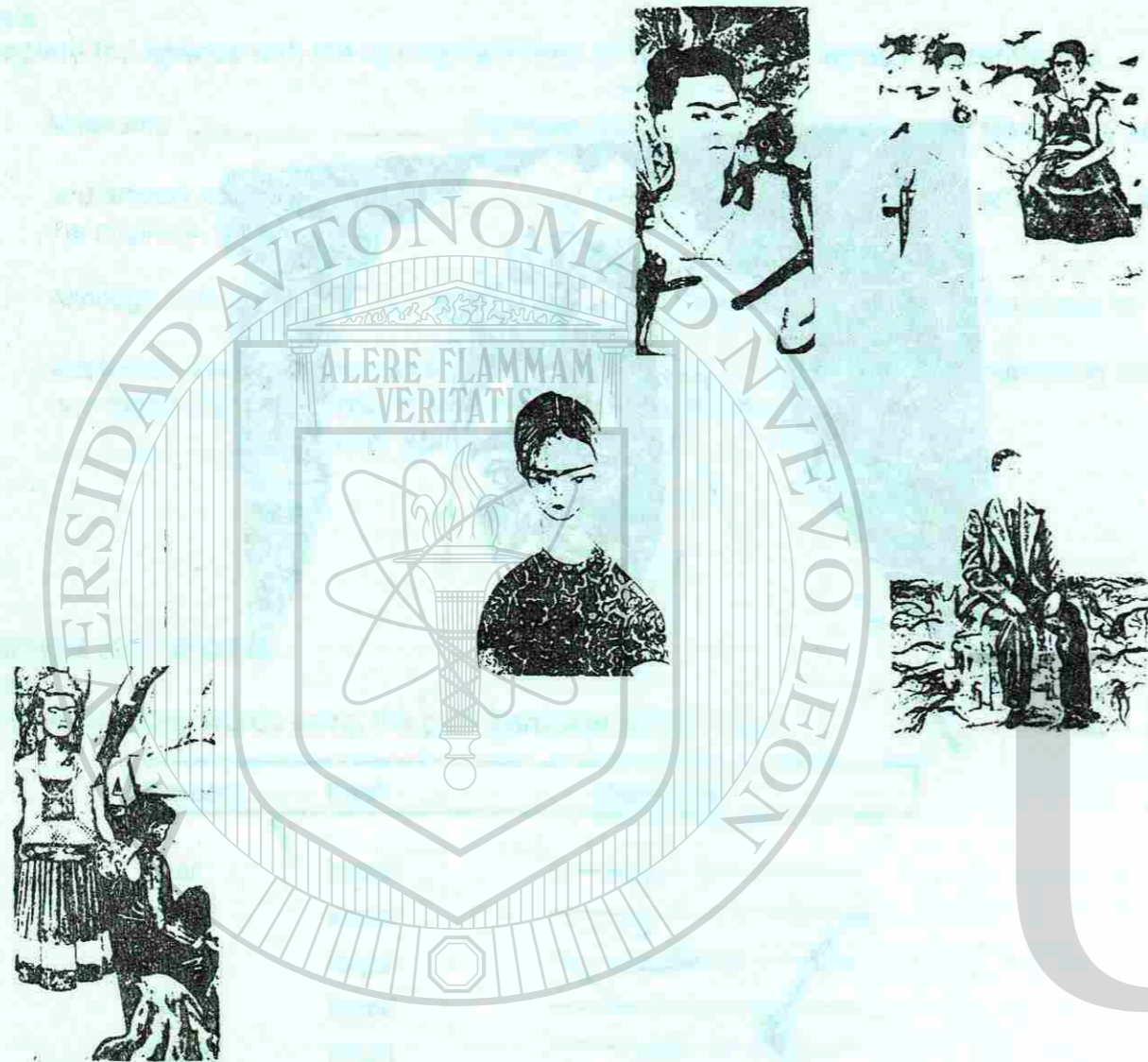
Time to read!⁽¹⁾

Write the numbers 1 to 5 in the parentheses according to the chronological order of when these means of transportation were first used by man.



II Follow these instructions:

- a) With a partner, make a list of all the modes of transport that you know
- b) Now decide which one is the fastest, the slowest, the most expensive and the cheapest



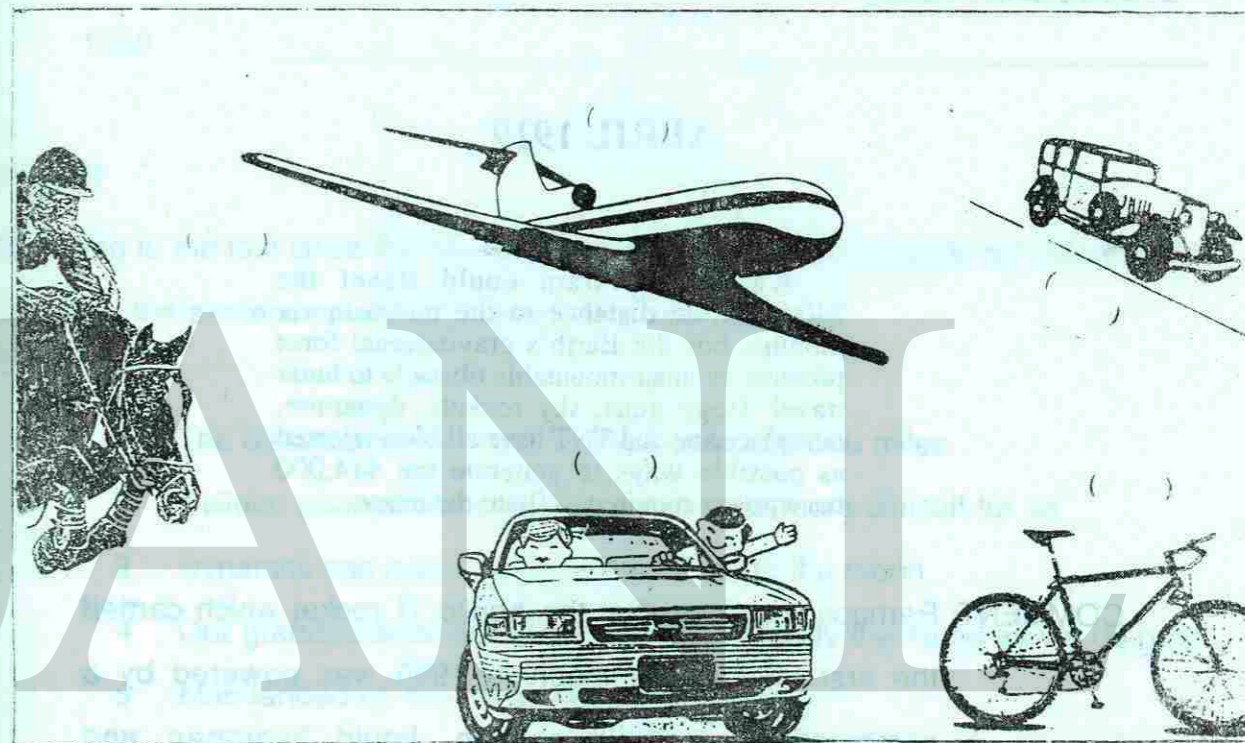
Frida Kahlo

DIRECCIÓN GENERAL DE BIBLIOTECAS

2 Space Technology

Time to read!⁽¹⁾

Write the numbers 1 to 5 in the parentheses according to the chronological order of when these means of transportation were first used by man.



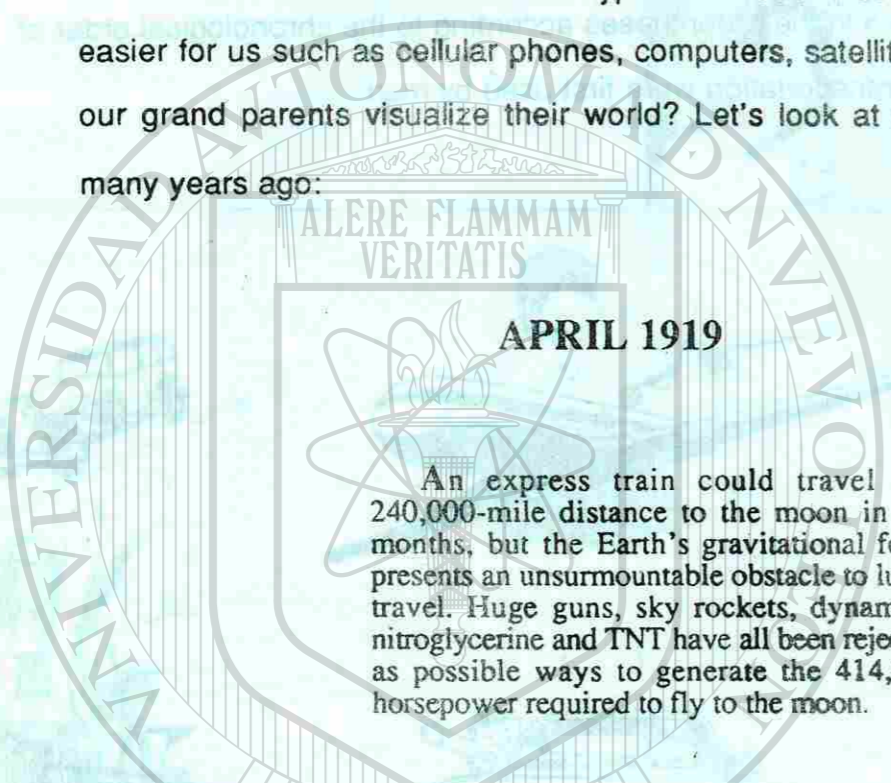
II Follow these instructions:

- a) With a partner, make a list of all the modes of transport that you know
- b) Now decide which one is the fastest, the slowest, the most expensive and the cheapest

Read

WHAT WAS THE WORLD LIKE?

We have become used to all types of modern devices which make life easier for us such as cellular phones, computers, satellite dishes. But, how did our grand parents visualize their world? Let's look at some news published many years ago:



An express train could travel the 240,000-mile distance to the moon in six months, but the Earth's gravitational force presents an unsurmountable obstacle to lunar travel. Huge guns, sky rockets, dynamite, nitroglycerine and TNT have all been rejected as possible ways to generate the 414,000 horsepower required to fly to the moon.

COMMENT: Perhaps you know that the Apollo 11 rocket which carried the first men to the moon in 1969 was powered by a combination of liquid oxygen, liquid hydrogen and kerosene. In modern times, you and all your friends of the same age know that:

Jupiter has been photographed.

The pictures have been sent back to Earth.

They have been studied exhaustively.

Task 1

What do these numbers refer to?

Write the sentences from the text on the lines.

- 240,000 _____
- 414,000 _____
- 1969 _____

Task 2

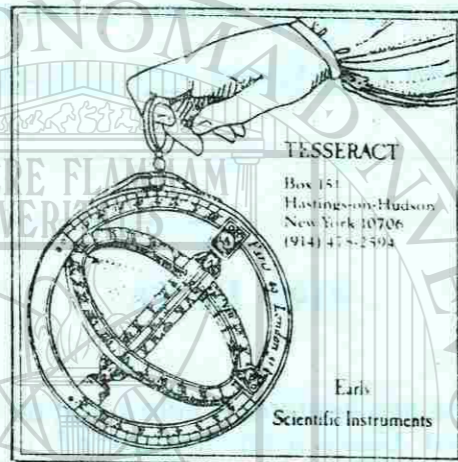
According to the text circle the two sentences below that do not give true information.

Underline the sentences which give true information.

- 1 The distance to the moon is more than 200,000 miles
- 2 Cellular phones and computers make life more difficult for us
- 3 Dynamite can not be used as fuel to go to the moon
- 4 Our grandparents visualized the world exactly the same as we do now
- 5 Man landed on the moon before 1970

Working in pairs find out about the first landing on the moon:

- a Date
- b Names of astronauts who were involved in the mission
- c Famous words expressed upon landing
- d Name of the President of the United States in those days



Clearing it up

Task 1

Let us analyze this structure. Tick the right answer:

Jupiter has been photographed

Who or what took the photos?

- The Mariner space probe
- Not mentioned
- A photo-telescope
- An astronaut

Why do you think it was not mentioned?

- Because nobody knows who did it.
- Because it is not important in this case.

What do we call this kind of grammar structure?

- Active voice.
- Passive voice.

Task 2

Read the text "April 1919" on page 30. Can you find and underline one example of Passive Voice?

Can you think of some other examples? for instance:

Cellular phones have been sold at lower prices.

PRESENT PERFECT PASSIVE VOICE

(You have already practiced the present perfect tense in the previous unit)

Now look:

SUBJECT	HAVE BEEN HAS BEEN	PAST PARTICIPLE
JUPITER	HAS BEEN	PHOTOGRAPHED
THE PICTURES	HAVE BEEN	SENT BACK TO EARTH
THEY	HAVE BEEN	STUDIED EXHAUSTIVELY

Task 3

Fill in the boxes with the appropriate words:

HAVE-HAS-BEEN-USED-ORGANIZED

Rocks	have		brought	from the moon
These materials		been	analyzed	in modern labs.
Commercial tours	have	been		to the moon
Dynamite		been	rejected	as fuel
New technology	has	been		recently

Task 4

Put the words in the correct order to make sentences. Think about the meaning of the statements.

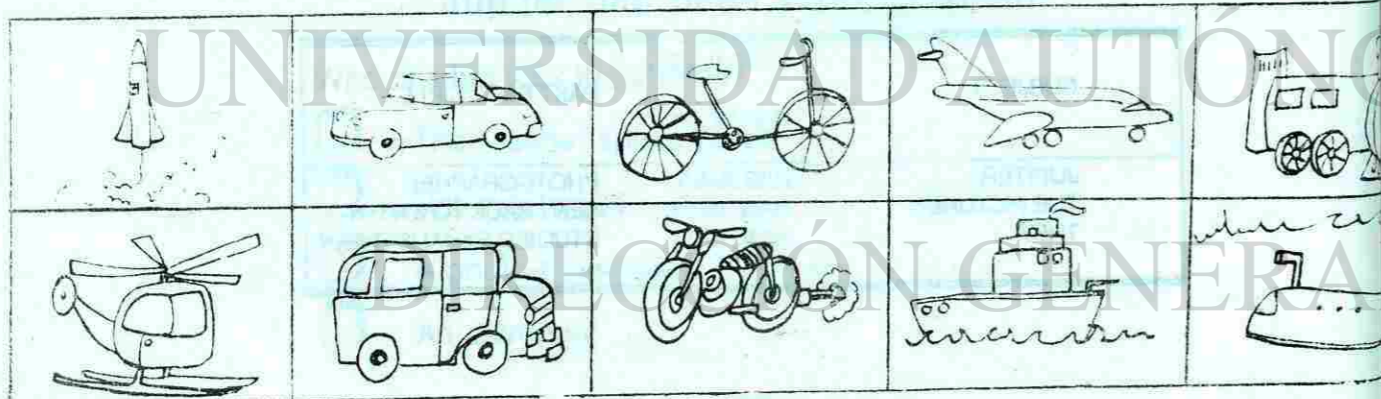
several	has	visited	been	the moon	times
scientific formulas	tested	been	on	it	have
taken many pictures	the moon	been	on	have	
been	have	to Earth	brought	a lot of	rocks
exhaustively	have	analyzed	they	been	

Words at work

Task 1a

Can you label these pictures using this list of words?

Helicopter-rocket-plane- ship-bicycle-submarine-train-car-truck-motorcycle.



Task 5b

Can you name at least 4 means of transportation and where they can be used?

Example:

Camels-deserts Camels have been used to cross deserts.

Words at work

Task 1

PREFIX UN- It is added to verbs to indicate a reversal of the action of the verb, as in "unconnected," "unbutton," etc.

SUFFIX -ABLE It implies power, ability or will to do something, as in "preventable": capable of being prevented.

Match the vocabulary with its corresponding definition.

- | | | | |
|----------------|-----|----|---|
| UNSURMOUNTABLE | () | 1 | Not capable of being prevented |
| UNJUSTIFIABLE | () | 2 | Not capable of bargaining or discussing with a view to reaching agreement |
| UNMITIGABLE | () | 3 | Not capable of systematizing or providing with an organic structure |
| UNNEGOTIABLE | () | 4 | Not capable of showing to be just, right or in accord with reason |
| UNPARDONABLE | () | 5 | Not capable of bringing into harmony |
| UNPREDICTABLE | () | 6 | Not capable of making mild, soft, less severe or less rigorous |
| UNPREVENTABLE | () | 7 | Not capable of being forgiven |
| UNRECEIVABLE | () | 8 | Not suitable for acceptance. That cannot be received |
| UNORGANIZABLE | () | 9 | Not capable of being restored or renewed |
| UNREPAIRABLE | () | 10 | Not capable of being known beforehand |
| UNRECONCILABLE | () | 11 | Not capable of surpassing or going beyond |

Skill: Dictionary use

Answer the following questions by using the dictionary page:

- 1 What are the guide words for this page?
- 2 How do you know whether the word NITROGLYCERINE is a verb, a noun, an adverb or another category?
- 3 How many syllables does the word NITROCELLULOSE have? How can the dictionary help you to decide?
- 4 Where does the word NITROGEN have the stress?
- 5 How many meanings does the word NIZAM have?
- 6 Which of these meanings is used in the following sentence?

"The Kurdistan Area has been surrounded by Nizams from Ankara"

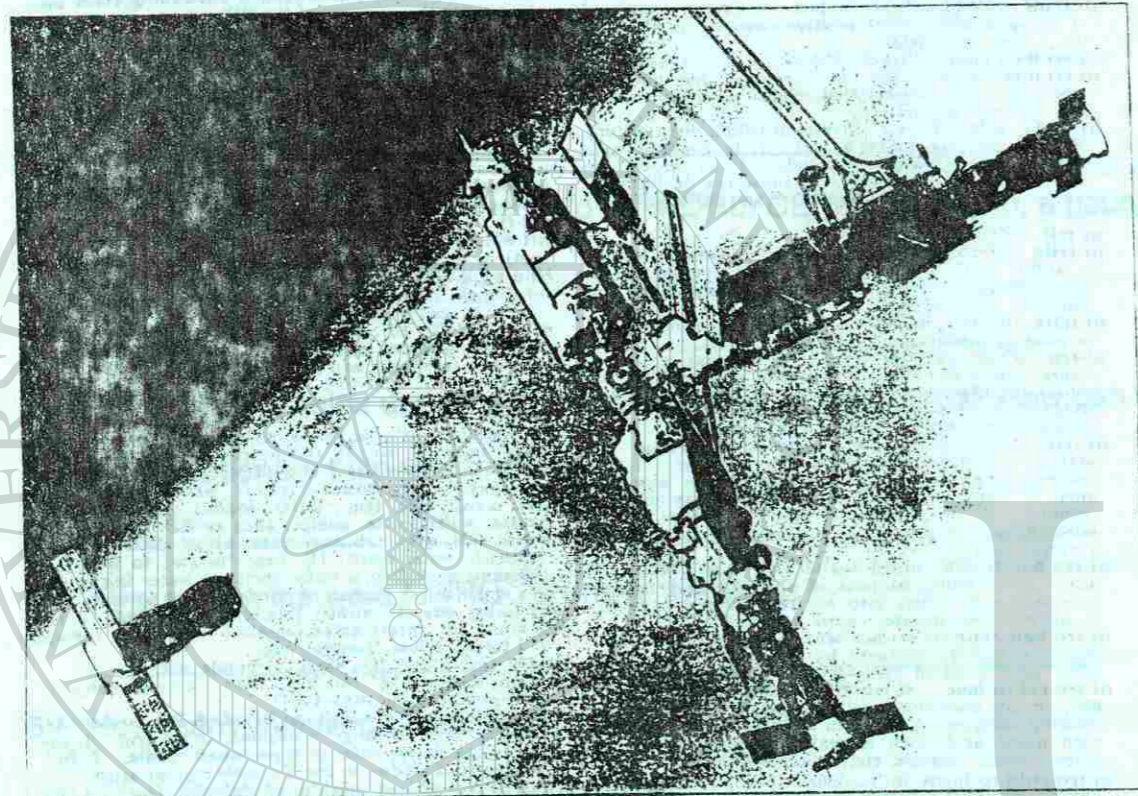
nitric bacteria

nitric acid on nitrates and by the oxidation of ammonia, also called *aqua fortis*.
nitric bacteria, see **nitrobacteria**.
nitric oxide, a colorless gas, NO, prepared by the action of nitric acid on copper, etc.
nitride (ni'trid, ni'trid), *n.* [*nitr-* + *-ide*], a compound of nitrogen with a more positive element, as phosphorus, iron, or a metal.
nitrihication (ni'tra-fik-é'shan), *n.* a nitrifying.
nitri fier (ni'tra-fí'er), *n.* anything that nitrifies; especially, soil bacteria that oxidize ammonium salts into nitrates and nitrates.
nitri fy (ni'tra-fí'), *v.t.* [NITRIFIED (-fid'), NITRIFYING]. [*Fr. nitrifier*, see **NITER** & **-FY**]. 1. to combine with nitrogen or nitrogen compounds. 2. to impregnate (soil, etc.) with nitrates. 3. to cause the oxidation of (ammonium salts, etc.) to nitrates and nitrates, as by the action of soil bacteria, etc.
nitri le (ni'tril), *n.* a nitride.
nitri le (ni'tril, ni'tri, ni'tril), *n.* [*< nitrogen + -ile*, a suffix used in chem.], an organic cyanide of an alkyl group, yielding the corresponding acid and ammonia on hydrolysis.
nitrite (ni'trit), *n.* [*nitr-* + *-ite*, cf. *Fr. nitrite*], a salt or ester of nitrous acid.
nitro (ni'trō), *adj.* [see **NITRO-**], 1. designating certain compounds containing nitrogen and produced by the action of nitric or nitrous acid. 2. designating the NO₂ radical or compounds in which one or more NO₂ radicals have replaced atoms of hydrogen.
nitro- (ni'trō, ni'tra), [*< L. nitrum*; *Gr. nitron*; see **NITER**], a combining form used to indicate: 1. the presence of nitrogen compounds made by the action of nitric or nitrous acid and other substances, as in **nitro-cellulose**. 2. the presence of the NO₂ radical, as in **nitrobenzene**. 3. *nitr.* as in **nitrobacteria**. Also, before a vowel, *nitr-*.
nitro bac te ri a (ni'trō-bak-tēr'i-a), *n.pl.* [*Mod. L.; nitro- + bacteria*], bacteria in the soil that oxidize ammonia compounds into nitrites (**nitrous bacteria**), or nitrites into nitrates (**nitric bacteria**).
nitro ben zene (ni'tra-ben'zēn), *n.* a poisonous yellow liquid, C₆H₅NO₂, prepared by treating benzene with nitric acid, used in making dyes, perfumes, etc.
nitro cel lu lose, **ni tro cel lu lose** (ni'tra-sel'yoo-lōs'), *n.* an amorphous yellow substance obtained by treating cellulose in the form of cotton or wood fiber with nitric acid, used in making explosives, photographic films, lacquers, etc.; cellulose nitrate.
ni tro chlo ro form (ni'tra-klōr'ō-fōrm', ni'tra-klōr'ō-fōrm'), *n.* chloropicrin.
ni tro gen (ni'tra-jen), *n.* [*Fr. nitrogène*, see **NITRO-** & **-GEN**], a colorless, tasteless, odorless gaseous chemical element forming nearly four fifths of the atmosphere; it is a component of all living things; symbol, N; at. wt., 14.008; at. no., 7.
nitrogen cycle, the cycle of processes by which atmospheric nitrogen is converted by natural agencies into compounds used by plants and animals in the formation of proteins, and is eventually returned to its original state.
nitrogen fixation, 1. the conversion of atmospheric nitrogen into nitrates by soil bacteria (**nitrogen fixers**), found in the nodules of certain legumes. 2. the conversion of free nitrogen into nitrogenous compounds of commercial value by any of various processes.
ni tro gen fix ing (ni'tra-jen-fik'sin), *adj.* capable of nitrogen fixation; said of nitrobacteria, etc.
ni tro ge nize (ni'troj'a-niz', ni'tra-jan-iz'), *v.t.* [NITROGENIZED (-nizd', -izd'), NITROGENIZING], to combine or impregnate with nitrogen or its compounds.
ni tro ge nous (ni'troj'a-nōs), *adj.* of or containing nitrogen or nitrogen compounds.
ni tro glyc er in, **ni tro glyc er ine** (ni'tra-glis'ēr-in), *n.* a thick, pale-yellow, explosive oil, C₃H₅(NO₂)₃, prepared by treating glycerin with a mixture of nitric and sulfuric acids; glyceryl trinitrate; it is used in medicine and as an ingredient of dynamite.
ni tro hy dro chlo ric acid (ni'tra-hí'dra-klōr'ík, ni'tra-hí'dra-klōr'ík), a mixture of one part of concentrated nitric acid with three parts of concentrated hydrochloric acid, used as a solvent for gold and platinum; also called *aqua regia*.

derived from amines and containing the divalent... =N-NO radical.
ni tro so (ni'trō'sō), *adj.* [see **NITROSO-**], designating or containing the NO radical, or group.
ni tro so (ni'trō'sō, ni'trō'sa), [*< L. nitrosus*], a combining form used to indicate the presence of the NO radical.
ni tro syl (ni'trō'sil, ni'tro-sēl', ni'tra-sil'), *n.* [*< nitroso- + -yl*], the nitroso radical, or group.
ni trous (ni'tras), *adj.* [*L. nitrosus*; see **NITRO-** & **-OUS**]. 1. of, like, or containing niter. 2. designating or of compounds in which nitrogen has a lower valence than in the corresponding nitric compounds.
nitrous acid, an acid, HNO₂, known only in solution; it forms salts called **nitrites**.
nitrous bacteria, see **nitrobacteria**.
nitrous oxide, a colorless gas, N₂O, used as an anesthetic; also called **laughing gas**.
nit ty (ni'ti), *adj.* full of nits.
nit wit (ni'twit'), *n.* [*nit* (< *G. dial. for G. nicht*, not) or *nit* (louse) + *wit*], a stupid person.
Ni ue (nē-oo'ū), *n.* an island in the South Pacific, east of Tonga, belonging to New Zealand; area, 100 sq. mi.; also called **Savage Island**.
ni val (ni'v'l), *adj.* [*L. nivalis < nit, nivis*, snow], of, or growing under, snow.
ni ve ous (niv'i-as), *adj.* [*L. niveus*, snowy < *nix, nivis*, snow], snowy; snowlike.
Ni ver nais (nē'vâr'ne'), *n.* a former province of central France.
Ni vō se (nē'vōz'), *n.* [*Fr. < L. nivosus*, snowy < *nix, nivis*, snow; cf. **NEVÉ**], the fourth month (December 21-January 19) of the French Revolutionary Calendar.
nix (niks), *n.* [*pl. NIXES (-iz)*; *G. NIXE* (nik'sō)], [*G. nix, masc., nixē, fem.*; *OHG. nixhus*, sea beast, *nichussa*, water sprite, goblin; akin to *AS. nīzor*, water sprite, *ON. nykr*, fabulous water-being < *Gmc. *nikwus-*, water spirit; *IE. base *neigw-*, to wash], in *Germanic mythology*, a water sprite or water fairy, usually small and of human or partly human form.
nix (niks), *adv.* [*G. nicht*], [*Slang*]. 1. nothing. 2. no. 3. not at all. *interj.* an exclamation meaning: 1. stop! 2. I forbid, refuse, disagree, etc. 3. a female nix.
Nix on, Richard M. (nik's ōn), 1913-; vice-president of the United States (1953-1961).
Ni zam (ni-zām', ni-zam'), *n.* [*Hind. & Per. nizām*; *Ar. nizām*, to order, arrange < *nāzama*, to govern], 1. the title of the native ruler in Hyderabad, India. 2. [*n-l*], [*pl. NIZAM*], a soldier in the Turkish regular army.
Niz ni Nov go rod (nēzh'ni nōv'gō-rōt), Gorki, a city in the central European U.S.S.R.; the former name, N.J., New Jersey.
Njord (nyōrd), *n.* Njorth.
Njorth (nyōrth), *n.* [*ON. Njörthr*], in *Norse mythology*, a Vanir, the father of Frey and Freya.
NKVD, **N.K.V.D.**, [*first letters of Russ. Narodnii Kommissariat Vnutrennikh Del*, people's commissariat of internal affairs], the MVD (from 1934 to 1946).
NL, **N.L.**, **New Latin** (Modern Latin).
n.l., 1. in *printing*, new line. 2. *non licet*, [*L.*], it is not lawful. 3. *non liquet*, [*L.*], it is not clear.
N. Lat., **N. lat.**, north latitude.
NLRB, **N.L.R.B.**, National Labor Relations Board.
N.M., New Mexico; also **N. Mex.**
N.M.U., **NMU**, National Maritime Union.
NNE, **N.N.E.**, **n.n.e.**, north-northeast.
NNW, **N.N.W.**, **n.n.w.**, north-northwest.
no (nō), *adv.* [*ME. AS. na < ne a. lit., not ever* (see **AYE**, **ever**)]. 1. [*Scot. or Rare*], not; *as, whether* or no. 2. not in any degree; not at all; *as, he is no worse*. 3. *may*; not so; the opposite of *yes*, used to deny, refuse, or disagree. *adj.* [*ME.*, form of *non, none* (cf. **NONE**) used only before a consonant; *AS. nan < ne au, lit., not one* (cf. **ONE**)], not any; not at; not one; *as, he is no fool*. *n.* [*pl. NOES (nōz)*]. 1. an utterance of *no*; refusal or denial. 2. a negative vote or a person voting in the negative.
no (nō), *n.* [*pl. NO*], [*Japan. nō*], a type of Japanese play with a highly stylized plot, almost no stage accessories, elaborate costuming, and much singing and dancing; also *no-gaku*, *nōh*.
No, in *chemistry*, nobelium.
No., 1. Noah. 2. north. 3. northern.



Time to read! (2)



In its current configuration, the russian MIR Space Station is the largest object orbiting the Earth.

Answer the following questions and discuss them with a partner:

Would you like to take a trip to another planet?

Why?

Why not?

What kind of problems could you face?

Talk in your team about these ideas.

Be prepared to report back to the class.

Do you think commercial trips to the moon will be possible Yes No

When do you think the first commercial launch to the moon could take place?

Answer _____

The title of the following text is "The Moon: Luna Landers." Before you read it, work in groups and note down 4 points you think will be included in this article.

Read

THE MOON: Luna Landers

A San Diego company plans to offer launches to the moon using Russian rockets and landers that are less expensive than their American counterparts.

International Space Enterprises (ISE) estimates that the Russian launches will cost 80 to 90 percent less than conventional American launches.

The first mission is scheduled for next decade, departing from a launch site at Baikonur in Kazakhstan. Krunichev Enterprises will build powerful Proton rockets under a contract with ISE. Lavochkin Association, the Russian airplane and rocket manufacturers, will build the lunar landers and manage the missions.

"The moon is once again within reach" says Michael C. Simon, ISE's president. "We're selling tickets." Customers might include businesses that want to test concepts for mining the moon. ISE is also approaching scientists, and advertisers who could showcase a product on the moon. ISE has already signed an agreement with LunaCorp of Arlington, Va., a company that wants to put a six foot-long, remotely controlled rover on the moon. LunaCorp envisions a theme-park attraction that would allow people to drive the rover ("Electronic Newsfront," June, 94).

John Pike, space policy analyst for the Federation of American Scientists, says the low cost of operations could make the business a success.

"There are people who may become interested once they know the possibility exists," Pike says. "I didn't know ten years ago that I needed a fax machine, but now I depend on it."

David Graham

Task 1

After reading the text, answer

- 1 The title of the text is _____
 2 The author is _____

- 3 What's the purpose of the text?

- Entertaining
 Teaching
 Informing

- 4 The text probably comes from a

- book
 technology magazine
 newspaper

- 5 Who was it written for?

- Science teachers
 Adolescents
 Housewives

- 6 Mining on the moon is

- not allowed by law
 impossible
 possible

- 7 Spaceships would take off from

- San Diego
 Arlington Va.
 a Russian city

- 8 This project could be a success because

- Russia will take part in it
 the launching site is in Russia
 travel candidates will find it's not very expensive

Task 2

According to the text, tick the right completion:

1 To showcase a product means to

- elaborate it
- display it
- sell it.

2 "The moon is once again within reach" means

- we can go to the moon
- rich people can go to the moon
- the moon is nearer to the Earth.

3 A space policy analyst is

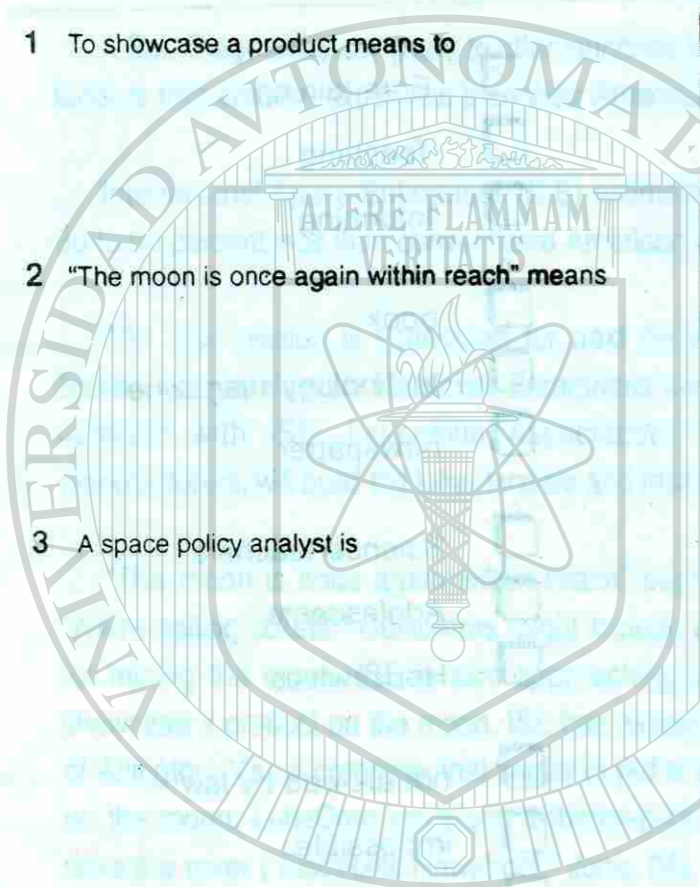
- a policeman who watches the launching zone
- someone who analyzes outer space
- someone who has to do with regulations about outer space.

4 "The Russian manufacturers will manage the missions" means that

- Russians will be in charge of the tour
- Russian missionaries will take part
- The managers will be Russians.

5 "To envision a theme-park" means to

- check a theme park as a model
- imagine a park not yet in existence
- consider a specific topic to be developed as a park.



UNIVERSIDAD AUTONOMA DE NUEVO LEON

DIRECCIÓN GENERAL DE BIBLIOTECAS

Read the latest newspapers about the political situation in Russia, in order to make a report and inform your group about the feasibility of all the space project.

Cosmos 1220

Task

REPORT ON CANDIDATES

The San Diego company is already receiving applications from future travelers. You and your team have decided to apply. In a loose sheet of paper, write a short letter to the organizers, similar to the model below.

Before you start writing, talk about the letter with your teacher.

Escuela Preparatoria No. _____

(Date _____)

International Space Entreprises
Marina Boulevard No. 3624
San Diego CA.

Gentlemen:

We are a group of Mexican students who are interested in getting information about future plans to go to the moon. We already know that the first mission is scheduled for next year.

Please send us all the information about the cost, schedule and any further information you consider important.

We thank you for the information.

Group Coordinator

Juan Pérez

Clearing it up Present Perfect Passive

Task

Rewrite the words in the correct order to make sentences. Think about the meaning of the sentences.

