

Beats! 3^{Secondary}

Reader's Book



LEGAL

Presentation

Dear student,

Welcome to Beats! 3 Secondary Reader's Book, where you will find great stories and interesting facts about the world around you.

The texts included in this book are designed according to your age and interests and are aimed at helping you improve your level of English and your general comprehension of the language in an interesting and enjoyable way. At the same time, you will develop reading strategies such as, using pictures to understand texts, making predictions, locating key words and summarizing among others that will improve your writing skills, too. Each reading text included in this book, encourages and invites you to think, reflect and share what you read, learned and know about the topic.

Every story and fact included in this Reader's Book, are correlated to the units in your Activity Book, which makes it easier to integrate concepts, knowledge, tasks and fun at learning a new language.

Now, it's time to start feeling the beat each reading brings. Enjoy and have fun throughout this school year!

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Unit 1

Two Iconic Tea Ceremonies



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THE JAPANESE TEA CEREMONY

A **fascinating** and intimate custom, the Japanese tea ceremony called Chanoyu, Sado or simply Ocha in Japanese is an excellent way to get a first approach to Japanese culture.

It is a choreographic ritual of preparing and serving Japanese green tea, called Matcha, together with traditional Japanese sweets to balance with the bitter taste of the tea. Preparing tea in this ceremony means pouring all one's attention into the predefined movements. The whole process is not about drinking tea, but is about **aesthetics**, preparing a bowl of tea from one's heart. The host of the ceremony always considers the guests with every movement and gesture. Even the placement of the tea utensils is considered from the guests view point (angle), especially the main guests called the Shokyaku. It involves preparing powdered tea for guests according to custom and enjoying its austere taste quietly and serenely. Influenced by Zen Buddhism, the tea ceremony seeks to purify the mind and attain oneness with nature.

The ceremonial serving of tea used to be exclusively practiced by nobles and priests who gave it its original form around the middle of the fourteenth century. Its popularity gradually spread to wealthy merchants, warlords during the era of warfare (in the 15th and 16th centuries), and their retainers. It has been modified in many ways over the years. Until the end of the Edo period (1603 – 1867) it was practiced almost entirely by men; women joined in only after the beginning of the Meiji era (1868 – 1912).

There are many schools of tea ceremony, including the three Senke schools of Ura, Omote, and Mushanokoji. They all uphold the spirit of the ceremony while observing their own distinctive styles of preparing and serving tea. As a beginner, if you want to learn to prepare and serve tea you will need a you need a bowl, a scoop, a bamboo whisk, an iron pot, a square cloth napkin, and a long bamboo ladle.

Glossary

fascinating: (adj.) extremely interesting.

aesthetics: (n.) the formal study of art, especially in relation to the idea of beauty.





The tea bowl is called chawan. In a tea ceremony, people drink tea out of bowls instead of cups. Some bowls that people use are over 400 years old.

The tea scoop is called chashaku. A scoop is a kind of spoon. Tea scoops are made from bamboo. They are used to put tea into the tea bowl. Large scoops are used to put tea into the tea caddy.

The whisk is called chasen. A whisk is like a brush made from wire. People use it to mix tea. Tea whisks are made from bamboo.

The tea caddy called natsume or cha-ire. A tea caddy is a special container that people put green tea powder in. There are two kinds of tea caddies: natsume and cha-ire. Natsume are short and have a flat lid and a round bottom. They are made of wood. Sometimes natsume is called cha-ki. Cha-ire are tall and thin, and are made of ceramic. Natsume and cha-ire are used in different ceremonies. Making weak tea (called usu-cha) needs natsume, and making strong tea (called koi-cha) needs cha-ire.

The napkin is called fukus. A fukusa is a special square cloth made out of silk. It is used to symbolically purify the tea scoop and tea caddy.



The ladle is called hishaku. The kind of ladle used is made of bamboo. There is a cup-like part attached to a long handle.

The iron pot is called kam. A kama holds hot water. During tea ceremony, water is kept on boiling with charcoal.

The tea is called matcha. The tea used in the Japanese tea ceremony is pulverized green tea, which is made into a drink during the ceremony by putting some in the tea bowl, adding hot water, and mixing this with the whisk.



Recreating the ceremony

Ceremonies are often held in a special tearoom or teahouse. These environments are calming, quiet and formal. That may not sound like your house, but you will be surprised by how quickly you can transform the mood. In order to recreate the ceremony with a group of friends, choose a quiet room. Before entering your “tearoom,” everyone should give a bow, remove their shoes and wash their hands. Then close your eyes and turn on your imagination. When your eyes open, think you are visiting Japan.

Sit in seiza style (on knees with bottoms touching heels) in a circle formation with the host positioned near the tea equipment.



Glossary

host: (n.) someone who has guests.

equipment: (n.) the set of necessary tools, clothing, etc. for a particular purpose.

Preparing the Tea

Using the napkin, the **host** starts by cleaning the equipment. Next, he scoops the green-tea powder into the bowl and adds hot water. He whisks it to create a tea with alight foam on the top. Japanese do not add sweetener.

Drinking the Tea

After they exchange bows, the host serves the bowl of tea to the guest of honor, who is seated next to the host. This guest of honor then bows to the next guest, takes two to three sips from the bowl, wipes the rim, turns the bowl and passes to the next guest while bowing. This exchange continues around the circle until each participant has tasted the tea. Then, the host cleans the **equipment** again. The guests pass around and admire the cleaned equipment before it is put away.

Glossary

bitter: (adj.) with an unpleasantly sharp taste.

A special type of sweet called Wagashi is served with tea to counter its **bitter** flavor. Wagashi are teacakes that come in various shapes, sizes, colors and flavors. These sweets are bought in confectionary stores, as they are difficult to make at home.

As everyone leaves the “tea room,” they bow again to symbolize the end of the ceremony.



Glossary

quintessential: (adj.) the most typical example or most important part of something.

THE QUINTESSENTIAL ENGLISH AFTERNOON TEA EXPERIENCE

Afternoon tea, one of the most typical of English customs is, perhaps surprisingly, a relatively new tradition. Whilst the custom of drinking tea dates back to the third millennium BC in China and was popularized in England during the 1660s by King Charles II and his wife the Portuguese Infanta Catherine de Braganza, it was not until the mid-19th century that the concept of ‘afternoon tea’ first appeared.



Afternoon tea was introduced in England by Anna, the seventh Duchess of Bedford, in the year 1840. The Duchess would become hungry around four o'clock in the afternoon. The evening meal in her household was served fashionably late at eight o'clock, thus leaving a long period of time between lunch and dinner. The Duchess asked that a tray of tea, bread and butter (some time earlier, the Earl of Sandwich had had the idea of putting a filling between two slices of bread) and cake be brought to her room during the late afternoon. This became a habit of hers and she began inviting friends to join her.



This pause for tea became a fashionable social event. During the 1880's **upper-class** and society women would change into long gowns, gloves and hats for their afternoon tea which was usually served in the drawing room between four and five o'clock.

Traditional afternoon tea consists of a selection of **dainty** sandwiches (including of course thinly sliced cucumber sandwiches), scones served with clotted cream and preserves. Cakes and pastries are also served. Tea grown in India or Ceylon is poured from silver tea pots into delicate bone china cups.



Glossary

upper-class: (n.) a social group consisting of the people who have the highest social rank and who are usually rich.

dainty: (adj.) small, delicate, and often moving in a careful way.

Nowadays however, in the average suburban home, afternoon tea is likely to be just a biscuit or small cake and a mug of tea, usually produced using a teabag. Sacrilege!

To experience the best of the afternoon tea tradition, **indulge** yourself with a trip to one of London's finest hotels or visit a quaint tearoom in the west country. The Devonshire Cream Tea is famous worldwide and consists of scones, strawberry jam and the vital ingredient, Devon clotted cream, as well as cups of hot sweet tea served in china teacups. Many of the other counties in England's west-country also claim the best cream teas: Dorset, Cornwall and Somerset.

There is a wide selection of hotels in London offering the quintessential afternoon tea experience. Hotels offering traditional afternoon tea include Claridges, the Dorchester, the Ritz and the Savoy, as well as Harrods and Fortnum and Mason. A very nice afternoon can also be enjoyed at MarksandSpencers restaurants.

How to prepare English Afternoon Tea

Top Dos

1. **Make sure you have all the necessary items.** Napkins, a tea pot (better to have two, see below), cups, saucers and a serving tray with at least two levels on which to display the sweet and savory snacks. The napkins will be smaller than usual, and should be opened fully and spread out on the lap when the tea is served.
2. **Heat the water.** The tea pot should always be warmed (rinsing it out with hot water), which ensures that the porcelain (often called "China" as that's where the porcelain first originated) doesn't undergo a "shock" when the boiling water is poured into it, which may lead to cracking.
3. **Add the tea leaves.** Calculate a teaspoon of leaves for each guest, plus one more "for the pot". The boiling water should be poured straight over the leaves. If you place the tea leaves directly in the pot, you'll need to use a filter over each cup. If instead, you don't want the leaves to keep infusing in the hot water, you should use a tea "ball". Infusion times vary from 3 to 5 minutes.
4. **Milk or lemon?** Most Brits take tea with milk, a habit that originated from the fact that a drop of cold milk in the teacup prevented the dark, boiling tea to crack or stain the delicate porcelain. With today's cups, you can safely pour the milk in afterwards. Sugar should be present in cubes or crystals, white and dark, and you should also provide honey or sweeteners.
6. **Etiquette.** The host or hostess can share the job of pouring the tea with close friends, but he or she should always pour the first cup. Good form dictates that the plate should be raised with the left hand, while the teacup should be held with the right hand. And watch those pinky fingers: they should be aligned with the other fingers.

Glossary

indulge: (v.) to allow yourself or another person to have something enjoyable.

The Don'ts

1. Don't use tea bags instead of loose tea
2. Don't pour water when it's **scalding**. The leaves will be burned and the flavor, ruined.
3. Don't let the tea infuse for too long in the teapot. For all the perfect infusion times, see the chart at the bottom of the page. Otherwise, the aroma will be compromised.
4. Don't stir the tea when it's in the teapot or the cup. Place the teaspoon at the "6 o'clock" position, and then gently move it to the "12 o'clock" position a couple of times. When done, place the teaspoon on the right side of the saucer.
5. Don't take the sugar cubes with your fingers. Use the special sugar tongs.
6. Don't lift your pinky finger when you raise the teacup.
7. Don't leave the slice of lemon in the cup as you sip your tea. It should be removed beforehand.
8. Don't prepare the sandwiches too far in advance 30 minutes is enough time: if you prepare them earlier they'll look old and **wilted**.

Glossary

scalding: (adj.) extremely hot.

wilt: (adj.) not a very good or fresh look.

Unit 2

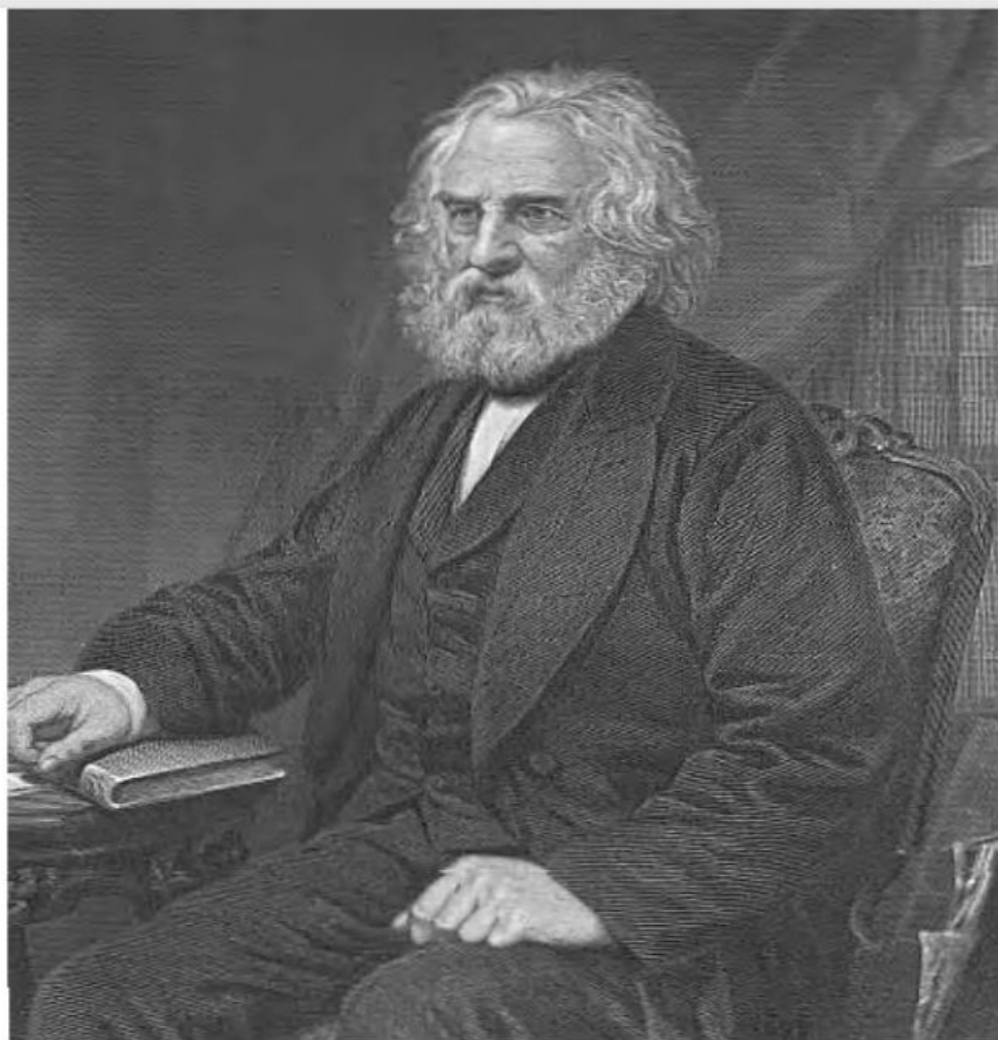
Hiawatha's Childhood

by Henry Wadsworth Longfellow



43





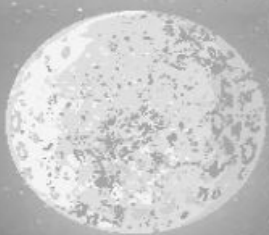
https://upload.wikimedia.org/wikipedia/commons/9/93/Henry_Wadsworth_Longfellow_1873_%28sitting%29.jpg

The Song of Hiawatha is an 1855 epic poem by Henry Wadsworth Longfellow that features Native American characters. The epic relates the fictional adventures of an Ojibwe warrior named Hiawatha and the tragedy of his love for Minnehaha, a Dakota woman. Events in the story are set on the south shore of Lake Superior. Longfellow's poem, though based on native oral traditions surrounding the figure of Manabozho, represents not a work of transmission but an original work of American Romantic literature.

Nokomis is another important character in the story. According to the poem, Nokomis bears a daughter, Wenonah. Despite Nokomis' warnings, Wenonah allows herself to be seduced by the West-Wind, Mudjekeewis, Abandoned by the heartless Mudjekeewis, Wenonah dies in childbirth, leaving Hiawatha to be raised by Nokomis.



By the shores of Gitche Gumee,
By the shining Big-Sea-Water,
Stood the **wigwam** of Nokomis,
Daughter of the Moon, Nokomis.
Dark behind it rose the forest,
Rose the black and **gloomy** pine-trees,
Rose the firs with cones upon them;
Bright before it beat the water,
Beat the clear and sunny water,
Beat the shining Big-Sea-Water.



Glossary

wigwam: (n.) a rounded structure made from a frame of poles covered with materials such as grass, cloth, or animal skins, lived in by Native Americans.

gloomy: (adj.) hopeless.

Glossary

cradle: (n.) baby bed.

There the wrinkled old Nokomis
Nursed the little Hiawatha,
Rocked him in his linden **cradle**,
Bedded soft in moss and rushes,
Safely bound with reindeer sinews;
Stilled his fretful wail by saying,
“Hush! the Naked Bear will hear thee!”
Lulled him into slumber, singing,
“Ewa-yea! my little owlet!
Who is this, that lights the wigwam?
With his great eyes lights the wigwam?
Ewa-yea! my little owlet!”



Many things Nokomis taught him
Of the stars that shine in heaven;
Showed him Ishkoodah, the comet,
Ishkoodah, with fiery **tresses**;
Showed the Death-Dance of the spirits,
Warriors with their plumes and war-clubs,
Flaring far away to northward
In the frosty nights of Winter;
Showed the broad white road in heaven,
Pathway of the ghosts, the shadows,
Running straight across the heavens,
Crowded with the ghosts, the shadows.



Glossary

tresses: (n.) long hair.

At the door on summer evenings
Sat the little Hiawatha;
Heard the whispering of the pine-trees,
Heard the lapping of the waters,
Sounds of music, words of wonder;
'Minne-wawa!' said the Pine-trees,
Mudway-aushka!' said the water.
Saw the fire-fly, Wah-wah-taysee,
Flitting through the dusk of evening,
With the twinkle of its candle
Lighting up the **brakes** and bushes,



Glossary

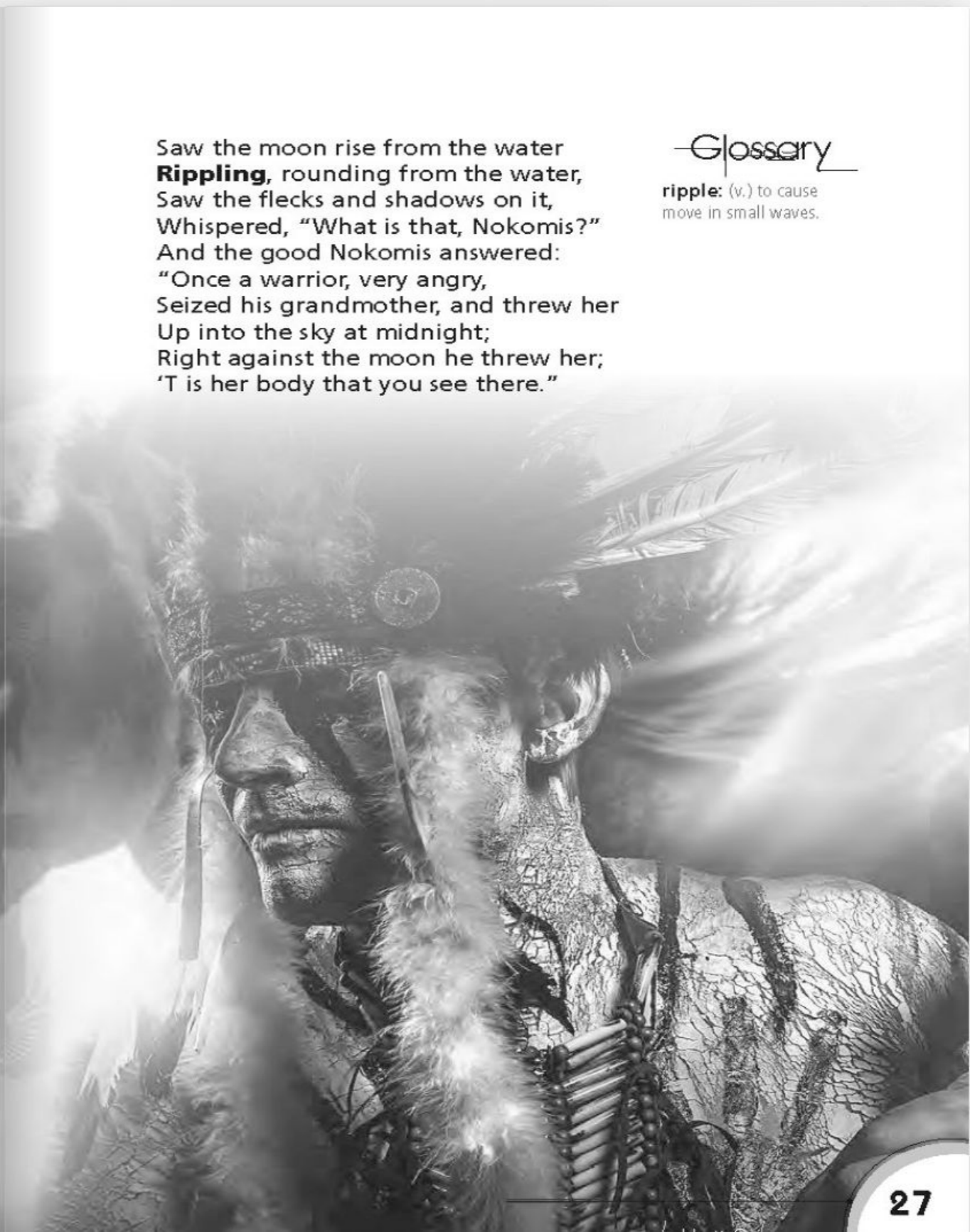
brake: (n.) land
overgrown usually with
one kind of plant.

