

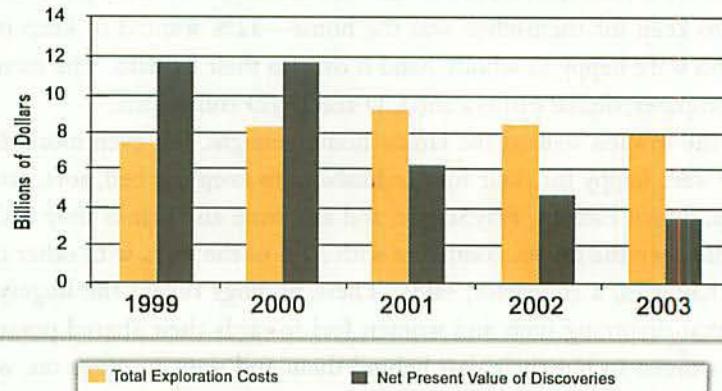
Lesson 26

Warm-up



Diminishing Returns

Exploration spending vs. value of discoveries



Which of the following expressions is NOT TRUE according to the chart?

- A. The value of discoveries before 2000 is higher than the exploration costs.
- B. The value of discoveries after 2000 is lower than the exploration costs.
- C. Exploration brings fewer and fewer valuable discoveries.
- D. More and more money is spent on exploration.

Skill analysis

When reading a chart, you should read both the vertical axis and the horizontal one so as to have a clear idea of how the chart summarizes the corresponding part of the text. Then scan the chart to pick out the signposts or keywords, which will lead you to locate the relevant information in the text.

In most cases, we can locate the contents of the table or chart in one or two paragraphs in the IELTS tests. The most important thing for you to do is to make a comparative reading between the information on the chart and the corresponding parts of the text and then find out what information is missing and fill in with the needed information.

Lesson 26

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Skill training

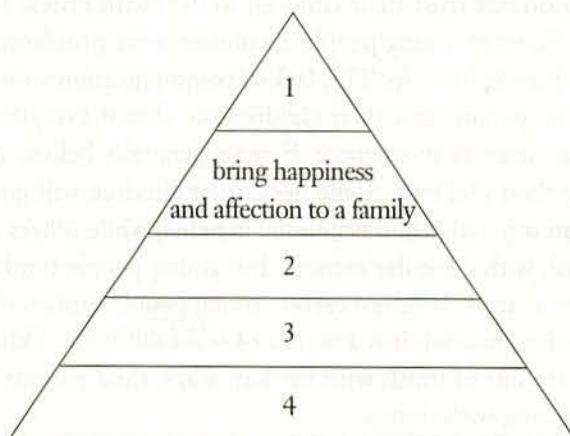
Exercise 1

Questions 1–4

Using the information in the paragraph, complete the chart below.

Use NO MORE THAN THREE WORDS from the paragraph for each answer.

DINK, “Double Income No Kids”, refers to families that consist of a husband and wife who both work but have no children. The number of such families has hit 600,000 in major cities, revealed by the Fifth National Population Census. It has been reported that 17 million adults are inclined to become DINK families. There seem to be some relationship between DINK families and people with high educational backgrounds. Based on questionnaires collected from couples who have been married for five years and are of childbearing age, Horizon Research, a professional research firm, announced that about 10% of the Beijing families with an average education of junior colleges do not want any child. At the same time, a survey among female undergraduates, conducted by the China Social Investigation Institute, found that 42.4% of them do not want kids after marriage. Another survey further confirmed that more and more people in the Chinese mainland have begun embracing the concept of DINK families. In big cities such as Beijing, Shanghai, Guangzhou and Chengdu, over one-fifth of women aged 15 to 59, prefer to maintain a DINK status, while 24.7% of young and middle-aged women advocate marriage without children. For holders of Master’s degree or above, the main reasons for childbearing have been sequenced from top to bottom as “to complete a family, to bring happiness and affection to a family, to make parents happy, to maintain conjugal relations, and to reproduce.”



Exercise 2**Questions 5–9**

Using the information in the paragraph, complete the chart below.

Use NO MORE THAN THREE WORDS from the paragraph for each answer.

5. _____
6. _____
7. _____
8. _____
9. _____

The Generation Gap

What is the generation gap? The generation gap refers to a vast difference in cultural norms between a younger generation and their elders. It's a distressing phenomenon which occurs around the world. In my opinion, a lack of communication, different views on certain problems and different attitudes towards life cause the generation gap or even widen it.

First, one of the major factors for this misunderstanding between the two generations is that parents and children lack communication. Young people seldom reveal their feelings to their parents and have several complaints about their parents: they are out of touch with modern times; they are dominant; they do not trust their children to deal with crises; and they talk too much about certain problems. So when young people encounter some problems, they prefer to turn to their classmates or their friends for help. This lack of communication widens the generation gap.

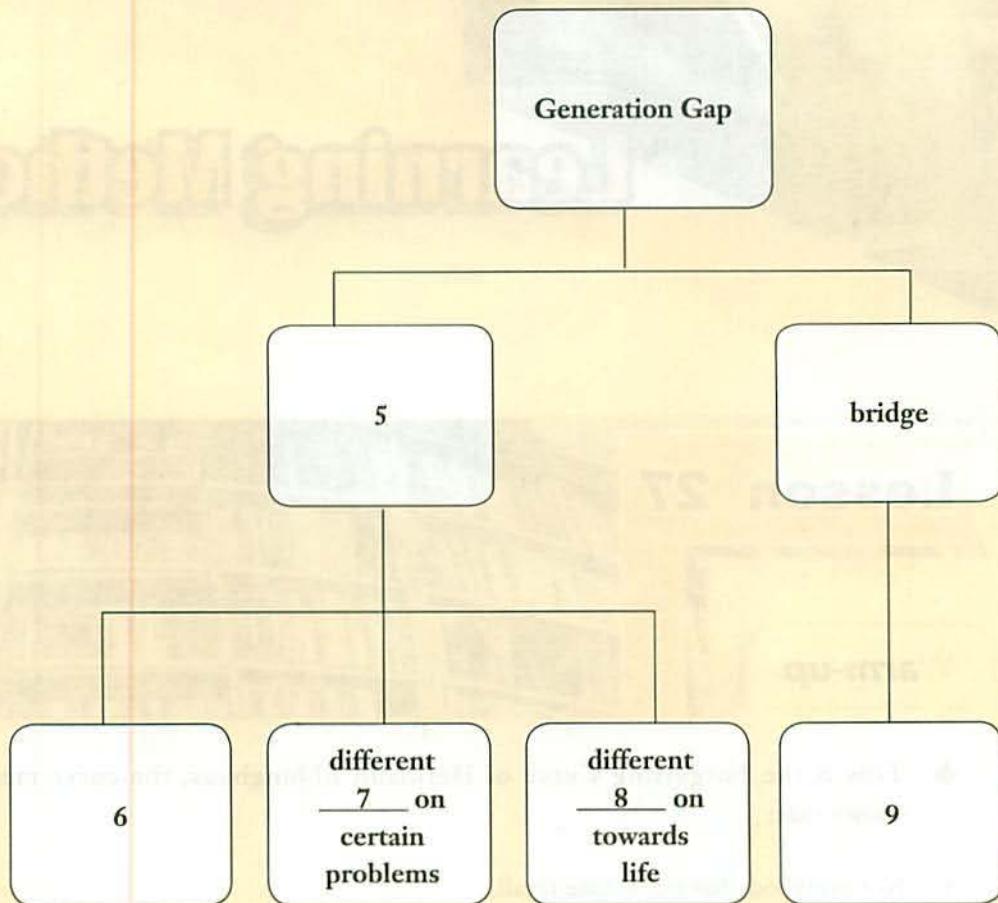
Another factor is that parents and their children see almost everything from different perspectives. Take choosing career as an example. Parents generally believe it is their responsibility to make career plans for their children. Some hope their children will go in for professions that will bring them the greatest prestige and economic benefits, while others simply hope their children will have a stable job with a regular income. But young people think they should be free to make their own decisions as to their future career. Young people explain that true success is not a matter of money or position, instead, it is a matter of self-fulfillment. While children often complain that their parents are out of touch with modern ways, their parents criticize their children for the radical ways of dealing with things.

Finally, with the changes in the world over the decades, the attitudes of the young have altered too. There are differences in such matters as musical tastes, fashions, drug use, sex and politics between young people and their parents. Nowadays, long hair on young males is viewed as

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fashionable by the young, but it is frequently considered to be a shocking act of rebellion against social norms by parents. Most parents find it hard to accept their children's attitudes because they themselves have been brought up to respect traditional values.

With the factors mentioned above, I think that mutual understanding is vital in order to narrow the generation gap. On one hand, parents' views do reflect their concern for the bright future of their children. On the other hand, children should talk with their parents and try to understand them better. Therefore, it would be wisest for parents and their children to view each other as friends.



Unit

13

Learning Methods

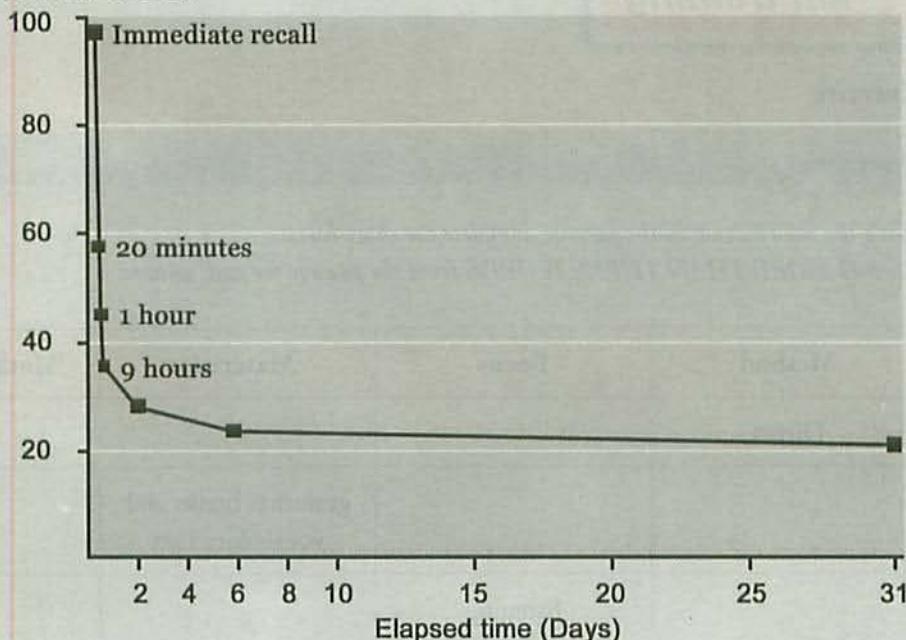
Lesson 27

Warm-up



- ◆ This is the Forgetting Curve of Hermann Ebbinghaus, the curve mainly shows that:
 - A. Not everybody has immediate recall.
 - B. The rate of forgetting levels off over time.
 - C. The more you memorize, the more you forget.
 - D. Practice helps one to remember better.

Retention (Percent)



Source: Hermann Ebbinghaus, *Memory; A Contribution to Experimental Psychology*, 1885/1913

S**skill analysis**

◆ How to find the general information according to the chart?

As we have discussed above, there are two types of information that should be filled into the blanks of the table, of which one is some general information. For this type of information, what we should do is to observe the following procedure:

1. Find the relevant paragraph according to the chart.
 - 1) read the chart and find the characteristics of the required information.
 - 2) find the relevant paragraph and locate the relevant sentences.
2. Summarize the relevant information in the located sentences.
 - 1) read the located sentences and classify the information.
 - 2) summarize the classified information.

Skill training**Exercise****Questions**

Using the information in the passage, complete the chart below.

Use NO MORE THAN THREE WORDS from the passage for each answer.

Method	Focus	Materials	Mother Tongue
Direct			
		grammar books and vocabulary lists	
	listening		
Audio-Lingual			
Communicative Language Teaching			
	grammar		
	vocabulary		
Community Language Learning			
		objects and pictures	
	the learner		
	similarities between the first and second languages		
		books and the Internet	
	task completion		

Lesson 27

Listed below are brief summaries of some of the more popular second language teaching methods of the last half century.

The Direct Method involves teaching entirely in the target language. The learner is not allowed to use his or her mother tongue. The explanation of grammar rules is avoided by the teacher and there is emphasis on good pronunciation. Tapes are often used. In many ways, it is the opposite of the Grammar-Translation Method, whereby learning is largely by translation to and from the target language. In the Grammar-Translation Method, grammar rules are to be memorized and long lists of vocabulary learned by heart. There is little or no emphasis placed on developing oral ability. Another method—Total Physical Response (TPR)—works by having the learner respond to simple commands from tapes or from the teacher, such as “Stand up”, “Close your book”, “Go to the window and open it.” This method, not using the student’s mother tongue, stresses the importance of listening comprehension, rather than pronunciation or grammar rules.

The theory behind the Audio-Lingual Method is that learning a language means acquiring habits, without the use of the mother tongue. This method involves a lot of practice of dialogues involving all kinds of situations. New language is first heard on tapes and then extensively drilled before being seen in its written form in books. In terms of materials and use of the mother tongue, this is similar to Communicative Language Teaching (CLT), in that the focus of this method is to enable the learner to communicate effectively and appropriately in the various situations she would be likely to find herself in. The content of CLT courses are functions such as inviting, suggesting, complaining or notions such as the expression of time, quantity, or location. Hence, with CLT, the focus is on functions rather than situations.

The Structural Approach sees language as a complex of grammatical rules which are to be learned one at a time in a set order using textbooks. So for example the verb “to be” is introduced and practiced before the present continuous tense which uses “to be” as an auxiliary. The Lexical Syllabus approach is based on a computer analysis of language which identifies the most common (and hence most useful) words in the language and their various uses. The syllabus teaches these words in broadly the order of their frequency, and great emphasis is placed on the use of authentic texts from books and dialogues from tapes. It can be seen that the Structural Approach focuses on grammar, whereas the Lexical Syllabus approach focuses on vocabulary, though both make use of the student’s native language.

The Community Language Learning approach relies on building strong personal links between the teacher and student so that there are no blocks to learning. There is much talk in the mother tongue, which is translated by the teacher for repetition by the student. Suggestopedia is also based on the idea that a language can be acquired only when the learner is receptive and has no mental blocks. By various methods it is suggested to the student that the language is easy—and in this way the mental blocks to learning are removed. Familiar objects and pictures are used to teach vocabulary. Use of the student’s native tongue is not forbidden, but only used when necessary.

An unusual method is the Silent Way, so called because the aim of the teacher is to say as little as possible in order that the learner can be in control of what he wants to say. No use is made of the mother tongue and the student says as much as she can. On the other hand, the Natural

Approach uses both the target language and the student's native language. This approach stresses the similarities between learning the first and second languages. There is no correction of mistakes. Learning takes place by the students being exposed to language that is comprehensible or made comprehensible to them through books and other media.

The Immersion Method has no specific focus, as it views all skills as important. It is widely used and uses a wide range of materials, such as books and the Internet. ESL students are immersed in the English language for the whole of the school day and are expected to learn math, science, humanities, and other subjects through the medium of the target language, English. Immigrant students who attend local schools find themselves in an immersion situation; for example Puerto Ricans in American schools.

Task-Based language learning focuses on the completion of a task which in itself is interesting to the learners. In other words, students find the task interesting and can use it to learn language. Learners use the language they already have (rather than their native tongue) to complete the task and there is little correction of errors. This is the predominant method in middle school ESL teaching. The tasks are subsumed in a major topic that is studied for a number of weeks. In the topic of ecology, for example, students are engaged in a number of tasks culminating in a poster presentation to the rest of the class. The tasks include reading, searching the Internet, and listening to taped material.

Task-based language learning is a relatively new method of teaching English as a foreign language. It is based on the idea that students learn best when they are actively involved in meaningful tasks. These tasks are usually set up by the teacher, but students are encouraged to work in groups and to take responsibility for their own learning. The tasks are often related to real-life situations, such as preparing a meal or planning a trip. Students are given opportunities to practice their language skills while completing the tasks. This method of teaching is believed to be more effective than traditional classroom instruction because it allows students to learn at their own pace and in a more meaningful way.

Task-based learning starts with setting up a task for students to complete. This task can be anything from a simple conversation to a complex project. The teacher then provides the students with the necessary resources and tools to complete the task. The teacher may also provide guidance and support to help the students complete the task successfully. Once the task is completed, the teacher can assess the students' performance and provide feedback. This feedback can be positive or negative, depending on the task and the student's performance. The teacher can also provide suggestions for improvement or further learning.

Task-based learning is a popular method of teaching English as a foreign language because it is effective and engaging. It allows students to learn in a meaningful way, and it helps them to develop their language skills in a practical and useful way. It also encourages students to take ownership of their learning and to become active participants in the learning process.

Lesson 28

Lesson 28

Warm-up

- ◆ Use your imagination and try to guess what the chart talks about.



S

skill analysis

- ◆ Get to know the relationship between the chart and the questions.

Then when it comes to finding specific and detailed information, we begin by correlating the chart and the text. Firstly, we select the locating words and identify which part of the text deserves our great attention. Then we work out a proper way to arrange the information and decide on which words to be filled in the blanks.

1. Read the chart and get to know the information, then classify the information.
2. Answer the questions according to the chart.
 - 1) analyze the chart and get the information
 - 2) read the questions and find the characteristics of the required information
 - 3) answer the questions

S | skill training

Exercise

Questions

Read the passage and from the list of below, select the best information for each paragraph A–K. Write the appropriate Letter A–K in the following blanks. Each letter might be used more than once.

The Brain Takes a Break When It Digests Your Effort	
Avoid the Frustration Energy	
Set Reasonable Goals	
Create a Study Routine	
Respect Brain Fade	
Prepare Your Study Environment	
Use Exaggeration	
Review the Same Day	
Honor Your Emotional State	
Take Guilt-Free Days of Rest	
Study in Short, Frequent Sessions	
Observe the Natural Learning Sequence	

Improve Studying Results

- A One of the main reasons people do not reach their goals is because they set them too high. If you set goals that are manageable, even if they seem too simple, you get in the habit of accomplishing them and gradually you can set higher goals. Also, recognize the difference between long-term and short-term goals. Set your vision on the long-term dream, but your day-to-day activity should be focused exclusively on the short-term, enabling steps.
- B Do not study if you are tired, angry, distracted, or in a hurry. When the brain is relaxed, it is like a sponge and it naturally absorbs data without effort. If you are emotionally stressed, your brain literally repels data. Forcing yourself to sit and study when your mind is on other things is a complete waste of time!
- C It has been proved that short bursts of concentration repeated frequently are much more

Lesson 28

effective than one long session. So, even if you only have 10 minutes, DO IT. Take a break. Then study another 10 minutes. This “distributed learning” approach is highly efficient because it suits the way the brain likes to work. The brain needs recovery and recharging time for “protein synthesis.” The rest periods are when your brain assimilates your effort. They are a powerful tool which many teachers do not acknowledge. To sit and study for hours and hours is not only boring, it creates fatigue, stress, and distraction. You cannot learn if you are fatigued, stressed, and distracted!

- D Think of the activities you did when you were in nursery school. Using your whole arms, you probably performed the song that goes: put your right hand in, put your right hand out. Then, in kindergarten, using your hand, you might have been asked to draw lines or circles with crayons. Later, in first grade, now holding the pencil with your fingers, you drew smaller lines and circles to create letters. Believe it or not, this natural learning sequence, moving from large to small, coarse to fine, still remains effective even though we are now older. When you study, if you try first to grasp the big picture and then fill in the details, you often have a more likely chance of success.
- E This follows the same principle as above, but on a longer, daily time cycle. The reason for resting is to refresh oneself. However, if you feel guilty (“I really should be studying”), then your precious rest period has been used to create more stress. The brain will not absorb new data if it is stressed. On days off from studying, really enjoy yourself and do not feel bad about not studying.
- F If you require certain elements in your environment to help you study, try to always make these a priority. For example, do you need special lighting, silence, music, privacy, available snacks, etc.? Pay attention to what works for you and repeat it each time you study for best success.
- G When you learn something new, try to go over the points the same day. If you wait a few days and then make efforts to review the material, it will seem much less familiar. However, a quick review later in the day will tend to cement the information into your brain so that the next “official” study session, you will recognize it and it will seem easy.
- H Why does a baseball batter warm up by swinging two or three bats? Why do runners sometimes strap lead weights to their legs? In both cases, exaggeration during practice makes the final result seem easy. This concept can be applied to studying anything. For example, if you are studying spelling, exaggerate the sound of the letters to help to remember them. So for studying purposes, “naive” would be pronounced “NAY-IVY”. By getting used to this exaggerated pronunciation, the correct spelling seems obvious.
- I Generally, if you schedule certain times of the day to study, you will get into a routine and accomplish more. If you just “fit it in” during your day, chances are that there will never be any time. An effective way to do this is to literally mark it down in your date book calendar as if you have an appointment, like going to the doctor. For example: “Tuesday 3-4:30 P.M.—Study.”
- J Ironically, the quicker the person’s nervous system is, the faster they learn. Yet, this fast nervous system also works overtime in being self-critical. So they are the ones who always think they aren’t going fast enough! In contrast, the “Type B”, less intense person who learns slow-

er yet is more self-accepting, ends up ultimately learning the material in a shorter period of time. This is because he/she doesn't waste energy blocking, getting upset, and thinking that they're not good enough—they simply keep moving forward at a slower (but un-blocked) pace.

