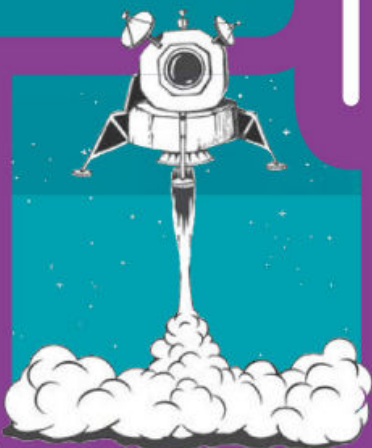




Reader

3

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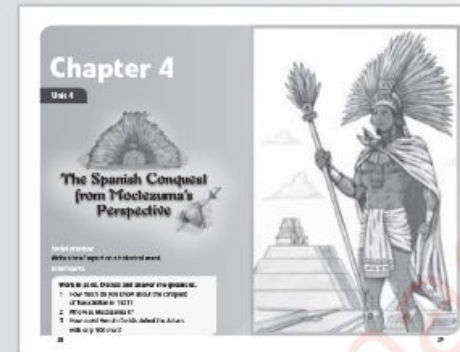
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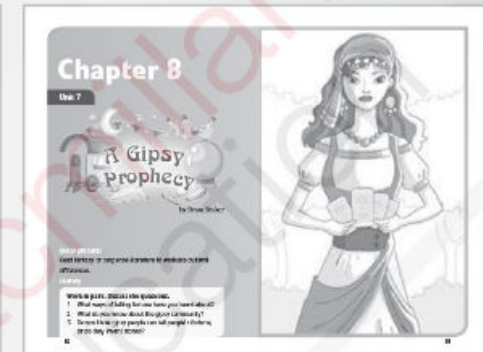
Welcome

This Reader is an interesting and entertaining learning tool to help you improve your English level. You will find enjoyable informative and literary texts that will expose you to new language in varied contexts and will help you to be a more successful reader.

The chapters for each unit are divided into:



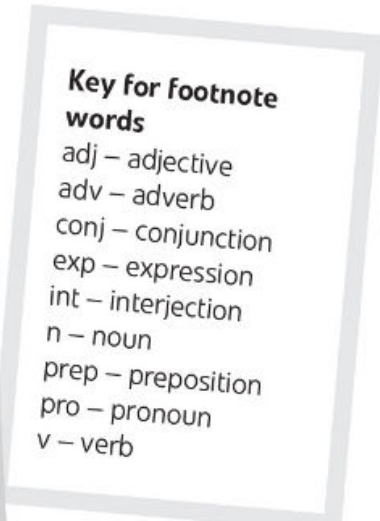
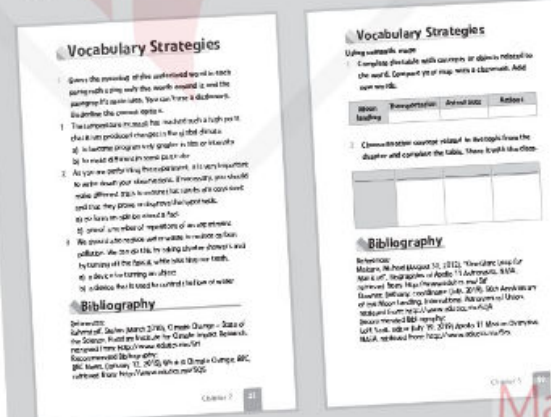
Informative – texts which teach you facts and general information



Literary – short stories and classic tales based on a variety of topics

Features of your Reader include: Activation box, Footnote words, and Vocabulary Strategies pages.

Enjoy and have fun with your Reader!



Chapter 1

Unit 1



Social practice:

Exchange emotions and reactions caused by a television program.

Informative

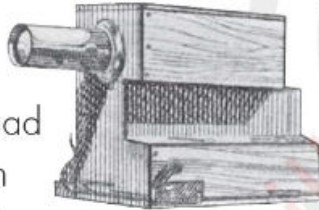
Work in pairs. Discuss the questions.

- 1 What do you know about the history of television?
- 2 How different do you think TV programs were 50 years ago?
- 3 What do you think television of the future will be like?



Behind the Invention

The most influential invention of the 20th century, after the Internet, was television. Few inventions have had as much effect on society as television; nowadays, 79% of households in the world own at least one television. That's a lot of televisions.



In fact, according to the INEGI, 92.7% of Mexican **households** receive a digital signal via public access or cable television.