And he sang the song of children,
Sang the song Nokomis taught him:
“Wah-wah-taysee, little fire-fly,
Little, flitting, white-fire insect,
Little, dancing, white-fire creature,
Light me with your little candle,
Ere upon my bed I lay me,
Ere in sleep I close my eyelids!”

Saw the moon rise from the water
Rippling, rounding from the water,
Saw the flecks and shadows on it,
Whispered, “What is that, Nokomis?”
And the good Nokomis answered:
“Once a warrior, very angry,
Seized his grandmother, and threw her
Up into the sky at midnight;
Right against the moon he threw her;
‘T is her body that you see there.”

Glossary

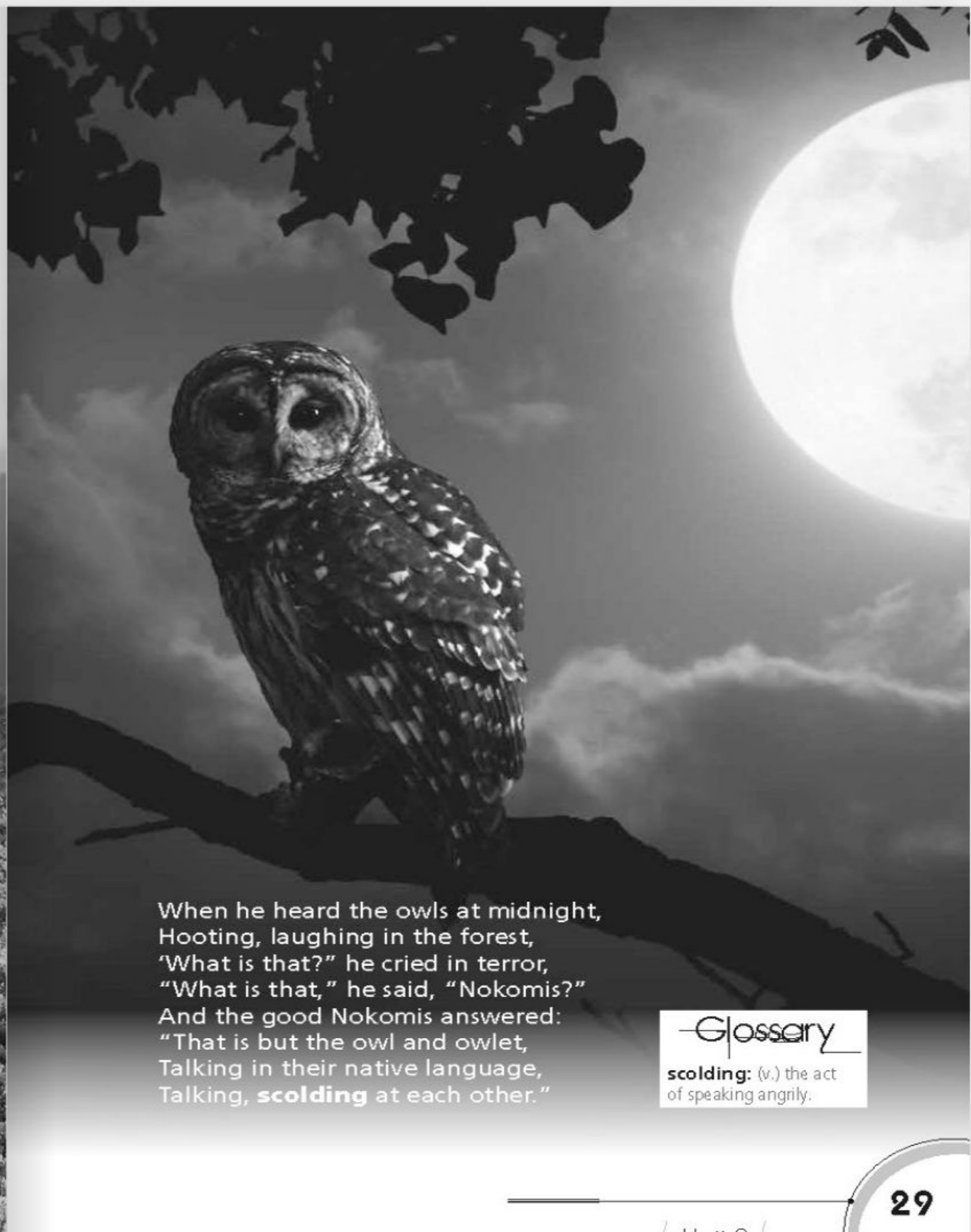
ripple: (v.) to cause
move in small waves.



Saw the rainbow in the heaven,
In the eastern sky, the rainbow,
Whispered, "What is that, Nokomis?"
And the good Nokomis answered:
"T is the heaven of flowers you see there;
All the wild-flowers of the forest,
All the lilies of the **prairie**,
When on earth they fade and perish,
Blossom in that heaven above us."

-Glossary

prairie: (n.) a wide area of flat land, covered with grass.



When he heard the owls at midnight,
Hooting, laughing in the forest,
"What is that?" he cried in terror,
"What is that," he said, "Nokomis?"
And the good Nokomis answered:
"That is but the owl and owlet,
Talking in their native language,
Talking, **scolding** at each other."

-Glossary

scolding: (v.) the act of speaking angrily.

Then the little Hiawatha
Learned of every bird its language,
Learned their names and all their secrets,
How they built their nests in Summer,
Where they hid themselves in Winter,
Talked with them whene'er he met them,
Called them "Hiawatha's Chickens."



Of all beasts he learned the language,
Learned their names and all their secrets,
How the beavers built their **lodges**,
Where the squirrels hid their **acorns**,
How the reindeer ran so swiftly,
Why the rabbit was so timid,
Talked with them whene'er he met them,
Called them "Hiawatha's Brothers."

Glossary

lodge: (n.) the place where a beaver lives.

acorns: (n.) an oval nut that grows on an oak tree.



In the following verses of the poem, Hiawatha has childhood adventures, falls in love with Minnehaha, slays the evil magician Pearl-Feather, invents written language, discovers corn and other episodes. Minnehaha dies in a severe winter.

The poem closes with the approach of a birch canoe to Hiawatha's village, containing "the Priest of Prayer, the Pale-face." Hiawatha welcomes him **joyously**; and the "Black-Robe chief" brings word of Jesus Christ. Hiawatha and the chiefs accept the Christian message. Hiawatha bids farewell to Nokomis, the warriors, and the young men, giving them this charge: "But my guests I leave behind me/ Listen to their words of wisdom,/ Listen to the truth they tell you." Having **endorsed** the Christian missionaries, he launches his canoe for the last time westward toward the sunset and departs forever.

Glossary

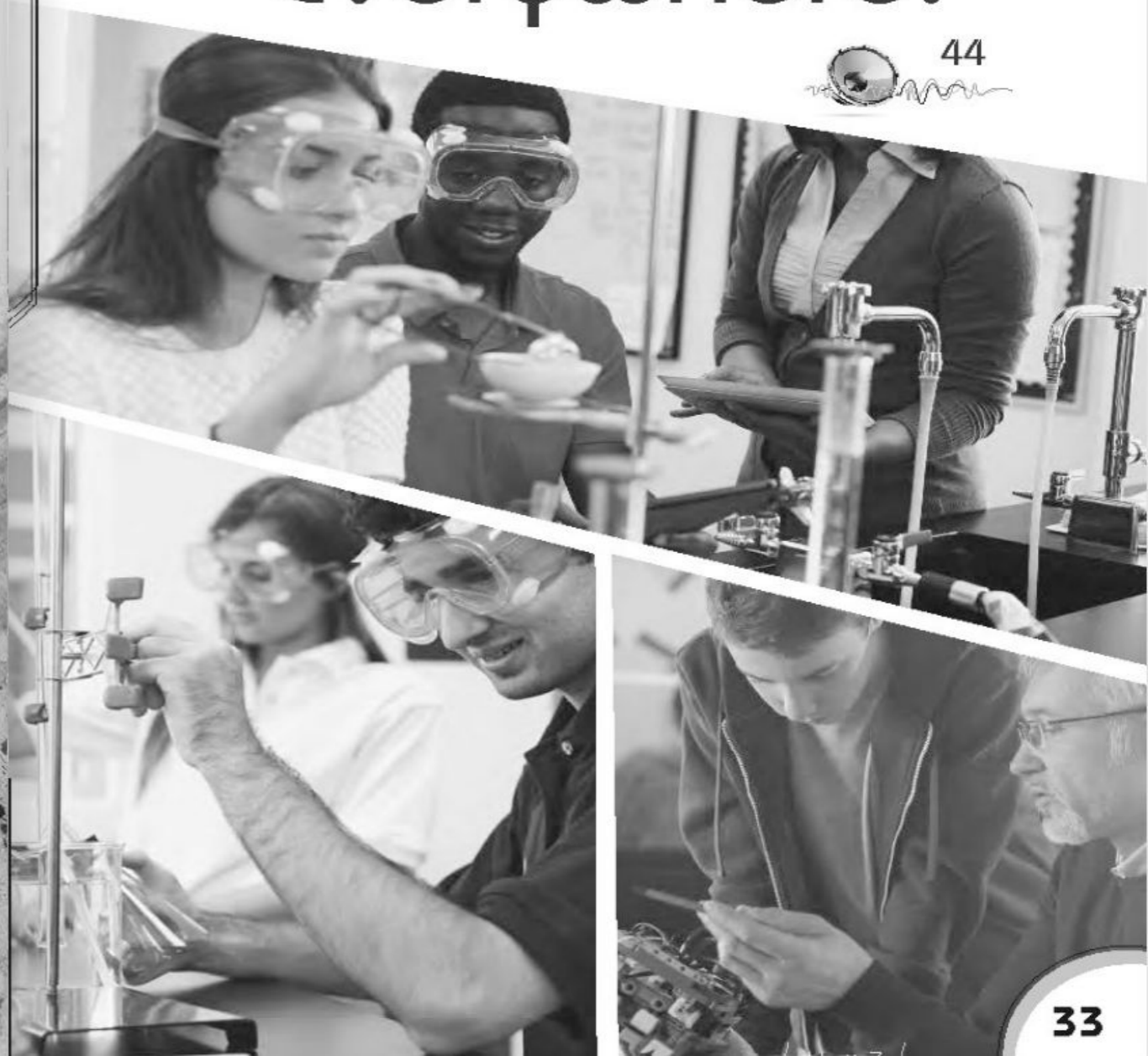
joyously: (adv.) in a very happy way.

endorse: (v.) to make a public statement of your approval or support for something or someone.

Beats!

Unit 3

Science Everywhere!



On these pages you will read about interesting and simple science demonstrations you can do at home with your friends, like making a zip bag explode, or building an electric motor. There is a difference between a science demonstration and a science experiment. The latter one is done to compare results, for example, you ask a question, such as *"What fertilizer is the best?"* and then perform different experiments to get the answer.

A scientific method is always required to reach an answer or solve a problem. The following are the different stages in the method:

1. Purpose / Question – This is the first step, to ask yourself a question you want to find the answer to, such as: How does the color of light bulbs affect the growth of plants? or Are artificial sweeteners as sweet as real sugar?
2. Research – Now you find as much information as possible about the question you asked before actually experimenting. You can ask your science teacher, surf the web, and look for information in books and encyclopedias.
3. Hypothesis - Once you have researched, formulate your hypothesis, for example: "If I (do X) then will (Y happen)?"
4. Experiment – Now you are ready to truly experiment. First you have to think of a procedure to test your hypothesis and once you carry it out, you have to write down exactly what you did in each step of the experiment.
5. Analysis – Record all the information related to what happened while you performed the experiment, it will be the data.
6. Conclusion – Go over the data to verify if your hypothesis is correct, or if you were wrong.

The Exploding Lunch Bag

Materials

- › one small zip-lock bag
- › 3 teaspoons of baking soda
- › ¼ cup of warm water
- › ½ cup of vinegar
- › measuring cap
- › a tissue

Procedure

1. First, put the water into the bag. It must be quite warm.
2. Then, add the vinegar to the water.
3. Next, put the **baking soda** in the middle of the **tissue**.
4. After that, fold the tissue around the baking soda to wrap it up.
5. Then, you will have to be quick to do the following: zip the bag partially, leaving enough space to add the baking soda packet. Put the tissue into the bag and zip the bag completely closed. Do this fast.
6. Finally, put the bag in a **sink** or on the ground (outside) and step back! The bag will start to expand and then ...explode!

Glossary

tissue: (n.) soft paper used for cleaning.

baking soda: (n.) a white powder used to make foods rise when they are baked.

sink: (n.) a bowl attached to the wall in a kitchen or bathroom in which you wash your hands, dishes, etc.





BANG

The baking soda and the vinegar mix. The purpose of the tissue is only to allow you some time to zip the bag shut. Once they mix, an acid-base reaction is produced, and the two chemicals create a gas called carbon dioxide. As gasses need a lot of space, once the carbon dioxide has filled the bag, it still needs more space, so it produces an explosion.

Turn this demonstration into an experiment, by formulating one of the following hypotheses:

Will different temperature water affect how fast the bag inflates?

Which size bag creates the fastest **pop**?

If I change the amount of baking soda, how will the reaction change?

A Tabletop Hovercraft

Materials

- > an old CD or DVD disc
- > a 9" balloon
- > a pop-top cap from a liquid soap bottle or a water bottle
- > hot glue

Glossary

pop: (n.) a short, sharp sound like something exploding.

Procedure

1. Cover the center hole of the CD with a piece of tape and make 6 holes in the tape with a small nail. The purpose of the holes is to slow down the flow of air for your hovercraft to hover longer.
2. Glue the cap to the center of the disc with the hot glue.
3. Blow up the balloon and **pinch** its neck, don't tie it.
4. Make sure the pop-top is closed and fit the neck of the balloon over the pop-up portion of the cap.
5. Put the craft on a smooth surface and open the pop-top.

Explanation

The air flow made by the balloon causes a **cushion of moving air** between the disc and the surface. This makes the CD go up and reduces the friction making the disc hover freely.

Turn it into an experiment. Answer the following questions.

1. Does a helium balloon work better than an air balloon?
2. Does the size of the disc affect the performance of the hovercraft?
3. Does the size of the balloon affect the CD's ability to hover?



Glossary

pinch: (v.) to press something strongly between a finger and a thumb.

cushion of air: (n.) a layer of air often used to support a machine or vehicle.

How to make a simple electric motor

Electric energy can be converted into mechanical energy, by machines called electric motors. They work due to electromagnetic interactions: the interaction of current (the flow of electrons) and a magnetic field.

Materials

- › D battery
- › insulated 22G wire
- › 2 large-eyed, long metal sewing needles
- › modeling clay
- › electrical tape
- › knife
- › small circular magnet
- › marker

Procedure

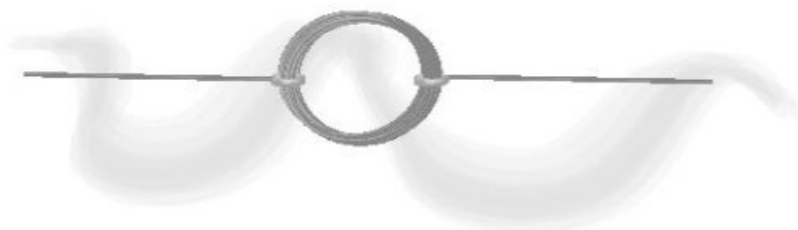
1. Start in the center of the wire and **wrap it tightly around** the marker 30 times.
Then slide it off the marker.
2. Wrap each loose end of the wire around the coil a few times to hold it securely. Make sure both ends of the wire are directly opposite each other on the **coil**.
3. Use the knife to remove the top half of the wire insulation on each free end of the coil. Make sure the exposed wire is facing the same direction on both sides.

Glossary

wrap something around:

(v.) to hold something tightly.

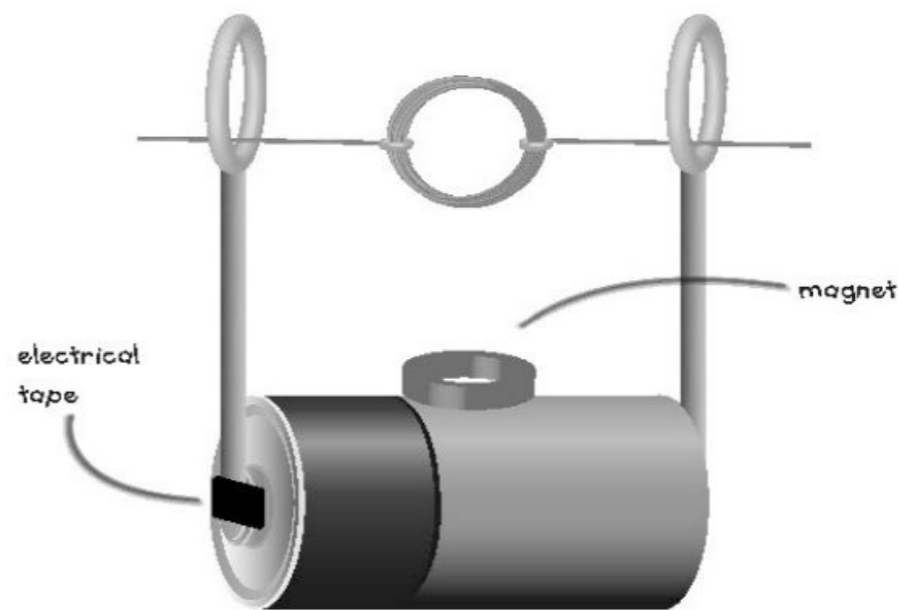
coil: (n.) a twisted length of wire through which an electric current travels.



4. Thread each loose end of the wire coil through the eye of a needle. Don't bend the wire ends.
5. Stick some modeling clay on either side of the battery so that it doesn't move.
6. Cover the sharp points of the needles with a little bit of modeling clay.
7. Place the needles upright and make the side of each needle touch one terminal of the battery.
8. Secure the needles with electrical tape to the ends of the battery. The coil should hang above the battery.
9. Tape the small magnet to the battery, so that it is just under the coil. See how your coil **spins!**

Glossary

spin: (v.) to turn around and around, especially fast.



