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@ccess

Reader's Book

Hi!

hello!



editorial
edebé

iluminar la mente para abrir el corazón



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Este libro ya es tuyo; es un regalo del pueblo de México para ti.
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Reader's Book

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@ccess 3

Reader's Book

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editorial
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Dear student:

The book you hold is for you and was conceived to support the development of your reading skills.

Throughout the pages of this book, you'll find texts needed for working with your Student's Book. But, you will also find other texts for reading at your leisure as many times as you want.

Take some time to explore this book. You will notice different texts: from tales to user's guides, from diagrams to interviews. The aim is for you to get in touch with a range of diverse texts, used in different settings and with different purposes. While you read these texts, look at the ways in which different authors use English in different texts. You can:

- Read them by yourself, or with a partner, many others or your whole class.
- Read to find and compare information.
- Read to enjoy a story and what its characters do.
- Read to exchange personal experiences.
- Read to understand a web discussion.
- Read to widen your range of words and expressions

We, the authors, invite you to explore and know this Reader's Book, as we are sure you will discover so many ways of using and enjoying it.

The authors

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AROUND THE WORLD

Family and community environment
SOCIAL LANGUAGE PRACTICE: Talk about cultural habits of different countries.

Maggie Fuller (adapted)

THIS IS WHAT BREAKFAST LOOKS LIKE
AROUND THE WORLD

If we think about breakfast, we might think of scrambled eggs, *tamales* or *quesadillas*, but other countries have some great options for breakfast, as well. For us, hot soups and cold cuts may seem like a strange dish to have first thing in the morning, but there's no better way to get a taste for a country than to eat as the locals do. Check what people have for breakfast in 13 different countries and see if you might want to change your first meal of the day.

anchovy (n.):
 anchoa
fuel up (v.):
 llenar el tanque

1. Malaysia

Thanks to the country's multiethnic influences, Malaysia boasts a range of breakfasts.



Options include foods with Indian, Chinese, or Western roots, but the best way to **fuel up** for the day is sit down to a plate of nasi lemak, the national dish. Traditionally served or *wrapped* in a banana leaf (making it a perfectly portable meal), nasi lemak consists of a mound of rich, sweet coconut rice *garnished* with some combination of **anchovies**, cucumbers, roasted peanuts, hard-boiled eggs, and a spicy Malaysian hot sauce.

garnish
 taste
 wrap
 Glossary on
 pages 92
 and 94


2. Egypt

The Egyptian breakfast of *ful medames* has **withstood** the test of time. Said to date back to Ancient Egypt, the earthy dish is made from fava beans *stewed* overnight and spiced with cumin, parsley, onion, lemon, and chili pepper. It's served warm or cold and is often garnished with hard-boiled eggs and served with a grainy **slab** of Egyptian pita.



3. Costa Rica

If you want to adopt the country's "pura vida" spirit, you must have a large plate of *gallo pinto* in the morning. The *stir-fried* rice and bean dish is cooked with red pepper, cilantro, onion, and a few *dashes* of the country's signature sauce, Salsa Lizano. Served next to a side of eggs, avocado, **plantains**, or cheese, the rounded mound of gallo pinto looks adorably similar to the spotted chicken for which is named.

 **plantain** (n.): plátano
slab (n.): bloque
withstand (v.): resistir

 dashes
stewed
stir-fried
Glossary on
pages 91
and 94




4. Turkey

It's no secret that we think *kahvati*, the traditional Turkish breakfast, is Turkey's best reason to get out of bed. The incredible spread includes, breads, soft, creamy cheeses, olives, tomatoes, cucumbers, spicy Turkish sausage, and a *range* of jams, marmalades, and honeys. Start the day with the country's famous tea or coffee and *menemen*, delicious **skillet**-cooked eggs.

 **fare** (n.): alimento
master (v.): dominar
skillet (n.): sartén
staple (n.): alimento básico
stick to your ribs
(exp.): llenar
sticky: (adj.): pegajoso

5. China

True breakfast in China may be a simple affair, but the country **mastered** brunch long before any other country even dreamed of stretching breakfast into lunch. *Dim sum*, a **staple** in Chinatowns all over the world, is traditionally served in the late morning and includes a variety of *steamed* buns, dumplings, rice noodle rolls, congees, noodle soups, **sticky** coated chicken, and fried veggies. Whether you go for the full restaurant dim sum experience or a quiet meal, expect to start your day in China with a spread of many little *tastes* that pack a big punch.

 blood sausage
range
steamed
thick
Glossary on
pages 91,
93 and 94

6. United Kingdom

The most famous morning meal is the full English breakfast, which is also intimidating. Real **stick-to-your-ribs fare**, a classic English breakfast includes eggs, sausage, *thick-cut* bacon, beans, mushrooms, toast, a cooked tomato, and perhaps *blood sausage*. Oh, and, of course, a cup (or pot) of tea. We guarantee it'll keep you satisfied until lunch!



7. France, Spain and Italy

The French (as well as the Spanish and Italians, for **that matter**) disagree with the idea that breakfast is the most important meal of the day. A morning coffee is indispensable, but additional **sustenance** isn't often required. When in Paris (or Rome, or Madrid), do as the locals do and start off *light*: a croissant with coffee at a Parisian café, a biscotti with cappuccino in Italy, or simple toast with tomato and olive oil with café con leche in Spain. A light breakfast is what you need if you want to save room for the rich dishes at lunch and dinner.

feature (v.): presentar
sustenance (n.): sustento
that matter (adv.): de hecho

8. Switzerland

The ideal Swiss breakfast **features** muesli with milk, yogurt, fresh fruit, and tea or coffee. While the classic breakfast cereal is popular the world over, it actually originated in Switzerland around 1900. The healthy, fresh, and light dish is often made of *raw* rolled oats that are sometimes soaked in fruit juice or water overnight, and then mixed with other grains, fresh and dried fruits, seeds, and nuts.

light
oats
raw
 Glossary on
 pages 92
 and 93

9. Venezuela

pickled: (adj.) en escabeche
seaweed: (n.) alga

Venezuelan *arepas* are both the national dish and the country's most popular breakfast food. As versatile as bread is in other countries, *arepas* accompany most meals. For breakfast, the *flat* corn cakes are either fried or baked and then *split* open like pita and filled with cooked cheese and stewed chicken or pork.

flat
split
 Glossary on
 pages 92,
 93 and 94

10. Japan



Lots of tourists visit this country just to taste the wonderful breakfast, as it features a balance of many little dishes, including miso soup, steamed white rice, **pickled** vegetables, fish or tofu, sticky fermented soybeans, and dried **seaweed**, all accompanied by green tea.

11. Poland



Breakfast in Poland, or *śniadanie*, features an open-faced sandwich. Piled on top of breads and rolls of all shapes and sizes—from traditional **rye** bread to soft, warm, and *crispy* rolls—the range of sandwich fixings seems endless: cold cuts, meat spreads, kielbasa sausage, soft and hard cheeses, tomatoes, and eggs scrambled with sausage or soft-boiled. But despite the frenzied possibilities, breakfast is often seen as an opportunity to slow down. After all, building the perfect sandwich one level after another takes time.

12. Greece

Yogurt makes people come back for more during breakfast. However, the morning spread in may also include boiled eggs, cold cuts, pastries, and bread with feta cheese, tomatoes, and olive oil. Thick, rich and creamy Greek yogurt is served with nuts and honey, which balance the **tang** of the yogurt and make for the perfect start to the day.

13. Philippines



Breakfast is often the largest meal of the day in the Philippines and usually includes fruit, *pan de sal* (enriched yeast rolls), and a hearty rice dish such as fried rice served with little sausages called *longganisa*, or some other combination of rice and meat such as *tapsilog*, or dried meat and a fried egg served with rice.

Source: Adaptation. Check with your teacher if you want to visit the original article.

DIFFERENT TYPES OF HOUSES FOUND IN COUNTRIES AROUND THE WORLD

By Kelly Richman-Abdou
November 9, 2017

Since the early beginnings of humankind, we have adapted or built shelters that fit with our surroundings. Criteria such as tools, materials available, and climate have influenced our houses and the way they are built. Therefore, individuals from all over the world constantly reinterpret, reimagine, and redefine the concept of home.

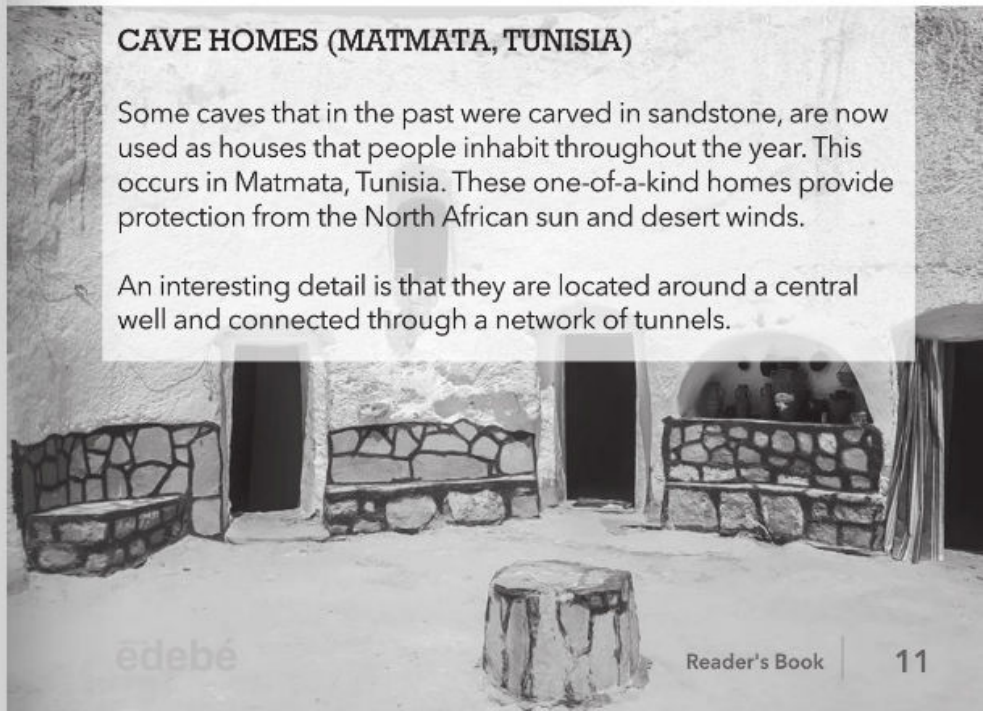
Many of us think a home is a four-walled building on a permanent foundation. But to others “home” might be a floating boat, a hidden cave, or a snowy sanctuary. Come have a look at these houses to understand how and why such a wide range of shelters exists across the globe.

Let's take a tour of different types of houses around the world.

CAVE HOMES (MATMATA, TUNISIA)

Some caves that in the past were carved in sandstone, are now used as houses that people inhabit throughout the year. This occurs in Matmata, Tunisia. These one-of-a-kind homes provide protection from the North African sun and desert winds.

An interesting detail is that they are located around a central well and connected through a network of tunnels.





RONDAVELS/ROUND HOMES (LESOTHO, SOUTH AFRICA)

In South Africa there are so-called rondavels: rounded shacks with a single room. These houses are built with natural materials that are abundant in the region. Traditionally, rondavels were used as temporary lodgings during hunting times, just like igloos.

Nowadays, these houses are built and bought by people interested in ecology, because they save space and energy.

STILT HOUSES (CAMBODIA, SOUTHEAST ASIA)



In Southeast Asia heavy torrential rains abound, which is why you can find stilt communities. These houses are built on high wooden structures to protect their inhabitants and their possessions from floods. The design of these constructions also avoids the presence of snakes and insects. Because their roofs are sloped, rainwater flows easily without damaging the property.

Although less common, stilt houses are also present in the Western Hemisphere, especially in areas that are damaged by hurricanes.

YURTS (KYRGYZSTAN, CENTRAL ASIA)



Yurts, used by Central Asian nomads for centuries, are transportable tents made from animal skins. In the past, these structures were used only as temporary shelters, but contemporary construction methods and access to new materials allowed them to be used as permanent houses.

UNDERGROUND HOUSES (COOBER PEDY, AUSTRALIA)

Coober Pedy, a city in South Australia, is known for its "shelters", special houses built below the Earth's surface.