TV was not born accidentally or overnight, and it was not created by a single person. It was in the 20s that the birth of television occurred as we know it today. The effort of many people working for many years, together or separately, made this invention possible. It was in 1927 when the American inventor Philo Taylor Farnsworth developed the world's first electronic television.

households (household) (n) – the people who live in a house or apartment when they are considered as a single unit

Prior to Farnsworth's invention, a group of inventors contributed to the invention of television. They developed a device known as mechanical television.

The Scottish engineer John Logie Baird demonstrated the televising of moving objects using a mechanical system that scanned images by means of a rotating disk and lenses. His work was influenced by the German inventor Paul Nipkow, who invented the electric telescope that converted an image into a series of light pulses. And in 1897, Karl Ferdinand Braun, a German scientist, invented the cathode ray tube, which was used in almost all the computer and television monitors until plasma and LCD (Liquid Crystal Display) monitors came into the market from the late 90s **onward**.

Between 1926 and 1931, all mechanical televisions became obsolete, and by 1934, all TVs had been converted into the electronic system. In addition, Baird had started broadcasting some experimental television transmissions using BBC frequencies, but the definition was so bad that actors had to wear exaggerated green, purple, and yellow make-up and black lipstick; they had to work under very strong, hot lights for the image to look a little better in black and white.

onward (adv) – when something continues to happen or exist from a particular moment and forward

The Big Success

In 1932, the BBC (British Broadcasting Corporation) started broadcasting and it was the first company in the world to launch a regular high-definition television service consisting of 405 lines. Unfortunately, this service was interrupted by the **outbreak** of World War II in 1939. The last program to be **aired** was a famous cartoon.

It was in 1941 that the Mexican engineer Guillermo González Camarena impressed the world with the invention of color television. His invention was so important that the Mexican National School of Medicine began to use it, and so did the NASA, that



used this system for capturing images of Jupiter in outer space. González Camarena patented his invention in 1943 and his first experimental color broadcast took place in 1946.

outbreak (n) – the sudden start of war, disease, violence, etc.

aired (air) (v) – to broadcast something on radio or television

The Golden Age: From the Late 1940s to the Early 1960s

The first Golden Age of Television was full of different productions, which were mostly broadcasted live. Before this era, television had remained commercial-free, but with the creation of many sixty-to ninety-minute shows, commercials appeared and started being broadcasted as well. The first commercial was transmitted in 1941. The ad was for a watch and lasted 10 seconds. The cost for an advertisement was 9 US dollars for 30 seconds of air time, while today, 30 seconds of air time during the National Football League Championship cost 2.7 US million dollars!

A wide range of changes and improvements took place from this moment on. The 1950s were a **watershed** in the history of television.

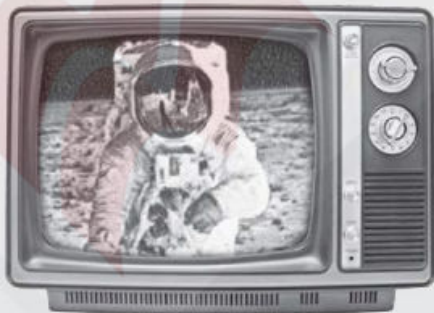
TV stations started to grow all over the world. In the USA, cable was used to carry TV signal to areas with a poor connection. In Mexico, the first television station was launched, and it was called XHTV.



watershed (n) – an event that causes an important change to take place

This decade saw the **birth** of various television genres like comedy shows, sitcoms, talk shows, drama, cartoon programs, altogether with dancing, game, cooking, and culture shows.

In 1953, Queen Elizabeth II's coronation ceremony was transmitted internationally on live television. It has been estimated that an audience of nearly 277 million people watched the coronation. This day is remembered as the day the Queen saved television because it changed people's perspective about this invention.



Then, in 1969, approximately 500 million people watched how Neil Armstrong stepped on the Moon.

birth (n) – the beginning of something such as an idea, institution, etc.

Television Today

After this period, television turned from a mere technological invention to an essential form of communication found in almost every single living room across the world. Technology has kept advancing to make television what it is today. The average household **viewership** was 4.5 hours a day in the 1970s, but by 2010, the average household viewership had risen to nearly 8.5 hours per day.