LETTER-SENT-BEEN-THE-HAS-TO-SAN DIEGO _____

HAVE-BEEN-CANDIDATES- MANY CHOSEN _____

TECHNICAL-BEEN-PROBLEMS-ALL-SOLVED-HAVE _____

BEEN-TO-OUR-TEAM-INVITED-HAS-PARTICIPATE _____

BEEN-INFORMED-OUR-HAVE-PARENTS-NOT-YET _____

Words at work

Task

Fill in each blank with the appropriate word:

UNPRONOUNCEABLE-UNPROFITABLE-UNNOTICEABLE-UNREACHABLE- UNMEASURABLE
 When we observe the sideral space at night, it makes us realize that the distances between the stars are so long that they can be considered almost _____.
 Some constellations are so far away that up to now we have considered that they are _____ because we can't get there. Most of them have names that are easy to pronounce like Taurus, Scorpio or Libra but some of them have names like "Ophiucus." Millions of stars can be seen only with the help of telescopes. Otherwise they are _____ in the outer space. Only people who have enough money to spare buy telescopes. Astronomy is a very expensive and _____ hobby!

Task Oral practice.

You are student A. Ask a partner (student B) to open his book on page 64 and you both will share information by asking some questions.




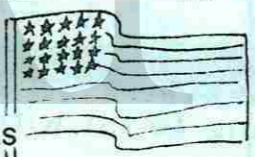


INFORMATION

- Name
- Origin
- Job
- Age

QUESTIONS

- Who is number 1? (2,3,4,)
- Where's he/she from?
- What's his/her job?
- How old is he/she?

Student "A" role.

 ASTRONAUT #1 Neri Vela born in 1942 	# 1 ?
 ASTRONAUTIC PROFESSOR M.I.T. #2 Antonio L. Elias born in 1945 	# 2 ?
 ASTRONAUT Russia Valentina Thereschkova born in 1937 	# 3 ?

Skill: Dictionary use.

Look at this dictionary definition of the word "advertiser."

Dictionaries give us a lot of information about the word we look up, for example:

Part of the speech (Noun, verb, adjective, etc.)

Syllable division (e.g. im-me-di-ate-ly)

Pronunciation (e.g. can=/kæn/)

Stress: (e.g. C^óntent or c^óntént)

Fill in each box with the information type this dictionary gives us about "advertiser"

advertiser (ad'ver-tiz'er, ad'ver-tiz'ēr), (n.) a person who advertises; also spelled advertizer.

advertising (ad'ver-tiz'ing, ad'ver-tiz'in), n. 1. the business of preparing and placing advertisements. adj. 1. that advertises. 2. having to do with advertising.

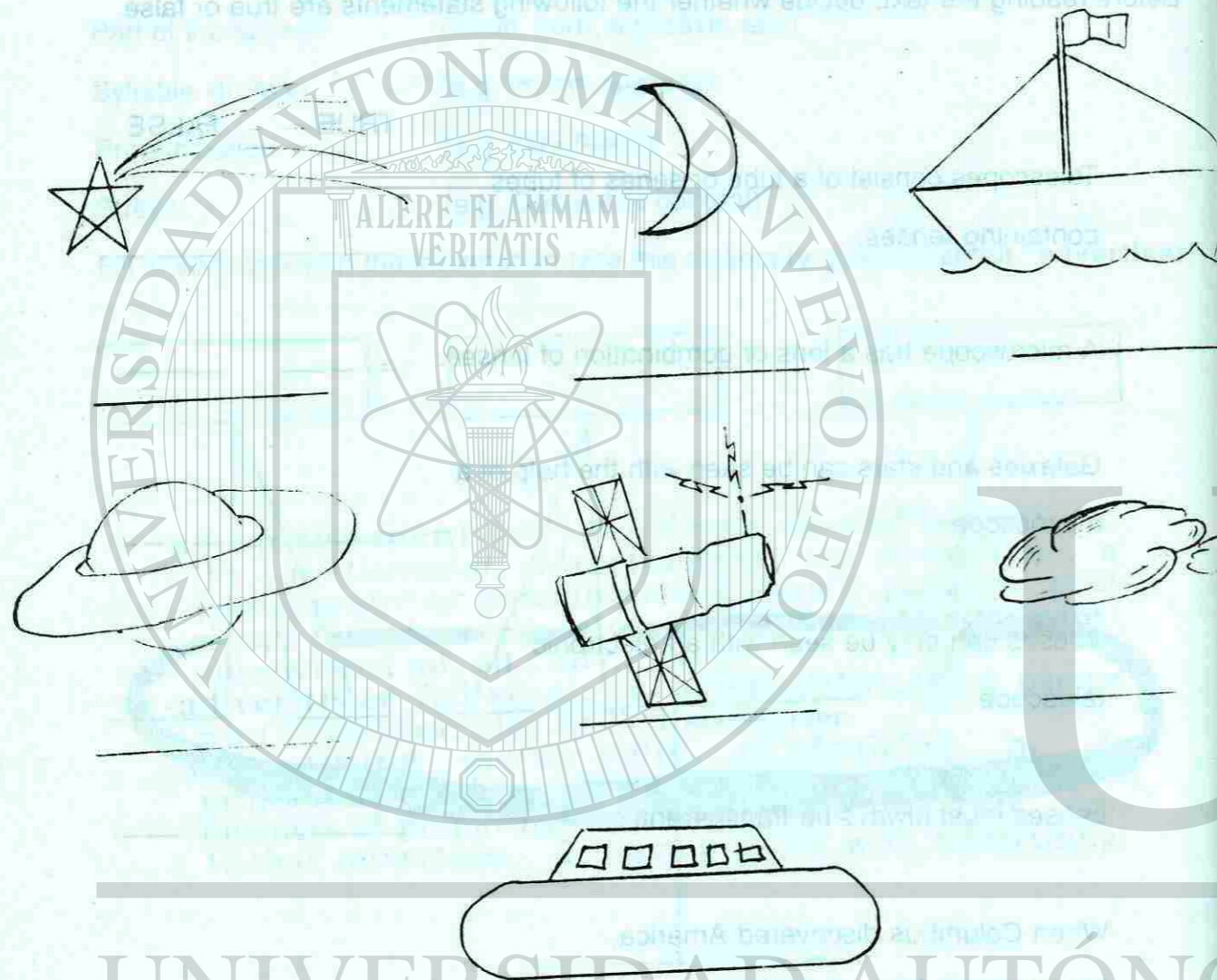
- PART OF THE SPEECH (NOUN)
- SYLLABLE DIVISION
- PRONUNCIATION
- STRESS

Time to read!⁽³⁾

Before reading the text, decide whether the following statements are true or false.

	TRUE	FALSE
Telescopes consist of a tube or series of tubes containing lenses.	_____	_____
A microscope has a lens or combination of lenses.	_____	_____
Galaxies and stars can be seen with the help of a microscope.	_____	_____
Viruses can only be seen with an electronic telescope.	_____	_____
Lenses must always be transparent.	_____	_____
When Columbus discovered America, the telescope had not yet been invented.	_____	_____

With the help of the telescope you can see clearly the following objects.
Can you label them?



UNIVERSIDAD AUTÓNOMA DE NUEVO LEÓN

DIRECCIÓN GENERAL DE BIBLIOTECAS

SHIP-COMET-MAN MADE SATELLITE-CLOUDS-PLANET-NATURAL SATELLITE- UFO

ASTRONOMY



Read the text TELESCOPE FOR HIRE to answer page 51.

TELESCOPE FOR HOME

For the first time, the public now has access to a computer-controlled research telescope. From a home computer, anyone can dial the Mt. Wilson Observatory outside Los Angeles and point the facility's 24-inch telescope at planets, galaxies, comets, even tongues of fire on the sun.

Stephen Bisque was the first to try the technology. In August 93 he used his computer to instruct the telescope to turn and lock onto the globular cluster M14. He then snapped a four-second exposure, using the telescope's charge-coupled-device-camera, which translates measurements of light intensity into a computer image. A few minutes later, M14 appeared on his screen. The technology is now available to other skygazers. Eventually, anyone using a telephone line, desktop computer software and modem will be able to download high quality images of nebulae, stars and galaxies from world-renowned observatories, predicts Bisque, whose company developed the SkyPro software that is used to access the Mt. Wilson telescope.

Observatory director Robert Jastrow hopes the project will increase student interest in science. It has been tested in high schools in the United States, Japan and England. The schools will have free access, but the general public will have to pay about \$100 an hour to support operating expenses.

Amateurs who buy chunks of time to study an object may even produce professional quality work, says Sallie Baliunas, a Harvard University astronomer on the Mt. Wilson staff.

And there is a great demand to use the telescope, amateurs will learn something professional astronomers are already familiar with: waiting for viewing time.

David Graham

Task 1

Tick the correct completion.

- 1 This article is about technology in
- modern computer software
 - the use of cameras and telescopes
 - astronomy for non-professionals.
 - telescope sales
- 2 According to the article this project will develop
- astronomers' interest in planets
 - students' interest in science.
- 3 SkyPro software was designed to access the
- Mt. Wilson telescope
 - astronomy club
 - Harvard University staff.
 - won't have access to this technology
- 4 According to the article, students
- will pay \$100 an hour
 - won't have to pay for this service.
 - waiting until it's their turn to skygaze
- 5 Professional astronomers are accustomed to
- having preference in using telescopes
 - paying \$100 an hour to use Mt. Wilson telescope.

Task 2

According to the reading, what jobs do these people have?

- 1 Stephen Bisque _____
- 2 Robert Jastrow _____
- 3 Sallie Baliunas _____
- 4 David Graham _____

Task 3

What do these expressions refer to? Find the information in the text and copy it on the lines.

- 1 24-inch _____
- 2 M14 _____
- 3 \$100 _____



Watch the sky in the morning and check the time when Mars stops shining. Check the time when Venus starts shining in the evening.

Words at work

Task

- PREFIX DE- Undo, reverse the action of, as in defrost.
- SUFFIX IZE. A verb-forming suffix meaning: to cause to be or become, make conform with or resemble, make as in "democratize," "sterilize," etc.

Fill in each blank with the appropriate word:

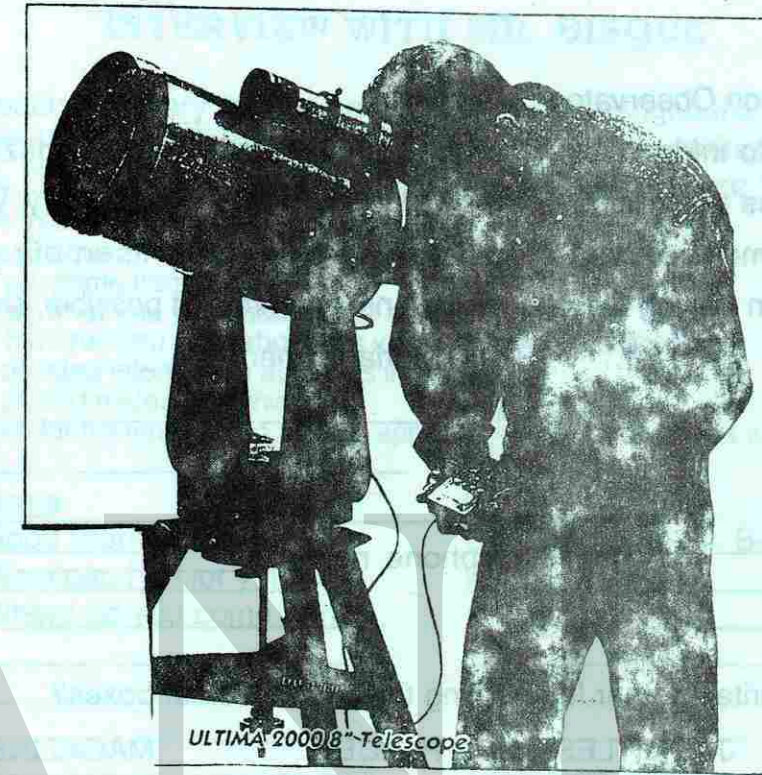
DEMORALIZED- DEVITALIZE- DECARBONIZE- DENICOTINIZE- DEHUMANIZE

Stephen Bisque's investigations took a long time. In spite of many difficulties he did not become _____ because of poor results.

Making money or becoming famous were not his goals. He says that money and power corrupt and _____ people.

David Graham used to smoke 40 cigarettes a day. He decided to stop smoking when he and his colleagues decided to research and write articles about telescopes. Now they are all non-smokers. David says it's a good opportunity to _____ his lungs and his telescope!

Robert Jastrow knows that it is time to tune up his car because the old spark plugs and filters will _____ the car's engine. Mechanics have to put new spark plugs, they shouldn't _____ the old ones.



ULTIMA 2000/8 Telescope

Clearing it up Present Perfect Passive

Put the words in the correct order to make sentences. Think about the meaning of the sentences.

technology been new developed a has at NASA

have used home computers been for playing games

been observed have planets and galaxies at night

invited been participate high schools to have in the project

been High schools has in shown interest

Writing (Pairwork)

This letter was sent to Mount Wilson Observatory.

Mr. Robert Jastrow

Director

Mount Wilson Observatory.

According to information published in Popular Science Magazine, High schools can have access to facilities offered at Mount Wilson Observatory. We would like to have more information about this, because many students in our high school are very interested in visiting the observatory next summer. If possible, send a brochure to:

Preparatoria Numero _____
 Calle _____
 Colonia _____
 _____ N.L., México.
 Telephone number _____

Task 1

Can you write another letter using the information in boxes?

NAMES	JOB TITLES	PLACES	MAGAZINES	TIME
William Smith	Chief of Public Relations	NASA	"Space"	Next year
Richard West	Director	San Diego launch center	"Cosmos"	Next December
Peter Carter	Technical Adviser	Cape Kennedy	"Discovery"	Next Spring break

Task 2a

Writing (Pairwork)

INTERVIEW WITH MR. BISQUE

Your physics teacher is very interested in Bisque's investigations. He wants you to conduct an interview with Bisque. Write an interview outline taking into account your teacher's ideas. Boys will prepare the questions and girls prepare the answers. Your teacher advises you to:

- greet Mr. Bisque
- tell him you come from Mexico
- tell him all what you want about your school
- explain him that you read about this investigation in a magazine
- ask for detailed information about his investigation
- ask for printed material on this topic
- thank him for his time, telling that we appreciate very much all this information

Boys

Good morning
 What can I do for you?
 Where do you come from?

Girls

Good morning Mr. Bisque
 Well

Task 2b

Oral practice (Pair work)

Now conduct an interview with the closest partner.

Task 2c

Oral practice (Interview)

Now, role-play your interview with a partner from another team.

Task 2d

Write a report on the information you received. Imagine the report will be published in your high school newspaper.

Read

Making Space Affordable

"One of my personal goals is to demythologize space, to make space operations commonplace, and that means reducing costs," says Dr. Antonio L. Elias, the former assistant professor of aeronautics and astronautics at the Massachusetts Institute of Technology who heads Orbital Sciences Corp.'s Pegasus design team.

"For example, I can see a network of little twenty-pound microsattellites to detect distress calls from people in remote locations worldwide."

A Pegasus could launch several of these satellites in one shot.

"I see the end of space science in this country produced by the length of time and the amount of money it takes nowadays to launch anything into space. People used to be concerned that space-science experiments took longer than a graduate student's thesis time span. Now, even deans of engineering wonder if they should risk their careers on a project that may not produce any useful results in their lifetime. We are into an awful spiral where there's no motivation or incentive to do any space science.

"I would like to bring back the couple-of-million-dollar-twenty-four-months-from-cradle-to-grave-space-science experiment: from designing the experiment to getting and publishing the data in the journals in two years.

"The next logical step would be to attack the high cost of medium-size rockets, not by using exotic technology, but by being unconventional. Maybe the answer is in concentrating the expensive guidance and electronic parts of the rocket on reusable modules that can be returned to Earth. This is easier said than done, but it can be done."

Task

After reading the text, answer the following statements. Tick the right completion.

1 Communications will improve by using

- a small satellite network
- the Pegasus
- the appropriated electronic parts

2 An advantage of using the Pegasus is that

- it is less risky
- distress calls can be detected
- it can launch more than one microsattelite each time

3 Not many scientists study space because

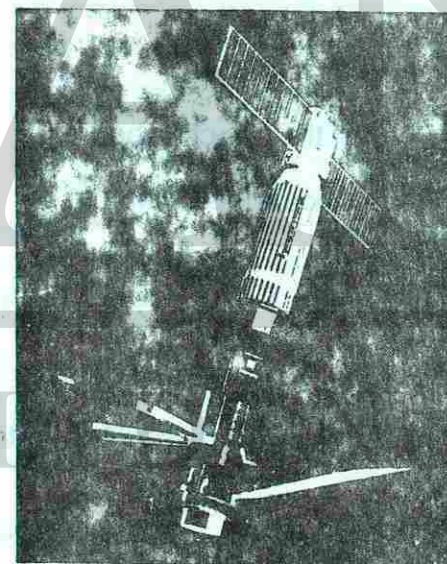
- experiments take a lot of time and money
- it is a very difficult field
- there's no government support

4 Up to now the problem with medium-sized rockets is that

- they are very expensive
- few parts of them are reusable
- they can't be produced on an industrial scale

5 Costs can be reduced by

- not using medium-sized rockets
- eliminating unnecessary processes
- re-using parts of the rockets



An artist's rendition of Seasat 1, which mapped ocean characteristics worldwide 16 years ago. Courtesy NASA.

Words at work**Task**

Tick the expression that conveys the same meaning

1 "to demythologize space "

- confront mythology with science
 eliminate legends about gods from outer space
 change people's attitude toward space

2 "to demilitarize space"

- free the outer space from organized military control
 equip and prepare the outer space for war
 fill the outer space with militarism

3 "to dehumidify the space module"

- moisten the space module
 remove moisture from the space module
 make the air in the space module humid

4 "to decalcify the astronaut's tank"

- remove calcium from the astronaut's tank
 cover the astronaut's tank with a stony substance
 fill the astronaut's tank with calcium

5 "to demagnetize the tools"

- give magnetic properties to the tools
 reinforce the magnetism of the tools
 deprive the tools of magnetism

Skill: Use of dictionary.**Task 1a**

You have already read this paragraph in the reading (4) text. Read it again.

"I see the end of *space* science in this country produced by the length of time and the amount of money it takes nowadays to launch anything into *space*."

Now, read this entry from the dictionary. It gives several meanings for the word "*space*" Which of these meanings is the one used in the text?

Answer: _____

Belgium], 1. a mineral spring. 2. any place, especially a resort, having a mineral spring.
space (spās), *n.* [ME.; OFr. *espace*; L. *spatium*], 1. distance extending without limit in all directions; that which is thought of as a boundless, continuous expanse extending in all directions or in three dimensions, within which all material things are contained. 2. distance, interval, or area between or within things; extent; room: as, leave a wide *space* between the rows; hence, 3. (enough) area or room for some purpose: as, we couldn't find a parking *space*, put your answers in these *spaces*. 4. reserved accommodations, as on a train or ship. 5. interval or length of time: as, too short a *space* between arrival and departure. 6. the universe outside the earth's atmosphere: in full, **outer space**. 7. in *music*, an open place between the lines of a staff. 8. in *printing*, any blank piece of type metal used to separate characters, etc. 9. in *telegraphy*, an interval when the key is open, or not in contact, during the sending of a message. 10. [Obs.]

Task 1b

You have also already read the following paragraph:

"One of my personal *goals* is to demythologize space, to make space operations commonplace, and that means reducing costs," said Dr. Antonio L. Elias.

In the following entry taken from a dictionary you'll find several meanings for the word "goal." Which of these meanings is the one used in the text?

Answer _____

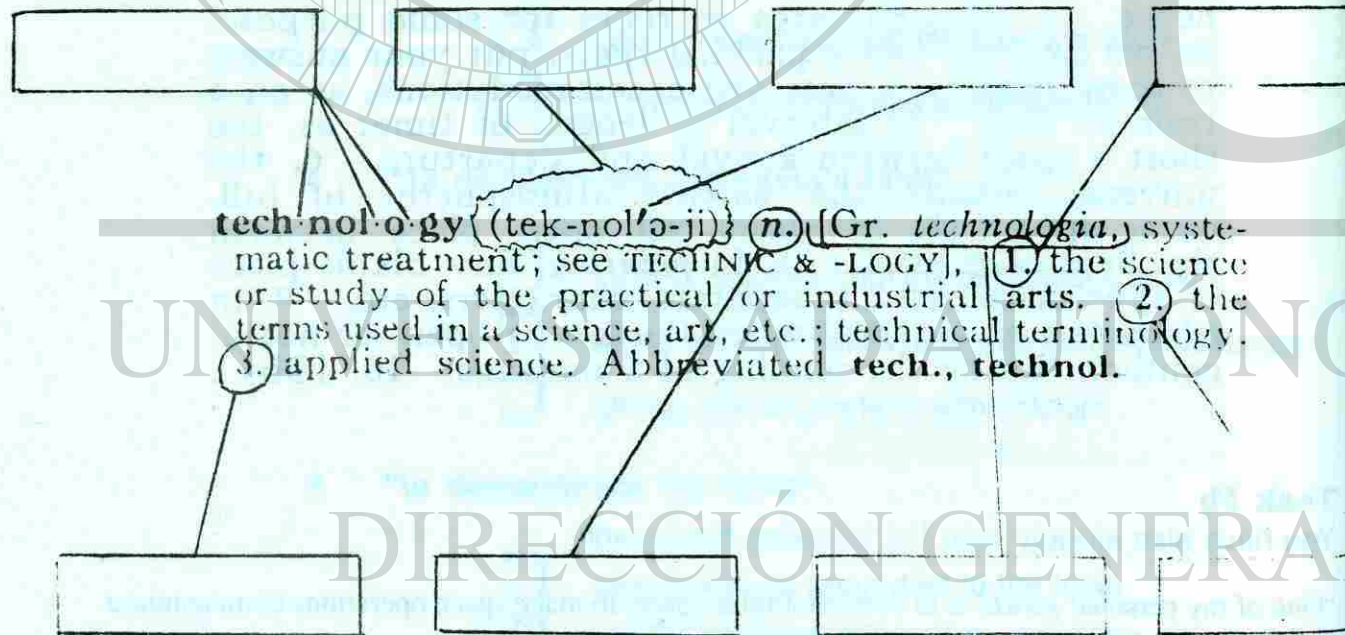
go-a-head (gō'ə-hed'), *adj.* 1. moving forward; hence, 2. [Colloq.] enterprising; pushing. *n.* permission or an order to proceed in an undertaking: usually with *the*.

goal (gōl). *n.* [ME. *gol*, boundary; prob. < AS. **gal*, inferred < *galan*, to hinder, impede], 1. the line or place at which a race, trip, etc. is ended. 2. an object or end that one strives to attain; aim. 3. in certain games, a) the line, crossbar, or net over or into which the ball or puck must be passed to score. b) the act of scoring in this way. c) the score made. d) a goalkeeper. —*SYN.* see *intention*.

goal-ie (gōl'i), *n.* [Colloq.], a goalkeeper.

Task 1c

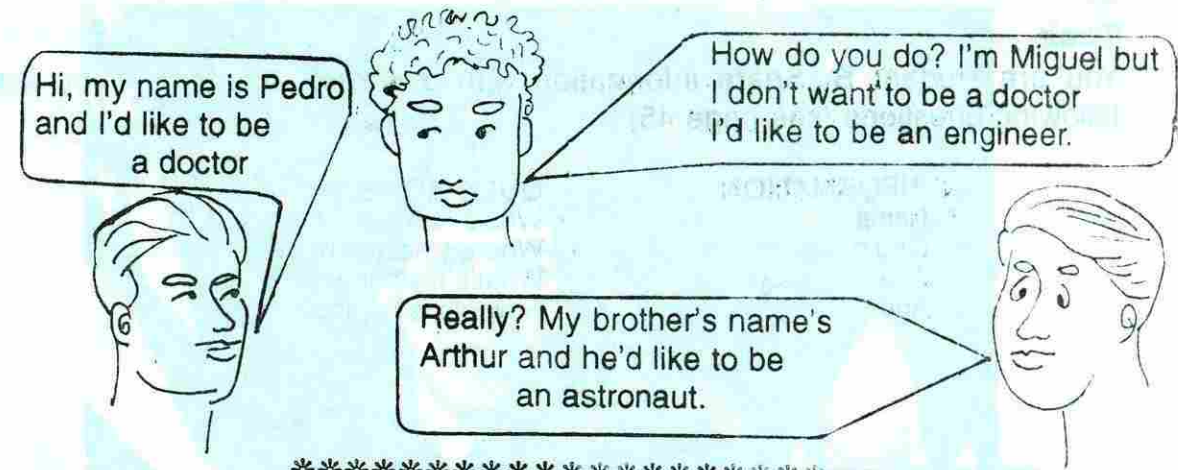
Here we have several definitions of the word "technology." Fill in the boxes using the expressions below:



FIRST MEANING-SECOND MEANING-THIRD MEANING-
STRESS-PRONUNCIATION-ETYMOLOGY-SYLLABLE DIVISION-
PART OF THE SPEECH (NOUN)

Oral practice.

After looking at the following situation, sit in groups of 4 or 5 and practice the chain drill below.



STRUCTURE

POSSESSIVE
ADJECTIVE

WOULD ('D) LIKE
+ TO + VERB.

MY name's Pedro and I'D LIKE TO BE a doctor
YOUR name's Jane and YOU'D LIKE TO BE a dentist
HIS name is Miguel and HE'D LIKE TO STUDY space engineering
HER name's is Gloria and SHE'D LIKE TO GO to the moon.

CHAIN DRILL

My name's Gloria and I'd like to go to the moon.
Her name is Gloria and she'd like to go to the moon.
My name's _____ and _____ be an astronaut
(His-her) name's _____ and _____
My _____ be a passenger to Mars.
(His-Her) _____
My _____ work at NASA.
(His-Her) _____
My _____ go to Russia.
(His-Her) _____
My _____ take pictures on the moon
(His-Her) _____
My _____ study aeronautics.

After the first round you can keep on practicing with changes in the second part ("Would like to + Verb) according to your creativity.

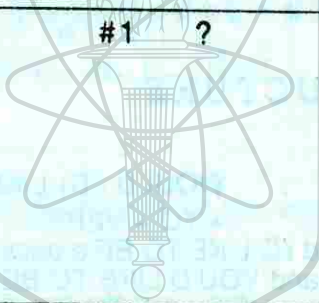

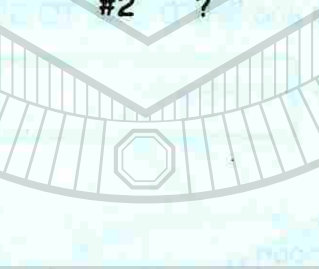

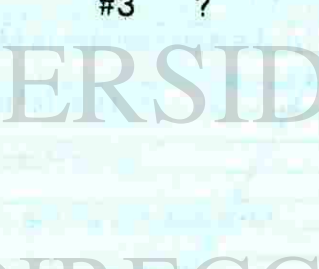

Oral practice

Task

You are student **B**. Share information with a partner (student A) by asking the following questions (see page 45)

INFORMATION
Name
Origin
Job
Age

QUESTIONS
Who's number 1? (2,3,4.)
Where's he/she from?
What's his/her job?
How old is he/she?

<p>#1 ?</p> 	<p>ASTRONAUT #1</p>  <p>Neil Armstrong born in 1931</p>
<p>#2 ?</p> 	<p>ASTRONAUT #2</p>  <p>Yuri Gagarin born in 1930</p> <p>Russia</p>
<p>#3 ?</p> 	<p>HARVARD UNIVERSITY ASTRONOMER #3</p>  <p>Betty Smith born in 1942</p>




Doctor Ellen Ochoa ®

First female American astronaut of Mexican descent.


3 Me and them

Time to read!(1)


Match the words to the pictures... according to the kind of clothes to wear in the different situations.




Tuxedo




Woolen socks




Sneakers



Jeans



Track suit



Boots

Jacket

Bow tie

Flip-flops

What are you wearing right now?... Is it "fashionable"?

a) What do you wear to parties; the mall; church?

b) Are your clothes always/ sometimes/ never/ fashionable? Why?

Before you read the text, try to answer these questions:

- How do you think a "uniform" can be fashionable?
- What do farmers, carpenters, painters and railroad workers have in common?
- Write down the name of one piece of clothing that can be:

- Unisex
- Comfortable
- Casual
- Cheap
- Fashionable

Task 1

- Now read the article and check your answers to the above questions.
- What title would you give the article?

Fashion's new best friend is the uniform of farmers, carpenters, housepainters and railroad workers: overalls. With bib front, wide suspenders and roomy pockets, the unrestricting garments are quickly becoming popular with young people, who wear them with T-shirts. They're a favorite of Rollerbladers, who in warm weather are known to make into cutoffs. Their popularity has much to do with comfort, function and inexpensive price (there's no celebrity designer label on the back pockets). The fashion industry has been trying since the 1960's to design a one-piece garment that doesn't inconvenience women when they have to go to the bathroom and that isn't limited to a one-size-fits-all crotch. With overalls, at least, they don't have to struggle out of sleeves, and adjustable suspenders allow the wearer to establish a comfortable crotch. Well-constructed commercial overalls come in blue, white and black denim and in stripes. Like jeans, their signature is cooper rivets and buttons.



The text states:
 ("there is no celebrity designer label on the back pockets") What about your clothes?

a) What celebrity designer labels do you wear?

b) Complete the column:

PRODUCT	DESIGNER
Watches	_____
Pens	_____
Shoes	_____
Jewelry	_____
Perfume	_____
Book bags	_____
Sneakers	_____
Accesories	_____
Sunglasses	_____

Skill: Connectors

A connector "connects" the ideas in sentences and paragraphs.

Task 1

Match these columns:

And	=	Links two contrasting ideas
But	=	Links the consequence to the cause
So	=	Links two similar ideas
Because	=	Links the cause to the consequence

Task 2

Look at the sentences. Underline each connector. Write it in the appropriate box.

- Overalls are not used only by farmers. In addition, they are used by carpenters and painters too.
- Overalls are for hardwork. Therefore, railroad workers cannot work without them.
- Young people wear overalls for skating, because of their comfort.
- Although people who use overalls think they come only in one color, you can buy them in white, too.
- Overalls were only used for working. However, in a short time they became popular as casual wear.

ADDITION	CONTRAST	CONSEQUENCE	CAUSE
_____	but	so	_____
also	_____	consequently	due to
furthermore	in spite of	_____	_____
moreover	_____	_____	_____

Check with another group. Do you have any differences?
 Do you know why?

Task 3

Underline the connectors that link the ideas in the sentences below.

In the space, indicate whether the relationship between the idea is one of: addition, contrast, consequence, or cause.

Follow the example. There can be more than one connector in a sentence.

Example: The overall quickly became popular because it has many pockets.

CAUSE

1 The popularity of overalls has much to do with comfort, function and inexpensive price, but some people may not buy them because they have no designer label on the back pocket
a) _____ b) _____ c) _____

2 Although they can be used with any garment, young people like to wear them with T-shirts.

3 In warm weather, overalls may be too hot, so rollerbladers make them into cutoffs.

4 Overalls are functional, comfortable and, furthermore, inexpensive. They also have a lot of pockets. a) _____ b) _____ c) _____

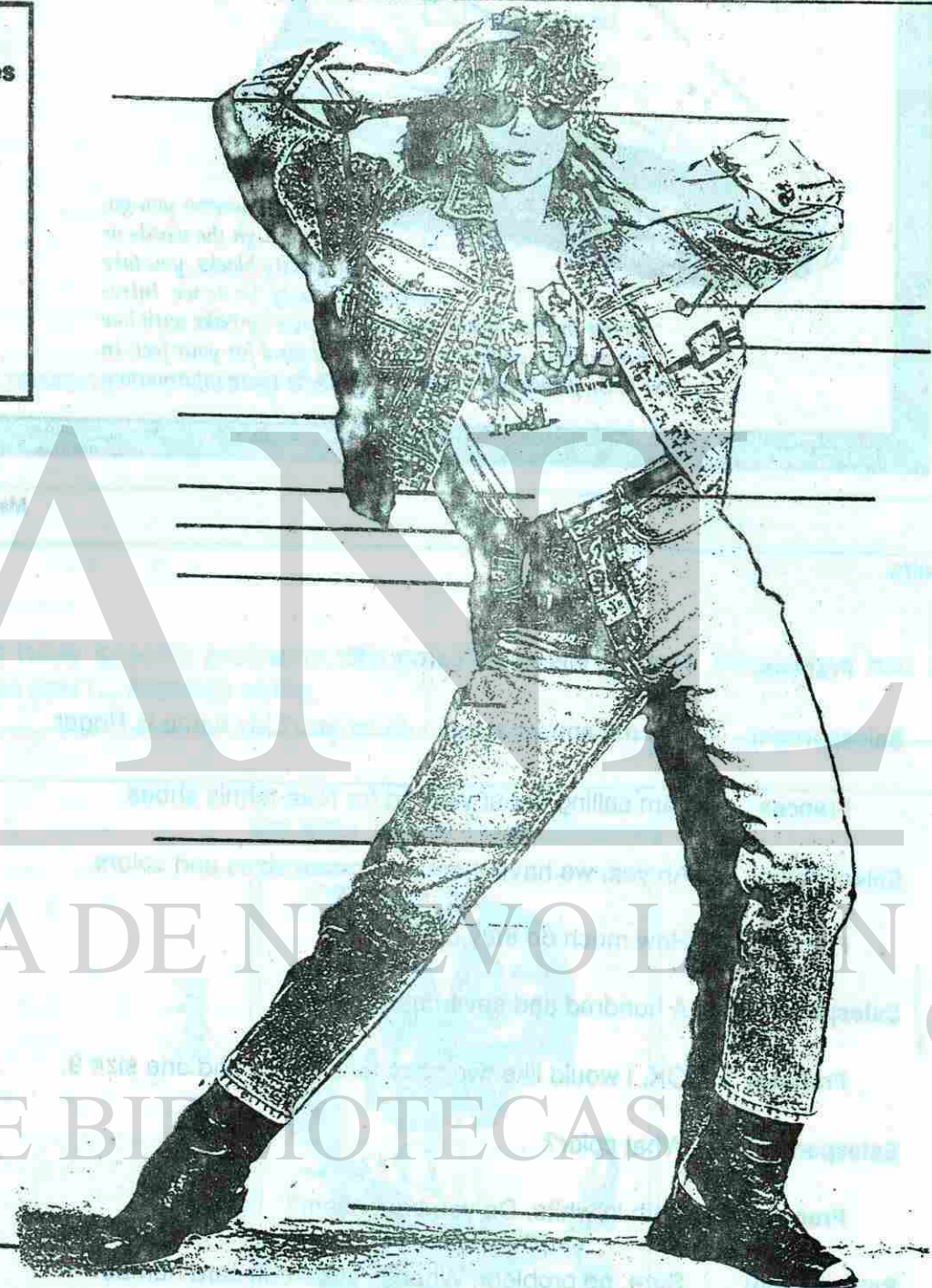
5 In spite of its efforts since the 1960's, the fashion industry has only just designed a convenient one-piece garment.

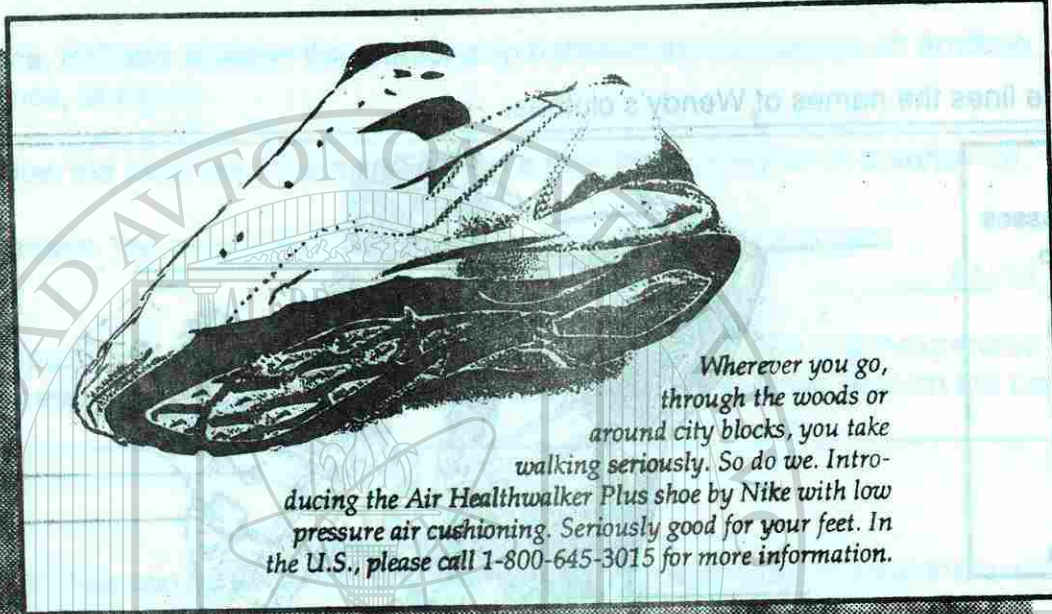
Words at work

Task 1

Write on the lines the names of Wendy's clothes:

- T-Shirt
- Sunglasses
- Toecap
- Button
- Pocket
- Belt
- Seam
- Badge
- Cuff
- Heel
- Buckle





Shape
May, 1993. p. 86

Task 2
Work in pairs.