These quirky underground houses act as an oasis from summer temperatures, which can reach a sweltering 113 degrees Fahrenheit, and occasional dust storms. That is why half of the city's residents, as well as a museum, a church and even a hotel, have preferred to settle in these underground spaces.

IGLOOS (BAFFIN ISLAND, CANADA)



While not as much as before, some outdoor enthusiasts still use igloos as temporary shelters. The igloos, which are deeply connected to Inuit history and culture, are skillfully built from insulating, compressed snow. These ice rooms offer a warm place to its

inhabitants because they block strong winds and can keep a small fire.

Today, igloos can be found on Baffin Island, in Canada, and in other cold places in North America.

Source: Adaptation. Check with your teacher if you want to visit the original article.

WORDS YOU FEEL

Ludic and literary environment

SOCIAL LANGUAGE PRACTICE: Read poems.

By William Blake

A Poison Tree

by William Blake



TRACK 17

I was angry with my friend;
I told my **wrath**, my wrath did end.
I was angry with my **foe**:
I told it not, my wrath did grow.

And I watered it in fears,
Night and morning with my tears;
And I sunned it with smiles,
And with soft deceitful *wiles*.

And it grew both day and night,
Till it bore an apple bright.
And my foe beheld it shine,
And he knew that it was mine,

And into my garden stole
When the night had veiled the pole;
In the morning glad I see;
My foe **outstretched** beneath the tree.

outstretched (adj.):
extendido
wrath (n.): ira

foe
wiles
Glossary on
pages 92
and 94

Source: <https://bit.ly/3be1wYH>

Hope Is the Thing with Feathers


by Emily Dickinson

Hope is the thing with feathers
That perches in the soul,
And sings the tune without the words,
And never stops at all.

And sweetest in the **gale** is heard;
And sore must be the storm
That could **abash** the little bird
That kept so many warm.

I've heard it in the chilliest land
And on the strangest sea;
Yet, never, in extremity,
It asked a **crumb** of me.



 **abash** (v.): avergonzar
crumb (n.): migaja
gale (n.): vendaval

Source: <https://bit.ly/3ep1UrL>



If

by Rudyard Kipling

If you can keep your head when all about you
Are losing theirs and blaming it on you,
If you can trust yourself when all men doubt you,
But **make allowance** for their doubting too.
If you can wait and not be **tired** by waiting,
Or being lied about, don't deal in lies,
Or being hated, don't give way to
hating,
And yet don't look too good, nor talk
too wise:

 **knaves** (n.): bellaco,
brión
make allowance
(v.): dar pie, permitir
stoop (v.): rebajarse
tired (adj.): cansado

If you can dream—and not make dreams your master;
If you can think—and not make thoughts your aim;
If you can meet with Triumph and Disaster,
And treat those two impostors just the same;
If you can bear to hear the truth you've spoken
Twisted by **knaves** to make a trap for fools,
Or watch the things you gave your life to, broken,
And **stoop** and build 'em up with worn-out tools:



NECESSITY IS THE MOTHER OF INVENTION

Academic and educational environment

SOCIAL LANGUAGE PRACTICE: Interpret and write instructions to carry out a simple experiment.

Adapted from Nasa's Page

If you can make a *heap* of all your winnings
And risk it on one turn of **pitch-and-toss**,
And lose, and start again at your beginnings
And never **breathe** a word about your loss;
If you can force your heart and nerve and *sinew*
To serve your turn long after they are gone,
And so hold on when there is nothing in you
Except the Will which says to them: "Hold on!"

If you can talk with crowds and keep your virtue,
Or walk with Kings—nor lose the common touch,
If neither foes nor loving friends can hurt you,
If all men count with you, but none too much;
If you can fill the unforgiving minute
With sixty seconds' worth of distance run,
Yours is the Earth and everything that's in it,
And—which is more—you'll be a Man, my son!

 **breath** (n.): respiro
pitch-and-toss (n.):
juego de azar semejante
a la rayuela

 **heap
sinew**
Glossary on
pages
92 and 93

Source: <https://bit.ly/34GpQ34>

SUNDIALS

For each participant:

- A safe outdoor area to explore on a sunny day
- 1 large sheet of paper
- 1 ruler or yardstick
- An object that **casts** a narrow shadow (see Preparation)
- 1 science journal

Constructing a sundial:

For each participant:

- 1 paper plate
- Scissors
- Glue, glue stick, or tape
- "Sundial Handout" (Choose the version for the latitude closest to yours. You can find your latitude at <https://goo.gl/K6Hmhn>).



Preparation

1. Select a suitable, safe outdoor site. Locate an object at the site that casts a narrow shadow. The object needs to be short enough for participants to measure its height. If nothing is available in the outdoor area, set a broom or yardstick in a coffee can full of gravel or sand, or pound a sturdy stake into the ground, or set a clean plunger on the pavement as in the illustration for Step 2.
2. Make copies of the sundial gnomon on heavy paper. The gnomon is the part of the sundial that will stand up on the paper plate and cast a shadow.

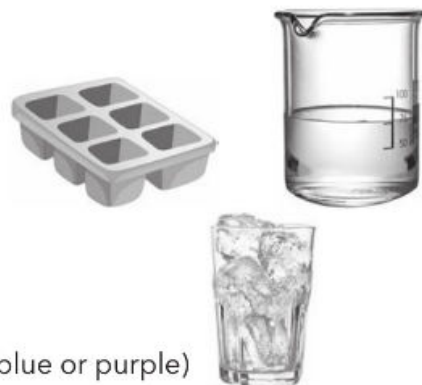


Source: <https://goo.gl/KTVDFw>

Water Can Sink

You will need:

- Cold water
- Ice cubes
- Two jars
- Hot water (45° to 50°C)
- Dark food coloring (green, blue or purple)



This is how to do it

Step 1

Add some dark food coloring to the water. Use that water to make some ice cubes in the freezer.

Step 2

Heat some water (have an adult help you if needed) and fill one jar to three quarters of its capacity.

Step 3

Gently place an ice cube in the hot water (don't let it splash or it won't work) Take a look at what happens.

Step 4

Wait for the water to get cold. Then, fill one jar with hot water and the other one with cold water. Put the jars side by side.

Step 5

Add the ice cubes gently to both jars and compare what happens.

Step 6

You may change the experiment by changing step 2, adding some food coloring to the hot water and using plain water for the ice cubes (as shown in setup 1).

Rainbowed Jar

You will need:

- A glass jar
- ¼ cup measuring cup or a glass
- Food coloring (red, blue, green)
- Water
- **Dropper**
- Olive oil
- Honey
- Dish soap (blue-colored)
- Rubbing Alcohol



This is how you do it:

1. Put some honey in the measuring cup and add two drops of blue food coloring and two drops of red food coloring so it turns purple. Mix it up and add it to the jar.
2. Rinse out the measuring cup (you will repeat this after you add each liquid).
3. Wait for the honey to settle. Next, add the blue-colored dish soap.
4. Put some water in the measuring cup and add some green food coloring.
5. After the dish soap settles, measure and add the water. Tilt the jar a little bit and pour it gently into the jar. The point is to avoid mixing the liquids.
6. Then, you will measure and add the olive oil.
7. Lastly, you will measure and add the rubbing alcohol. Add some red food coloring.
8. You will need to use the **dropper** to add the alcohol very carefully, so it doesn't mix with the other layers.



RUNNING THE SHOW

Family and community environment
SOCIAL LANGUAGE PRACTICE: Exchange emotions and reactions caused by a television program.

Nasa Television

TV SCHEDULE

Time	• August 15	• Eastern U.S.	• NTV - 1 (Public)
6:00 a.m.	This Week @NASA/Earth Views A weekly recap of the latest news and information from NASA Centers followed by High Definition Earth Views from the International Space Station		
12:00 a.m.	This Week @NASA/ISS In-Flight Event A weekly recap of the latest news and information from NASA Centers followed by interviews with astronauts aboard the International Space Station		
1:00 a.m.	This Week @NASA/Earth Views A weekly recap of the latest news and information from NASA Centers followed by High Definition Earth Views from the International Space Station		
2:00 a.m.	Earth Views High Definition Earth Views from the International Space Station		

IN BURKINA FASO, SOWING THE SEEDS FOR A SUSTAINABLE FUTURE



VOICE IN OFF:

UNICEF, collaborating with the European Union, is showing the women of rural Burkina Faso how to grow vitamin-rich vegetables.

KIENTEGA ZOURATA: I have 7 children and thanks to the garden I've become financially independent. Before the garden I would grow the same things as the other women and it was very difficult.



VOICE IN OFF:

The women sell the surplus at local markets after taking what they need to feed their families.

KIENTEGA ZOURATA: The health of my children is getting better, especially for the ones that were born after garden because now I grow fresh vegetables to feed them. The garden is a great opportunity for me and I've decided that I'm going to work in the garden for the rest of my life, because I can help the family financially and I still have my own money to buy clothes for the children and to pay for their education.

Source: <https://goo.gl/qQrTDs>



ADOLESCENT GIRL CLUB IN SIERRA LEONE TACKLES TEENAGE PREGNANCY AND ENGENDERS INDEPENDENCE

MBALU: I am the only one who goes to school in my family. I want to study law, in that way I can take care of my parents.

Right now, I'm 2 years delayed because my parents did not have money to pay my school tuition. I remember that when I was four or five years old, I saw my neighbors going to school in uniform and I cried.

So, I decided to go to a school, without a uniform and sat in the classroom.



The teachers never turned me away. I sat in the class and they taught me. I waited.

When my parents had enough money by selling wood, they were able to sign me in school.

**VOICE IN OFF:**

Mbalu's passion for education serves as an incentive for other teenage girls. She's a guide at E.L.A., a UNICEF-supported adolescent club for girls.



SALMA BABU: ELA is empowerment and livelihood for adolescents. The principal objective of the project is the reduction of the teenage **pregnancy** among teens.

MBALU: I encourage them not to give up of school and teach them how to protect themselves, so that they can have a good life.

SALMA BABU: We're **training** about teenage pregnancy, early marriages, family planning, HIV, AIDS etc. They select one of the club leaders who comes in for training then she goes back and train the adolescents.

MBALU: As a guide I often meet with pregnant girls. They are sometimes sad and discouraged. I meet with them and they tell me their stories. I advise them.

AMINATA KARGBO: My friends at school started gossiping about me being pregnant and that makes me feel very ashamed.



SALMA BABU: If you go to the clubs, you see that the girls have lost hope. Maybe they thought getting pregnant was the end of everything. The pregnant girls think that if they go back to school they will be a laughingstock. So, in the club we give them this courage that pushes them back to school.



AMINATA KARGBO: I'm happy because, since I joined the club I meet other girls my age. They helped me understand why it's important to stay in school.

SALMA BABU: Giving a closer look at the communities we are working in, you find that most of the girls are left out. In villages, they're supposed to only be inside the house and don't have the chance to meet the others. There are some girls who can't even like communicate to their parents if they have a problem. We taught them that no matter the age, we have the strength in us, we can stand, we can be somewhere.

MBALU: I really want to make an impression on my sibling, that's why I give the education such an important place. Some people told me that I would never get an education because my parents are poor. So right now, I'll show them that I can do what I set out to do. That's why I'm staying school.

Source: <https://goo.gl/83jokN>

WHAT IF...?

Ludic and literary environment

SOCIAL LANGUAGE PRACTICE: Guess and formulate hypotheses about past events.**LATERAL-THINKING RIDDLES****1. Tony's Dads**

Robert and his son Tony were traveling very happily in their car. They lived in the mountains and were headed towards the beach, where they would spend a few days. However, shortly after leaving the mountains behind, they suffered an accident in which more than 20 cars were involved.

Both were injured, but Tony urgently needed **surgery**. Already in the operating room, just before starting the surgery, the doctor saw him and said:

- I can't operate on this guy. He is my son!

How is this possible?



surgery (n.):
operación

2. On the Way to Berlin

Pierre was walking from Paris to Berlin. He wanted to visit the whole city. One night, shortly after crossing the border between France and Germany, he found himself face to face with a man named Íñigo. Íñigo invited Pierre to dinner and during dinner he told him that he had seven



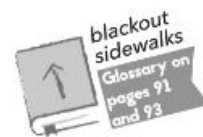
daughters, each of which had seven children and each one of them had seven cats.

How many people went to Berlin?