- K It is normal for the brain to have an attrition rate and to forget things. This does not mean that you are stupid! Instead of getting mad about this fact, you should expect it and deal with it accordingly. See your brain as depositing layers of knowledge. As you place more information on top, the lower levels become older and less available to your immediate recall. The trick here is simply to review. Since we can anticipate the eventual fading of our memory, creating a review aspect to our study session will solve the problem. Once every two or three study sessions, simply review older material that you will be still needing to remember. Often, a quick overview is sufficient. Sometimes, a complete detailed study session of the older material is required. "Brain Fade" is completely normal. (Unless you are gifted with a photographic memory, which is extremely rare.)

Many students study longer or more independently hoping their efforts will result in better grades. However, there is a better way to approach this. To begin with, you should see the need to be involved in a continuous cycle of learning and learning techniques. If you do not have the ability to learn quickly, then you must be able to learn slowly. It is also important to understand that you should not be afraid to make mistakes. In fact, mistakes are often the best way to learn. By making mistakes, you can learn from them and improve. This is why it is important to practice regularly and consistently. You should also try to find a quiet place to work, free from distractions. This will help you focus and concentrate. Another important tip is to take breaks. When you are studying for a long time, it's easy to get tired and lose focus. Taking short breaks can help you recharge and stay focused. Finally, it's important to stay positive and believe in yourself. You are capable of achieving your goals, so don't give up easily. Remember, success is a journey, not a destination. By following these tips, you can improve your study habits and achieve better results.

Another tip for improving study habits is to set specific goals. This means identifying what you want to accomplish and then creating a plan to achieve it. For example, if you want to learn a new language, you might set a goal to learn 10 new words each day. Once you have set a goal, you can track your progress and adjust your study plan accordingly. This can help you stay motivated and focused. Additionally, it's important to have a routine. This means establishing a regular study schedule and sticking to it. This can help you develop good habits and avoid procrastination. Finally, it's important to reward yourself for achieving your goals. This can provide motivation and encourage you to continue working hard.

Life Planning

Lesson 29

Warm-up



- ◆ Is it true that company matching retirement fund to 50% of salary?

Reaching the end of a job interview, the Technical Recruiter asked a young Engineer fresh out of MIT, "And what starting salary were you looking for?" The Engineer said, "In the neighborhood of \$125,000 a year, depending on the benefits package." The recruiter said, "Well, what would you say to a package of 5 weeks vacation, 14 paid holidays, full medical and dental, company matching retirement fund to 50% of salary, and a company car leased every 2 years—say, a red Corvette?" The Engineer sat up straight and said, "Wow! Are you kidding?" And the recruiter replied, "Yes, but you started it."

Skill analysis

Scanning for specific information (1)

When you scan a text, as with skimming, you look quickly through it. However, unlike skimming, scanning involves looking for specific words; scanning involves rapid reading for the specific rather than the general, for particular details rather than the overall idea.

When you read a text, for example, you may want to find only a percentage figure or the dates of particular historical events instead of the main ideas. Scanning will help you find such information more efficiently.

Skill training

Exercise 1

Choose the appropriate letter (A – D) for each question.

1. The library's acquisition policy is to subscribe to the following except
A) political parties.
B) research institutions.
C) foreign governments.
D) current-day pressure groups.

2. What subject is not included in the library?
A) Labor and trade unions
B) Social policy
C) Entertainment
D) Industry

3. What is the policy taken by the library in acquiring pamphlets?
A) Build a long-term connection with other libraries.
B) Purchase the material from Industrial Welfare Society.
C) Subscribing from the relevant political parties, research groups and pressure groups.
D) Contact the League of Nations.

The Library holds 90,000 old pamphlets, many published in the 19th century or the early part of the 20th century. This is primary source material, published and written by pressure groups, political parties and individual campaigners. Much of the original collection was donated

Lesson 29

to the Library in its early years. It is therefore a unique resource for historical research. Subjects covered include:

- British history
- Politics
- Economic history
- International history
- Social policy
- The Poor Laws and the origins of the Welfare State
- The origins of the National Health Service
- Housing
- Industry
- Labour and the Trade Unions
- Unemployment
- Transport, with a particularly large collection on railways

The collection has an international flavor; material is in most European languages, with a particularly large proportion in German. There are publications from France published since 1848 and Russia and Germany from the 1930s. The material on labor and the trade unions covers a vast range of countries including South Africa and Latin America. International history is also well-covered, including material on the League of Nations, disarmament, pacifism and the two World Wars. Disputes such as the Middle East are also well documented.

There is a comprehensive collection of material from political parties, including election manifestos and political cartoons. Issues in British political history include the Corn Laws, land questions, the Church and the state, and home rule for Ireland. There is a wealth of material on the cooperative movements, including the Cooperative Women Guild.

Pamphlets can be found from long-standing pressure groups such as the Fabian Society and organizations which have long disappeared such as the Industrial Welfare Society, the Minority Movements in the trades unions, the League of Nations Union and the Commonwealth Party.

The Library has maintained its policy of acquiring this type of material, by subscription to political parties, research bodies and current-day pressure groups of all persuasions.

4. Why did Congress give money to Yosemite National Park?
 - A) It's the most popular park in the country.
 - B) No other park is in worse shape.
 - C) They wanted more motels and stores built there.
 - D) The 1997 flood had damaged the park.

5. According to the Sierra Club, the Merced River is
 - A) damaged beyond repair.

- B) being covered over by a road.
 C) unsafe for drinking water because of trash.
 D) the lifeblood of the park.

The national parks are areas of diverse interests and it is precisely because the National Parks enjoy a tremendous popularity that many scientific issues have come to the fore. The ultimate result of our love affair with the parks has been that with ever-increasing use of these areas the very problems of urban living have found their way into the parks. The irony is that these areas were originally thought of as places to escape the pressures and problems of civilization. Popularity has its price. The largely unseen “infrastructures”, sewage systems, water supplies and roads are, in national parks across the country, beginning to crack. In addition to getting old, some parks are also handling two to three times as many visitors as thirty years ago, so they are experiencing increasing impacts on their resources from visitors.

The National Park Service says the solution is money. About three and a half billion dollars of it to fix up the nation's 378 parks, monuments and wilderness areas. Sometimes even money doesn't seem to do the trick. Yosemite, for example, does have money for repairs, nearly two hundred million dollars. It's just that it can't spend it, at least not the way it wants. Congress gave Yosemite the money to repair damage from the 1997 flood, but after the park service tried to widen a road into the park, the Sierra Club sued to stop road construction, claiming the work was damaging the park's lifeblood, the Merced River. Sierra claims they are developing roads, widening roads into the Merced River area, developing more hotels, and increasing the basic infrastructure in Yosemite, rather than moving infrastructure out of Yosemite.

Thus, before we say the solution is money we must ask where it goes, for if we continue to spend it on the wrong things it only adds to the problem. It's not just three hundred million national park visitors who suffer when the infrastructure falls apart. It's the country as well.

Exercise 2

Questions 6–10

Underline the key words of each sentence.

6. When examining life planning, it often appears that many of the main things have been decided for us, according to where we were born and raised, our natural talents, and who our parents are.

7. I wouldn't rely on university rankings too much when choosing a university as they tend to be based on very broad criteria unrelated to the quality of specific courses.

Lesson 29

8. Choosing a job is something you should think about long before you complete your studies, assuming you haven't already decided on a career path.
9. It's worth remembering right from the start that things will not always go according to plan, so have back-up plans.
10. Success at work and in one's personal life is possible, provided you manage your life, your time, and your priorities correctly.

Summary

Choosing a job is something you should think about long before you complete your studies, assuming you haven't already decided on a career path. It's worth remembering right from the start that things will not always go according to plan, so have back-up plans. Success at work and in one's personal life is possible, provided you manage your life, your time, and your priorities correctly.

Exercises

1. You are going to choose a job after you graduate. You will need to consider the following factors:
 - a) What kind of job do you want to do?
 - b) What kind of qualifications do you need?
 - c) What kind of experience do you need?
 - d) What kind of pay do you expect?
 - e) What kind of working conditions do you prefer?
 - f) What kind of working hours do you prefer?
 - g) What kind of working environment do you prefer?
 - h) What kind of working conditions do you prefer?
 - i) What kind of working hours do you prefer?
 - j) What kind of working environment do you prefer?
2. You are going to choose a job after you graduate. You will need to consider the following factors:
 - a) What kind of job do you want to do?
 - b) What kind of qualifications do you need?
 - c) What kind of experience do you need?
 - d) What kind of pay do you expect?
 - e) What kind of working conditions do you prefer?
 - f) What kind of working hours do you prefer?
 - g) What kind of working environment do you prefer?
 - h) What kind of working conditions do you prefer?
 - i) What kind of working hours do you prefer?
 - j) What kind of working environment do you prefer?

Lesson 30**Warm-up**

- ◆ What is the meaning of “but now it's my fault” ?

I Can Guess Your Job

A man was flying in a hot air balloon and realized he was lost. He reduced height and spotted a man down below. He lowered the balloon further and shouted, “Excuse me, can you tell me where I am?”

The man below said, “Yes, you're in a hot air balloon, hovering 30 feet above this field.”

“You must be an engineer,” replied the balloonist.

“I am,” said the man. “How did you know?”

“Well,” the balloonist said, “everything you have told me is technically correct, but it's of absolutely no use to me.”

The man below said, “You must be in management.”

“I am,” replied the balloonist, “but how did you know that?”

“Well,” said the man, “you don't know where you are, or where you're going; you're in the same position you were in before we met, ... but now it's my fault.”

S**kill analysis**

Scanning for specific information (2)

When scanning for information you don't have to read the whole of the text. You just follow the natural order to read the sentences and find the words, numbers or dates that you need. When you have found the information, you can just read the sentence or sentences that contain the word, number or date and answer the question. The keywords are often names, dates and proper nouns.

Lesson 30



Skill training

Exercise 1

Questions 1–4

Choose the appropriate letter (A – D) for each question.

1. Now Katherine Goldstein is

A. a senior in Harvard Law School.	B. a professor in Harvard Law School.
C. a clerk in a bank in Cleveland.	D. unmarried.
2. Katherine Goldstein plans to

A. be a full-time housewife.	B. do things like her mother.
C. have a full-time job and raise a family.	D. have a law career without children.
3. What does Katherine Goldstein plan to do first?

A. To have kids.	B. To tackle the more demanding facets of her profession.
C. To become a fearsome trial lawyer.	D. To become a federal judge.
4. What does the word “mentor” mean?

A. adviser	B. partner	C. lawyer	D. judge
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When Katherine Goldstein was growing up in the suburbs of Washington, D.C., her mom, an artist, was usually home waiting for her after school. Goldstein, now 26, is grateful that her mother was around. But she plans to do things differently. A recent graduate of Harvard Law School, Goldstein works as a clerk for a circuit-court judge in Cleveland and is engaged to be married in October. “I view having a full-time job and children as an eventuality and a reality,” she says. Already she is anticipating what it will take to combine a law career with raising a family. Her calculation: tackle the more demanding facets of her profession—such as trial law—now, before she starts having kids. That way, “I can transition to a more family-friendly role when I have children,” she explains. She has been deeply influenced by one of her “mentors,” a law partner in her mid-30s who recently gave birth to her first child. “She told me that when she dies, she just wants to say that she was a good wife and mother,” says Goldstein. “It’s less important to her to become a federal judge or a fearsome trial lawyer. I find that advice really useful.”

Exercise 2

Questions 5–9

Choose the appropriate letter (A – D) for each question.

5. Which of the following statements is true?
 - A. The cost of education was high in the old days.
 - B. Now it is easy to make a choice on what course to pursue.
 - C. There were many diverse knowledge domains to choose from in the old days.
 - D. Now there are many varieties of selection criteria for careers.
6. Which of the following techniques is not one of the usual one?
 - A. student counseling sessions B. road show C. surveys D. talk
7. What does the statement “my choice of course to study is to secure a good job for a decent living” mean?
 - A. My choice of course to study is to have the appropriate knowledge and skills to manage the 30-year of career life.
 - B. My choice of course to study is to choose a course that offers the skills which can be carried through my complete life.
 - C. My choice of course to study is to choose a course that offers the skills which can only be carried to manage my 20-year of retirement life.
 - D. I needn’t invest in study and high education costs to acquire the necessary knowledge and skills to cater for a larger time-frame.
8. The teenager who has inclination to science, logic and rational thinking
 - A. caters for a larger time-frame to chooses automation engineering as his course of study.
 - B. probably can’t get hired by a large manufacturing company.
 - C. neglecting on human skills and management capability will limit his career advancement.
 - D. won’t climb up the career ladder to a fairly high position and retire with handsome economic benefits.
9. A person who is misfit for the life may
 - A. find new career ladder goals.
 - B. wonder through life without a goal and purpose.
 - C. be accustomed to the corporate language and rituals.
 - D. be satisfied with day to day social and community life.

Lesson 30

Which Course Should You Study at University?

As teenagers approach university level, a decision has to be made on what course to pursue. In this world of diverse specializations, it can be an overwhelming task to make such choice for both the children and parents. In the old days, it was not too much a problem to make a choice as there were not so many diverse knowledge domains to choose from, and there were only a few distinctive professional careers like doctor, engineer, accountant, nurse, teacher, etc. to think about. Also, in the old world of stability and certainty, most higher learning led to a financially successful life. In addition, the cost of education was not so prohibitively high.

Today's world is entirely different from what was just described. There are a good variety of career talks, university open days, and well organized student counseling workshops to guide and help teens make up their minds about what course to pursue. Again in the old world, the selection criteria were simple—what is the teenager's interest, which course will have more job opportunities in the future, what type of jobs can make more money?

Although the criteria can still be applied in today's world, it is not so straightforward. Most teenagers have difficulty in identifying their own interests. The current job scenario is a constantly changing landscape in the sense that jobs can become redundant overnight, with new type of jobs appearing that most academic institutions do not yet have the syllabus to teach. Sunset industries may be wiping out certain types of jobs. There are other techniques which can be used besides the usual road show, talk or student counseling sessions. Psychological profile mapping is also used. Questionnaires, surveys, interviews, and computer software are used to determine preference, interest-inclination, or learning types of students.

Generally, students, parents, counselors, and career-talk speakers have a future time-frame that is only focused on the career. This itself presents a problem that is usually realized when the career person reaches older age, say, before or during retirement. The underlying thinking is that my choice of course to study, with all the self-discipline and high education costs, will lead to a secure job and a decent living. Looking at the time-frame again, if we take the average retirement age as 55, then there are 30 years of career life, and 20 years of retirement life. Should we invest in study and high education costs to acquire the necessary knowledge and skills, just to cater for 30 years of career life? What about the remaining 20 years of post-career life?

Today we also witness much instability and uncertainty during the 30 years of career life. We also observe many highly educated retirees do not have the appropriate knowledge and skills to manage their 20 years of retirement life creatively, productively and meaningfully. Children should be guided by adults to ponder future scenarios with a longer time-frame. As one of the factors in choosing a course, they should consider studying a course that offers skills which can be carried through one's whole life.

Consider teenager who has an inclination to science, logic and rational thinking. He chooses automation engineering as his course of study. It is satisfying for him to carry out projects on, say, automating a manufacturing process in an assembly line. With a good degree or a doctorate, he gets hired by a large manufacturing company. Again there is much job satisfaction in term of

technical challenges. Then a few things happen.

As he gets more and more engrossed in the technical world, he tends to neglect human skills and management capability which limit his career advancement. As age catches up with him, he feels a great sense of dissatisfaction at seeing others in non-technical field become more financially successful than him. Or, he somehow picks up some management skills, and climbs up the career ladder to a fairly high position. Suddenly there is an economic downturn or closing down of that particular company. Or, he somehow gets through his career life successfully, and retires with handsome economic benefits. He soon realizes that he has been in the corporate world too long. He is accustomed to the corporate language and rituals which are not so relevant in day-to-day social and community life. There are no more goals in life because all he knows is his career. He finds himself a misfit for the rest of his life, wandering through life without a goal and purpose, and waiting for the final day.

The above may sound too negative a picture. However, think about it for a minute. The modern world is uncertain and unpredictable. Will tomorrow's world be more uncertain and unpredictable, or less?



15

Unit

Education

Lesson 31

Warm-up



◆ Logical Reasoning

A fourth-grade teacher was giving her pupils a lesson in logic. "Here is the situation," she said. "A man is standing up in a boat in the middle of a river, fishing. He loses his balance, falls in, and begins splashing and yelling for help. His wife hears the commotion, knows that he can't swim, and runs down to the bank. Why do you think she ran to the bank?"

A girl raised her hand and asked, "To draw out all of his savings?"

Skill analysis

Inferring

Sometimes a writer suggests or expresses something indirectly in a text. In other words, the writer implies something and leaves it to the reader to infer or understand what is meant. When writers do this, they rely to some extent on the knowledge of their readers—knowledge of a subject or cultural knowledge, for example. Inferring a writer's meaning is sometimes important in the process of understanding a reading text.

When doing the inferring, bear in mind one important rule: don't over-infer. That is, we should base our inference only on the information in the text. For example, if we read a passage arguing that the Earth is flat, then we should base our inference on this prerequisite rather than resorting to our own intuition that the Earth is round.

Skill training

Exercise

Questions 1–10

Do the following statements agree with the information given in the previous 10 sentences?

- | | |
|-----------|---------------------------------------|
| TRUE | if the statement agrees with the text |
| FALSE | if the statement contradicts the text |
| NOT GIVEN | if no information is given |

1. Children shouldn't watch TV because it interferes with their studies.
2. Children who spend a lot of time watching TV are more likely to be aggressive, smoke, be overweight and do badly at school.
3. There is evidence to suggest that not all TV programs are bad for children.
4. IQ and socio-economic status do not have a great influence on whether a child will graduate from university.
5. TV influences children with below average IQs and above average IQs equally.
6. The amount of TV watched by very young children appears to influence their initial education.
7. Many TV programs for 3 to 5 year olds are not solely for entertainment.
8. TV doesn't really stop children doing better at school.
9. The time spent watching TV matters more than what is watched on TV.
10. Parents need to play a role in supervising what their children watch on TV.

Lesson 31



- I Too much time in front of the TV reduces children's learning abilities, academic achievement, and even the likelihood of their graduating from university, suggest three new studies.
- II Decades of studies have linked childhood hours in front of the TV with aggressive behavior, earlier sexual activity, smoking, obesity, and poor school performance.
- III Some researchers have found that high-quality, educational TV programs are a boon for learning.
- IV Kids who watched the least TV—especially between the ages of 5 and 11—had the highest probability of graduating from university by the age of 26, regardless of IQ or socio-economic status.
- V The effects seemed to be strongest for those who had an average IQ level, probably because the outcomes for the children at either IQ extreme are less likely to be affected by TV watching.
- VI Kids who watched the most TV before the age of 3 performed poorest on reading and mathematics tests at ages 6 and 7.
- VII There did seem to be some benefit for TV watching in 3 to 5 year olds, because many programs targeted at this age range are educational.
- VIII One idea of how TV harms educational achievement is that TV takes time away from creative play, reading or doing homework.
- IX Research suggests that it is not the amount of viewing that matters but the content that is viewed.
- X They suggest that parents should encourage kids to watch high-quality, educational programming.

Lesson 32**Warm-up**

Below is an excerpt from a letter that a medical school sent to an applicant:

We regret that we will not be offering you a position at our school. The committee has been forced to reject many highly qualified applicants because we must restrict our class size to fewer than 200 students.

◆ Which one of the following can be logically inferred from the information in the letter mentioned above?

- (A) Only highly qualified applicants were accepted by the medical school.
- (B) The applicant was considered to be highly qualified.
- (C) The school had already taken its maximum number of students.
- (D) Most of the applicants were highly qualified.
- (E) The qualifications of applicants were not the only factor affecting admissions.