Since the 70s, the evolution of TV has not stopped: it began with the creation of more than a thousand TV stations that exist until today, hundreds of channels, many satellite TV companies, and even the development of supplemental technologies like Betamax – that appeared in 1975 – or VHS – that appeared one year later – and their evolution, the DVD and the Blu-ray disc, which appeared in 1997 and 2002 respectively.



viewership (n) – the total number of people who watch a particular TV station or program

The 90s saw major changes in technology. Internet was born, and personal computers became more affordable. Cable television continued to boom. New TV technologies appeared, but it was after the year 2000 when many countries joined a worldwide analog switch-off, driving people to the digital TV era. A few years ago, people were amazed at plasmas and LCD (Liquid Crystal Display) monitors that transmitted 1080-line images. Nowadays, the world of TV has moved on a lot in the last few years with the creation of 4k or Ultra High Definition that transmits 2160-line images. As a result, television has become a complex system that every time offers more choices and technologies that change and improve incredibly fast.



Television has revolutionized the way that the world works, and it has been an extremely powerful form of communication. Television channels worldwide have begun to transmit more and

line (n) – each segment of a picture frame that is progressively displayed on a TV

more in high definition, and nowadays many countries began to switch to HDTV. Every year, many people change their old TVs for newer TV monitor models. It has become a major problem because by 2016, the world had already generated 44.7 million metric tons of e-waste.



Now, with the Internet being around for a few decades in our lives, and with the online streaming of TV programs, movies, and more, the future of television as we know it is uncertain.



e-waste (n) – electronic equipment that has been thrown away

However, there is no way to compare the Internet and television, as the Internet is really young, while television is fast **approaching** the century mark and is an invention that has survived wars. Will TV still exist twenty years from now? We could be surprised.



approaching (approach) (v) – to almost reach a particular level, number, or condition

Vocabulary Strategies

- 1 **Read the following Spanish words and find equivalent English cognates in Chapter 1. You should find words that match the verbs tense and mode, the nouns number, or the adjectives and adverbs endings.**

Spanish Words	English Cognates
1 aparecieron	_____
2 estaciones	_____
3 conexión	_____
4 estimado	_____
5 avanzando	_____
6 aproximadamente	_____
7 canales	_____
8 compañías	_____
9 increíblemente	_____
10 sobrevivió	_____
11 ocurrió	_____
12 catódico	_____

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Chapter 2

Unit 2



Social practice:

Interpret and write instructions to perform a simple experiment.

Informative

Work in pairs. Discuss the questions.

- 1 How much do you know about global warming?
- 2 What do you want to know about global warming?
- 3 Do you think scientific experiments could help you understand environmental problems?










For a long time, scientists have studied the world and have learned the way it works and what things affect it. Every time scientists want to generate new **knowledge**, they use a series of steps called the scientific method.

The scientific method is an organized process that helps scientists solve a problem. Scientists use this method to ask different questions and search for answers by observing, interpreting information, and performing different experiments that sometimes lead them to make amazing discoveries, but other times, scientists are unable to answer their own questions.

This method is a process for experimentation, and its purpose is to explore observations and to find answers to the scientific questions made at the beginning of each experiment. It usually consists of the following steps:

-  Purpose / Question
-  Hypothesis
-  Experimentation
-  Results
-  Conclusion



No matter if you are doing a classroom science activity, or if you are a scientist, or an independent **researcher**, understanding and following the steps of the scientific method will help you collect data and observations to answer the scientific question as well as possible. After all, you can always go back and repeat any step as many times as you need.

knowledge (n) – all the facts that someone knows about a particular subject

researcher (n) – someone who does research or investigates, especially collecting relevant facts and ideas

The Scientific Experiment



You know that scientists and researchers from all over the world are always trying to understand the most serious global **issues** that our planet is facing today, like global warming. Well, you should also know that they usually **rely** on the scientific method to perform experiments to understand these issues.



Here you will find an example of an experiment that uses the scientific method as a plan to be followed in conducting the experiment. As you are about to see, this home-made experiment tries to explain the effects of global warming on the atmosphere through easy steps that lead us to draw a conclusion based on the results we obtain.

Question / Purpose



After observing and collecting data, researchers have found out that human activities such as burning coal and fossil fuels (like oil) release carbon dioxide (CO_2) and other gases into our atmosphere; as a result, these gases act like the glass of a greenhouse. CO_2 and other air pollutant gases absorb sunlight and solar radiation. Normally, they would escape into space, but they are held in the atmosphere of the planet and prevent heat from escaping and cause the planet to get hotter. These pollutants can last for years or even centuries. This is the reason why scientists have asked themselves: How does CO_2 affect the atmosphere and cause the warming of the Earth?