3. Black on Black

This person was dressed completely in black and had black hair. He wore a black mask, black gloves and a black scarf, too. This person was in a hurry and was walking very fast at the junction of two large avenues. One problem was that the whole city was painted black: the walls of the buildings, the *sidewalks*, everything. Another problem was that at that time the city suffered a *blackout*, and the moon was not visible in the sky.

Suddenly a black car appeared, coming at high speed, without headlights, driving directly towards the person dressed in black. However, a few meters before hitting him, the car swerved a little to the right and the person was saved.



How could the car driver have done this?



4. Sand and Lies

A man comes up to the border of a country on his motorbike. He has three large sacks on his bike. The customs officer at the border crossing stops him and asks, "What is in the sacks?"

"Sand," answered the man.

The guard says, "We'll see about that. Get off the bike."

The guard takes the sacks and **rips** them **apart**; he empties them out and finds nothing in them but sand. He detains the man overnight and has the sand analyzed, only to find that there is nothing but pure sand in the bags. The guard releases the man, puts the sand into new bags, lifts them onto the man's shoulders and lets him cross the border.

A week later, the same thing happens. The customs officer asks, "What have you got?"

"Sand," says the man.

 **smuggle** (v.):
contrabandear
rip apart
(phrasal verb):
destrózar

The officer does another thorough examination and again discovers that the sacks contain nothing but sand. He gives the sand back to the man, and the man again crosses the border.

This sequence of events repeats every day for the next three years. Then one day, the man doesn't show up. The border official meets up with him in a restaurant in the city. The officer says, "I know you're smuggling something and it's driving me crazy. It's all I think about. I can't even sleep. Just between you and me, what are you **smuggling**?"

What is the man smuggling?

5. A Car, a Rabbit and a River


A man was driving alone in his black car when he swerved off the road at high speed because a rabbit with a carrot in his mouth had suddenly crossed on the road and the man did not want to run him over.

 bounce off
ravine
steep
Glossary on
pages 91,
93 and 94

He hit a **fence** and then *bounced off* a very steep ravine before the car fell into a river.

The car sank slowly to the bottom of the river, and the man noticed that his arm was broken, and he could not release the seatbelt and get out of the car. He was completely stuck. The rescuers arrived two hours later, they found him still in the river, alive.

Why didn't the man drown?

 **fence** (n.): valla



1. The doctor in the operating room is the guy's mother.
2. Just one, Pierre.
3. He was driving in broad daylight.
4. Motorbikes.
5. Because the river was almost dry.

ANSWERS

AS TIME GOES BY

Academic and educational environment

SOCIAL LANGUAGE PRACTICE: Write a short report about a historical event.Secretaría de
Educación Pública

THE HISTORY OF SEP

In 1919, there was a serious lack of adequate organization in public education in Mexico. In 1917, only 148 out of 344 schools in the Federal District remained open.

When Adolfo de la Huerta became president, the changes began. Firstly, the University Department began performing the educational function that the Federal District Government used to perform.

In order to comply with the democratization in the educational administration and with that which was postulated in the third constitutional article, action at a national level was needed. It was not enough to just declare free, secular and obligatory education, certain measures were needed in order to achieve it.

The project to create a Federal Secretariat of Public Education required constitutional reform. Meanwhile, José Vasconcelos Calderón, who was defending the idea of putting education in the federal purview, became the rector of the National University.

As Dean of the National University and director of the University Department, Vasconcelos began to plan the project in a practical way. He established different measures with the aim of consolidating the several educational levels. He began the school breakfast program and organized the new Secretariat of Education into a departmental structure. The three fundamental departments were:

1. The Schools Department, which coordinated all levels of education, from kindergarten to university.

2. The Library Department, whose objective was to guarantee reading materials to support education at all levels.
3. The Fine Arts Department, to integrate all the artistic activities that complement education.

With the passage of time, other departments were created in order to resolve more specific problems, like indigenous education, literacy campaigns, etc.

With these ideas, the Secretariat of Public Education (SEP, using the first letter of each word in Spanish) was created on September 25th, 1921. Four days later, the corresponding decree was published in the Official Diary.

On October 12th of the same year, Vasconcelos assumed the direction of the new Secretariat.

In the beginning, the activity of the Secretariat of Public Education was characterized by its amplitude and intensity: organization of courses, opening new schools, edition of books and the foundation of libraries. These measures, together, strengthened a national education project which also drew upon the best traditions of universal culture. From 1919 to 1921, the number of elementary school teachers increased from 9,560 to 25,312, which means a rise of 164.7 per cent. There were 35 preparatory schools, 12 law schools, 7 schools for allopathic medicine, 1 school for homeopathic medicine, 4 schools for obstetrics teachers, 1 dental school, 6 engineering schools, 3 nursing schools, 2

José Vasconcelos



notary schools, 10 schools for fine arts and 7 schools for clergyman.

With regard to technical instruction, Mr. Vasconcelos rejected the pragmatism of the North American school defended by Dewey. This does not mean he rejected manual labor; he appreciated it without disregarding the necessity for reasoning and theoretical knowledge.

Vasconcelos, while still the director of the University Department, created the General Direction for Technical Education on March 1st, 1921.

The following institutions were created by this General Direction: the School for Railroad Workers, the School for the Textile Industry, the National School for Master Builders, the School for Technical Teachers, the Technical School for Arts and Trade, the National School for Graphic Arts, the Technical School for Typing and the "Gabriela Mistral" Home School for Ladies.

Besides those, there were 88 more technical schools: for mining, industry, commerce and arts and trades, 71 public schools and 17 private schools.

In the official Education Policy, an infrastructure enlargement was proposed, both an educational extension and an improvement in quality and specialization.

However, in spite of the initial achievements accomplished by the Secretariat, limits were imposed on the national reach of the vasconcelista project after the presidential succession in 1924, which ended in the delahuertista rebellion. While the original project continued, it became narrowed in its scope.

Source: <https://goo.gl/cijSw5>

WORLD NEWS

The First Olympic Protest

By Rebecca Jenkins

Just over 100 years ago, London hosted its first Olympic Games - the Fourth Olympiad of 1908. It was a fledgling version of what we have today - only 2023 athletes competed, approximately the same number that will participate in just the athletic events in 2012.

Of course, the Olympic Games were rather different then - there was no torch relay, or spectacular opening ceremony with a stadium transformed by pageants of England's green and pleasant land. In 1908, the tug-of-war was a medal-winning contest, as were massed gymnastic displays (very popular with the northern European nations with military conscription) and marathon runners were not encouraged to re-



hydrate, so the winning time wouldn't have even qualified a modern athlete for the Olympic team today.

It is well known that in 1908, the marathon was run for the first time at the modern Olympic distance of 26 miles, 385 yards. But what is often overlooked is that these Edwardian games were the first to have an opening ceremony revolving around a parade of nations; in short, the first London Olympics witnessed the birth of Team GB.

It has been said that whereas the Germans excavated Ancient Olympia and the French reanimated its spirit, the Edwardian sons of the

British Empire set out to organize it. In the first Games of the modern Olympics, anyone – or perhaps more accurately, any sporting man (Baron de Coubertin, the “father” of the Olympic movement, did not approve of women performing in public sporting contests) – who had the private means to turn up at the venue could put himself down to compete.

It was, perhaps unfortunate, therefore, that in the rush to prepare the White City stadium for the King’s arrival to open the Games on the afternoon of Monday, July 13th, 1908, the national flags run up the poles included those of Japan and China (neither of which would send representatives to the Olympic games for some years yet), but omitted those of Sweden and the United States of America.

The Crown Prince of Sweden, president of the Swedish Amateur Athletic Association, had been a key supporter of the Olympics since their

revival. He and the Swedish Government had – unlike the British government – provided substantial subsidies to send the third largest national team to London for the 1908 Games. And, Prince Gustavo, an honored guest of the British King and Queen, was among the royal party in the royal box.

The Prince was polite in front of his royal hosts about the omission of his national flag.

The American Committee, however, suspected a deliberate insult. They produced their own Stars and Stripes and had it run up the pole. The Swedes had to make do with the single flag carried before their team in the parade.

The parade climaxed with the massed ranks of athletes behind their flagbearers facing the royal box. With a fanfare from the trumpeters of the Life Guards, the flags were dipped to salute King Edward VII; every flag, that is,

except the Stars and Stripes, held by the Californian law student and shot putter, Ralph Rose.

The British press at the time overlooked the incident, but the Irish paper in New York, *The Gaelic American*, picked up Rose’s gesture and made much of it. When an American sports journalist revived the story in the 1950s, it told of Ralph Rose being “taken aside” the night before the opening ceremony by a core of Irish American athletes

determined to make a stand against the British tyrant who oppressed the Irish. ‘This flag dips to no earthly king,’ the young democrat was supposed to have said as he held his flag high.

Historians dispute whether the words were actually said by Rose or were a later embellishment to the story, but the fact remains that after 1908, the national Olympic team was here to stay and the 1908 US team had made the first Olympic political protest.



Source: <https://goo.gl/tVzmvk>

When Chocolate was Medicine: Colmenero, Wadsworth, and Dufour

By Christine Jones



In the seventeenth century, Europeans who had not traveled overseas tasted coffee, hot chocolate, and tea for the very first time. For this brand-new clientele, the brews of foreign beans and leaves carried within them the wonder and danger of far-away lands. They were

classified at first not as food, but as drugs – pleasant-tasting, with recommended dosages prescribed by pharmacists and physicians, and dangerous when self-administered. As they warmed to the use and abuse of hot **beverages**, Europeans frequently experienced moral and physical confusion brought on by frothy pungency, unpredictable effects, and even (rumor had it) fatality. Madame de Sévigné, marquise and diarist of court life, famously cautioned her daughter about chocolate in a letter when its effects still inspired awe tinged with fear: “And what do we make of chocolate? Are you not *afraid* that it will burn your blood? Could it be that these miraculous effects mask some kind of inferno [in the body]?”

These mischievously potent drugs were met with widespread curiosity and concern. In response, a written tradition of treatises was born over the course of the seventeenth and eighteenth centuries. Physicians and tradesmen who claimed knowledge of fields from pharmacology to etiquette proclaimed the many health benefits of hot drinks or *issued* impassioned warnings about their abuse. The resulting textual tradition documents how the tonics were depicted during the first century of their hotly debated place among Europe’s delicacies.



Chocolate was the first of the three to enter the pharmaceutical annals in Europe via a medical essay published in Madrid in 1631: *Curioso tratado de la naturaleza y calidad del chocolate* by Antonio Colmenero de Ledesma. Colmenero’s short treatise dates from the era when Spain was the main importer of chocolate. Spain had occupied the Aztec territories since the time of Cortés in the 1540s – the first Spanish-language description of chocolate dates from 1552 – whereas the British and French were only beginning to establish a colonial presence in the Caribbean and South America during the 1620s and 30s. Having acquired a degree in medicine and served a Jesuit mission in the colonies, Colmenero was as close as one could come to a European expert on the pharmaceutical qualities of the cacao bean. Classified as medical literature in libraries today, Colmenero’s work introduced chocolate to Europe as a drug by appealing to the science of the humors, or essential bodily fluids.

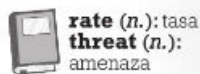
Both England and France imported Colmenero’s wisdom along with the cacao beans they sourced from the American colonies and each country exploited it as a powerful marketing tool. The very first translation of the *Tratado* was published in English by army captain James Wadsworth, whose travels to Spain had introduced him to the wonders of the cacao beverage: *A Curious Treatise of The Nature and Quality of Chocolate*. Written in Spanish by Antonio Colmenero, Doctor in Physicke and Chirurgery. Put into English by Don Diego de Vades-forte (1640). Wadsworth published it under the feisty pseudonym Don Diego de Vades-forte, which may well be a metaphor for the drink: *vādēs forte* is Latin for “you will go” and “strong one.” Whatever the source of the name, the Latin offers the modern reader a good sense of the reputation with which chocolate entered British culture.



That said, aside from an equally feisty introduction, Vades-forte/Wadsworth claims none of the writing or the knowledge therein as his own. By rendering Colmenero's expertise under a pseudonym that gave him credibility as a translator of Spanish, Wadsworth preserved the exotic flavor of the drink he offered his countrymen. While the treatise itself takes up foreign knowledge, Wadsworth's original introductions directly address their new audience in familiar terms. His introduction to the 1652 edition pitches the drink as a cure-all for British consumers, promising help to "every Individuall Man and Woman, Learn'd, or Unlearn'd, Honest, or Dishonest", who could afford chocolate's "reasonable rates". The benefits of ingesting chocolate swirl inventively around the promises of bodily repair and vigor.