Frances: Hello, is this 1-800-645-3015?

Salesperson: Yes ma'am, what can I do for you? My name is Roger.

Frances: I am calling about your ad for Nike tennis shoes.

Salesperson: Ah yes, we have them in different sizes and colors.

Frances: How much do they cost?

Salesperson: A hundred and seventeen dollars.

Frances: OK, I would like two pairs, one size 8 and one size 9.

Salesperson: What color?

Frances: Both in white. Do you have them?

Salesperson: Sure, no problem. What's your credit card number?

(Continue the conversation in pairs)

Seventeen
August 1990
American Publications Inc.
N.Y. pag. 37

Time to read! (2)

How much do you like these singers? Rank them 1-8 in order of *your* preference. Compare with other group.

- Bibi Gaytán
- Talía
- Luis Miguel
- Gloria Trevi
- Mijares
- Alejandra Guzmán
- Miguel Bosé
- Laureano Brizuela

Give three reasons for choosing the singer you put #1.

Teenagers have specific problems. Do you think your favorite singer has had the same problems as you?... Mention some.

Do you know this actress?



Tracey Gold

Task 1

After reading the following text write the situations that are common to Tracey Gold and you.

Tracey Gold

It doesn't take a genius to figure out that one of TV's youngest golden girls is growing up



This girl deserves a medal! Like a lot of us, Tracey Gold had a lousy time in junior high. But unlike the rest of us, the twenty-one year-old beauty had to go through her "terrible teens" *twice*! Of course, there were some small consolations.

As Carol Seaver, the brainy daughter to Joanna Kerns and Alan Thicke on ABC-TV's *Growing Pains*, Tracey got paid to get picked on by her dumb (but very cute) jock brother, played by Kirk Cameron.

"It's neat growing up on television," says the actress. "I hated school so much. Acting (in this series) was really great for me."

Unlike her character, Carol, who's an honor student, Tracey has a learning disability called Attention Deficit Disorder (ADD) that made attending school a nightmare. According to her mother, Bonnie Gold, "The only time Tracey was able to escape her misery was when she was acting."

Her career started early: At age five she attended an audition with her father (who was also an actor). The producer picked Tracey for the commercial... and her dad switched careers. "My father's an agent now," says Tracey. "He owns his own company. My mom is simply a mom." "Without them," she confides, "I would probably never have gotten this far." With her mother's support, Tracey recently lost twenty-five pounds. "I didn't tell anybody on the show that I was on a diet. I think I succeeded because I didn't have that added pressure."

Today, Tracey looks and sounds like the quintessential California girl. She lives in her family's poolhouse, which she's converted into a cozy little apartment. She's slim, fit, and has a drop-dead gorgeous boyfriend. "I met Roby (who's twenty-five) through Joanna. Once I got over my shyness, we hit it off instantly. Joanna is thrilled... so am I."

As for future career plans, Tracey's just wrapped a *Question About Sex*, a fall ABC *Afterschool Special* about sex education in the classroom. And Carol Seaver's destiny? "Carol's really starting to loosen up, which I like," says Tracey happily. "And we just found out that our show got signed for two more seasons, so I'm really excited." Sounds like the road ahead is paved with gold.

Tracey Gold

Common situations

Me

Task 2

Tick the correct interpretation on the left.

- a) **Had a lousy time.**
Means that:
 - She enjoyed herself very much.
 - She had a difficult time.
 - She didn't have time.

- b) **Tracey had to go through her terrible teens twice!**
Means that:
 - Tracey Gold was very happy in her teens.
 - Tracey Gold had to re-live her teens.
 - Tracey Gold was not happy in her teens.

- c) **The only time Tracey was able to escape her misery was when she was acting.**
Means that:
 - The only time Tracey was unhappy was when she was acting.
 - The only time she didn't have a good time was when she was acting.
 - The only time she was happy was when she was acting.

- d) **Today Tracey looks and sounds like the quintessential California girl.**
Means that:
 - Today, Tracey thinks that everything in California is good.
 - Today, Tracey Gold is a typical girl from California.
 - Today, Tracey is the most popular girl in California.

- e) **It's neat growing up on television.**
Means that:
 - It is good to waste time working on television.
 - It is good that time passes working on television.
 - It is good to get older working on television.

After reading about Tracey and her family can you explain the importance of "family integration"?

Work with a partner. Be ready to report to another group.

Clearing it up

After reading the text, we can guess that:

Tracey Gold **MUST** be a happy girl.

She **MUST** have a lot of money.

She **MUST** have many fans.

What does the word **MUST** mean in these sentences?

* deduction _____ * doubt _____

What are the bases for the deductions?

Is there any degree of certainty, possibility or impossibility?

When can we make deductions?

Task 1

Complete each space with **MUST** and an appropriate verb.

Example:

Why does Tracey spend a lot of time with her Labrador pup?

Because she **MUST LOVE** him.

- Tracey works hard, and all the family supports her.
She _____ very happy with her family.
- She needs new dresses for her programs and more dresses for parties.
She _____ a big wardrobe.
- Tracey is always in good shape.
She _____ a good dietary plan.
- Tracey Gold has a pool in her house and swims frequently.
She _____ a good swimmer.
- Many T.V. studios and movie directors want her to work with them.
She _____ a very talented actress.
- Tracey Gold is like any other girl, in her private life.
She _____ a boyfriend.

Words at work

Task 1

Match the columns.

- | | | |
|--------------------|----|---|
| () Support | 1 | A close male companion. |
| () Success | 2 | Attractive girl. |
| () Boyfriend | 3 | Comfortable. |
| () Girlfriend | 4 | To encourage or help. |
| () Fiancé | 5 | A woman on her wedding day. |
| () Bride | 6 | The years from thirteen to nineteen. |
| () Quintessential | 7 | Not fat, but not very thin either. |
| () Handsome | 8 | A man engaged to be married. |
| () Pretty | 9 | Something that gives excitement. |
| () Junior high | 10 | The pure concentrated essence of something. |
| () High school | 11 | An attractive boy/man. |
| () Teens | 12 | A close female companion. |
| () Thrill | 13 | Secondary School. |
| () Cozy | 14 | Prepa. |
| () Slim | 15 | High achievement. |

Task 2

Read about Clarka Loschner.



Name _____

Home _____

Age _____

Her/His start _____

Free Time _____

Her/His style _____

Future _____

HOME: Clarka lives in Coconut Creek, Florida.

AGE: 16

HER START: "I was discovered at a local model search and won a scholarship to modeling school. After that I did a few TV commercials, found a model agency... and here I am."

FREE TIME: "I have eight best friends, and we're always throwing 'spend the night' parties. (We stay up all night and eat junk food.) We also go out to movies or the mall just the usual sixteen-year-old stuff."

HER STYLE: "Basically I'm pretty relaxed about how I dress. I usually wear my younger brother's grubby surf clothes to school."

FUTURE: "I don't have any definite plans, but I would like to go to Duke University."

Now write the name of your favorite singer (from page 73) in the Name space. Do some investigation about him/her and complete the other spaces. When you finish, write a paragraph similar to the one about Clarka Loschner.

Time to read! (3)

Answer the following questions.
Have you written a diary?

Yes No

If not, why not?

If yes:

Since when? _____

Does your diary have a name? If so, which? _____

What are the most important dates in your diary? _____

Is there something sad in your diary? _____

What is the happiest date in it? _____

Think about what you have seen in the TV news and/or read in the newspaper. Can you write down some important international events of last week?
Work with your group.

Newsweek

Clinton and the World

Diplomacy: Test Flight
by Michael Elliott
NATO: Let Them Eat Milk Toast
by Scott Sullivan
A Talk With Warren Christopher
Politics: Clinton's Troubled Waters
by Howard Fineman and Bob Cohn
Whitewater: The making of a Fiasco
A Postmodern President
by Joe Klein

Latin America

Mexico: Rage of the Zapatistas
by Tim Padgett
The Fury Finds an Outlet
by Jorge G. Castañeda
King Hussein:
Jordan's ruler lost the West Bank; now he worries about losing influence over an entity led by Arafat.

Stopping the Biological Clock

New technologies are re-defining what it means to make a baby. It's now possible for women over 60, using donated eggs, to conceive and carry children to term. But how far should we push Mother Nature?

Task

You are going to read a passage of a book called "Child of war". Before you read, look at these questions:

- 1 What situation does Zlata Filipovic describe in her diary?

- 2 Zlata wanted to go to Skenderija concert Hall... What for?

- 3 What is the name of Zlata's diary?

- 4 Did she attend school during war?

- 5 Do you think Zlata had anything to eat on 3/5/92?

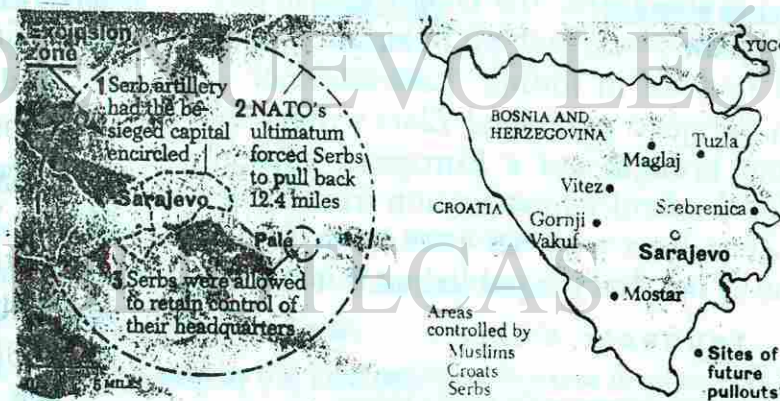
- 6 What happened to her friend Eldin?

- 7 Zlata compares herself to a Jewish girl? Who was she?

- 8 What's the name of her teacher?

- 9 Where does she live today?

- 10 When was Zlata's diary published for the first time?



Now read the passage and find the answers.

Child of War

THE DIARY OF ZLATA FILIPOVIC

In late 1991, Zlata Filipovic, 10, a Bosnian girl of mixed ethnic heritage, started a diary of her life in Sarajevo. It soon became a chronicle of horrors. Over the next two years, as the city came under intensifying Serb attack, Zlata grew from a girlish innocent into a precociously wise young teenager. She compared herself to Anne Frank, the Dutch Jewish girl

who was killed by the Nazis and left behind a poignant account of her life in hiding. Last summer a peace group in Sarajevo published Zlata's diary. A French publisher brought out a European edition and arranged for the family's evacuation from Sarajevo. Now 13, Zlata lives with her parents in Paris. The U.S. edition of her diary is published this week. Excerpts:

THURSDAY, 3/5/92.

OH GOD! THINGS ARE HEATING UP IN SARAJEVO. ON SUNDAY A small group of armed civilians (as they say on TV) killed a Serbian wedding guest and wounded the priest. On March 2 (Monday) the whole city was full of barricades. There were "1,000" barricades. We didn't even have bread. At 6:00 people got fed up and went out into the streets. The procession set out from the cathedral and made its way through the entire city. Several people were wounded

at the Marshal Tito army barracks. People sang and cried "Bosnia, Bosnia," "Sarajevo, Sarajevo," "We live together" and "Come Outside."

MONDAY, 3/30/92.

HEY DIARY! YOU KNOW WHAT I THINK? SINCE ANNE Frank called her diary Kitty, maybe I could give you a name too. What about:

ASFALTINA, PIDZAMETA, SEFIKA, HIKMETA, SEVA, MIMMY or something else???

I'm thinking, thinking... I've decided. I'm going to call you MIMMY.

All right, then, let's start

Dear Mimmy,

It's almost half-term. We're all studying for our test. Tomorrow we're supposed to go to a classical music concert at the Skenderija Hall. Our teacher says we shouldn't go because there will be 10,000 people, and don't forget me, children, there, and somebody might take us as hostages or plant a bomb in the concert hall. Mom says I shouldn't go. So I won't.

WEDNESDAY, 10/21/92. DEAR MIMMY

AS YOU KNOW, I CONFIDE IN YOU EVERY DAY (ALMOST). Well, you know the summer school in our community center? We had a wonderful time together there, some acting, some reciting, and best of all, some writing too. It was all so nice, until that horrible shell killed my friend Eldin.

Maja is still working with our teacher Irena Vido. And the other day, Maja asks me "Do you keep a diary, Fipa?"

I say "Yes."

And Maja says: "Is it full of your own secrets, or about the war?"

And I say: "Now, it's about the war."

And she says: "Fipa, you're terrific."

She said that because they want to publish a diary and it just might be mine, which means—MIMMY. And so I copied part of you into another book and you went to the City Assembly to be looked at. And I've just heard that you're going to be published. You're coming out for the UNICEF Week! super!

Serbs, Croats and Muslims— they are all people. Why is politics separating us? Politics are conducted by 'grown-ups.' We 'young' would do it better. We wouldn't have chosen war.

From "Zlata's Diary: A Child's Life in Sarajevo," by Zlata Filipovic. Published by Viking Penguin/Penguin Books, © 1994 by Viking & Robert Laffont.

☐ According to the text "Child of war" it was hard for Zlata Filipovic to go to school during the war. What would you do in the same conditions? Comment with a partner. Be ready to report to your group.

Clearing it up

The text tells us that:

- Zlata's teacher told her she **shouldn't** go to classical music concert because of the bombs.
- Zlata thought UNICEF **might** choose her diary.

Look at these tables:

Table A:

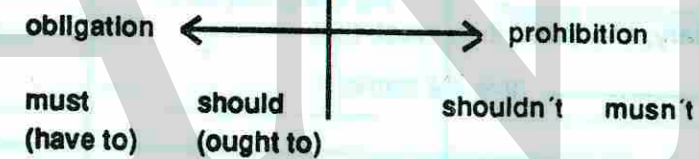


Table B:

Positive certainty will	possibility might (could)	negative certainty won't (will not)
-----------------------------------	--	---

Look at the examples:

- A
- When you go to a rock concert, you **must** buy a ticket.
 - During a violin recital, you **shouldn't** make any noise.
 - You **musn't** smoke in the Concert Hall.
 - You **should** be in your seat by the third call.
- B
- Pavarotti **won't** come to sing in Monterrey this year.
 - The Monterrey State Fair **might** be canceled again next year because of the rain.
 - The Monterrey Ballet Company **will** dance "The Nutcracker" in December.

Task 1

Complete with the corresponding auxiliary according to the text.

- 1 Zlata saw many war horrors, so she thought she _____ tell the world in a diary.
- 2 Zlata's diary has been published in French and English, and it _____ be published in other languages in the future.
- 3 Despite the difficult conditions, Zlata felt she _____ go to school.
- 4 Even though Serbs, Croats and Muslims are fighting, Zlata thinks that they _____ love each other.
- 5 Zlata and her friend didn't go to the Skenderija Hall Concert. Because she thought somebody _____ take them hostage.
- 6 When writing her diary, she loved it so much that she felt she _____ give it a name.
- 7 A European publisher arranged Zlata's evacuation from Sarajevo, and her family thought she _____ leave her beloved city.
- 8 There is no doubt that the same European publisher _____ publish another one.
- 9 Maja told Zlata that she _____ write their secrets in the diary _____.
- 10 Now Zlata lives in Paris, she _____ go to high school like all the girls her age.

What verb form follows the auxiliary?

Words at work

Find words to match the following definitions. Write the corresponding word in the box.

Mature like an adult	A person who remains in the hands of another under certain conditions	Property that passes from an ancestor to a descendant	A large room for musical performance
To maintain secret about something	To commence an action	Painful, Irritation	To be erudit...
Marvelous, exciting,	A believer in Islam	One who is entertained at home	Father and Mother
A series of questions for examination	To be young and girl	Nuptial ceremony	Very great, particularly fine
Which belongs to oneself	A person that puts into circulation books	Pertaining to Holland	At the back of

- | | | | |
|-----------------|--------------|---------------|---------------|
| 1. guest | 6. terrific | 11. hide | 16. Muslim |
| 2. start | 7. grown up | 12. own | 17. behind |
| 3. test | 8. wise | 13. publisher | 18. Dutch |
| 4. Concert Hall | 9. wedding | 14. heritage | 19. wonderful |
| 5. hostage | 10. poignant | 15. girlish | 20. parents |

Time to read! (4)

Answer individually the following questions.

- 1 For you, is karate a sport or a military activity?

- 2 What country does karate come from?

- 3 What parts of the body does the karate expert use when he/she fights?

- 4 Is there a karate club in your school?

- 5 Have you seen a martial arts film?

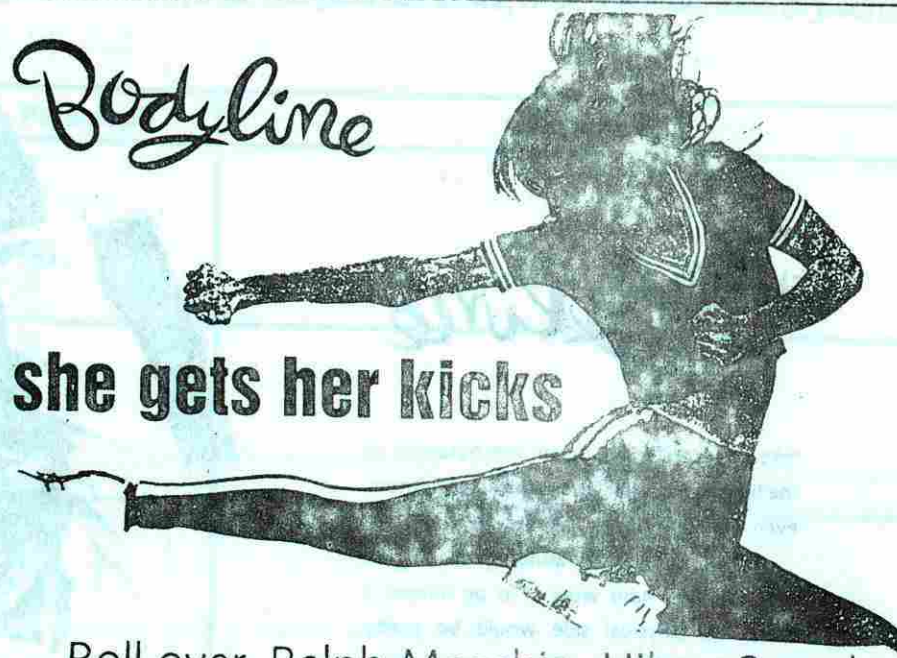
- 6 What is the theme of the film Karate Kid I?

Now, form teams of 4 and discuss your answers to the questions.



Bodyline

she gets her kicks



Roll over, Ralph Macchio. Hilary Swank is the new Karate Kid, and she's ready to fly higher than ever on the silver screen.

In person, Hilary Swank hardly looks like she could take some big, bad dude out (like permanently) with a flick of her wrist. In fact, when the 21-year-old arrives for lunch, she's Gap-clad, totally down-to-earth, and has a nothing-can-get-me-down smile across her face. She seems to be as interested in other people as they are in her (and they are), and she's not at all fazed that she's the star of *The Next Karate Kid*, the latest flick that proves the appeal of a female action hero is not a fluke.

The film starts out on familiar ground. Julie (Hilary) is a desperately lost and lonely 17-year-old who's had it rough and could use some guidance. It arrives, of course, in the form of Mr. Miyagi (Pat Morita), who has trouble handling her. But what makes this story worthwhile is that it spends more time on the emotional transformation the character takes than on the physical one. It's an inner journey, not a bloodfest. No head-snapping kicks or relentless chants about waxing on and off. Best of all is the introduction of a female lead with a little attitude. Daniel, the original Karate Kid played by Ralph Macchio, may have been endearing, but Julie is smart and she's not afraid to speak her mind. "Truthfully," says Hilary, "I'm a big pain in the butt."

And to get the role, Hilary had to kick some butt. She beat out 500 others, and when it came down to the seven finalists, it took more than reading lines to land the part. The producers needed someone who would feel comfortable being physical, and they weren't interested in faking it. They made sure by casting Hilary, a natural athlete. "Basically," she says, "they put me in a room and showed me a move, like a spin kick, and then they'd say, 'Okay, you try it.'"

She knew it was the right thing. "I'm completely a tomboy," says Hilary, who, growing up near Seattle, spent her life doing all kinds of sweaty outdoorsy stuff, like hiking, rafting, and biking. "I know how to do everything—play baseball, soccer, football. You name it. I can't stand it when girls act like they can't throw a ball or climb a tree or >

Bodyline



hike or something, I mean, I'm outdoors all the time. I love it, and I consider all of it fitness, even though it doesn't always seem like it."

Acting aside, Hilary admits preparing for the film took hard work. "To be honest, I knew the physical side would be pretty tough, but I also knew I'd get a lot of training." And train she did. It started with two hours every day, then went to three, and finally up to five and provided a mix of strength training, cardiovascular work, and a

"I know how to do everything. I can't stand it when girls act like they can't throw a ball or climb a tree or hike or something."

lot of coordination exercises. "There were pull-ups, push-ups, sit-ups, and everything you could do on a bar," says Hilary. "At first I was so sore I hurt in places I never knew I had muscles. The training literally put me in the best shape I've ever been in."

For the time being, Hilary is trying to keep herself busy until she finds another project she can feel passionate about. "It was really exciting to work on such a big film," she says. "I was involved in the whole thing because I was in almost every scene." But finding another great role will take time, and Hilary knows it's a matter of poring through scripts until the right one "hits." Or until she hits it, as the case may be. —Malissa Thompson

Task 1

After reading the text *Bodyline, she gets her kicks*, write the main idea of each paragraph in your own words.

Paragraph	Main Idea
1	
2	
3	
4	
5	
6	

Task 2

The writer has a sympathetic attitude toward Hilary Swank. "Hilary Swank is the new Karate Kid, and she is ready to fly higher than ever on the silver screen."

Questions: What is Hilary's opinion about:

- a) girls? _____
- b) life in general? _____
- c) the movie? _____
- d) training? _____

Pair work

What do you think about organizing a Martial Arts Club?
Ask your physical teacher for more information about:

- a the difference between: karate, tai chi and judo.
- b the appropriate clothing for each one.
- c the number of people in a team.
- d the amount of hours a day you should practice.
- e becoming a champion.

Skill: Connectors

Task 1

In the space, indicate whether the relationship between the idea is one of:

addition, contrast, consequence or cause.

Example:

"Daniel, the original Karate Kid played by Ralph Macchio may have been endearing, but Hilary is smart and she's not afraid to speak her mind."

↑ contrast ↑ addition

- 1 "Tai chi: A Chinese technique that's based on using your internal energy. It's graceful, done in slow motion, and used more for spirituality and stress reduction than for sport or exercise." _____
- 2 "I'm an athlete, so in this way I can play baseball, soccer or football." _____
- 3 "During the exercises I was also very sore. I was hurt, I never knew I had muscles." _____
- 4 "My health is very good because I'm outdoors all the time." _____
- 5 "I had to practice two hours every day, then went to three and finally to five." _____
- 6 "I love it, and I consider all of it fitness, even though it doesn't always seem like it." _____
- 7 "I was involved in the whole thing because I was in almost every scene. But finding another great role will take time." _____
- 8 "Karate: Often used as a generic term describing styles of unarmed combat. Use of hand and foot techniques, so the karateca can use it to attack as well as defend." _____
- 9 "Acting aside, she admits preparing for the film took hard work, although she knew the physical side would be pretty tough." _____
- 10 "What makes this story worthwhile is that it spends more time on the emotional transformation the character takes than on the physical one, because it's an inner journey, not a bloodfest." _____

Clearing it up

Table A:

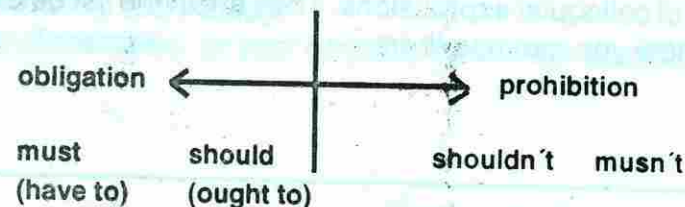


Table B:

Positive certainty	possibility	negative certainty
will	might (could)	won't (will not)

Task

Complete with the most suitable modal auxiliary.

Example:

If Hilary Swank wants to be considered as a pro star, she **must** prove that her nomination was not a fluke.

- 1 She's not quite sure, but she _____ be nominated for another film.
- 2 Although she is a female, she _____ practice like any male karate expert.
- 3 Since she has spent her life doing all kinds of sweaty outdoor exercises, she _____ be fit for the movie.
- 4 To be worthwhile, this story _____ spend more time on the emotional transformation of the character than on the physical one.
- 5 The writer's prediction about this situation is that Hilary _____ need time to find another project she can feel passionate about.
- 6 You _____ start strenuous karate activities without warming-up.
- 7 After years of karate practice, you _____ get the black belt.
- 8 Hilary Swank _____ become famous through the silver screen.
- 9 In the film Mr. Miyagi (Pat Morita) _____ teach Julie (Hilary) the philosophy of martial arts.
- 10 For her any girl _____ at least be able to throw a ball or climb a tree.

Words at work

Task 1

The first part of this text has a lot of colloquial expressions. They are in the list below. Try to find out what they mean and when/how you can use them.

1 "a big, bad dude"

2 "totally down-to-earth"

3 "a nothing-can-get-me-down smile"

4 "not at all faze"

5 "the latest flick"

6 "is not a fluke"

7 "a bloodfest"

8 "with a little attitude"

9 "a big pain in the butt"

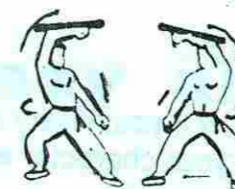
10 "(not) interested in faking it"

11 "a tomboy"

Task 2

Here are some definitions of Eastern martial arts techniques. Read them carefully. Describe Karate and Kickboxing techniques.

Ask your classmates, or your physical education teacher.



- * **Tai kwon do:** Technique that uses offensive and defensive moves, with an emphasis on kicking.
- * **Tai chi:** A Chinese technique that's based on using your internal energy. It's graceful, done in slow motion, and used more for spirituality and stress reduction than for sport or exercise.
- * **Judo:** A technique that is 100 per cent defensive, using grabbing and holding moves, as opposed to kicking and striking. An Olympic sport, it is very competitive and most resembling wrestling.
- * **Kendo:** "The way of the sword." It is a Japanese Martial-art form that can be linked to Western fencing.

- * **Karate:** _____
- * **Kickboxing:** _____

DIRECCIÓN GENERAL DE BIBLIOTECAS

Task 3
Writing (pair work).

One of you is going to work like Hilary Swank and another one like the reporter of China News. Write the questions and answers.

Interview: China News to Hilary Swank.

In China we are interested to know if you, Hilary Swank, develop both sides of martial arts: Physical and mental, and if your character was transformed because of the film "Karate Kid."

Your teacher advises you to:

- * Greet Miss Swank.
- * Tell her you are a reporter from China News.
- * Ask her about other aspects from China, besides martial arts, she knows.
- * Ask her if she has ever been in China and for how long, or if she would like to go.
- * Ask her about the amount of time she has devoted to martial arts.
- * Ask her if she plans to become a *sensei* or an actress.
- * Wish her good luck and ask her to send a message to China News readers.
- * Thank her for her time.

4 Love

Fall in love



Forever

I will always love you



Lost love

I'm crazy about you!

Prisoner of love

True love

I luv ya!

Be mine!



Heartbroken

Be my Valentine

Love is blind



Fall out of love

All is fair in love and war



Task 3
Writing (pair work).

One of you is going to work like Hilary Swank and another one like the reporter of China News. Write the questions and answers.

Interview: China News to Hilary Swank.

In China we are interested to know if you, Hilary Swank, develop both sides of martial arts: Physical and mental, and if your character was transformed because of the film "Karate Kid."

Your teacher advises you to:

- * Greet Miss Swank.
- * Tell her you are a reporter from China News.
- * Ask her about other aspects from China, besides martial arts, she knows.
- * Ask her if she has ever been in China and for how long, or if she would like to go.
- * Ask her about the amount of time she has devoted to martial arts.
- * Ask her if she plans to become a *sensei* or an actress.
- * Wish her good luck and ask her to send a message to China News readers.
- * Thank her for her time.

4 Love

Fall in love



Forever

I will always love you



Lost love

I'm crazy about you!

Prisoner of love

True love

I luv ya!

Be mine!



Heartbroken

Be my Valentine

Love is blind



Fall out of love

All is fair in love and war



Time to read! (1)

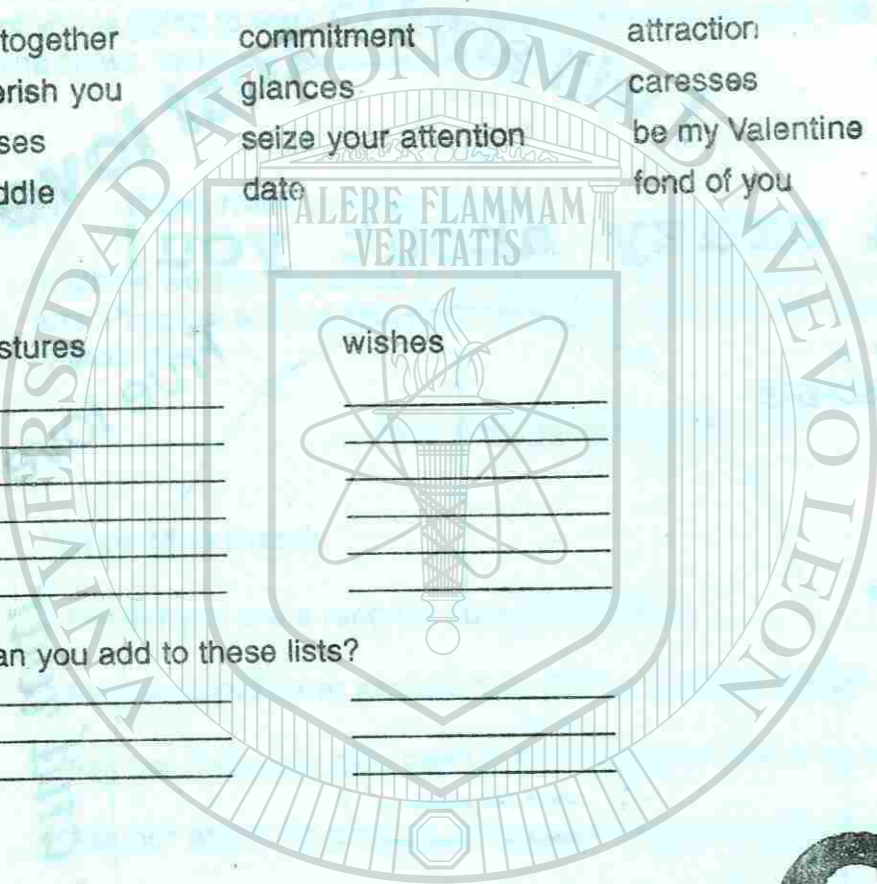
Look at these ways of expressing love and put them in the right columns. Do as many as you can and then check your answers in a dictionary.

- | | | | |
|-------------|----------------------|-----------------|---------------|
| be together | commitment | attraction | hugs |
| cherish you | glances | caresses | long for |
| kisses | seize your attention | be my Valentine | pamper |
| cuddle | date | fond of you | holding hands |

gestures

wishes

Can you add to these lists?



Think about the one you love. Write down his/her gesture you love the most.

Task 1

Choose the best answer according to the poem.

e.e. cummings

[SOMEWHERE I HAVE NEVER TRAVELLED]

SOMEWHERE I have never travelled, gladly beyond
 any experience, your eyes have their silence:
 in your most frail gesture are things which enclose me,
 or which I cannot touch because they are too near.

Your slightest look easily will unclose me
 though I have closed myself as fingers,
 you open always petal by petal myself as Spring opens
 (touching skillfully, mysteriously) her first rose

or if your wish be to close me, I and
 my life will shut very beautifully, suddenly,
 as when the heart of this flower imagines,
 the snow carefully everywhere descending;

nothing which we are to perceive in this world equals

I do not know what it is about you that closes

- The poet refers to
 - a place not visited yet.
 - his love's look.
 - his intense love.

- In the 2nd stanza the poet compares the force of his loved one to that of
 - Spring.
 - the first rose.
 - fingers.

- In the 3rd stanza he uses a metaphor of
 - him closing as a rose when it snows.
 - his heart and a flower.
 - his life and the snow

Task 2

Complete the poem filling in the blanks with the following six lines correctly sequenced

- rendering death and forever with each breathing.
- the voice of your eyes is deeper than all roses)
- the power of your intense fragility: whose texture
- nobody, not even the rain has such small hands.
- compels me with the colour of its countries
- and opens; only something in me understands

Task 3

Match expressions in the first column with a phrase in the second column which has almost the same meaning.

- | | |
|-----------|-------------------------------------|
| 1 enclose | a) close |
| 2 unclose | b) outside the limits, out of reach |
| 3 compel | c) trap, catch, captivate |
| 4 shut | d) open, reveal |
| 5 beyond | e) influence |

Task 4

Find the words and phrases below in the poem. Then find the other words in the poem which refer to them or vice versa. The first one is done for you.

1	<i>your eyes</i>	<i>their</i>	
2	<i>things</i>		
3	<i>I (have closed)</i>		
4		<i>whose</i>	<i>Its</i>
5		<i>my</i>	
6		<i>this flower</i>	

Task 5

- Write one sentence to summarize your understanding of the poem.

 - Order the following phrases according to the sequence of the stanzas.

() possible effect (1)	() gesture power	() possible effect (2)
() metaphor	() gesture (description)	
- Collect any information relevant to the author even some other poems, and make a collage poster. Only dates, photos, poems, drawings, no written text.

Skill: Cause and Effect

Task 1

Mark the following statements TRUE (T) or FALSE (F). Provided that love is always the cause, and vulnerability the effect.

- Love produces vulnerability
- Love results from vulnerability
- Love causes vulnerability
- Love leads to vulnerability
- Love is caused by vulnerability
- Love results in vulnerability
- Love is produced by vulnerability
- Love is due to vulnerability

Task 2

Using the sentences in Task 1, fill in the following blanks.

To express the EFFECT something has:

noun + expression of effect + noun

Love _____ vulnerability

To express the CAUSE of something:

noun + expression of cause + noun

Love _____ vulnerability

Task 3

In the sentences below:

- a) Identify the causes (C) and the effects (E).
- b) Mark the sentences TRUE (T) or FALSE (F) according to the poem.
- c) Rewrite the false sentences to make them true by using some of the expressions of Task 2.

- 1 My revealing is produced by your look.
- 2 Your look results from my opposite reactions.
- 3 The power of your fragility can lead me to death.
- 4 My mood results in your look.

Clearing it up

Task 1

Look at this line from the poem...

"or if your wish be to close me, I and my life will shut very beautifully..."

And at this idea from the poem...