S**skill analysis****An explanation of 'False / Not Given' in 'True/ False/ Not Given' exercises**

Students generally find this type of exercise in the IELTS rather difficult. One reason is that they are used to doing True/ False exercises where the False covers False and Not Given. Then when they come to do True/ False/ Not Given, they cannot make the distinction between the three different types of contradictions and Not Given. It is therefore important that students are able to understand what False means in True/ False/ Not Given.

There are three types of contradictions:

- statements which are the opposite of the original text.
- statements which are the opposite of the original text, because they are negative.
- statements where the information is not the opposite or negative, but the information in the statement contradicts that given in the text.

Skill training**Exercise 1****Questions 1–5**

Do the following statements agree with the information given in the paragraph?

TRUE	if the statement agrees with the text
FALSE	if the statement contradicts the text
NOT GIVEN	if no information is given

1. The writer believes that video games which are not designed to be educational can still encourage children to learn.
2. The writer believes that decision making in video games is educational.
3. According to the writer, people who don't play video games know the games are educational but choose to ignore this fact.
4. The writer believes that, for gamers, violent games are not the most attractive ones.
5. According to the writer, "Sim City" is unrealistic because the amount of money a player spends on health care is never high enough.

Many parents are concerned about the fact that their children play many video and computer games. Perhaps the best way to address concerns over the effects of video games is to emphasize their vast potential to educate. Even games with no educational intentions require players to learn a great deal. Games are complex, adaptive and force players to make a huge number of decisions. Gamers must learn rules through trials and errors, solve problems and puzzles, develop strategies and get help from other players via the Internet when they get stuck. The problem-solving mechanism that underlies most games is like the 90% of an iceberg below the waterline— invisible to non-gamers. It is the pleasure of this problem solving, not the violence which is sometimes included in games, that can make gaming such a satisfying experience. Nobody is using violent games in schools, of course, but other off-the-shelf games such as "Sim City", which contain model economies, are used in education. By playing them it is possible to understand how such models work. In "Sim City", for example, in which the player assumes the role of a city mayor, no amount of spending on health care is ever enough to satisfy patients, and the fastest route to popularity is to cut taxes.

Exercise 2**Questions 6–15**

Do the following statements agree with the information given in the passage?

TRUE	if the statement agrees with the text
FALSE	if the statement contradicts the text
NOT GIVEN	if no information is given

6. Kids at Potomac Elementary School learn different subjects in Chinese.
7. The kids at Potomac Elementary are learning Chinese primarily because their parents want them to.
8. The number of students learning Chinese is increasing faster than the numbers for most other languages.
9. Zhang Zhan uses a mixture of fun and hard work in his classes.
10. The children at Potomac Elementary cannot understand that Chinese characters often reflect what a word means through a picture.
11. Most US colleges offer Chinese programs.
12. The US government believes that national security will be increased if more Americans speak Chinese.
13. Quentin West plans to work in China.
14. Chloe Hand's mother definitely wants her daughter to work for a company doing business with China when she finishes her education.
15. John Skolnik doesn't believe that he will be able to speak Chinese fluently.

Studying geometry can be taxing for a 10-year-old, but Dr. Zhang's class of young American students are not merely learning all the angles, they are doing it in Chinese. Maryland's Potomac Elementary School, in a prosperous suburb north of Washington, D.C., is one of a growing number of U.S. schools that teach Chinese—a popular language thanks to China's surging economy and growing world clout.

At Potomac Elementary, children as young as 6 are honing their Chinese, motivated by a mix of parental prodding and their own desire to do something different. "It's pretty amazing, especially the first few months at school, when you walk into a kindergarten classroom, and the children are understanding what the teacher is saying and it's all in Chinese," said Linda Goldberg, the school's principal. "Half of the time the kids aren't even aware that the teacher is speaking a different language. They just fall right into it," said Holly Hand, whose daughter Chloe is in Zhang's immersion class.

The United States has declared 2005 the "year of languages" although few Americans are aware of the designation. According to a 2002 Modern Language Association survey, more college students are studying foreign languages than ever before. Enrolment in Chinese rose 20 per-

Lesson 32

cent over 1998. The 1.4 million students learning 15 leading languages represented a 17 percent increase over 1998. But only 9.3 percent of Americans are able to speak both their native language and a second tongue, compared with 52.7 percent of Europeans, according to the Census Bureau.

At first glance, weighty national priorities take a back seat to the fun of cultural exchange at Potomac Elementary. Hallways are festooned with Chinese art and learning aids, such as stuffed animals labelled with Chinese names. Children sing Chinese folk songs and U.S. nursery rhymes in Chinese. However, in Zhang Zhan's fifth-grade immersion class, songs and games come only after a rigorous vocabulary drill and lessons on triangles and trapezoids—all taught in Chinese. "My students are good at listening and do pretty well at reading, but writing is a weak point," said Zhang, who has a Ph.D. in education and was a teacher in his native Beijing.

Ian Alers said mastering Chinese characters was tough. "Writing's pretty hard because you have to do the strokes in the right order," said the fifth-grader. Chloe Hand, 10, says Chinese is "cool" and that she is starting to catch on to the complex writing system of characters that contain elements of meaning and sound. "It's a totally different language. There's nothing to refer to," she said. "I can write Coca-Cola in Chinese and it has a lot of little boxes that refer to a mouth."

Dreams of selling Coca-Cola and other U.S. products to China have helped drive interest in Chinese studies. According to the Center for Advanced Research on Language Acquisition, 640 U.S. colleges offer Chinese programs, while 102 schools from kindergarten to 12th grade teach Chinese. Teaching Chinese is also of keen interest to the U.S. government, which launched the National Security Education Program (NSEP) in 1994 to fund university studies of languages of key world regions, including East Asia and the Middle East. The NSEP in 2002 inaugurated the National Flagship Language Initiative, a pilot program in Arabic, Chinese, Korean and Russian—languages deemed critical to U.S. security.

At the London School, a private boys school in nearby Bethesda, Maryland, 17-year-old Quentin West said he started Chinese six years ago because "I thought it would be pretty fun." But as he contemplates college, the Clinton, Maryland native recognizes good opportunities in China. "China's expanding, and now they need services and what's more, I guess lawyers and businessmen," West said.

Parents of Potomac students, some of whom are taking Chinese night classes to keep up with their children, say they are loathe to plan careers for 10 year olds. "Even if my child doesn't use her Chinese going forward, she's learned so much about another culture," said Chloe Hand's mother. Learning Chinese helps kids by "making their brains work in a more different way than if they just learn their ABCs," she said. Allison Rosenstock, 10, said she wants to follow her father and "start my own business and have an office in China." London student John Skolnik, 17, said his studies would bring national gain as well as personal achievement. "When a lot of kids like us grow up and hopefully are able to speak Chinese, and get jobs with businesses that are trading and doing business with China, it will be a big leap for a country like the United States," he said.

Lesson 33**Warm-up**

A woman, while at the funeral of her own mother, met this guy whom she did not know. She thought this guy was amazing. She believed him to be her dream man and she fell in love with him right there. But she did not ask for his number and, no matter how hard she tried, she could not find him. A few days later she killed her sister.

◆ Question: What is her motive in killing her sister?

Skill analysis**Logical inferring among sentences**

The first step to do the inference is to do the logical inferring amongst sentences. The best strategy to deal with this kind of exercise is to firstly paraphrase the original sentence, especially some key elements there within, then try to check read the paraphrased sentence with the choices provided to see if the key words can match. If yes, chances are that the choice is the correct answer. And then if the choice doesn't contradict with the original sentence, we can conclude that we have found the correct answer. So just observe the following two steps:

1. be familiar with the common logical relationships in sentences
2. make inference according to the logical relationship in sentences

Skill training**Exercise****Questions 1–10**

Choose the best sentence whose meaning is closest to the original sentence.

Lesson 33



1. We live in a modern detached house on the edge of Stonehouse, Gloucestershire and have been interested in renewable energy for many years.
 - A. The family live in a new house and have been interested in alternative energy for a long time.
 - B. The family live in a modern house and use different forms of energy.
 - C. The family live in a modern house, joined to a neighbouring house and use alternative energy.
 - D. The family live in a country house, made of stone, that they wish could use renewable energy.

2. Solar panels produced 100% of the hot water from March to mid-September in 2000, proving to us that solar power really does work in England.
 - A. Many people don't think that solar power is suitable for England.
 - B. There is enough sunlight to provide energy for their heating needs for half the year.
 - C. The solar panels provide all their electricity for half the year.
 - D. The solar panels heated all their water for half the year.

3. We sell all the electricity we produce, including what we use ourselves, to "Good Energy" and this has reduced our electricity bill down to only £2 a month.
 - A. The family makes a profit on the electricity they produce, even taking into account the electricity they use.
 - B. The family sells all the electricity their home generates and buys back what they need, reducing their electricity costs.
 - C. "Good Energy" makes a profit by buying and selling electricity from small family producers.
 - D. The family uses the electricity they produce for free.

4. In Britain, by law, electricity supply companies have to satisfy a certain proportion of renewable energy generation, so they are prepared to pay a premium for that.
 - A. Electricity is produced in several different ways by law and each method costs a different amount to produce.
 - B. Renewable energy costs more than other forms of energy generation, but electricity suppliers must still buy a certain amount of it by law.
 - C. Electricity suppliers are prepared to pay a higher price for electricity generated from renewable sources because of legal requirements.
 - D. Electricity suppliers are required by law to pay a higher price for electricity generated using renewable resources.

5. With the money we raise, we're hoping to give grants to local people for electricity reduction projects, thereby encouraging people to demand less energy which will enable us to produce electricity from renewable sources.
 - A. Grants are an effective way of reducing electricity use, but are only used locally.

- B. People need to reduce their demand for electricity before producing from renewable sources can become profitable.
- C. Grants for electricity reduction projects will lead to the production of more electricity from renewable sources and reduce the amount of energy people use.
- D. Grants will be given to local people to encourage them to demand less energy.
6. My investment began when a similar council-run project to install a second-hand wind turbine in a nearby village fell through.
- A. Projects involving second-hand wind turbines are often unsuccessful.
- B. The writer decided to invest in a wind turbine even though a similar project didn't succeed in a nearby village.
- C. The writer decided to invest in a wind turbine because a similar project didn't succeed in a nearby village.
- D. Projects run by councils have less chance of success than projects run by individuals.
7. You can even buy used wind turbines on the Internet that sell for 10% of their original price and have a lot of life left in them.
- A. Used wind turbines that are bought on the Internet are generally the best ones.
- B. Used wind turbines save money in the short-term, but not necessarily in the long-term.
- C. Used wind turbines are easy to buy and use.
- D. You can buy good used wind turbines for a fraction of their original cost.
8. Opponents claim that a wind turbine will blight the landscape, but these opponents are people who have moved in recently and don't want anything to change the countryside setting they bought into, not locally born people.
- A. Locally born people are more concerned about saving money than recent arrivals to the countryside.
- B. The landscape can be changed dramatically for the worse if wind turbines are used.
- C. Opponents of wind turbines are often recent arrivals worried that the countryside will change in appearance.
- D. Locally born people are not concerned about how the countryside looks.
9. It's worth bearing in mind that the highest tip of the blade is 20 metres above ground level, whereas typical electricity pylons are 35 metres to the top, so the electricity pylons that run adjacent actually dwarf the turbine.
- A. Electricity pylons have a more dramatic effect on how the countryside looks than wind turbines do.
- B. Wind turbines are not as effective as electricity pylons because they are smaller.
- C. Wind turbines need to be made bigger so that they can be effective.
- D. Electricity pylons and wind turbines are generally built close to each other.
10. With regard to the wind turbine, I did everything myself—the planning application, noise

Lesson 33

assessment, visual impact and television interference assessment.

- A. There was a lot of planning involved in getting a wind turbine, but the writer had previous experience of this work.
- B. There was a lot of planning involved in getting a wind turbine, but the writer managed it alone.
- C. Previous experience of wind turbines is not necessary for the successful completion of a small project.
- D. There are four things that need to be done in order to get a wind turbine, of which three relate to the environment.

16

Unit

Environment**Lesson 34****Warm-up****◆ Can you get it?**

'Your honor,' the accused hit-and-run driver's lawyer pleaded, 'that man who was injured must have been careless. My client is an experienced driver of more than 20 years.'

'If experience is the issue here,' the other attorney countered, 'my client has been walking for over fifty years.'



Lesson 34

Skill analysis

Strategies to help students tackle True/ False/ Not Given Questions

If we take the sentence in the example below we can look at some basic ways to help you understand what is being asked.

Sentence

There are plans to slightly increase the space for displaying art in Paris.

- Turn the above statement into a question: Are there plans to slightly increase the space for displaying art in Paris?
- Tell me which words or phrases qualify the basic information in the statement: There are plans to increase the space for displaying art.
- Tell me which word or words are most likely to carry the main stress in the statement: Slightly. This helps to see the main focus of the statement.
- Match the individual pieces of information to the text.
- Look from the statement to the text and not from the text to the statement. In True/ False exercises, the answer going both ways is the same, but with True/ False/ Not Given you may have a different answer!
- Do True/ False/ Not Given statements as if they were True/ False only. Then decide whether the False are Contradictions or Not given and then decide what kind of contradictions they are.

Skill training

Exercise 1

Questions 1–5

Do the following statements agree with the information given in the passage?

TRUE	if the statement agrees with the text
FALSE	if the statement contradicts the text
NOT GIVEN	if no information is given

1. The polar regions are colder than other parts of the world mainly because they receive less light.
2. The sun is rarely high in the sky in the polar regions.
3. The fact that there is land at the South Pole means that it is colder than the North Pole.
4. Even without the ice that covers it, Antarctica would be the highest continent on earth.

5. The ice is roughly of the same thickness at the North and South Poles. Why is the South Pole colder than the North Pole? Both polar regions of the earth are cold, primarily because they receive far less solar radiation than the tropics and mid-latitudes do. At either pole the sun never rises more than 23.5 degrees above the horizon and both locations experience six months of continuous darkness. Moreover, most of the sunlight that does shine on the polar regions is reflected by the bright white surface.

What makes the South Pole so much colder than the North Pole is that it sits on top of a very thick ice sheet, which itself sits on a continent. The surface of the ice sheet at the South Pole is more than 9,000 feet in elevation—more than a mile and a half above sea level. Antarctica is by far the highest continent on the earth. In comparison, the North Pole rests in the middle of the Arctic Ocean, where the surface of floating ice rides only a foot or so above the surrounding sea. The Arctic Ocean also acts as an effective heat reservoir, warming the cold atmosphere in the winter and drawing heat from the atmosphere in the summer.

Exercise 2

Questions 6–15

Do the following statements agree with the information given in the passage?

TRUE	if the statement agrees with the text
FALSE	if the statement contradicts the text
NOT GIVEN	if no information is given

6. The International Whaling Commission (IWC) has decided to continue with a ban on commercial whaling, but may change that policy in the future.
7. According to Rune Frovik, the Japanese are blocking progress on the whaling issue.
8. An area has already been established around Antarctica where whales cannot be hunted.
9. Japan, Norway, Iceland, and Greenland are breaking international law by killing whales for local food consumption and scientific purposes.
10. The Whale and Dolphin Conservation Society was formed to oppose the RMS proposed by Japan and other whaling countries.
11. Norway has increased its quota of whales to kill to 800 this year.
12. Wildlife groups claim that whales are hunted mainly for food, not for scientific research.
13. Research by the IWC supports Japan's argument that whale numbers are rising in some areas.
14. Japan says that if it cannot hunt whales, Australians should not hunt kangaroos.
15. Japan only began hunting whales after World War 2.

Lesson 34

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Japan's efforts to relax whaling restrictions were voted down this week at the annual meeting of the International Whaling Commission (IWC). Yet the possible return of commercial whaling across the world's oceans still worries conservationists. At the IWC gathering in Ulsan, Korea, which ended today, Japan failed in its bid to lift a ban on commercial whaling. But IWC members agreed to meet again to reconsider the issue with a view to ending the 19-year moratorium. In the wake of this latest impasse, some groups have called for the IWC to be reformed. Among those voicing criticism was Rune Frovik, secretary of the High North Alliance, which represents fishermen and whalers in Nordic countries. "It's just conflict all the time," he told the BBC. "They say they want to continue with a process, but in fact they are blocking progress."

Despite setbacks for pro-whaling nations, such as Japan and Norway, they managed to further undermine the IWC: The countries indicated they will press ahead with plans to increase the number of whales killed under the rubric of scientific research programs. Japan signalled its intention to double its annual scientific catch of minke whales to about 900. It also aims to hunt 50 fin and humpback whales—species conservationists say are threatened. The commission criticized those plans and shot down Japan's bid to allow communities on its northern Pacific coast to hunt 150 minke whales a year. It also rejected Japan's push to abolish the whale sanctuary in what many refer to as the Southern Ocean—the Indian, Atlantic, and Pacific Ocean regions that surround Antarctica.

The International Whaling Commission was formed in 1946 to regulate whaling and to conserve the world's largest living animals. In 1982, with many whale populations close to extinction following centuries of exploitation, IWC member nations agreed to a ban on all commercial whaling. While the ban remains in effect, Japan, Norway, Iceland, and Greenland continue to hunt limited numbers of whales. The mammals are killed either as food for local consumption or for scientific purposes.

Since 1994, the IWC has sought to negotiate a sustainable commercial whaling strategy to replace the ban. Pro-whaling nations say it's time for their proposal, known as the Revised Management Scheme (RMS), to be implemented. Japan has threatened to quit the IWC if the plan isn't adopted. Anti-whaling groups, such as the Whale and Dolphin Conservation Society based in Chippenham, England, oppose the RMS. Groups say the scheme wouldn't detect, prevent, or penalize whaling violations and would jeopardize endangered whale populations. "Those that believe whaling can be brought under control have had their eyes closed to the past century," said Niki Entrup of the Whale and Dolphin Conservation Society. Entrup added that the whaling that has occurred, despite the current moratorium, shows that countries like Japan do not respect the decisions of the IWC.

Currently Japan kills about 400 whales a year under the rubric of scientific research. Such programs don't fall within IWC jurisdiction. Norway has also set a quota to kill nearly 800 minke whales this summer. The nation is also considering scientific whaling of other species in future. Wildlife groups say most of the whales hunted under the aegis of scientific research end up being sold as food. Conservationists add that researchers don't need to kill a whale to study it. Non-lethal biopsy darts can potentially tell researchers as much about a whale's age, sex, diet, reproduc-

tive status, and genetics as a carcass can, argues Sue Lieberman, director of the Global Species Program for Conservation of the nonprofit World Wildlife Fund. "I think what this is about is the commercial market for whale meat in Japan," she said.

However, Japan argues that a total ban on commercial hunting is no longer justified. The nation says whale populations have recovered in the past two decades and that sustainable harvests are now possible. Japan notes that the IWC's scientific committee agrees that humpback whale numbers are increasing by around 10 percent each year. The committee's most recent estimate also suggests that as many as a million minke whales live around Antarctica alone. Surveys by the North Atlantic Marine Mammal Commission, based in Tromso, Norway, suggest minke whale numbers are either stable or increasing in all areas of the North Atlantic. The commission says current whaling quotas present no threat to the species.

Joji Morishita, head of the Japanese IWC delegation, says the Revised Management Scheme, together with monitoring and inspection, would ensure regulated, sustainable whaling. "Science and law should prevail over emotions," he said. Japan's Fisheries Ministry accuses nations opposed to any commercial whaling of "cultural imperialism." Officials ask how Australia and the United States would take to being told they couldn't hunt kangaroos or deer. As a cheap source of protein, whale meat became a staple in Japan after World War II. Authorities are currently promoting whale meat to younger generations who are more used to Western-style foods. In the western coastal region of Wakayama, Japan, around 280 schools are being supplied with whale meat. Education officials say they are trying to rekindle a centuries-old culinary tradition. And this week a Japanese fast-food chain, Lucky Pierrot, announced that it's putting whale burgers on its menus.

Lesson 35

Lesson 35

Warm-up



- ◆ Find out the point that Sir Winston Churchill has made.

A lie gets halfway around the world before the truth has a chance to get its pants on.

—Sir Winston Churchill (1874-1965)

Skill analysis

Locate the words, expressions and sentences that describe a point of view.