As much as Wadsworth's translation anchored its knowledge in Colmenero's first-hand medical testimony, the litany of diseases that make the case for taking the chocolate cure in the preface speak directly to **threats** to the body in England around 1650. In a century of dirty cities, plagues (which peaked in 1665), and terrible infant mortality **rates**, the medical need for chocolate must have seemed acute. Chocolate's seemingly endless applications provided a brilliant marketing strategy for anyone who stood to benefit from the trade. At the same time, creating a British dependence on the drug served to justify the country's colonial presence in the Caribbean, something scholars of the transatlantic conquest have not failed to point out.

By the time the French came around to capitalizing on the chocolate drug two decades later, exoticism and fashionability were more important branding criteria for chocolate than its medical application. Circa 1670, self-described French merchant-tradesman Philippe Sylvestre Dufour published



rate (n.): tasa
threat (n.):
amenaza



Usage du caphé, du thé, et du chocolate (1671). Dufour, "from the oven", may be another witty pseudonym (some speculate for physician and archeologist Jacob Spon, whom others claim was Dufour's friend), as the drinks were served hot.

Raw materials from Arabia, America, and Asia thus entered the French medical literature as a new drug group. Dufour did not have the language of caffeine, but grasped that their common denominator is an ability to stimulate and fortify. Beyond this shrewd scientific insight into the behavior of coffee, chocolate, and tea, the collected works also force the idea of cultural comparison. Dufour shows that these widely dispersed lands with vastly different climates, flora, fauna, peoples, and languages, nevertheless share the cultural practice of boiling stimulants for medicinal purposes.

If the idea of a small world seems obvious now, it was not then. Since the Age of Discovery, it had been commonplace to depict the world as a wide rectangle with each of the Four Continents at an angle: Europe, Africa, the Americas, and Asia. Early visual traditions represented peoples of these lands racially, painted with different colored skin, or allegorically, flanked with elephants, hunting bows, and parasols. A frontispiece added to Dufour's 1685 edition participates in the visual tradition of the continents but does not follow the same logic of depicting difference. Instead, it follows the logic of the treatise: to relate the global areas associated with coffee, tea, and chocolate through their similar habits. Accordingly, the frontispiece pictures men who are racialized and dressed to evoke the Middle East, Asia, and Mesoamerica sitting in a room around a table enjoying a drink together. The world suddenly looked quite small.

The Middle Eastern figure, in Ottoman dress, wears a decorated turban and beard; the Chinese figure balances in lotus position under a conical hat, and the Mexican (as Dufour identifies him), stands in mid-stride with a bow, wearing only feathers and gold. Each of them holds a visibly steaming

beverage and is flanked by the specific vessel of his drink tradition. The ceramic teapot sits at the focal point of the image, while the coffee and chocolate pots are on the floor at the feet of their drinkers. China looks guarded, as though keeping his cards (his tea) close to his chest and separated from the viewer by a table. The Middle East – Dufour identifies coffee with Turkey, Yemen, and Egypt – raises his cup to the event. The figure of the Americas appears to be walking in armed with an Aztec bow but has left the arrows at home. Posed around a small, round table in close proximity, the world's corners look comfortable, as though it is not at all odd that they should be enjoying a drink together.

Of the statements made by this beverage summit of world empires, one is that the globe is vast and varied, but all its people seek good health and enjoyment; that is, they are as similar as coffee, tea, and chocolate. But the presence of the dynamic Mexican figure, a culture newly “discovered” to Europe about 175 years before, makes an even stronger commentary. He looks young and simple in both pose and dress, but he shares the hot beverage habit of the older Ottoman and the dapper Mandarin. In fact, he drinks out of the largest, most ornate cup and looks the most exposed to the viewer in body and pose. His presence there and desirable serving ware make him the equal of his older imperial neighbors, a surprisingly generous suggestion in 1685. Yet, in his open posture he also extends an invitation to come join him for a drink that is not so apparent in the allegories of the others. If so, he heralds a time when aggressive trade with the Middle East and Asia would be brutally complemented by large-scale exploitation of the lands of the former Mesoamerican empires. Beckoning to the reader to take the chocolate cure makes him uniquely vulnerable among this group, an idea borne out by both British and French colonial history in the Americas.

Source: <https://goo.gl/w3hMk9>

SAY YOUR PIECE

Family and community environment
SOCIAL LANGUAGE PRACTICE: Discuss concrete actions to address youth rights.

The UN Refugee Agency

UNIVERSAL DECLARATION OF HUMAN RIGHTS (ABBREVIATED)



The general assembly hereby declares the following Universal Declaration of Human Rights as the principles to be accepted and followed by every person and every country on Earth. Every man and woman and every agency, governmental or community, has the responsibility to educate society at large that these rights and freedoms should be respected and **adhered** to:

- Article 1** All Human Beings are Equal
- Article 2** There Shall Be No Discrimination
- Article 3** Each Person's Life, Freedom and Individual Safety Is a Right
- Article 4** Slavery Will No Longer Be Tolerated
- Article 5** No Entity or Individual May Torture or Degrade Any Person
- Article 6** Each Person Has the Right to Be Recognized before the Law
- Article 7** Each Person Is Equal before the Law
- Article 8** A Qualified Tribunal to Seek Remedy Is Each Person's Right
- Article 9** Each Person Shall Be Free from Random Arrest or Exile
- Article 10** Each Person Has the Right to an Impartial Public Hearing
- Article 11** Until Proven Guilty, Each Person Shall Be Considered Innocent
- Article 12** There Shall Be No Intrusion into a Person's Residence, Privacy, Correspondence and Family

- Article 13** Each Person Has the Right to Move Freely in and out of His or Her Country
- Article 14** Asylum Shall Be Given in other Countries to Those Who Are Persecuted
- Article 15** Right to a Nationality and the Ability to Change It
- Article 16** Each Person Has the Right to Marry and Have a Family Without Impediment
- Article 17** Each Person, If He or She So Desires, May Own Property
- Article 18** Religion and Individual Beliefs Are Each Person's Right
- Article 19** Freedom to Express Opinions and Receive Information Is a Right
- Article 20** Each Person Has the Right to Assemble Peacefully and Associate with Whom They Wish
- Article 21** Participation in Free Elections and in Government is Each Person's Right
- Article 22** Social Security Shall Be Provided to Each Person
- Article 23** Each Person Has the Right to Find Desirable Work and to Affiliate Themselves with Trade Unions
- Article 24** Rest and Recreation Are Rights for Each Person
- Article 25** Each Person Has the Right to an Acceptable Living Standard
- Article 26** Education Is Each Person's Right
- Article 27** Each person has the Right to Engage in the Cultural Life of Community
- Article 28** Human Rights Shall Be Guaranteed by the Social Order
- Article 29** Each Person Shall Participate in Community Duties to Promote Free and Full Development
- Article 30** Neither the State Nor Individuals Shall Interfere in the above Rights

Source: <https://goo.gl/2ASDhs>

CONVENTION ON THE RIGHTS OF THE CHILD (CRC) (Child-Friendly Version)



Article 1, Characterization of a child:

This convention states the rights of each child, where a child is any person under the age of eighteen.

Article 2, There shall be no discrimination:

Discrimination against you, for any reason, including the language you speak, how you *worship*, your race or color, your opinions, your social or economic status, etc.

Article 3, What is in each child's best interest:

What is best for you, or indeed any child, should be taken into account when taking any action or making any decision that affects you.

Article 4, Ensuring the rights in this Convention:

You and every child should have these rights protected by your government.

Article 5, Parents' guidance and the child's expanding abilities:

The main responsibility for guiding children rests with the family. Their duty is to ensure that as you grow, you are aware of your rights and how to use them properly.

Article 6, Your right to live your life and develop:

Living and growing healthily is your right. Your survival and healthy development should be guaranteed by the government.



Article 7, Your name and nationality, the registration of your birth, and parental care:

The legal registration of your birth is your right. This includes the registration of your name and nationality. You have the right to know who your parents are and to be cared for by them.

Article 8, Your identity should be preserved:

Your name, nationality and family members should be recognized and respected by the government.

Article 9, Child separation:

Separation of children from their parents, unless for the children's *welfare*, is unacceptable. If your parents have separated, you have the right to see them both, unless, by doing so, harm may come to you.

Article 10, Reunification with your parents:

You have the right to see both of your parents even if they live in different countries. Your ability to move between the two countries should not be hindered.

Article 11, No one can move you from one country to another illegally:

The government has the responsibility of ensuring you are not taken from your country illegally.

Article 12, Your opinion counts:

You have the right to give your opinion freely when adults are making decisions that affect you.



Article 13, Your right to express yourself freely and have access to information:

Information that is safe for you and others should be freely available to you through any medium (printed, transmitted, on the web) and you should be able to provide such information.

Article 14, You have the right to worship, think and act with your conscience:

As long as you do not interfere with the rights of others, your right to worship, think and believe as you do is unalterable. Your parents will help you choose your path.

Article 15, You have the right to assemble peacefully and associate with whom you wish:

Without stopping others from enjoying their rights, you can associate with and join clubs, groups and organizations with your peers.

Article 16, You have the right to privacy, to defend your honor and your reputation:

Unless they have a good reason, no one can invade your home, your correspondence, tarnish your reputation or inconvenience you or your family.

Article 17, Your right to access media in all its forms:

It is your right to access all media, from television to the Internet, from newspapers to radio, from magazines to books, as long as you can understand and benefit from it.

Article 18, Both of your parents are responsible for you:

What is best for you is something both of your parents need to discuss when deciding how to raise you. There should be adequate services provided by the government so that parents can succeed in their endeavor whether they both work or not.

Article 19, You should not be subject to abuse, violence or neglect:

You should not be abused or neglected by anyone, including your parents. No type of violence is acceptable. The government should be the watchdog for those types of behaviors.

Article 20, Care by Surrogates:

If proper care cannot be provided by either your parents or your family, those who look after you should respect your language, culture and religion.

Article 21, Adoption:

Your well-being is the first consideration if you are put up for adoption. This includes whether you will stay in your own country or not.

Article 22, Children who are refugees:

In the case that you were not safe in your own country and have sought refuge in another country, protection and support are your right. Your rights are the same as any child who is a citizen of that country.

Article 23, Children with a disability:

You have the right to special care and education and the support you need to live as full and independent a life as you are able. This includes, if you wish, participation in your community.

Article 24, Services for and care of your health:

Healthcare of good quality, including healthcare workers, hospitals and access to medicine is your right. Rich countries have the responsibility to help poorer countries provide a clean, healthy environment, which includes clean water and food that nourishes you as well as an education on how to keep yourself healthy.

Article 25, Your treatment should be regularly reviewed:

If your parents are unable to care for you and that responsibility falls to local authorities or to care facilities, your situation should be periodically checked to be sure your care and treatment are adequate.

Article 26, Social security benefits:

You should be provided, by the government of your place of residence, social security benefits. You will then be able to live in good conditions and develop fully. These benefits should include healthcare, nutritious food and social welfare. Families in need should receive subsidies from the government.

Article 27, Acceptable standard of living:

Your physical, mental, spiritual, moral and social development depends on you living in good conditions. Families without the resources necessary to provide this should be helped by the government.

Article 28, Good education is your right:

Human dignity should be respected when administering discipline in schools. Education in primary schools should be both compulsory and cost-free. Richer countries should help poorer countries accomplish this.

Article 29, Educational goals:

Educational goals include developing your skills, mental and physical, your talents and your personality fully. It should teach you to respect your parents, yourself, your culture and nation and that of others. You should also be taught what your rights are.

Article 30, Children of minorities and native origin:

Your family's language, culture and religion, even if most other people in your country don't share them, are important and you have the right to learn them.

Article 31, Recreation, relaxation and culture:

Having time to relax and play and participate in a wide range of activities, both recreational and cultural, is your right.

Article 32, Child employment:

You should be protected from work that could be a danger to your health or your personal growth by the government. Your work should not be allowed to interfere with your education or put you in a position in which you may be taken advantage of.