If your wish is* to uncloset me, I'll open myself as Spring opens her first rose

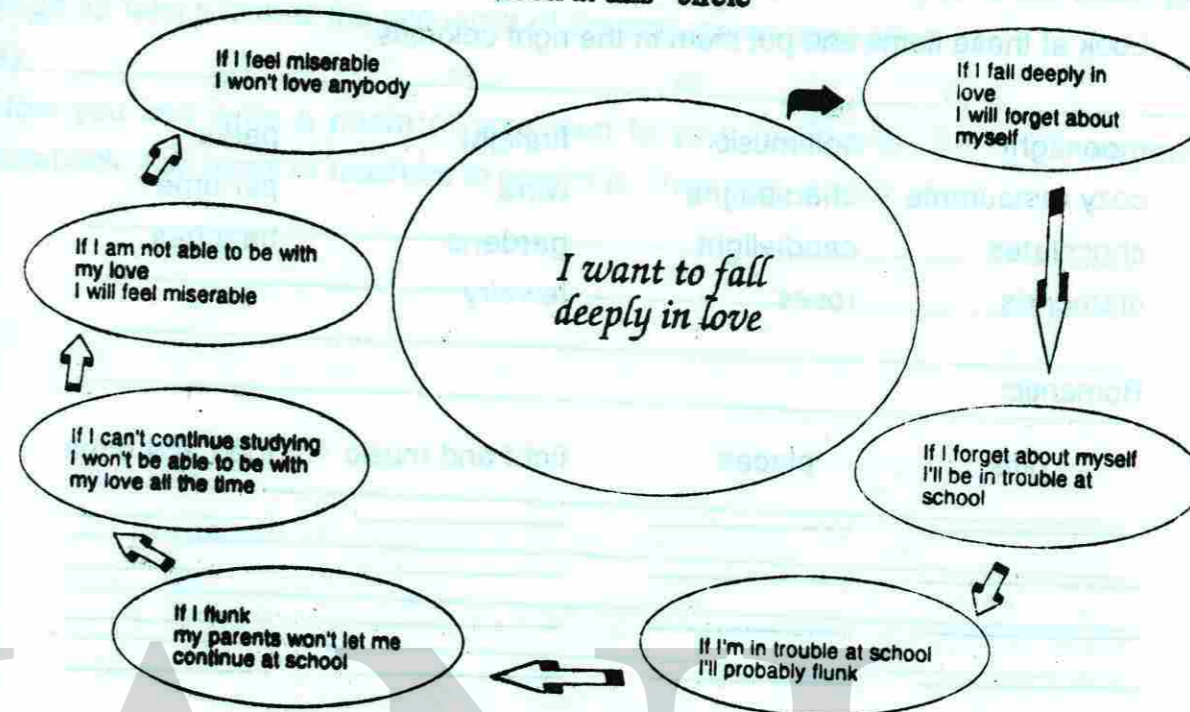
* "be" in the line from the poem is also possible: poetic license.

Now look at this table.

	Verb/Verb+s	Conditional Clauses	Will + Verb
If	I have enough time, you have enough money,		I'll answer some letters we'll go on vacations.
	he studies this year, it rains this afternoon,		he'll graduate next July. we won't go shopping.

Task 2

Look at this "circle"



Can you think of any other similar situations? Try and finish these "circles."

1 If I stop smoking, I'll be miserable...

2 If you don't drive faster, we'll be late...

3 If I go to another country, I'll need money...

4 If you don't love me, I'll be miserable

Time to read!⁽²⁾

Rank the following ways of sending love message from the most (1) to the least (10) romantic.

- poems
- telephone
- answering machine
- songs
- computers
- letters
- fax machine
- store-bought Valentine
- self-made Valentine
- flowers
- love notes



Now, read the text "High-Tech Romance"

High-Tech Romance

On the surface, answering machines, fax machines and computers might seem impersonal, but in fact, they've actually expanded the avenues for expressing one's love and affection. Since these machines were created with nanosecond efficiency in mind, the ability to convey a moment's romantic notion is built right in. One woman who works at a hospital and can't receive personal calls, says her boyfriend has taken to calling her answering machine at home when he wants to say he's thinking of her. "It's great to come home to all these messages from him," she says. "mostly he leaves funny ones. But sometimes he'll leave such a sweet message I want to run right into his arms."

Faxes are tailor-made for romance -especially for the guy who has trouble articulating his innermost feelings. "My fiancé bought me a fax machine for my birthday," says a writer. "At first I thought it was a little weird until I started receiving daily faxes from him. My favorite, which I framed, is a cartoon drawing of him with a little bubble over his head in the shape of a heart -with my name in it."

Then there is the man who started sending his newfound love, who worked down the hall, little love notes on the computer. But one time, she reports, "He accidentally hit the wrong button and wound up sending the most erotic message to everyone in the office!" Oops.

Snafus aside, consider how to put high-tech romance to work for you-and give new meaning to the phrase "Reach out and touch someone".

Task 1

Tick the right completion

1 The text is about

- a) the efficiency of fax machines, computers and answering machines at the office.
- b) how romantic fax machines, computers and answering machines can be.
- c) funny love messages sent via fax, computers and answering machines.

2 The woman at the hospital

- a) loves the messages from her boyfriend on her answering machine.
- b) loves to leave love messages on her boyfriend answering machine.
- c) loves the fax messages from her boyfriend.

3 The writer's fiancé

- a) started to send her daily faxes.
- b) started to send him daily faxes.
- c) started to receive daily faxes from her.

4 The man and his newfound love worked

- a) down the hall.
- b) at the same office.
- c) at the same building.

Task 2

Discuss the following questions in pairs. Underline the sentence(s) that support your opinion.

1 Is the author for or against the romantic use of high-tech?

2 What is the reason he gives for the use of high-tech to convey romantic messages?

3 What does he say to reinforce his position?

4 Who could you send a love message to through these high-tech machines?

Ask your peers or computing teacher how to send a message from computer to computer. You need to find out the specifications for:

- type of hardware
- hardware devices
- software
- any other instructions

Draw a funny-romantic cartoon, or write a love note and send it using any of the machines mentioned in the text.

Love

See how many words you can find in two minutes. Ready? Go!

I think it's Love

D	E	L	I	G	H	T	R	E	T	T	E	L
T	O	P	L	I	Y	R	A	U	R	B	E	F
F	O	U	R	T	E	E	N	T	H	B	L	L
G	I	R	L	F	R	I	E	N	D	O	O	A
Y	O	J	J	D	K	V	S	N	W	V	T	D
T	D	T	W	I	F	E	O	E	E	L	G	N
W	O	N	S	P	M	I	R	V	S	H	S	E
S	S	S	A	U	T	S	A	T	P	U	T	I
W	W	S	T	C	C	L	T	B	O	M	R	R
O	O	C	E	H	A	P	P	Y	E	O	A	F
R	B	F	C	C	R	M	M	D	M	R	E	Y
R	F	E	E	L	D	N	A	B	S	U	H	O
A	L	I	A	M	S	T	E	U	Q	U	O	B

- | | | | |
|-----------|---------|------------|------------|
| AFFECTION | CARDS | FOURTEENTH | HUMOR |
| LETTER | ARROWS | CUPID | GIRLFRIEND |
| HUSBAND | LOVE | BOUQUETS | DELIGHT |
| GLEE | JOY | MAIL | BOWS |
| FEBRUARY | HAPPY | KISS | POEMS |
| BOYFRIEND | FLOWERS | HEARTS | LACE |
| WIFE | CANDY | FEEL | ROSE |

Skill: Cause and Effect

Task 1

Read the last sentence of the first paragraph of the text High-Tech Romance.

Is it explaining the reason for using high-tech, or describing the effect of using it? _____

How did you establish the difference between reason (cause) and effect? _____

Task 2

Read the following text.

There are statistical differences in the life-cycles of men and women. For example, in Mexico 106 boys are born for every 100 girls. But the mortality rate at all ages is higher for males. So, among the whole population, there are only 94 males for every 100 females.

Now, discuss with a partner some reasons why women live longer than men. Write down 3 of them.

- 1 _____
- 2 _____
- 3 _____

Task 3

Take a look at these ways of explaining reasons and results. Underline the reason (cause) and **circle** the result (effect).

1 **One reason why** women live longer than men is that their bodies are naturally able to survive longer.

2 In most countries only men take part in military combat.

As a result _____

As a consequence _____ many young men are killed in wartime.

Consequently _____

So _____

3 **Since** men often take on the main financial responsibility of keeping a family, they develop stress-related illnesses and die younger.

As _____

Because _____

Task 4

Read and discuss the following list in pairs. Decide which are most important [I], which are secondary [S], and which are not relevant [NR]. There's some space left for your own reasons.

Why do women live longer than men?

- 1 Women's physical structure allows them to live longer than men []
- 2 Men take part in military combat in wartime and women do not []
- 3 Men enjoy taking part in much dangerous sports []
- 4 Men have more financial and economic pressures []
- 5 Far more men work in heavy industry which can be dangerous to health []
- 6 Women do not take on dangerous jobs such as mining, building, etc. []
- 7 Men do not manage retirement well and just 'give up' []
- 8 _____ []
- 9 _____ []

Task 5

Rewrite the statements 3, 5, 6, 7, 8 and 9 above, following the models in Task 3.

- 3 _____
- _____
- _____
- 5 _____
- _____
- _____
- 6 _____
- _____
- _____
- 7 _____
- _____
- _____
- 8 _____
- _____
- _____
- 9 _____
- _____
- _____

Task 6

Develop a cause-effect paper in pairs, using your ideas about the above information. You can distinguish between primary and secondary points by using language such as:

- One of the most important reasons why...
- The main reasons why...
- There are other reasons, too. These are...

Clearing it up

Help your teacher to choose what to buy. Your teacher's got many problems as usual. S/he has a lot of things to buy and is short of money. This is what s/he is thinking.

I have \$550 in my credit card and I need to buy:

- a) a new washing machine for home 250
- b) a card to upgrade my son's computer 150
- c) an answering machine for my office 180
- d) a new modem for my computer 150
- e) 2 tires for my car 160
- f) a lawn-mower for my yard 100

If I buy b, c and d, my son will be happy, I'll communicate faster with my business partner abroad, and my secretary will become more efficient. But, I'll spend time and money at the laundry, my car will collapse, and my lawn will become a jungle. Can you help your teacher?

Think about other possible combinations in such a way that s/he can please everybody.

If s/he buys _____

If s/he buys _____

Words at work

Task 1

Underline the following words of the text on page 102:

- nanosecond convey tailor-made innermost
- weird newfound snafus built in

In pairs take a look at the following list of alternative words and select substitutes for the words underlined.

- intimate send familiar confusions increase
- ten thousandth of a second one millionth of a second
- recently bizarre restored created strange
- suitable dispatch peculiar complication revived
- fresh transmit acceptable founded satisfactory
- personal adequate jumbles deep established assembled

Now compare your list of substitutes with another two pairs. Finally check in your dictionary, if necessary.

Task 2

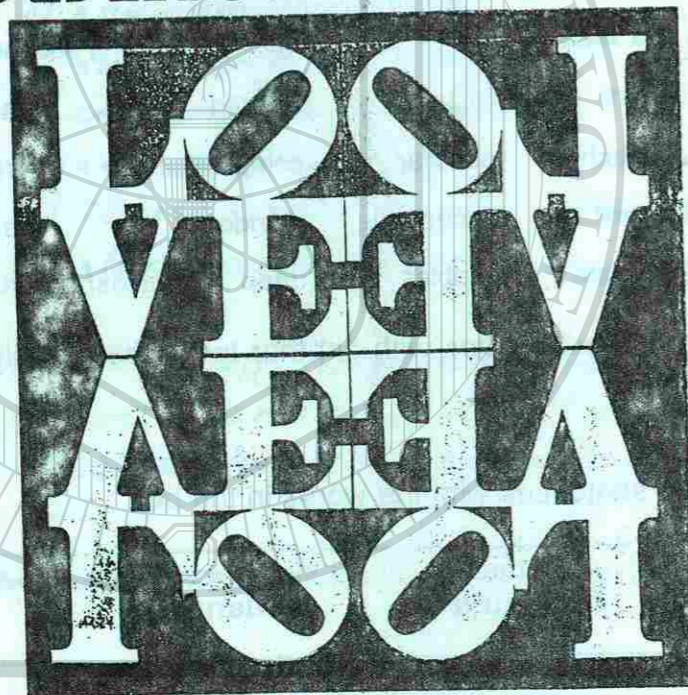
Complete the following sentences with the words in the box.

- handmade self-made newborn tailor-made
- home-made newfound newfangled

- All these _____ devices such as fax machines, answering machines and personal computers were unthinkable in the 1960's.
- Archeologists are planning to restore the _____ ruins near Chichen-Itza in 2 years.
- A lot of new clothes are so well designed that although made by the thousands, they seem _____ for everyone.
- Nowadays in Monterrey, long distances between homes and work places, along with longer workdays, make people have fast food more frequently instead of hot _____ meals.

- 5 My business partner in Mexico City sent me a fax with the picture of his _____ baby last Friday.
- 6 In this time of serial production and disposable articles, _____ products are booming again.
- 7 A _____ Valentine is rather more personal than a store -bought one.

ROBERT RINDA



Love Wall ('Deutsch Liebe'), 1966, oil on canvas, signed and dated, four panels each 12" x 12" overall 24" x 24"

PAINTINGS FROM THE SIXTIES

VIRGINIA
LUST
GALLERY
61 SULLIVAN ST.
NEW YORK, NY 10012

BY APPOINTMENT
PHONE (212) 941-9220
FAX (212) 219-8638

5 The future

Time to read! (1)



Can you extend one or both columns?

A
UN
NATO
OEA

B
U.S.A. Panama
Bosnia- Herzegovina
Kurdistan-Pakistan
North Korea-South Korea
U.S.A.-Cuba
U.S.A.-Haiti

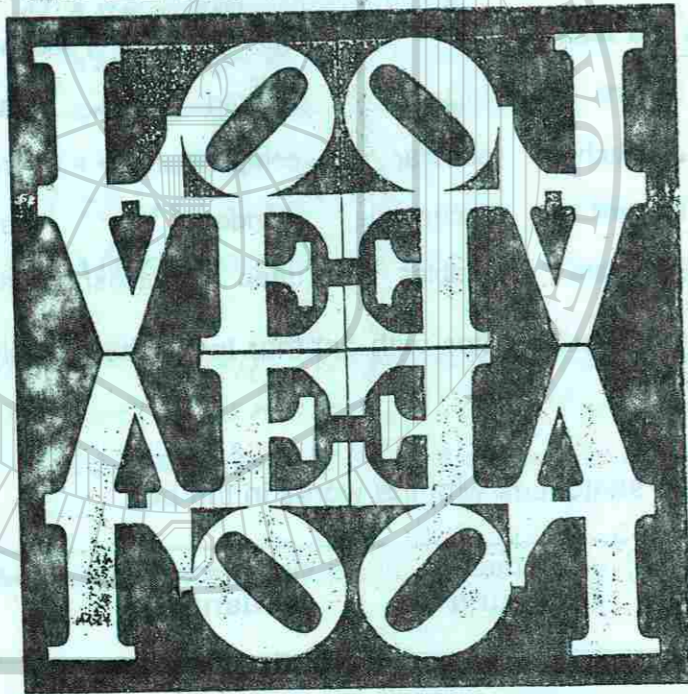
Do you know the relation between column A and column B?

For example: Do the UN, NATO and OEA have anything in common?

Is there anything in common, between North Korea - South Korea and the U. S. A - Cuba?

- 5 My business partner in Mexico City sent me a fax with the picture of his _____ baby last Friday.
- 6 In this time of serial production and disposable articles, _____ products are booming again.
- 7 A _____ Valentine is rather more personal than a store -bought one.

ROBERT RINDERS



Love Wall ('Deutsch Liebe'), 1966, oil on canvas, signed and dated, four panels each 12" x 12" overall 24" x 24"

PAINTINGS FROM THE SIXTIES

VIRGINIA
LUST
GALLERY
61 SULLIVAN ST.
NEW YORK, NY 10012

BY APPOINTMENT
PHONE (212) 941-9220
FAX (212) 219-8638

5 The future

Time to read! (1)



Can you extend one or both columns?

A
UN
NATO
OEA

B
U.S.A. Panama
Bosnia- Herzegovina
Kurdistan-Pakistan
North Korea-South Korea
U.S.A.-Cuba
U.S.A.-Haiti

Do you know the relation between column A and column B?

For example: Do the UN, NATO and OEA have anything in common?

Is there anything in common, between North Korea - South Korea and the U. S. A - Cuba?

Working in groups of 4 or 5, write a list of 4 situations that have to do with both columns.

Example: The United Nations doesn't want to get involved with the problem in Bosnia - Herzegovina.

Be ready to report back to your group.

Task 1

Read the text and fill in the blanks on page 113.

Research, Innovation, and Ideas

Water: Rising Source of Violence

Water will replace oil as the primary reason for international conflict over the next half century, according to researchers at the Indiana Center on Global Change and World Peace.

Countries such as Israel, Jordan, Turkey, Iran, Bangladesh, and even the United States and Mexico contain the potential for disputes over access to water, according to Jack Hopkins, the associate director of the center. Severe water pollution in eastern Europe and the former Soviet Union may also contribute to the problem.

More effective means of controlling international violence will be needed. Hopkins worries that the traditional means may not be enough. The United Nations, for example, is a "fragile coalition" that depends on the great powers. "When they agree, almost anything can be done," he says. "But when they disagree, the United Nations is impotent."

Source: Indiana University, News Bureau, 306 North Union Street, Bloomington, Indiana 47405. Telephone 812/855-3911.

Working in teams of 4 or 5, design a poster with messages like: "Let's save water," "Don't waste water," (etc.)

Words at work

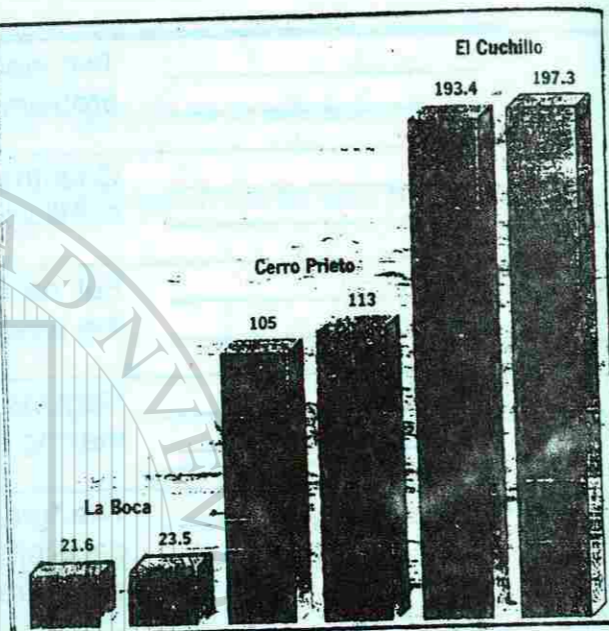
Task 1

Match terms with definitions.

- | | | |
|-------------|--------------------------|---|
| 1 DAM | <input type="checkbox"/> | A flow of water from the ground; the source of a stream or river. |
| 2 DROUGHT | <input type="checkbox"/> | Inundation. An overflowing of water onto land that is usually dry. |
| 3 FLOOD | <input type="checkbox"/> | Make unclean, impure or corrupt; contaminate. |
| 4 FOUNTAIN | <input type="checkbox"/> | A barrier built to hold back flowing water. |
| 5 POLLUTE | <input type="checkbox"/> | An artificial spring. The source or beginning of a stream. |
| 6 RESEARCH | <input type="checkbox"/> | Insufficiency, deficit. |
| 7 SHORTAGE | <input type="checkbox"/> | The act, state or fact of surviving. |
| 8 SPRING | <input type="checkbox"/> | Dryness; absence of rain. |
| 9 STORE | <input type="checkbox"/> | Careful, systematic, patient study and investigation in some field of knowledge, undertaken to establish facts or principles. |
| 10 SURVIVAL | <input type="checkbox"/> | To put aside or accumulate for use when needed. |

El Cuchillo Statistics

Amount of water in the main dams of the State of Nuevo Leon before and after a storm in September, 94. (million cubic meters)



Task 2

According to what you think label the following statements.

- Storing water in desert towns is a must.
- Monterrey endures shortages of water more frequently in winter than in summer.
- "El Cuchillo" dam is an important source of drinking water for Monterrey.
- There are several natural drinking water sources in La Huasteca and Mina, N. L.
- In very critical survival conditions food is more necessary than water.

TRUE FALSE

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Clearing it up (Review)

Match both columns.

- | | |
|---|---|
| 1 If desert towns don't build dams... | <input type="radio"/> if they don't develop special programs against smog and industrial gases. |
| 2 Monterrey will continue struggling with storm floods... | <input type="radio"/> it will become like Mexico City. |
| 3 If the government doesn't provide solutions to problems in Monterrey... | <input type="radio"/> if it doesn't develop a complete storm sewage plan. |
| 4 Most large cities will have polluted air | <input type="radio"/> they will suffer shortage of water. |

LOOK

IF THE GOVERNMENT AND CITIZENS COOPERATED, THE NEIGHBORHOODS WOULD BE CLEAN

According to the statement:

Do the government and citizens cooperate?

Are the neighborhoods clean?

The answers are "No". So, both situations are unreal and hypothetical... but we think it could be true in the future.

Which tense is used in the "IF" clause?

Write it in the first space in the box.

Which auxiliary is used in the result clause?

Write it in the second space in the box.

IF CLAUSE

RESULT CLAUSE

If the government and citizens _____, the neighborhoods _____ be clean.

CONDITIONAL/FUTURE

Task 1

Complete.

If I organized my neighbors, our neighborhood would be beautiful.

If all the families planted a tree, the streets _____ look pleasant.

If everybody swept the streets, they _____ clean.

If _____ painted _____ houses, the block _____ beautiful.

We would have shortages of water, if we didn't store it.

We _____ beautiful gardens, _____ watered them frequently.

We _____ a fountain in the park, _____ the neighbors _____.

We _____ happier if we lived in harmony.

Task 2

Mary Lopez is the class representative in my group at Prepa 2. We asked her to organize a trip to "El Cuchillo" lake as an academic field trip.

She wrote a request to the director, asking for authorization and to use the microbus.

This is the note:

September 4, 1994

Dr. Rogelio Gonzalez Castillo
 Director
 Prepa 2

My group wants to make a study trip to "El Cuchillo" lake next month. They asked me to write this request and a note to our parents. We hope you will give us the authorization to go, and to use the school microbus. If we invited you, would you be able to go with us?

I thank you for your support.
 Mary Lopez

- A) Form groups of 4.
- B) Choose a representative
- C) Choose a place to go from the list on page 117. (You can choose a different place if you want to, but check with your teacher first.)
- D) Write a request to your Prepa director to go to the place you chose and to use the school microbus.

Places to go

"Cerro Prieto" lake- "Falcon" lake- "La Boca" lake- "Marte R. Gomez" lake

Time to go

Next Tuesday, Sunday, (etc.) Next week, month, (etc.) A.M. P. M.

When your team finishes, check with other teams.



Time to read!⁽²⁾



Match professions to services.

- | | | | | |
|---|----------|--------------------------|---|------------------------|
| 1 | Teacher | <input type="checkbox"/> | A | Serving breakfast |
| 2 | Waiter | <input type="checkbox"/> | B | Explaining to students |
| 3 | Dentist | <input type="checkbox"/> | C | Checking one's health |
| 4 | Doctor | <input type="checkbox"/> | D | Building houses |
| 5 | Engineer | <input type="checkbox"/> | E | Fixing caries |

What are you going to study when you finish high school?

It is very important for you to know professional careers other than just the traditional ones (engineering, medicine, law, dentistry) so you can have a wider variety of choice. Working in groups of 4 or 5, analyze the 5 fields of research mentioned below; try to reach a consensus on what they refer to, and what college title you can get if you study one of them. Have a report ready for your group.

PHYTOLOGY-MARINE BIOLOGY-PATHOLOGY-BIOCHEMISTRY-ANTHROPOLOGY.

Task 1

Read the text below and decide if the following comment can be inferred from the information and ideas given.

"THE FUTURE IS ALREADY HERE AND YOU ARE PART OF IT."

YES NO

Customer Service Emerges as Profession

As more companies focus on customer satisfaction business schools are gearing up to train students in a new professional specialty: customer-service representatives. Purdue University's Center for Customer-Driven Quality claims it will graduate the first professionals in this field. The center trains students for customer service and conducts research for companies interested in improving customer satisfaction.

Jon Anton, executive director of the center, believes that customer-service representatives and managers will enjoy some of the fastest-growing career opportunities for the coming decade as companies focus more intently on customer satisfaction than ever before. "We are seeing corporate officials with the job title 'vice president for customer satisfaction' This was virtually unheard of five years ago." Anton says.

Source: Purdue University, News Service, 1132 Engineering Administration Building, West Lafayette, Indiana 47907. Telephone 317/494-2096; fax 317/494-0401

Task 2

Put a tick or a cross to show whether these statements are right or wrong, according to the text.

- | | | |
|---|--|-----------------------|
| 1 | The text is about a new professional field | <input type="radio"/> |
| 2 | Customer service can't become a new profession | <input type="radio"/> |
| 3 | Investigation in this field is carried on at Purdue University | <input type="radio"/> |
| 4 | Jon Anton is the news service executive director | <input type="radio"/> |
| 5 | Customer satisfaction isn't very important | <input type="radio"/> |

Check in the classified ad section of a newspaper and write a list of the 5 jobs you consider the best opportunities for college graduates. Would you like to do any of these jobs? Why/not? Talk about your ideas with other teams.

Words at work

Task

Underline the option that best explains the meaning of each word.

- 1 **JOB**
- a) A position of employment
 - b) The time you spend at work
 - c) The money you earn
 - d) The activity schedule
- 2 **SATISFY**
- a) To misbehave
 - b) To fulfill needs or desires
 - c) To do wrong things
 - d) To succeed
- 3 **SPECIALTY**
- a) Referred to certain species
 - b) The state of being expected
 - c) A special feature or characteristic
 - d) Unexpectedly
- 4 **SALARY**
- a) Fixed pay at regular intervals
 - b) A big amount of money
 - c) An obligation with the workers
 - d) A fixed time of work
- 5 **EMPLOYEE**
- a) A person who wants a job
 - b) A person who defends workers
 - c) A person who hires workers
 - d) A person hired by another

Clearing it up

Task

If you studied the new specialty mentioned in the text **Customer Service Emerges as Profession** on page 119 you would become a customer satisfaction specialist.

But let us see how many events **WOULD** happen **IF** we studied medicine.

FILL IN THE BOXES FOLLOWING A LOGICAL SERIES OF EVENTS.

If we	passed	the exam.	we would	enter	the School of Medicine
	studied	medicine		become	doctors
If we	became			cure	
	cured	many people		become	famous doctors
If we		famous doctors		make	
	made	a lot of money		buy	a big house
If we		a big house		have	a beautiful family
		a beautiful family			very happy

Skill: *Guessing meaning from context.*

Task 1

Working with your team:

A) Read the following sentences and guess the meaning of the "unknown" words.

Write them on the lines.

B) Analyze each sentence and decide whether they're type X, Y or Z.

X= You understood the meaning from the definition

Y= You guessed from additional information after the unknown word

Z= You guessed from information that comes before the unknown word.

Example:

Starting a new restaurant with no money is more than difficult; it's "ontkble".

- A) "ontkble" = impossible. B) Sentence type: Z

- 1 I like fish and my wife prepares delicious shrimps, that's why we opened a "notkble" restaurant.
A) _____ B) _____
- 2 The new cook didn't "ontkble" the process. He says it's very difficult and complicated. I'll give him another more detailed explanation tomorrow.
A) _____ B) _____
- 3 The customer service is very "ontkble" in this restaurant. Food is delicious, prices are reasonable and the service is fast.
A) _____ B) _____
- 4 If you serve cold tortillas and hot beer you will be out of business soon. There's an appropriate "ontkble" for each food you serve.
A) _____ B) _____
- 5 A "notkble" is an amount of money that the customer gives to the waiter at a restaurant because of good service.
A) _____ B) _____
- 6 How was the dinner at the restaurant?
Delicious, but it was quite "ontkble". Fortunately I had enough money to pay.
A) _____ B) _____
- 7 A "notkble" is a person who buys, especially one who buys regularly, often from the same store.
A) _____ B) _____
- 8 Finally, my restaurant had problems: costs went high and customers preferred other restaurants. I was forced to "ontkble"
A) _____ B) _____

Task 2 Oral practice

JOB APPLICATION INTERVIEW

You applied for a job as a waiter and next Monday you will have an important interview with Mrs. Gonzalez, the personnel department manager. Your English teacher wants you to practice possible questions and answers with your classmates.

Girls will prepare Mrs. Gonzalez's role and boys will prepare the interviewee's.



GIRLS

(Mrs. Gonzalez)

-Greet the interviewee

-Decide on your questions about:

- age
- place of study
- reasons for wanting to work
- education

-Be prepared to give information about:

- company requirements
- schedules
- salaries
- policies, etc.

BOYS

(Interviewee)

-Introduce yourself

-Be prepared to give personal information about:

- age
- place of study
- expectations
- grades

-Be prepared to ask about:

- requirements
- schedules
- salaries
- policies, etc.

WHEN THE INTERVIEW FINISHES:

(girls)

(boys)

Decide who is the candidate selected

Don't forget to thank Mrs.

Gonzalez's for the chance of applying

Task 3

Role-play with a partner.

Task 4

Now, role-play with a partner from another team.

Task 5

Writing:

BOYS: Write a report on the information you received. Imagine the report will be published in your high school newspaper.

GIRLS: Write a report on the person you interviewed. Decide among yourselves which applicant gets the job... and why.

Time to read! (3)

AGREEMENT AND DISAGREEMENT

Observe the following list of options and tick the ones that you would like to follow in the future. Cross the ones your parents want you to follow.

In 2 years _____

U.N.A.M. U.A.N.L. full-time job.

U.R. part-time job

Any other university _____

Lawyer Dentist

Businessman Politician Priest

Doctor _____

Other profession _____

In 25 years _____

Happy Married

Single

Unhappy

successful not so successful

employee employer professional bureaucrat

In 50 years (conclusion) _____

MY LIFE HAS BEEN AN OUTSTANDING SUCCESS

MY LIFE HAS BEEN FAIRLY GOOD

Tick one to three factors you think could be the most influential in your future.

- Dad Mom Both Myself Destiny Government

Discuss your opinion with your group and explain why you think as you do.

Task 1

Read the text below and decide if the following comment can be inferred from the information and ideas given.

"THOUGHTS FROM YESTERDAY GUIDE US TOWARD TOMORROW."

YES

NO

RESPONSIBILITY FOR THE FUTURE

More than 2,000 years ago, Caecilius Statius, a Roman slave who became famous as a playwright, observed, "we plant trees to benefit another generation." His remark is apt today as it was when he made it and shows how thinkers of the past can still teach us something about the future.

George Bernard Shaw, for instance, made an even more perceptive remark than Caecilius. "We are made wise," said Shaw, "not by the recollection of our past, but by the responsibility for our future."

This responsibility begins when we recognize that we ourselves create our future—that the future is not something imposed upon us by fate or other forces beyond our control. We ourselves build the future both through what we do and what we do not do. Once we recognize our power over the future, we inevitably begin to anticipate the consequences of what we do and to do those things that will improve our future; in short, we begin to act wisely. Here are some thoughts from the past on our responsibility for the future:

"Change is inevitable. Change for the better is a full-time job."

-Adlai Stevenson (1900-1965) statesman.

"The vast possibilities of our great future will become realities only if we make ourselves responsible for that future."

-Glifford Pinchot (1865-1946), conservationist.

"We can only pay our debt to the past by putting the future in debt to ourselves."

-John Buchan (Baron Tweedsmuir) (1875-1940) author.

"To a large extent, the future lies before us like a vast wilderness of unexplored reality."

-Sir John Templeton (1912-) financial analyst.

"Destiny is not a matter of chance; it is a matter of choice; it is not a thing to be waited for; it is a thing to be achieved."

-William Jennings Bryan (1860-1925), political leader.

"Never doubt that a small group of thoughtful, committed citizens can change the world: indeed, it's the only thing that ever has."

-Margaret Mead (1901-1978) culture anthropologist.

"Our greatest responsibility is to be good ancestors."

-Jonas Salk (1914-) scientist.

This article was written by Eduard Cornish, president of the World Future Society and editor of **THE FUTURIST**.

Task 2

Mark the statements **T** (true) or **F** (false) according to the information in the text. Underline the sentence(s) on which you based your answers.

- 1 Old philosophers' ideas are not valid today. _____
- 2 When we become aware that we make our own future, we become more responsible. _____
- 3 Our future is only determined by what we do. _____
- 4 We should believe that we have power over the future. _____
- 5 Adlai Stevenson explained that we have to worry more often if we want to change or improve. _____
- 6 William Jennings Bryan believed that destiny is a matter of choice. _____
- 7 Jonas Salk meant that we must be committed to the future. _____

PLANNING YOUR LIFE



- What would you like to be doing in 3 years?
What actions are you taking now that will determine what you will be?
- What will become of you in 6 years? And in ten years?
Talk about these ideas with your group.

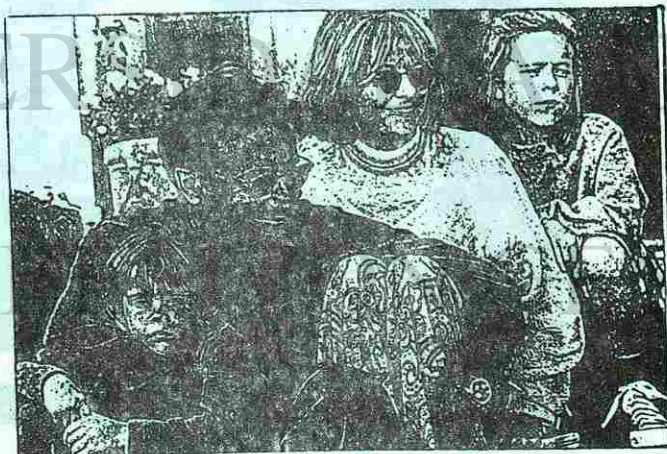
Words at work

Task 1

Choose from the box and write the word defined in the paragraph.

ANCESTOR	FATE	CONSEQUENCES	GENERATION
LUCK	POSTERIOR	WISE	

- _____ The seemingly chance happening of events which have a beneficial effect; fortune.
- _____ All the people born at about the same time or living in the same period of time.
- _____ Destiny; something inevitable.
- _____ Subsequent, later, following after.
- _____ Any person from whom is descended.
- _____ Having or showing good judgment; sagacious; prudent; discreet.
- _____ A result, effect. A logical conclusion; inference.



Task 2

Classify the words from the box in three columns according to the titles.

CONQUER- FORESIGHT- ANCESTOR- ANTICIPATION- ANTIQUITY- REACH-PROSPECT- OBTAIN HISTORY- EXPECTATION- WIN- RETROSPECTION- SUCCEED- PREDICTION- ARCHAISM
--

FUTURE	PAST	ACHIEVEMENT
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Clearing it up

Match both columns.

- | | | |
|---------------------------------------|-----------------------|--|
| If I went to the party | <input type="radio"/> | 1 I would ask her to marry me. |
| If I danced with Alicia | <input type="radio"/> | 2 my family would live there. |
| If Alicia became my girlfriend | <input type="radio"/> | 3 we would paint it. |
| If I married Alicia | <input type="radio"/> | 4 it would look beautiful. |
| If I bought a house | <input type="radio"/> | 5 I would ask her to be my girlfriend. |
| If we lived in a new house | <input type="radio"/> | 6 everybody would be happy. |
| If we painted the house | <input type="radio"/> | 7 she would be my children's mother. |
| If everbody made his dreams come true | <input type="radio"/> | 8 I would dance with Alice. ® |

Skill: *Guessing meaning from context.*

Form groups of 4, and then:

- A) Read the following sentences and guess the meaning of the "unknown" words. write them on the line A.
- B) Analyze each sentence and decide whether they're type Y or Z. Write it on line B.

Y: Understanding from exemplification of the "unknown" word.

Z: Understanding from information that comes before the "unknown" word.

Example: When you talk about the future and the past of your family you have to use words that are clear and precise.

For example "ontkble" has come to mean "any person from whom you are descended."

A) ancestor B) 2

1 Well-known "ontkbles", such as Aristotle, left interesting ideas about the future.

A) _____ B) _____

2 My father and my mother have different opinions about what they want me to be as an adult. I want them to let me decide my own "ontkble".