Explanation

The metal, needles, and wire form a closed loop circuit that can transport current. Current flows from the negative terminal of the battery, through the circuit, and to the positive terminal of the battery. Current in a closed loop also creates its own magnetic field, which you can determine by the "Right Hand Rule." Making a "thumbs up" sign with your right hand, the thumb points in the direction of the current, and the curve of the fingers show which way the magnetic field is oriented.

Here current flows through the coil, which is the armature of the motor. This current induces a magnetic field in the coil, and that's why the coil spins.

Magnets have two poles, north and south. North-south interactions stick together, As the magnetic field created by the current in the wire is not perpendicular to the magnet taped to the battery, some part of the wire's magnetic field will repel and cause the coil to continue to spin.

The insulation was removed from a part of the wire to periodically break the circuit and to make it pulses on and off in time with the rotation of the coil.

The coil will continue to spin until the battery is dead.

Turn this demonstration into a real experiment answering the following questions.

1. What would happen with a bigger magnet?
2. What effect would cause a bigger battery?
3. What about a thicker wire?

Desalinization

Materials

- | | | |
|-------------|-----------------|------------|
| > bowl | > water | > tinfoil |
| > large pot | > spoon | > ice |
| > salt | > boil safe mug | > stovetop |

1. Mix salt into a big bowl of warm water. Keep adding salt and stirring until there is some salt left on the bottom of the bowl which will not dissolve.
2. Pour the saltwater into a large pot on the stove.
3. Place the boil safe mug inside the pot.
4. Cover the pot with tinfoil sealing the edges. Leave a slightly lower point in the middle, where you will place some ice cubes.
5. Turn the stove on and boil the water.
6. When the water starts boiling, set it on low medium heat to keep it simmering
7. Let simmer for about 10 minutes or until de ice cubes melt.
8. Turn off the heat and let the water cool for half an hour.
9. Remove the tinfoil. Now there is water inside the boil safe mug and a lot less water in the pot. Try the "evaporated water" in the safe mug by dipping a finger in it. Then try the water remaining in the pot, you will notice this one is really salty.



Testing water density

Materials

- > two test tubes or small containers
 - > eyedropper
 - > food coloring (two colors)
 - > two jars
 - > two small potatoes
1. Add a bit of food coloring to each type of water (the one in the safe container and the one in the pot). Use two different colors.
 2. Add a bit of saltwater to a test tube. Then using the eyedropper, add some of the water from the safe mug to the test tube, one drop at a time. You will notice that the **freshwater** layers on top of the saltwater.
 3. Try putting the fresh water from the mug first in a test tube, then add like you did before, drop by drop of saltwater. Now both types of water mix completely.
 4. Continue testing the density by putting a small potato inside a jar with freshwater and another one in a jar with saltwater. The potato **sinks** in the freshwater, but floats in the saltwater.

Explanation

When you boil saltwater it creates **steam**, that is water in gas form, which rises during the boiling process and escapes into the air, but as the pot was covered the steam was kept inside. The ice makes the steam cool fast and directs the cooled water into the mug.

The salt is left in the original water in the pot, but it becomes more concentrated as molecules of H_2O escape through evaporation.

As freshwater is lighter or less dense than saltwater, it will remain on top of the saltwater in the test tube. When you put freshwater first and then saltwater, as it is heavier it will go to the bottom and mix immediately with the freshwater.

The high density of saltwater makes the potato float. That is why it is easier to float in the ocean than at the pool.

Glossary

steam: (n.) the hot gas that is produced when water boils.

Glossary

freshwater: (n.) water that is not salty

sink: (v.) to go down below the surface or to the bottom of a liquid



Glossary

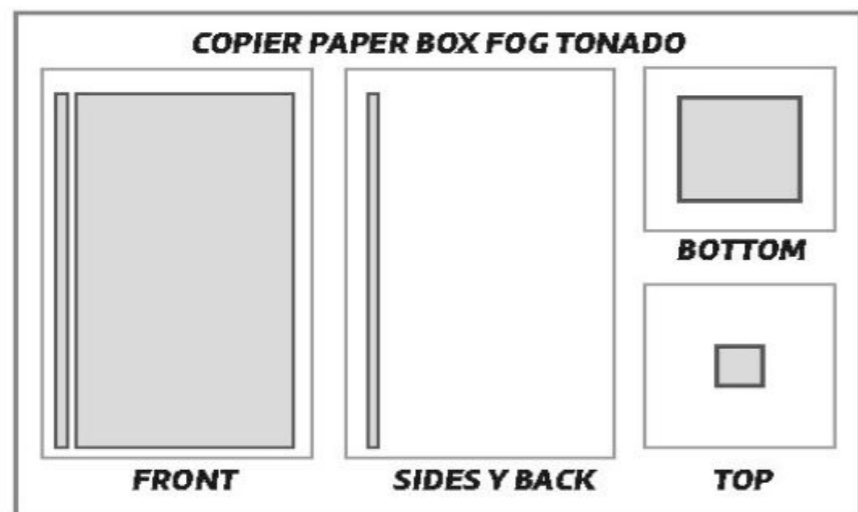
lid: (n.) a cover on a container, that can be lifted up or removed.

A Fog Tornado

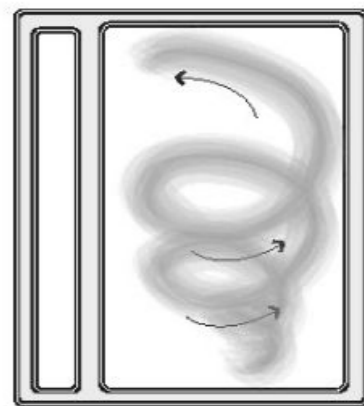
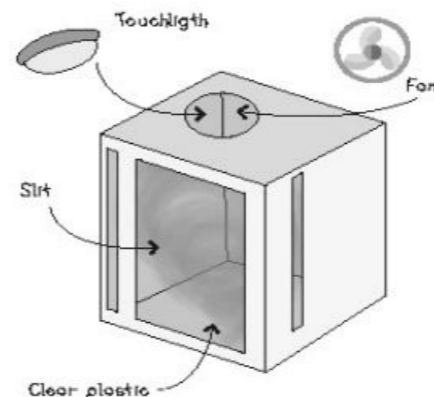
- > a shoe box with **lid**
- > a small 12-volt computer fan
- > a piece of clear plastic 25cm x 43 cm, or clear plastic food wrap
- > a small plastic food container
- > dry ice
- > black paint
- > 9-volt battery
- > battery powered tap light (optional)

Instructions

1. Cut the box according to the diagram below, cutting away the areas marked in gray. The opening at the top should be a bit smaller than your fan. The one at the bottom, should be bigger than the plastic food container.



2. Paint the inside of the box with black paint and let it dry.
3. Tape or glue the clear piece of plastic in the large window on the front. Keep the **slot** open so air can flow through it.
4. Attach the tap-light to the inside of the top of the tornado box, near the fan opening.
5. Turn on the battery powered light and power up the fan. Place it on top of the **chamber** with the breeze blowing up.
6. Create fog by putting some small pieces of dry ice and some warm water into the food container. Dry ice is dangerous. Always wear thick gloves to handle it and wear safety goggles.
7. Put your tornado chamber over the container and watch the **vortex** currents work.



Glossary

slot: (n.) a long, narrow hole.

chamber: (n.) a closed space in a machine, plant, or body.

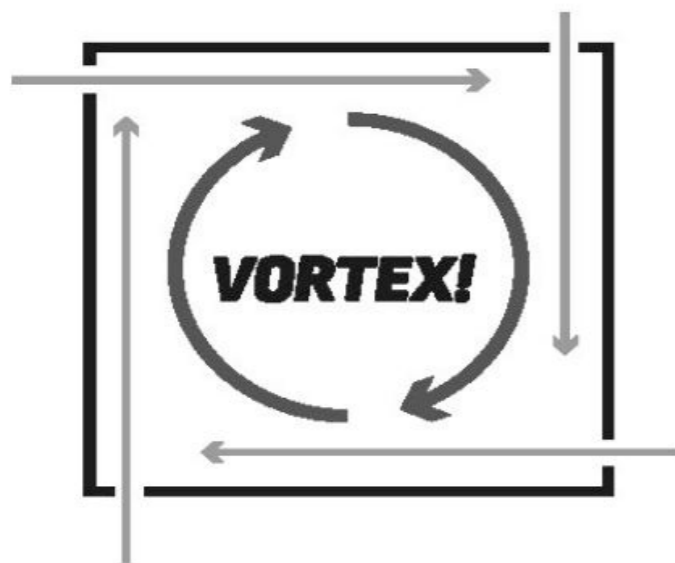
vortex: (n.) mass of air that spins around very fast and pulls objects into its empty center.

Explanation

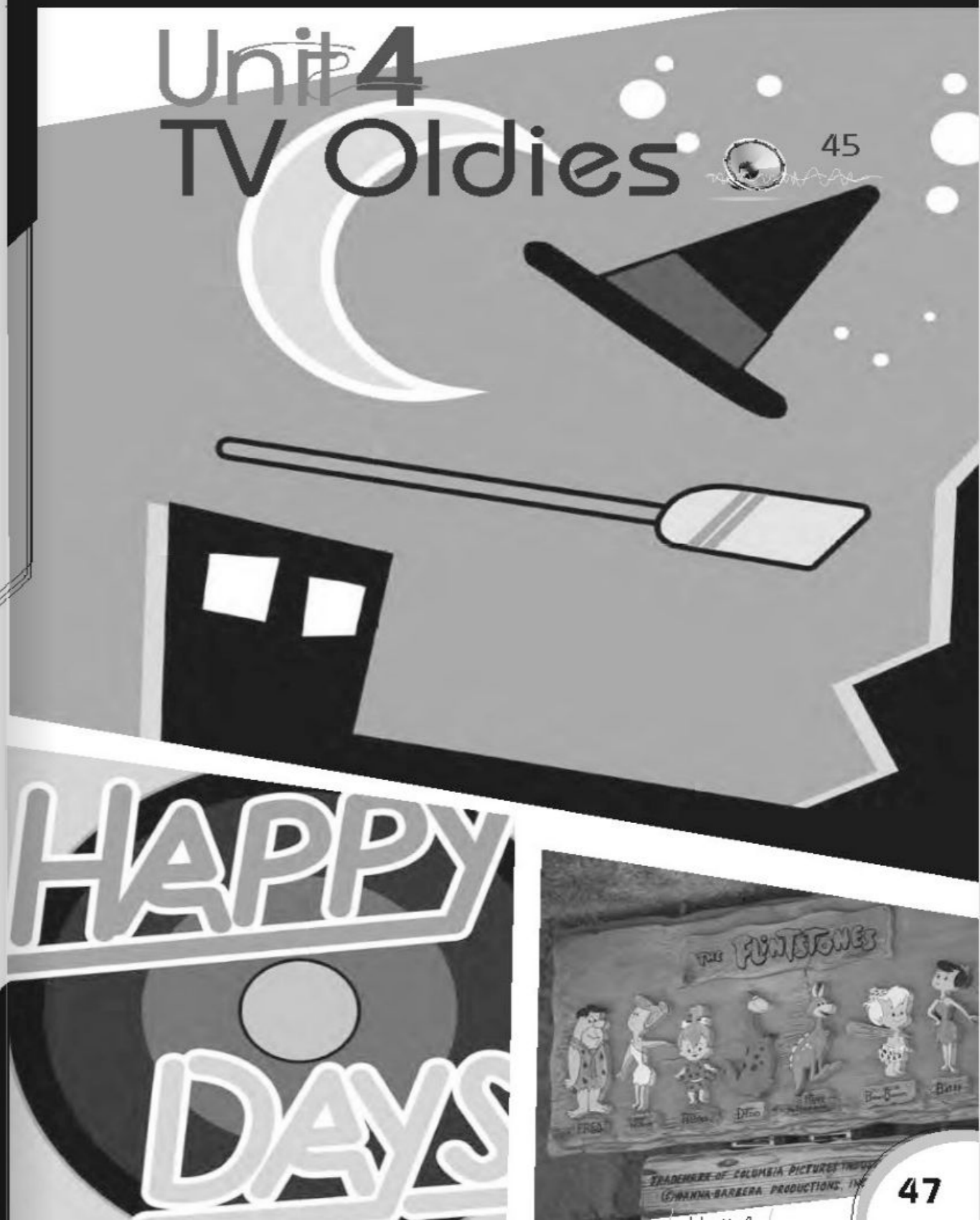
The fan forces air out of the chamber and, at the same time, air from outside the box is forced in through the slots. Because of the position of the slots, the incoming air creates a vortex (spiral) of air as it is pushed up and out of the box. Real tornados use updrafts and wind from different directions at different heights.

Turn this demonstration into an experiment. Answer these questions.

1. Can you control the shape of a tornado if you cover parts of the slots?
2. Can the shape of the tornado be changed by a faster or more powerful fan?
3. What happens when you use a bigger box?



Unit 4 TV Oldies





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Hi. My name is Paul Connors. I'm passionate about old TV programs in English and I'm sure many people like me sometimes feel nostalgic about TV programs they used to watch and enjoy. Would like to join me in making comments and **reviving** some of the feelings they generated? Even young people today, I'm sure would love to read and learn about what people used to watch in the past just in the same way as they like to learn about the music past rock and pop stars played. In this blog I will be posting reviews of some of my favorite programs and invite TV oldie lovers to do the same and share the emotions and feelings for their favorite programs. I will also post and if possible exchange ideas and information about where these oldies can be found and seen today. Will you join me in this **venture**?

follow me



Glossary

revive: (v.) to remember and bring back memories.

venture: (n.) an activity or plan of action.

appreciations



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In my first post I would like to talk about a **sitcom** I loved when I was a teenager, called *Happy Days*. It is set in the late 1950s, early 1960's, in Milwaukee and depicts the glory days of rock & roll and American cars. *Happy Days* tells the story of the Cunningham family: Howard, Marion and their two children Richie and Joanie. Howard owns a hardware store. Richie, the main character in the series, is a Jefferson High School student who usually hangs out with friends, Potsie and Ralph, at Arnold's Drive-In. Richie forms a close friendship with "The Fonz," (for me the best character in the series), a high school **dropout** who later secretly attends night school and obtains his diploma. He is the Cunningham's upstairs tenant. He wears a black leather jacket, has greasy hair, and spends his days fixing cars and riding his motorcycle. "The Fonz" gives Richie advice on just about everything including girls and throughout the series he serves as defender and protector of Richie, Ralph, and Potsie whenever they are confronted by various bullies. Various episodes indicate that Fonzie has extensive martial arts training. Even opponents larger than him are shown to back down from confrontations.



Glossary

sitcom: (n.) a funny television series.

dropout: (n.) a person who leaves school, college, or university before finishing it.



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I'm sure that if you ever watch the series, you'll love the characters and will laugh a lot. Two famous anecdotes about the series are as follows: one day after the show became successful, Garry Marshall (the producer of the series) was approached and asked if the show could do anything that would help convince kids to read. In one episode, the Fonz decided that he would go to the library and check out a book, despite his reputation. (Said the Fonz, "Everybody is allowed to read.") That week, registration for library cards went up 500 percent. Then in the final episode, was when Tom Bosley (Richie's father, Howard Cunningham) stepped out of character and turned to the camera thanking the viewers for being part of the Cunningham family for the many years the show had been on. It was really **touching**.

follow me



Glossary

touching: (adj.)
making you feel
sadness, sympathy, etc.

appreciations



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Hi! My name is Melissa Randall and I would like to start my post by saying that I also used to watch *Happy Days* and loved the series. You felt immediately identified with the characters as they experienced the same emotions and conflicts I suppose most teens do. I loved "The Fonz" who behind his tough and rebel appearance longed to have a family and adopted the Cunningham family as his.

Today I would like to talk about an animated television cartoon that **delighted** millions of people around the world during the 1960's. I'm referring to *The Flintstones*. The series featured two Stone Age families, the Flintstones and their neighbors, the Rubbles. Much of the humor was based on its comic **portrayals** of modern conveniences, reinterpreted using Stone Age 'technology.' Most notably were their cars, complete with absence of floorboards to allow them to be 'foot-powered.' The plots deliberately resemble the sitcoms of the time, with the caveman Flintstone and Rubble families getting into minor conflicts characteristic of modern life. In this fantasy version of the past, dinosaurs and other long-extinct animals co-exist with cavemen, saber-toothed cats, and woolly mammoths.



Glossary

delight: (n.) something
or someone that
gives great pleasure,
satisfaction, or happiness.

portrayal: (n.) the
way that someone or
something is described
or represented.



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The Characters were all fantastic! Whenever I think of them I cannot help smiling.

Fred Flintstone is the main character of the series. Fred is an accident-prone bronto-crane operator at the Slate Rock and Gravel Company and the head of the Flintstone family. He is quick to anger (usually over trivial matters), but is a very loving husband and father. He is also good at bowling and is a member of the fictional "Loyal Order of Water Buffaloes," a men-only club paralleling real-life fraternities such as the Loyal Order of Moose. His famous **catchphrase** is "Yabba Dabba Doo!"

Wilma Flintstone is Fred's wife and Pebbles' mother. She is more intelligent and level-headed than her husband, though she often has a habit of spending money (with Betty her neighbor).

Pebbles Flintstone is the Flintstones' infant daughter, who is born near the end of the third season.

Dino is the Flintstones' pet dinosaur that acts like a dog. A running gag in the series involves Fred coming home from work and Dino getting excited and knocking him down and licking his face repeatedly.

Baby Puss is the Flintstones' pet saber-toothed cat, which is rarely seen in the actual series, but is always seen throwing Fred out of the house during the end credits, causing Fred to pound repeatedly on the front door and yell "Wilma!", waking the whole neighborhood in the process.

Glossary

catchphrase: (n.) a phrase that is often repeated and becomes connected with a particular organization, product or person.



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Barney Rubble is the secondary main character and Fred's best friend and next-door neighbor. His occupation is, for the most part of the series, unknown, though later episodes depict him working in the same **quarry** as Fred. He shares many of Fred's interests such as bowling and golf, and is also a member of the "Loyal Order of Water Buffaloes". Though Fred and Barney frequently get into feuds with one another (usually due to Fred's short temper), their deep fraternal bond remains evident.

Betty Rubble is Barney's wife and Wilma's best friend. Like Wilma, she, too, is slightly more intelligent than her husband and has a habit of spending money.

Bamm-Bamm Rubble is the Rubbles' strong adopted son, whom they adopt during the fourth season; his name comes from the only phrase he ever speaks as a baby: "Bamm, Bamm!"

Hoppy is the Rubbles' pet hopparoo (a kangaroo/dinosaur combination creature), which they purchase in the beginning of the fifth season. When he first arrives, Dino and Fred mistake him for a giant mouse and are frightened of him, but they eventually become best friends after Hoppy gets help when they are in an accident. He babysits the kids as he takes them around in his **pouch**, which also serves as a shopping cart for Betty.

follow me



Glossary

quarry: (n.) a large artificial hole in the ground where stone, sand, etc. is dug for use as building material.

pouch: (n.) a pocket on the lower part of the body of some female animals in which their young are carried and protected after they are born.



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The success of this animated iconic series probably lies in the simplicity of the Flintstone and Rubble clans. Everyone on this planet is part Fred, Barney, Betty or Wilma at some time in their lives. Events depicted in each and every episode were things that everyone can, did and will continue to identify with. The show supported family values, decency, togetherness, love, friendship, clean living, laughter and it was environmentally aware, socially responsible and able STILL to reach children. I LOVED IT!



appreciations



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Hi everyone! My name is Joanna. I've been reading all your posts and loved them all. I am very happy to know that there are lots of people interested in reading and learning about old TV programs. I would like to talk about, in my opinion, an **outstanding** documentary series called Planet Earth narrated by David Attenborough (a British scientist), filmed over four years and across sixty-four different countries. It celebrates the fascinating diversity of the natural world, showcasing different ecologies and their unique inhabitants.