Article 33, Children and the misuse of drugs:

You should be protected, by the government, from using, **manufacturing** or delivering dangerous drugs.

**Article 34, Sexual exploitation:**

You should not be subjected to sexual abuse. The government should protect you.

Article 35, Human trafficking, slavery, and abduction:

The government has the responsibility to ensure that you are not abducted, sold or removed from your country to be exploited.

Article 36, Protection from being taken advantage of:

Activities that could be detrimental to your growth or well-being should be restricted by the government.

Article 37, Freedom from torture, cruel treatment and incarceration:

If you break the law, you should not be subjected to degrading treatment. You should not be incarcerated with adults and you have the right to maintain contact with your family.

Article 38, Your right to be protected in the event of armed conflict:

You should not be allowed to join an army or participate directly in warfare under the age of fifteen (in most European countries, under the age of eighteen). Special protection should be given to children in war zones.

Article 39, Rehabilitation of victimized children:

Neglect, torture, abuse, exploitation, warfare or time in prison require that you receive special help to recover your health, both physical and mental, and rejoin society.

Article 40, Justice for children:

If you are charged with a crime, you must be treated with dignity and respect. You have a right to receive legal help and should only be incarcerated for the most serious crimes.

Article 41, The highest standards for human rights should be followed:

If the laws governing children's rights in your country are better than the articles listed here, then you should adhere to those laws.

Article 42, Disseminating information about the Convention:

All parents, children and the institutions that govern them should be made aware of the Convention through governmental methods and media.

Articles 43-54, Responsibilities of Governments:

These articles explain the duties of adults and governments, working together, to ensure that all children get all their rights.

Note: The UN General Assembly adopted the CRC in 1989. It became international law in 1990. There are 54 articles defining the rights of children in the CRC. They explain how governments should protect and promote these rights. This Convention has been recognized and ratified by almost every country on Earth.

Source: <https://goo.gl/4H8Tbu>

INTERNATIONAL MIGRATION CONVENTION

Protection of migrant workers and their families is addressed in the **International Convention on the Protection of the Rights of All Migrant Workers and Members of Their Families**, which entered into force in July 2003. Migrant workers and their families are particularly vulnerable to being subject to exploitation and violations of their human rights.

Contents

Under the Convention on Migrant Workers, migrant workers' rights fall into two main headings:

- Migrant workers and their family's Human Rights (Part III): applicable to all migrant workers, including undocumented workers.
- Other rights migrant workers and their family members have (Part IV): these apply only to migrant workers in a steady job.

1. Migrant workers and their family members' human rights

There are no different human rights for those who are migrant workers in this Convention. This Convention, in Part III, restates the basic human rights outlined in the Universal Declaration of Human Rights. Most nations have human rights treaties that elaborate on this Convention.

Why is another International Legal Instrument necessary in order to defend these rights?

Migrant workers and members of their family are often subjected to dehumanizing treatment. Their basic human rights are ignored. In some States, migrants, especially undocumented migrants, are denied the basic rights afforded to citizens.

• Basic freedoms

Migrant workers and members of their family have the right to leave their state of origin and to return, as provided by the Convention (Art. I). Many migrants are living and working in wretched conditions and are subject to physical (and, sometimes sexual) abuse. The Convention states their "right to life" (Art. 9) and protection from cruel, inhuman or degrading treatment (Art. 10), including slavery or servitude and forced labor (Art. 11) are all human rights. Freedom to express how you feel, act conscientiously, and worship as you wish are rights migrant workers are entitled to (Art. 12), as is the right to have and express opinions (Art. 13). There shall be no arbitrary confiscation of property (Art. 15).

• Due process

Migrant workers and their family are entitled to due process, according to the Convention (Art. 16 - 20). Established procedures must be followed in any investigation, arrest or detention. Migrant workers and their family must be afforded the same rights as a national of the country in which they reside. Necessary legal assistance must be provided, including a qualified interpreter and information they can understand. If sentencing is necessary, the person's migrant status should be taken into account, keeping in mind humanitarian considerations. The arbitrary deportation of migrant workers is unacceptable (Art. 22).

• Right to privacy

The honor, reputation and privacy of a migrant worker is absolute, this extends to his or her home, family and any communication they participate in (Art. 14).

• Equality with the country's nationals

Migrant workers have the same rights as the nationals of their host country with respect to compensation and overtime, workday hours, weekly days of rest, paid holidays, safety, well-being, ending of employment contract, age requirements, restrictions on work they must complete in

their home, etc. (Art. 25). Social security benefits shall be extended to migrants to an equal degree as nationals (Art. 27) as well as emergency medical care (Art. 28).

- **Transfer of assets**

When their term of employment has been completed, the personal effects and property, as well as earnings and savings of migrant workers, may be transferred (Art. 32).

- **Right to be informed**

States concerned about migrants' rights under this Convention have the responsibility to inform them of both their rights and the conditions of their admission. Migrants should also be informed of their rights and obligations in that State. Migrant workers should be given this information without charge and the information should be provided in a language that they understand. (Art. 33).

2. Migrant workers and their family's additional rights

- **Freedom to travel from place to place**

Migrant workers should be able to move freely within the State in which they are employed. They should also be able to decide where they wish to live (Art. 39).

- **Access to education, vocational training and social services**

Further to Article 25, migrant workers and their family have the right to be treated equally to nationals with regard to:



access to education, vocational training and help finding a job in their field, retraining, accommodations including social housing projects, have safeguards against exploitation with respect to rent, social services and access to health care, co-operative businesses, the ability to participate in and have access to cultural life (Art. 43). Family members of migrant workers shall also have access to services equal to those of a national of the country in which they are employed. (Art. 45).

- **Violations of employment contracts**

Any violation, by the employer, of a work contract should be investigated by competent government authorities in the State in which the migrant worker is employed (Art. 54 (d)). The migrant worker has the same right as a national to a fair and impartial hearing by a competent, lawful and independent tribunal (Art. 18.1).

- **Undocumented (illegal) workers' rights**

Irregular migration provokes even more serious problems with regard to human rights abuses, as the Convention recognizes. Appropriate action should be taken to assure the protection of undocumented workers' fundamental rights and to prevent and eradicate illicit movements and the trafficking of migrant workers. Appropriate action should be taken against the distribution of incorrect information regarding emigration and immigration and to facilitate detection and elimination of illegal or illicit movements of migrant workers. Sanctions should be imposed on those responsible for aiding and conducting such movements as well as those who employ illegal migrant workers (Art. 68).

Source: <https://goo.gl/29bK2m>

Ludic and literary environment

SOCIAL LANGUAGE PRACTICE: Read fantasy or suspense literature to evaluate cultural differences.by Arthur Conan Doyle
(retold by Clare West)

THE SPECKLED BAND

1
Helen's Story

My name is Dr. Watson and I am going to tell you about a difficult case when I was still living at my friend Sherlock Holmes's flat on Baker Street in London. Very early one morning, a young woman, dressed in black, came to see us. She looked tired and unhappy, and her face was very white. 'I'm afraid! Afraid of death, Mr. Holmes!' she cried. 'Please help me! I'm not thirty yet and look at my grey hair! I'm so afraid!'

'Just sit down and tell us your story,' said Holmes kindly.

'My name is Helen Stoner,' she began, 'and I live with my **stepfather**, Dr. Grimesby Roylott, near a village in the country. His family was once very rich, but they had no money when my stepfather was born. So, he studied to be a doctor, and went out to India. He met and married my mother there, when my sister Julia and I were very young. Our father was dead, you see.'

'Your mother had some money, perhaps?' asked Sherlock Holmes.



'Oh yes, mother had a lot of money, so my stepfather wasn't poor anymore.'

'Tell me more about him, Miss Stoner,' said Holmes.

'Well, he's a violent man. In India, he once got angry with his Indian servant and killed him! He had to go to prison because of that, and then we all came back to England. Mother died

in an accident eight years ago. So, my stepfather got all her money, but if Julia or I marry, he must pay us £250 every year.'

'And now you live with him in the country,' said Holmes.



'Yes, but he stays at home and never sees anybody, Mr. Holmes!' answered Helen Stoner. 'He's more and more violent now, and sometimes has fights with the people from the village. Everybody's afraid of him now, and they run away when they see him. And they're also afraid of his *wild* Indian animals which run freely around the garden. A friend sends them to him from India. And the animals are not the only wild things in the garden; there are also **gypsies**. My stepfather likes these wild people, and they can come and go where they like. Poor Julia and I had very unhappy lives. We had no servants. They always left because they were afraid of my stepfather, and we had to do all the work in the house. Julia was only thirty when she died, and her hair was already grey, like my hair now.'

'When did she die?' asked Sherlock Holmes.



'She died two years ago, and that's why I'm here. We never met anybody in the country, but sometimes we visited some of my family who live near London. There, Julia met a young man who asked to marry her. My stepfather agreed, but soon after this she died.' Miss Stoner put her hand over her eyes and cried for a minute.

Sherlock Holmes was listening with his eyes closed, but now he opened them and looked at Helen Stoner.

'Tell me everything about her death,' he said.

'I can remember it all very well. It was a terrible time!' she answered. 'Our three bedrooms are all downstairs. First there is my stepfather's room. Julia's room is next to his, and

my room is next to Julia's. The rooms all have windows on the garden side of the house, and doors which open into the corridor. One evening, our stepfather was smoking his strong Indian cigarettes in his room. Julia couldn't sleep because she could smell them in her room, so she came into my room to talk to me. Before she went back to bed, she said to me, "Helen, have you ever heard a *whistle* in the middle of the night?"

I was surprised. "No," I said.

"It's strange," she said. "Sometimes I hear a whistle, but I don't know where it comes from. Why don't you hear it?"



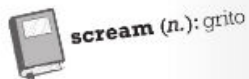
I laughed and said, "I sleep better than you do." So, Julia went to her room, and *locked* the door after her.'

'Why did you lock your doors?' asked Sherlock Holmes.

'We were afraid of the wild animals, and the gypsies,' she answered.

'Please go on,' said Holmes.

'I couldn't sleep that night. It was a very stormy night, with a lot of wind and rain. Suddenly I heard a woman's **scream**. It was my sister's voice. I ran into the corridor, and just then I heard a whistle, and a minute later the sound of falling metal. I didn't know what it was. I ran to my sister's door. She opened it and fell to the ground. Her face was white and afraid, and she was crying, "Help me, help me, Helen, I'm ill, I'm dying!" I put my arms around her, and she cried out in a terrible voice: "Helen! Oh my God, Helen! It was the band! The *speckled* band!" She wanted to say more, but she couldn't. I called my stepfather, who tried to help her, but we could do nothing. And so, my dear, dear sister died.'



'Are you sure about the whistle and the sound of falling metal?' asked Holmes.

'I think so,' answered Helen. 'But it was a very wild, stormy night. Perhaps I made a **mistake**.

The police couldn't understand why my sister died. Her door was locked, and nobody could get into her room. They didn't find any **poison** in her body. And what was "the speckled band"? Gypsies wear something like that round their necks. I think she died because she was so afraid, but I don't know what she was afraid of. Perhaps it was the gypsies. What do you think, Mr. Holmes?'

Holmes thought for a minute. 'Hmm,' he said. 'That is a difficult question. But please go on.'



'That was two years ago,' Helen Stoner said. 'I have been very lonely without my sister, but a month ago a dear friend asked me to marry him. My stepfather has agreed, and so we're going to marry soon. But two days ago, I had to move to my sister's old bedroom, because some men are *mending* my bedroom wall, and last night I heard that whistle again! I ran out of the house immediately and came to London to ask for your help. Please help me, Mr. Holmes! I don't want to die like Julia!'

'We must move fast,' said Holmes. 'If we go to your house today, can we look at these rooms? But your stepfather must not know.'

'He's in London today, so he won't see you. Oh, thank you, Mr. Holmes, I feel better already.'



Holmes and Watson Visit the House

Holmes went out for the morning, but he came back at lunchtime. We then went by train into the country and took a taxi to Dr Roylott's house. 'You see,' said Holmes to me, 'our dangerous friend Roylott needs the girls' money, because he only has £750 a year from his dead wife. I found that out this morning. But the gypsies, the whistle, the band - they are more difficult to understand, but I think I have an answer.'

When we arrived, Helen Stoner showed us the three bedrooms. We saw her room first.