A) _____ B) _____

3 I like Math and Physics. I think that civil engineering and computation are two good fields, so before I finish high school I have to take a "notkble" about which one to study.

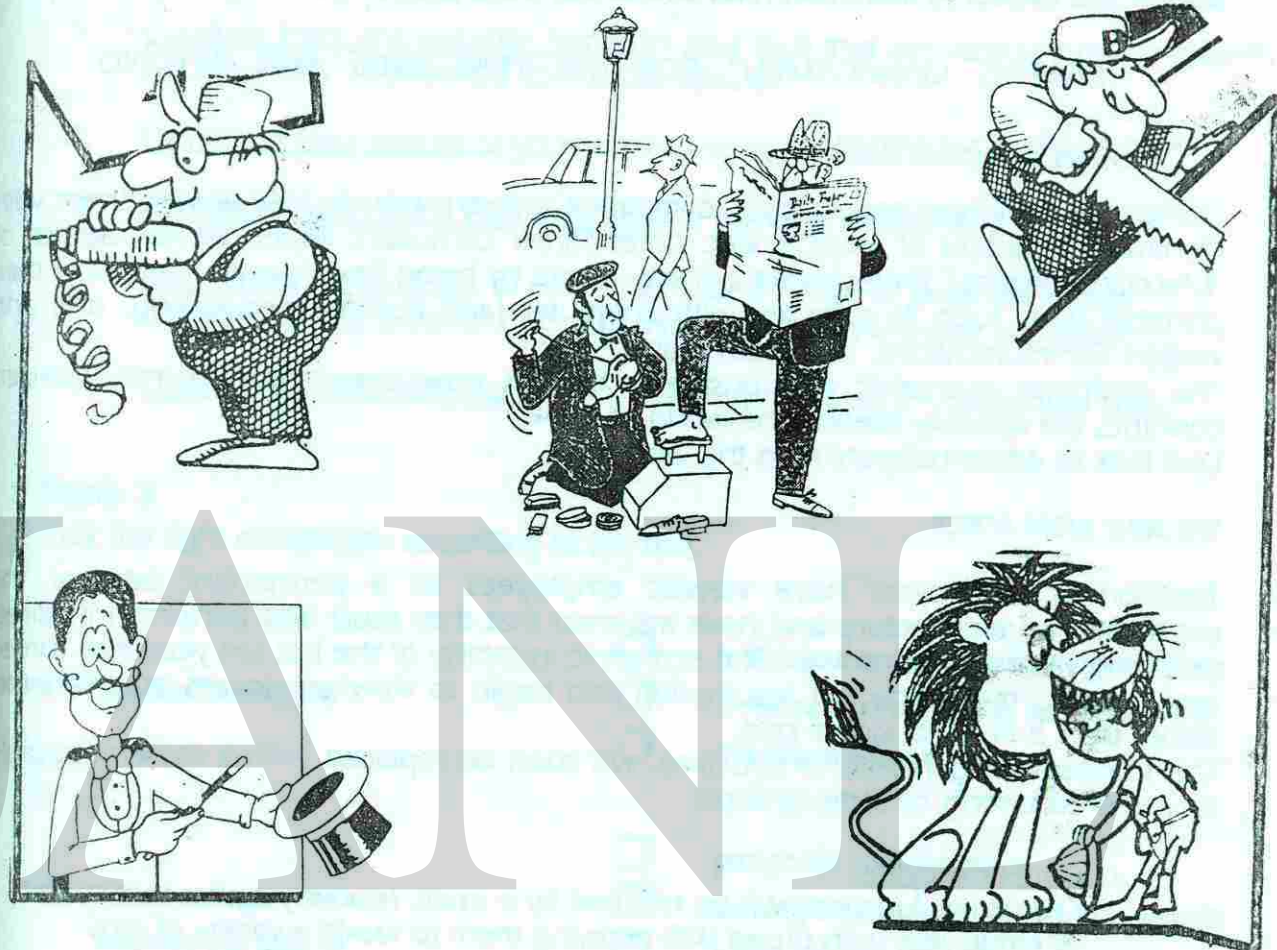
A) _____ B) _____

4 When I enter the University, I'd like to find good "ontkbles" like my classmates in Prepa.

A) _____ B) _____

Time to read! (4)

YOUR FUTURE ON THE WORK MARKET



Work with a partner. Be ready to explain the following topics to your class:
If not now, in a few years you will probably be working in the area of your hometown.

- Consider 2 careers you think could provide you with a good job. Why do you think so?
- Do you know the differences between having a steady job and working under contract?
- What is a supplemental worker contract?
- Do Mexican workers have any benefit as members of CTM, CROC or CNOP?
- What are the advantages of the social security system?
- What about the SAR and INFONAVIT?

Task 1

The following text gives you important hints about the work market you could be facing in the near future. Before you read it, make a list of between 5 and 10 pieces of advice you expect to find. Then read and check if the article includes your points.

CAREERS MANAGEMENT FOR THE YEAR 2000 AND BEYOND

STRATEGIES FOR YOUR CAREER

Companies no longer expect loyal, competent workers- nor do they reward them with life time guarantees of employment, notes career consultant Robert Barner, author of "Lifeboat strategies." Professionals will stay ahead by being flexible and developing their portable skills, such as a facility with computer (and human) networking, oral and written communications, and team management.

The profound economic and business changes now under way in industrialized countries are radically altering the world of work. Let's look at what's happening to the work force:

THE NEW WORK FORCE.

Traditionally, employers have viewed employees as a permanent part of the organizational architecture and have assumed that they must add personnel in direct proportion to business growth. The economic instability of the last ten years has forced employers to reexamine this assumption and begin to view employees as a variable, rather than a fixed, business cost.

The traditional organizational structure, will soon be replaced with a more adaptable structure consisting of three groups:

A) Core employees.

Critical job functions will be retained by a small, relatively permanent "core" of employees with broad skills allowing them to tackle a variety of jobs.

B) Supplemental employees.

A larger group will consist of just-in-time employees who can be added or eliminated quickly as needed. These workers will be retained through contract or temporary services to meet shifting work levels. Over the next ten years, there will be a dramatic growth of technical specialists, managers, and even executive-level personnel who are contracted as supplemental workers.

C) Outsourced work functions.

Companies currently use outsourcing as a hands-off process for farming out whole product and service functions; in the future, companies will view outsourcing agencies as an integrated part of the organizational team.

PREPARING NOW: THE STRATEGIES IN TRANSITION.

We need to begin to think and act like career strategists. Here are 5 basic steps to help you prepare for the challenges ahead:

- 1 Carefully track the broader trends in your field that are likely to provide growth opportunities or potential career roadblocks.
- 2 Develop a clear picture of your underlying career and lifestyle needs.
- 3 Accurately benchmark your skills against the best in your field.
- 4 Form contingency plans to cover the widest range of potential career changes. Simply plan for both the best-case and worst-case scenarios.
- 5 Develop your portable skills rather than relying solely on contextual skills.

Task 2

Tick the right completion according to the text.

- | | | |
|---------------------------------|--------------------------|---|
| 1 "Lifeboat strategies" | <input type="checkbox"/> | a series of emergency strategies |
| | <input type="checkbox"/> | a series of strategies to save one's life |
| | <input type="checkbox"/> | the title of a book |
| 2 "Team management" | <input type="checkbox"/> | personnel administration |
| involves the idea of | <input type="checkbox"/> | owning a sport team (baseball, football) |
| | <input type="checkbox"/> | being the boss |
| 3 "Organizational architecture" | <input type="checkbox"/> | the way an organization is made up |
| refers to | <input type="checkbox"/> | the office building style |
| | <input type="checkbox"/> | a consultant architect's office |
| 4 "Core" employees are those | <input type="checkbox"/> | accepted under supplemental worker |
| who should be | <input type="checkbox"/> | contracts |
| | <input type="checkbox"/> | retained because they are essential |
| | <input type="checkbox"/> | invited to work in critical periods |

- 5 "Supplemental employees" are workers who
- have a permanent job
 - are hired for specialized areas
 - are hired for limited periods of time
- 6 An "outsourcing agency" is a business that
- hires only executive-level personnel
 - hires personnel to different firms
 - has offices out of town
- 7 A "career strategist" is someone skilled in
- developing successful college programs
 - finding a successful career
 - finding jobs for the unemployed
- 8 "track the broader trends" means to
- follow the principal tendencies
 - run on a broad road
 - drive on a different track
- 9 A "contingency plan" is a project that
- only considers successful events
 - has every event under control
 - foresees events that may or may not happen

Check the situation vacant in the classified section of "El Norte" or "El Porvenir" and make a list of jobs available now for students like you.

Words at work

Task 1

Match both columns

- | | |
|---|---|
| <input type="radio"/> A CHALLENGE | 1 To get the services of a person in return for payment. |
| <input type="radio"/> AN EMPLOYER | 2 Expertness. Great ability or proficiency. |
| <input type="radio"/> TO HIRE | 3 A person who hires one or more persons to work for wages or salary. |
| <input type="radio"/> INSTABILITY | 4 Lack of firmness or steadiness. |
| <input type="radio"/> A JOB APPLICATION | 5 A demand. |
| <input type="radio"/> A LABOR UNION | 6 Social position. The way in which people live. |
| <input type="radio"/> LIFESTYLE | 7 That can, but has not yet, come into being. |

- POTENTIAL
 - SALARY
 - SKILLS
- 8 An organization for defending workers' rights.
- 9 A fixed payment at regular intervals.
- 10 A request for a job

Task 2

Choose the correct workplace from the box to fill in the blank.

SCHOOL LAB	BAKERY	AIRPLANE	RADIO STUDIO
HOSPITAL	SCHOOL	RESTAURANT	BANK
			SPORTS CLUB

- _____ teacher, director, secretary.
- _____ waiter, chef, cashier.
- _____ speaker, director, newscaster
- _____ doctor, nurse, pediatrician, specialist.
- _____ teller, manager, security guard.
- _____ stewardess, pilot, copilot.
- _____ trainer, coach, water provider.
- _____ laboratorist, students, teacher, chemist.
- _____ baker, clerk, cashier.

Task 3

Write in the box the appropriate number to complete the sentences.

- | | | |
|--------------------|-----------------------|-------------------|
| 1 A waiter... | 2 A security guard... | 3 A musician... |
| 4 A teacher... | 5 An architect... | 6 A carpenter.. |
| 7 An electrician.. | 8 A janitor... | 9 A beautician... |

() does hairdressing and manicuring	() protects banks and institutions	() keeps offices and buildings clean
() serves food	() builds houses	() repairs electric apparatus
() builds wooden articles	() gives classes	() plays musical instruments

Skill: Dictionary use

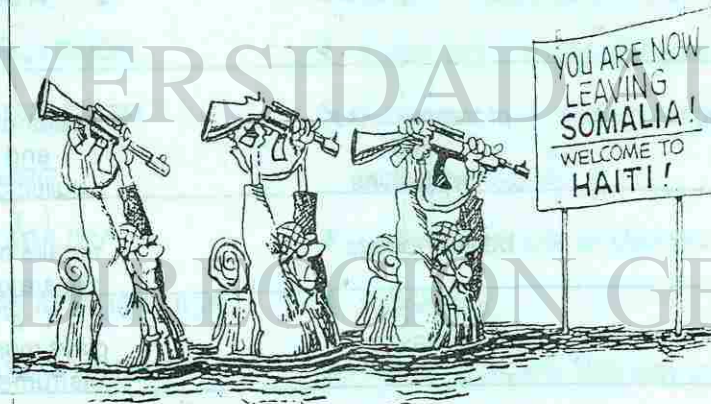
Task 1

Here we have several definitions of the word "strategy." Fill in the boxes using the expressions below:

strategist (strat'e-jee) n. one skilled in strategy.
strategy (strat'e-ji) n. [pl. STRATEGIES (-jiz)], [Fr. *stratégie*; Gr. *strategia*, generalship < *stratēgos*, general],
1. the science of planning and directing large-scale military operations, specifically (as distinguished from *tactics*), of maneuvering forces into the most advantageous position prior to actual engagement with the enemy. 2. a plan or action based on this. 3. skill in managing or planning, especially by using stratagem.
ford-on-A-von (strat'fērd-on-ə'vən) n.

FIRST MEANING-SECOND MEANING-THIRD MEANING
STRESS-PRONUNCIATION-ETYMOLOGY-
SYLLABLE DIVISION- PART OF THE SPEECH (NOUN)

MARLETTE



© 1994 MARLETTE NEW YORK, N.Y.

Task 2 Writing

Juan Lopez is a high school student who will graduate next year. He needs money for his graduation. He decided to send a letter applying for a part-time job in Mc Donald's.

This is the letter, read it and follow the instructions on next page. Use your dictionary.

523 South Diego de Montemayor
Monterrey, N. L. Mexico 64201

December 12, 94.

Lic. Roberto Garza Lozano
Recruitment and Training Manager
Mc Donald's Restaurant.
Padre Mier and Pino Suarez St.
Monterrey, N. L.

Dear Mr. Garza:

I saw your advertisement in today's "Norte" newspaper. I am interested in becoming a part-time employee with your company.

As you can see from the enclosed curriculum vitae, I have no experience as a cook, but I have some experience as a salesman. With your training scheme, I think I will become a good cook.

As a request in your advertisement, I shall telephone you to make an appointment for a personal interview.

Yours sincerely,

Juan Lopez



Enc. curriculum vitae.

Task

- A) Form groups of 4 or 5.
- B) Elect a representative.
- C) Choose a business from the list below (or any other) where you think an employee of your age could be needed.
- D) Write the whole letter and sign it.

BUSINESSES

Carl's Jr. - Wall Mart- Sanborn's-Sirloin Stockade- Sam's club, etc.

NEWSPAPERS WITH AD SECTIONS

El Norte- El Porvenir- Tribuna- EL DIARIO- ABC- EL SOL, etc.

AVAILABILITY

Part-time Full time

EXPERIENCE AS A...

Cook, waiter, cashier, janitor, porter, salesman, dish washer, loader, etc.

BETWEEN FRIENDS

By Sandra Bell Lundy

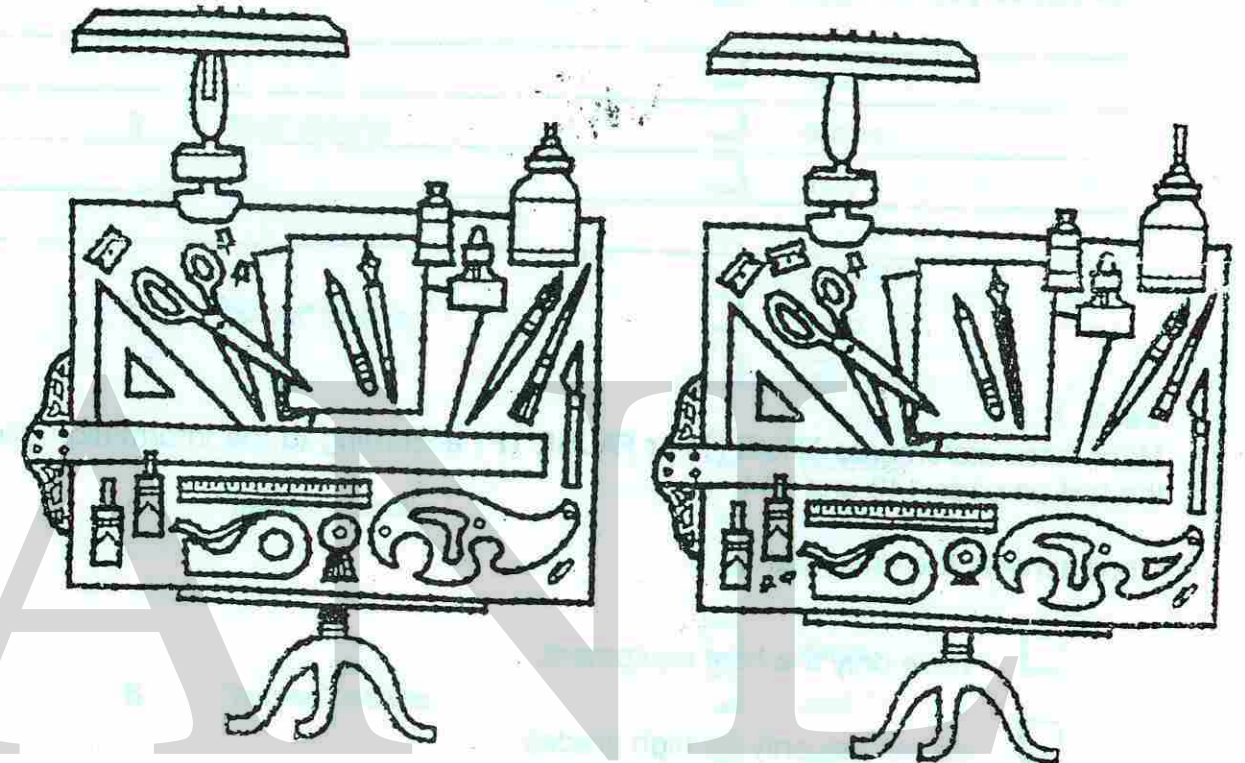


6 Achievements

Time to read! (1)

The Best High School?

1 Can you find 10 differences?



2 Choose 4 items. Say how you could use them to learn English.

3 a) List 10 characteristics of a good student.

Task

- A) Form groups of 4 or 5.
- B) Elect a representative.
- C) Choose a business from the list below (or any other) where you think an employee of your age could be needed.
- D) Write the whole letter and sign it.

BUSINESSES

Carl's Jr. - Wall Mart- Sanborn's-Sirloin Stockade- Sam's club, etc.

NEWSPAPERS WITH AD SECTIONS

El Norte- El Porvenir- Tribuna- EL DIARIO- ABC- EL SOL, etc.

AVAILABILITY

Part-time Full time

EXPERIENCE AS A...

Cook, waiter, cashier, janitor, porter, salesman, dish washer, loader, etc.

BETWEEN FRIENDS

By Sandra Bell Lundy

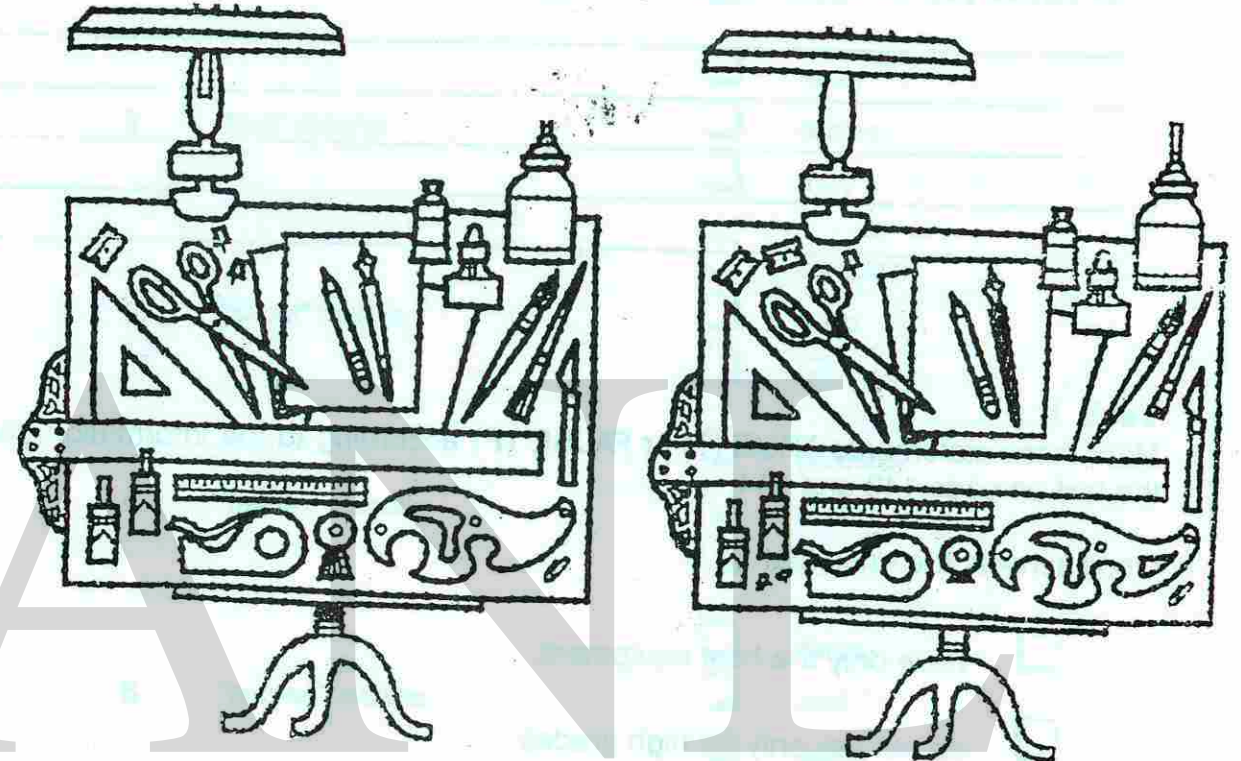


6 Achievements

Time to read! (1)

The Best High School?

1 Can you find 10 differences?



2 Choose 4 items. Say how you could use them to learn English.

3 a) List 10 characteristics of a good student.

b) Do you match these characteristics? if not, what do you need to do to improve your study habits?

4 How many high schools are there in your town/city? Which do you think is the best? Why? (give at least 5 reasons)

Task 1

Mark these statements TRUE (T) or FALSE (F) according to the information given in the text on page 143 and 144.

Good schools are ones that:

- have only the best equipment.
- do not ask only for high grades.
- do not allow parents to play an important role.
- offer a range of services and supports, such as functional buildings, up-to-date equipment, qualified teachers, extracurricular activities, etc.
- enrol students from varied backgrounds.

Task 2

According to the text on page 143 and 144, tick the right completion.

1 "worth" means:

- value
- price
- cost

2 "true" means:

- really
- certain
- truly

3 "shout" means:

- complain
- claim
- call

4 "feeder" means:

- producer
- eater
- supplier

5 "burden" means:

- cargo
- load
- worry

6 "agree" means:

- accord
- resolve
- remind

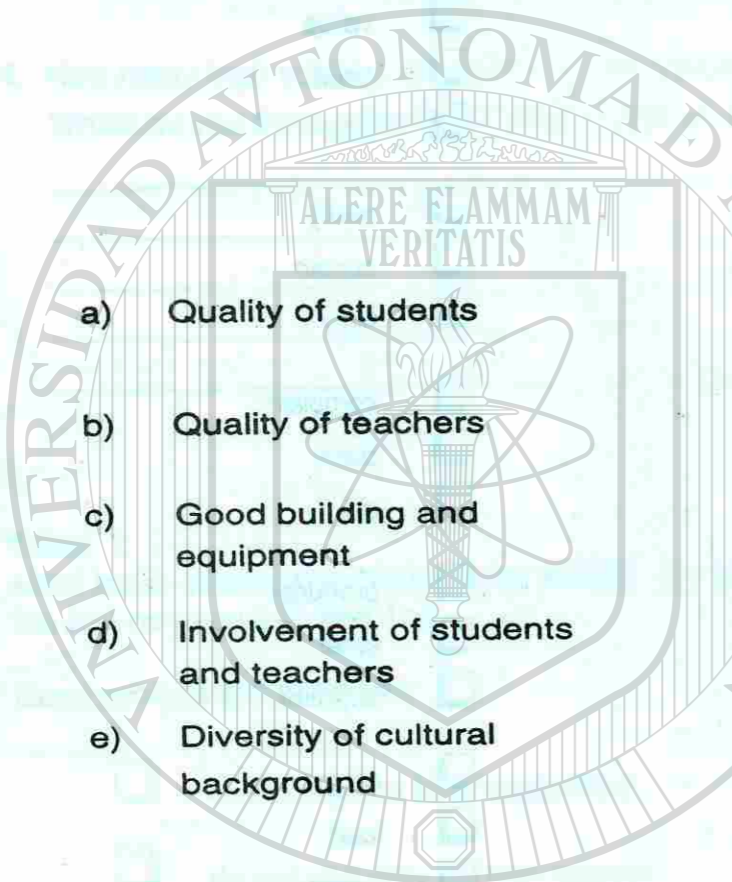
7 "owns" means:

- possesses
- properties
- pertains

8 "lucky" means:

- fortunate
- happy
- desirable

The article says all the following factors are important in making a good high school. How does your "prepa" match up? Individually, rate it on a scale of 1-5 (1 is excellent) for each factor.



- a) Quality of students
- b) Quality of teachers
- c) Good building and equipment
- d) Involvement of students and teachers
- e) Diversity of cultural background

	1	2	3	4	5
a)					
b)					
c)					
d)					
e)					

UNIVERSIDAD AUTÓNOMA DE NUEVO LEÓN

Work in groups of 4 or 5. Talk over your ratings. Give reasons for your decisions.

Now—and still working in groups—make a list of 5 suggestions to improve the quality of your "prepa". Be specific... and realistic!

Skill: Distinguishing Main Ideas

Task 1

Read the following paragraphs and write the main idea of each one.

WHAT MAKES A GREAT SCHOOL?

A school's worth begins with its students. But there are other factors—from physical plant to extracurriculars, from principals to principles—to be considered when judging excellence. While it's true that "best schools" lists vary, it is interesting that there's so much accord among experts as to what sets the frequently mentioned schools—Stuyvesant, Boston Latin, Central High in Philadelphia, New Trier Township High outside Chicago, The North Carolina School of Science and Mathematics—apart.

Main Idea:

"Diversity!" shouts Bob Laird, director of undergraduate admissions for the University of California at Berkeley. "Lowell High in San Francisco has a remarkably diverse student body, and it's the largest feeder school to the U-Cal system. And, emphatically yes, competition is good. The difference between a healthy and unhealthy burden must be watched, but all good schools are rigorous and push kids to their maximum potential."

Main Idea:

Dr. Ted Sizer, chairman of the Coalition of Essential Schools in Providence, emphasizes the importance of getting teachers involved in hiring and other decisions, as well as that old saw about how learning begins at home. "Parents! involvement in the school is important," he says. "Let me pick the parents for kids in my school, and I'll have a good school."

Main Idea:

Main Idea:

Most experts agree that while technology does play an increasing role in secondary education, what any given institution owns, physically, is less important than what a school offers intellectually—even if the institution is blessed with a multimillion-dollar campus. As Sizer puts it, "Buildings, computers and such—they're all just dumb boxes. It's what humans do with them that matters." Bill Fitzsimmons, dean of admission at Harvard, says, "The quality of the facilities is only the third key, and it's much less important than the first two—quality of faculty, quality of the student body. Those at Stuy are lucky in both regards. What students can bring to each other—teaching each other that the world is a place of many cultures and interests—is, in many ways, as important as what's in the books. And at a multicultural place like Stuyvesant, there's an educational synergy that will be, by its very nature, much more than the sum of its parts. When a student from an immigrant family, for example, or a superb violinist, comes into contact with someone who has entirely different interests, that's education."

—Harriet Barovick

1 _____

 2 _____

Check your answers with other groups.

Clearing it up

Task 1a

Read this paragraph. Underline the verbs and verb groups.

The students from Stuyvesant entered a local competition to decide the best high school in the district. They answered questions on math, physics and chemistry; they wrote a report on an investigation; they made a working model of their own invention (a water clock); and they competed in sport events. And they won the first prize, a gold medal. The school is the best in the district, because the students had worked hard all the previous year.

Task 1b

Complete this list of verbs of past events from the text.

entered

made

won

had worked

Think carefully and underline the best answer to the question:

What did the students do first? entered/answered/wrote/made/competed/won/ worked.

So...

- (worked)
- entered a competition
- answered questions
- wrote a report
- made a working model
- competed in sport events
- won the first prize
- had worked hard

This verb group is the **PAST PERFECT**. It is formed with **HAD + PAST PARTICIPLE**. It tells us an action happened before other actions in a normal chronological sequence.

Look at another example.

Peter *left* home and *drove* to the supermarket. He *left* his car in the parking lot and *went* into the store. It *took* him about half an hour to find all the groceries he *wanted*, and then he *paid* the bill at the checkout. He *loaded* the bags of groceries into the trolley and *pushed* it to the parking lot where he had left his car. What a surprise! The car was not there...someone had stolen it.

Task 2

Look back in your book to units you have completed. Skim the texts to find as many examples of the Past Perfect as you can.

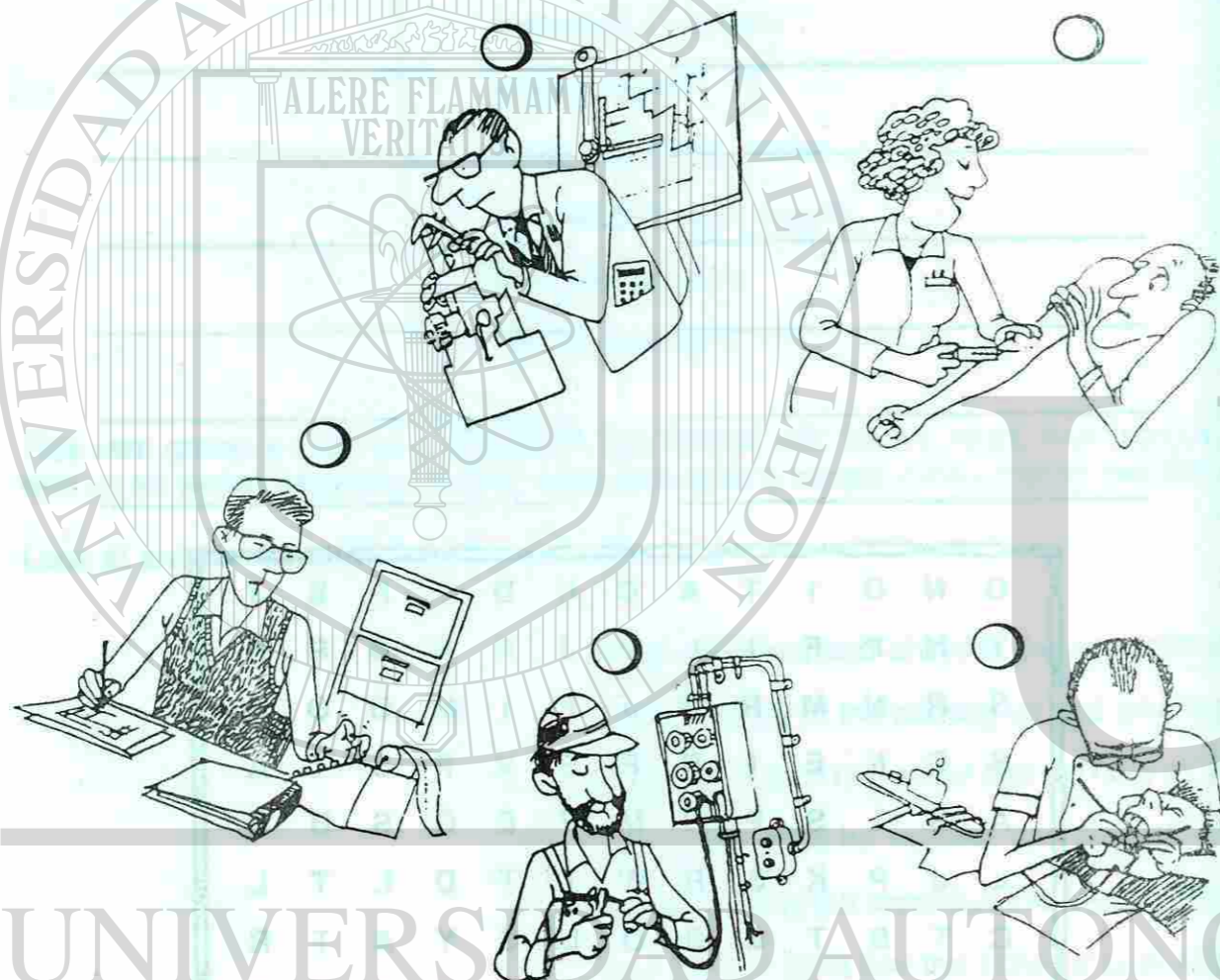
Words at work

Work with a partner and try to find as many words about high school days as you can in 10 minutes.

G	N	O	I	T	A	C	U	D	E	R	S	J
Y	N	P	F	I	L	P	J	R	N	B	R	N
S	R	N	M	R	W	J	F	I	M	O	O	R
S	D	N	E	I	R	F	S	V	F	S	T	A
A	S	I	S	P	R	M	F	E	G	S	B	E
L	J	P	K	S	R	W	T	T	D	L	T	L
C	T	B	T	E	B	O	L	S	Y	A	T	R
P	R	H	T	R	P	B	M	P	D	B	R	E
K	O	S	T	R	O	P	S	F	U	L	S	G
T	P	V	B	O	F	G	B	P	T	F	B	A
L	E	J	K	K	R	A	P	W	S	U	S	T
J	R	S	J	L	N	M	Y	F	L	J	N	S
B	N	S	T	D	R	E	H	C	A	E	T	C

Time to read! (2)

Which of the following professions would you like to follow?
Rate them from 1 to 5 (1 is your first preference).



Now, mention at least two ways you can achieve success in this profession. Compare and discuss your ideas with a partner.

Task 1

1 Before reading the text "How to land a job," tick what you think the article will be about.

- different kinds of jobs
- finding a job quickly
- how to become millionaire

Skim the article quickly and check your choice.

2 Read each paragraph as quickly as you can. Decide which phrase begins each one.

- (a) Prepare a resume b) Don't limit your search c) Discover your strengths
- d) Create a network e) Plan your interview story

How to land a job

1 _____ and learn to talk about them. Since employers estimate future successes by past accomplishments, learn to think of your experience in terms of goals achieved, abilities developed, lessons learned. A careful study of your accomplishments will reveal the best of your skills.

Most people are uncomfortable promoting themselves or revealing their ambitions because as children many of us are taught not to brag. But though self-congratulating may be rude at a dinner party, it's expected at an interview. So get comfortable telling your "story" by sharing it with a sympathetic friend, because overcoming an ingrained reluctance to speak highly of yourself is essential if you hope to convince an employer to hire you.

2 _____ that is compatible with electronic data bases. Many firms rely on computerized resume data bases to generate potential job applicants. Instead of being screened by a person, your resume may be scanned into an electronic data base. The data base uses applicant-tracking software to match key words from a job description with key words in the resume.

To make your resume compatible, you should use a common typeface, such as Courier, which is readily recognized by optical scanning programs. Since some scanning programs have trouble reading *italic* and **boldface** type, use these sparingly.

- 3 _____ carefully. Most successful interviews follow a three-scene script. Cooperate with the script and you increase your chances of being hired. Fight it or ignore it and your interview may run around.

Scene One: lasting about three minutes, this scene consists of small talk and is really a compatibility contest. As you shake hands, make eye contact and smile. Show that you are courteous, friendly, and at ease with yourself and the situation. These "small" points are not trivial.

Scene Two: Lasting about 15 minutes to an hour or more, this scene is mainly you telling your story. You need to explain your skills, abilities, accomplishments, and ambitions. Emphasize your ability to add value to the employer. If you can claim credit for increasing sales, reducing costs, or improving quality, now is the time to do so. If you have any holes in your experience or blemishes on your record handle them now. As you conclude this scene, stress your ability and willingness to perform at a high level.

Scene three: Lasting only a minute or two, this scene closes the interview and set up the next steps. Do not allow the interviewer to close with the usual, "we'll be in touch with you when we decide something." This statement leaves you powerless to influence the decision. Instead, you should end the interview by saying, "I'll keep you posted about developments in my job search." This comment keeps you in control, allowing you to follow up with additional information that may improve your chance of being hired.

- 4 _____ of friendly contacts who can hire you or recommend you to others who can. Developing a network of contacts is the single most important task of a job seeker. You need to tell your story to people who have the power to hire you. In other words, you want a network filled with potential bosses. This contact can be made in a letter detailing your interest in the field and your respect for the person's stature within it. Follow up with a phone call.

When you go in for the appointment, don't ask for a job. If you do, the person you are networking with may feel tricked. The visit is a chance to learn from his or her expertise and make an ally in your job search. If impressed you might end up with some interviews. Remember, before you leave, ask for the names of others who might be able to help you out.