When expressing one's point of view, the author tends to employ two important devices. The first one is direct speech, that is, the author will use some quotation marks to indicate that he is quoting from some direct sources. The other approach is to cite indirectly, where the author will use some expressions denoting belief, assertion and so on. In this sense, we should follow the two steps in understanding one's point of view:

1. locate the punctuations, such as : / " " /"
 2. locate words and expressions, such as :
- ... say ... / ... state that ... / ... think that ... / ... believe that ... / in one's point of view ... / ... in the statement of ...

Skill training

Exercise

- A. Though there are still some scientists and others who disagree, a broad scientific census says that the Earth is already experiencing significant global warming. So how hot will it get, how soon, and to what effect? Some climate scientists warn that the pace of global warming could be much more rapid than that predicted even a few years ago. Any time you get into projections, you get into a lot of uncertainties. Some scientists claim some current projections

- point to a rise in average global temperature of 0.5°C by the year 2030.
- B. The estimates are based on greenhouse gasses already in the atmosphere. While the temperature increase is small, it would be significant, according to many scientists and environmentalists. Over the past century, the Earth has warmed about 0.5°C. The scientists caution, however, that warming rates depend on many factors, some of which have yet to be discovered. One of the big unknowns is how society will react. Are we, the human race, going to change the way we think about our environment?
 - C. John Harte, an ecosystem sciences professor at the University of California, Berkeley, is already seeing, as well as studying, the possible future outcomes of global warming. For 15 years, he has artificially heated sections of a Rocky Mountain meadow by about 2°C to study the projected effects of global warming. Harte has documented dramatic changes in the meadow's plant community. Sagebrush, a plant at the local altitude limit of its natural range, is replacing alpine flowers.
 - D. More tellingly, soils in test plots have lost about 20 percent of their natural carbon. This effect, if widespread, could dramatically increase Earth's atmospheric CO₂ levels far above even conventional worst-case models. Soils around the world hold about five times more carbon than the atmosphere in the form of organic matter. If similar carbon loss was repeated on a global scale, it could double the amount of carbon in the atmosphere. This is just one ecosystem, and you can't make global claims from one alpine meadow, Harte cautions, but bogs, prairie, and tundra ecosystem studies are beginning to show similar results.
 - E. Elsewhere, real-life signs of global climate change blanket the globe. When the American state of Montana's Glacier National Park was established in 1910, it held some 150 glaciers. But now fewer than 30 glaciers remain and they are greatly reduced in size. In Tanzania the legendary snows of Mount Kilimanjaro have melted by some 80 percent since 1912 and could be gone by 2020. Scientists know that most of the world's small glaciers are shrinking. However, a few are still advancing, but if you want to see the snows of Kilimanjaro or go to Glacier National Park to see glaciers, you'd better go soon, because they're on their way out.
 - F. Arctic regions are feeling even more heat and will be among the most altered over the next few decades. Temperatures there have already increased as much as 3°C to 4°C in the past 50 years—nearly twice the global average. They're projected to rise 4°C to 7°C over the next hundred years, according to the Arctic Climate Impact Assessment, a multinational study. Some Arctic coastal communities are already pondering relocation. Thawing permafrost poses an infrastructure disaster, as homes, roads, and pipelines that were built on once-frozen ground begin to shift or sink. Shrinking Arctic sea ice is melting some three weeks earlier than it did three decades ago, and the trend is expected to continue.
 - G. This means bad news not only for Arctic peoples but also for species like the polar bear, which hunts seals on the sea ice. Global polar bear populations are likely to decline 30 percent over the next 35 to 50 years, according to a recent study issue by the polar bear specialist group of the World Conservation Union. The bears are not alone. Animals and ecosystems across the planet are likely to be affected by global warming.
 - H. The surprise is how rapidly global warming is happening and how sensitive ecological resources are to climate change, says ecologist Hector Galbraith, who expects that over the

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next two decades, the Earth will see an acceleration of ecosystem changes already under way. Such alterations will include different migration and breeding seasons for some animals and new flowering seasons for plants. He points out that there are also changes in species distribution, because things like trees can't react too quickly to climate change. However, mobile organisms, like birds, can simply move. A lot of forests are very susceptible to insect attacks, and songbirds are a major source of insect control. If the birds move, forests may be more susceptible to insect attacks.

Question 1

Underline the words and expressions which are employed to describe one's point of view in paragraph D.

Question 2

Underline the words and expressions which are employed to describe one's point of view in the passage.

Question 3

Underline the sentences which are employed to describe one's point of view in paragraph H.

Question 4

Underline the sentences which are employed to describe one's point of view in the passage.

Lesson 36**Warm-up**

◆ Who is your idol?

Can you give me some reasons to justify your choosing him or her as your idol?
The reasons serve as the supporting details for the central idea “X is my idol.”

Skill analysis

◆ Locate the words, expressions and sentences that provide supporting information for a certain point of view.

As we have discussed, when arguing his point, the author will rely on a lot of useful devices to support his argument. We often find that the author uses the following two devices: in the first place, the author will resort to some data to show his statement is correct; in the second place, he will present some specific examples to reinforce his argument because “facts speak louder than words”. So when we are reading for the supporting information, we should

1. Pay attention to the relevant information about data, which are often used to support a certain point.
2. Locate such words and expressions as:
for example / for instance / ... the facts that ... / ... shows that ... / ... may support the point

Skill training

Exercise

- A. Seeds prefer to travel away from their parents. Several studies have shown that seeds that stick too close to home have to put up with their parent's diseases and fight with them for

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access to life's essentials: light, water, and nutrients. Seeds that stay close to home are also easier targets for predators. Some plants, like those that specialize in colonizing gaps in forests or regenerating areas destroyed by fire, can only find fertile ground away from home. Life, at least for a seed, is better out in the world. "In general, seed dispersal away from the parent plant increases the chances that a seed will reach maturity," said Chris Birkinshaw, a biologist with Missouri Botanical Garden in St. Louis.

- B. Seeds know how to get around. Some fly with the wind, others go with the flow. Many hitch a ride with unsuspecting critters. But they all have the same goal: to take root and give rise to the next generation. Scientists can understand what type of dispersal strategy a plant employs by looking at its environment. For example, dispersal by sea currents is important for plants that grow on seashores; wind is important in open grasslands.
- C. For each type of dispersal, there is a type of design. Wind-dispersed seeds are generally lightweight and have adaptations such as wings and parachutes so they can catch a ride on the breeze. Water-dispersed seeds, such as coconuts, are buoyant. Seeds dispersed by animals usually offer a nutritional reward so that they are eaten, or they are sticky or barbed so they can latch on to passing bodies.
- D. "Among species with seeds dispersed by animals, the size, its color, and the presence of a protective shell, reflects the swallowing, visual, and processing abilities of the seed disperser," Birkinshaw said. Seeds spread by small birds will be small in size, covered with fruit (to give the birds a reward for eating it), without a shell (since most birds cannot remove one), and brightly colored (since birds have good color vision). Lemurs, a group of primates on the African island of Madagascar, go after a wide range of seeds, including big seeds in a shell. However, owing to the Lemurs' poor color vision, the fruits are dull in color.
- E. Some seeds have no specific dispersal strategy, like the coco-de-mer, a tree that only grows in the Seychelles, an island chain in the Indian Ocean. These trees have the largest seeds of any plant and lack any seed dispersal method other than gravity. In other cases, as with the rare Malagasy palms Satranala Decussilvae and Voanioala Gerardii, the seeds collect in piles beneath their parent trees. Researchers believe that perhaps their animal dispersers are long extinct.
- F. According to John Dransfield, an expert on Malagasy palms, these palms have very large seeds that animals today cannot move. "You start thinking that they could have been distributed by an extinct animal," he said. Possible extinct dispersers of the palms are large lemurs or flightless elephant birds, which were the largest birds known to have lived and were common on Madagascar. Only a few of these Malagasy palms are left. If researchers can confirm that the animal dispersers of the palms' seeds are extinct, the only way to prevent the trees becoming extinct may be to reintroduce seedlings into the forest with a controlled program of replanting.
- G. Donald Drake is a botanist with the University of Hawaii in Honolulu who studies how plant and animal interaction affects reproduction of native plants and food for native animals in the Pacific Ocean islands. He said loss of animals to disperse seeds certainly impacts a plant's viability, but "hard, conclusive data are difficult to come by." He and colleague Kim McConkey are currently engaged in research that suggests animals may stop performing

ecological functions such as seed dispersal long before they go extinct. "We found this to be the case with flying foxes," Drake said. "Flying foxes are among the few remaining large animals that disperse seeds on islands in the Pacific and Indian Oceans."

- H. Drake and McConkey found that the flying foxes cease being effective seed dispersers when their population densities fall below a point that induces them to compete over food resources—the foxes stop bothering to scatter and hide their food stores. In order to maintain effective seed-dispersing populations, the researchers say it is important to take conservation actions before seed-dispersing animal species drop below this threshold. "Many flying foxes are either rare or extinct," Drake said. "If they cease to be effective dispersers long before reaching that stage, there is a possibility that the results we found are of wide applicability."

Question 1

Underline the words and expressions which are employed to support one's point of view in paragraph A.

Question 2

Underline the words and expressions which are employed to support one's point of view in the passage.

Question 3

Underline the sentences which are employed to support one's point of view in paragraph D.

Question 4

Underline the sentences which are employed to support one's point of view in the passage.

Lesson 37**Lesson 37****Warm-up**

What is your favorite newspaper? How can you extract the most valuable information from a news story in a piece of paper in this information age when we are drowned by deluges or floods of information?

As a normal starting point in most cases, we should have a quick look through of the headlines of a paper of which we are frequent readers. Then we should single out the news that catches our greatest attention or interest. The next step is to read the first and/or last sentence of each paragraph in the newspaper to see that we are on the right track. This process constitutes the core of what we called "skimming", which helps us to grasp the main points of a news story and keep us informed of the most important information in the current society.

Skill analysis**Skimming an article**

Skimming is a quick way of getting a general idea of what an article is talking about, and more importantly, it gives you an idea of the information it contains. This enables you to form a map of the contents of the article and is an essential skill to practice so that you can improve your reading comprehension.

When skimming, you simply read the first one or two sentences of each paragraph to get a "feel" for what the paragraph is saying.

Skill training**Exercise****Question 1**

Find the key sentences of the paragraphs by skimming.

Question 2

Find the topic sentence of the passage by skimming.

- A. Growing trees on farms can enrich the lives of the world's rural poor, says an international research centre aiming to help farmers in developing countries plant 5.5 billion trees by the end of this decade. The tree-planting campaign, if successful, will create the equivalent of another major tropical forest while improving the livelihood of as many as 80 million people, according to the International Center for Research in Agroforestry (ICRAF), which is spearheading the project. Scientists at ICRAF study ways of encouraging poor farmers to incorporate trees into their land holdings, a practice known as agroforestry, because of the benefits trees can provide.
- B. "Agroforestry is not trying to convert agricultural land to forestry land," said Greg Ruark, director of the National Agroforestry Center in Lincoln, Nebraska. "What it tries to do is integrate trees and shrubs into ongoing agricultural operations, trying to bring conservation benefits and economic diversification to the land owner." Planting trees on farms reduces erosion, improves plant nutrition for crops, and renews the fertility of poor soil, says ICRAF. Trees also provide shade in the tropics and help regulate the microclimate of farms. "These benefits improve the welfare of farmers and improve the production of crops," said Anne-Marie Izac of ICRAF.
- C. In addition, trees and shrubs are a major source of products for trade and household use. They provide edible fruits, firewood, timber needed to build houses and other buildings, and in some cases other products of high commercial value. On a bigger scale, trees provide a habitat for a wider range of biological diversity, and they reduce global warming by using carbon. ICRAF sees agroforestry as a way to reduce poverty in the tropics, take carbon out of the atmosphere and put it back into soil and vegetation. Planting 5.5 billion trees would increase the incomes and assets of people in the developing world by U.S. \$3 billion and remove more than 100 tons of carbon from the air, according to ICRAF's estimates.
- D. Agroforestry is hardly new. Farmers have grown trees on their farms and pasture lands for thousands of years. About 25 years ago, researchers at the International Institute for Tropical Agriculture, coined the word "agroforestry" in reference to that ancient practice. ICRAF works with many local organizations to make agroforestry possible and economically beneficial to poor families in tropical regions. Researchers have studied agroforestry in a number of countries to find out what methods work best. By combining traditional farming practices with modern ecology and social science, ICRAF develops agroforestry approaches suitable for a variety of local conditions.
- E. Acquiring a better understanding of how trees interact with soil and crops helps scientists develop agroforestry methods that minimize competition between various plant species. That kind of knowledge is especially useful in places such as Africa, where the soil is often poor and its nutrients minimal. Social scientists look at factors that affect whether poor farmers adopt agroforestry. These considerations are incorporated into model agroforestry

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systems to provide incentives and ensure broader acceptance. "Our understanding of the scientific basis of agroforestry and its potentials have increased substantially during the past two decades," said P.K. Nair, director of the Center for Subtropical Agroforestry.

- F. The potential benefits of agroforestry are evident in the re-greening of the Shinyanga region of Tanzania, which has been deforested and overgrazed. Most of the trees in the region were cut down in an effort to halt infestation by tsetse flies, which carry a parasite that spreads disease to people and livestock. The remaining trees were cleared for cattle grazing and cotton plantations. ICRAF established a partnership with a local development agency to promote agroforestry in the area. The government later joined the efforts. Farmers in the region became enthusiastic about agroforestry. Local people now grow trees that provide wood for fuel and construction. The trees have also reduced soil erosion.
- G. Today the project is considered a success in part because agroforestry practices were widely adopted without force. At their own initiative, Anthony Paulo and his wife, Agnes Saidi Shabane, planted 100 trees on their farm in 1997 to provide wood for fuel. After their neighbors told them about the ICRAF project, the couple joined the local efforts. They have trained more than 1,000 farmers in 14 villages in how to implement agroforestry techniques. ICRAF does not pay the couple, but gives them seeds and the knowledge they share with others. They were also given bicycles on which to travel from village to village.
- H. Through similar partnerships and "multiplier" efforts in many other countries, ICRAF is working to expand agroforestry in other parts of Africa and in South Asia, China, and Latin America. If this networking effort is successful, farmers in tropical countries could help ICRAF meet its goal of planting 5.5 billion trees. Although the campaign is ambitious, Nair said it's highly promising. "If the right types of trees could be planted in the right manner at the right places at the right times," he said, "and if the trees are taken care of properly and if the enthusiasm does not stop with planting, as is usually the case—it will certainly be a good thing."



Unit

17

History

Lesson 38

Warm-up



◆ Types of Writing

As far as the purpose of writing is concerned, compositions can mainly be classified into four types: narration, description, exposition and argumentation.

Narration is a form of writing that relates to real events or fictitious stories. Novels, short stories, histories, biographies and news reports are forms of narration.

Description is a form of writing that depicts people, things, place or scenes. Description is also a composition or an account of a person or a thing, but also describes people's psychology, feelings, characteristics and qualities.

Exposition is a speech or a piece of writing explaining a process, a thing or an idea. In a piece of expository writing we explain how a house is built, how the underground railroad system is centrally controlled, how natural calamities happen or how a problem is solved.

In argumentation writing we try to prove or justify an idea or a conviction, and repu-

diate other people's arguments; that is, we try to use facts and reasons to convince others.

As a matter of fact, no hard and fast line can be drawn to divide up the four categories of writing. Sometimes both narrative and descriptive features or both expository and argumentative features can be found in one article. We may classify these articles according to their main features.

Skill analysis

Understanding text organization

Writers structure, or organize, their writing in many different ways. Recognizing the way in which a text has been organized will help you understand its meaning more fully. For example, a writer may want to outline a situation, discuss a problem and propose a solution. This usually results in a particular pattern of organization. Or a writer may want to compare and contrast two ideas and will choose one of two basic structures commonly used to compare and contrast.

Another feature related to organization is a writer's use of time. To give an account of events or describe a process, writers often use chronological order, in which events are recounted in the order in which they have occurred. Other writers choose to organize an account of events in different ways, perhaps with repeated contrasts between past and present time.

Skill training

Exercise 1

Question 1

Analyze the structure of the following passage.

Candy History

The idea of a sweet treat was first invented by cavemen who ate honey from bee hives.

During ancient times the Egyptians, the Arabs and the Chinese prepared confections of fruit and nuts candied in honey.

In Europe during the Middle Ages, the high cost of sugar made sugar candy a delicacy available only to the wealthy.

Boiled sugar candies were enjoyed in the seventeenth century in England and in the American colonies.

Candy is made simply by dissolving sugar in water. The different heating levels determine the types of candy: hot temperatures make hard candy, medium heat will make soft candy and cool temperatures make chewy candy.

Sweet-making developed rapidly into an industry during the early nineteenth century through the discovery of sugar beet juice and the advance of mechanical appliances. Homemade hard candies, such as peppermints and lemon drops became popular in America during that time.

By the mid-1800s, over 380 American factories were producing candy, primarily “penny candy”, which was sold loose from glass cases in general stores.

A Brief History of the American Candy Bar

Chocolate, as a drink, was a favorite of Montezuma, Emperor of the Aztecs. Hernando Cortez, the Spanish conquistador, brought the drink back to Spain in 1529. It remained a favorite of Spanish royalty for many years before becoming consumed widely throughout Europe. Three centuries later in England chocolate was first used as a non-liquid confection.

The early eating bars of chocolate were made of bittersweet chocolate. Milk chocolate was introduced in 1875 when Henry Nestle, a maker of evaporated milk and Daniel Peter, a chocolate maker, got together and invented milk chocolate, which today is preferred by 80% of the world's population.

At the 1893 Columbian Exposition, a World's Fair held in Chicago, chocolate-making machinery made in Dresden, Germany, was displayed. It caught the eye of Milton S. Hershey, who had made his fortune in caramels and saw the potential for chocolate. He installed chocolate machinery in his factory in Lancaster, and produced his first chocolate bars in 1894.

Other Americans began mixing in other ingredients to make up new candy bars throughout the end of the 1890s and the early 1900s. But it was World War I that really brought attention to the candy bar.

The U.S. Army Quartermaster Corps commissioned various American chocolate manufacturers to provide 20 to 40 pound blocks of chocolate to be shipped to quartermaster bases. The blocks were chopped up into smaller pieces and distributed to doughboys in Europe. Eventually the task of making smaller pieces was turned back to the manufacturers. By the end of the war when the doughboys arrived home, the American candy bar business was assured. Why? Because the returning doughboys had grown fond of chocolate candy and now as civilians wanted more of the same. As a result, from that time on and through the 1920s, candy bar manufacturers became established throughout the United States, and as many as 40,000 different candy bars appeared on the scene. The Twenties became the decade that, among other things, was the high point of the candy bar industry.

The original candy bar industry had its start on the eastern seaboard in such cities as Philadelphia, Boston, and New York. The industry soon spread to the Midwest, because shipping and raw materials such as sugar, corn syrup, and milk were readily available. Chicago became the seat of the candy bar industry and is even today an important base.

Lesson 38**History of the Candy Cane**

The symbol of the shepherds' crook is an ancient one, representing the humble shepherds who were the first to worship the newborn Christ. Its counterpart is our candy cane, so old as a symbol that we have nearly forgotten its humble origin.

Legend has it that in 1670, the choirmaster at the Cologne Cathedral handed out sugar sticks among his young singers to keep them quiet during the long Living Creche ceremony. In honor of the occasion, he had the candies bent into shepherds' crooks. In 1847, a German-Swedish immigrant named August Imgard of Wooster, Ohio, decorated a small blue spruce with paper ornaments and candy canes.

It wasn't until the turn of the century that the red and white stripes and peppermint flavors became the norm. The body of the cane is white, representing the life that is pure. The broad red stripe is symbolic of the Lord's sacrifice for man.

In the 1920s, Bob McCormack began making candy canes as special Christmas treats for his children, friends and local shopkeepers in Albany, Georgia. It was a laborious process—pulling, twisting, cutting and bending the candy by hand. It could only be done on a local scale.

In the 1950s, Bob's brother-in-law, Gregory Keller, a Catholic priest, invented a machine to automate candy cane production. Packaging innovations by the younger McCormacks made it possible to transport the delicate canes on a scale that transformed Bobs Candies, Inc. into the largest producer of candy canes in the world.

Although modern technology has made candy canes accessible and plentiful, they have not lost their purity and simplicity as a traditional holiday food and symbol of the humble roots of Christianity.

Exercise 2**Question 2**

Analyze the structure of the following passage.

Building the Great Pyramids

Recent explorations of the 'air-shafts' in the Great Pyramid have demonstrated that there are still many mysteries surrounding the ancient monument. Here, we discuss the debate around the building of the great structure and investigate the methods used in its construction. There has been considerable debate about exactly how the Egyptians constructed King Khufu's Great Pyramid at Giza. Few texts concerning Egyptian engineering methods have survived and in recent years experimental archaeology has been the main means for discovering the methods used for building the structure. Despite this, there are still many questions remaining.