Hypothesis



The excess of CO_2 leads to heat retention that warms the Earth. This phenomenon is known as the **greenhouse effect**. There is a simple way to demonstrate this effect: if we expose to sunlight a glass jar covered with a black plastic bag, it should heat up more than a jar with no bag. In other words, the plastic bag would act as the CO_2 in the atmosphere and cause a greenhouse effect.

issues (issue) (n) – a problem that needs to be considered

rely (v) – to trust someone or something

greenhouse (n) – a building made of glass that is used for growing plants that need protection from the weather

Experimentation



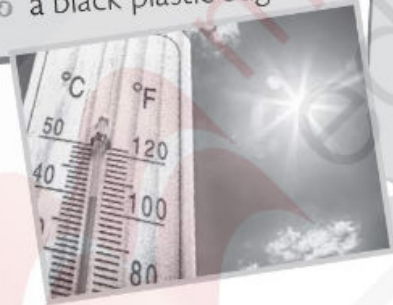
Experimentation is one of the most important steps of the scientific method. It is used to prove whether the hypothesis made is **accurate** or not. It is essential for the experiment to always include the materials that will be needed and the procedure that should be followed.

Materials:

- 2 glass jars with **lids**
- 12 ice cubes
- 6 cups of water
- 2 thermometers
- a black plastic bag

Tips:

Be careful when measuring the temperature with a domestic mercury thermometer. If the water is extremely hot, the jar lid can pop up and the glass may break.



Procedure:

- 1 Place six ice cubes and three cups of water in one glass jar and cover with a lid. Do the same with the other glass jar.

- 2 Place the plastic bag over one of the jars and cover it completely to produce the greenhouse effect.
- 3 Put both jars in the bright sunlight outside for one hour. Be sure both glass jars are safe and secure.
- 4 After an hour has passed, measure the temperature in both jars using a thermometer.

As you are performing the experiment, it is very important to write down your observations. If necessary, you should make different trials to ensure that results are consistent and that they prove or disprove the hypothesis.

Results:

As the jars were placed in the bright sunlight outdoors, the temperature rose considerably after an hour had passed, especially on the glass jar covered with the black plastic bag. The plastic bag acted as the excess of carbon dioxide in the atmosphere, thus preventing the hot air from escaping and causing a greenhouse effect. Besides, **steam** water was formed as a result of the heat retention in the glass jar covered with the plastic bag.

accurate (adj) – correct or true in every detail

lids (lid) (n) – a cover for a container

steam (n) – a thin cloud that is produced when water is heated

Conclusion



The plastic bag acted like extra greenhouse gases. This explains how the world is getting warmer at a faster **rate** than it would naturally. Polluting gases, mainly CO₂, trap the heat released by the Earth, so it cannot escape into space as it normally would.

The average temperature in the world has increased at the fastest rate in recorded history over the past 50 years. Sixteen of the hottest years have occurred since 2000. Our planet has had several episodes of global warming through its history, and at present, it appears to be going through a particularly severe one. The current warming is predominantly associated with an increase in the greenhouse effect caused by intensified levels of greenhouse gases, largely due to the effects of human agriculture and industry.



In the last decades, we have experienced a growth in the average temperature of the planet's atmosphere. The temperature increase has reached such a high point that it has produced changes in the global climate. This will cause long term effects such as rising sea levels and flooding, fluctuations in temperature and precipitation, heat waves and **drought**, forest fires, and finally, the most alarming effect: the melting of polar ice caps and glaciers.



We must change the way we live on Earth because there isn't another planet we can move to. What can we do to help prevent and stop global warming? To start with, let's plant a tree. Trees release oxygen that helps reduce CO₂ levels. We should also reduce water waste to reduce carbon pollution. We can do this by taking shorter showers and by turning off the faucet while brushing our teeth.

rate (n) – the speed at which something happens within a particular period of time

drought (n) – a long period of time where there is little or no rain and crops die

Let's preserve our planet for the current and next generations. Let's try to leave them a better world **instead** of destroying it. It is time to look for different alternatives to the way we use our natural resources and stop polluting our atmosphere.