Forty or 50 networking interviews should produce several job offers. If not, you should polish your interviewing skills and begin the process again.

- 5 _____ to larger firms. Today, small- and medium-sized firms create the most new jobs. With a small company, it is easier to get hired and you are likely to receive greater responsibility sooner. True, small firms traditionally pay less and provide fewer benefits, but not always. Finally, solid accomplishments at a small firm can translate into a better job at a larger company.

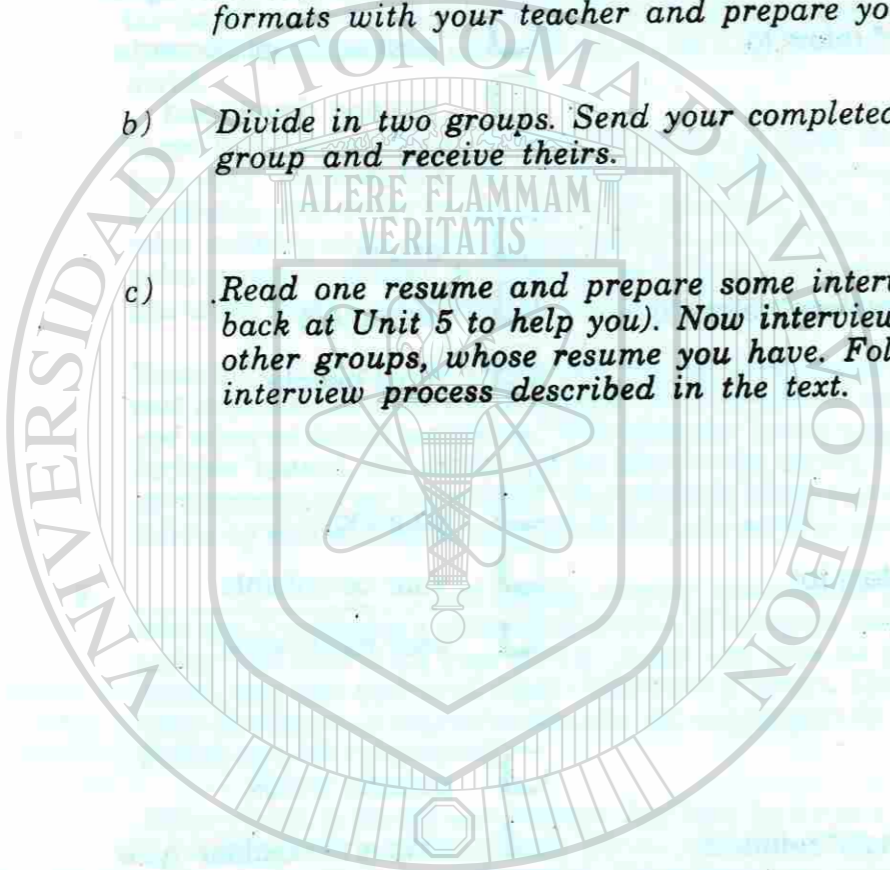
Task 2

Tick the right box.

- 1 "talk about them" refers to:
- discover your strengths
 - past accomplishments
 - abilities developed
- 2 "promoting themselves" refers to:
- adults
 - teenagers
 - most people
- 3 "by sharing it" refers to:
- your story
 - your complaints
 - your happiness
- 4 "use these sparingly" refers to:
- specific words
 - italic and boldface type
 - scanning programs
- 5 "handle them now" refers to:
- holes or blemishes
 - skills
 - credit claims

Prepare your Resume

- a) A resume is a document that lists your **PERSONAL DETAILS, EDUCATIONAL HISTORY** and **WORK EXPERIENCE**. Talk over formats with your teacher and prepare your own.
- b) Divide in two groups. Send your completed resume to the other group and receive theirs.
- c) Read one resume and prepare some interview questions (look back at Unit 5 to help you). Now interview the students from the other groups, whose resume you have. Follow the "three-scene" interview process described in the text.



UNIVERSIDAD AUTÓNOMA DE NUEVO LEÓN

DIRECCIÓN GENERAL DE BIBLIOTECAS

Clearing it up

Task 1

Fill in the blanks using verbs in the box.

called	found
had forgotten	realized
looked	got
drove	wrote

Alejandra _____ for a job in the newspaper. She _____ an interesting ad, and so she _____ for an appointment. Then she _____ her resume. The next day, she _____ to the company, but when she _____ there, she _____ she _____ her resume at home.

Task 2

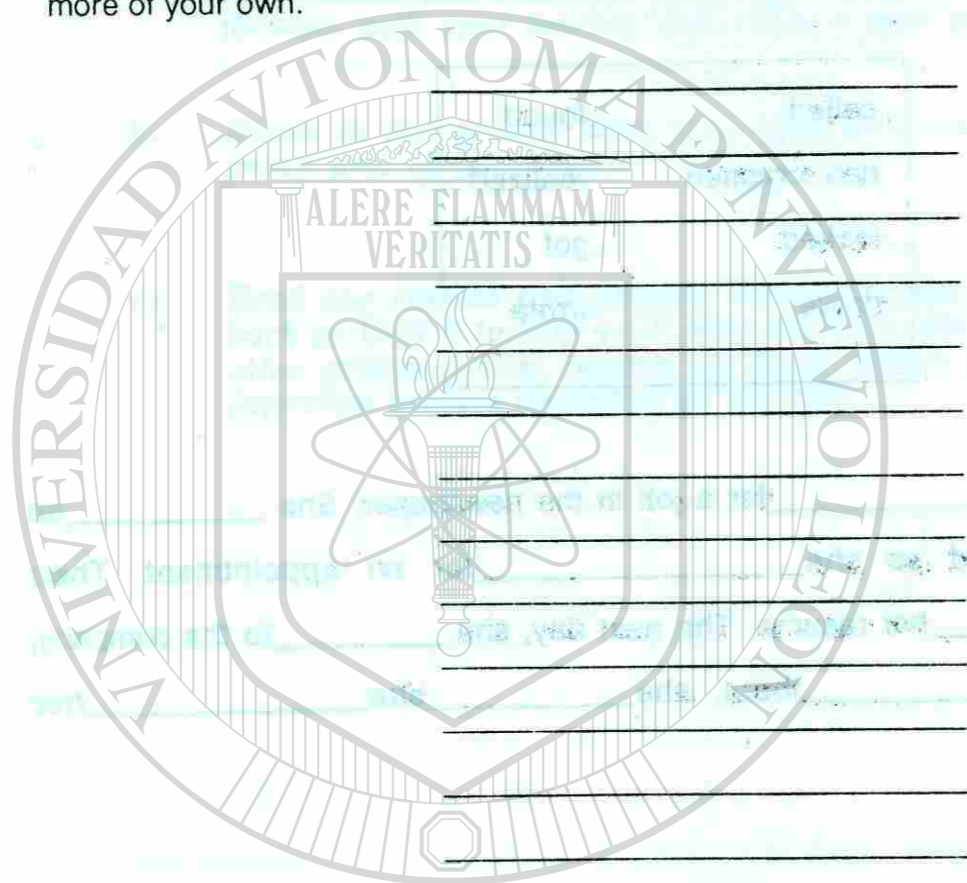
Now write the verbs in chronological order. (Remember, you will only write **simple past** verbs.)

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____
- 7 _____
- 8 *had forgotten*

Words at work

Task

Find at least 10 words in the text on page 149 and 150 that refer to employment. Add 5 more of your own.



UNIVERSIDAD AUTÓNOMA DE NUEVO LEÓN

DIRECCIÓN GENERAL DE BIBLIOTECAS

Time to read!⁽³⁾

Have you ever heard of UNESCO?

Do you know what the letters stand for?

Do you know what the organization does?

UNESCO is an international cooperation agency...but what about your neighborhood? How can you cooperate in your neighborhood to improve things?

UNANL

Task 1

Read the text on page 157. Indicate the correct sequence of these actions, (a, b, c, d, etc).

- _____ vegetables donated to the homeless
- _____ profits used to pay for studies
- _____ a business started
- _____ vegetables harvested
- _____ products sold in different states
- _____ plot transformed to garden

Task 2

Match the words in the column of the left (from the text on page 157) to words of similar meaning on the right.

- | | |
|--------------------|-----------------|
| civil unrest | changing |
| rebuild | original |
| transforming | riots |
| weed-infested plot | construct again |
| founding | waste land |

Get together in groups of 4 or 5. Decide on a project for your school to help develop the neighborhood. Then work out the necessary procedures. Write a short letter to your director requesting his/her support for your project.

Skill: Distinguishing the Main Idea

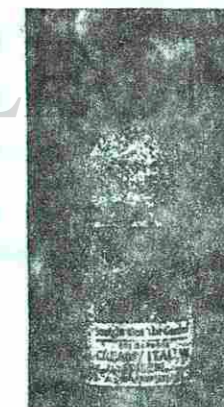
Task 1

Read the text quickly. As you read decide if it is mainly about:

Talk about Initiative!

After the civil unrest in Los Angeles in 1992, some students at Crenshaw High School in South Central L. A. decided to do something to help rebuild their community. They began by transforming a weed-infested plot of land behind their school into a huge garden, donating the vegetables they had harvested from the garden to the homeless. Next on the agenda? turning their garden into a business—the Food From the Hood natural food products company. Their Straight Out the Garden salad dressing is now sold in stores throughout California, Oregon, Iowa and Colorado. Profits from the dressing go toward college scholarships for the students owners, as well as non-profit community-based organizations. Says Jaynell Grayson, one of the founding student owners, "We realize that the best thing we can do for our community is to get an education."

- food
- students
- marketing
- money
- cooperation
- Los Angeles
- homelessness
- education



Clearing it up

Task 1

Read the following story. Underline all the verbs and verb groups.

A student from Martin High School decided to participate in a math contest. He studied very hard and the math teacher helped him for two months. He had taken his last math course in Louisiana 2 years previously, so he thought he would not do very well. However, to his great surprise, he won the contest.

Task 2

Write the verbs in chronological order according to the events. (you do not need all the verbs you underlined.)

decided

Words at work

Task

Try this puzzle! You are sure to be lucky!

FORTUNE
HORSESHOE
BLACK CAT
CHARM
WISH
CLOVER
DICE

RAINBOW
SILVER SPOON
LUCK
WINNER
STAR
PROSPERITY
RABBIT'S FOOT

K	F	N	O	C	T	A	C	K	C	A	L	B
K	M	L	C	L	O	V	E	R	P	W	O	O
D	R	W	U	I	T	C	H	R	A	N	R	R
T	A	A	B	K	A	B	O	I	O	T	A	S
E	H	O	R	S	E	S	H	O	E	B	N	F
R	C	E	O	E	P	O	P	W	B	T	G	O
E	A	W	B	E	B	S	W	I	N	N	E	R
C	I	I	R	R	M	T	S	S	T	L	T	
I	H	I	N	E	S	U	H	E	A	U	U	
D	T	S	V	B	F	A	I	N	N	L	C	N
Y	V	L	D	O	O	W	K	C	O	N	K	E
E	I	R	O	S	P	W	O	S	T	A	R	O
S	N	T	E	L	U	M	A	A	S	N	D	A

Time to read!⁽⁴⁾

What characteristics of successful people can you think of?
What does "success" mean to you?

RAGS TO RICHES

Frame & FORTUNE

What are "rags"? "Riches"?

What is "fortune"?

Baseball and boxing have a hall of "frame" ...or "fame"?

What is a "frame"?

Do you have any ideas why "fame" has changed to "frame" in this title? What could the article be about?

Read the sub-heading on the next page. Does it give you any more ideas about the article content?

Task 1

Read the text on page 162 and answer these questions.

1 Did Goltz enjoy studying?

2 How many years has he had his business?

3 What is the company's income?

4 How many employees does it have?

5 Where is Goltz's business?

6 How big is his central store?

7 Who is wrong, if the customer is always right?

Work in groups of 5 and think about a good business. Make a plan of how it can be successful. Think about the following questions:

What type of business would you like to have?

Where would you like to establish your business?

How much money do you need to start up?

Do you think that you need a partner in your business, or do you think you can start alone? If you decide to have a partner, what would be his/her profile?

What kind of publicity do you need to promote your business?

How many employees do you think your company would need?

What kind of publicity would you need to promote your business?

Can you make a slogan for your own company?

Frame store guru Jay Goltz created a \$6 million business by going against the grain.

Skill: Distinguishing the Main Idea

Task

Read the text as quickly as you can and decide whether the following statements are (T) TRUE or (F) FALSE.

- 1 Joy Goltz usually accepts advice.
- 2 He is a critical person.
- 3 He has had several business.
- 4 He is never wrong.

For This "Hall Of Framer," Success Knows No Bounds

Picture this: A college kid with high energy and low grades realizes he hated kindergarten, hated elementary school, hated high school, and he's in his fourth year of hating college. He goes to a school counselor for advice.

The counselor tells him to get a master's degree.

In 1978, Jay Goltz decided to ignore that nugget of career guidance, and he's made a habit ever since of ignoring polished business advice. Sometimes he's been wrong—like the time he laughed off the need for a budget and soon found himself on the verge of losing his business. But more often, it seems, Goltz has succeeded by turning down advice other people would have gobbled up.

In 16 years, Goltz has built the picture framing service he started fresh out of college into a \$6 million operation with more than 100 employees—a giant in a world of

frame stores that rarely pull in more than \$300,000 a year. In 1990, a local business magazine named Goltz's

Chicago-based Artists' Frame Service Inc.—with three stores located in the city and its suburbs—the world's largest framing service. Not bad for a guy who rejects so much advice.

"A lot of simple-minded mantras are good PR," says Goltz in the office of his main store, a 35,000-square-foot operation. "One I really hate is 'The customer is always right.' That's brainwashing. If the customer is always right, that's telling the employees 'You're always wrong.' It should be: 'Customers are often right, and even when they're not, they think they are. We'll pretend they are because it's not worth fighting to prove it to them. That's not good for business.'"



Clearing it up

Task

Go back through this unit and look at the stories in each **Clearing it up** section. Can you write your own story? Try to use the past perfect for out-of-sequence events.

Give your story to a partner and receive his/hers. Read it carefully. List the events (verbs only) in chronological order.

JANU

MA DE NUEVO LEÓN

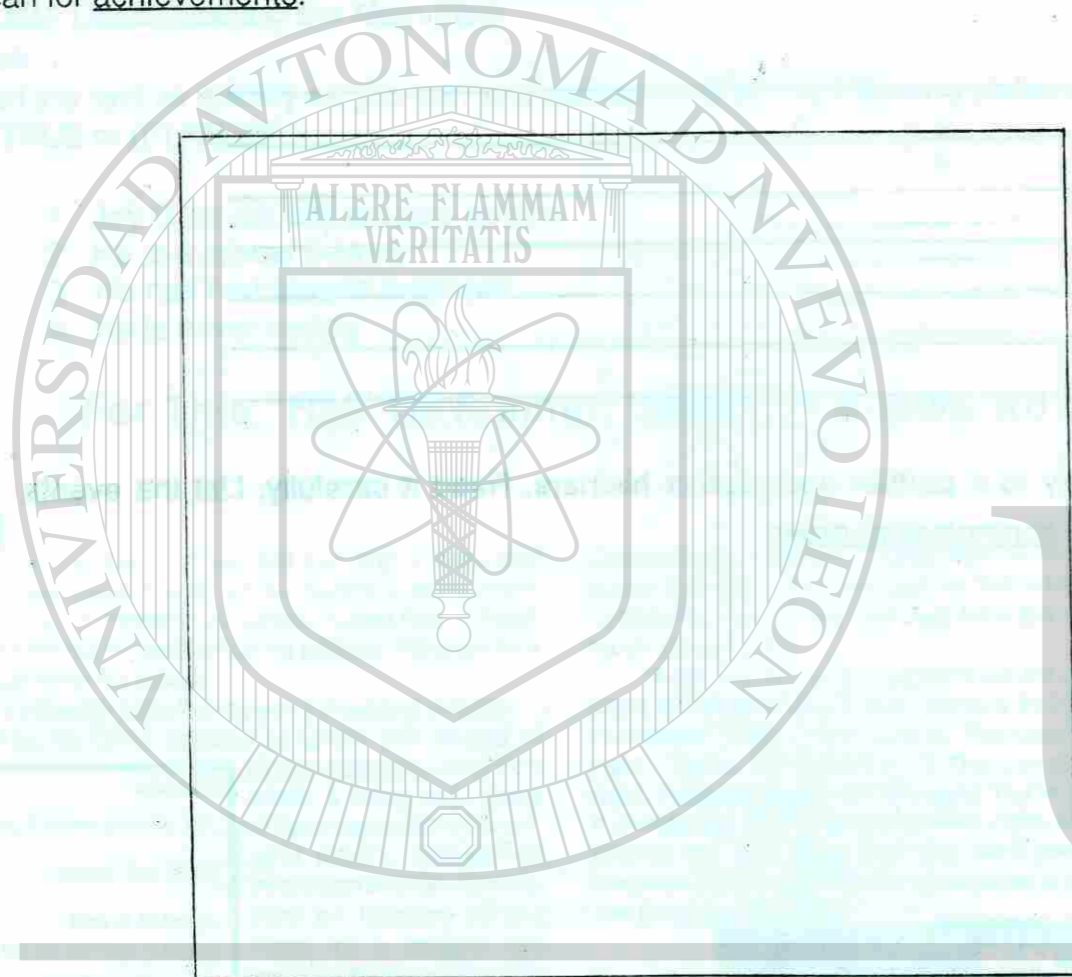
DE BIBLIOTECAS



Words at work

Task

a) Try to make your own puzzle! Skim this unit and try to find as many words as you can for achievements.



b) Work in pairs. Give your puzzle to your partner and see if he/she can solve it.

7 History

Time to read! (1)

Look at the following texts and decide whether they...

- Give instructions
- Warn
- Invite
- Try to persuade

1
After sun exposure, apply evenly on face and body, avoiding eyebrows and hair line to enhance and prolong golden color. Wash hands roughly after use. Wait 30 minutes before dressing.

3
Mental Fitness is the most advanced nutritional formula to help you to meet the demands of a mentally and intellectually challenging world. This innovative and unique combination of ingredients offers men, women and students a food supplement they can count on daily. Be your best the natural way!

4
Children and teenagers should not use this medicine for chicken pox or flu symptoms before a doctor is consulted about Reye Syndrome, a rare but serious illness reported to be associated with aspirin.

5
Smoking by Pregnant Women may result in Fetal Injury Premature Birth And Low Birth Weight.

Live

2

Which ways to this summer fashion? GLAMOUR Magazine will show you! See the newest shapes and colors in motion...watch makeovers in progress...take home great giveaways
GLAMOUR's Merchandising Editors will make it all happen.
BE THERE!
Augusta Mall, Augusta, GA
April 3-5.00 P.M. April 4-11.00 A.M.
(404) 733-1001.
Call for further information.

Read the text on page 166 as quickly as you can.

The text is about:

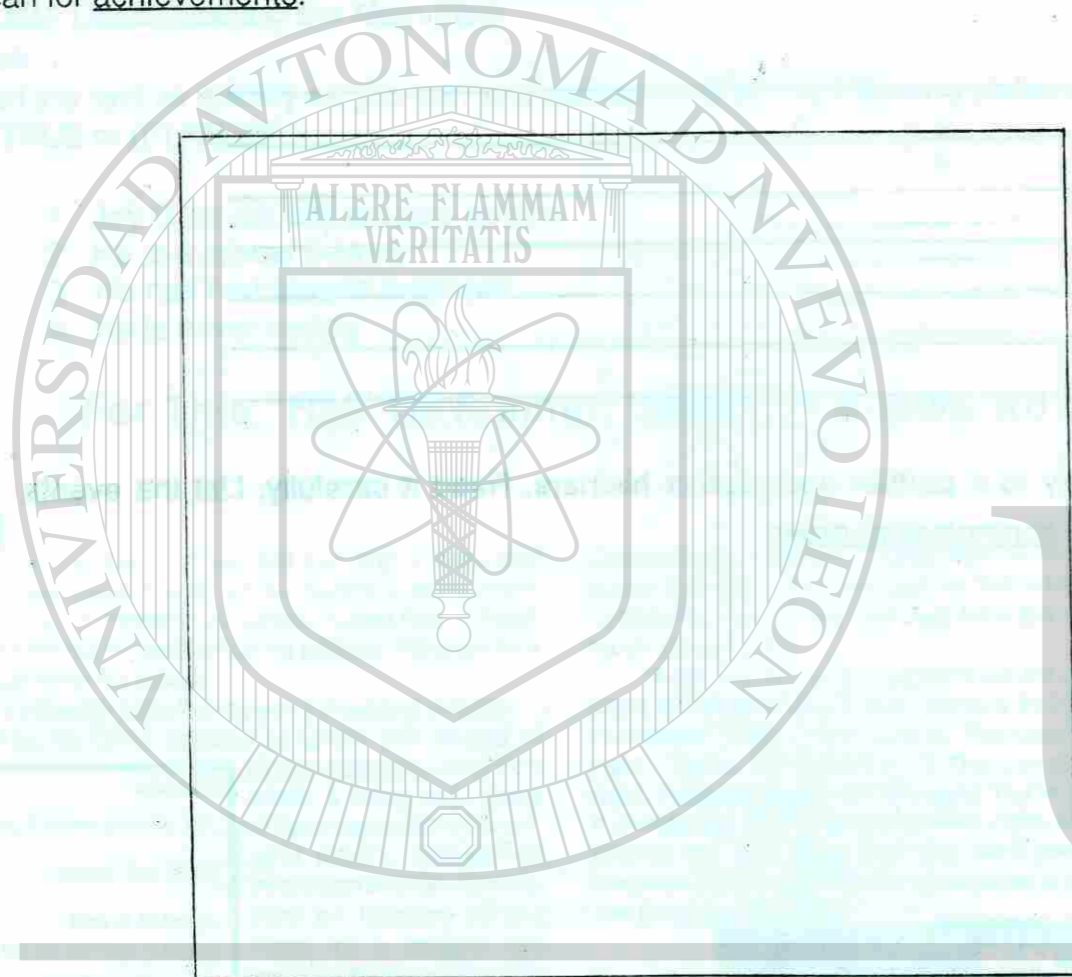
- a big industry
- a famous beverage
- a production process
- a newspaper
- a magazine
- a specialized journal
- descriptive
- narrative
- argumentative

What kinds of verbs reflect this style. Write some of them.

Words at work

Task

a) Try to make your own puzzle! Skim this unit and try to find as many words as you can for achievements.



b) Work in pairs. Give your puzzle to your partner and see if he/she can solve it.

7 History

Time to read! (1)

Look at the following texts and decide whether they...

- Give instructions
- Warn
- Invite
- Try to persuade

1
After sun exposure, apply evenly on face and body, avoiding eyebrows and hair line to enhance and prolong golden color. Wash hands roughly after use. Wait 30 minutes before dressing.

3
Mental Fitness is the most advanced nutritional formula to help you to meet the demands of a mentally and intellectually challenging world. This innovative and unique combination of ingredients offers men, women and students a food supplement they can count on daily. Be your best the natural way!

4
Children and teenagers should not use this medicine for chicken pox or flu symptoms before a doctor is consulted about Reye Syndrome, a rare but serious illness reported to be associated with aspirin.

5
Smoking by Pregnant Women may result in Fetal Injury Premature Birth And Low Birth Weight.

Live 2

Which ways to this summer fashion? GLAMOUR Magazine will show you! See the newest shapes and colors in motion...watch makeovers in progress...take home great giveaways
GLAMOUR's Merchandising Editors will make it all happen.
BE THERE!
Augusta Mall, Augusta, GA
April 3-5.00 P.M. April 4-11.00 A.M.
(404) 733-1001.
Call for further information.

Read the text on page 166 as quickly as you can.

The text is about:

- a big industry
- a famous beverage
- a production process
- a newspaper
- a magazine
- a specialized journal
- descriptive
- narrative
- argumentative

What kinds of verbs reflect this style. Write some of them.

Coke

It is not without reason that American intrusion into foreign economies in the 1960s was called "Cocacolonization" or that Pepsi executives grow apoplectic from their inability to portray "Coke" as merely a brand name and not the generic term for cola. Coke, which celebrated its hundredth birthday in 1986, is in every sense of the word a national institution.

That institution was created in 1886 by an Atlanta druggist named John S. Pemberton, who stirred up a syrup of coca leaves and cola nuts in his backyard and sold it in his own drugstore as a medicine. He experimented by adding soda water to the syrup, and expanded his distribution. In 1891 another pharmacist, Asa B. Candler, who had taken the elixir for headaches, acquired the rights to Pemberton's formula for the staggering sum of \$ 2,000. Eight years later he set up the franchising system that is the basis of the company's success even today, and put the stuff into bottles. Ready to drink, its availability spreading coast to coast, Coke was on its way to becoming a multibillion dollar concern.

Various theories were advanced to account for the success of the product, including the idea that the "cocaine" in it was addictive. But, as Waverley Root and Richard de Rochemont tell us, Coke's success has had much more to do with its skillful advertising, which, like all effective advertising, pushes the symbolic rather than the pragmatic value of the product. Anthropologist Sidney Mintz suggests that the appeal of the homey, good old-fashioned Coke is related to the "sociability of ingestion." The ads show happy peer groups repeatedly consuming Coke, and so "an illusory good fellowship is endlessly reimagined and reenacted." So Coke sells because, thanks to the ad department, consuming it makes us feel loved.

Task 1

Put these events in their chronological order according to the text.

- Many factors influenced the success of Coke.
- Coke's 100th Anniversary.
- Coke commercialization and marketing.
- Coke was sold as a medicine.

Task 2

Underline the sentence which best describes the main idea of each paragraph.

- 1 The rivalry between Coke and Pepsi.
The world-wide fame of Coke.
Coke is a national institution.
- 2 Coke is sold for medical purposes.
How Coke became a successful drink.
Coke's profitability.
- 3 Coke ads.
Coke consumption promotes social happiness.
Factors influencing Coke's success.

- The final paragraph suggests one of the reasons for Coke's success is the ads of happy groups of people drinking it.

Is this still true today?

Find as many different ads as you can for Coke and Pepsi.

Compare them. Are they similar?

Do they show other scenes besides "social well-being"?

Skill: Summarizing

Summary 1

This article describes why people like to drink Coke.

Summary 2

Coke: the most famous drink.

Summary 3

This article explains how Coke, since its creation has become, the most famous soft drink all over the world.

Coke is synonymous with the American way of life and has become a generic name for all cola drinks.

It was first created as a medicine, but later, with soda water added, the syrup became the popular drink.

Experts say that publicity is the major cause for so much Coke consumption.

Summary 4

In Atlanta in 1886 a druggist named John S. Pemberton created a drink for curative purposes but later he added soda water to the medicine. Another pharmacist, Asa B. Candler, bought the rights for selling the formula. He then marketed the product coast to coast, and it soon turned into a multibillion dollar business

Task 1

Read page 168 and answer.

The best Summary is... *Summary number* _____

Now consider the summaries you have rejected and decide why they are not acceptable.

- 1 They are too short and the main idea is not expressed.
- 2 They are too long.
- 3 There are too many details.
- 4 The wrong key ideas have been selected.
- 5 The information they contain is wrong

Summary _____ : _____

Summary _____ : _____

Summary _____ : _____

Clearing it up

■ Read

- 1 Maria and Juan are in the living room. There is a terrible storm outside. Suddenly they hear a loud noise. Juan looks through the window. He sees a big tree on the ground. He says

Hey! A tree has been blown down.

- 2 Mrs. Alcorta saw some very good television sets on sale in a department store two days ago. She went back there this morning, but all the TVs sets had gone.

The clerk says

I'm sorry Ma'am, all those TV sets have been sold.

- 3 Richard Bayley comes back to Monterrey after many years. The city has changed a lot. Richard is talking to an old friend, and says

Wow! A lot of streets have been widened.

Look at what each person said... that is the **Present Perfect Passive**. It is formed by *have/has + been + Past Participle* but... what does this mean?

Task 1
Read

Some executives from the US came to Monterrey in order to do some business. In their free time they visited the old downtown area ("Barrio Antiguo") that was being restored, and then they saw an article about the same thing in the local newspaper.

The following is the summary of the newspaper article about the restoration of the "Barrio Antiguo."

An old section of Monterrey has recently been restored. Most of the old houses have been repaired and painted. New businesses have been opened. Some old buildings have been converted into theaters, restaurants, galleries, and many other cultural centers. A new magnificent History Museum has been built, and a new library has recently been opened.

Now, this old section of the city is no longer a forgotten neighborhood. It has been changed from a run-down area into an exciting place to live, work and relax.

Read the newspaper article and answer if:

Yes

No

-It expresses the present results of past actions.

-It expresses past actions for which the precise time is not given.

-It tells us who performed the actions.

so, this is the Present Perfect Passive.

Task 2

Read the newspaper article again and underline all the examples of the Present Perfect Passive.

Task 3

Change these sentences into passive sentences using *just*.

1 They have recently restored an old section of the city.

— *An old section of the city has just been restored.*

2 They have recently repaired many of the old houses.

Many of the old _____

3 They have recently opened many new businesses.

Many _____

4 They have recently converted one old building into a theater.

One _____

5 They have recently developed many new cultural activities.

Many _____

6 They have recently built new cultural centers.

New _____

7 They have recently built new galleries.

New _____

8 They have recently opened a new Mexican History Museum.

A new _____

9 They have recently changed the run-down area into an exciting place to live, work and relax.

The run-down area has _____

Words at work

"Coke tastes sugary, smells sweet, looks refreshing and feels sticky"

Task 1

List some other things which:

- a) Taste: sweet _____ salty _____
 sour _____ hot _____
- b) Feel: soft _____ sticky _____
 rough _____ cold _____
- c) Smell: Pleasant _____ rotten _____
 acrid _____ humid _____
- d) Look: dangerous _____ relaxing _____
 ugly _____ exciting _____

Task 2

These are different types of smells. Put + or — against each one to show if they are pleasant or unpleasant. You can consult your dictionary!

- _____ fragrance
 _____ aroma
 _____ stink
 _____ stench
 _____ perfume

Task 3

Write the following words into the appropriate column.

bump	flash	glow
twinkle	knock	shine
crash	bang	rear
pop	rumble	glimmer

You can see them:

You can hear them:

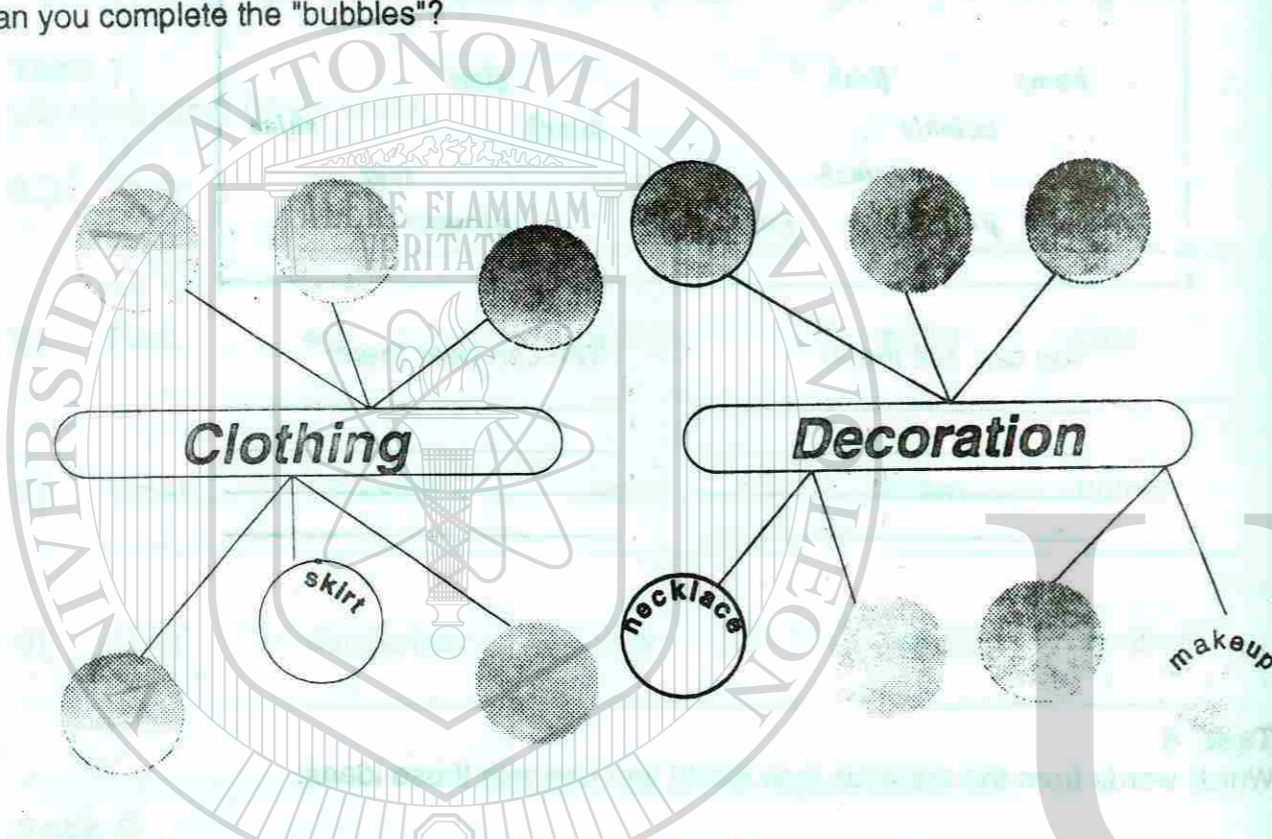
Task 4

Which words from the previous task would you use with these ideas.

- Thunder during a storm _____
- a cork coming out of a bottle _____
- fireworks on Independence Day _____
- an angry lion _____
- a stone smashing a window _____

Time to read! (2)

Can you complete the "bubbles"?

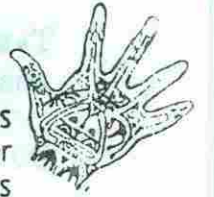


Match the word with the corresponding picture

- 1 sari
- 2 fur coat
- 3 head-dress
- 4 kilt
- 5 sandals
- 6 robe
- 7 beret
- 8 boots



The Beginnings of Costume



From the beginning the subject of costume has received a full share of the world's interest and attention. Dress now is so much a matter of course that we scarcely ever think of its beginnings in the remote past. And yet the impulse toward adornment was just as marked and vital in our primitive ancestor in his paint, tattoo, and human bones, as it is today expressed in Jeans, rings and diamond studs indeed tattoos are again in fashion. Looking back through eons of time we find that man, in that dim, distant age, lived in caves and under rocky cliffs. He was concerned mainly with the securing of food and the preservation of his life. Dress did not exist. However, the impulse toward dress grew out this early life which was dedicated to the hunt and the chase. Evidence is unmistakable that costume as we know it today emerged after a long and tedious process of evolution. The beginnings of dress. Was in the form of body decoration. The painting, cutting, and tattooing of the skin are forms of body decoration, which were the first steps toward modern dress.

Opinions vary in regard to the origin of clothing, but the most important may be classified: (1) as a protection against the elements; (2) to satisfy the aesthetic sense; (3) as an expression of modesty. Exception has been found to the first theory. Nude natives have been seen in the extreme south of South America they wear very little clothing. Throughout centuries man has justified decorating himself in various ways in order to attract the opposite sex. The owner of a bear's-tooth necklace, for example, was able to attract the object of his affection, not only because the teeth were thought beautiful, but also because possession of such a necklace signified bravery. He would be considered a valiant man and be recognized as a good provider.

There are arguments against modesty as a reason for putting on clothes. Tribes that wear the most clothing are not necessarily the most modest. The costumes of some tribes show the marital status of the individual, such as skirts of coconut leaves worn by yap women of the Caroline Islands and the longer skirts of the Indian women of Chichicastenango, Guatemala.