Between 1880 and 1882, Flinders Petrie undertook some careful survey work on the Giza plateau. This was the site of the pyramids of the rulers Khufu, Khafra and Menkaura. The results of Petrie's work suggested to him that the Egyptians had levelled the area intended for the Great

Pyramid by cutting a grid of shallow trenches into the bedrock, flooding them with water, and reducing the intervening ‘islands’ of stone to the necessary height. In the 1980s the American Egyptologist Mark Lehner began to produce a new map of the plateau. Lehner argued that the Egyptians had not levelled the whole area for the pyramids, but had simply ensured the narrow perimeter around the edges of the pyramid were as horizontal as possible.

Egyptian architects are known to have used two specialised surveying tools, the merkhett (the ‘instrument of knowing’) and the bay (a sighting tool). These allowed construction workers to lay out straight lines and right-angles, and also to orient the sides and corners of structures, in accordance with astronomical alignments. It is clear that the Egyptians were using their knowledge of the stars to assist them in their architectural projects from around 3100 BC. This pedj shes’ ceremony relied on sightings of the Great Bear and Orion constellations, aligning the foundations of the pyramids and sun temples very precisely with the north, south, east and west. They usually achieved this with an error of less than half a degree.

The British Egyptologist I.E.S. Edwards argued that true north was found by measuring the place where a particular star rose and fell in the west and east, then bisecting the angle between these two points. Kate Spence, an Egyptologist at the University of Cambridge, has put forward a theory that the architects of the Great Pyramid used two stars (*b-Ursae Minoris* and *z-Ursae Majoris*), rotating around the position of the north pole, which would have been in perfect alignment in around 2467 BC, the precise date when Khufu’s pyramid is thought to have been constructed. This hypothesis is bolstered by the fact that inaccuracies in the orientations of earlier and later pyramids can be closely correlated with the degree to which the alignment of the two aforementioned stars deviates from true north.

Most archaeologists agree that a system of ramps must have been used to drag the millions of blocks into their positions in the various pyramids. No such ramps have actually survived at the Great Pyramid itself, but enough traces can be seen around some of the other Old Kingdom pyramids to suggest that at least five different systems of ramp might have been used. The most straightforward method would have been the so-called linear ramp, probably used in the Third-Dynasty pyramid of Sekhemkhet, at Saqqara. Such ramps, however, were probably rarely used, because they would have had to be very wide.

Experts have also talked a lot about the methods by which individual stone blocks were raised into position. It is usually assumed that wooden and bronze levers were used to manoeuvre the blocks into position. The level of structural engineering was incredibly high in the internal chambers of the Great Pyramid. The architects surmounted particularly difficult logistics in the creation of the corridor leading up to the main burial chamber of the Great Pyramid (the so-called King’s Chamber). The corridors in other pyramids are all either level or sloping downwards, whereas this one slopes steeply upwards, which would have presented problems when it came to blocking the passage with granite plugs, after the king’s body had been placed in the chamber.

The King’s Chamber was made from blocks of Aswan granite. Since the Second Dynasty, granite had frequently been used in the construction of royal tombs. The burial chambers and corridors of many pyramids from the Third to the Twelfth Dynasty were lined with pink granite, and some pyramids were also given granite external casing. The Aswan quarries are the only

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Egyptian hard-stone workings that have been studied in detail. It has been estimated, on the basis of surviving monuments, that around 45,000 cubic metres of stone were removed from the Aswan quarries during the Old Kingdom (Third to Sixth Dynasties).

There has been much debate concerning the techniques used by ancient Egyptians to cut rough-quarried granite boulders or blocks for use in masonry. No remnants of the actual drilling equipment or saws have survived, leaving Egyptologists to make guesses about drilling and sawing techniques on the basis of tomb-scenes, or the many marks left on surviving granite items such as statues. British Egyptologist Denys Stocks has researched this. Stocks recognised that the drills or saws would have worn away rapidly if used to cut through granite without assistance. He therefore experimented with quartz sand, poured in between the cutting edge of a drill and the granite, so the sharp crystals could give the drill the necessary 'bite' into the rock, and found that this method could work. It seems a practical solution, as it would have been needed only a good supply of desert sand.

As the recent explorations of the so-called air-shafts in the Great Pyramid have demonstrated, there is still a great deal that remains mysterious about the basic structure of pyramids, and the technology that created them. If we are to gain a better understanding of pyramid-building, the best way seems to be a blend of detailed study of the archaeological remains and various kinds of innovative experimental work. Above all, this is the kind of research that relies on collaboration between Egyptologists and specialists in other disciplines, such as engineering, geology and astronomy.

Lesson 39

Warm-up



- ◆ Find out the features of a piece of argumentation.

The speech delivered by Jiang Zemin on the opening of Fortune Global Forum 2001

I am delighted to be with you here in the Hong Kong Special Administrative Region of China on this beautiful evening. I wish to express, on behalf of the Chinese Government and people, a warm welcome to all of you who have come here for the Fortune Global Forum 2001, sponsored by AOL Time Warner.

The theme of this Forum, "Next Generation Asia", is of great significance, as the development of Asia bears on the development and prosperity of all countries and regions not only in the continent but also worldwide.

Asia is the largest continent on earth. More importantly, the Asian peoples have a strong sense of self-esteem, self-confidence, self-reliance, and self-improvement. This is an important driving force for transformation and innovation.

I hope that all of us here today will join hands with all other peace-loving people and work for lasting world peace and common development and prosperity of all nations and regions.

Skill analysis

Understanding how different parts of the article are linked

It is also a must for you to know how different parts of an article are linked. The authors often use such pronouns as it, they, he, this, that to refer to something that has already been mentioned. Through the identification of the referents of these pronouns, you can glue the different parts of the article into a whole. And you can also resort to these road markers to understand the innate structure of the whole reading passage.

Road markers can help you know where the author has developed or changed his idea. Once you have detected all the road markers, you will have a crystal clear idea of the text structure.

Skill training

Exercise 1

Question 2

Analyze the structure of the following passage.

Millions are dying because of American policy

President Bush last week brazenly brushed aside British Prime Minister Tony Blair's call for a doubling of aid to Africa. Blair and other European leaders have taken on the task of fighting extreme poverty—and Bush watches from the sidelines. To justify its dereliction, the Bush administration perpetuates a mythology that contributes to the premature deaths of millions of people each year.

The U.S. is a generous provider of aid to Africa, the mythology says, but Africa is corrupt and mismanaged and thus cannot absorb more aid. In addition, there is no room in the budget to do any more than what we are currently doing. This multipart fantasy is widely shared in the U.S. and recalls Napoleon's dictum that "history is a fable often told."

The facts are otherwise. Total annual U.S. aid for all of Africa is about \$3 billion, equivalent to about two days of Pentagon spending. About \$1 billion pays for emergency food aid, of which half is for transport. About \$1.5 billion is for "technical cooperation," essentially salaries of U.S. consultants. Only about \$500 million a year—less than \$1 per African—finances clinics, schools, food production, roads, power, Internet connectivity, safe drinking water, sanitation, family planning and lifesaving health interventions to fight malaria, AIDS and other diseases.

The myth that more aid would be squandered is pernicious. Once in a while, the industrialized countries try to accomplish something real in Africa. Notable examples are smallpox eradication begun in the 1960s, control of river blindness in the 1970s, increased child immunization in the 1980s, Jimmy Carter's initiatives to fight Guinea worm, trachoma and leprosy in the 1990s and Rotary International's bold efforts to eliminate polio this decade.

These interventions throughout Africa were remarkably successful. That they could be easily monitored was a key to their success. More victories could have been achieved—in food production, malaria control and AIDS treatment—if the efforts had been undertaken. Instead, U.S. aid was minuscule and misdirected into consultants' salaries and emergency food shipments.

If the administration were more than modestly interested in helping Africa, it could learn about the huge gains made possible by Blair's plan to provide about \$50 billion a year to Africa by 2010, with the U.S. kicking in \$15 billion to \$20 billion. With that money, Africa could control killer diseases, triple food production and cut hunger, and improve transportation and communications.

These steps, incidentally, would accelerate the continent's transition to lower fertility rates

and slower population growth because they would contribute to a lower child mortality rate and economic gains, which would help persuade couples to have fewer children.

The new aid would not involve guesswork or be a blank cheque. Consider one example. Malaria will kill up to 3 million children this year, overwhelming Africa's meager hospitals. Yet five measures could end this: long-lasting insecticide-treated bed nets (cost: \$7 per net); effective medications freely available to the poor; community health workers trained in malaria control; medical diagnostic capacity at the local level; and indoor insecticide spraying where appropriate. The cost: \$3 billion a year for the industrialized countries, \$1 billion for the U.S.—about 10 times what's currently spent on malaria control.

The administration's claim that budget restraints prevent more spending on Africa is the most cynical of its contentions. The president has cut taxes by more than \$200 billion a year, with the wealthiest Americans the chief beneficiaries, and has raised military spending by \$200 billion a year. But when \$20 billion is needed to keep the poorest of the poor in Africa alive and put the continent's economies on a path toward long-term growth, there's no money available.

The millions of Africans who die young and the hundreds of millions going hungry are not victims of fate. They are the consequences of U.S. policy.

Exercise 2

Question 2

Analyze the structure of the following passage.

Censorship in music is a topic that has brought about much controversy in the past two decades. There have been many different arguments on the topic, however the question still remaining is whether it should or should not be censored.

Before you can come up with an opinion on this, you must hear both sides of the argument on this much-debated topic. Some people believe that music should be censored so all audiences can hear it without it containing any controversial lyrics. Others believe it should not be censored and musical artists should be able to speak, sing, rap, or rhyme freely without anyone censoring them.

"Whether a person finds a work obscene depends largely on his or her moral or religious beliefs. These views change with each generation and further complicate the censorship dilemma." The quote above is very true. Religious or moral beliefs have a great influence on how a person feels about censorship, and as generations rethink common beliefs, it may change. Right now, America is more uncensored than ever. However, things were very different a few generations ago.

Some people believe music should be censored in light of the following reasons. They believe some of the language musical artists use is vulgar, obscene, and crude. Also the fact that

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music is played on medias such as radio and television, which are free to listen to by all audiences, and there are many parents that would not wish for their kids to hear foul language. So on radio and television any controversial language is either silenced, edited out by a soft sound, or some artists make two versions of their songs; one that is made for the artist's album, which is uncensored; and one for television and radio with any controversial words changed to be acceptable for all audiences. This does not include cable television, which can be edited by parents since the parents must order and pay for the channel to be viewed.

“Preventing or punishing speech is a clear violation of the First Amendment.”

This quote here is the “battle cry” of many anti-censorship groups. When you really think about it, it is a violation of the First Amendment of the American constitution, which says: “Congress shall make no law abridging the freedom of speech or of the press”. The First Amendment guarantees the right to freedom of speech, and censorship is violating peoples’ rights to say whatever they want to say. It is sometimes difficult to understand when a child gets punished for using foul language meanwhile the child’s parents have the right to criticize and petition the government whenever they feel the need to do so. Many musical artists feel that when they are forced to change lyrics their rights are being violated. In some artists’ songs they like to express their feelings towards somebody or something, and it hurts them to be censored because the new words implemented are not from his or her heart. They feel that they are being held down.

Due to the amendment made by our founding fathers I do not believe there will ever be an answer to the question whether or not music should be censored. The way I see it, it should not be censored: Many children often hear explicit language from older siblings or parents at an early age. They believe that since someone they look up to uses those words, they should too. Eventually, everyone will be exposed to language they do not find acceptable. Foul language is not permitted on media such as television or radio because it is an all audience media. However, on albums the artist is allowed to use any words he or she sees fit.

“The vexing question, of course, is, who should decide what you read or view, the church, the state or you?” In my opinion, the answer to that question is, you. Censorship on television channels such as Nickelodeon or PBS is understandable due to the fact that mostly young children programming is broadcasted on those stations. However I find it unnecessary to censor stations generally viewed by older audiences. It is now a requirement by law for record companies to put stickers on tapes and compact discs that say: “Parental Advisory. Explicit Lyrics”. The reason that law was passed was because many angry mothers and fathers sued artists and/or record companies for releasing albums that contained explicit lyrics, and now their child goes and repeats their newly learned words to people such as their teachers, principals, and other friends who then spread word around to their parents. I tend to believe that many of those parents used those same bad words in front of their children at one time or another. They probably did not say it to their face, but the fact still remains that the child heard his or her parents say those words, thus the child assumes it is normal to say that word. Many parents also complain about the art on the covers and insides of music albums. They argue that too is vulgar and should not be allowed.

I believe music should not be censored due to our First Amendment right. When a parent hears foul language on their child’s stereo or television, they should not complain to the network or record company; they should complain to themselves. The government is doing all they legally

can to protect children's young ears from the foul language that is out there. If a parent hears their child listening to foul language, they should not complain to anyone but themselves. If they do not wish for their child to hear foul language they should have supervised their children more closely. If they take their child to a record store and buy them a new tape or c.d., the parent should have listened to the music themselves and scanned for anything questionable. If they don't like the content, they can always return it to the store. This way they can be positive that their child is listening to music that is acceptable.

In conclusion, censorship of music is wrong. Artists should be allowed to say whatever they want. That is what our founding fathers based this country upon, freedom. The government is doing an excellent job in making the First Amendment applicable to all. If parents have a problem with it, it is because they did not properly supervise their children.



18

Unit

Media

Lesson 40

Warm-up



◆ Can you give a proper title to the short article below?

The silence was suddenly broken by a pop at night. A man was killed in his house while only his wife was at home. The police came to the location at once and asked the woman about the process. The young lady was so frightened and kept crying. She told the police that while she was taking a shower, she heard a big noise and then a man barged into the bathroom and escaped through the window at a fantastic speed. When she went out, she found her husband dead. After that, the police asked her about the killer's facial features and she said that she saw him in the mirror and described it to the police. After hearing her words, the police knew that she was lying. Do you know how the police knew?

Skill analysis

Predicting

Before you read a text in detail, it is possible to predict what information you may find in it. You will probably have some knowledge of the subject already, and you can use this knowledge to help you anticipate what the text contains.

After looking at the title, for example, you can ask yourself what you know and do not know about the subject before you read the text. Or you can formulate questions that you would like to have answered by reading the text. These exercises will help you focus more effectively on the ideas in a text when you actually start reading.

Skill training

Exercise

Question 1

Predict structures of the passages by the headings below.

1. Digital camera makers eye China sales
2. The secret of a big movie—get people talking before it opens
3. How do stars make so much money?
4. Media strategy—The Times eyes female readers

Question 2

Choose the best heading for each passage from the four choices of headings.

- A. Media strategy—*The Times* eyes female readers
- B. How do stars make so much money?
- C. The secret of a big movie—get people talking before it opens
- D. Digital camera makers eye China sales

When translator Yu Xiaofei of Beijing wanted to buy a new digital camera, she set her sights on the best from Japan.

"My photographer friends told me either Canon or Olympus would be top quality," said the

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30-year-old, showing off a black Canon Powershot G5 she bought for 5,150 yuan (US\$622) at a bustling electronics flea market in the capital.

Young, well-heeled professionals like Yu are the reason China is no longer just a manufacturing base for the likes of Sony, Canon and Olympus, but also a market on the cusp of explosive growth.

Most of China's 1.3 billion people cannot afford a digital camera, but analysts say there is a pool of some 400 million potential customers living in Beijing, Shanghai, Guangzhou and other large cities near the coast.

Not surprisingly, key players in the US\$15 billion worldwide digital camera market are gearing up to tap what China has to offer, eager to find new customers as growth rates in Japan and other more mature markets begin to slow.

"China is probably the only untapped big market remaining with real growth potential," said Makoto Kimura, managing director and head of digital camera operations at Nikon, the world's sixth best-selling digital camera brand.

Sales in the Chinese market doubled last year to 1.4 million units—still relatively tiny in absolute terms. Shipments reached 15.6 million units in Western Europe and 8.5 million in Japan, according to research firm International Data Corp. (IDC).

IDC expects digital camera shipments in China to rise 65 percent to 2.32 million units this year and climb steadily to 6.5 million in 2008.

Canon is more bullish, predicting 3 million units this year and 15 million by 2008, overtaking Japan. By comparison, Canon has forecast it will sell 15.2 million digital cameras worldwide this year.

One reason for Canon's optimism over China is the Beijing Olympics in 2008 and the Shanghai World Expo in 2010, which analysts have singled out as events likely to boost digital camera sales.

"By 2008, China will join Europe and the United States as one of the world's top three digital camera markets," said Takashi Oshiyama, head of Canon's digital imaging business group. A bold statement, but such a development would not be unprecedented in the world of electronics. Mobile phones and personal computers are just a few of the products where shipments in China now outstrip those in Japan.

Even so, camera makers acknowledge that there are still many obstacles to overcome. Canon's Oshiyama expressed worries about the lack of warehouses or a network of big electronics chains such as U.S.-based Best Buy that are willing to take on inventory in bulk.

Moreover, China's distribution network is underdeveloped, with top shipping companies such as FedEx Corp. still in the process of adding major cities to their routes. But none of this alters Canon's bullish view.

"The infrastructure is not yet ready," Oshiyama said. "But there is no other country in the world that has 1.3 billion people and an economy growing faster than 7 percent a year."

Some analysts are less optimistic about China's market, however, saying the lack of convenient digital printing services and the growing popularity of camera-equipped mobile phones could hinder the industry's expansion.

"Camera phones are a potential inhibitor of growth," said IDC China analyst Charles Jiang.

"There are not enough digital printing stores to satisfy most digital camera users and the cost of buying a printer to print photos is very high."

Analysts say camera makers will have to lower prices significantly to spur sales. While salaries are rising among the middle class and professionals, the average yearly disposable income is still just US\$1,000 per person.

Sony, the world's best selling digital camera brand, is also the leading player in China with about 30 percent of the market. Canon comes second with 20 percent, while the rest of the market is controlled by other Japanese and domestic firms.

Nikon said it hoped to boost its market share in the country to above 10 percent from 8 percent last year, although it was worried about growing competition from local makers.

Kimura said Lenovo Group, China's biggest personal computer maker, was gaining ground in its home market by launching cameras with 2 and 3 mega-pixels of resolution at prices much lower than Japanese brands.

"One of the biggest challenges facing us is how to differentiate our products from those made by those Chinese mainland firms and Taiwan firms," Kimura said. "This is not an issue that can be ignored."(SD-Agencies)

2

The final *Star Wars* film, *Revenge of the Sith*, has scored the most successful film opening in UK cinema history, making £14m in four days.

But why should this be? According to a study by Dr David Lane, reader in management science in LSE's Operational Research Department, the secret of earning movie millions in such a short time is less about the film itself than about the success of pre-publicity and word-of-mouth recommendations before release.

Dr. Lane, alongside research collaborator Elke Husemann, studied the way companies release and distribute movies. The results give insight into how the marketing strategy of movies has changed in the last two or three decades.

The research found that:

Films are being opened on a bigger number of screens than previously. Why has *Revenge of the Sith* advertising and merchandising been ubiquitous for weeks and why was it opened on 490 screens? To get people talking about the film, creating pre-release interest and then to sell tickets—fast. The rush of sales is a classic 'blitz' opening.

Such movies have a short product life but can make money very fast. *The Incredibles* is another example of this strategy.

Not all movies are released in a 'blitz' of screenings. Some are 'platformed' in a few locations, building interest over weeks or months via word-of-mouth based on the actual experience of seeing the movie. This is known in the industry as 'demand discovery'. *Sideways* is a recent example.

As film budgets have risen and multiplex capacity has grown, the last few decades have seen increasing use of the blitzing approach to movie marketing. This is a relatively new feature of the industry. What might be behind the increased reliance on this strategy?

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Not all movies will discover high demand. Despite extensive research and test screenings, studios continue to be surprised by how audiences respond to movies. A movie like Alexander fails whilst *The Fast and the Furious* comes from nowhere to be a huge hit.

Platforming is for low budget films, foreign films, idiosyncratic films. Blitzing is for expensive films; those that might turn into ‘blockbusters’, but also those that might be too expensive to expose to audience opinion, too expensive to ‘discover’ that demand is low.

Some commentators suggest that blitzing makes unappealing films ‘audience-proof’ but this is not so. Blitzing does not guarantee success. But it is a robust strategy: it improves things if the film does appeal to audiences and if it does not then it will still sell a few more tickets.