'Why are they mending your bedroom wall?' asked Holmes. 'There's nothing wrong with it.'

'You're right,' she said. 'I think it was a plan to move me into my sister's room.'

'Yes,' said Holmes. We went into Julia's room, and Holmes looked at the windows carefully.

'Nobody could come in from outside,' he said. Then he looked round the room. 'Why is that *bell-rope* there, just over the bed?'

'My stepfather put it there two years ago. It's for calling a servant, but Julia and I never used it because we didn't have any servants. He also put in that *air-vent* on the wall between his room and this one.'

Holmes pulled the rope. 'But it doesn't work,' he said. 'How strange! And it's just over the air-vent. That also is interesting. Why have an air-vent on an inside wall? Air-vents are usually on outside walls.'

Then we went into Dr Roylott's room. Holmes saw a large metal box near the wall.

'My stepfather keeps business papers in there,' said Helen.



'Does he keep a cat in there too?' asked Holmes. 'Look!' There was some milk on a plate on top of the box. 'Now, Miss Stoner,' he said, 'I think your life is in danger. Tonight, my friend Watson and I must spend the night in your sister's room, where you are sleeping at the moment.'

Helen Stoner and I looked at him in surprise.

'Yes, we must,' he went on. 'We'll take a room in a hotel in the village. When your stepfather goes to bed, put a light in your sister's bedroom window and leave it open. Then go into your old room and we'll get into your sister's room through the window. We'll wait for the sound of the whistle and the falling metal.'

'How did my sister die, Mr. Holmes? Do you know? Please tell me!' said Helen. She put her hand on Sherlock Holmes's arm.

'I must find out more before I tell you, Miss Stoner. Now goodbye, and don't be afraid,' replied Sherlock Holmes.

We walked to the village, and Holmes said to me, 'Tonight will be dangerous, Watson. Roylott is a very violent man.'

'But if I can help, Holmes, I shall come with you,' I said.

'Thank you, Watson. I'll need your help. Did you see the bell-rope, and the air-vent? I knew about the air-vent before we came. Of course, there is a hole between the two rooms. That explains why Helen's sister could smell Dr Roylott's cigarette.'

'My dear Holmes! How clever of you!' I cried.

'And did you see the bed? It's fixed to the floor. She can't move it. It must stay under the rope, which is near the air-vent.'

'Holmes!' I cried. 'I begin to understand! What a terrible crime!'

'Yes, this doctor is a very clever man. But we can stop him, I think, Watson.'



3 Death in the Night

That night we went back to the house. When we saw Helen Stoner's light, Holmes and I got in quietly through the window. Then we waited silently in the middle bedroom in the dark. We waited for three hours and did not move.

Suddenly we saw a light and heard a sound from Dr Roylott's room. But nothing happened, and again we waited in the dark. Then there was another sound, a very quiet sound... Immediately Holmes jumped up and hit the bell-rope hard.

'Can you see it, Watson?' he shouted. But I saw nothing. There was a quiet whistle. We both looked up at the air-vent, and suddenly we heard a terrible cry in the next room. Then the house was silent again.

'What does it mean?' I asked. My voice was shaking.

'It's finished,' answered Holmes. 'Let's go and see.'

We went into Dr Roylott's room. The metal box was open. Roylott was sitting on a chair, and his eyes were fixed on the air-vent. Round his head was a strange, yellow speckled band. He was dead.

'The band! The speckled band!' said Holmes very quietly. The band moved and began to turn its head. 'Be careful, Watson! It's a snake, an Indian snake - and its poison can kill very quickly,' Holmes cried. 'Roylott died immediately. We must put the snake back in its box.' Very, very carefully, Holmes took the snake and threw it into the metal box.



'But how did you know about the snake, Holmes?' I asked.

'At first, Watson, I thought that it was the gypsies. But then I understood. I thought that perhaps something came through the air-vent, down the bell-rope and on to the bed. Then there was the milk - and of course, snakes drink milk. It was easy for the doctor to get Indian animals. And because he was a doctor, he knew that this snake's poison is difficult to find in a dead body. So, every night he put the snake through the air-vent, and it went down the bell-rope on to the bed. Of course, nobody must see the snake, so every night he whistled to call it back. The sound of metal falling was the door of the metal box, which was the snake's home. Perhaps the snake came through the air-vent many times before it killed Julia. But in the end, it killed her. And Helen, too, nearly died because of this snake.'

'But tonight, when I hit the snake on the rope, it was angry and went back through the air-vent. And so, it killed the doctor. I'm not sorry about that.'

Soon after this Helen Stoner married her young man and tried to forget the terrible deaths of her sister and stepfather. But she never really forgot the speckled band.

Source: <http://goo.gl/9tfpGF>



The Fisherman and the Genie *in Arabian Nights*

Once upon a time, before dawn, while his family slept, a fisherman put out to sea. Each morning he tossed his nets into the sea, hoping for a good catch, but most days he was disappointed.

Now this spring morning, like every other, he threw his nets into the sea. As he pulled them in, he felt a tug in one of them, and his heart lifted. "I've caught something!" he cried to the setting moon, but when he caught sight of the net, his heart sank. He could see he had caught only a dead camel, and the weight of the creature had ripped a hole in his best net.

The fisherman was disappointed and threw the torn net onto the sand. He flung another net into the sea. This time he felt a tug, and his heart soared again. But when he pulled the net to shore, he saw only a basket of garbage.

He looked up and shook his fist. "How is a poor man to care for his family?" he cried. Once more he cast a net, and this time he brought to shore only shells and seaweed.

By now the sun was rising, and the fisherman was tired and discouraged. But he thought he would try once more. This time when he pulled in his net, he found, instead of a fish, a tarnished copper vase. The vase was very heavy. "It must be filled with mud," he muttered, but when he looked closely, he saw it was sealed with lead.

"There cannot be seaweed in a sealed vase," he thought. "Perhaps there are coins." He shook it, but there was no rattle. However, this fired his imagination. What else might be in it? A secret treasure map? The last will of a wealthy sultan? A tapestry?

He knelt upon the sand and studied the vase, and at last he used his fishing knife to cut away the seal. He stuck a finger inside and felt nothing. He turned it upside down, and nothing fell out.

"Just my luck," he muttered. "I was a fool for wasting time." But just at that moment a thick cloud of smoke rolled out of the vase and swirled into the air, twisting and billowing so that soon a smoky mist stretched out over sand and sea. The fisherman stared in wonder as the mist began to twist and twirl, taking the shape of a giant, a fiery spirit, the fiercest creature he had ever seen. And then the spirit spoke, and its voice was a kind of shriek. "King of the genii!" he roared, "I shall never disobey you again!"

Hearing these words, the fisherman felt a bit of his courage return, and so he stammered, "Genie, how did you come to be shut up inside this vase?"

Now the genie growled, "Speak civilly to me before I kill you."

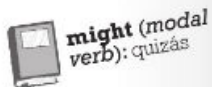
"What?" the fisherman cried. "Why would you kill the man who set you free? Should you not reward me?"



"I shall grant you one thing," the genie replied. "You may choose your manner of death."

"Why? Why would you kill me?" the fisherman wailed.

"Hear my story and you shall understand," said the genie, and so he told his tale.



"It began long ago when I rebelled against the king of the genii. To punish me, the king enclosed me in this vase and sealed it with lead. That **might** have been bad enough, but then he flung the vase into the sea.

"For the first 100 years of my captivity, I swore I would honor the man who freed me with many riches. Then 100 years passed, and no one rescued me. During the second century of my imprisonment, I vowed to give all the treasures in the world to the man who set me free. One hundred years more passed. In the third century, I swore I would make my savior the king of the world, staying near him at all times, granting him three wishes each day.

"But another 100 years passed, and still I was trapped in the vase. My anger grew so great that at last I vowed that whoever set me free would be punished with death, his only wish being the manner by which he would die. And so, you must choose," the genie ended his tale.

"Please," pleaded the fisherman, "please spare me. No man can be so unlucky."

The genie sneered at him and said, "You're wasting my time. Choose your death now."

The fisherman thought of his family, and concern for them helped him devise a plan. "Tell me, genie," he said softly, "did you really live inside this narrow vase?"

"What?" the genie cried incredulously. "Fool! You saw with your own eyes."

"It's hard to believe this vase could contain even the smallest portion of such a massive being as you. I cannot believe such a thing. It is impossible," declared the fisherman.

"How dare you!" cried the genie, shaking with fury.

"No, I do not believe your story," said the fisherman, and it seemed the genie would explode with rage.

"Then you shall see once more!" he roared, and he began to transform again into smoke. Just as he had begun, he spread out over sea and shore, and like a swirling tornado, he twisted himself into a spinning mass, tighter and tighter until, inch by inch, he slid back into the vase. "There!" he bellowed from inside, his voice echoing. "Do you believe me now?"

"I do!" the fisherman said, but as he spoke he plugged the vase. "And now, genie," he said, "I shall toss you back into the sea, and I will leave a warning to all fishermen who cast their nets here: Never open a copper vase you find in these waters."

"You tricked me!" the genie cried, his voice sounding weak and tearful. "Take off the lid, and I promise not to harm you. I will repay you with tremendous wealth."

The fisherman shook his head and said, "I cannot trust you, I'm afraid, for I know stories of traitors, too, and I will tell you one." And so he did, and as he told it, he tossed the vase into the sea where, people say, it remains all these centuries later.

Source: <http://goo.gl/E1oBDk>

WHAT IS ART AND WHO SAYS SO?

Academic and educational environment

SOCIAL LANGUAGE PRACTICE: Write agreements and disagreements to participate in a debate about fine arts.

DO YOU THINK COMPUTERS ARE PHASING OUT MUSICAL INSTRUMENTS?

19 Answers

Answer

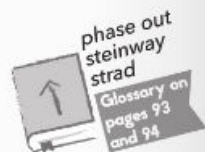
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**Harrison Boyle**

Composer

Answered Jan 13, 2014



Computers can replace a good number of electronic instruments - anything where the sound you hear is actually a cardboard cone vibrating. (When Rob Menes says below that we can get very close to the sound of a *Strad* or *Steinway*, I would amend that to say very close to the sound of a recording thereof...)

On the one hand, you could say that we are in a phase where even the vocals in 'pop' music are so horribly computer-manipulated and altered that the voice has all the humanity of a dial tone. (There's an archaic reference for you!) On the other hand, even film producers still recognize that the sound of live instruments and/or an orchestra is worth the investment - it remains the preferred choice for a quality film because the difference can be felt.

In the previous century, musical instruments had already lost ground to the player-piano, the gramophone, and the radio. As a technology that combines the functions of those previous inventions, the computer may continue that already extant process, but it is not the cause. In any case, what is being *phased out* there is the ability of more people to *play* the instruments, not the instruments themselves.

It is worth noting that from the very beginning, every iteration of electronic or mechanical sound production has been

accompanied by now-hysterically funny ads claiming that listeners could not actually tell the difference between a live performance and an electronic one - all the way back to scratchy old cylinders. It just isn't so.

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Add a comment...

**Rob Denehy**

Playing piano at my own speed since 1970

Answered Jan 15, 2014

**catchy** (adj.): pegadizo
overwhelming (adj.): abrumador

A computer is not a musical instrument. The creation of the sound is managed and executed by a machine. The human element is injected through the use of keyboards, guitars, or other instruments as a source, and using electronic algorithms.

The response of the instrument (the computer) to the player is mediated by digitalia, there is no longer the direct creation of sound by a human being using passive instruments.

The electronics and the machine are an integral part of the sound, making it one step removed from the source.

To make a long story short, after a brief rant, the computer will never totally displace traditional instruments; however, commercial music may become **overwhelmingly** done by computer because they work a lot cheaper than humans and most musical applications nowadays can be reduced to jingles, **catchy** melodies and intense rhythm, which computers are equipped to handle.

Computers can make some interesting sounds, and can be used to alter sound produced from physical instruments in pleasing and, sometimes clever, ways.



James H. Kelly

Jan 15, 2014

What's the difference between the digitalia of a computer and the workings of a pipe organ? Seems to me there's a much stronger connection between a player and a high-end electronic keyboard than there is between a player and the air coming out of pipe a hundred feet away.

And what about a Disklavier? It's an acoustic piano that can be played by a computer.