Each 50 minute episode **features** a global overview of a different biome or habitat on Earth (Polar, Mountain, Cave, Desert, Plains, Fresh Water, Seas, Ocean, Forest), and the last ten minutes of every episode takes a behind-the-scenes look at the challenges of filming the episode.

For the air shots, a special airborne camera was used with a 400mm lens that was able to zoom into single animals from a kilometer away without disturbing them.



appreciations



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Glossary

outstanding: (adj.) excellent.

feature: (v.) to include someone or something as an important part.



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The following is a **synopsis** of the contents of each episode.

- 1. From Pole to Pole.** The first episode illustrates a 'journey' around the globe and reveals the effect of gradual climatic change and seasonal transitions along the way. During Antarctica's winter, emperor penguins endure four months of darkness, with no food, in temperatures of -70°C (-94°F). Meanwhile, as spring arrives in the Arctic, polar bear cubs take their first steps into a world of rapidly thawing ice.
- 2. Mountains** - This episode gives you a tour of some of the many vast mountain ranges in the world, including the Andes and the Himalayas. It also shows the different animal species living in these mountainous environments, as well as footage of some of them doing things that have never been seen before.
- 3. Fresh Water** - Although only three percent of the Earth is fresh water, there is no lack of animals living in those particular habitats. Fresh water has shaped the Earth while carving **gorges**, valleys, and great waterfalls. In this episode, you can witness the unique presence of distinct animals such as crocodiles and otters.

appreciations



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Glossary

synopsis: (n.) a short description of the contents of something such as a film or book.

gorges: (n.) a deep, narrow valley with steep sides, usually formed by a river.



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- 4. Caves** - This episode introduces you to one of the most mysterious habitats in the world, where not many have ever been: caves. It is the only habitat not directly driven by sunlight. The episode shows you the many different, incredible creatures inhabiting them, including the various species of bats. Also introduces you to the different types of caves, from underground caves, to underwater caves.
- 5. Deserts** - This episode features the unique desert life on the planet, including animals that have to **withstand** lack of water. It also shows what these hardened creatures do in order to survive in such a barren environment.
- 6. Ice Worlds** - Zooming in on the frozen wastelands of the arctic and antarctic, Planet Earth takes a look at the various animals that live there, including polar bears and different types of penguins. It also shows you that like desert creatures, these animals have certain skills that are necessary for survival in such **harsh** climates. Except this time, it is for survival in some of the coldest areas in the world.

appreciations



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Glossary

withstand: (v.) to be strong enough without something.

harsh: (adj.) very difficult or cruel.



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7. **Great Plains** - This is an episode that introduces you to one of the largest land habitats on the planet which covers over a quarter of it, as well as animals that are some of world's largest. It also includes massive migrations and huge hunts made by some of the fierce predators that roam there.
8. **Jungles** - With incredible angles from high-definition cameras, this episode shows us the habitat which may only cover three percent of the planet's surface, but is home to more than half the species in the world, from how chimpanzees live, to the many different types of rare birds.
9. **Shallow Seas** - This episode follows certain creatures such as humpback whales in their journey for food in the shallow seas of the planet. It also takes a look at the teams of other aquatic life that live in these calm waters where sunlight reaches the seabed, including beautiful coral reefs.
10. **Seasonal Forests** - This episode takes you to the world of seasonal forests, where it shows you all sorts of different plant and animal species living there, from the enormous **sequoia** tree, to the nearly extinct Amur leopard. It also shows you that although the seasonal forests of the world may seem familiar to us, there are still many areas of it that are mostly unexplored.
11. **Ocean Deep** - There is much of the ocean that has never before been researched or explored, and this episode shows you some of that unexplored terrain, as well as some of the various aquatic life that live there.

If you like animals and nature I'm sure you'll love the series. But be prepared to suffer as I do when you see the hardships that some of the animals go through in order to survive.

Glossary

sequoia: (n.) a large Californian evergreen tree that never loses its leaves and can reach a height of more than 90 metres.



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Hi! My name's Karina. I'm a fan of this blog. I have watched most of your suggestions so far and I have not **regretted** a single one. On this occasion I would like to recommend a magical classic sitcom with delightful characters. It is called *Bewitched* and was the longest-running fantasy-themed sitcom of the 1960s-1970s. The young executive of an advertisement agency, Darrin Stephens marries a beautiful, lively woman, Samantha Stephens. In their honeymoon, Sam discloses a secret to him: she is a witch with magic powers. He makes her promise that she will live like a mortal, without using **witchcraft** and spells in their lives, but although Sam tries her best to oblige, the situations occurring in the course of the series some of them caused by Samantha's mother, invariably requires her to cast a few spells and chant a few incantations to get her husband or herself out of jams. Sam's 'bad witch' red headed mother Endora does everything by magic, detests her daughter's mere mortal husband Endora and makes everything possible to upset him. In the suburb of Morning Glory Circle, where they live, their snoopy next-door neighbor Gladys Kravitz suspects of Samantha, but can never prove the weird situations she sees to her husband Abner Kravitz. These parts of the series make it really hilarious.

follow me



Glossary

regret: (v.) to feel sorry about a situation, especially something sad or wrong or a mistake that you have made.

witchcraft: (n.) the activity of performing magic to help or harm other people.



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Now, why was *Bewitched* so successful among people of all ages? I think the appeal lies in several things. First, magic is a huge and fascinating **drawcard**. Wouldn't we all love to be able to make things appear and disappear with a twitch? It is also brilliant and magical to see the special effects being done nearly forty years ago without computers or complex editing machines. And of course the talent of the actors and the hilarious situations they engage in made the show one which I'm sure, families today will still enjoy watching.



appreciations



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Glossary

drawcard: (n.) a quality or feature that evokes interest or liking.

Unit 5

Real life enigmas



46





Eastern island statues

Eastern Island, or Rap Nui as its original inhabitants call it, is located 3,540 kilometers west of Chile. It has an area of 163 square kilometers. Its population is of Polynesian descent.

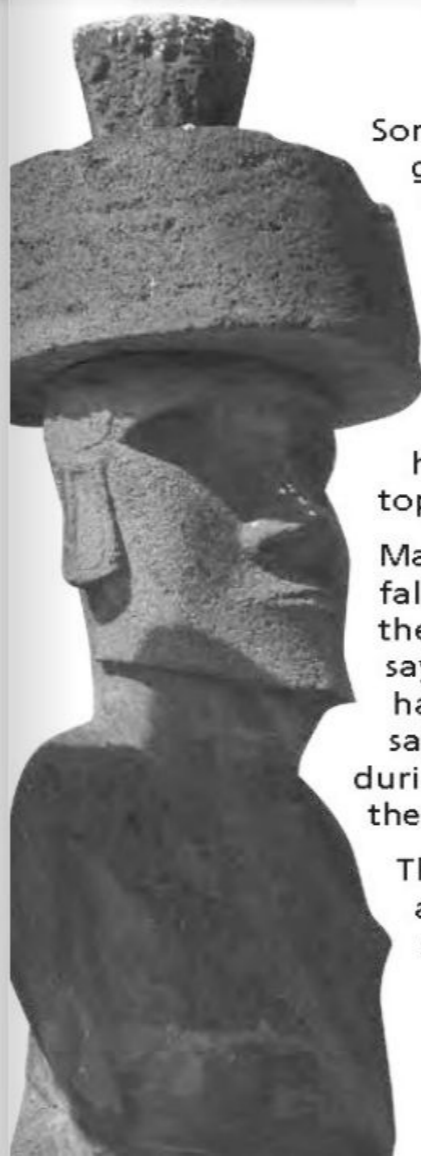
The first European to land on the island was the Dutch admiral Jacob Roggeveen in 1722. He said the population **worshipped** huge statues with fires. These gigantic statues called *moai*, of which there are more than 600, have made the island famous. According to scientists they may have represented the embodiment of powerful chiefs. They were quarried from a yellow-gray tuff in the crater walls of a volcano sometime between 1200 and 1500 CE. The great question of how they moved these statues from the **quarry** to their final location gave rise to many hypotheses. The latest theory says that they must have been moved in upright position by **jerk**ing them ahead with strong ropes, rocking them back and forth in a walking motion.

Glossary

worship: (v.) to show a strong feeling or respect and admiration for God.

quarry: (v.) to dig stone, etc. from a large artificial hole in the ground.

jerk: (v.) to make a short sudden movement.



Some of them have topknots that resemble giant red hats called *Pukao*. The material was sourced from a different quarry in another ancient volcano. These rocks were carved into a cylindrical shape and then rolled to the statue site. But, how did the islanders place them on top of the statue heads? The latest research says they may have used ropes to roll the hats up a ramp and then place them on top of the heads.

Many statues have **toppled** and fallen over. There are different theories about this. Some scientists say an earthquake activity may have toppled them, while others say that they could have been toppled during tribal wars as a way of humiliating the enemy.

There are still many unanswered questions and many theories about these statues, so the mystery continues.

Glossary

topple: (v.) lose balance and fall down.

The voids in the Great Pyramid of Giza

The Egyptian Great Pyramid of Giza is one of the wonders of the ancient world. It is 140 meters high and has three chambers: a subterranean one at the base of the pyramid, the Queen's chamber at the center and the King's chamber above.

In 2017, scientists discovered two mysterious **voids** hidden deep inside it.

Glossary

void: (n.) a large hole or empty space.

burial chamber: (n.) an enclosed space where dead bodies are kept.

One of these cavities is about 30 meters long and is located above the Grand Gallery, which is a corridor that leads to the **burial chamber** of the pharaoh Khufu who reigned from 2509 to 2483 BC. The smaller one, is located behind the north face of the pyramid and its length is unclear.

They were discovered by means of muon radiography, which uses cosmic rays to detect cavities in massive structures.



Four teams using different methods for spotting muons reached the same result: there are two voids inside the pyramid.

Although scientists say it is too early to speculate about its purpose, some Egyptologists have already elaborated different theories. As the big void aligns with the upper chambers, some suggest that it may have been an internal ramp used to move the massive roof blocks into place. Others say this void may have **relieved** weight on the roof of the grand gallery below. There are no plans to **drill** into the voids, but rather try to look into the space in a non-invasive manner to preserve the integrity of the pyramid. Scientists are developing robots that may be able to enter the smaller void and look inside by means of a camera.

Glossary

relieve: (v.) to free from a condition.

drill: (v.) to make a hole using a special tool.

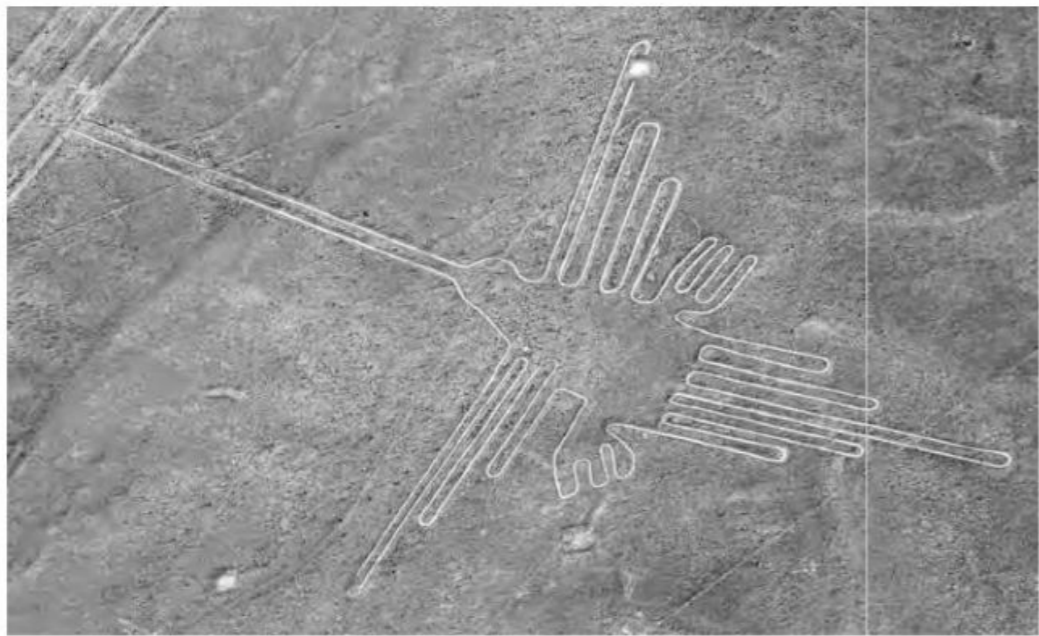


The Nasca lines

These lines were found over 200 miles southeast of Lima, in Peru, near the town of Nasca. There are about 800 straight lines, 300 geometric shapes and 70 animal and plant designs, called biomorphs all of which extend over an area of about 500 square km. These lines and designs were made by the Nasca people (200 BC -600 CE). They were discovered in the 1920s and their meaning remains a mystery.

Paul Kosok, an American historian, flew over the lines, also called glyphs, and realized one was in the shape of a bird. He studied the lines to discover how they might have been created and what their purpose was. He concluded that they may have been drawn for astronomical purposes.

María Reiche, a German mathematician and archaeologist, studied the lines for 40 years and agreed with Kosok, saying they could have represented a huge astronomical calendar and that the animal sketches might have been drawn after groupings of stars in the night sky.



But archaeologist Johan Reinhard published a book: *The Nasca Lines: A New Perspective on their Origin and Meanings*, where he says the glyphs may have led to places where rituals were performed to get water and fertility of crops, something that must have been very important to the Nasca people as this is a desert region. In fact, this very dry climate has preserved the glyphs well.

What has been apparently simple to discover is the way they were made. Joe Nickell, a Skeptic, reconstructed the glyphs using basic and simple instruments; a knotted rope, **stakes**, and T-square made from two pieces of wood. As to the why they were made, that stays a mystery.

Glossary

stake: (n.) a strong stick with a pointed end.



The Mary Celeste

Nobody knows what happened aboard the ship Mary Celeste. It was found abandoned on December 5, 1872, about 740 km away from the Azores, Portugal.

On November 7, 1872, the ship set sail from New York City with more than 1,700 barrels of alcohol to Genoa, Italy. Ten people were on board, including Captain Briggs, his wife, and their two-year old daughter.

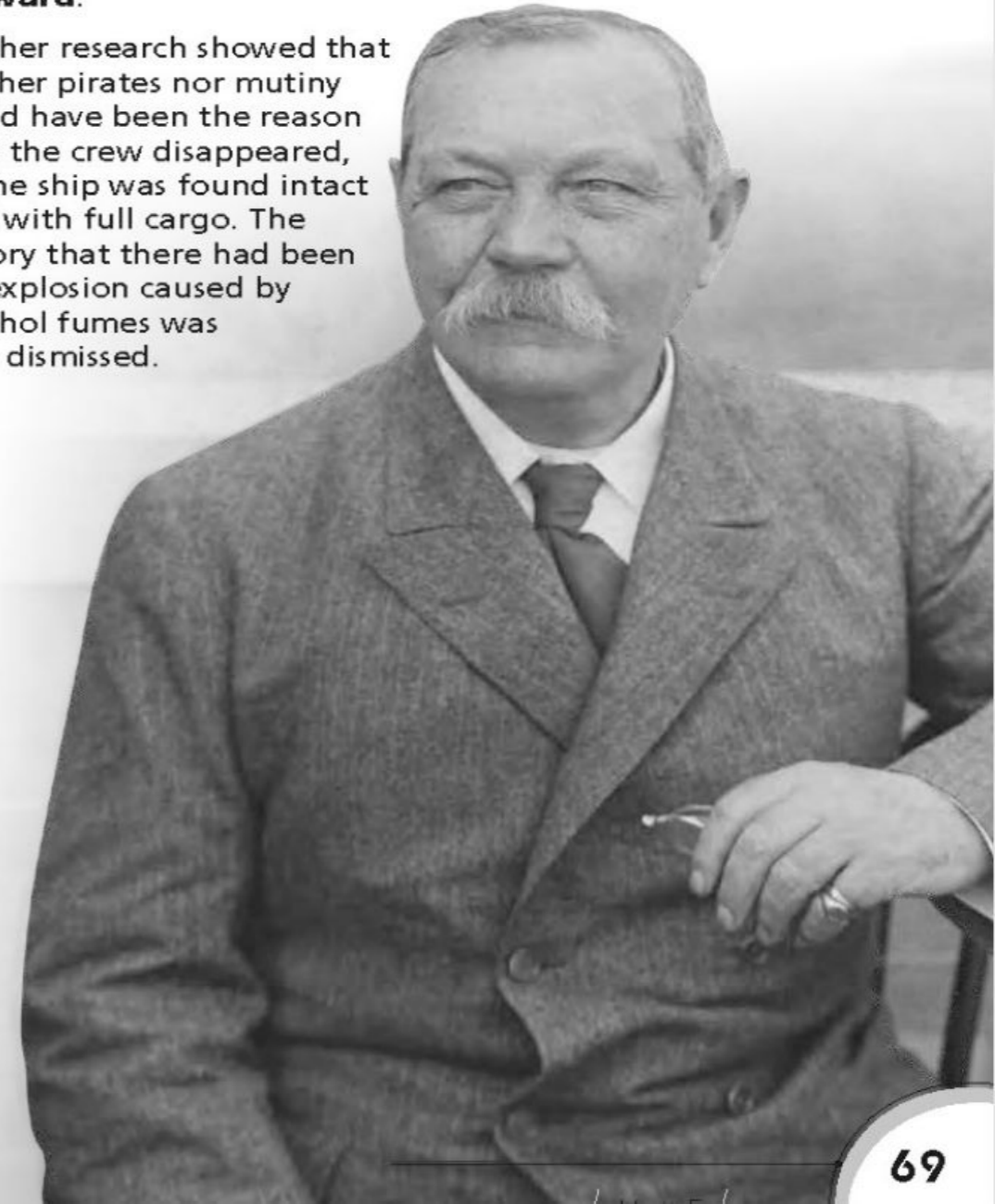
The last log entry on November 25, stated that the ship was 11 km from the Azores, but ten day later, a British ship, Dei Gratia saw the Mary Celeste, its crew boarded the ship and found it deserted. There was some water in the **hold**, but not much and the cargo and personal belongings were intact. Only a lifeboat was missing, which meant the ship must have been abandoned quickly. This originated the most diverse and fantastic theories which ranged from pirates to sea monsters.

Glossary

hold: (n.) the space in a ship where goods are carried.

In 1884, Arthur Conan Doyle wrote a short story about a survivor of a ghost ship called the *Maire Celeste*, in which a **former** slave killed the passengers. This story caught the attention of the public and many theories were **put forward**.

Further research showed that neither pirates nor mutiny could have been the reason why the crew disappeared, as the ship was found intact and with full cargo. The theory that there had been an explosion caused by alcohol fumes was also dismissed.



Glossary

former: (adj.) of an earlier time.

put forward: (phr. v.) to offer a suggestion or proposal.

Glossary

pump: (n.) a piece of equipment that causes liquid, air or gas to move from one place to another.

sight: (v.) to suddenly see something.

perish: (v.) to die, especially in an accident.

remains: (n.) pieces or parts of something that continue to exist when most of it has been destroyed.

gear: (n.) a device consisting of connecting sets of wheels with teeth around the edge.