Modern dress, that is, the fitted garment as we know it today, emerged during the Middle Ages when Frank, Gaul, and Latin mingled. Climatic conditions in western Europe necessitated a more clinging garment which would sustain the warmth of the body. So the men of these parts wrapped their legs in cloth and skins. They were ridiculed by the romans as "trousered barbarians". As the Romans, however, pushed their conquest farther north they were compelled to adopt the same costume. Though trousers are undoubtedly of oriental origin, it was at this period of the Middle Ages, during the fusion of the races, that trousers became the established type of men's dress, while the skirt remained the conventional dress of women.

Task 1

Answer the following questions:

Do you think human beings have always used clothes and decoration?

yes _____

no _____

If yes, why? _____

If not, why? _____

Now read the text as quickly as you can and check your ideas.

Task 2

Mark the statements **T** (true) or **F** (false) according to the information in the text. Underline the sentence (s) on which you based your answers.

- 1 For a long time, man paid no attention to the subject of costume.

T	<input type="checkbox"/>
F	<input type="checkbox"/>
- 2 Fashion is the most important factor regarding dress in modern times.

T	<input type="checkbox"/>
F	<input type="checkbox"/>
- 3 Primitive man was more concerned with dress than with food.

T	<input type="checkbox"/>
F	<input type="checkbox"/>
- 4 The interest in fashion grew out of the early periods of primitive man.

T	<input type="checkbox"/>
F	<input type="checkbox"/>
- 5 The natives in the extreme south of South America used to wear a lot of clothing.

T	<input type="checkbox"/>
F	<input type="checkbox"/>

- 6 Trousers were first worn during the Middle Ages.

T	<input type="checkbox"/>
F	<input type="checkbox"/>
- 7 The Romans' opinion of trousers was very positive at the beginning.

T	<input type="checkbox"/>
F	<input type="checkbox"/>
- 8 Attracting the opposite sex is the only goal that justifies the decoration we use.

T	<input type="checkbox"/>
F	<input type="checkbox"/>
- 9 The style of fitted garments started in the 20th century.

T	<input type="checkbox"/>
F	<input type="checkbox"/>
- 10 Nowadays women wear skirts and men wear trousers. This difference was established during primitive times.

T	<input type="checkbox"/>
F	<input type="checkbox"/>

Make a list of clothing worn in different centuries in a) North America and b) South America.

Skill: Summarizing.

Characteristics of summaries

- 1 Present only main ideas. (omit details, illustrations, etc.).
- 2 Reduce the original by two-thirds.
- 3 Use your own words.
- 4 Do not add any personal opinions.

Follow this 2-step process with the first paragraph of the text "The beginning of Costume".

- A. Underline the sentence which contains the main idea.
- B. Re- write the main idea in your own words using your notebook.

Now follow this process with paragraphs 2, 3 and 4.

Clearing it up

Present perfect passive

Task

Look back in your book to pages 169, 170 and 171 to review the form and use of the present perfect passive. Then complete the sentences.

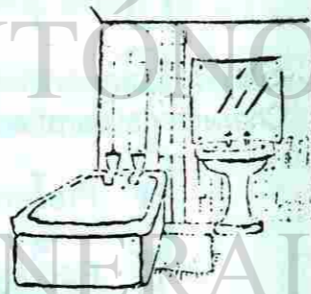
1. Skirts _____ (wear) by women for hundreds of years.
2. Body decoration _____ (use) to attract the opposite sex since ancient times.
3. Several opinions _____ (express) about the origin of clothing.
4. Several doubts _____ (raise) about all of these opinions.
5. In the last 50 years, some types of clothing _____ (accept) by both men and women.

Words at work

Task

Many words in English are made of two parts.
Match the words from list 1 with the correct word from list 2
For example: toothpaste

- | | |
|--------|-------|
| 1 | 2 |
| tooth | bike |
| foot | paste |
| motor | ball |
| ice | brush |
| post | room |
| coffee | end |
| week | card |
| hair | cream |
| living | end |
| bed | cut |
| bath | pot |



Time to read!⁽³⁾

Match the trade-marks to the food types.

FOOD TRADE-MARKS

- Church's
- Quick
- Kool Aid
- Nescafe
- Campbell's
- Planter's
- Carl's Jr.
- Knorr
- Icelandic
- Jello
- Barcel

FOOD TYPES

- Beverages
- Snacks
- Soups
- Dessert
- Fast food

Read the following article as quickly as you can, and tick the most appropriate title from all those listed below.

- 1 The largest cereal company in the world.
- 2 John Harvey Kellogg.
- 3 Corn Flakes for Breakfast.
- 4 The Market Possibilities of Grains.
- 5 Breakfast Delights

Now, justify your selection and your rejections.

Why?

Why not?

Why?	Why not?
_____	_____ too general
_____	_____ too specific
_____	_____ unimportant
_____	_____ irrelevant

Your title: _____

Before 1900, the idea of eating cornflakes for breakfast would not have occurred to the average American, for the simple reason that dry cereal had not been invented still. The person responsible for this relatively young American tradition was a vegetarian health faddist named John Harvey Kellogg. In the 1890s Kellogg, a physician and Seventh-Day Adventist, was medical superintendent of the Battle Creek Sanitarium, a Michigan clinic that had been founded by his sect in 1860 as the Western Health Reform Institute. For his sickly, carnivorous clientele, Kellogg devised a meatless, low-dairy regimen which he called the "Battle Creek Idea". Included in it were a battery of dried and flaked cereals and what we today call granola.

These innovations would have profited only Kellogg's own patients had it not been for two other men. One was Kellogg's brother Will, who founded what is now the largest cereal company in the world. The other was a salesman named Charles William Post, a Seventh-Day Adventist with his eye on more than spiritual matters. As a patient of Kellogg's in 1891, Post saw the market possibilities of grains, set up his own spa and business, and was soon rivaling his mentor with such products as Postum, Grape-Nuts, and Post Toasties.

Eccentricity attended the two cereal giants throughout their lives. J. H. Kellogg, creator of the best-selling breakfast cereal (Kellogg's Corn Flakes), spoke and wrote tirelessly against such evils of civilization as alcohol and tobacco. Post became a Texas rancher, experimented with rainmaking, and was the most virulent anti-unionist of his day. Perhaps the greatest oddity is the commercial legacy of these two health-food zealots: The companies that grew out of their work are now marketing such "natural" breakfast delights as Super Sugar Crisp, Frosted Rice, and Froot Loops.

Task 1

Complete the table according to the text.

When?	Who?	Where?	What?	Why?
1890				
1891				
1900				
Think carefully. Try to complete the missing information for now and the 90's	Many People		Eat	

Task 2

Match the people in the text with their personality characteristics.

- | <u>Person</u> | <u>Characteristics</u> |
|--------------------------------|---|
| a) John Harvey Kellogg was... | <input type="checkbox"/> a clever entrepreneur |
| b) Charles William Post was... | <input type="checkbox"/> an honest doctor |
| c) Will Kellogg was... | <input type="checkbox"/> a spiritualist |
| | <input type="checkbox"/> an astute businessman |
| | <input type="checkbox"/> a materialist |
| | <input type="checkbox"/> a vegetarian worried about health problems |
| | <input type="checkbox"/> a humanist |

Find out how many Kellogg's products there are in the market.

Bring advertisements to class... or the products themselves

What other brand names compete with Kellogg's products?

Do you eat any of them?

Which brands do you prefer?

Skill: Summarizing

Write these sentences in the correct sequence. Try to join them with some of these "connectors."

Then after that next now

- Charles Post recognized the market possibilities of cereal.
- John Kellogg, a doctor at the Battle Creek Sanitarium, gave his patients dried, flaked cereals as a dietary substitute for meat.
- Americans did not eat cornflakes for breakfast because dry cereal had still not been invented.
- Thousands of people world-wide eat cornflakes for breakfast because they are nutritious and easy to prepare.

UNIVERSIDAD AUTÓNOMA DE NUEVO LEÓN
DIRECCIÓN GENERAL DE BIBLIOTECAS

Clearing it up

Kellogg was medical superintendent of... a Michigan clinic that **had been founded** by his sect in 1860.

What happened first:

- Kellogg as a doctor
- The existence of the clinic

Where is the subject?
(in the 2nd sentence)

- The subject is before the action
- The subject is after the action

Past Perfect Passive
had + been + Past Participle

Task 1

Ask and answer questions using the Past Perfect * Passive. Work with a partner

When you were born:—Hippy fashions—launch

- When you were born, had hippy fashions been launched?
- Yes/No. Hippy fashions had (not) been launched when I was born.

1 Rocky —film

2 Fax —use

3 Atari —invent

4 Moon —visit

* If you need to know how to use the past perfect see unit 6.

Task 2

Look for sentences in Past Perfect Passive in magazines, newspapers, songs. Write 5 examples you found and their source.

Words at work
COLLOCATION - Which words go with which?

Task 1

Look at these sentences.

- a) We drive a car, but we ride a motorcycle
- b) We do the homework but we make the bed
- c) We say 'yes' and 'no', but we tell the truth or a lie.

Try to match verbs to the corresponding objects.

VERBS

OBJECTS

- | | | |
|-------|-------------|---------------------|
| Do | _____ | a mistake |
| Make | _____ | a bicycle |
| Tell | <u>tell</u> | a story |
| Say | _____ | a truck |
| Ride | _____ | the dishes |
| Drive | _____ | an English exercise |
| | _____ | a horse |
| | _____ | a cake |
| | _____ | a tractor |
| | _____ | "Hello" |
| | _____ | the time |

Task 2

Some adjectives can only be followed by one type of preposition. For example, in English we "dream about" (not "dream with", as in Spanish) Choose the right adjective + preposition from the box to complete each space.

kind to	afraid of
interested in	enthusiastic about
different from	keen on

- 1 They are very _____ sports.
- 2 Who is _____ mice?
- 3 This English book is _____ the last one.
- 4 She is always _____ her friends.
- 5 Are you _____ getting a part-time job?
- 6 I'm _____ the neighborhood clean-up project.

Check with other classmates. Some answers may be different, but they may all be correct!

Time to read!(4)

JEANS: CLASSROOM SURVEY

You have 5 minutes to complete this questionnaire-so be quick!

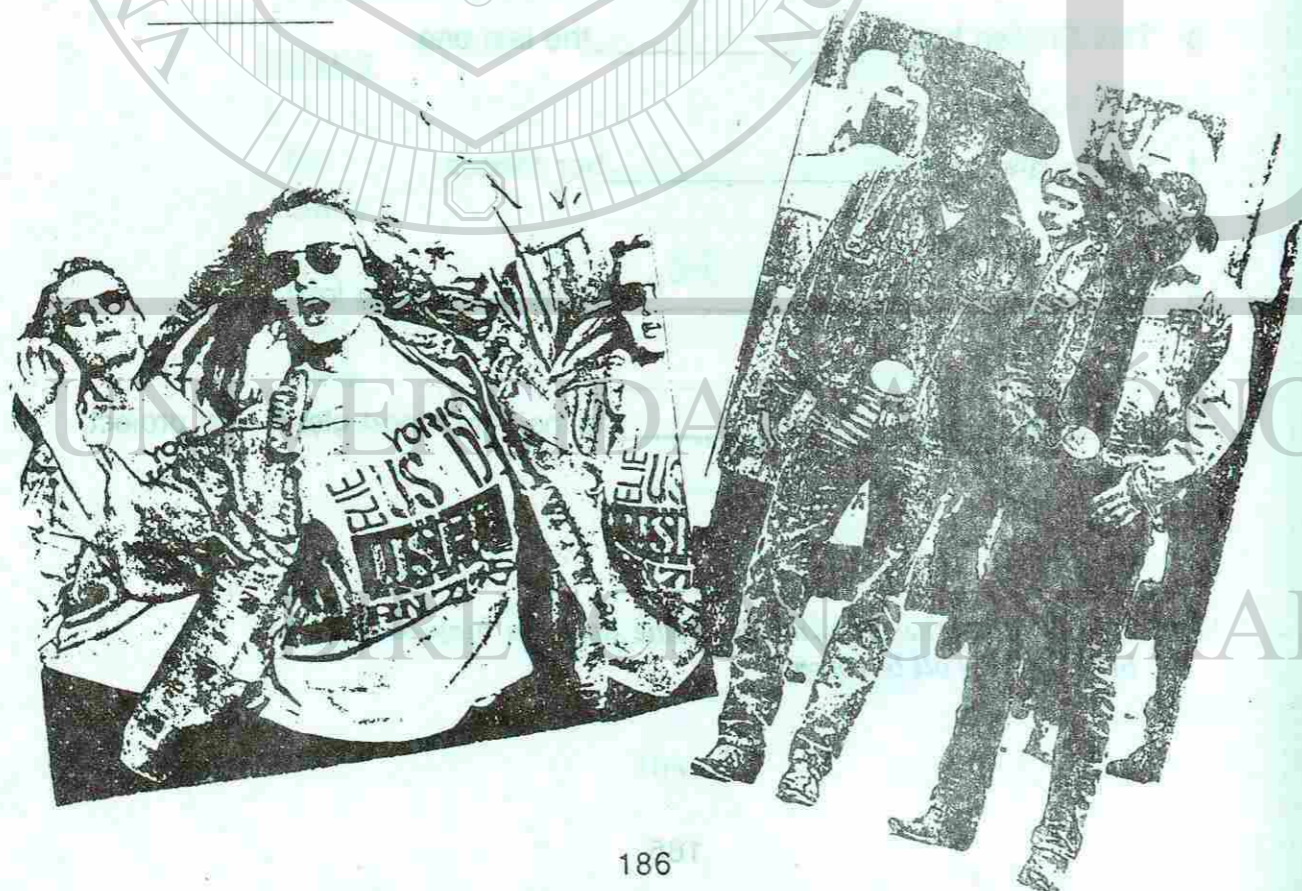
1 How many of your classmates are wearing clothes made of denim?

2 What articles of clothing are they?

Jeans _____	Waistcoats _____
Jackets _____	Shirts _____
Skirts _____	Overalls _____
Other _____	

3 How many are wearing blue jeans?

4 How many are wearing blue jeans with the Levi Strauss Label?



Task 1

You have 30 seconds to read the passage and decide if the article is mainly about:

- The life of Levi Strauss
- Clothes for workers
- The origin of jeans
- The derivation of the name "denim"

Title: _____

Blue jeans are so widely recognized as typically American that the nation's chief storehouse of Americans, the Smithsonian Institution, keeps several pairs in its permanent collection. Their creator was a young dry-goods peddler named Levi Strauss, who had followed the Forty-Niners to California in 1850, intending to sell them tent canvas. When he discovered that they needed sturdy pants much more than tents, he began turning the canvas into "waist overalls" and soon set up in San Francisco.

His business took off, and lesser men might have been content, but Levi had his sights on perfection. In the next decade he introduced three design changes that were to make the name Levis synonymous the world over with "blue jeans." One was the addition of the reinforcing rivets that have remained his company's trademark. Another was the substitution of canvas for a durable cotton called Serge de Nimes, named for its French town origin. The "de Nimes" cloth soon became "denim". The third was the use of an indigo dye that he found he could depend on for consistent color; and thus "blue" jeans were born.

Task 2

Now give the passage a title.

Task 3

Read the passage again carefully. Decide if these statements are True (T) or False (F).

- | | I | E |
|---|--------------------------|--------------------------|
| 1 The first "jeans" were neither blue nor made of denim. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 Levi Strauss' first store was in California. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 It took Levi Strauss 25 years to create his blue denim jeans. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 "Denim" is a material invented by Strauss. | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 You are wearing "Levis" even if the brand label is not Levi Strauss. | <input type="checkbox"/> | <input type="checkbox"/> |
| 6 The 3 main characteristics of Levi Strauss jeans are rivets denim and blue. | <input type="checkbox"/> | <input type="checkbox"/> |

Task 4

Choose the best completion.

- 1 A "dry-goods peddler" was probably a:
- A) food merchant B) miner C) cloth salesperson
- 2 To "set up" probably means:
- A) to start B) to sell C) to create
- 3 "His business took off" means that it was:
- A) quickly successful B) perfect C) a failure

Write a report about jeans. You can obtain information from clothing stores. Also check with your team the following data and include it in your report.

- a The most common brands in Monterrey
- b Prices
- c Your classmates' preferences
- d Reasons for c.

Skill: Summarizing

Task 1

The text about "blue jeans" has only two paragraphs, but it can still be summarized into two sentences. Try it!

- A) Underline the sentence (or parts of sentences) in each paragraph that contain the main ideas.
- B) Think of your own words to replace the words from the text.
- C) Write your questionnaires.

Task 2

Work with a partner. Choose one of these topics and find out as much as you can about it.

- A The Smithsonian Institution
- B The "Forty-Niners"

Clearing it up

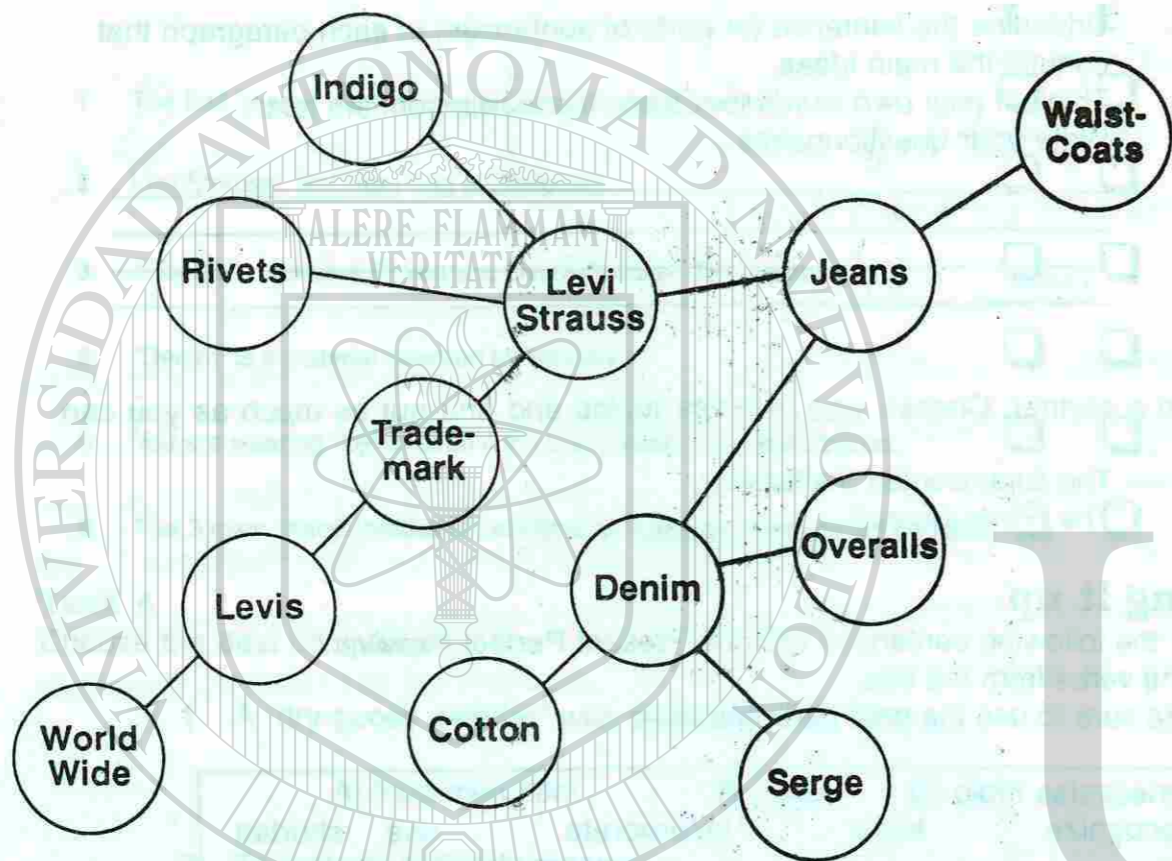
Complete the following sentences with the Present Perfect Passive. Choose the verbs from the box. Careful! Be sure to use the past participle

recognize	keep	incorporate	use	shorten
-----------	------	-------------	-----	---------

- 1 Several pairs of blue jeans _____ at the Smithsonian Institution for a long time.
- 2 The nickname "Forty-Niners" _____ by a San Francisco American football team for many years.
- 3 Levi Strauss jeans _____ always _____ by the characteristic of reinforcing rivets.
- 4 The name for the original "Serge de Nimes" clothe _____ to "denim".
- 5 Denim _____ into many high fashion designs.

Words at work

Look at this "Spidergram" of associations made from the word "trademark."



Using this as an example, choose any noun from the text on page 187 as the center of your own "Spidergram."

How many associations can you think of?

8 Trends

Time to read!⁽¹⁾

We find different types of texts in different media, and all can have a different purpose.

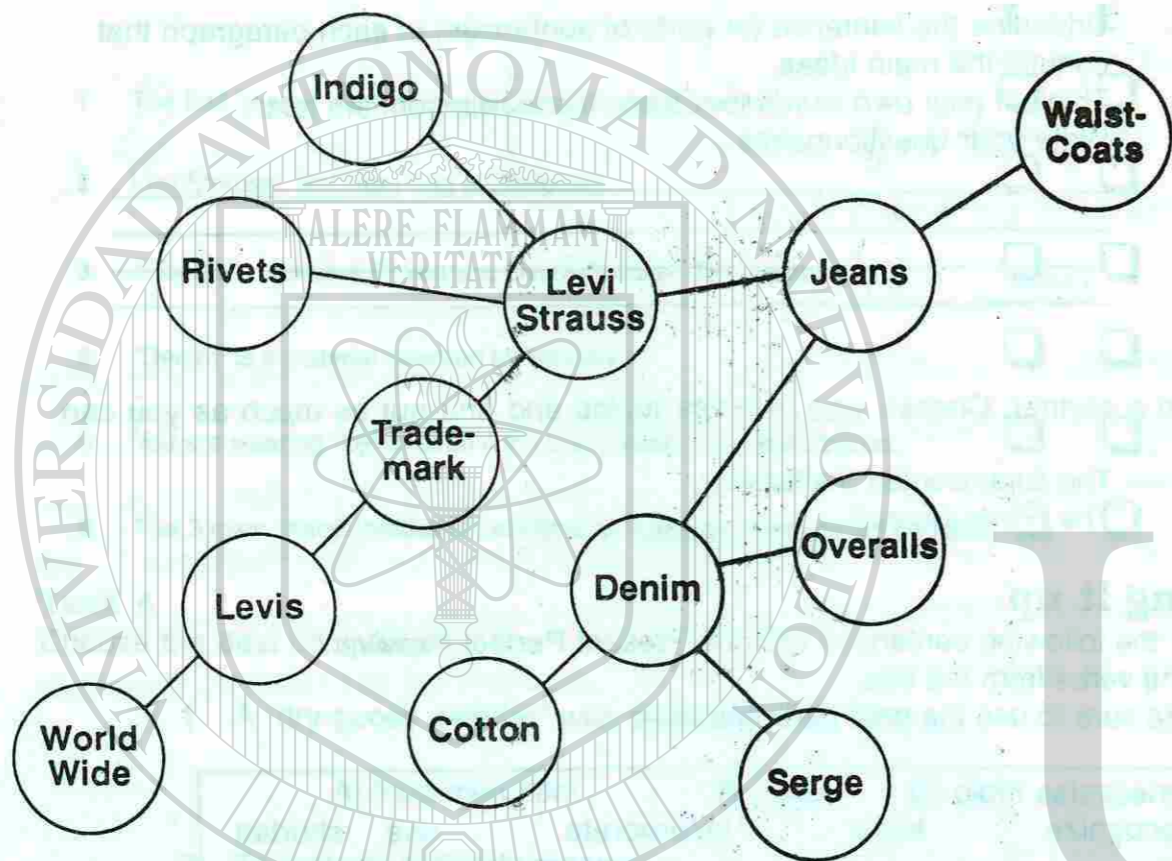
Match the purposes of a text with the different types of publications.

(Be careful! Some purposes could appear in more than one type of publication.)

- | | | |
|------------------------|-----|------------------------|
| 1 newspapers | () | a) give information |
| 2 magazines | () | b) express opinion |
| 3 novels/short stories | () | c) persuade directly |
| 4 manuals | () | d) persuade indirectly |
| 5 advertisements | () | e) describe processes |
| 6 textbooks | () | f) explain concepts |
| | | g) give definitions |
| | | h) give instructions |
| | | i) express feelings |
| | | j) entertain |
| | | k) warn |
| | | l) request |

Words at work

Look at this "Spidergram" of associations made from the word "trademark."



Using this as an example, choose any noun from the text on page 187 as the center of your own "Spidergram."

How many associations can you think of?

8 Trends

Time to read!⁽¹⁾

We find different types of texts in different media, and all can have a different purpose.

Match the purposes of a text with the different types of publications.

(Be careful! Some purposes could appear in more than one type of publication.)

- | | | |
|------------------------|-----|------------------------|
| 1 newspapers | () | a) give information |
| 2 magazines | () | b) express opinion |
| 3 novels/short stories | () | c) persuade directly |
| 4 manuals | () | d) persuade indirectly |
| 5 advertisements | () | e) describe processes |
| 6 textbooks | () | f) explain concepts |
| | | g) give definitions |
| | | h) give instructions |
| | | i) express feelings |
| | | j) entertain |
| | | k) warn |
| | | l) request |

China: Suspicions of Drug Use Confirmed

IT WAS THE MOST DAMNING evidence yet that China systematically dopes athletes. The Olympic Council of Asia (OCA) stripped 11 Chinese of medals from the recent Asian Games in Hiroshima after they tested positive for drugs. They included quadruple-gold medalist Lu Bin, 17, and at least two other members of the women's swim team, which swept the golds. Never before, reported Kyodo news service, had so many athletes from one nation tested positive at one meet. "The athletes are victims," OCA medical officer Yoshio Kuroda said. "There is somebody behind them."

Beijing officials had argued that suspicion of China's sports system was motivated by Western racism. They had aroused considerable support in Asia—until last week. Beijing officials declared themselves "shocked" and insisted any doping was unsanctioned. They promised "strict punishment" for those involved. A Beijing paper also challenged test results of swimmer Yang Aihua, and intimated that Japan was trying to disqualify the Chinese in

order to boost its own Asian Games medal count. This time Beijing had few backers. International Olympic Committee president Juan Antonio Samaranch, an old friend of Beijing, was silent as other Westerners stepped up the attack. German officials called for a boycott of international swim meets in China. The suspicions will dog China's athletes at least through the 1996 Olympics in Atlanta, where Beijing had hoped to shine.



Positive: Lu Bin

NEWSWEEK DECEMBER 12, 1994

BETTER THAN STORE BOUGHT

I used to think that store-bought valentines were better than the ones I made. But this past Valentine's Day, I realized how special homemade cards are. I'm a teacher's aide, and a little girl who is learning English as a second language gave me my first homemade valentine. Her best cursive writing, she wrote: "Dear Miss Dubbs, I hope you have a nice Valentine day on Wednesday February 14, 1990. Miss Dubbs you always help me, thank you Miss Dubbs. I love you Miss Dubbs." I'll treasure this valentine forever in my heart, because it came from hers. Kristy Dubbs, age 22. Teacher's aide Lakewood, Calif.

(Continued on page 2)

Newsmakers Trouble in Paradise

THE FAMOUS CAN SELDOM conduct their romances in private—as last week makes plain. "The media is being very irresponsible and spreading false rumor," said Lisa Marie Presley-Jackson, responding to reports that her marriage to Michael Jackson is disappearing faster than Jackson's other glove. "Michael and I are very happily married," says Lisa. So lay off.

INTRODUCTION

Logic in general is the science and art of right thinking. Unlike physical science, or social science, or philosophy, it is not concerned with the reality about which we are thinking but only with the operation of thinking itself. Until recent years, however, it has displayed a natural gravitation toward philosophy, and academically it is still usually included in the philosophical curriculum. This situation is, in all likelihood, as it should be. For if logic is not part of philosophy, it is a study that is a natural and necessary preparation for philosophy. The ancients considered logic as preparatory to all science, and for this reason they called it the *organon*, or instrument, of science, with respect to the physical, biological, or social sciences, in their primary stages. It seems, nevertheless, to be as true of philosophy, and of all efforts to determine the larger implications of scientific laws and principles.

The Blast That Lasts

Futurebiotics is pleased to introduce the newest member of our Vital K family of remarkably successful Herbal-Mineral tonics...

Vital KTM+ Ginseng Extra

Vital K+ is the extra-potency energizer with the herbal boost of 3 power-packed Ginsengs: Siberian, Korean and American plus all the 18 invigorating herbal extracts, potassium, calcium and iron found in the original Vital K.

2

Loomings

CHAPTER 1

CALL me Ishmael. Some years ago—never mind how long precisely—having little or no money in my purse, and nothing particular to interest me on shore, I thought I would sail about a little and see the watery part of the world. It is a way I have of driving off the spleen, and regulating the circulation. Whenever I find myself growling November in my soul; whenever it is a damp, drizzly gray about the mouth; whenever I find myself involuntarily pausing before coffin warehouses, and bringing up the rear of every funeral I meet; and especially whenever my hypos get such an upper hand of me, that it requires a strong moral principle to prevent me from deliberately stepping into the street, and methodically knocking people's hats off—then, is my substitute for pistol and ball. With a philosophical flourish Cato throws himself upon his sword; I quietly take to the ship. There is nothing surprising in this. If they but knew it, almost all men in their degree, some time or other, cherish very nearly the same feelings towards the ocean with me.

There now is your insular city of the Manhattoes, belted round by wharves as Indian isles by coral reefs—commerce surrounds it with her surf. Right and left, the streets take you waterward. Its extreme down-town is the battery, where which a few hours previous wore out of sight of land. Look

Task 1

Relate the preceding texts to the corresponding media where they originally appeared

- | | | | |
|---|---|-----|------------------|
| 1 | China: Suspicions of Drug Use Confirmed | () | a) newspaper |
| 2 | Chapter 1 Loomings | () | b) magazine |
| 3 | Newsmakers Trouble in Paradise | () | c) book |
| 4 | INTRODUCTION | () | d) manual |
| 5 | BETTER THAN STORE BOUGHT | () | e) advertisement |
| 6 | The Blast that lasts | () | |

Task 2 (Work in pairs)

Tick the box that seems to fit best with the content and communicative intention of each text.

Title: China: Suspicions of Drug Use Confirmed (text 1)

- 1 Author's occupation:
- novelist teacher journalist advertiser
- 2 Purpose:
- informing teaching entertaining persuading
- 3 This text was written for:
- students specialists consumers adolescents
- informed readers

Title: INTRODUCTION (text 4)

1 Author's occupation:

- novelist professor journalist advertiser
 researcher

2 Purpose:

- informing teaching entertaining persuading

3 This text was written for:

- students specialists consumers informed readers

Title: Chapter 1 Loomings (text 2)

1 Author's occupation:

- novelist teacher journalist advertiser

2 Purpose:

- informing teaching entertaining persuading

3 This text was written for:

- students specialists consumers readers of literature

Title: The blast that lasts (text 6)

1 Author's occupation:

- novelist teacher journalist advertiser

2 Purpose:

- informing teaching entertaining persuading

3 This text was written for:

- students specialists consumers readers of literature

Write three different examples of the following types of publications in Spanish and three more in English.

Publication	Spanish	English
newspaper	_____	_____
	_____	_____
magazines (different types)	_____	_____
	_____	_____
novels	_____	_____
	_____	_____
advertisements	_____	_____
	_____	_____

Now compare the number and topic of sections in a

Newspaper in Spanish
Section / topic

Newspaper in English
Section / topic

_____	_____
_____	_____
_____	_____
_____	_____

Which one do you prefer? _____

Skill: Writer's intention. Fact vs opinion

Task 1

Fill in the box with the number of the passage on page 192 that fits into each description.

- a passage from a novel
- a passage from a textbook on logic
- a passage from a "revista de opinion"
- a letter to: corresponding section
- a passage from a gossip section
- a passage from an advertisement

2 What is the author's intention in each passage?
(There may be more than one answer.)

- to make publicity
- to amuse the reader
- to criticize
- to share a personal experience
- to define a concept
- to punish an action
- to persuade

3 In this passage you can tell that the author's attitude towards the topic s/he describes is one of

- | | | | |
|---|------------|---|--------------|
| <input type="checkbox"/> <input type="checkbox"/> | admiration | <input type="checkbox"/> <input type="checkbox"/> | indifference |
| <input type="checkbox"/> <input type="checkbox"/> | sympathy | <input type="checkbox"/> <input type="checkbox"/> | deep emotion |
| <input type="checkbox"/> <input type="checkbox"/> | concern | <input type="checkbox"/> <input type="checkbox"/> | pity |
| <input type="checkbox"/> <input type="checkbox"/> | erudition | <input type="checkbox"/> <input type="checkbox"/> | detachment |

4 Write a, b, c, d, e, or f in front of the following sentences according to what you think the tone of the sentence is.

- | | | | |
|---|----------------|---|----------|
| a | matter of fact | d | emotive |
| b | ironic | e | venomous |
| c | formal | f | critical |

- from text 3 "the famous can seldom conduct their romances in private as last week makes plain." ()
- from text 4 "Logic in general is the science and art of right thinking." ()
- from text 1 "It was the most damning evidence yet that China systematically dopes athletes." ()
- from text 1 "The Olympic Council of Asia (OCA) stripped 11 Chinese of medals from the recent Asian Game in Hiroshima after they tested positive for drugs." ()
- from text 5 "I'll treasure this Valentine forever in my heart, because it came from hers." ()

Clearing it up

Task 1

This is the beginning of a questionnaire about what you and your classmates used to do when you were children, between five and ten years old.
Work in pairs to add four or more questions.

		Name:		
1	Did you use to live in the house where you live now?			
2	Did you use to go to school in the morning?			
3	Did you use to have birthday parties?			
4	Did you use to share your toys with friends and siblings?			
5				
6				
7				
8				

Task 2

Now ask these questions to four peers — different from your partner in the previous task. Fill in their answers with a tick if it is something they used to do, or a cross if it is something they didn't use to.

Used to describes past habits or states, i.e.:

- repeated or regular actions in the past which do not happen now:

When I was six I used to go to church every

Saturday and Sunday.

- past states which are not true now:

My mother used to have black hair but it's gone gray now.

- past situations which are not the situation now:

He used to be the school's principal but now he is just a teacher.

Task 3

Complete this table

	Affirmative	Negative
Interrogative form	Did he use to...?	to use to

Task 4

Complete the sentences using **used to** (affirmative, negative, or interrogative).

- ❖ You never _____ to play with your younger brother, did you?
- ❖ Sam _____ (not) be as clever as Rob but he is now.
- ❖ Mexico _____ to be considered a peaceful country but it is not now.
- ❖ There _____ to be a stable economic situation too.
- ❖ _____ (you) to have more job opportunities before?
- ❖ I can remember when we _____ to go on vacation every summer.

Words at work

Chapter 1 Loomings belong to a well known American novel: "Moby Dick." This is the story of one-legged Captain Ahab, who swears vengeance on the whale that has crippled him.

Task 1

Work in pairs. Read the text and match the definitions to the words in bold face.

CHAPTER 1

Loomings

CALL me Ishmael. Some years ago—never mind how long precisely—having little or no money in my **purse**, and nothing particular to interest me on **shore**, I thought I would **sail** about a little and see the watery part of the world. It is a way I have of driving off the **spleen**, and regulating the circulation. Whenever I find myself growing **grim** about the mouth; whenever it is a **damp, drizzly** November in my soul; whenever I find myself involuntarily pausing before **coffin warehouses**, and **bringing up** the rear of every funeral I meet; and especially whenever my **hypo**s get such an upper hand of me, that it requires a strong moral principle to prevent me from deliberately stepping into the street, and methodically **knocking people's hats off**—then, I account it high time to get to sea as soon as I can. This is my substitute for pistol and ball. With a philosophical flourish Cato throws himself upon his sword; I quietly take to the ship. There is nothing surprising in this. If they but knew it, almost all men in their degree, some time or other, **cherish** very nearly the same feelings towards the ocean with me.

(Herman Melville, Moby Dick, Signet Classic 1980)

- | | | | |
|---|-----------------------|---|------------------------|
| a | coast, beach littoral | f | depression, despair |
| b | wallet, pocket | g | treasure, appreciate |
| c | following, rearing | h | navigate |
| d | bromous | i | it doesn't matter |
| e | sinister, unpleasant | j | humid, moist |
| | | k | sarcophagus depository |

Time to read!⁽²⁾

Decide from which section of *The New York Times* these headlines belong to.