Dr. Lane says: ‘The movie industry seems to have settled on a shared concept; don’t sell the movie, sell the anticipation of it. Create a frenzy of interest in a movie and then release in large volume which converts that ‘hyped’ interest into sales very fast. This can leave movie-goers standing outside the cinema in the rain thinking “That wasn’t really very good”. But a ticket has been sold. If they liked it, it is even better. They can tell all their friends about it and more ticket sales will follow.’

So what about *Revenge of the Sith*? ‘The same mechanisms are operating but there are extra elements’ says Dr. Lane. ‘Each film generated interest in the next one, which is why studios are always interested in sequels. Plus you see parents who enjoyed the first Star Wars movie in 1977 taking their children to this new series. And there is a merchandising juggernaut telling you about the film whether you are in a burger joint or a bookshop.’

Elke Husemann takes up this last point: Pre-sales of computer games and merchandising, and follow-on sales of merchandising and DVDs are becoming ever more important. In some cases they are bringing in more earnings than the actual film viewings. In marketing terms, the theatrical release could be viewed almost as just the catalyst, the hook for the network of ancillary products.

Finally, how can we see these effects in action? Dr. Lane has a suggestion. ‘The campaign for *Batman Begins* is already on. The film opens on 16th June. Look out for the advertising frenzy and the toys and games, for how many screens it opens on and how quickly it goes away. The same kind of marketing effects are in play; it’s still about getting people talking, creating public interest and then opening the film to convert that interest into ticket sales.’

3

Sports and entertainment personalities have higher value than professional workers like doctors, nurses and teachers in some society, why this happened in some society and do you think it is good or bad development?

Why do athletes and movie stars make more money more quickly than professionals such as doctors, nurses and school teachers? Though this seems unfair to many people, there are good reasons for such a phenomenon.

There is no other business that spends millions of dollars to promote a singer or movie actor. By the laws of the market economy, the higher the demand for certain goods or services, the higher the value such goods or services have. Movie stars or famous athletes entertain a nation or

even the whole world. The box office takings of an internationally popular movie star hit millions weeks after a movie is released. Advertising income from major sports events such as the World Cup reaches billions during the playing season. Stars satisfy the needs of very large populations with greater efficiency than medical professionals or teachers, who usually work for one hospital or school. As a result, stars are able to create greater value for their employers and deserve higher income.

However, the value of many stars is more superficial. Unlike other professionals, stars are made to cater to the constantly changing pop culture. In most cases, no matter how popular the stars are now, they will be forgotten as time goes by. Professionals like doctors and teachers create the true value for their society. Their experience and knowledge drives our society forward. By contrast, stars create demand and make their fortune mainly by making news to attract attention. Many stars work as endorsement people even for shoddy products, causing harm to consumers in various degrees.

Due to the powerful influences of show business, many young people are more interested in getting famous and rich overnight than working hard in more worthy professions. Such ideas and action could make young people throw away their ambition to become good doctors or lawyers.

To conclude, the value of stars is more superficial and does not form the real value of a society. The true value of our world is created by people with real knowledge and skills such as doctors and teachers. We should not encourage young people to spend time and money being only fans when they should also be working hard to be someone more useful to their society.

4

The Times' recent announcement that T2 was to be re-launched as the newly-improved Times 2 on September 5th is more than a simple redesign or change of format.

As an overt attempt to attract more female readers to the newspaper, this is the first time The Times has had a marketing campaign specifically targeting women.

A reported seven-figure marketing investment will be needed to make sure the revamped supplement catches the eye of their discerning target audience.

The Times has credited T2 with playing a major role in its circulation growth and this re-launch demonstrates the high value placed on the supplement.

Rather than continuing to develop its main news format and offering, *The Times* has turned to T2 to lure new readers, which is further evidence that it is increasingly seen as the "heart of The Times" moving forward.

It has room to grow this market. *The Times* has one of the lowest percentage of total female readers among middle-aged and old females, but a good record of younger females and so needs to make an effort to close the gap between the male/female skew and lead the pack on this younger female readership.

A model it must have looked to for inspiration is *The Daily Mail*, with its successful Femail and Lifestyle sections, so a revamp of T2 could prove an enticing edge to its more indifferent readers.

Working hard to invite the more lifestyle (and female) brand advertisers, T2 will also be an

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improved environment for advertisers.

The actual format is changing, with increased pagination and more colour capacity being available each day.

With this comes the potential to carry new ad formats previously not possible and allow advertisers to benefit from more flexible editorial integration and positional guarantees.

As a regular T2 reader, however, I'm keen to see what changes are going to be made over and above the improved advertising proposition to draw those sophisticated, upmarket 30 to 50-year-old men and, more crucially, women they want.

Health, food, fashion and the usual columnists will still feature, but each day will now be themed to highlight the breadth of content T2 has always offered but packaged up in a more design-led, female-orientated way.

The familiar Screen (Thursday) and Sounds (Friday) are joined by Health, Men and Style (Monday to Wednesday respectively) and it is these new additions that The Times is hoping will really carry the punch for its "renaissance readers".

It is important that the balance isn't swayed too far and Times 2 avoids becoming positioned as a female "lite" version of the old T2 in favour of more cursory health, beauty and fashion-orientated "lifestyle" editorial, packaged up in a good-looking way.

This could alienate current readership and would undervalue the quality and scope of current content.

You can't blame The Times for seeing the necessity of pursuing the female reader, but it could also be right (and maybe truer to The Times' quality foundation) that further investment in the main newspaper (format, news and analysis) would also serve to build that discerning female readership without having to rely on makeup and handbags.

Lesson 41**Warm-up**

- ◆ Read the story and summarize the main idea in simple English.

Four Sons

These 4 gents go out to play golf one sunny morning. One is detained in the clubhouse, and the other three are discussing their children while walking to the first tee.

"My son Kent," says one, "has made quite a name for himself in the home-building industry. He began as a carpenter, but now owns his own design and construction firm. He's so successful in fact, in the last year he was able to give a good friend a brand new home as a gift."

The second man, no to be out done, tells how his son began his career as a car salesman, but now owns a multi-line dealership. "Norm's so successful, in fact, in the last six months he gave his friend two brand new cars as a gift."

The third man's son, Greg, has worked his way up through a stock brokerage, and in the last few weeks has given a good friend a large stock portfolio as a gift.

As the fourth man arrives at the tee, another tells him that they have been discussing their progeny and asks what line his son is in.

"To tell the truth, I'm not very pleased with how my son turned out," he replies. "For 15 years, Chico's been a hairdresser, and I've just recently discovered he's gay. However, on the bright side, he must be good at what he does because his last three boyfriends have given him a brand new house, two cars, and a big pile of stock certificates."

Skill analysis

Summarizing an article

When you summarize an article you have to find all the main points contained in the reading. More to the point, you have to distinguish between the main ideas, which is the most important information, and the supporting ideas used to convince the reader that the ideas are relevant and important. The main ideas should be retained while the sup-

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porting details are to be omitted unless necessary.

In the IELTS reading, there are mainly two types of summary questions. You may be asked to summarize one or more paragraphs of the given text. In this case, what you have to do is to locate the paragraphs through the keywords in the questions and then find the proper words to fill in the blanks to make it coherent and complete. You may also be required to summarize a whole passage. Then you have to read the topic sentences of all the paragraphs and then check the given script and complete the blanks with the relevant information.

Skill training

Exercise

Questions 1–10

Match the headings below with paragraphs (A – I). There are more headings than you will use.

1. The function of media and the consideration of concentration of media ownership.
2. “corporate media” and “mainstream media”
3. The definition of mass media.
4. The advent of the World Wide Web.
5. The future of mass media.
6. The wide use of “Cross-media”.
7. Media is a truncation of the term media of communication.
8. Electronic media and print media
9. The purposes of mass media.
10. The advent of mass media was driven by technology that allowed the massive duplication of material at a low price.

Question 11

Choose the appropriate letter (A – D) from the list below.

Which of the following is the topic sentence of the passage?

- A. The origin, function and development of mass media.
 - B. The origin, function and development of World Wide Web.
 - C. Electronic media and print media.
 - D. “Cross-media” awareness.
- A. Mass media is the term used to denote, as a class, that section of the media specifically con-

ceived and designed to reach a very large audience (typically at least as large as the whole population of a nation state). It was coined in the 1920s with the advent of nationwide radio networks and of mass-circulation newspapers and magazines. The mass-media audience has been viewed by some commentators as forming a mass society with special characteristics, notably a lack of social connections, which render it especially susceptible to the influence of modern mass-media techniques such as advertising and propaganda.

- B. Media (the plural of medium) is a truncation of the term media of communication, referring to those organized means of dissemination of fact, opinion, entertainment, and other information, such as newspapers, magazines, cinema films, radio, television, the World Wide Web, billboards, books, compact discs, DVDs, videocassettes, and other forms of publishing. Academic programs for the study of mass media are usually referred to as mass communication programs.
- C. During the 20th century, the advent of mass media was driven by technology that allowed the massive duplication of material at a low price. Physical duplication technologies such as printing, record pressing and film duplication allowed the duplication of books, newspapers and movies at low prices to huge audiences. Television and radio allowed the electronic duplication of content for the first time. Mass media had the economics of linear replication: a single work makes money proportional to the number of copies sold, and as volumes go up, units costs go down, increasing profit margins further. Vast fortunes are to be made in mass media.
- D. In most societies, the media serves to educate the public about issues regarding government and corporate entities. Consequently, some consider concentration of media ownership in a few hands to be the single greatest threat to democracy.
- E. Sometimes mass media is referred to either as “corporate media” or as the “mainstream media”, and abbreviated as “MSM”. Especially in the United States, usage of these terms often depends on the connotations the speaker wants to invoke. The term “corporate media” is often used by leftist media critics to imply that the mainstream media is manipulated by large multinational corporations. This is countered by right-leaning commentators with the term “MSM”, the acronym implying that the majority of mass media sources are dominated by leftist powers which are furthering their own agenda.
- F. The mass media has several purposes. One of the main ones is advocacy, both for business and social concerns. This can include advertising, marketing, propaganda, public relations, and political communication. Another purpose is enrichment and education, such as literature and educational TV programmes. Another key function is entertainment, traditionally through acting, music, and sports, as well as light reading. Since the late 20th century, this function has also included video and computer games. A fourth purpose is journalism—the reporting of news—ideally in a neutral and unbiased fashion. Another purpose is public service announcements, that is, announcements by the government or government agencies, most commonly when there is a natural disaster, such as a hurricane or a flood.
- G. Electronic media and print media appear in many forms, including radio and television broadcasting, and print publishing, through books, magazines, and newspapers. With the advent of the Internet, published materials have become widely available on computer screens.

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Media is also distributed via various types of discs (DVDs, VCDs, CDs) and tapes. In the 20th century, these were mainly used for music, but now they are used to distribute a far wider range of materials. Film is another form of media, most often used for entertainment, but also for documentaries. Blogs are a new form of media and are unique to the Internet.

- H. Toward the end of the 20th century, the advent of the World Wide Web marked the first era in which any individual could have a means of exposure on a scale comparable to that of mass media. For the first time, anyone with a web site can address a global audience, although serving high levels of web traffic is still expensive. It is possible that the rise of peer-to-peer technologies may have begun the process of making the cost of bandwidth affordable. Although a vast amount of information, imagery, and commentary (i.e. "content") has been made available, it is often difficult to determine the authenticity and reliability of information contained in (in many cases, self-published) web pages. The invention of the Internet has also allowed breaking news stories to reach a global audience within minutes. This rapid growth of instantaneous, decentralized communication is considered likely to greatly alter mass media and its relationship to society.
- I. "Cross-media" means the idea of distributing the same message through different media channels. A similar idea is expressed in the news industry as "convergence". Many authors understand cross-media publishing to be the ability to publish in both print and on the web without manual conversion effort. However, increasing number of wireless devices with mutually incompatible data and screen formats make it even more difficult to achieve the objective "create once, publish many".

Lesson 42**Warm-up**

If you get hooked up to the Internet these days, you will find that the hottest keyword for almost every search engine will be "super girl". Do you think it necessary for TV stations to sponsor such campaign as "super girls"? Give your reasons.

Skill analysis**Understanding main ideas**

You will practice recognizing the main ideas contained within a text. In the process of skimming you will already have identified some of these main ideas. During a second and third reading you can recognize and understand them more fully. Each paragraph will usually contain one main idea, referred to as the paragraph topic.

The reading materials provide several exercises which help you identify and understand the main ideas in a text. Knowing the key points in a reading text is vital in assessing its importance and relevance for your needs. Understanding the main ideas will also lead you to an understanding of a writer's organization of his ideas.

Skill training**Exercise****Question 1**

Choose the appropriate letter (A – D) from the list below.

1. What does the author think of the intellect?
 - A. It is second to intelligence.
 - B. It evolves from common sense.
 - C. It is to be pursued.
 - D. It underlies power.

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Questions 2–5

Look at the following statements (Questions 2–5) and the list of people in the box below.

Match each statement with the correct person A–F.

Write the appropriate letter A–F in boxes 1–4 on your answer sheet.

NB You may use any letter more than once.

2. School education has restrained children's development.
 3. Americans have always hated intellect as a form of power and prejudice.
 4. The U.S. would become a second-rate country if the Americans didn't think critically.
 5. Schools should be a place to counterbalance the practical and the intellectual.
 - A. the author
 - B. Ralph W Emerson
 - C. Mark Twain
 - D. Hofstadter
 - E. Diane Ravitch
 - F. Earl Shorris
- A. Americans today don't place a very high value on intellect. Our heroes are athletes, entertainers, and entrepreneurs, not scholars. Even our schools are where we send our children to get a practical education—not to pursue knowledge for the sake of knowledge. Symptoms of pervasive anti-intellectualism in our schools aren't difficult to find. "Our schools have always been in a society where the practical is considered more important than the intellectual," says education writer Diane Ravitch. "Schools could be a counterbalance." Razitch's latest book, *Left Back: A Century of Failed School Reforms*, traces the roots of anti-intellectualism in our schools, concluding they are anything but a counterbalance to the American preference for the practical.
 - B. But they could and should be. Encouraging kids to reject the life of the mind leaves them vulnerable to exploitation and control. Without the ability to think critically, to defend their ideas and understand the ideas of others, they cannot fully participate in our democracy. Continuing along this path, says writer Earl Shorris, "We will become a second-rate country. We will have a less civil society."
 - C. "The intellect is resented as a form of power or privilege," writes historian and professor Richard Hofstadter in *Anti-Intellectualism in American Life*, a Pulitzer Prize winning book on the roots of anti-intellectualism in US politics, religion, and education. From the beginning of our history, says Hofstadter, our democratic and populist urges have driven us to reject anything that smells of elitism. Practicality, common sense, and native intelligence have been considered more noble qualities than anything you could learn from a book.
 - D. Ralph Waldo Emerson and other Transcendentalist philosophers thought schooling and rigorous book learning put unnatural restraints on children: "We are shut up in schools and

college recitation rooms for 10 or 15 years and come out at last with a bellyful of words and do not know a thing." Mark Twain's Huckleberry Finn exemplified American anti-intellectualism. Its hero avoids being civilized by going to school and learning to read, thus preserving his innate goodness.

- E. The intellect, according to Hofstadter, is different from native intelligence, a quality we reluctantly admire. The intellect is the critical, creative, and contemplative side of the mind. Intelligence seeks to grasp, manipulate, re-order, and adjust, while the intellect examines, ponders, wonders, theorizes, criticizes and imagines.
- F. School remains a place where the intellect is mistrusted. Hofstadter says our country's educational system is in the grips of people who "joyfully and militantly proclaim their hostility to the intellect and their eagerness to identify with children who show the least intellectual promise."



Commerce

Lesson 43

Warm-up



- ◆ Is anyone willing to tell the following story to the whole class? Then the rest of the class should retell the story by generalizing the main ideas.

The Bar Story

This guy goes to a bar that's on the tenth floor of a hotel. He sits down and has a couple of drinks, then stands up, announces loudly that he has had enough, and goes over and jumps out the window. Now, there are two men who are sitting at a window table, and having that natural human curiosity about the grotesque, watch as this man plummets to certain death. However, just as he is about to hit the ground, he rights himself, pulls his feet underneath himself, and lands gracefully. He then turns and comes back into the building. Naturally, the two men are amazed. The guy comes back into the bar, orders a few drinks, then repeats the process. The two men at the window seat are astounded! When the guy returns and repeats the procedure AGAIN, the two men stop him before

he jumps and ask him how on earth he does that. He replies “It’s simple, really. There’s an air vent down by the ground, and if you catch the updraft, you can right yourself and land on the ground with no problems.” Then he proceeded to jump out the window again. Well, these two men decided that they just HAD to try this, so they jumped out the window, and SPLAT!—made a mess hitting all over the ground. Meanwhile, the first guy has made it back up to the bar. When he sits down to order his drinks, the bartender says “Superman, you’re not a very nice guy when you’re drunk!”

S skill analysis

As far as viewpoints are concerned, you have to make a distinction between the views of the author and that of quoted source, which is always an expert in a particular field in the case of IELTS. It will be an easy job, if you can spot some cues, such as, “in my view”, “as for me”, “according to me”, and so on, but in some cases, you have to intensively read the relevant part of the passage to detect the “owner” of the views.

In the IELTS tests, there is a type of question, which requires you to match the viewpoints with the speaker. When doing this kind of question, you have to start by scan-reading the names of the speakers and underline what they have said and then return to the question to find out the key words. What follows is a comparative reading between the question keywords with those of the underlined parts to get the answer.

S skill training

Exercise 1

Question 1

Choose the appropriate letter (A – D) from the list below.

Which of the following is the main idea of the passage?

- A. Your image speaks volumes before you say a word.
- B. Some key areas of image that should look good.
- C. Body language matters right down to the bottom line.
- D. Pay attention to your body language while doing a presentation.

For your small business, image matters right down to the bottom line, so here are some key

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areas where you should look good. Let's start with a true story. The other day I was filling my car with gas when a van drove up behind me. It was old and filthy, with a crack down the entire windshield, and a front bumper so badly smashed that a small part of the engine was exposed. The sign on the van read: "Cleaning Service—Honest, Dependable, Flexible—Homes, Apartments, Offices." For all we know, this could be a five-star cleaning service. But its image says otherwise. Your image speaks volumes before you say a word.

I'm always impressed by impeccably dressed business leaders—men and women who hold themselves to above-average standards. They look like leaders. So should you. I once asked a top recruiter about the first thing he notices when meeting potential candidates. "Do they look the part?" he said. "Do they dress appropriately to fit the culture?" If someone walks into the room and looks like a leader, the interviewer can relax and mentally check off the "appearance box".

Ellen spends a lot of time studying body language. She once said a slumping, slouching posture is associated with a lack of confidence and leadership ability, while good posture is most often associated with confidence, competence, and control. This reminds me of a client, a top executive for a technology outfit, who was preparing to give a major presentation to the company's primary investor, a famous CEO who is one of the wealthiest men in the world.

In addition to positive news about the product, its patents, and engineering milestones, my client also had to address the uncomfortable fact that his company had hit a snag in development and would have to delay the launch of the product. His body language presented a problem. Everything about it said, "We're in deep trouble." Of course, that wasn't the case at all. In fact, my client's engineering team had jumped far greater hurdles in the past. The team members all felt confident they could easily overcome the current stall, and the product would go on to become a smashing success (which it eventually did).

I watched as this executive rehearsed his PowerPoint presentation. The problem resided not with the content on the slides but rather with the delivery. His body language was a mess—eyes cast downward, hands awkwardly tucked in his pockets, swaying back and forth. This guy was a perfect example of poor body language. He seemed insecure.

Fortunately, this story has a good ending. Once he eliminated the distracting habits, he rocked the house during his presentation. He made solid eye contact with everybody in the room, pulled his hands out of his pockets, and used purposeful, assertive hand gestures. His posture and stance exuded power, confidence, and competence—he had charisma. In fact, I heard later that the lead investor expressed confidence that the project was in good hands.

Exercise 2

Question 2

Choose the appropriate letter (A – D) from the list below.

Which of the following is the topic sentence of the passage?

- A. Different levels of job satisfaction between top businessmen and businesswomen

in America.

- B. Reasons why more and more top businesswomen in America reach “C-level”.
- C. Reasons why so few top businesswomen in America reach “C-level”.
- D. Feminism in the business world of America.

Top businesswomen in America give three main explanations for why so few of them reach “C-level”—that group of executives who preface their titles with the word “chief”. First comes the exclusion from informal networks. In many firms jock-talk and late-night boozing still oil the wheels of progress. In America and elsewhere it has become almost traditional for sales teams to take potential clients to strip clubs and the like. These activities specifically exclude most women.