Save the Planet.

instead (adv) – used for saying that one person, thing, or action replaces another

Vocabulary Strategies

- 1 Guess the meaning of the underlined word in each paragraph using only the words around it and the paragraph's main idea. You can't use a dictionary. Underline the correct option.**
 - 1 The temperature increase has reached such a high point that it has produced changes in the global climate.
 - a) to become progressively greater in size or intensity
 - b) to make different in some particular
 - 2 As you are performing the experiment, it is very important to write down your observations. If necessary, you should make different trials to ensure that results are consistent and that they prove or disprove the hypothesis.
 - a) to form an opinion about a fact
 - b) one of a number of repetitions of an experiment
 - 3 We should also reduce water waste to reduce carbon pollution. We can do this by taking shorter showers and by turning off the faucet while brushing our teeth.
 - a) a device for turning an object
 - b) a device that is used to control the flow of water

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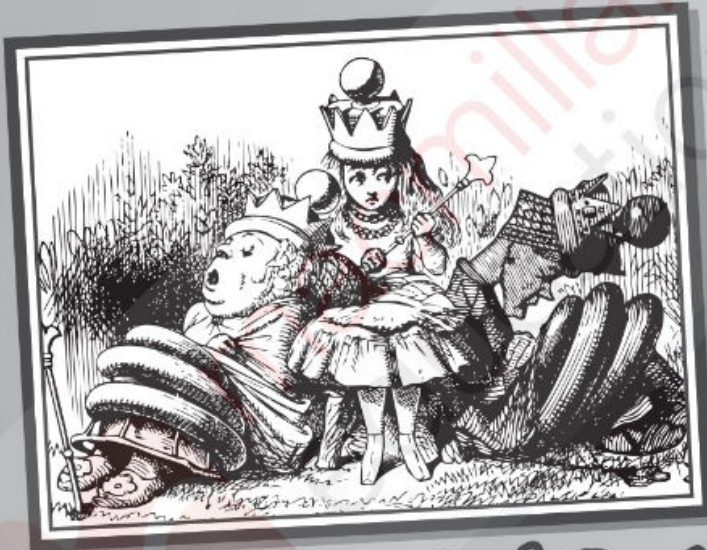
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Chapter 3

Unit 3



The Whimsical Poetry of Lewis Carroll

Social practice:

Read poems.

Literary

Work in pairs. Discuss the questions.

- 1 Do you enjoy reading poetry?
- 2 What kind of poetry have you read?
- 3 Can you name poems that can draw a smile on your face?

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We tend to think of poetry as a type of literature that deals with very serious matters. And this conception is true: for centuries, authors have dedicated their verses to express truths about life, to tell inspiring stories, to praise a beloved lady, or to honor a person or god. But the opposite is true as well, from simple and humorous nursery rhymes to parodies and poems full of irony and humor, poetry has certainly drawn smiles on many faces.

You might be familiar with *Alice in Wonderland*, a well-known fantasy novel that has been adapted into films and other media for decades. The author of this novel, Charles L. Dodgson, better known as Lewis Carroll, was a mathematician with a fertile imagination and a **whimsical** sense of humor. Besides writing the

novel that made him famous, Carroll wrote dozens of poems, articles, word games and perhaps the most famous nonsense poem in all English literature: “Jabberwocky.”



whimsical (adj) – a whimsical person, idea or thing is unusual, playful, and unpredictable, instead of serious and practical



The poem appeared in 1871 in *Through the Looking Glass*, a sequel or second part of *Alice in Wonderland*. After going through the glass, Alice finds a book written in a strange language. Realizing that she is in an inverted world, she places the book in front of a mirror. Then the words become readable, but they are still **puzzling**. This is what Alice says after reading the poem:

“It seems very pretty,” she said when she had finished it, “but it’s rather hard to understand!” [...] “Somehow it seems to fill my head with ideas — only I don’t exactly know what they are! However, somebody killed something: that’s clear, at any rate.”



Actually “Jabberwocky” is a linguistic masterpiece full of new words invented by Carroll (neologisms). Most of his literature is full of symbolism to parody or make fun of the strict Victorian English society where he lived, but it is also a fun and clever way of playing with the language. Let’s find out what you think after reading it!

puzzling (adj) – confusing or difficult to understand or solve



Jabberwocky

by Lewis Carroll

'Twas brillig, and the slithy toves
Did gyre and gimble in the wabe:
All mimsy were the borogoves,
And the mome raths outgrabe.

"Beware the Jabberwock, my son!
The jaws that bite, the claws that catch!
Beware the Jubjub bird, and shun
The frumious Bandersnatch!"

He took his vorpal sword in hand;
Long time the manxome foe he sought—
So rested he by the Tumtum tree
And stood awhile in thought.

And, as in uffish thought he stood,
The Jabberwock, with eyes of flame,
Came whiffling through the tulgey wood,
And burbled as it came!