Europe in Winter
With a Package

ONLY SKILLED
PROS MAKE
OUR TEAM

1 Million Italians in Piazza to Protest Government Budget

Penn State, 21 Down, Saves Its Season in Last 0:57

Rebel Bosnia Muslims

In Houston,
The Symphony
Reclaims Its Past

200

DESIGN VIEW/Chicago Convention

More Than One Way to See Art

The New York Times

TODAY'S SECTIONS

Arts and Leisure/Section 2

Sam Shepard, called the most original theatrical voice of his generation, reworks favorite themes in a new play.

Automobiles/Section 11*†

Book Review/Section 7

Brent Staples reviews "The Last Shot," by Darcy Frey, about children who hope to escape poverty through basketball.

Business/Section 3

The lost years of a Nobel laureate: John Nash made his mark at 21, by 30 was a near legend. Then schizophrenia set in.

The City/Section 13§

Editorials and Op-Ed/Section 4

Magazine/Section 6

The brown tree snake of Guam bites babies, climbs power lines — and travels abroad. It is only one of the alien species that threaten to homogenize nature.

Real Estate/Section 9*

The new Chelsea's many faces.

Regional Weeklies/Section 13¶

Sports/Sunday/Section 8

Television/Section 12*

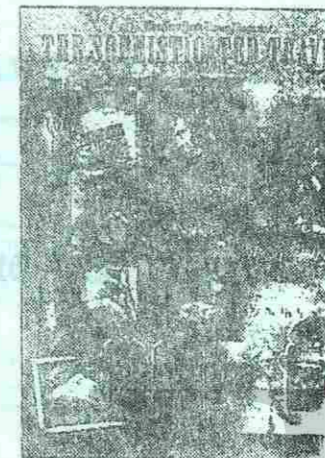
Travel/Section 5

A \$500 weekend for two: Miami Beach, Philadelphia or Seattle.

The Week in Review/Section 4

The Republicans have a new secret weapon: better candidates.

Employment Advertising/Section 10*

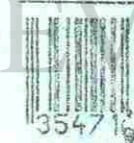


Special Today:
The Sophisticated Traveler/
Magazine Part 2



Special Today:
Children's Books/
Book Review, Section 7
A 36-page special section.

* In New York City and the metropolitan region
(† Elsewhere, auto pages are in section 3)
§ In most parts of New York City.
¶ In Long Island, Westchester, Connecticut and central and northern New Jersey.



THE NEW YORK TIMES
is available for home
delivery in most areas.
Please call, to 631-2500. Ask about
media TimesCard.

This appears in the
International and National News/Section 1/

Task 1

Read the following headlines and decide if the bias is for or against.

	HEADLINE	For	Against
1	Cedras goes but problems stay	<input type="checkbox"/>	<input type="checkbox"/>
2	JUBILANT HAITIANS CELEBRATE THE END OF CEDRAS' ERA	<input type="checkbox"/>	<input type="checkbox"/>
3	IRAQI ADVENTURISM MUST BE STOPPED AGAIN	<input type="checkbox"/>	<input type="checkbox"/>
4	POLICING GULF FUTILE POLICY	<input type="checkbox"/>	<input type="checkbox"/>
5	"Brothers in arms" ARRIVE IN KUWAIT	<input type="checkbox"/>	<input type="checkbox"/>
6	ONE GAP IN U.S. INTELLIGENCE	<input type="checkbox"/>	<input type="checkbox"/>

Task 2

Read the following articles and circle which headline from Task 1 belongs to each of them. Write the headline.

1, 2, 3, 4, 5 or 6

1, 2, 3, 4, 5 or 6

OPPOSING VIEW This time, make Persian Gulf rivals fight their battles without U.S. troops as bodyguards.

By Ted Galen Carpenter

Iraq's latest troop movements raise fears of a second Persian Gulf war less than four years after the USA's overwhelming military triumph. That possibility — and one hopes it is just a false alarm — underscores the futility of Washington's policy of policing the Persian Gulf.

The problem with attempting to stabilize such a politically turbulent region is that even when a problem has been "fixed," it doesn't stay fixed.

The latest incident also demonstrates that those who assumed that Operation Desert Storm would thin the blood of aggressors around the world were naive.

Not only has that victory failed to deter the Serbs, Algerians, Abkhazians and others who have since resorted to force for territorial gain, it may have even exacerbated Saddam Hussein.

How often is the USA prepared to lose war and waste the lives of its military personnel to protect Kuwait and the other fragile autocracies of the Persian Gulf? Even if it is, it is a disaster that will not be repeated.

Iran — will make another bid for pre-eminence in the region.

Is the USA really willing to police the gulf forever, despite the tremendous cost and risk?

The conventional wisdom is that the USA must do so to protect its oil supply. But respected economists, including Milton Friedman, James Tobin and David Henderson, have demolished that rationale.

Henderson, for example, has calculated that an Iraqi conquest of Kuwait and its neighbors would give Saddam control of only 23% of world oil production — with the ability to drive up oil prices by a maximum of 50%.

The cost to the USA of that development would be \$30 billion a year. But Washington spends more than \$40 billion each year just maintaining the forces needed to guard the security of the gulf and intervene in a crisis. Given that expense, the "cheap" oil of the Persian Gulf is an illusory bargain.

Washington accomplished little of lasting value with Desert Storm. This time the USA should let the odious regimes of the region fight their own battles. Do not use American troops as their bodyguard.

Ted Galen Carpenter is director of foreign policy at the Cato Institute in Washington, D.C. He is also author of *A Search for Enemies*.

OUR VIEW The principles that drew the U.S. and its allies into the gulf three years ago have not changed.

Maybe Saddam Hussein's deployment of 60,000 heavily armed troops to Kuwait's border is a bluff. But don't bet on it.

Even after a devastating defeat in the Persian Gulf war, Saddam remains an unrepentant, unrepentant outlaw — resisting reasonable diplomacy and international codes of conduct.

His latest actions make President Clinton's dispatch Sunday of a "formidable military force" of warplanes, high-tech missiles and ground troops to the Persian Gulf not just smart but essential.

Saddam is a dangerous bully caught in a trap with no trapdoor.

He's shown no sign of giving up his dreams of conquest. Yet the United Nations has thwarted him at every turn, insisting that he live up to gulf war peace terms before dropping economic sanctions.

His hopes that the U.N. would tire and look the other way have been dashed. So it's not entirely surprising that with a U.N. vote on the sanctions due today, he'd try intimidation.

The world cannot for a moment give Saddam any reason to believe that it will squander the gains of the brief but bloody Persian Gulf conflict and increase the risk of a new conflict.

Four years ago, an international coalition, appalled by Iraq's aggression, agreed

that no nation should be allowed to swallow whole a neighboring country. The case against Iraq was strengthened by its potential to wreak havoc with the world's oil market through its control of Kuwait's vast wealth and its threats to take over the oil fields of Saudi Arabia.

More than 400,000 U.S. troops had to put their lives on the line because of Saddam's aggression. And there's no better time to recall the payoffs of their success.

► Iraq was forced to surrender its illegal seizure of Kuwait.

► Saddam's fast-evolving nuclear, chemical and biological weapons programs were stopped in their tracks and put under international surveillance.

► The unprecedented alliance of Arab nations with Israel against Iraq led to historic Middle East peace agreements.

► The threat of oil blackmail was removed.

► All this greatly reduced the risk of a later war with a richer, stronger, nuclear-armed Iraq when an emboldened Saddam inevitably attacked his next victim.

► Not all is perfect. Kuwait's still not a democracy because of its wealthy ruling family's failure to follow through with reform. And Saddam remains a menace.

But the principles that drew the United States into the first Persian Gulf war have not changed. Clinton could take no chances in answering Saddam's latest challenge. He had to respond with a sense of urgency and with the threat of indisputable force.

► Iraq, 1A

Task 3

Read the following opinions and decide if they are for or against the presence of the U. S. in Kuwait.

Voices: Should the United States defend Kuwait?

After Saddam Hussein's troops moved toward the Kuwaiti border and shock waves through the U.S. military, which already has responded. A rising hostile intent, the Pentagon began organizing "a formidable military force" of troops, aircraft and missiles in the Persian Gulf. USA TODAY asked readers what the U.S. role in Kuwait should be.



Colette Motl, 26
Media designer
Cincinnati, Ohio

My perspective is that if we can help, we should help. But we don't need to be the world's police, either.



Tad Dobbs, 74
Retired
Dallas, Texas

We probably should because there are oil interests in the country. However, we missed the boat by not eliminating Saddam Hussein initially. My only fear now is the casualties that will occur if there's another war to oust Hussein and our country.



Carolyn Perkins, 39
Financial planning dir.
Stamford, Conn.

We really do have to figure out a number of alternatives to going into another situation and going to war with our troops. I favor a United Nations setup where we get together to find a solution instead of the United States leading the charge.



Paul Covell, 47
Autoworker
Lockport, N.Y.

I think those oil emirates have bled us enough. They've got their own money and can hire their own private army.



Taka Domingo, 57
Electric contractor
Honokaa, Hawaii

We've done it in the past. With the attitude and arrogance that Iraq has displayed, we should definitely go in there and get it over with. Oppression of this nature is uncalled for.

For	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Against	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- What do you think about:
 - the presence of a powerful nation in another country?
 - the presence of Iraq in Kuwait?
 - the presence of USA in Kuwait?

Discuss with your partner

Skill: Author's purpose

Task 1

There are two articles about Iraq and U. S. that appeared in the USA TODAY newspaper in the Today's Debate Section.

- 1 Read the article carefully and underline the words or expressions that, according to you or your personal point of view, bias the opinions of the readers.

2	Which article favors the presence of the U. S. military force in the Persian Gulf.	1	2
		<input type="checkbox"/>	<input type="checkbox"/>
3	Which article is against the participation of U. S. in the Persian Gulf.	<input type="checkbox"/>	<input type="checkbox"/>
4	Which article (1 or 2) appeals to...		
a	— people who want to defend justice	<input type="checkbox"/>	<input type="checkbox"/>
b	— people who admire war	<input type="checkbox"/>	<input type="checkbox"/>
c	— people who think U. S. should defend Kuwait	<input type="checkbox"/>	<input type="checkbox"/>
d	— people who think U. S. must not be world's police	<input type="checkbox"/>	<input type="checkbox"/>
e	— people who think U. S. government must stop spending so much money in foreign military affairs	<input type="checkbox"/>	<input type="checkbox"/>

Clearing it up

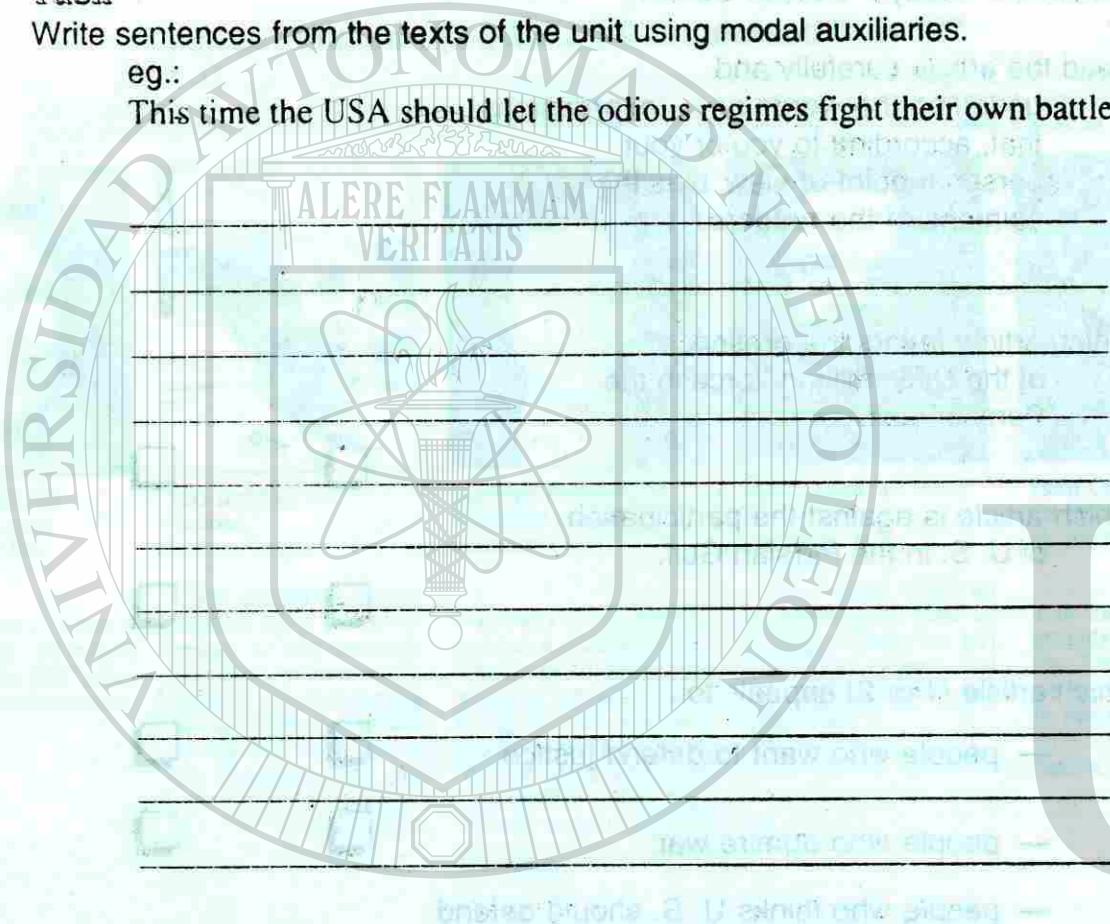
Review

Task

Write sentences from the texts of the unit using modal auxiliaries.

eg.:

This time the USA should let the odious regimes fight their own battles.



Words at work

Task 1

Find words or phrases in the articles on page 203 which tell you that the writer...

- a is against the Arab emirates _____
- b thinks it is very expensive the presence of the USA in the Persian Gulf _____
- c states that is a false idea that the USA can get the Kuwait's oil easily and cheaply. _____
- d thinks that Saddam Hussein is a stubborn person _____
- e states that many Americans were in danger due to the action undertaken by Hussein _____

Task 2

Complete the table using your dictionary.

	Part of speech	Pronunciation	Meaning(s)	Synonym*	Antonym*
decrepit	_____	_____	_____	_____	_____
autocracy	_____	_____	_____	_____	_____
tremendous	_____	_____	_____	_____	_____
cost	_____	_____	_____	_____	_____
risk	_____	_____	_____	_____	_____
illusory	_____	_____	_____	_____	_____
bargain	_____	_____	_____	_____	_____
sign	_____	_____	_____	_____	_____
give up	_____	_____	_____	_____	_____
sign	_____	_____	_____	_____	_____

*according to the context.

Time to read! (2)

Apartheid *freed*
 diamonds **blacks** forbid

whites Coloureds
 imprisoned police
 racial wins

These words belong to a text.

— In which of these articles these words could appear?

- Los Angeles' riot
- Segregation and history
- Diamonds are forever
- Some facts in South Africa
- Political economic and social facts in a discriminating country
- Mandela: Peace Nobel Prize winner

Now read the following text and check your answers

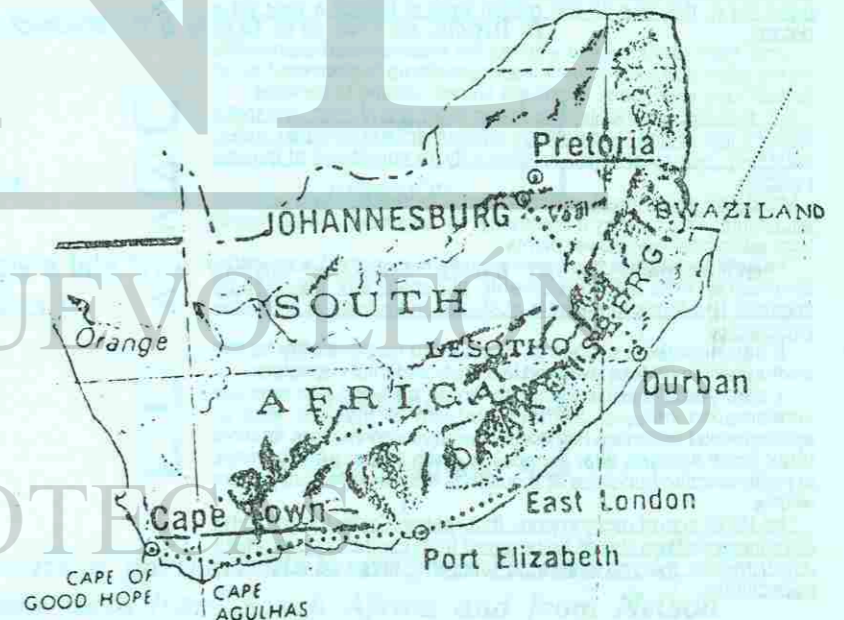
- Did you know all these facts?
- Discuss the text with a partner

Hot Dates in South African History

Long before whites arrived, South Africa was composed of numerous tribes, including Bantu-speaking farmers and San and Khoikoi hunters.

1795-1814	1838	1867-1899	1899-1902	1910	1911	1912	1913	1923	1948	
Cape of Good Hope becomes a pit for Dutch traders on the way to Indonesia.	British seize control of the Cape. Dutch rule ends—but ill will between Briton and Boer (Afrikaner or Dutch descendants) continues.	Afrikaners make a "Great Trek" toward Natal and fight the Battle of Blood River. Less than 500 settlers defeat thousands of Zulus, and thus believe God is on their side.	Amazing mineral discoveries! diamonds! gold!—make whites doubly eager to get blacks off the land, then under it into the new mines, as dirt-cheap labor!	South African War. Boers fight for the right to run their own, un-British republics. They lose.	Union of South Africa, composed of Transvaal, Cape, Natal and Orange Free State provinces, is formed.	Mines institute "job reservation," legal insurance that top jobs go only to the whites; this practice will spread throughout the economy.	The South African National Council, formed to fight racial injustice, becomes known as the African National Congress.	Natives' Land Act reserves 7.5% of the land to blacks, who make up more than 75% of the population. (A later law will cede them a total of 13%.)	Natives Urban Areas Act provides for "townships" outside white cities. Blacks can be forced to live in these places or deported to rural areas.	The Afrikaner-dominated National Party comes to power. Apartheid, already a fact of life, becomes the main point of public policy.
1950	1956	1960	1964	1975	1976	1983	1990	1992	April 1994	
Banner year for apartheid legislation. New laws forbid blacks and whites to, among other things, live near or have sex with one another.	Coloureds (mixed-race South Africans) lose the right to vote.	In the "Sharpeville massacre," police shoot into a crowd of Pan Africanist Congress protesters.	ANC underground leader Nelson Mandela is imprisoned as enemy of the state.	Inkatha is founded as a nonpolitical Zulu organization. Later, as the very political Inkatha Freedom Party, it gives the ANC many headaches.	Police fire on black students protesting the teaching of Afrikaans (the Boer language) in their schools, killing hundreds in Soweto alone.	Whites vote for a three-winged Parliament, with houses for Indians and Coloureds, but not for blacks.	Prime Minister F. W. de Klerk shocks the world by announcing that outlawed political groups are legal again; Mandela is freed. . . .	Over two thirds of white voters support reforms. The ANC and the NP lead the writing of a new constitution, effective for five years after the election.	First free election held. Mandela wins.	

Cape Town whites show their support for the new South Africa



Skill: Fact vs Opinion

Task

Read the following statements and decide whether they are Facts or Opinions

		Fact	Opinion
1	South Africa is a long, dark road with no light and few sign posts	<input type="checkbox"/>	<input type="checkbox"/>
2	Long before whites arrived, South Africa was composed of numerous tribes, including Bantu-speaking farmers	<input type="checkbox"/>	<input type="checkbox"/>
3	Mandela won the first free election hold in South Africa	<input type="checkbox"/>	<input type="checkbox"/>
4	Now, people expect the moon from Mandela	<input type="checkbox"/>	<input type="checkbox"/>
5	Some people think that black violence is going to get much, much worse unless black lives get much much better	<input type="checkbox"/>	<input type="checkbox"/>
6	"You have to be black to get anything now" says white Lionel, a 24 year-old trainee accountant.	<input type="checkbox"/>	<input type="checkbox"/>
7	Up in the hill, a black vendor of wool says, "Mr. Mandela is a friend of the people"	<input type="checkbox"/>	<input type="checkbox"/>
8	It's amazing how serene Nelson Mandela looks when people expect nothing short of salvation from him	<input type="checkbox"/>	<input type="checkbox"/>
9	"Houses, schools and jobs." One can hear these three wishes again and again -not always in the same order, but never without total urgency	<input type="checkbox"/>	<input type="checkbox"/>

Clearing it up Review

Write sentences from the texts in different tenses

e.g.: Present tense: **Mandela wins the first free election in South Africa**

Present tense _____

Future tense _____

Present Perfect tense _____

Past Perfect tense _____

Passive Voice _____

Words at work Verb and noun endings

Task 1

Complete this chart of verbs taken from the texts.

Infinitive	Past tense	Present Participle	Past Participle
Shock			known
	held	enforcing	
support			
short			inherited
			been
provide			made
		announcing	
lose			
	left		
spread			led

Task 2

Complete the table.

Verb	Noun
	development
	government
	movement
legislate	_____
organize	_____
urbanize	_____
pollute	_____
describe	_____
	information
	instruction
advertise	_____
request	_____
	expression
judge	_____

What have you noticed? What endings change a verb into a noun? _____

Time to read!⁽⁴⁾

Name three advertisements that you like.

- 1 _____
- 2 _____
- 3 _____

Tick the feature(s) you like the most of each one

ad	models character(s)	setting	slogan	music/jingle	product	text
1						
2						
3						

Compare with 2 or 3 partners.

Task 1

Imagine you are going to buy a watch. What kind of characteristics would you look for? Below there is a list of features you might consider important.

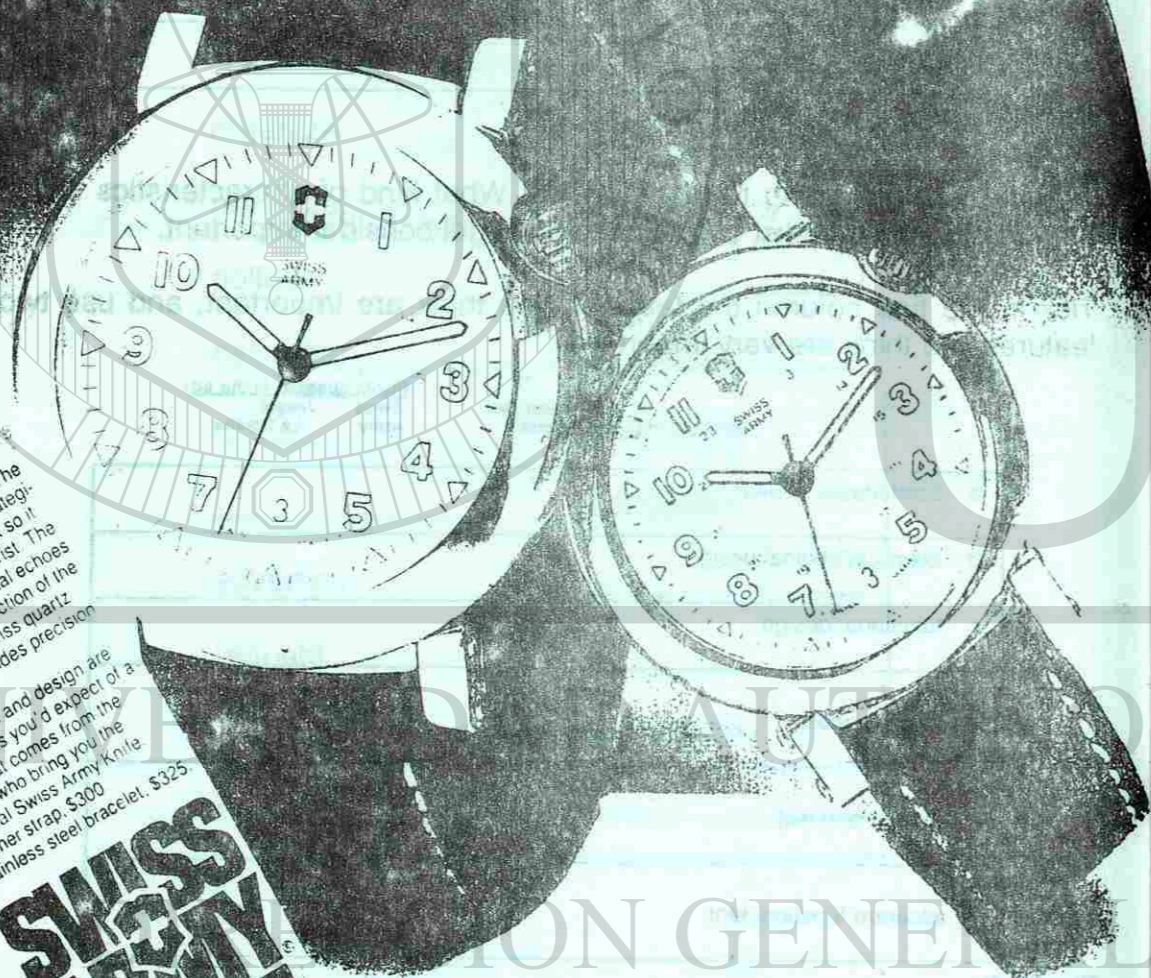
Tick in the first column the features you think are important, and use two ticks the features you think are very important.

	Points you feel are important	Points stressed in the ad	
		Swiss Army	Jaeger-Le Coultre
a	comfortable to wear		
b	classical/original design		
c	functional design		
d	metal bracelet		
e	leather bracelet		
f	accurate functionment		

Task 2

Now read the following two ads for watches. As you read tick the points in the table above which are mentioned (✓) or stressed (✓✓)

BUILT LIKE OUR SWISS ARMY KNIFE



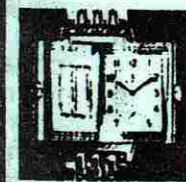
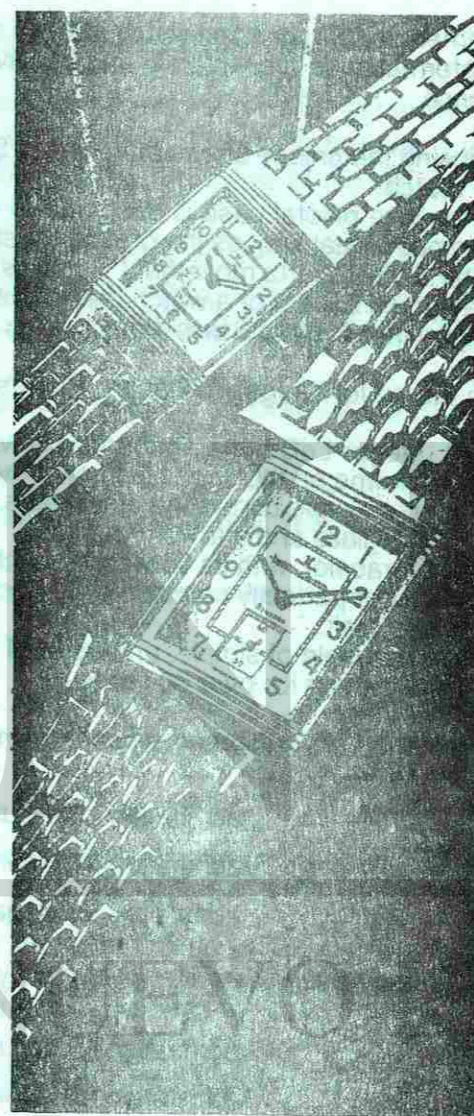
Introducing the unique engineering of the Swiss Army Brand Delta™ Watch. Its innovative pivotal case is designed to flex with you. The stem is recessed and strategically placed at 2 o'clock so it never digs into your wrist. The domed mineral crystal echoes the unique construction of the case. And the Swiss quartz movement provides precision accuracy.

Function and design are one. Just as you'd expect of a watch that comes from the people who bring you the Original Swiss Army Knife. Leather strap \$300. Stainless steel bracelet. \$325.



REVERSO. AVANT-GARDE SINCE 1931.

IN 1931 JAEGER-LECOULTRE ANNOUNCED A WRISTWATCH DESIGNED TO BE EQUALLY AT HOME ON THE SPORTS FIELD OR IN THE DRAWING ROOM. THE REVERSO'S CASE, CONSISTING OF 37 PARTS, CAN BE REVERSED WHICH PROTECTS THE GLASS AND DIAL FROM DAMAGE. THE METAL BRACELET, WITH ITS FLAWLESSLY MACHINED LINKS, FITS SNIUGLY TO YOUR WRIST AND PERFECTLY COMPLEMENTS THE ART-DECO INSPIRED LINES OF THE CASE ITSELF. A CLASSIC EXAMPLE OF SIMPLE, UNDERSTATED STYLING THAT HAS WITHSTOOD CHANGES IN FASHION FOR OVER 60 YEARS.



ORIGINALLY DESIGNED TO PROTECT THE GLASS, THE MECHANISM TURNS THE WATCH SMOOTHLY THROUGH 180° TO REVEAL THE WATCH'S OTHER FACE, HIGHLY SUITABLE FOR ONE'S FAMILY CREST, COAT OF ARMS OR INITIALS.



Make a decision about which of the two watches you would buy
What was the characteristic that made you take that decision?

Skill: Identify author's purpose

Task

1 Look at the advertisement for Swiss Army watch in each of the sentences that follow decide whether the information is presented in an objective or slanted way. Write **O** or **S** in front of each sentence.

- a Introducing the unique engineering of the Swiss Army Brand Delta Watch.
- b Its innovative pivotal case is designed to flex with you.
- c The domed cristal echoes the unique construction of the case.
- d And the Swiss quartz movement provides precision accuracy.
- e Just as you'd expect of a watch that comes from the people who bring you the Original Swiss Army knife.

2 Same as above with the ad for Jaeger-LeCoultre Reverso.

- a In 1931 Jaeger-LeCoultre announced a wrist-watch designed be equally at home on the sports field or in the drawing room.
- b The reverso's case consisting of 37 parts, can be reversed which protects the glass and dial from damage.
- c the metal bracelet, with its flowlessly machined links, fits snugly to your wrist and perfectly complements the Art Déco inspired lines of the case itself.
- d A classic example of simple, understated styling that has withstood change in fashion for over 60 years

3 Does the Swiss Army Watch advertisement appeal mainly to the reader's

- | | | | |
|--------------|--------------------------|---------------------------------------|--------------------------|
| emotions | <input type="checkbox"/> | admiration for accuracy and functions | <input type="checkbox"/> |
| intelligence | <input type="checkbox"/> | admiration for technology | <input type="checkbox"/> |
| | | admiration for elegance and status | <input type="checkbox"/> |

4 Does the Jaeger-LeCoultre advertisement appeal mainly to the reader's

- | | | | |
|--------------|--------------------------|---------------------------------------|--------------------------|
| emotions | <input type="checkbox"/> | admiration for accuracy and functions | <input type="checkbox"/> |
| intelligence | <input type="checkbox"/> | admiration for technology | <input type="checkbox"/> |
| | | admiration for elegance and status | <input type="checkbox"/> |

5 Write down what part from the text influenced your decision on question 3.

6 Write down what part from the text influenced your decision on question 4

Clearing it up

Task 1

Look at these examples. Then answer the questions below.

Tom used to go to Los Angeles. He always stayed there for a couple of months every year.

Lena went to Europe. She stayed there for three weeks last summer.

- 1 What does the verb form "used to go" the first sentence tell us?
 - a that something happened often in the past, but doesn't happen now
 - b that something happened once in the past.
- 2 What does the verb form "went" in the second example tell us?
 - a that something happened often in the past, but doesn't happen now?
 - b that something happened at one time in the past.
- 3 We can change the verb "stayed" in one sentence to "used to stay." Which one?
 - a He stayed there for a couple of weeks every summer
 - b He stayed there for a couple of weeks one summer
- 4 What form of the verb "live" do we need to use after "used to" in this sentence? Louis used to _____ French.
 - a studied
 - b studies
 - c study

Task 2

Read the following sentences. Rewrite the ones you can., using "used to"

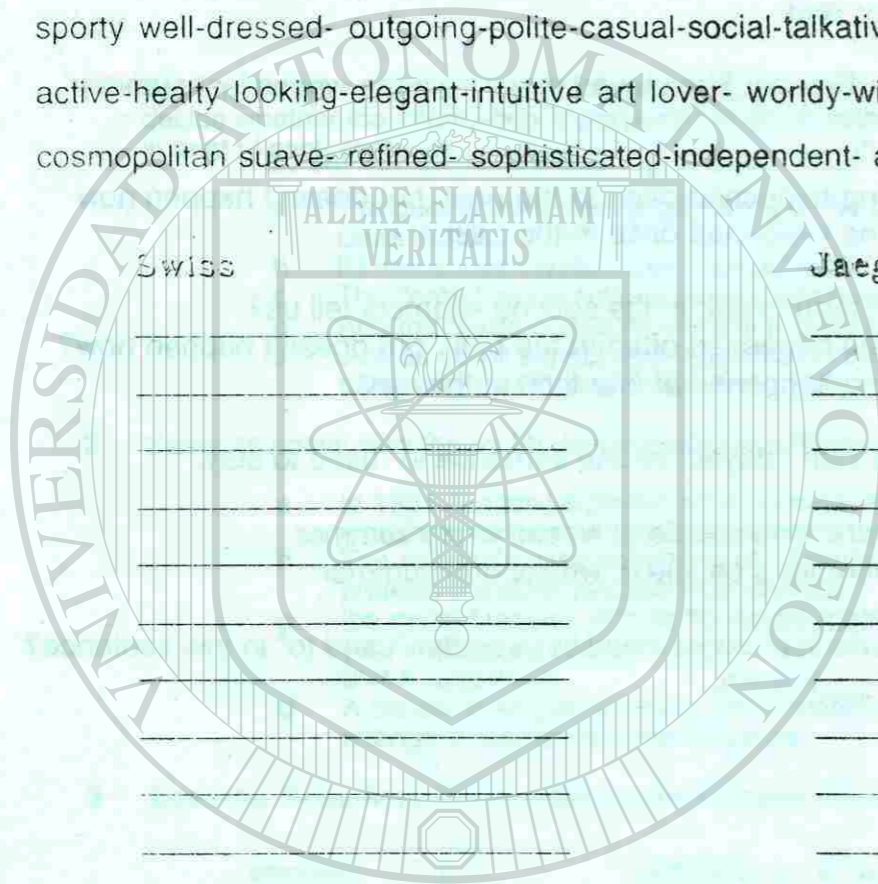
- 1 Until he was fifteen my father lived in Montemorelos.
- 2 After that he moved to Monterrey.
- 3 His life changed a lot when he moved.
- 4 In the country he always climbed trees.
- 5 And he played with his cousins everyday.
- 6 In the city he made lots of new friends.

Words at work

Task

Describe the man that prefers a Swiss Army watch in the first column and the man that wears a Jaeger-LeCoultre in the second one. Use words from the box below.

sporty well-dressed- outgoing-polite-casual-social-talkative-intellectual -quiet-smart- active-healthy looking-elegant-intuitive art lover- worldly-wise well-to-do- nature-lover cosmopolitan suave- refined- sophisticated-independent- athletic- easy going



Swiss

Jaeger-LeCoultre

Handwriting practice lines for the words 'Swiss' and 'Jaeger-LeCoultre'.

UNIVERSIDAD AUTÓNOMA DE NUEVO LEÓN

DIRECCIÓN GENERAL DE BIBLIOTECAS

CAPILLA ALFONSINA
U. A. N. L.

Esta publicación deberá ser devuelta antes de la última fecha abajo indicada.

IFCC 636

Table with 4 columns and 15 rows for tracking publication return dates.





JUAN

SIDAD AUTÓNOMA DE NUEVO

CCIÓN GENERAL DE BIBLIOTE