Yasmin Jetha, a Muslim of Asian origin who made it to the board of Abbey, a British bank and a FTSE100 company until it was taken over last year by Spain’s Banco Santander, says that although she neither drinks alcohol nor supports a rugby team, she made it a point in her career of participating in industry-wide events where the opportunities for exclusion are less. More and more women in business are forming their own networks, which also help to counter male clubbishness.

The second hurdle is what Ms Lang calls “pervasive stereotyping of women’s capacity for leadership”. Everyone is unconsciously biased and there is strong evidence that men are biased against promoting women inside companies. This was a central point in the landmark 1989 case in the U.S. of Price Waterhouse v Hopkins, where Ann Hopkins sued her employer when she was not given a partnership. She eventually won her case in the Supreme Court. Since then some companies have begun to take special steps to guard against bias. Deloitte, for example, carefully scrutinises its pay and promotion decisions for bias, especially its list of new partners announced annually in June.

The third hurdle is the lack of role models. There are too few women in top jobs to show how it is done. Helen Alexander, the chief executive of The Economist Group and one of very few female CEOs to have succeeded a female CEO (Ms Scardino) says, however, that the role models that matter come earlier in life, at school or in the family. In addition, it seems to be important for many successful businesswomen to have had a supportive father.

Chris Bones, a senior human-resources executive with Cadbury Schweppes before he took over as head of Henley Management College at the beginning of this year, suggests another reason. The flattening of organisations in recent years, as layers of management have been stripped out, has meant that promotions now are far steeper steps than they used to be. This leaves fewer opportunities for people to re-enter the workforce at higher levels. And many women inevitably need to take time off during their careers. In America, there is evidence to suggest that more women with children under the age of one are taking time off work than was the case some years ago.

More and more too are withdrawing to care for elderly parents at a time when they are on the cusp of the higher echelons. Ben Rosen, a professor at the Kenan-Flagler Business School in

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North Carolina who has done research on the topic, says that many women bail out of corporate life to become self-employed consultants and entrepreneurs, roles where they can have greater freedom and autonomy to manage the rest of their lives. This may be reinforcing companies' long-held belief that they should invest less in women's careers because they are unlikely to stay the course.

Ms Maier's Gallic analysis of the issue is that French men spend more time at work than women, which "can be explained by their insatiable predatory instincts as well as by their casual approach to banal household chores." This leaves women with so much to do at home that they are more than twice as likely as men to work part-time, "which makes it all the more impossible to break the glass ceiling." In the U.S., a survey by the Centre for Work-Life Policy found that 40% of highly qualified women with spouses felt that their husbands did less work around the home than they created.

Another finding of the study was that qualified women leave work for a mixture of reasons: some pull them away (home and family life), and some push them away (the type of work, the people they are working with). In business, the push factors were found to be particularly powerful, "unlike, say, in medicine or teaching". The vast majority of women (93%) said they wanted to return to work, but found the options available to them "few and far between, and extremely costly". Across sectors, women lost 37% of their earning power when they spent three or more years out of the workforce.

Very few (5%) wanted to return to the companies they had left, claiming the work they had been doing there was not particularly satisfying. In Britain, women are increasingly dissatisfied with work. A recent study by the University of Bath of female employees between 1992 and 2003 showed an overall decline in their stated levels of job satisfaction. For full-time female managers the decline was an above-average 6%. For men, job satisfaction over the same period went up.

The only category of female workers with a significant rise in satisfaction (of 19%) was that of part-time craft workers. It has become a lot more rewarding to blow glass or design gardens than to strive forever in a vain bid to reach the boardroom.

Lesson 44**Warm-up**

- ◆ What is the hottest issue in the major media in your city? What is your view on this issue? Can you give one or two supporting ideas to your opinion?

Skill analysis

Most English articles are composed of one central topic sentence and several supporting details which can be attributed to the deductive thinking models characteristic of the Westerners. The ability to distinguish the main idea and the supporting details is of paramount importance in discerning English articles. You will be trained to map out the structure of the article by finding out all the supporting details of a central idea.

Skill training**Exercise 1****Questions 1–5**

Look at the following supporting information (Questions 1–5) and the list of views in the box below.

Match each supporting information with the correct view A–E and write the appropriate letter A–E.

NB You may use any letter more than once.

1. In a global economy you are competing not only with people from your own country but also with those of other countries, including the well-educated who are willing to work for a fraction of your salary.
2. Despite the broad international tendency toward genuine free trade, expressions of protectionist sentiment by various groups in the U.S. are most vivid to other countries.
3. There is no better way to get a bigger piece of the pie than to have the pie itself grow.

4. U.S. companies need to focus their more expensive resources on product development, marketing, and sales, and allow assembly and manufacturing to take place offshore in developing countries, which both have a lower cost basis.
 5. Using offshoring to India as an example, for every dollar offshored, they estimate the U.S. accrues between \$1.12 and \$1.14, while the receiving country gets just 33 cents.
- A. The U.S. government and business leaders need to focus on the upper end of the supply chain, which is after all where the high paying jobs lie.
- B. We need to upgrade our educational system, encourage students to study foreign languages and cultures and make sure we develop, attract, and retain the most innovative minds.
- C. If the U.S. is to remain the standard-bearer of free trade in the global economy, it has to project the reality of its trade environment more forcefully.
- D. Offshoring creates additional value for the exporting country.
- E. The most important thing to do as a nation is to continue to push for reforms that foster growth.

Exercise 2

Question 6

Choose the appropriate letter (A – D) from the list below.

How can the U.S. keep high paying jobs?

- A. The U.S. should blend creative thinking with analytical market projection, resulting in innovation that drives/leads the market.
- B. The U.S. should innovate itself in the areas of marketing, planning, management, and finance.
- C. The U.S. should encourage partnerships with China and India.
- D. The U.S. should understand where their key competitive edge is and create an environment and enhanced education system to foster those talents.

Americans are worried about losing jobs to Indians and Chinese. What should the U.S. and individual Americans do to keep good, high-paying jobs in the U.S.?

Donald Straszheim thinks that the most important thing to do as a nation is to continue to push for reforms that foster growth-efficient regulation, low tax rates, incentives for investment and saving, promotion of technology, and much more focus on education, training, and retraining. Root out social-welfare—like practices which remain too common in America. Individuals need to build their human capital—knowledge, education, work skills, and habits. Find compa-

nies to work for that are innovative, with managements that look to the future and attempt to position themselves for the future, and operate in an efficient and cost-effective manner. Combining these macro and individual comments, the central theme is this: There is no better way to get a bigger piece of the pie than to have the pie itself grow.

Oded Shenkar believes that in a global economy you are competing not only with your fellow nationals but also with people from other countries, including the well-educated who are willing to work for a fraction of your salary. To keep high-paying jobs in the U.S., we need to upgrade our educational system from the ground (elementary school) up to the business school, where international business is not even a requirement; encourage students to study foreign languages and cultures; and make sure we develop, attract, and retain the most innovative minds. We also need to make sure we defend, and get paid for, our hard-earned innovations in the form of intellectual property rights protection.

Manoj Singh says that American labour organizations have been worried about jobs going offshore since the first car rolled off the Ford assembly line, yet the U.S. economy continues to gain strength, and the U.S. continues to keep good, high-quality jobs. As a previous commentator noted, "there is no better way to get a bigger piece of the pie than to have the pie itself grow." To grow the pie, the U.S. government and business leaders need to focus on the upper end of the supply chain, which is after all where the high paying jobs lie. As the manufacturing industry transformed itself 30 years ago, U.S. companies need to focus their more expensive resources on product development, marketing, and sales, and allow assembly and manufacturing to take place offshore in developing countries which have a lower cost basis. By focusing on innovation rather than brawn and ensuring labour and regulatory conditions are attractive—low tax rates, investment incentives, social cohesion, quality education and training, etc.—the U.S. will continue to attract and retain the best and brightest. By making their impact of the upper end of the value chain and partnering with countries such as India and China, U.S. companies need not fear any labour readjustment.

Subir Gokarn states that people in the U.S. have been concerned with job losses since the early 1970s. Quotas on textile imports were one manifestation of this. Voluntary export restraints against Japan in automobiles were another. Rising sentiment against Chinese exchange rate policy is merely the latest. Despite these concerns, by and large the U.S. has acted in a manner consistent with the interests of domestic consumers, i.e., it has not allowed barriers to become too high or stay too long. I expect a similar position to prevail in the outsourcing area as well. However, despite the broad tendency toward genuine free trade, expressions of protectionist sentiment by various groups in the U.S. are most vivid to other countries. There is, therefore, a perception of double standards. If the U.S. is towards remain the standard-bearer of free trade in the global economy, it has to project the reality of its trade environment more forcefully.

Viveca Chan thinks that calculating China's and India's impact on the job market in the U.S. is difficult. McKinsey argues that offshoring creates additional value for the exporting country. (Using offshoring to India as an example, for every dollar offshored, they estimate the U.S. accrues between \$1.12 and \$1.14, while the receiving country gets just 33 cents.) Others argue otherwise. I am in favour of the McKinsey argument. Nike is a famous example of a company that does not have its own manufacturing but gets better ROI and business growth by concen-

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trating on building its brand. As our experts say, the U.S. should focus their resources on higher-value services such as product development, sales, and marketing, and concentrate on education, training, and developing a knowledge economy. The U.S. will be better off with a government that encourages competition and partnerships rather than protectionist policies. The U.S. people should have more confidence in building value-added propositions and moving up the value chain. The U.S. should put more effort in marketing their culture and their proven education system and should relax their immigration policy to allow more students to come to the U.S. for continued education. Foreign investments from China and India should be encouraged, so more Chinese business will expand to the U.S. rather than other countries. It will also increase the demand for the export of U.S. services.

To keep high-paying jobs, the U.S. should understand where their key competitive edge is and create an environment and enhanced education system to foster those talents. This should be in the area of marketing and planning, management, and finance. The result should be the best blending of creative thinking with analytical market projection, resulting in innovation that drives/leads the market. While there may be scientists and technology gurus in other markets like India and Russia, U.S. innovation is market-driven. If the U.S. concentrates on fostering these strengths through training and education, and encourages partnerships with China and India, it will continue to lead the global economy and has nothing to fear.



Science and Technology

Lesson 45

Warm-up



- ◆ Now, turn your eyes to the partner sitting immediately next to you and have a close observation of him or her. Try to judge whether he or she has had the breakfast and give your reasons for the judgement.

Skill analysis

It is considered as a core rule for writing argumentations to keep the purity of idea in a paragraph, that is, there is one and only one central idea in a paragraph. This principle can be applied to the whole passage. In this sense, all the supporting details should

support the central argument, which means that we can pin down a passage by identifying a central idea and sorting out various supporting details.

Skill training

Exercise

Question 1

Choose the appropriate letter (A – D) from the list below.

What is the key way in which population structure in developed countries will influence the tourist industry?

- A. There will be more people on welfare.
- B. There will be more retired people.
- C. There will be fewer jobs for young people.
- D. Young people will be better educated.

Developments in Tourism

Tourism is facing new challenges worldwide. In the course of the globalisation of economies and societies, tourism is also showing many indicators of development leaps and distortions: continuing growth in tourist flows as a source of environmental damage, new destinations and markets, with resulting increase in competition, risk of overcapacity, particularly in the key tourist areas of air traffic and accommodation, polarisation and increased trend towards concentration among industry providers. There is also the expectation of growth in “manmade” travel and adventure environments worldwide and major expansion in tourist offers and infrastructures (mega-events, leisure parks, transport systems)—with uncertain economic, social and ecological prospects. The growth rates predicted for tourism and its anticipated continuing expansion, with the associated potential for employment and macroeconomic welfare effects are, however, dependent on specific conditions, such as a growing world economy, low energy prices and a global decline in conflicts.

Significant growth is predicted for tourism in the new millennium. International tourist arrivals will continue to grow, although more slowly than before. Despite ongoing globalisation international tourism will still be concentrated mainly within the individual regions of the world. The heaviest international flows will continue to be within Europe and the USA. Other countries regarded as dynamic growth markets are the Middle East, China and the south-east Asia/Oceania region. High growth rates are also predicted in some cases for the Mediterranean and eastern European countries. In contrast to German international tourism, incoming tourism

is comparatively insignificant for Germany. Despite some growth, Germany seems to be mainly a tourist destination for Germans. Given the shifts in global tourism (new source markets, new target groups), new prospects may emerge for Germany as a tourist market. In future, however, Germany as a destination for tourism is expected to suffer a relative loss of importance, despite growth in absolute terms. An increase in travellers from other European countries will have only limited benefit for the German tourist industry.

Besides economic factors, the structure of the tourist markets is affected by demographic and socio-cultural factors and changes in these. For several decades to come, for example, there will be enormous population growth, particularly in the poor countries. In the industrialised nations the most critical aspect of population growth is the inverted age pyramid. The relationship between the population age groups (child, youth, working population, retired) is shifting so that fewer and fewer working people have to support more and more retired people. The comparatively large proportion of retired people in the total population will influence the structure of tourist demand. Among the socio-cultural factors, a number of trends are emerging which will continue. The ongoing rise in the educational level of the population in recent years is closely related to growing demands in the labour market. Here, basic and medium qualifications will lose out, while highly-qualified employees will win. Within employment there is a clear shift towards services, with particular demand for qualified service jobs.

...the increasing number of tourists from abroad
is reflected in the changing profile of the
tourist market in Germany.

Market and consequences

The increasing number of tourists from abroad, should not necessarily be regarded as a cause for concern. Inequalities between tourists from different countries are becoming increasingly apparent. The most striking and especially interesting trend is the shift away from short-term to long-term tourism. This is due to a number of reasons, among them, the growing interest in "leisure". As long-term tourism has become more and more popular, it is no longer limited to the traditional "sun-and-sea" holidays. Instead, tourists are increasingly choosing destinations with more varied landscapes and activities. They are also increasingly interested in "cultural tourism", which means visiting historical sites, museums, galleries, and so on. This type of tourism is often more expensive than traditional sun-and-sea holidays, but it can be just as rewarding.

However, long-term tourism also has its disadvantages. One disadvantage is that it can lead to a significant decrease in the local economy. For example, if tourists stay for a month or two, they will not buy as many goods and services as tourists who only stay for a week. This can result in a significant loss of income for local businesses. Another disadvantage is that it can lead to a decline in the local culture. For example, if tourists stay for a month or two, they will not have as much time to explore the local culture and traditions. This can result in a decline in the local culture.

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Lesson 46

Warm-up



- ◆ Match the typical specialties with the right country.

Whisky	Japan
Peking Roast Duck	Spain
Kimono	Scotland
Kim-Chi	Hong Kong
Tortilla Espanola	Korean

Skill analysis

Tip 1 The matching headings task is very common in the exam. The other task that tests reading for gist is multiple-choice questions: Here students choose between possible topics, but this is not as common as the matching headings task.

Tip 2 Students should read the instructions very carefully. There are always more headings than paragraphs to label. Students do not need to label all of the paragraphs. The instructions say that you may use headings more than once, but this rarely occurs.

Tip 3 There is often an example given, so the first thing students can do is to cross off that heading from the list (but see they may use more than once tips above).

Tip 4 The greatest skill needed for this task is speed! There is probably not enough time for students to read through the whole text to do this task. They do need to do so for the detailed comprehension task (e.g. multiple choice questions) which is done later, and this can take more time. That leaves 5 to 8 minutes to do the matching headings task.

Tip 5 The way to work fast is to read all the headings quickly, choose one paragraph and try to find information quickly that tells them which of the headings it could and could not match. There is no need for them to narrow it down to one option at this point, because that will become easier as they cross headings off after using them for

other paragraphs.

Tip 6 Finding the information quickly entails 2 tactics. The first is scanning the first sentence—you can practise in class for this by giving them just the first sentence of each paragraph and seeing how much they can do with this limited information (usually quite a lot). They can then look at the whole text and practise the second skill—skimming through for specific information.

Tip 7 Students do not need to narrow the possibilities down to one before they move onto the detailed comprehension task, they just need to keep the questions they are unsure about at the back of their mind when they start reading for more details. It is also useful for them to underline parts of the text where they find clues about matching headings. It will then be easier for them to check back when they make their final decision/guess. They can then transfer all their answers to the answer sheet at the same time. Note that, unlike the listening paper, no extra time is given to do this.

Tip 8 Training students to deal with fast reading tasks means you can create snappier lessons than your average reading class. This can be exploited by turning reading tasks into races. These can be made more realistic by using contexts where reading fast can actually be necessary, like stockbrokers reading business reports quickly and therefore buying shares quickly before prices go up.

Tip 9 More speaking can be added to the class by giving the students the headings first and asking them to write one question about each topic that they would ask an expert on that subject. They then change partners and take turns pretending to be the expert and answering the questions. Emphasise that accuracy of information is not at all important! When they go on to read the texts it should now be easier as they have already tried to predict the kind of information that would be in such paragraphs. This task can be used as a nice warmer.

Skill training

Exercise

Questions 1–5

Look at the following supporting information (Questions 1–5) and the list of views in the box below.

Match each supporting information with the correct view A–D, and write the appropriate letter from it.

NB You may use any letter more than once.

1. The noise dampening is thanks to new engine and wing technology, Airbus says.
2. Two of the A380 customers, Emirates Airlines and Singapore Airlines, both announced that

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they will configure their A380s with fewer than 500 seats.

3. The United Nations Intergovernmental Panel on Climate Change estimates that aviation causes 3.5 percent of man-made global warming, and that figure could rise to 15 percent by 2050.
 4. The new plane, the company boasts, will help ease the increasingly congested airspace. By transporting more people, the plane's fuel-burn per passenger will make it more environmentally friendly than most cars, Airbus says.
 5. It is able to do this through a host of new technology—newer, more efficient engines from either Rolls-Royce or Engine Alliance (a joint venture of General Electric and Pratt & Whitney), better aerodynamic design, and the use of newer and lighter materials.
- A. Experts warn that the environmental challenges will only increase.
 - B. Airbus claims greater size equals greater environmental benefits.
 - C. In spite of its more powerful engines, the A380 will make less noise than its closest competitor, the Boeing 747.
 - D. Boeing, not surprisingly, says the seat-mile cost differential between its 747 airliner and the A380 is very slim.

Airbus calls it the “green giant”. The new Airbus 380 “superjumbo” jet, unveiled today in Toulouse, France, will carry 555 passengers (when configured for three classes of seating). Its wingspan stretches nearly the length of a football field—50 feet (15 meters) wider than any commercial plane in the air today. Airbus claims greater size equals greater environmental benefits. The new plane, the company boasts, will help ease the increasingly congested airspace. By transporting more people, the plane's fuel-burn per passenger will make it more environmentally friendly than most cars, Airbus says. Many critics are not so sure. They say Airbus officials may be stretching their math by calculating for more passengers than most A380 flights will actually carry. Furthermore, critics argue, the plane's technological improvements are simply what is to be expected in any new airplane. “Megajets are not the way to greener, or cleaner, skies,” said Alan Durning, executive director of Northwest Environment Watch in Seattle, Washington. “On almost no count is the A380 particularly green.”

In spite of its more powerful engines, the A380 will make less noise than its closest competitor, the Boeing 747. The noise dampening is thanks to new engine and wing technology, Airbus says. The company says the plane's fuel consumption will be 2.9 liters (0.76 gallon) per passenger per 100 kilometers (60 miles). “The Airbus A380 will generate about half of the noise of a 747-400 (the biggest of the 747s), for example, and is also more fuel efficient than a small car,” said David Velupillai, a spokesperson for Airbus in Toulouse. “It is able to do this through a host of new technology—newer, more efficient engines from either Rolls-Royce or Engine Alliance (a joint venture of General Electric and Pratt & Whitney), better aerodynamic design, and the use of newer and lighter materials.”

But analysts have questioned the Airbus numbers. Boeing, not surprisingly, says the seat-mile cost differential between its 747 airliner and the A380 is very slim. “The problem in analysing the claims is that the companies make different underlying assumptions, particularly on the number of passengers the respective aircraft carry and the average flight length,” said Kieran Daly, group

editor with the publisher of Flight International magazine, in London. Airbus envisions that airlines will use the ample space aboard the A380 for cocktail lounges and business conference rooms. That would reduce passenger capacity and cause the fuel consumption ratio to go up. Two of the A380 customers, Emirates Airlines and Singapore Airlines, both announced that they will configure their A380s with fewer than 500 seats. What if the Airbus flies at less than full capacity? If you're flying a vast aircraft with half of the seats empty, the economics and the emissions per passenger mile might look very different.