The most likely reason why the ship was abandoned must have been that Captain Briggs believed his ship was sinking as one of the ship **pumps** showed signs of trouble and it was found disassembled and there was some water in the hold, but he did not know how much. Probably, after experiencing rough weather, and having **sighted** land, not knowing if the ship was about to sink, Captain Briggs might have well ordered to abandon the ship. Then a mishap may have taken place in the lifeboat and all the crew **perished**.

The Antikythera Mechanism

The Antikythera is an ancient Greek device. Its **remains** were found in 1901 in a ship that sank in the 1st century BC near the Antikythera island in the Mediterranean Sea. It is an unusual artifact which has fascinated and intrigued archaeologists, historians and the public for many years. It's been called "the world's first analog computer."

The device dates from the end of the 2nd century BC and is the most sophisticated mechanism known from the ancient world. It consists of at least 30 bronze **gears** in a wooden container. It contains inscriptions and annotations of Greek zodiac signs and Egyptian calendar days.





Over the past 12 years, imaging techniques have shown hidden letters and words in the text. A few years ago, a set of papers on the inscriptions were published in a scientific journal. This mechanism **tracked** the lunar calendar, predicted eclipses, recorded the position and phases of the moon and tracked the seasons and dates of festivals such as the Olympic Games. No similar mechanism has been found and the unanswered question is: Why did this technology seem to disappear? A professor of the history of science at New York University says that maybe the operator knew how the gears worked, but most people must have seen it as a marvelous device.

Glossary

track: (v.) to record the progress or development of something over a period.



The Voynich Manuscript

This mysterious manuscript was written in the 15th century in Europe. It has detailed illustrations of plants, planets, naked figures, and astronomical symbols in colored ink. But the amazing aspect that has **baffled** cryptologists for centuries is what language the book is written in. Even Alan Turing of Nazi Enigma code fame was not able to unscramble the manuscript.

The manuscript is at a library in Yale University. It is named after the Polish book dealer who bought it at a Jesuit library in Italy in 1912, Wilfrid Michael Voynich.

Scholars think the book is divided into six sections: herbal, astronomical, biological, cosmological, pharmaceutical, and recipes.

Glossary

baffle: (v.) to cause someone to be completely unable to understand or explain something.

Scientists think words could have been written as anagrams. Computer scientists at the University of Alberta in Canada used AI to identify the language. The algorithm found that 80 percent of the encoded words appeared to be written in Hebrew, but they still did not know the code they were in. They used Google Translate to convert into English and deciphered the first sentence that reads: "She made recommendations to the priest, man of the house and me and people."

The algorithm matched up 80 percent of the text as Hebrew, this leaves a 20 percent matched to other languages which means that Malay, Arabic, or Amharic, which are completely different from Hebrew, could have been used in the manuscript.

Glossary

unlock: (v.) to discover important new facts about something.

Scientists are not saying they have **unlocked** the mystery of the manuscript, but that they have determined a possible language and the coding system of the text.

Unit 6

Ancient Greece, the Fall of Rome, and the Middle Ages



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Ancient Greece

Ancient Greece has often been called the birthplace of Western civilization. During the Bronze Age, which lasted about 3000 years, there were three different civilizations in Greece and the Mediterranean islands: the Cycladic civilization which developed on the islands of the Aegean, the Minoans who were settled in Crete, and the Mycenaen civilization which occupied the Greek mainland. This time is also called "Age of Heroes", because it is the source of the mythological heroes like Hercules, and epics like *The Iliad* and *The Odyssey*. The Mycenaens extended their influence, but after 1100 BC this civilization collapsed, probably because of internal wars and outside invasion. This was followed by "the Dark Ages", when no important cultural development took place and no written record was left. This period lasted 300 years and was followed by the Archaic Period, between 800 and 480 BC. During this time the Greeks started writing once again, and the first Greek alphabet was developed out of the alphabet used by the Phoenicians which introduced the vowels. Some important events from these years were the first Olympic Games in 776 and the writing of the Homeric epics, *The Iliad* and *The Odyssey*.



The people were organized in city-states (Polis). These city-states spread **throughout** the Mediterranean by establishing a great number of colonies which became part of an important commercial network which connected all the important civilizations at the time. This period, when the Greek civilization became very powerful, was followed by the Classical period, between 480 and 323 BC. One important achievement was the rise of Democracy around the 5th century BC in Athens, which together with Sparta dominated the Hellenic world. Until the middle of the 5th century BC, these two city-states lived in harmony, although they were very different. Sparta was a closed society ruled by an oligarchic government and occupied the end of the Peloponnesus, while Athens was governed by a Democratic system and was an open society. During this period the Acropolis was built. After a long war against the Persians, the buildings and temples of Athens were burnt to the ground, but by 479 BC the Persian army was defeated. After this very long war, the Greek states started a period of high development, until the Peloponnesian War, when Athens and Sparta fought against each other for 27 years. Athens was finally defeated in 404 BC. After the war ended, its reconstruction period began, but the Macedonians emerged as the most important military power of Greece after their victory against the Athenians in 338 BC.

Glossary
throughout: (adv.) in every part.

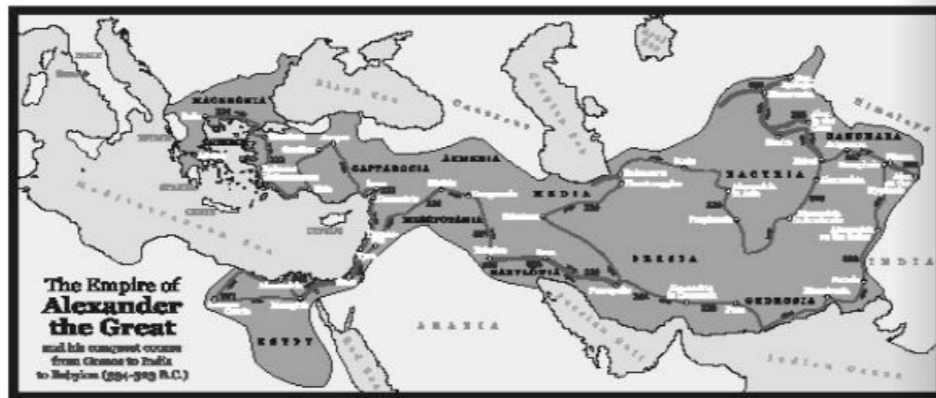
Glossary

fulfill: (v.) to satisfy hopes and expectations.

unbeatable: (adj.) unable to be defeated.

heir: (n.) a person who will legally receive a title from another person, especially an older member of the same family, when that older person dies.

lighthouse: (n.) a tall building near the coast of shore with a flashing light at the top to warn ships of rocks and other dangers.



Philip II, king of Macedonia, wanted to unify Greece and fight the Persian Empire. He was assassinated in 336 BC, but his son Alexander the Great **fulfilled** his father's ambition. He led a united army into Asia. He was a born leader and his army was **unbeatable**. He conquered Egypt, and Bactria (today Afghanistan).

He dominated the largest empire up to that time. The Greeks controlled the whole of the eastern shore of the Mediterranean defeating the Persian Empire, but in 323 BC he died of a fever at the age of 32, leaving a vast empire without an **heir**. His conquests changed the world and Greek society became a cosmopolitan, and open culture. This was the Hellenistic Age. The Greek language became the official language of the Hellenistic world. Alexander's generals controlled the empire. They fought enemies, but also against each other, and eventually three kingdoms emerged: Egypt and part of the Middle East, Syria and the rest of the former Persian Empire, and Macedonia, Thrace and parts of northern Asia Minor. Most of the classical Greek cities south of Thessaly and on the southern shores of the Black Sea stayed independent. Alexandria of Egypt had been founded by Alexander the Great in 331 BC and became the center of commerce and culture of the Hellenistic world under the Ptolemies. Alexander's tomb, the **lighthouse** (one of the Seven Wonders of the World, and the famous Library of Alexandria were all in that city.

At the time of the Hellenistic Era, Rome had enormous power and by 200 BC, occupied not only Italy, but the whole coastal Adriatic Sea and Illyria. A series of wars started between the Roman Empire and Greece which ended with the annexation of Greece by the Romans when Augustus defeated the rulers of Egypt, Anthony and Cleopatra in 31 BC putting an end to the Hellenistic Era.

The Fall of the Roman Empire

The political and social structure of the Roman Empire was the most extensive in western civilization. By 285 CE the empire was too big to be ruled from Rome, so it was divided into a western and an eastern Empire. The Western Empire spoke Latin and was Roman Catholic, the Eastern spoke Greek the religion was the Eastern Orthodox branch of the Christian church. The first emperor of Rome was Augustus Caesar (27BC- 14 CE) and the last one was Romulus Augustus, who was **deposed** by the Germanic King Odoacer (476 CE). Odoacer became the first barbarian king of the western empire in 476 which marked the fall of Rome and the beginning of the Middle Ages, although many people continued to describe themselves as Romans after the fall of Rome. Odoacer, as several kings and princes who governed western Europe after the fall of the Roman empire were not of Roman origin. Their military forces were formed by the descendants of Anglo-Saxons in Britain, Goths in southern Gaul and Spain, or Vandals in North Africa.

Glossary

depose: (v.) to remove someone important from a powerful position.





The fall of the Empire marked the end of education and literacy, advanced economic interaction and the rule of written law, although to some historians Rome had to fall to finish with slavery. There are many theories about the causes of the fall of the empire, but there is no consensus on what specific factors were. Christianity, the corruption of the emperors and governing elite, the vast size of the empire and the growing power of the Germanic tribes are the most possible causes. The arrival of the Visigoths in the Empire in the 3rd century CE also contributed to the decline of the empire.

Life changed completely during the Dark Ages.

Glossary

thrive: (v.) to grow, develop, or be successful.

Meanwhile the eastern half of the Roman empire survived and **thrived** in the sixth century. Huge public monuments were built, such as Hagia Sophia in Constantinople, and Italy, North Africa and parts of Spain had been reconquered under the rule of Justinian I (527- 565 BC). The eastern empire existed for hundreds of years after the western had collapsed, until Constantine XI died, and Constantinople fell to the Ottoman Turks in 1453 CE.

The Crusades

The Muslim religion founded by the Prophet Muhammad in the 600s grew quickly, and by 732 Muslims had conquered most of the Middle East, North Africa and Spain. The Muslims were, from the political and military point of views, much more powerful than the kingdoms of Western Europe, and they were more scientifically and culturally advanced. Its territory went from India to Spain including Jerusalem and the Holy Land. By 1070, Turkish nomads in increasing number were settling in the Christian Byzantine Empire. From 1087 **onwards**, Turks prevented Christian pilgrims from entering Jerusalem. In 1095, the Emperor of Byzantium asked Pope Urban II for help, who considered this would be an opportunity to increase his prestige and strengthen his position in Italy, after the papacy had been threatened by the Holy Roman Emperors in the previous century. He also hoped to reunite the Western Catholic and the Eastern Orthodox Christian churches and be at his head. The Pope went on a preaching tour in France from 1095 to 1096 to **recruit** crusaders. He asked the **knights** of Europe to go on a pilgrimage to win Jerusalem for Christianity and in return he said their **sins** would be forgiven. Across Europe knights gathered, ready to embark for Jerusalem. They had the chance to win lands and a title. The Crusaders captured Jerusalem in 1099. This was a terrible loss for the Muslims because Jerusalem has always been the third holy city of the Islam. Meanwhile Christians in Spain started regaining lands from the Muslims.

During the second Crusade (1145- 1149), King Louis VII of France invaded the Holy Land, but was defeated at Damascus. In 1187 the Muslim ruler Saladin recaptured Jerusalem. The third Crusade (1189-1192) which included King Richard I of England, among the Crusaders, captured the port of Acre, but failed to capture Jerusalem. The purpose of the fourth Crusade (1202 -1204) was to unite western and eastern Christians under the authority of the Pope. This meant that Christians fought against Christians and Constantinople was captured in 1204.

Glossary

onwards: (adv.) beginning at a particular time and continuing after it.

recruit: (v.) to persuade someone to become a member of the army.

knight: (n.) a man of high social position trained to fight as a soldier on a horse.

sin: (n.) the offence of breaking a religious or moral law.

Genghis Khan and the Mongols

Genghis Khan (1162-1227) was a Mongol leader who established the largest land empire in history. He conquered big parts of central Asia and China when he united the nomadic tribes of the Mongolian plateau. Temujin which was his real name, was born between what is now Mongolia and Siberia. He married when he was 16 and had four sons and several daughters and soon began making alliances with the nomadic tribes on Asian **steppe**. He was known as a warrior and had many followers. He executed the leaders of enemy tribes and recruited the remaining members into his clan. Temujin's followers included Christians, Muslims and Buddhists. In 1206 he established a nation similar in size to present Mongolia. He was named Genghis Khan which means "universal ruler".

Glossary

ban: (v.) to prohibit.
steppe: (n.) a large area of land with grass but no trees, especially in eastern Europe, Russia and Central Asia.
kidnapping: (n.) when someone is taken away illegally by force.

After uniting the steppe tribes, he abolished aristocratic titles, **banned** the selling and **kidnapping** of women, slavery and ordered the adoption of a writing system. He also allowed free religion.

He conquered the Xi Xia kingdom of northwest China in 1209. His army was formed by cavalymen, who were skilled riders and mastered the use of the bow and arrow.



In 1214, the Mongols **besieged** the capital of Zhongdu (now Beijing) and the Jin ruler gave them large amounts of silver, gold and horses. When he moved his court south Genghis Khan and Jin deserters sacked Zhongdu.

In 1219, Genghis Khan and his army went to war against the Khwarezm Empire (present Turkmenistan, Uzbekistan, Afghanistan and Iran). The sultan agreed to a trade treaty, but it failed, and the Mongols conquered one city after another.

He returned with his army to Mongolia in 1225. By that time, he controlled a huge extension of land from the Sea of Japan to the Caspian Sea. He died of internal injuries when a horse threw him to the ground. By the end of his life, in 1227, he had conquered more land than any other person in history. He brought Eastern and Western civilization into contact. His descendants were conquerors too and took control of Eastern Europe, the Middle East and the rest of China. They invaded Japan and Java before the empire fell in the 14th century.

Glossary

besiege: (v.) to surround a place, especially with an army, to prevent people or supplies getting in or out.

Glossary

livestock: (n.) animals and birds that are kept on a farm, such as cows, sheep or chicken.

famine: (n.) a situation when there is not enough food for a great number of people, causing illness and death.

harvest: (n.) the time of year when crops are cut and collected from the fields.

disease: (n.) illness caused by infection or failure of health.

outbreak: (n.) a time when suddenly something begins, especially a disease.

The Black Death

It was a plague which devastated Europe from 1347 to 1352 CE and killed between 25 and 30 million people, almost one third of Europe's population.

The 14th century in Europe was already disastrous before the plague arrived. An earlier plague had hit **livestock**, and there had been two **famines** in 1316 and 1317 CE, due to overexploitation of the land. The Hundred Years War (1337-1453) between England and France caused turbulence and the weather was changing, it was colder, and this shortened the **harvest**.

In the early 1330s, there was bubonic plague in China. It affected rodents, but fleas transmitted the **disease** to people. It causes red spots on the skin which afterwards turn black, thus the name the Black Death. China was a busy trading nation, so the **outbreak** of the plague spread to western Asia and Europe. In 1347, many sailors on board of Italian merchant ships returning from a

trip to the Black Sea, were dying of plague. The disease spread quickly to the rest of Italy and then to France and North Africa. By 1349, the disease was in France, Spain, Britain, Ireland, Germany, Scandinavia the Baltic Sea and Russia through 1350 to 1352.

At that time nobody knew how the plague was transmitted from one person to another, and no one knew how to treat it. Healthy people did all they could to avoid the sick. Doctors refused to see patients and most shopkeepers closed their stores. Many people left the cities and traveled to the countryside, but the plague killed cows, sheep, goats, and pigs too. People believed it was a God's punishment for their sins. The authorities did not know what to do with the bodies and they were piled up in carts.

By 1352 the plague was over, but it reappeared every few generations for centuries. The consequences were terrible. There were not enough workers, prices and salaries went up. There was social unrest and some rebellions because the peasants did not get what they wanted and demanded lower taxes.



The Hundred Years' War and Joan of Arc

It was the war between England and France from 1337 to 1453. When Charles IV, king of France died in 1328, Edward III of England was the duke of Guyenne (part of Aquitaine in southwestern France) and count of Ponthieu. His mother was Charles IV's sister and as Charles IV did not leave an heir to the throne, Edward III considered himself the legitimate king of France. But the Count of Valois, a grandson of Philip III of France also considered himself to be the rightful king of France. A French assembly chose him as the king Philip VI, but when he confiscated Guyenne in 1337, Edward III, claimed the throne again and the war started. The English won several battles: by sea at Sluys, and by land at Crecy and Poitiers. In 1360, king John of France, accepted the Treaty of Calais to save his title. By this treaty, the duchy of Guyenne was given complete independence. The duchy was now almost a third of France. King John's son, Charles V, reconquered almost all that territory in 1380.

After some years of peace, Henry V of England started the war again and defeated the French in Agincourt in 1415, conquered Normandy, and then tried to be crowned as king of France in 1420. Although he had allied with the dukes of Burgundy, most of the French refused English domination. Henry V died in 1422. Soon after his death, Charles VI, king of France died too and his son, Charles VII, became king.



In 1428, Joan of Arc, a young girl, asked Charles VII to give her an army to lead to Orleans which was under **siege** from the English. In 1429, she set off for Orleans dressed in white armor and riding a white horse. She led several assaults against the English and forced them to raise the siege. Her reputation spread far and wide in France. Charles VII was crowned in July 1429. Joan wanted the French to retake Paris, but the English and their French allies fortified their positions in Paris and defeated the French led by Joan. In 1430 she was taken prisoner by the Burgundians and

was sent to trial. She was accused of **witchcraft, heresy** and dressing like a man, among many other charges. King Charles VII did not help her as she had been accused of heresy and witchcraft. In 1431 she was sentenced to death and burned at the **stake**. She was 19 years old. Twenty years later, a trial ordered by Charles VII cleared her name. Paris was liberated (1436-1441) and Charles VII recaptured the duchy of Normandy and took Guyenne. There was never a peace treaty between England and France, but the war ended as England recognized the superior power of the French troops.

Glossary

siege: (n.) the surrounding of a place by an armed force in order to defeat those defending it.

witchcraft: (n.) the activity of performing magic to help or harm other people.

heresy: (n.) having an opinion or belief that is the opposite of what is the official or popular opinion.

stake: (n.) a wooden post to which people were tied before being burned to death as punishment.

The End of the Middle Ages

There are many reasons which put an end to this long period in history. Feudalism was disappearing, because national states arose. The Crusades brought many people from different places in Europe together, which made the exchange of ideas possible, and it helped to promote and develop trade between nations. After the long struggle between the Papacy and the Empire, both institutions weakened. The Hundred Years' War helped to create the sense of belonging to a nation, and national states started to appear.

The capture of Constantinople by the Turks making the Eastern Empire collapse was an important point in history. The Ottomans who dominated all Asia Minor, Palestine, and a great part of southeastern Europe, attacked and took Constantinople in 1453, establishing the Ottoman Empire.

Besides these political changes other factors proved to be important to mark the end of a period. There was a new interest to learn about old literature, to read famous works by Greek and Latin authors. Manuscripts were corrected and edited, and scholars began to appreciate literature from the past, they were the "humanists", and their studies and way of thinking became known as "humanism".

This was a slow change that took a hundred years to be spread throughout Europe. The printing press helped to spread these ideas faster. Before this invention, making books was a slow process.