Rob Denehy

Jan 15, 2014

You have a point, there. But, basically the computer that creates sounds from a digital keyboard is simply mimicking a traditional instrument, which then responds as that traditional instrument does, more or less based on the manufacturer's capability.

I interpreted the question more broadly (or narrowly, depending how you look at it).

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Raul Riera

Answered Oct 29, 2015

Sorry to disagree with most people here. I think computers already phased out musical instruments... now before flames

begin I'd like to share some basic ideas behind such an affirmation:

- 1) Less than 1% of people (actually a lot less) can't distinguish between a recorded "real" instrument (like piano, accordion, flute, violin, bass, guitar) and a decent, today's "industry standard", computer emulation of those instruments, that what they're hearing may be something "fake".
- 2) Computer-based sound is so versatile nowadays; it can produce as many subtle nuances as a competent performer could want. If you want to produce music as organic as a soulful electric guitar solo, with Latin percussion so pristine you can hear the fingerprints on the congas, while your grandma makes a beat with a fork and a cheese grater, it is possible. It's up to the skill of the person behind the computer.
- 3) Most actual music is made in computers, even in traditional genres like acoustic, country and a lot of classical used for film & TV (if you didn't know that, it's because of #1). On the other hand, jazz and old-fashioned blues are not using computer-generated that much.
- 4) There are "hardware interfaces" capable of turning computers into legit musical instruments. With a keyboard interface, you can play music like you're playing a piano and pressure sensitive keys react to your touch a lot like a real instrument. Even guitar-like controllers can pick up the expressive playing of the performer, in the case of the guitar, the controller feels fake in your hands. But going back to #1, nobody will notice it.
- 5) Some people even like the computer kind of sound in music, now everybody is exaggerating the fake quality of the sound because of that, and also because they just don't care enough to mimic real instruments anymore. It usually sounds terrible but well... back to #1.



Andrew McGregor

Site Reliability Engineer at Google (2013-present)

Answered Nov 7, 2017

No, they ARE musical instruments. And they're also amazing accessories for musical instruments.



Advik Shreekumar

Music: I listen to a lot. I make a little

Answered Jan 16, 2014



No; if anything, they're opening the world of music up and strengthening the role of traditional instruments. **Music connects people, and computers are just another way of creating that connection.**

I'm far from a talented musician. 20 years ago, I'd have probably given up on music when I started college. I'm a mediocre musician at best, and college campuses are full of people who can play piano and bass better than I can. However, the fact that I can lean on software to help me compose music has kept me playing both piano and bass. I'd like to think there are a lot of people on the margins like me who can stick with music because of the promise that computers provide.

Yeah, a lot of music these days is generated with software, but it's a *different kind of music*. I wouldn't call this a phase-out of traditional instruments, but an expansion in the world of art. Some musicians will experiment with computerized tools and audiences will **flock** to their concerts because they like how those songs sound or the message they convey. Likewise, some musicians will keep playing the instruments they have always played, and audiences will flock to their concerts because they like how those songs sound or the message they convey.



Jan Christian Meyer

Answered Jan 12, 2014



No, I think computers are musical instruments, complementing the other ones, like musical instruments do. I reckon that manipulating a thing to make sound for a musical purpose makes that thing a musical instrument, so computers can be musical instruments too, if you want to use them for that.

Even if it were already possible to accurately simulate the sound of every other object you can hit, pluck, stroke, scratch, stretch, blow air or shout through, I believe that managing, say, a computerized *bassoon* simulator would be a very different skill from playing an actual bassoon, and then people would still continue to enjoy learning the latter, to be able to play without configuring any complicated software. This does not ruin the position of any instrument, computer or otherwise; a program could surely be very useful also, for musicians who can make use of that instead.

Music is an art form, I don't think there is a race in which alternative techniques compete to make each other obsolete.



Josh Freckleton

Jan 12, 2014



But certain instruments have *rendered* other instruments *obsolete*. And plus, less youth are now practicing other instruments, and less bands are using them. So, is the computer the new wave?

Reply · Upvote · Downvote · Report



Jan Christian Meyer

Answered Jan 12, 2014

Which instruments are those, and which others have they rendered obsolete?

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Alexander Lee (梅治 新太)

Vice President of Creative Outreach at Consiglio Devastations

Answered Jun 26



certainly (adj.):
ciertamente

Depends on what for.

For live musical performances? Heck no!

The whole point of a musical performance is to admire a human's interpretation of a piece via playing a musical instrument. There's nothing to admire about a computer playing piano because it'll play the piece perfectly, and you won't be able to feel any emotions coming from the computer.

For soundtracks and backing tracks? Certainly.

Many films are already beginning to use soundtracks that can be created with software that simulates musical instruments, rather than soundtracks recorded live in a studio. There are many reasons for this— the biggest one being cost. A soundtrack composed by one person and rendered entirely in software is a lot cheaper than a soundtrack that requires hiring dozens of professional musicians to practice and record in a studio with a ton of expensive equipment.

The same goes for backing tracks. Many successful singer-songwriters are already doing this. It's faster, more efficient, and much cheaper than getting a band together.



Rob Menes

I am an ordained cantor with a master's degree in sacred music

Answered Jan 13, 2014

I have wrestled with this and it is a serious question. We can use the computer as an interface to produce any sound we want, and we can get very close to the sound of a Stradivarius or a Steinway Grand. But the human element of playing an instrument changes with the mechanics. At a very low level of proficiency, there is probably little advantage to having the actual instrument rather than a computer, but when a musician becomes one with the instrument, when a saxophonist can feel the change in the texture of the reed, when a violinist can hear the strings respond to the temperature of the room, the music becomes human. That cannot be duplicated by or through a computer.



Ethan Hein

Music technology and music education professor

Answered Jan 12, 2014

Computers are musical instruments.



Gregg Painter

Jan 13, 2014

Computers are not musical instruments in the traditional sense, and by traditional, I mean instruments as they have been used for musical expression during 99.9% of our history as human beings. Admittedly, I play a relatively new instrument, the piano, a machine, but I also delight in playing drums, harmonica, flutes, guitar and other instruments with a longer evolutionary history.

Most of the wonder of music comes from mastering the physicality of playing an instrument (this includes voice). Computers may be able to replicate what we humans have experienced in our thousands of hours of mastering an instrument, but they will never replace the relationship between a human and her instrument. (They are, of course, now central to relaying this experience to the audience, and can sometimes appreciate music which totally replaces this bio-musical relationship I hold central to my life: there are totally computer-generated compositions I love. But humans/instruments: this interface will almost always be more substantially moving than computerized music.)



Ethan Hein

Music technology and education professor
Answered Jan 12, 2014

Couldn't agree less. In evolutionary terms, the saxophone and electric guitar are brand new too; does that mean you can't be expressive with those instruments either? Really creative use of the computer for music takes as many hours to master as any other instrument. The computer doesn't "replace" older instruments; it's a new expressive tool unto itself. When you manipulate samples in Ableton Live or create sounds through graphical manipulation you're not imitating anything; you're doing something radically new. Whether or not the results are moving depends on your ability as a musician. I've been left cold by plenty of piano and flute and drum performances and moved intensely by music assembled entirely within software.

Source: Adaptation. Check with your teacher if you want to visit the original source.

GUESS WHAT HAPPENED

Family and community environment

SOCIAL LANGUAGE PRACTICE: Interpret and offer descriptions of unexpected situations in a conversation.

MALALA'S BIOGRAPHY

On July 12, 1997, Malala Yousafzai was born in Mingora, Pakistan, located in the country's Swat Valley. For the first few years of her life, her hometown *remained* a popular tourist spot that was known for its summer festivals. However, the area began to change as the Taliban tried to take control.

Malala attended a school that her father, Ziauddin Yousafzai, had founded. After the Taliban began attacking girls' schools in Swat, Malala gave a speech in Peshawar, Pakistan, in September 2008. The title of her talk was, "How Dare the Taliban Take Away My Basic Right to Education?"

In early 2009, she began blogging for the BBC about living under the Taliban's threats to deny her an education. In order to hide her identity, she used the name Gul Makai. However, she was revealed to be the BBC blogger in December of that year. With a growing public platform, Malala continued to speak out about her right, and the right of all women, to an education.

When she was 14, Malala and her family learned that the Taliban had issued a death threat against her. Though she was frightened for the safety of her father—an anti-Taliban activist—she and her family initially felt that the fundamentalist group would not actually harm a child.



On October 9, 2012, on her way home from school, a man boarded the bus Malala was riding on and demanded to know which girl was Malala. When her friends looked toward Malala, her location was given away. The gunman fired at her, hitting Malala on the left side of her head; the bullet then travelled down her neck. Two other girls were also injured in the attack.

The shooting left Malala in critical condition, so she was flown to a military hospital in Peshawar. A portion of her skull was removed to treat her **swelling** brain. To receive *further* care, she was transferred to Birmingham, England.

Once she was in the United Kingdom, Malala was taken out of a medically induced coma. Though she would require multiple surgeries –including the repair of a facial nerve to fix the paralyzed left side of her face– she had suffered no major brain *damage*. In March 2013, she was able to begin attending school in Birmingham.

Despite the Taliban's threats, Malala remains a staunch **advocate** for the power of education. In October 2014, she received the Nobel Peace Prize, along with Indian children's rights activist Kailash Satyarthi. At age 17, she became the youngest person ever to receive the Nobel Peace Prize.



Source: <https://goo.gl/UbUQtn>

MALALA'S TESTIMONIES



The Speech Competition

ATAL: How was the competition?

MALALA: It was OK.

ATAL: Who participated? Anyone I know?

MALALA: Yes, Moniba, my friend. There were eight or nine other boys and girls, but I didn't know anyone else.

ATAL: Did Moniba speak well?

MALALA: Yes, she did. She was very composed, and her speech was more emotional and poetic than mine, though mine might have had the better message.

ATAL: Yes, I listened to it while you were practicing and I liked it very much! Were you nervous?

MALALA: I was very nervous. I was trembling with fear.

ATAL: Were you nervous because Grandfather went to see you? He was very excited.

MALALA: Yes, I knew he really wanted me to win the competition, which made me even more nervous.

ATAL: Did you calm down? What did you do?

MALALA: I remembered what Father had said about taking a deep breath before starting, but then I saw that all eyes were on me and I **rushed** through.

ATAL: Hahaha! Oh, no!

MALALA: I kept losing my place as the pages danced in my shaking hands, but as I ended, I looked up at Father. He was smiling.

ATAL: What happened next?

MALALA: When the judges announced the results, Moniba had won. I came in second. It didn't matter. I was used to being top of my class.

ATAL: Don't be too harsh on yourself. You still got second place, congratulations!

MALALA: Thanks!



The Attack

REPORTER: What happened on October 9, 2012?

MALALA: I was on my way home from school when a man boarded the bus I was riding in and demanded to know who Malala was.

REPORTER: Did your classmates point at you?

MALALA: No, they didn't, but they looked *towards* me, so he knew who I was, they gave me away.

REPORTER: Then what happened?

MALALA: The gunman fired at me, hitting me on the left side of my head; the bullet then travelled down my neck.

REPORTER: Was anyone else hurt?

MALALA: Yes, two of my friends were also injured in the attack.

REPORTER: What happened next?

MALALA: After the shot I don't remember anything, but my parents told me that I was in critical condition. So, I was flown to a military hospital in Peshawar. To receive further care, I was transferred to Birmingham, England. Once I was in the United Kingdom, I was taken out of a medically induced coma. Though I would require multiple surgeries, I had suffered no major brain damage.

REPORTER: When were you able to go back to school?

MALALA: Five months later. In March 2013, I began attending school in Birmingham.

REPORTER: I'm so glad that you were able to go back to school.

MALALA: Me, too.



The Trip to Islamabad

MONIBA: What did you do on vacation?

MALALA: Adam took us to Islamabad.

MONIBA: Really? What fun! Had you been there before?

MALALA: No, it was the first time I had ever visited.

MONIBA: And how was it? They say it's amazing.

MALALA: Yes, it is. Islamabad is a beautiful place with nice white bungalows and broad roads, though it has none of the natural beauty of Swat.

MONIBA: Wow! I love cities. What places did you visit?

MALALA: We saw the Red Mosque, the wide, wide Constitution Avenue leading to the white-colonnaded buildings of the Parliament House and the Presidency.

MONIBA: That sounds great. What else did you do?