Airbus officials say increased demand and greater air congestion are driving the need for bigger planes. "Traffic is doubling every 15 years, and airlines, airports and air traffic controllers have to find a way of facing up to this challenge," Velupillai said. "This challenge exists, whether the A380 exists or not." Airbus envisions a network of international hubs that will ease congestion problems at major gateways. Most of the large airports that will be served by the A380—from Munich, Germany, to Bangkok, Thailand—are already ready to handle the giant planes. However, Los Angeles International Airport, which is expected to be one of the biggest hosts of A380 planes, is planning to build a new terminal for A380s. The bigger quarters would allow two A380s to park next to each other. If two A380 planes parked side-by-side in the biggest LA terminal today, their wings would hit each other.

While Airbus is banking on its giant plane, its main competitor, Boeing, is scheduling to debut—in 2008—its 7E7, a double-aisle aircraft aimed at the growing market for midsize aircraft flown by low-fare carriers. The two ventures illustrate the companies' opposing views of the future of commercial aviation, experts say. The A380 will serve routes between large cities, using so-called megahubs. Many of those airports have a lot of congestion for takeoffs and landings, and the A380 is designed to solve that problem. But Boeing believes passengers will prefer to fly smaller planes on services that connect more directly to destinations. Its 7E7 will be the lightest commercial airliner in the sky, Boeing claims, and the plane will be powered by the most efficient engines by far. These innovations, some experts say, more than compensate for the economies of scale that the A380 achieves. "It would take less energy, and emit fewer pollutants, to fly several 7E7s from point A to point B than to put the same number of passengers on a single A380 for the trip," Durning said.

Whichever way the wind takes the airline industry, experts warn that the environmental challenges will only increase. Airliners rate as one of the most polluting forms of transportation, with the world's 16,000 commercial jets producing over 600 million metric tons of carbon dioxide every year, according to one estimate. The United Nations Intergovernmental Panel on Climate Change estimates that aviation causes 3.5 percent of man-made global warming, and that figure could rise to 15 percent by 2050. Thomas, of Trucost, says technological improvements will help trim airline emissions by one percent a year. However, the aviation industry is forecasting 5 percent annual traffic growth worldwide for the next decades. "Better technology alone is not going to solve this problem," he said.

Lesson 47

Warm-up



We have discussed the proper way to deal with the reading of a favorite newspaper. Have you applied it in your everyday practice? Now, is there anybody who can share his or her experience with the rest of the class? From what the classmates say, we can see clearly that we are, consciously or unconsciously applying the skimming skills when we are reading the newspapers. It is also one of the key skills we are required of in dealing with IELTS reading.

Skill analysis

Skim reading an article

Skim reading is a quick way of getting a general idea of what the article is talking about, and more importantly, give you an idea of the information it contains. This enables you to form a map of the contents of the article and is an essential skill to practice so that you can improve your reading comprehension.

Skill training

Exercise 1

Question 1

Understand more about skimming and scanning

Many people consider skimming and scanning to be search techniques rather than reading strategies. However when reading large volumes of information, they may be more practical than reading. For example, you might be searching for specific information, looking for clues, or reviewing information. Web pages, novels, textbooks, manuals, magazines, newspapers, and mails are just a few of the things that people read every day. Effective and efficient readers learn to use

many styles of reading for different purposes.

Skimming is used to quickly identify the main idea of a text. When you read the newspaper, you're probably not reading it word-by-word, instead you're scanning the text. Skimming is done at a speed three to four times faster than normal reading. People often skim when they have lots of material to read in a limited amount of time. For example, you use skimming when you want to see if an article may be of interest in your research.

There are many strategies that can be used when skimming. Some people read the first and last paragraphs using headings, summaries and other organizers as they move down the page or screen. You might read the titles, subtitles, subheadings, and illustrations. Consider reading the first sentence of each paragraph. This technique is useful when you're seeking specific information rather than reading for comprehension. Skimming works well to find dates, names, and places. It might be used to review graphs, tables, and charts.

There is one last thing to bear in mind and that is that reading off a computer screen has become a growing concern. Research shows that people have more difficulty reading off a computer screen than off paper. Although they can read and comprehend at the same rate as paper, skimming on the computer is much slower than on paper.

Exercise 2

Questions 2–7

Match the headings below with paragraphs (1–6). There are more headings than you will use.

- A. ENV is going to be introduced due to its advantages
- B. ENV has utilized a new power-supplying method
- C. The reason why ENV has not been well accepted
- D. The motorcycle boasts a high speed
- E. ENV produced very little noise
- F. Electricity is very important
- G. The working mechanism of the cell
- H. Core can generate the needed electricity

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2. A
- 3.
- 4.
- 5.
- 6.
- 7.

Question 8

Underline the key sentence of each paragraph.

Question 9

Choose the appropriate letter (A – D) for the topic sentence of the passage.

What is this passage mainly about?

A. Energy is produced by a cell.

B. A brand new car using new power-generating mechanism is to be put in use.

C. Noise is a kind of environmental pollution.

D. Hydrogen can become a new source of clean energy.

1. A sleek, almost silent, non-polluting fuel cell-powered motorcycle is set to begin gliding down U.S. streets by the end of 2006. The bike is dubbed the ENV (pronounced “envy”), short for Emissions Neutral Vehicle. The London-based company Intelligent Energy decided to develop the bike itself after years of cool reception to its fuel cell technology from manufacturers. “We wanted to show how good the technology is right now and basically build what we thought would be a technical example, albeit an example that’s wonderful and stimulates interest,” said Andy Eggleston, ENV project director. Since its unveiling earlier this year, the ENV has generated enormous interest—proof that the public is ready to embrace fuel cell technology, Eggleston said.
2. The motorcycle has a top speed of 50 miles an hour (80 kilometres an hour) and can run for 100 miles (160 kilometres) or up to four hours on a tank of compressed hydrogen. A fill-up costs about four dollars (U.S.). ENV makes no more noise than a home computer and emits only heat and water. Users have compared riding the nearly silent motorbike to skiing, sailing, surfing, and glider flying. “If you go for a ride in the countryside, as you ride through it, you can smell the countryside, hear the birds singing, and you are not disturbing nature,” Eggleston said. “Birds will not fly out of the way because they are terrified of the noise.” Intelligent Energy plans to sell the motorbike for between U.S. \$6,000 and \$8,000. The com-

pany believes the ENV will appeal to both urban commuters and recreational riders.

3. At the heart of the hydrogen-fuelled motorbike is a compact, proton exchange membrane (PEM) fuel cell. The cell converts the chemical energy of hydrogen and an oxidant (in this case, oxygen) to generate electricity. Air ducts in the ENV's handlebars supply the fuel cell with oxygen, while hydrogen stored in a pressurized bottle serves as the gas tank. The fuel cell itself is composed of layers of metal plates fitted with membranes and electrodes. The fuel cell "separates the hydrogen atom into protons and electrons, and the electrons are then collected to form an electric current to power the motor," Eggleston explained. "The protons recombine with the oxygen in the air that's also flowing through the fuel cell and is then expelled as water vapor."
4. Electricity produced by the fuel cell is routed to a stack of batteries and an electric motor, which provides the bike's propulsive power. A cooling fan emits the fuel cell's only noise. Intelligent Energy's fuel cell, called the Core, generates a kilowatt of electricity. By pairing the cell with a battery pack, the bike achieves a maximum load of six kilowatts to provide added punch during acceleration. Eggleston notes that the Core is detachable from the bike and can be used to power a home or anything else, as long as a hydrogen supply is available.
5. NASA embraced fuel cell technology in the 1960s to power spacecraft, but fuel cells have largely eluded the general marketplace. High material costs, such as those of platinum catalysts (which facilitate the reaction of hydrogen and oxygen), have prevented widespread commercialization of fuel cells, said Douglas Nelson. Nelson is a mechanical engineer and director of the Center for Automotive Fuel Cell Systems at the Virginia Polytechnic Institute in Blacksburg. However design refinements are beginning to lower fuel cell costs, Nelson says. "Designers are getting better and using less and less platinum, and membrane costs have come down too," he said, adding that mass production would further reduce costs. Nelson has not seen the ENV but is familiar with the concept. He says the biggest hurdle Intelligent Energy must clear to successfully sell their technology is a lack of hydrogen infrastructure—gas pumps, if you will.
6. Hydrogen is the most abundant element in the universe. But the element is usually found as part of other compounds, such as fossil fuels, plant material, and water. Canisters of pure hydrogen are readily available from hydrogen producers. But roadside hydrogen stations are few and far between. To overcome this hurdle, Intelligent Energy is currently developing devices called reformers that extract hydrogen from bio-diesel fuels (typically made from vegetable oils or animal fats) and ethanol (generally made from grain or corn). The units would sell for around U.S. \$1,500 and could produce enough hydrogen to fill up the ENV for about 25 cents per tank, Eggleston said. The process, he added, contributes no more atmospheric emissions than plant-based raw materials of bio-diesel or ethanol would emit if left to rot on the ground. "So you can get on the ENV motorbike and, for a quarter, do one hundred miles of silent, emissions-free biking," Eggleston said. "That to me is a compelling thing."



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Unit

Culture

Lesson 48

Warm-up



- ◆ Did Nasreddin help the young man out of poverty and loneliness?

An old man died and left his son a lot of money. But the son was a foolish young man, and he quickly spent all the money, so that soon he had nothing left. Of course, when that happened, all his friends left him. When he was quite poor and alone, he went to see Nasreddin, who was a kind, clever old man and often helped people when they had troubles.

"My money has finished and my friends have gone," said the young man. "What will happen to me now?"

"Don't worry, young man," answered Nasreddin. "Everything will soon be all right again. Wait, and you will soon feel much happier."

The young man was very glad. "Am I going to get rich again then?" he asked Nasreddin. "No, I didn't mean that," said the old man. "I meant that you would soon get used to being poor and to having no friends."

S skill analysis

Detailed reading

A second and third reading of a text will also focus on the secondary ideas and details which support, explain and develop the main ideas. This can be described as a more comprehensive reading. It involves a slower and more careful reading process. At this stage you can also try to guess the meaning of unfamiliar vocabulary.

S skill training

Exercise 1

Developing General Training Reading Skills

IELTS General Training Reading tests students' ability to read, understand and answer questions on a range of text types at a reasonable level. Both global reading skills (skills needed to comprehend the main ideas of a text) and micro-skills (skills needed to locate and interpret detailed information in the text) are tested. Students may be expected to understand opinion and attitude and be able to distinguish these from fact. They will also be expected to distinguish main ideas from supporting points.

General reading vs. test practice

Students often feel that reading materials other than those from IELTS practice books are somehow irrelevant, and they may wish to do a great deal of test practice. While it is important to become familiar with the test, teachers should explain that improving their reading skills in general will inevitably improve their chances in the test, and that test practice alone may not result in this improvement of reading skills.

What to read

In training students to undertake IELTS General Training Reading, it is important for teachers to concentrate on improving students' reading skills in these areas, using generally available reading materials at a suitable level, rather than concentrating too much on test practice. Suitable practice materials might include leaflets; brochures; advertisements; college prospectuses; book extracts; newspapers; feature articles (those which deal with topics of general interest rather than daily news); general interest magazines; journals and the Internet. If none of these are available, reading texts from coursebooks could be used with specially adapted tasks provided by the teacher.

How to read

Many students are unfamiliar with the idea of adapting their reading habits according to the text and the task. They may have been trained (at school, for example) to read every word slowly and carefully, and not to move on until they have understood everything. It is important to break these habits. The paragraphs which follow outline some of the skills that students need to acquire

Lesson 48

or practise.

Guessing the meaning of unknown words from context

Teachers can introduce this idea by offering sentences containing a nonsense word—for example “When I got home I found that the postman had delivered several xxxyls.”—and asking questions such as :

What could a xxxyl be? (Answers might include a letter, a parcel, a magazine, a bill, etc.)

Teachers could then move on to short paragraphs, using an unknown word in one or two of the sentences, preferably where the word would not have much impact on the general meaning of the sentence. Short periods of this sort of practice may move students away from the belief that an unknown word spells disaster.

Activities where speed is emphasised

Many students feel daunted by the idea that they must read quickly. Any activity where speed is emphasised can help to break down the idea that reading slowly and carefully is the only way to understanding. Teachers could begin by setting very simple scanning tasks (asking students to locate names or other nouns that occur in the text). This can help to build up confidence. Teachers could then move on to ask students to locate simple synonyms (asking students to find a word meaning “a building”—“house” perhaps, or a word meaning “a vehicle”—maybe “truck”.) Gradually increase the difficulty of the exercise; tasks should be moderately challenging, but should not be too far beyond the ability level of the majority of your students.

Locating the main idea

You can help your students to separate the main idea from attendant details by teaching them how paragraphs are constructed:

- a main idea expressed in a topic sentence which often comes at or close to the beginning of the paragraph, or sometimes at the end
- explanations, examples or other detailed information designed to expand on or clarify the main idea

Vocabulary

Any activity which helps to expand students' vocabularies will be useful in helping them to perform tasks based on understanding paraphrase. Encourage your students to use learners' dictionaries which offer a lot of example sentences to help them with usage. You should discourage the use of bilingual dictionaries which, while useful for elementary students, prevent more advanced students from experiencing the constant paraphrase practice they get from using an English-English dictionary.

Vocabulary of special interest

It is important to make students aware of vocabulary which may occur frequently in certain text types. For example, in discussion texts, or those which report on a variety of opinions, students need to be familiar with a range of words and phrases such as “x agreed with/disagreed with/questioned the findings of y” or “x claimed that y's conclusions were not well-supported”. Further examples of statements of agreement or disagreement could be collected from a suitable text. Verbs used in quoting may also be useful for this type of text; you could for example, teach students to differentiate between words such as “stated”, “claimed”, “denied”, “admitted”, “implied”, etc.

Exercise 2**Questions 1–6**

Complete the summary below.

Choose NO MORE THAN TWO WORDS from the passage for each answer.

Write your answers in boxes 1–6 on your answer sheet.

American culture is a mixture of other cultures as a result of immigration, but there are also numerous sub-cultures as a result of (1) _____. Most immigrants to the United States, whether hundreds of years ago or more recently, have gone there to find (2) _____ and economic opportunity. Americans believe that the pursuit of individual economic self-interest leads to the best results for (3) _____. They accept that the economy is constantly changing and the (4) _____ to American society that this leads to. Some Americans are insular, leading to foreign books, films, and TV programs being (5) _____ than those made in America. New arrivals to the US tend to live with people from their own ethnic group, but their (6) _____ have looser ties and are more integrated.

Exercise 3**Questions 7–12**

Do the following statements agree with the information given in the passage?

TRUE	if the statement agrees with the text
FALSE	if the statement contradicts the text
NOT GIVEN	if no information is given

7. The physical size of the United States still has a large influence on its culture.
8. Americans generally dislike totalitarianism because it interferes with individual goals and freedoms.
9. Americans do not donate money to foreign aid because they believe that everyone should be self-reliant.
10. The amount of freedom Americans have within their society varies according to the economic climate.
11. Most Americans believe that their actors are better than British ones.
12. Americans rarely do volunteer work.

As the United States is an immense country, with many residents and citizens being descended from relatively recent immigrants, defining a common set of customs, traditions, behavior and way of life is difficult. Unlike many Old World nation-states, the United States does not have a

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homogenous population or a traditional homeland.

However, American culture can be interpreted as being largely based on Western culture and British culture, with influences from the native peoples, Africans brought to the U.S. as slaves and to a lesser extent other more recent immigrants from Asia and elsewhere. Additionally, due to its large size and the value placed on individualism, there are many integrated but unique subcultures within the U.S.

America's formative years were in the late 18th century, and a great deal of American culture is couched in the ideals of The Enlightenment. The Declaration of Independence, with its mission statement about securing life, liberty and the pursuit of happiness; the French revolution's ideals of liberty, equality and fraternity; and the national motto of 'E pluribus Unum' ("One out of many") reflect the country's values and social development. Another primary influence on American culture is the constant stream of new immigrants, many of whom had fled persecution or oppression in their home countries, and were seeking freedom (including religious freedom) and economic opportunity, leading them to reject totalitarian practices.

By and large, Americans value the ideals of individual liberty, individualism, self-sufficiency, altruism, equality, Judeo-Christian morals, free markets, a republican form of government, democracy, populism, pluralism, feminism, and patriotism. (Americans often believe that their patriotism has nuances that differentiate it from nationalism and nationalism's negative connotations.)

There is a close relationship between America's political and economic traditions: that the individual pursuit of self-interest leads to the best result both for the individual and for society as a whole is believed to be a successful formula for both economic success and optimal political function. An effect of this can be seen by the fact that while the United States government is not the most generous donor of international aid, Americans are by far the most generous in terms of individual charitable contributions. The precise amount of individual economic freedom that Americans should have is often debated, with the (usually slight) differences in opinion marking the major differences between political parties. The end result, however, is that the U.S. economy has become the largest on earth, with most of its citizens enjoying comparatively high living standards.

The fact that the United States is the largest English-speaking marketplace allows firms to compete across the country and to enjoy economies of scale (cost reductions that arise from the huge scale of manufacturing) that reduce prices and benefit consumers. The relatively uniform commercial culture—with many large stores or "chains" operating nationwide—produces a commercial atmosphere that is relatively homogeneous throughout the country. The American tradition of free-market capitalism has led the populace (and their leaders) to generally accept the vicissitudes of the free market and the continuous alterations to society that a changing economy implies, although social and economic displacement are common. The result is a flexible, profit-oriented socioeconomic system.

Some Americans exhibit ethnocentric or insular outlooks, with little interest in the culture or political developments of other countries. For example, as a possible result of this trait, comparatively few books from European countries or Japan are translated for sale in the United States and sales of those that are translated tend to be slow. Imported television shows are rare, except

on PBS, although remakes of foreign shows are increasingly common. Imported films are generally less successful than domestic productions. This is emphasized in the Americanization of such television shows as the Office, Queer as Folk, and Red Dwarf. In this process, the show is often rewritten and localized with American actors cast in the place of their British counterparts.

Americans also tend to travel abroad less than citizens of European countries, for example, partly because international travel from the United States typically entails much further distances than for Europeans, and much higher cost.

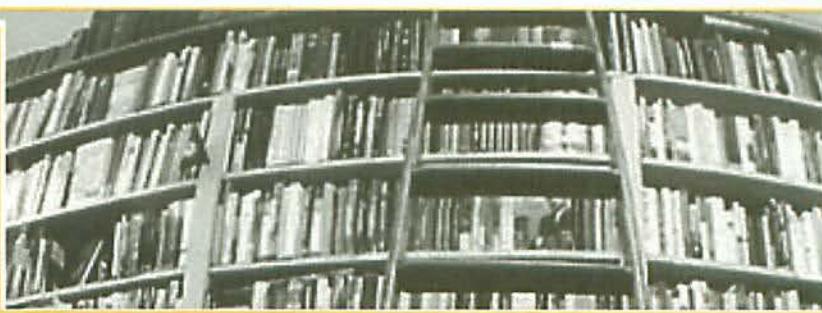
Recent immigrants tend to congregate with other immigrants from their country of origin, often establishing neighborhoods (sometimes called ethnic enclaves) in cities with popular names like "Chinatown", "Pole town", or "Little Saigon". Second-and third-generation descendants of immigrants tend to have looser affiliations with their ethnic groups.

America has tens of thousands of clubs and organizations, and if a group has a charitable or service orientation, Americans may volunteer their time through those groups. Examples of these groups include the Rotary Club, the Boy Scouts of America, Little League, etc.

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Lesson 49

Warm-up



◆ What does "that's a microwave" mean here?

A blonde went to the appliance store sale and found a bargain. "I would like to buy this TV," she told the salesman. "Sorry, we don't sell to blondes," he replied. She hurried home and dyed her hair, then came back and again told the salesman "I would like to buy this TV." "Sorry, we don't sell to blondes," he replied. "Dumb, he recognized me," she thought. She went for a complete disguise this time; haircut and new color, new outfit, big sunglasses, then waited a few days before she again approached the salesman. "I would like to buy this TV." "Sorry, we don't sell to blondes," he replied. Frustrated, she exclaimed, "How do you know I'm a blonde?" "Because," he replied, "that's a microwave."

Skill analysis

Predicting

For a typical IELTS test, the questions of a given reading passage revolve around the main and important information of the passage. So a practical suggestion for an examinee is to firstly skim read the article and then read the questions to form a mental map on how to find the answers to the questions in the corresponding part of the article.

Skill training

Exercise 1

Questions 1–5

Choose the appropriate letter (A – D) for each question.