Unit 7

An unexpected Encounter



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John Gutenberg, from Germany, invented the printing press creating movable metal types about the year 1450. It has been one of the most important inventions in history. The Bible was the first book to be printed. Printing books made reading accessible to almost everyone, as they were cheap. This, together with the possibility of reading the Bible, brought on the Reformation some years later.

Glossary

compass: (n.) a device for finding direction with a needle that can move easily and that always points to magnetic north.

Technological devices such as the cannon which could break down the walls around castles and cities, changed the way of making war. Another invention, borrowed from China, the **compass**, helped sailors greatly.

New lands were discovered before the end of the Middle Ages. Portuguese seamen, encouraged by Prince Henry "the Navigator", sailed their way south along the coast of Africa and Madeira, so the Canary Islands, the Azores and Cape Verde were discovered before 1450. Some years later Columbus reached America and Portuguese Vasco da Gama sailed to the East Indies and established communication by sea with India. At this point Europe was ready to make a huge reformation in religion and discover and colonize new worlds. All these events led to the end of the Middle Ages; a new period in history was about to begin.



Peter: You're not going to believe what my friend Neil told me the other day about an **unexpected** encounter he had.

Diane: An encounter with aliens?

Peter: No. This is the story. He gave me permission to write it down and I'm going to use it for the school story writing contest. Would you like to read it?

Diane: Sure!

Peter: Here you are.

Neil and Damon are good friends. They study at the same high school and like to do things together. However, they have very different personalities. Damon is daring and likes to play jokes on his friend. Neil is more unadventurous and relies on Damon to plan all their activities. However, they have things in common too. They both like nature and like the same school subjects: biology and geography.

Glossary

unexpected: (adj.)
surprising.



One day, Damon **persuaded** Neil to go on a two day camping trip to the woods. "It's going to be a lot of fun," said Damon.

"Are you sure? Last time I followed your advice of getting on the roller coaster you said the same. It's going to be a lot of fun." said Neil. "And at the end of the ride they had to help me get out as I had almost fainted, remember?"

"Yes but there are not roller coasters at the camp" said Damon giggling. "Come on Neil. You're always reminding me about the things that did not go well. Don't you remember that on the day of the roller coaster you met Sharon, the girl who was so worried about you? You invited her out afterwards. Remember? And you both continued being friends until today. That wouldn't have happened if you hadn't got on the roller coaster!"

"Hmm... Damon. I'm not sure whether I should trust you!" said Neil doubtfully. "I'll let you know tomorrow."

Glossary

persuade: (v.) to make someone do or believe something by giving them a good reason to do it or by talking to that person and making them believe it.





The next morning as he usually did whenever Damon suggested something, Neil called him to say that he had decided to go with him.

Glossary

knapsacks: (n.) a small bag with straps that can hold it against a person's back, leaving the arms free.

*They packed their **knapsacks**, put them over their shoulders and started out.*

"Okay my friend, our fun has begun" Damon said happily.

"But Damon, we have not decided what we're going to do each day yet."

"Don't worry Hans I've planned everything very carefully."

"Are you sure?"

"Of course, my friend. Listen Neil. Have you ever had any problems when doing things together?"

"No, never, Damon. But I would like to know. What are we going to do when we arrive?"

"As soon as we arrive we'll have to set up the tent. I was told that there's a camping area by the lake."

"That'll be a lot of fun. I've been reading about how to set up a tent."

"That's great Hans. Then, in the afternoon we can go canoeing and snorkeling in the lake. How about that?"

"It sounds like a good idea!"

"I'm sure you'll like it. People say you can see lots of fish in the lake including freshwater sharks. And there's also a legend of a monster that some people say they have seen in the lake in the summer time!"

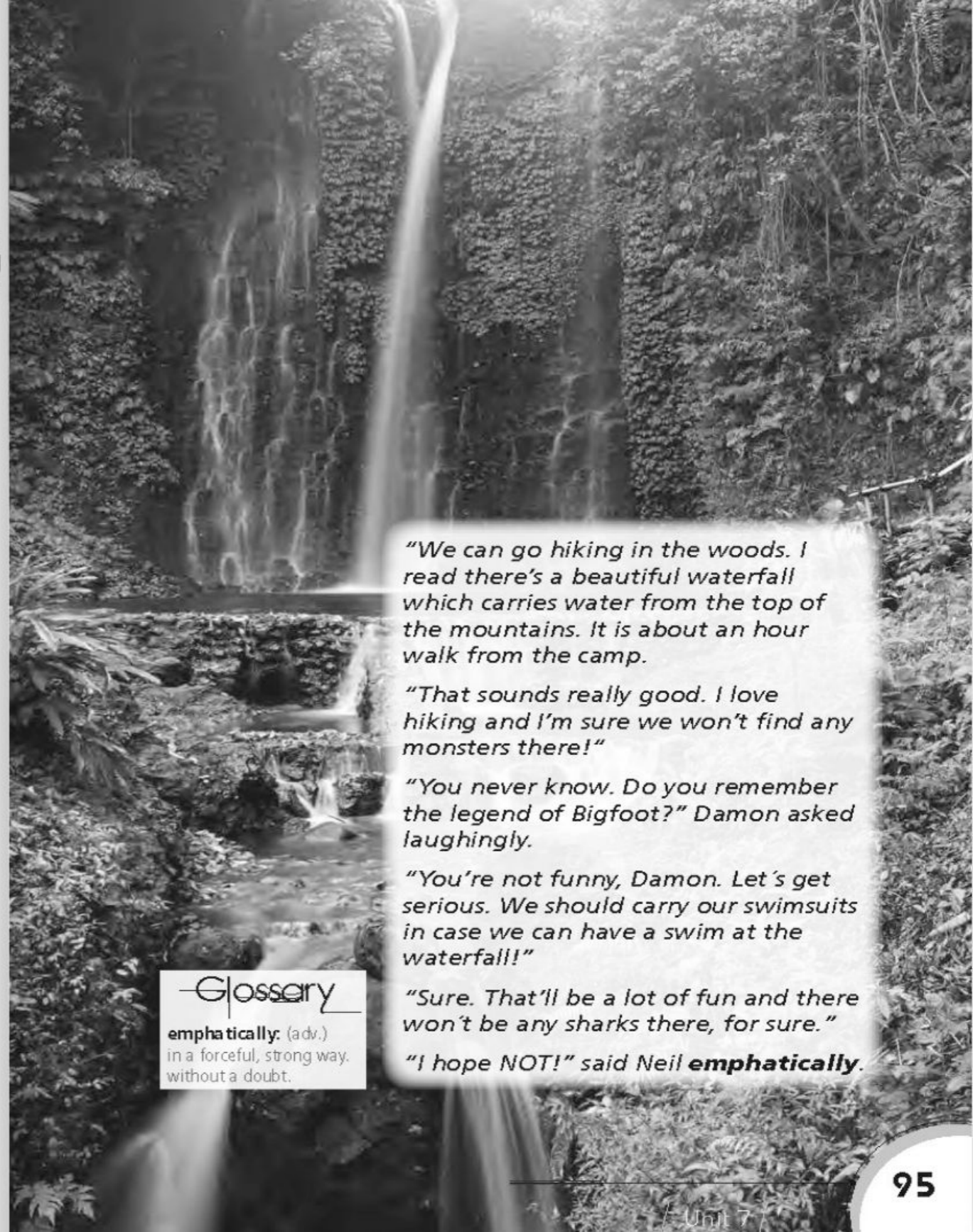




"Sharks, monster?" I'm not getting into that water. You go snorkeling and look for the monster, Brian. In the meantime I'll take pictures of you from the shore."

"Come on, Neil. Experts say that lake sharks are not usually dangerous and the monster stuff is nothing more than a legend. Besides, didn't you say you were looking for adventure?"

"Yes, but I don't think being eaten by a shark or meeting a monster is the kind of adventure I'm looking for. What about the second day? Will it get any better, Brian?"



"We can go hiking in the woods. I read there's a beautiful waterfall which carries water from the top of the mountains. It is about an hour walk from the camp."

"That sounds really good. I love hiking and I'm sure we won't find any monsters there!"

"You never know. Do you remember the legend of Bigfoot?" Damon asked laughingly.

"You're not funny, Damon. Let's get serious. We should carry our swimsuits in case we can have a swim at the waterfall!"

"Sure. That'll be a lot of fun and there won't be any sharks there, for sure."

*"I hope NOT!" said Neil **emphatically**.*

Glossary

emphatically. (adv.)
in a forceful, strong way,
without a doubt.



So the first day went by as planned. Neil and Damon set up their tent by the lake. They went canoeing and Neil took really good pictures of Damon snorkeling. There were no signs of sharks, and the monster was never to be seen; but the boys had a really good time and Damon saw a lot of different colorful fish.

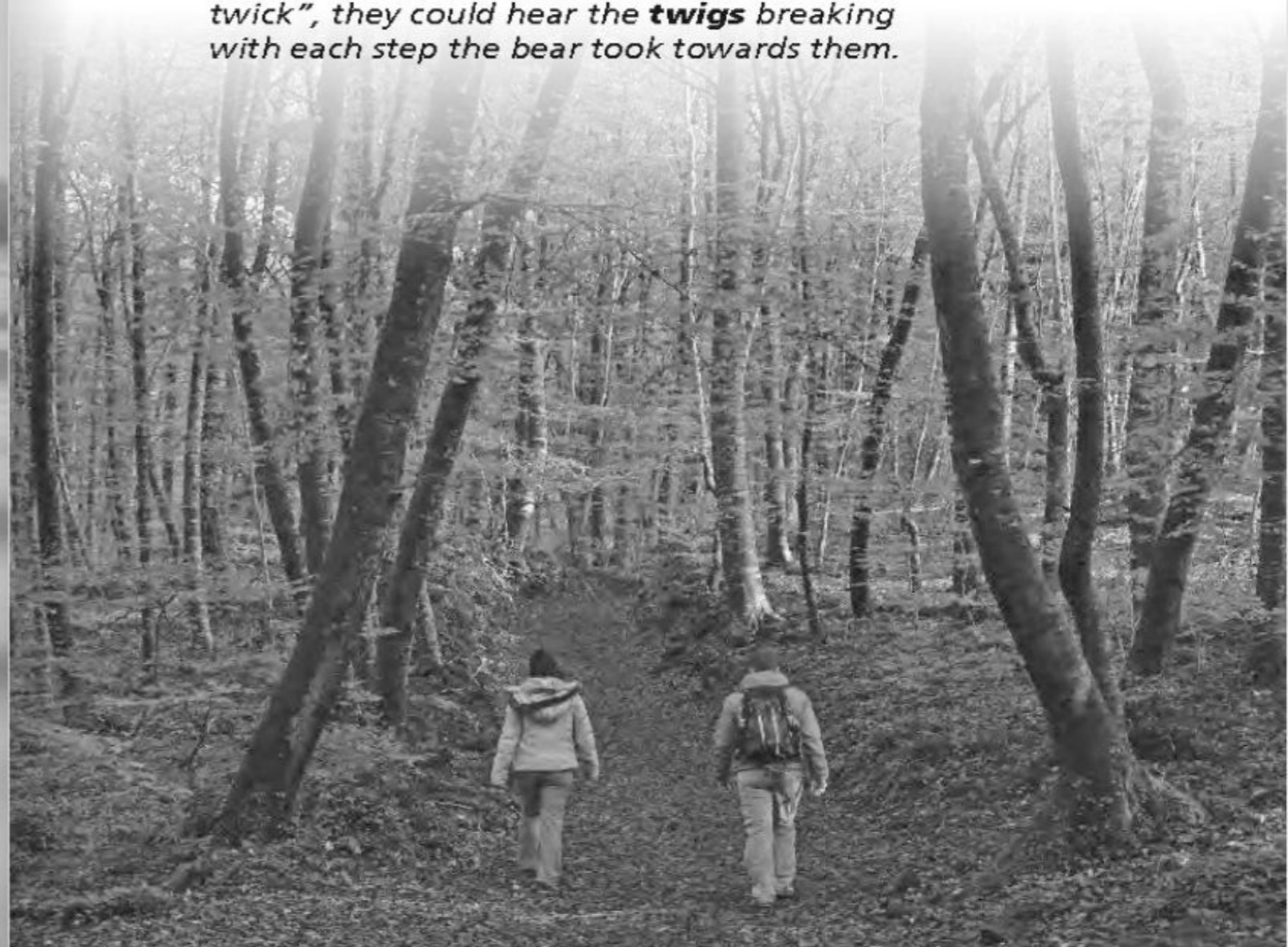
While on the canoe Neil thought to himself "Damon is really good at planning things. It is awesome to have him as a friend."

On the second day, early in the morning, Neil and Damon went hiking in the woods as they had planned. It was a beautiful day, the perfect day for a hike.

*After about an hour of walking, they heard a strange noise. The boys stopped, looked around in silence and listened. They heard the noise again just behind them. It was clearly a bear growl. They both got very scared and started to run away, but "twick, twick", they could hear the **twigs** breaking with each step the bear took towards them.*

Glossary

twigs: (n.) a small, thin branch of a tree or bush.





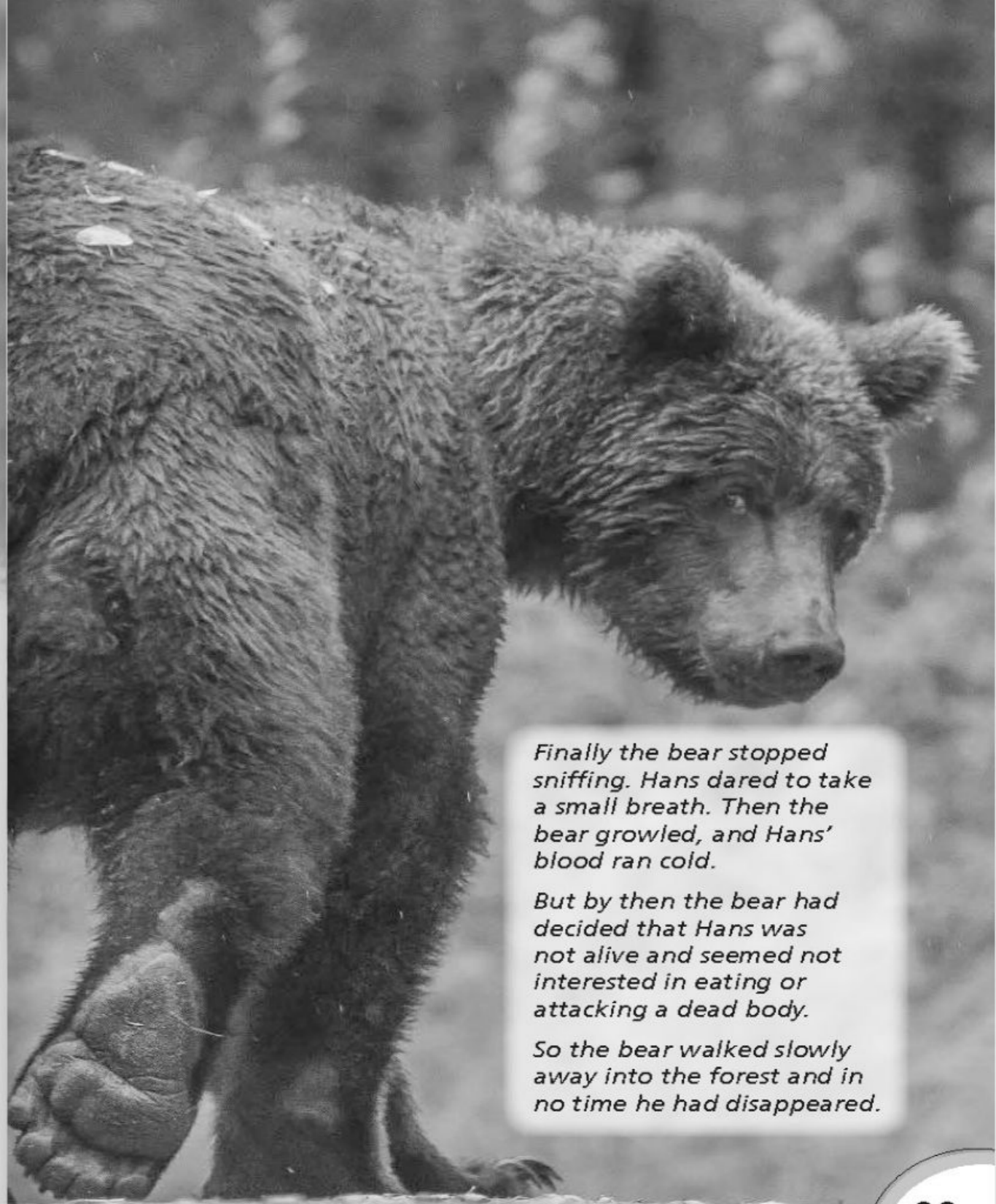
Glossary

frightened: (adj.)
really scared.

Really **frightened**, Damon saw a low branch hanging from a tree. He quickly grabbed the life-saving branch and climbed on top of the tree as soon as possible. He was so scared that he did not even look at his friend once.

Neil, who was behind Damon, was not so lucky. The bear was right behind him and when he saw Brian save himself, all he could think of doing was to throw himself flat on the ground.

And that's how the bear found him. Face down on the ground and not even daring to breathe. The bear put his nose close to Hans' ear – and then he sniffed and sniffed and sniffed. He was trying to make out whether Hans was just pretending or if he was in fact dead.



Finally the bear stopped sniffing. Hans dared to take a small breath. Then the bear growled, and Hans' blood ran cold.

But by then the bear had decided that Hans was not alive and seemed not interested in eating or attacking a dead body.

So the bear walked slowly away into the forest and in no time he had disappeared.

Glossary

laughingly: (adv.)
laughing while you
are doing or saying
something.

Seeing that the worst of the danger was over, Brian slowly climbed down the tree where he was hiding.

Walking up to Hans, who was still so scared that he could hardly stand, Brian **laughingly** asked, "Hey, what did Master Bear whisper to you?"

Hans gave Brian a long angry look. "He told me," said Hans very slowly, "never to trust a friend who abandons you at the first opportunity he gets. So, if you'll excuse me..."



Saying that, Hans picked himself up, brushed off the dust, and walked away.

The two friends walked back to the camp in complete silence. They had not seen sharks, they had not met the monster of the lake but they had had the adventure of their lives.

Once back home Damon read about bear encounters in the wild and thought to himself "Maybe I went too far. It was a **narrow** escape."

Glossary

narrow: (adj.) that
could easily have
been different.

Peter: So, what did you think?

Diane: I loved the story. Readers will love it. I think it's amazing though a bit frightening. You know I love hiking, and you're not going to believe this but just yesterday I was reading in a magazine some of the things you're supposed to do or not to do in case of an encounter with a bear in the woods.

Peter: And what did it say?

Diane: That you should never climb trees, or run. The article said you should identify yourself by talking calmly to the bear so that the bear knows you are a human and not a prey animal. It also said you should remain still; stand your ground and slowly wave your arms.

Peter: Oh no! So both Neil and Damon did things they should not have done. They really had a narrow escape.

Diane: Yeah! They did.

Unit 8

The Legend of Sleepy Hollow

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Not far from Tarrytown along the Hudson River, there is a little quiet valley among the hills called the Sleepy Hollow. The people of Sleepy Hollow believe in all kinds of strange things. They often see strange sights and hear music and voices in the air. According to many, the valley is visited regularly by a ghost. The ghost always rides a horse and has no head. Some people say it is the spirit of a soldier who lost his head in a battle during the Revolutionary War. They say the body of the soldier lies under the earth of a churchyard. As the story goes, the ghost rides away every night to hunt for its head and then rushes back like the wind to get to the churchyard before dawn. The ghost is known in all the country homes by the name of the Headless Horseman of Sleepy Hollow.