MALALA: We went to shops where I bought schoolbooks and Adam bought me DVDs of American TV programmes like *Ugly Betty*.

MONIBA: What's that about?

MALALA: It's about a girl with big braces and a big heart.

MONIBA: Oh, OK. Did you go to any museums? You like those a lot!

MALALA: Yes! We visited the Lok Virsa museum, and it was a joy to celebrate our national **heritage** once again. I miss our museum here in Swat.

MONIBA: Everything sounds incredible.

MALALA: Well, actually, I have a scary story. We were riding the bus on our way back, when suddenly, the bus hit a **pothole** and the tire exploded. My brother Khushal, who had been a sleep, **jerked** awake. 'Was that a bomb blast?' he asked. Then, my mom calmed him down, and explained what had happened.

MONIBA: That must have been terrifying!





The 2005 Kashmir Earthquake



FRIEND: Do you remember the 2005 Kashmir earthquake?

MALALA: Yes, I do! How could I forget?!

FRIEND: Where were you?

MALALA: I remember that one fine day in October, when I was still in primary school, our desks started to tremble and shake. Our classes were still mixed at that age, and all the boys and girls yelled, "Earthquake!" We ran outside as we had been taught to do. All the children gathered around our teachers like chicks swarm to a mother hen.

FRIEND: Are you used to earthquakes?

MALALA: Yes, we are because Swat lies in a geological fault line and we often have earthquakes, but this felt different. All the buildings around us seemed to be shaking and the rumbling didn't stop.

FRIEND: So, you knew it would be more severe than other earthquakes.

MALALA: Well, I guess I did, even though it took me a while to realize how bad it was.

FRIEND: What did you do afterwards??

MALALA: Once the shaking had stopped we were all sent home. We found our mother sitting on a chair. She was relieved to see us and hugged us, tears streaming down her face. But the aftershocks kept coming all afternoon, so we remained very scared.

FRIEND: When were you able to understand the devastation?

MALALA: We saw the effects of the earthquake on the TV news and it was overwhelming.

FRIEND: What did the news show?

MALALA: Entire villages had been turned to dust. Landslides blocked access to the worst affected parts and all the phones and power lines were down. Around three and a half million people had lost their homes. Roads, bridges, water and power had all gone.

FRIEND: Did you do something to help?

MALALA: Yes, we started raising money at school in the following days. Everyone brought what they could. My father went to everybody he knew, asking for donations of food, clothing and money. I helped my mother collect blankets.

FRIEND: Were you in shock?

MALALA: Yes, we all were. The whole nation was in shock for a long time after the earthquake. Already so unlucky with our politicians and military dictators, now, on top of everything else, we had to *deal with* a natural disaster.

FRIEND: It sounds like it was quite a difficult experience.

MALALA: It sure was.

FRIEND: Thank you for sharing it with me.

Romeo and Juliet



FRIEND: After all the stories you've told me, it seems like you were very focused on school, right?

MALALA: Well, that's true but there was more to school than work.

FRIEND: Like what? What did you do besides study?

MALALA: We liked performing plays.

FRIEND: Oh, really? That sounds fun!

MALALA: It was! I once wrote a sketch based on Romeo and Juliet about corruption.

FRIEND: Were you in the play as well or did you just write it?

MALALA: I did both. I played Romeo as a civil servant interviewing people for a job.

FRIEND: OK, and what happened next?

MALALA: The first candidate is a beautiful girl, and he asks her very easy questions such as, 'How many wheels does a bicycle have?' When she replies, 'Two,' he says, 'You are so brilliant.' The next candidate is a man, so Romeo asks him impossible things like, 'Without leaving your chair, tell me the **make** of the **fan** in the room above us.' 'How could I possibly know?' asks the candidate. 'You're telling me you have a **PhD** and you don't know!' replies Romeo. He decides to give the job to the girl.

FRIEND: Oh, I get it now. Who played the other characters?

MALALA: Moniba played the girl, of course, and another classmate, Attiya, played the part of my assistant to add some salt, pepper and *masala* with her witty asides.

FRIEND: How did the audience react?

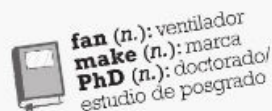
MALALA: Everyone laughed a lot.

FRIEND: Really? Did you expect that?

MALALA: No, I was a bit nervous, but the audience loved the play. I guess I should have known because I like to mimic people, and during breaks, my friends used to beg me to *impersonate* our teachers.

FRIEND: I'm sure everyone had a great time, even though you didn't expect it.

MALALA: Yes, with all the bad stuff going on in those days, we needed small, small reasons to laugh.





The Girl and the Oranges

FRIEND: When did you decided to dedicate your life to the education of girls?

MALALA: Actually, it was a few years ago, on a trip to Shangla.

FRIEND: Really? Tell me more about it.

MALALA: I was with my family, traveling to Shangla because my father had just bought some land there. As we crossed the Malakand Pass, I saw a girl selling oranges. We stopped to buy a few, because they looked delicious.

FRIEND: I can imagine that you were excited to have some after the long trip.

MALALA: Yes, they were very good.

FRIEND: What happened next?

MALALA: After we chose how many we were going to buy; my father paid the girl. After receiving the money, she scratched five marks on a piece of paper with a pencil.

FRIEND: Why did she do that? I don't understand.

MALALA: It was her way to account for the oranges she had sold us.

FRIEND: Oh, so she didn't know how to read or write, did she?

MALALA: Exactly. Those marks helped her to know the exact amount of oranges she had sold.

FRIEND: What did you do afterwards?

MALALA: I took a photo of her and vowed I would do everything in my power to help educate girls just like her. That's when I decided this was the war I was going to fight.

The Picnic

FRIEND: Did you ever go on school trips when you were in Pakistan?

MALALA: Yes, I went on a couple of trips.

FRIEND: Which one was the best?

MALALA: The one when we went to Marghazar.

FRIEND: What is Marghazar like?

MALALA: It's a beautiful green valley where the air is cool, and there is a tall mountain and a crystal-clear river.

FRIEND: What did you do there?

MALALA: We were planning to have a picnic.

FRIEND: When did you go?

MALALA: It was April 2012, the month after our exams, so we were all feeling relaxed. It was a group of about seventy girls. Our teachers and my parents were there, too.

FRIEND: That sounds like a lot of people. How did you get there?

MALALA: My father had hired three Flying Coaches, but we could not all fit in, so five of us –me, Moniba and three other girls– were in the *dyna*, the school van. It wasn't very comfortable, especially because we also had giant pots of chicken and rice on the floor for the picnic, but it was only half an hour's drive. We had fun, singing songs on the way there. We were also pretending to be vampires in the forest, since we were obsessed with a Hollywood vampire saga.

FRIEND: What did you do in Marghazar?

MALALA: When we got there, we ran around for a while in the green forest, then took some photographs and waded into the river and splashed each other with water. The drops sparkled in the sun. There was a waterfall down the cliff and, for a while, we sat on the rocks and listened to it.

FRIEND: It sounds amazing!

MALALA: I know.

FRIEND: Did you have the picnic near the waterfall?

MALALA: No, we had it at the top of the cliff.

FRIEND: I'm sure it was delicious, wasn't it?

MALALA: Actually, lunch was a disaster.

FRIEND: Why?

MALALA: Well, when the school assistants put the pans on the fire to heat up the chicken curry, they panicked



because they thought that there was not enough food for so many girls and added water from the stream. We said it was “the worst lunch ever”. It was so watery that one girl said, “The sky could be seen in the soupy curry.”

FRIEND: Oh, no! What happened next?

MALALA: Like on all our trips, my father got us all to stand on a rock and talk about our impressions of the day before we left. This time, all anyone talked about was how bad the food was. My father was embarrassed and, for once, short of words.

Source: (Adaptation) Yousafzai, Malala; Lamb, Christina (2013). *I Am Malala. The Girl Who Stood Up for Education and was Shot by the Taliban*. London: Weidenfeld & Nicolson.

Glossary

afraid (adj.): feeling fear or apprehension, reluctant (to do something).

against (prep.): opposed to; in conflict or disagreement with.

air-vent (n.): a small opening through which air can escape from an enclosed space.

bassoon (n.): a woodwind instrument, the tenor of the oboe family.

bell-rope (n.): a rope attached to a bell.

blackout (n.): failure of electrical power supply.

blood sausage (n.): a kind of black sausage made from minced pork fat, pig's blood, and other ingredients.

bounce off (phrasal verb): something that hits it and then moves away from it again.

crispy (adj.): food that is pleasantly hard or has a pleasantly hard surface.

damage (n.): physical harm that is caused to someone or something.

dash (n.): pinch; sprinkle.

deal with (v.): take measures concerning (someone or something), especially with the intention of putting something right.

flat (adj.): plane.

foe (n.): enemy (in all senses).

further (adv.): in addition; furthermore.

garnish (v.): decorate; trim.

heap (n.): a collection of articles or mass of material gathered together in one place.

impersonate (v): pretend to be another person.

issue (n.): act of sending or giving out something; supply; delivery.

light (adj.): not heavy.

locked (adj.): fastened with a lock.

masala (n.): mixture of spices ground into a paste, used in Indian cookery.

mending (n): things to be repaired by sewing, darning, patching, etc.

oats (n.): cereal crop or its grains, used for making biscuits or a food called porridge, or for feeding animals.

phase out (v.): discontinue or withdraw gradually.

range (n.): the limits within which a person or thing can function effectively.

ravine (n.): a deep narrow steep-sided valley, especially one formed by the action of running water.

raw (adj.): (of food) not cooked.

remains (n.): any pieces, scraps, fragments, etc., that are left unused or still extant, as after use, consumption, the passage of time, etc.

rendered obsolete (phrase): to make something obsolete.

sidewalk (n.): a path for pedestrians, usually paved, along the side of a street.

sinew (n.): another name for tendon.

speckled (adj.): covered with small marks, spots, or shapes.

split (v.): to separate, cut, or divide into two or more parts; cause to separate along the grain or length; break into layers.

steep (adj.): abrupt; precipitous.

steamed (adj.): cooked by exposure to steam.

stewed (adj.): cooked by stewing.

stir-fry (v.): to cook small pieces of meat, vegetables, etc. rapidly by stirring them on a wok or frying pan.

strad (n.): short for Stradivarius.

Steinway (n.): company that makes pianos.

taste (n.): the sense by which the qualities and flavor of a substance are distinguished.

thick (adj.): of relatively great extent from one surface to the other; fat, broad, or deep.

towards (prep.): in the direction or vicinity of.

welfare (n.): health, happiness, wellbeing.

whistle (n.): a device for making a shrill high-pitched sound by means of air or steam under pressure.

wild (adj.): not domesticated or tame.

wiles (n.): clever tricks that people use to persuade other people to do something.

worship (v.): show profound religious devotion and respect to; adore or venerate.

wrap (v.): fold or wind paper, cloth, etc., around a person or thing to cover it.

References

Practice 1

Adaptations. Check with your teacher if you want to visit the original articles.

Practice 2

Poetry out loud: <https://bit.ly/3be1wYH>

Poetry out loud: <https://bit.ly/3epIUrL>

Poets.org: <https://bit.ly/34GpQ34>

Practice 3

Nasa.gov: <https://goo.gl/KTVDFw>

Practice 4

iTunes.apple.com: <https://goo.gl/qQrTDs>

iTunes.apple.com: <https://goo.gl/83jokN>

Practice 6

sep.gob.mx: <https://bit.ly/2DDiJgY>

The public domain review: <https://bit.ly/2TbhE4T>

iTunes.apple.com: <https://goo.gl/83jokN>

Practice 7

United Nations High Commissioner:

<https://bit.ly/2FlwKBL>

eycb.coe.int: <https://goo.gl/iHApio>

unesco.org: <https://goo.gl/29bK2m>

Practice 8

Lemauff.fr: <https://goo.gl/9tfpGF>

Uexpress.com: <https://goo.gl/E1oBDk>

Practice 9

Adaptation. Check with your teacher if you want to visit the original articles.

Practice 10

Biography.com: <https://bit.ly/2RZRxw1>

Further suggestions

BBC Learning. Available at:
<https://goo.gl/vPHgAk>

Poetry Society of America. Available at:
<https://goo.gl/kwnx64>

United Nations Treaty Collection. Available at:
<https://goo.gl/4VUXLL>



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