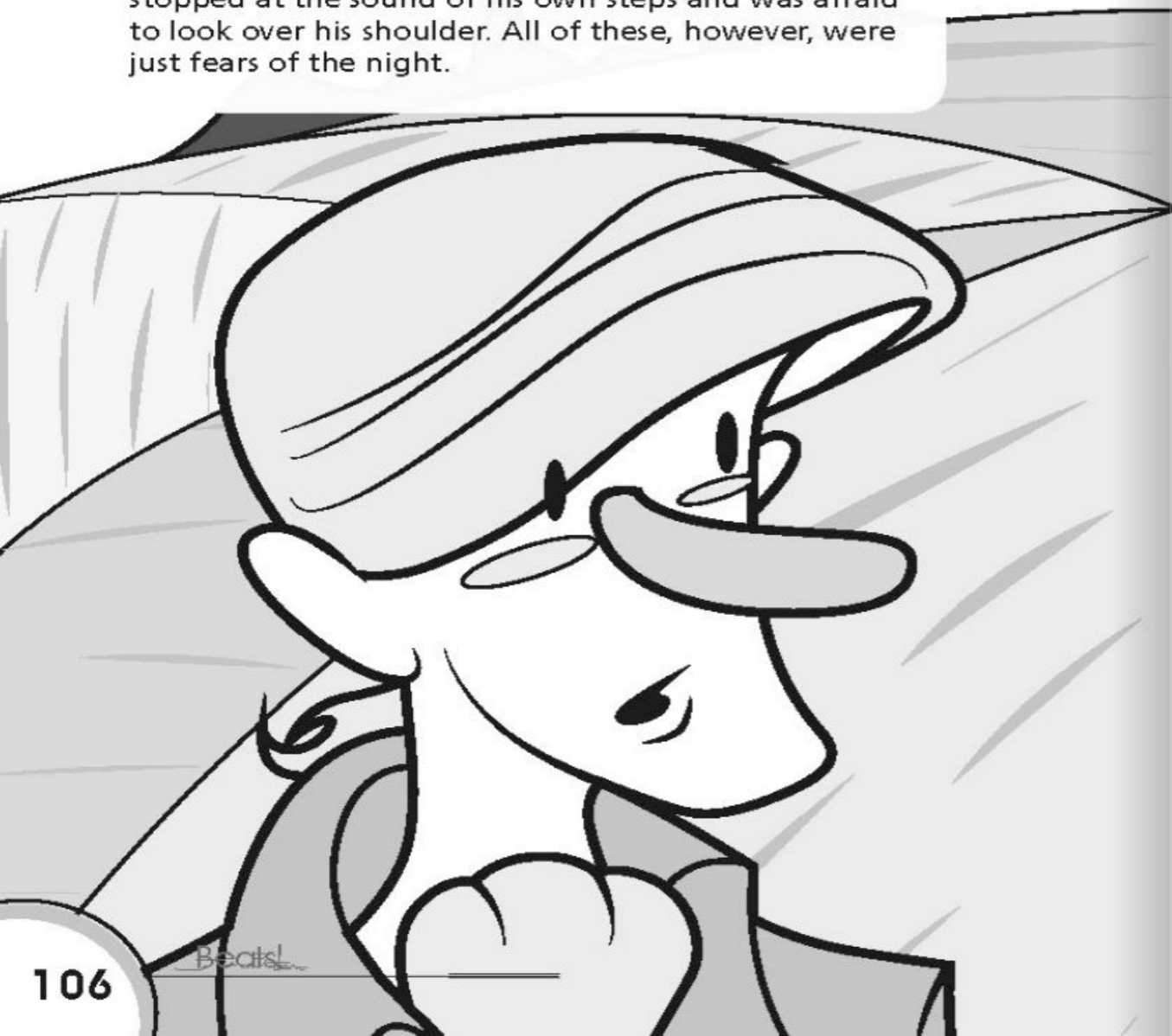
Once in the early history of this region, a man named Ichabod Crane came to Sleepy Hollow as a teacher. He was tall and thin with narrow shoulders, long arms and legs, and big feet. His head was flat at the top, and he had a long pointed nose. His school stood alone in a rather pleasant place at the foot of a hill. It was a log cabin with one large room and a low roof. The broken windows were covered with pieces of old paper. The pay for teaching was small, and even though he was thin, Ichabod liked to eat. In that part of the country, the teacher lived in the homes of the children's parents. He went to all the farms in turn for a week at a time. He carried all his **belongings** from house to house in a handkerchief. Because he went from one farmhouse to another, Ichabod became a kind of traveling newspaper. People were glad to see him because he carried the news from house to house. The mothers thought well of Ichabod because he was gentle and kind with their children. The women also thought well of him because of his great knowledge.



Glossary
belongings: (n.) the things that a person owns.

Of course, Ichabod firmly believed in witches. He also believed all the stories about the ghosts of Sleepy Hollow. He loved to sit in front of a fireplace with the old Dutch wives on long winter evenings and talk about ghosts, haunted houses, and the Headless Horseman of Sleepy Hollow.

However, that pleasure was always followed by the fears of his walk home. He sometimes jumped in fear at the sight of a bush covered with snow. He often stopped at the sound of his own steps and was afraid to look over his shoulder. All of these, however, were just fears of the night.



Many young people came to Ichabod's singing class one evening each week. Among them, there was a pretty girl of eighteen named Katrina Van Tassel. She was the daughter and only child of a rich farmer. She was known far and wide not only for her beauty but also for the money which she would have some day. Old Balthus Van Tassel, her father, was a perfect picture of a happy, kind-hearted farmer. He enjoyed his **wealth**, but he made no great show of it. Naturally, Katrina's youthful beauty pleased Ichabod very much, especially after he had visited her father's farm. He wanted to become a member of the family more than ever. From then on, his peace of mind was at an end. How could he win Van Tassel's beautiful daughter?



Glossary

wealth: (n.) a large amount of money or valuable possessions that someone has.

At the time Ichabod became interested in Katrina, many young men were trying to win Katrina. They watched each other carefully, and they were ready to fight together against any new fellow. Among these, the most dangerous was a big, loud fellow named Brom Van Brunt. The countryside was full of stories of his strength. He had broad shoulders and curly black hair. His face was bold but pleasant. He was famous as a brave horseback rider. For some time, Brom had wanted to win Katrina. Whenever Brom's horse was outside Van Tassel's farmhouse, everyone else kept away. Naturally, no one dared to go against Brom openly. Therefore, Ichabod went on in a quiet and gentle manner. As the singing teacher, he often visited the Van Tassel farmhouse. In this way, Ichabod often had a chance to sit with Katrina or walk with her in the evening. Of course, bad feelings developed between Brom and the teacher of Sleepy Hollow, but Ichabod was too wise to **quarrel** openly with Brom.



Glossary

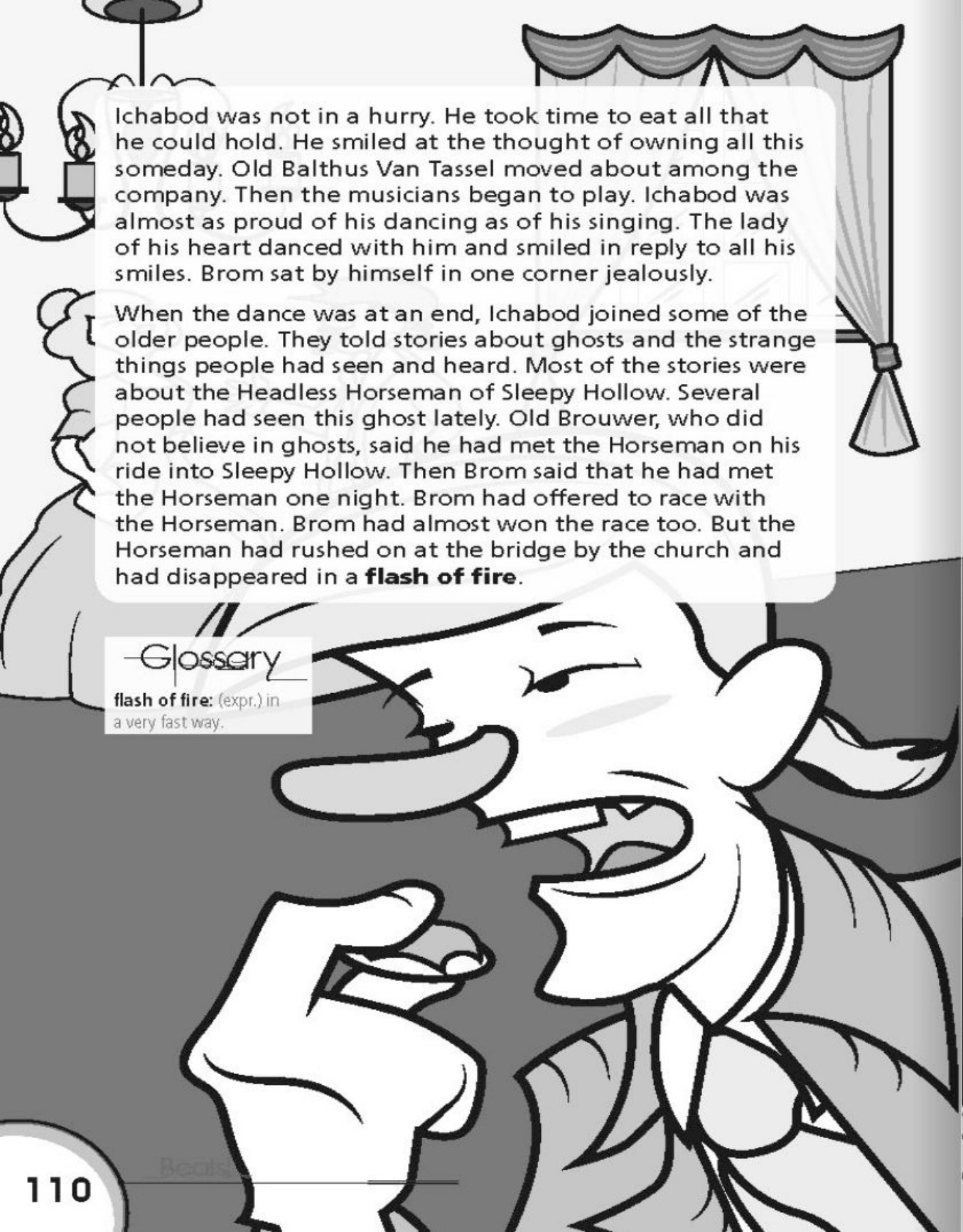
quarrel: (v.) to have an angry disagreement with someone.



Then, on a fine fall afternoon, a boy rode up on the back of a wild little horse and asked Ichabod to attend a party at the Van Tassel farm that evening. Then the boy left in a hurry.

Ichabod took at least a half hour to get ready for the party. He brushed up his best and only suit and combed his hair in front of a piece of mirror on the schoolhouse wall. Of course, he wanted to appear before his lady in a fine manner. Therefore, he borrowed a horse from a cross old Dutchman named Hans Van Ripper.

The schoolmaster arrived at Balthus Van Tassel's home toward evening. People from all over the country were there. Naturally, Brom Van Brunt was there too. He had come to the gathering on a big horse named Daredevil. The old farmers wore homemade suits, blue stockings, and big shoes with shining buckles. Their wives wore tight caps and long dresses. The young girls were dressed like their mothers. Plenty of food waited for the Van Tassels' company.



Ichabod was not in a hurry. He took time to eat all that he could hold. He smiled at the thought of owning all this someday. Old Balthus Van Tassel moved about among the company. Then the musicians began to play. Ichabod was almost as proud of his dancing as of his singing. The lady of his heart danced with him and smiled in reply to all his smiles. Brom sat by himself in one corner jealously.

When the dance was at an end, Ichabod joined some of the older people. They told stories about ghosts and the strange things people had seen and heard. Most of the stories were about the Headless Horseman of Sleepy Hollow. Several people had seen this ghost lately. Old Brouwer, who did not believe in ghosts, said he had met the Horseman on his ride into Sleepy Hollow. Then Brom said that he had met the Horseman one night. Brom had offered to race with the Horseman. Brom had almost won the race too. But the Horseman had rushed on at the bridge by the church and had disappeared in a **flash of fire**.

Glossary

flash of fire: (expr.) in a very fast way.

At last the party began to break up. The old farmers gathered their families in their **wagons** and left. Everything was quiet at the Van Tassel farm again. Ichabod stayed behind for a moment to speak to Katrina. He was sure that he was going to win her. But apparently something went wrong. After a while, he walked away with a sad expression on his face. Without looking to the right or left to notice Van Tassel's rich lands, he went straight to his horse. It was the exact time of night for witches. As he rode along the sides of the hills above Tarrytown, he could hear the sound of a dog from the other side of the river. All the stories of ghosts and strange things came back to Ichabod's mind. Suddenly he heard a groan. He began to shake, and his knees hit against the **saddle**. But it was only one large branch which was rubbing against another in the wind.

Glossary

wagon: (n.) a vehicle with four wheels, which must be pulled or pushed.
saddle: (n.) a leather seat on a horse.

Glossary

stream (n.) a small river.

About two hundred yards from the tree, a small **stream** crossed the road and entered the woods. A few logs side by side formed a crude bridge over the stream. Passing this bridge was the hardest part of Ichabod's journey. His heart began to jump, but he tried to be brave. He gave his old horse a few kicks and tried to rush across the bridge. But it was no use. His horse took a step forward and then jumped into the bushes along the side of the road.

Just at this moment, Ichabod heard a step by the side of the bridge. In the darkness beside the stream, he saw a peculiar black shape. The poor schoolmaster's hair rose on his head in fear. What could he do? It was too late to turn around and go back.

"Who are you?" Ichabod called. Then he asked the question again in a shaking voice. There was still no answer!



Beats!



Glossary

horseman (n.) a person who rides a horse, especially someone who rides well.

Just then, the black object moved to the side of the road. Ichabod could see its form. It was a large horseman on a black horse with a big body. The **horseman** kept off to one side of the road and moved at the same speed as Ichabod. The schoolmaster remembered Brom's meeting with the Headless Horseman. Although Ichabod's horse moved a little faster, the other came on just as fast. Ichabod's heart stood still. He tried to sing, but his tongue was dry. Finally, Ichabod could see the horseman clearly against the open sky. He was headless!!

Ichabod suddenly kicked his heels, and his old horse began to run. The horseman started right behind him. The two horses galloped down the road madly. Stones flew, and sparks flashed at every step. Ichabod's loose clothes flew in the wind. They reached the road to Sleepy Hollow, but Ichabod's horse made the wrong turn down the hill to the left. This road crossed a bridge close beside the white church. By the bridge, Ichabod's saddle started to slip off. Ichabod threw his arms around the neck of his horse to save himself, and the saddle fell to the ground.

Then the schoolmaster saw the walls of the church under the trees. This gave him hope. The ghost usually disappeared by the church bridge. "I am safe if I can reach the bridge," Ichabod thought. At that moment, he heard the black horse behind him. Ichabod's horse rushed over the boards of the bridge. Then Ichabod looked behind himself. The Headless Horseman rose in his **stirrups** and threw his head at Ichabod! The poor schoolmaster tried to dodge, but the awful thing hit him with a great noise. Ichabod fell into the dust, and the two horses and the ghost passed by like the wind.

The next morning, the old horse was found without his saddle at his master's gate. Ichabod did not appear at breakfast. The boys came to school and walked along the banks of the stream, but there was no schoolmaster. The neighbors started to hunt for Ichabod. After a while, they came upon the marks of his horse's shoes. The saddle was found alongside of the road by the church. Ichabod's hat was found by the broad part of the stream. Beside the hat, there was a broken pumpkin. The neighbors hunted in the stream, but the schoolmaster's body was not discovered. Hans Van Ripper looked after Ichabod's things. There were a few clothes and a book of church songs. Van Ripper also found his book about witches and a paper with several lines in honor of Katrina Van Tassel.

Glossary

stirrup: (n.) one of a pair of pieces of metal shaped like the letter D that hang from the side of a horse's saddle, used for resting your foot when you are riding.



The event was talked of at church on the following Sunday. People gathered in the churchyard at the bridge. They began to shake their heads. They decided that the Headless Horseman had taken Ichabod away. No one worried about Ichabod anymore. The school was moved to a different place, and another schoolmaster came to teach.

Soon after Ichabod disappeared, Brom Van Brunt married the beautiful Katrina. He always laughed loudly when people spoke of Ichabod and the pumpkin. Some people even thought that Brom knew a great deal about the matter. However, the old country wives say that Ichabod was taken away by some strange means.

Today, the story is often told by neighbors in front of the fire on cold winter evenings.



Glossary

foremost: (adj.) most important or best.

Washington Irving is considered one of the **foremost** early American authors. Most of his works took place in the Northeast, specifically near his hometown in Tarrytown. He is considered a major influence on future American authors such as Nathaniel Hawthorne and Edgar Allan Poe. Besides *The Legend of Sleepy Hollow*, he is best known for his speculative fiction short story *Rip Van Winkle*. In addition to his fiction works, he wrote many biographies and histories, including a five-volume biography about the life of George Washington. A friend of many powerful people in American government, he also served as Ambassador to Spain under John Tyler.



Unit 9

Debating.com



Some art controversial topics to debate.

Is art still elitist?

No

Art can be **challenging**, difficult to understand, provoking, popular or unpopular, but it's not **elitist**, the **curators**, critics, and museums are. All the people who surround the art are elitist, they think they know better than we do what is art and what is not. I think that state galleries should exhibit all kinds of art and not only the one they like, otherwise they are elitist, and discriminate.

Glossary

elitist: (adj.) organized for a few people who have special interests or abilities, not caring about the interests or values of ordinary people.

challenging: (adj.) something that needs great mental or physical effort in order to be done successfully

curator: (n.) a person in charge of a museum, or a person who organizes and arranges an art exhibition.

Yes

The art world is still for an exclusive group of people. In the past, art was extremely elitist, it was a form of power. Now, you can visit museums

and galleries to admire it, but modern art, for example, requires a visual literacy so it is the pastime of a selected group.

No

I feel the arts are for everyone. In the past the arts were elitist, but not now. If you only recognize classical music, opera, or contemporary modern art as "art", then you are elitist. There are other forms of art, such as music, films, musical theater, which are accessible to anyone. Popularity does not make them "less art."

Yes

What is exhibited in museums is aimed to an audience that can understand art and has a certain knowledge. Furthermore, to be able to participate in the art culture, one must have a formal arts education, and not everybody can have this type of culture, what makes arts discriminatory.

No

Art can be subjective, but also inclusive. Art is for everyone. Being creative and artistic should be accessible, not only for a few people. We must change the way we feel about certain things, so that we can have a more creative society.

Yes

I think entering the world of art is elitist. There is not much energy put into teaching art at schools, and no encouragement to study it in higher education. So, the students who do study art, are few and they often go to elite schools.

Yes

Certain types of art are definitely elitist, like ballet and classical music. Other forms of art are not. But, when an artist has mass appeal and evokes positive emotional responses in most people, critics will not always favor them, they consider them too popular, and would even say that it is not real art. If that isn't elitism, what is it?

No

Artmaking is a creative activity, and it can be popular or unpopular, abstract, representational, commercial or not, but it does not necessarily make it elitist. The critics and curators who judge art and determine its status are, they decide how much each piece of art is worth, thus stating its value. This attitude is elitist, but art isn't.

Which of the opinions above do you agree with?



Can anyone be an abstract artist?

No

Abstract and **non-representational art** has a deeper meaning than what you see at first. It has different forms in the eyes of each observer. It's for talented artists and demands hard work.

Yes

I do not feel like abstract art needs any skill. Most of the work I've looked at looks like my own paintings when I was a little kid- disorganized, and free style. They say the important thing is to lay out on the canvas what you feel. It seems as if it is the easiest type of art.

No

I'm an artist. I can do **figurative art**, but the most difficult pieces of art I do are abstract or non-representational. People say "I can do that, so it isn't art." I just say if you

think you can do it, try it. When I tell that to my art students, they try, only to realize that it is much more difficult than they thought it was.

Yes

I believe anyone can be an artist. Art is only in the eyes of the person who watches it. This means that what **appeals** to some, others may not like it. I consider, abstract art is overrated. You can paint a **canvas** blue and then draw a red line and call it art. It seems that people call themselves artists way to easily.

Glossary

non-representational art: (n.) not showing things as they are normally seen.

figurative art: (n.) representing something as it really looks rather than in an abstract way.

appeal: (v.) to interest or attract someone.

canvas: (n.) a piece of rough cloth used by artists to paint on.

Yes

In my opinion, everyone has the skill to produce abstract paintings. The difference between being an amateur and a professional is the ability to market yourself and your paintings. A lot of the art world is about the people you know, and how they can promote you.

No

I read about a study to find out if a child or even an animal could paint like an abstract artist. Art students and psychology students were asked to compare pairs of paintings. One piece of each pair was the work of a well-known artist, while the other was made by a lesser known painter, a child, or even a monkey. The students had to say which one they preferred, and which one was better. The result was that both group of students preferred the professional pieces to the amateur ones and considered them to be of superior quality in about 70% of the time. Even the psychology students, who had no art education, agreed with the other group. This proves that a child cannot paint a good abstract painting.



No

Many people may be surprised to realize there are lots of artists who can paint realistic images but choose abstract art. Some people say, "It looks decorative", but the same could be said of a **landscape**. Some others say, "It has no meaning," but again, it's the same opinion you can have about a **bunch** of flowers. What's their meaning? That they are pretty? Yes, definitely, color can be pretty, texture can be pretty too as well as geometrical shapes, or paint blots. Who says that any form of art should have meaning? Art is supposed to provoke emotions, feelings, even if it's dislike.

follow me



Glossary

landscape: (n.) a view or picture of the countryside, or the art of making such pictures.

bunch: (n.) a number of things of the same type fastened together in a close group.

splatter: (v.) to hit and scatter onto a surface in small drops.

overrated: (adj.) considered to be better or more important than it really is.

Yes

I feel angry when I realize how abstract art is something people even buy for huge sums of money. It's most unfair for artists who have to work very hard on a painting instead of **splattering** paints on a canvas. Abstract art is **overrated**.

What's your opinion? Can anyone produce a good abstract painting?

Is graphic design art?

Yes

I think graphic design is definitely art. Traditionally the five main fine arts were architecture, sculpture, painting, poetry and music, but later film, photography, and printmaking were added. However, in museums, fine arts are associated only with visual art forms.

It is sometimes considered that graphic design is a skill that can be taught whereas fine art is given talent, but I don't think that's true. A natural skill is acquired through practice, and its development depends on each person's interest. In the past, when a person wanted to become an artist, he or she would go to a senior artist's workshop to learn, in that way it is the same as with graphic design. I think anyone can become a fine artist or a designer, but only those with the skill to create and who are really good at it, will **stand out**.

No

If someone has talent in art, it's innate, it's a natural ability. I agree with the fact that art can be taught, but in order to be good at it, you need to be **gifted**. Skill without talent won't get you far. On the other hand, you don't have to be a great artist to be a great designer, you just have to meet the objectives of clients. In my opinion, all the things you need to be

a good graphic designer can be learned without being naturally gifted.

Glossary

stand out: (phr.v.) to be much better than other similar people.

gifted: (adj.) having a special ability in a particular subject or activity.



No

I think design and art are two different things. The purpose of design is to communicate something, it is not left up to interpretation, while art is purely based on the artist's imagination and can be left to interpretation. Art requires time to appreciate and understand it. I believe even if art and design are different because of their purpose and goals, they both require a lot of creativity.

Yes

I consider them both to be art, only different kinds of art, each with a different set of aesthetic values and ways of appreciating it. Their function and purpose are different, but graphic design still has artistic merit.

No

Perhaps one evident distinction between graphic design and art is that while art can have multiple interpretations, and none of them can be right or wrong, graphic design is the opposite. It should communicate a specific idea, because if it can be "interpreted" in many ways, it hasn't achieved its purpose. The message should be clear, and the public should understand it immediately.

No

I don't consider myself an artist, I'm a graphic designer. If art is to produce pieces to be appreciated for their beauty or emotional power, I'm certainly not an artist.

I usually design logos and websites that communicate information to the public, or are meant for online shopping, etc. However, artists can use graphic design to create art.

No

I think that one of the clearest differences between graphic design and art is that they both have very different starting points.

While art is the expression of a completely new idea, graphic design comes from the need to communicate a certain message that already exists it's not new.

Artists usually want to inspire a feeling. Graphic designers want their work to be immediately understood by the public, but artists work for a less evident connection, so it **seldom** has only one meaning.

Yes

I believe art is in literature, inside industrial design, in graphic design, in decoration, architecture, etc. It is not the final product in itself, to think of it in that way would be simplistic and **narrow - minded**. All forms of art come from both, talent and skills. This applies not only to graphic design but also to canvas painting.

No

In my opinion, art and design are two different languages, even though there is not a clear border between the two, and there are many areas where they overlap. I think the real difference is the intention behind the creation. Design is like being an actor that follows a script while art is writing and interpreting your own original story. Design is solving a problem and art is asking a question.

Which of the opinions above do you agree with?

Glossary

seldom: (adv.)
almost never.

narrow - minded: (adj.)
not willing to accept ideas or ways of thinking or behaving that are different from your own

Are DJs musicians?

Yes

Absolutely! A musician is one who composes, performs music, especially instrumental, as a profession. DJs have to master their controllers through practice, the same as a pianist masters the keyboard through practicing scales.

Yes

I'm a DJ. When I play a track, I mix in a second one and as a result I create a third track from mixing the two, in my opinion, this combination of skill and creativity is what makes a DJ a musician.

No

DJs are not and will never be musicians. It's not a matter whether they have talent or not, it's a matter of creation and /or play music. A musician does not copy and paste someone else's work to create.

No

In order to be a musician, you need many, many hours of practice, study, dedication, and discipline. If you read poetry, you don't become a poet. A DJ chooses playlists, put them together and press the Play button. It certainly requires skill, but it is very different form someone who plays instruments and / or composes music.

follow me



No

DJs can filter and manipulate music thanks to technology, and they do so in creative and original ways, but they aren't musicians. Not until every sound heard is the direct result of the performer's intention. They are technicians, not musicians.

Yes

DJs are surely artists, because they are creating something new with the playlist and music mixes they put out. Combining two records together, matching beats and drops, takes a lot of skill, so the turntables can be similar to a musical instrument.

No

They don't create music from scratch. They take already existing music and they mix and match it, like a musical collage. A good DJ will also know what the crowd wants and adjust their mix and select music according to their taste. They are closer to being live-performing musicians in that sense, as they engage the audience and entertain it.

Yes

Since there are only 7 notes they work with, DJs are musicians as they are musically talented and create truly works of their own with having only been inspired by works of others.

Which of the opinions above do you agree with?

Is reading a story better than watching its film?

Yes

Although movies are great, they can bring whole worlds to life before your eyes, still books are better. When reading a story, your imagination flies, you imagine what the characters and the places look like, you can know what the characters are thinking, you know all of their fears, doubts...so you feel everything. You don't feel when you watch a movie.

No

Movies are more enjoyable, and they take less time. You can watch films with friends and afterwards discuss them. They are also less expensive, and they are a great visual experience. Films put together many arts; words, pictures, music, cinematography, acting and direction. Visualizing something in your head is not the same as **actually** seeing it.

No

Books are very antisocial! You read alone. Movies are more pleasing, you can share your opinions with your friends after watching it.

Reading a book takes more time, you do it **in stages**, you stop, then the next day you continue, and the emotions are not the same as when you watch the whole story in a couple of hours.

Glossary

in stages: (phr.v.) to divide the activity into parts.
actually: (adv.) really.



Yes

Reading is better because you get to know the characters personality in depth, and you understand his or her thoughts and feelings. Movies can't express the whole plot in such a limited time, and the real fun part is to live the story. When we watch a movie we see the story, its setting and characters through the eyes of the director, and its usually disappointing, because you pictured something different.

No

Movies have music, special effects, and they are visually appealing. Special effects can help you see something better than you imagined it. Some books are even hard to read, especially for younger audiences. Young people sometimes may even read the book after watching the movie, and they will surely understand it better.

Yes

Movies more often than not destroy amazing books. Stories that have a lot of inner dialogue are not easily **turned into** a movie, and if they are, you miss almost

everything when you watch it, because the story has to be told only by means of dialogues. You don't get the **insight** into the characters' minds. Also, books stretch your imagination, you feel **engaged** as if you were part of the story.

Glossary

turn into: (phr.v.) to change or develop from one thing to another.
insight: (n.) a clear, deep and sometimes sudden understanding of a complicated problem or situation.
engaged: (adj.) involved in something.



blog

ideas

gallery

events

Yes

A movie has 1-2 hours to get across the message, a book has does it over hundreds of pages. The movie leaves out details, it's never how the author of the story intended it. For those who say that reading books is antisocial, two or more people can read the same book and comment it when they have all finished reading it. It is something fun. Besides, you can actually enjoy having time alone to read and relax.

Yes

Books are powerful. Some people like movies better because they are faster, but part of the **charm** of books is that they let you go at your own pace to get the most out of the story. Besides, movie require access to the screen, while can be read anywhere at any time.

No

Books always have to explicitly state what a character is thinking, or what's happening, but movies can convey all those things visually and in a creative way. For example, a woman is walking fast down a dark street, while a book may devote one or two paragraphs to the whole experience, the movie would use filming techniques to not only show the audience how scared the woman is, but make you feel the same fear by placing you right in the same situation she is. Visual storytelling provides you with an immediate and powerful experience.

Glossary

charm: (n.) a quality that makes you like or feel attracted to someone or something.

So, what do you think, is reading a story better than watching the movie? Why / Why not?

Unit 10

Let's

Discuss Our Rights



Good evening and welcome to *Teens' Time*. Tonight, we are going to discuss what teenagers can do to fulfill their rights. We invited four students from different schools and neighborhoods to participate in this panel. Welcome our guests, Josh, Zoe, Emily, and Paul.

Presenter: We all know the UN Convention on the Rights of the Child. Although the UN does not make a distinction between the children's and the adolescents' rights, there are certain specific rights young people, closer to become adults have, which need to be **addressed**. Josh, would you like to start the discussion?

Glossary

address: (v.) to give attention to or deal with a matter.

take into account: (phr.v.) to consider something.

issue: (n.) a subject or problem.

Josh: Good evening everybody and thank you for inviting us to your program. I think, as you said, that youth rights are not always **taken into account**. For example, I feel we don't have to be adults to be active members of our community. The problem is we are not usually given the chance to participate and make decisions on **issues** that affect us.



Zoe: First of all, I'm not sure every adolescent knows exactly what their rights are. There should be a campaign to inform young people about all the rights we have, that for a start. Information is vital.

Paul: I agree with you. Once you are informed it is important to get involved and speak out.

Emily: You mean something like protesting? I don't think that's an effective way to be heard.

Paul: I don't mean that. We can speak our mind online, for example through social media. There are many sites about youth rights, I mean teens' organizations around the world.

Emily: But, we want to be a part of what happens in our country, not abroad.

Paul: Yes, I know, but learning about other people's efforts and ideas can be inspiring, don't you think?



Zoe: That's a good starting point. If there is something we are **concerned** about we can join online campaigns and then implement the same or similar campaigns in our country.

Josh: Besides social media we can also create student councils at schools. I think this is particularly relevant because we want to be part of the decisions made at school. We can **bring up** problems we experience to discuss them and find solutions.

Zoe: You mean like discussing something and then going to the school authorities to express our problems and possible solutions

Josh: Yes, but we can also have meetings together with the principal and teachers and decide on school policies.

Glossary

concern: (v.) to cause worry to someone.

bring up: (phr.v.) to start to talk about a particular subject.

Emily: I like that idea. In fact, they are already doing that at a friend's school, and it has been very successful. They've discussed things such as grades, tests, even cafeteria food, to agree on what should be done. They listen to students' initiatives.

Paul: I think it's great to promote participation in school policies, but there are other areas in which we should participate too, like health, and politics. I feel those areas are more difficult to reach. It's almost impossible to take part in the decision-making process.

Zoe: I read about an interesting project UNICEF implemented in Brazil to make young people more aware of political matters and to promote public policies for adolescents in the whole country.

Josh: That sounds interesting. What was it about?

Zoe: There were several activities. One of them was organizing a seminar with many organizations that work with teens in the country, another one was organizing a National Festival of Youth, where lots of teens participated in discussions about public policies related to education, health, violence, drugs and other topics. They also carried out a project called "Citizenship for the Young Student" to discuss social issues; they created **ballot boxes** and students placed problems, wishes, letters and messages about the topics that worried them. Then they carried out **workshops** related to each of the issues. Also, more than two thousand students wrote a letter called "The Country we Want". In this project teens also sent letters, poems, even drawings to express their wishes and hopes and changes they want in their country.

Emily: Wow, it would be fantastic if we could carry out similar projects here.

Glossary

ballot box: (n.) a box into which people put their voting slips.

workshop: (n.) a meeting of people to discuss or perform practical work in a subject or activity.





Paul: Do you think that's possible to do?

Emily: Of course, why not?

Paul: Maybe it's not the best way. It seems difficult to carry out.

Zoe: I think the first step is to ask all the youth organizations in our country for help.

Josh: Yes, but it would be expensive to implement a similar project.

Emily: We could ask the government and **NGOs** to support us.

Paul: Anyway, it would be helpful to know what results they achieved.

Zoe: It was very successful. As a result of the project, thousands of teens participated in discussions on the rights of the child in many public schools throughout the country. It was the first time that the rights of the children were discussed at public schools. What I think is one of the most amazing results is that students who were interested in creating student associations are taking part in training seminars, and the "Citizenship for the Young Student" project is being implemented and has mobilized teens to take an active role in improving their schools.

Josh: That's inspiring!

Glossary

NGO: Non-Governmental Organization.



Emily: I would like to discuss here an issue related to young people that I think is worrying: health.

Josh: When you say "health" what specific aspects do you mean?

Emily: I'm talking about having a good quality sexuality education, access to healthier food choices in schools, preventing the use of drugs, etc.

Paul: In order to do something about it we should first do some research to know what policies the government is implementing right now, and then based on what we find out, propose changes. I think that would be a responsible way of tackling the problems.

Zoe: Of course. But also defining specific goals within the health area is important too. Health is a wide topic that **encompasses** many things. In order to be effective, we should decide exactly what we want to **achieve**, and in what time.

Emily: Sounds right. But after that, who should we **turn to**?

Glossary

encompass: (v.) to include different types of things.

achieve: (v.) to succeed in reaching an objective, after planning and working to make it happen.

turn to: (phr.v.) to get help from someone.

Josh: Policy makers, from the top down, the Ministry of Health and any department inside the ministry that deals with youth issues.

Zoe: Yes, but we should also address the people or groups who can influence the Ministry of Health, and don't forget the media, it can put pressure on the people who make decisions.

Paul: I don't think that's the best way, the media does not have direct power to implement health policies.

Zoe: No, I agree with you, nevertheless, it can contribute to our cause, by putting pressure. What if we went public with some personal stories? That would **get the message across** by appealing to the emotional side.

Paul: OK, maybe you're right, but there are other ways too. For example, having a public panel discussion, like this one, but related to the specific problems we want to **tackle**, and inviting not only young people, but organizations that know about adolescent health to exchange opinions on how we could work together towards a national health plan.

Glossary

get across: (phr.v.) to make someone understand or believe something.

tackle: (v.) to try to deal with something or someone.



Emily: We could also meet with policy makers and ask them what they can do to help, maybe even invite them to visit some communities where health problems are evident.

Josh: Before that we could organize a launch event, inviting authorities to a public meeting and share our concerns. This would also make civil society come together to support us on the issues about adolescent health and well-being.

Paul: Yes, it seems a **feasible** way to get people engaged. We could also use the radio, we may arrange with a radio station for some young people to talk about why it is important to take part in the decision-making process. And, as I mentioned before, publicizing key messages on the social media is a powerful way to reach a large number of people.

Glossary

feasible: (adj.) possible, likely.



Beats!



Zoe: Why not writing an article in a newspaper? It would reach people in politics and government, who are our target audience: the ones that have real power to change things.

Josh: Let's be creative! We could use music and visual arts, besides technology like social media, to get our message across, I mean exhibitions and concerts to advocate for our cause.

Paul: I don't know. To me, exhibitions and concerts are not the best way to get started.

Josh: Maybe not at the beginning, but at some stage of the project because they are ways to attract massive attention to our goals.

Emily: Something important we should bear in mind is that before deciding on ways to draw attention to youth health issues we should do some research to find out which of the ways mentioned here has been helpful or proved to be successful and which ones have not worked effectively.

Zoe: There could be another way of dealing with it. Instead of one issue at a time, implementing a more holistic approach to cover several aspects together.

Josh: I don't think that is a good way. It's too much to deal with.

Zoe: This other campaign I read about was carried out by UNICEF and the government in Ukraine. It was about youth health issues called "The Program on Young People's Health and Development." It dealt with several health-related issues, such as, drugs, crimes, and sexually transmitted diseases, at the same time. The main objective was to change attitudes and behavior among young people to **overcome** problems.

Emily: But in that case it was the government and UNICEF together.

Zoe: Yes, but young people were involved, because the idea was to **empower** them and promote their rights to participation.

Glossary

overcome: (v.) to succeed in dealing with or controlling a problem.
empower: (v.) to give someone official authority to do something.



Paul: And how have adolescents been involved in the project?

Zoe: There was a gathering of young people called "Youth for Healthy Lifestyles", where more than two thousand teens from different parts of the country organized workshops and discussions on topics such as drugs, risk of AIDS, the situation of street children, etc. Also, sixty young people attended a Workshop on Decision-Making Skills where they were trained working with youth, communication techniques and peer education.

Josh: What have they achieved?

Zoe: They created Youth Forums, where young people, the government, and local administration representatives meet and discuss problems and agree on possible solutions. They have also established some Youth Information Centers to serve the need of one thousand young people a month and Youth Friendly Clinics, among many other resources to attend youth problems. So, this is a way to tackle several problems together.



Paul: Yes, it's like investing energy, money and resources to solve more than one problem. Maybe it's a more effective way. Whatever the way we do it, I think we should start now.

Presenter: Well, I'm afraid our time is over. You have **brought forward** several interesting suggestions and ideas. As you say Paul, the most important thing now is to start working on them.

Emily: Yes, it's in our hands to look for support to start implementing changes.

Presenter: That's right. In a few months, we could have another discussion here, to assess your progress and keep the audience informed about your current and future actions. Thank you very much for your participation. It's been a very interesting meeting. Let's hope this is the first step in achieving your goals.

We'll be here, on *Teens' Time*, next Tuesday discussing another hot topic. Thank you and good night.

Glossary

bring forward: (phr.v.)
to introduce something so
that it can be discussed.