One, two! One, two! And through and through
The vorpal blade went snicker-snack!
He left it dead, and with its head
He went galumphing back.

foe (n) – an enemy and oponent

burbled (burble) (v) – to talk fast about something for a long time



"And hast thou slain the Jabberwock?
Come to my arms, my **beamish** boy!
O frabjous day! Callooh! Callay!"
He chortled in his joy.

'Twas brillig, and the slithy toves
Did gyre and gimble in the wabe:
All mimsy were the borogoves,
And the mome raths outgrabe.



beamish (adj) – bright with optimism, promise
or achievement



Scholars from many countries have made the “Jabberwocky” their subject matter and have invested lots of hours deducing its meaning line by line. It has also inspired the work of some authors like the Argentinian Julio Cortázar or the filmmaker Terry Gilliam.

The fact is that, besides being inventive in terms of language, the poem does tell the story of a hero that has to show his bravery facing the evil represented by the Jabberwocky. It is a ballad formed by **stanzas** of four lines (quatrains) in which the first line rhymes with the third and the second with the fourth (ABAB rhyming pattern). It is a musical poem as well, it has a perfect inner rhythm created by the combination of unstressed and stressed syllables that are underlined in the previous page.

In fact, once you master the pronunciation, you can try adding music to the poem and *rap* it, *jazz* it or *rock* it. Try finding in the internet versions of the poem turned into musical pieces. Some are quite enjoyable!

scholars (scholar) (n) – someone who studies a particular subject and knows a lot about it

stanzas (stanza) (n) – a division of a poem formed by a series of lines arranged in a usually recurring pattern of meter and rhyme



Lewis Carroll was always playing with poetry and words. The little poem called “The Crocodile”, that is recited by Alice in Chapter 2 of *Alice Adventures in Wonderland* is a parody of a moralistic poem by Isaac Watts called “Against Idleness and Mischief”. Read it and try to describe how Carroll turned this pair of quatrains into a fine piece of **irony**.

The Crocodile

by Lewis Carroll

How doth the little crocodile
Improve his shining tail,
And pour the waters of the Nile
On every golden scale!

How cheerfully he seems to **grin**
How neatly spreads his claws,
And welcomes little fishes in,
With gently smiling jaws!



irony (n) – a form of humor in which you use words to express the opposite of what the words really mean

grin (v) – to smile showing your teeth



As Carroll did with Watts' poem, you can now play with this or other Carrolls' compositions. In the following example we just changed a few words to create a different story. But you can be **bolder** and change the meaning, the purpose, the rhythm or the tone of the poem. Give it a try! This might be a way to fall in love with poetry!

The Bear

How doth the little bear
Improve his rounded ears,
And climbs the tops of the rocky **range**
As he slowly disappears!

How friendly he seems to be
How wide opens his claws,
And welcomes little ants in,
With kind **lively** jaws!



bolder (bold) (adj) – confident and not afraid of people

range (n) – a group of mountains

lively (adj) – full of energy and enthusiasm

Vocabulary Strategies

1 Some of the words invented by Carroll for the "Jabberwocky" are now included in regular dictionaries.

Look for the meaning of the following words:

1 galumph _____

2 chortle _____

3 gyre _____

2 Look for the meaning of the word *portmanteau*. Then, underline the "Jabberwocky" terms that are examples of this kind of words.

- "Brillig": the time when you begin broiling things for dinner.
- "Slithy": a combination of lithe and slimy.
- "To gyre": to go round and round like a gyroscope.
- "To gimble": to make holes like a gimblet.
- "Mimsy": flimsy and miserable together.

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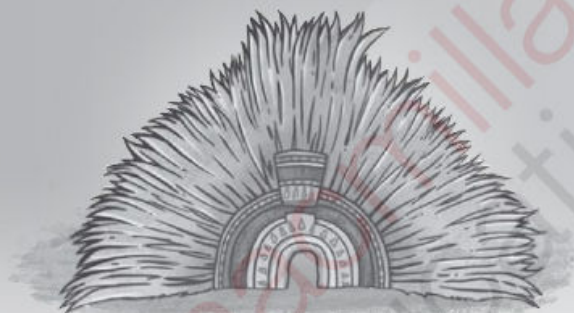
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Chapter 4

Unit 4



The Spanish Conquest from Moctezuma's Perspective



Social practice:

Write a brief report on a historical event.

Informative

Work in pairs. Discuss and answer the questions.

- 1 How much do you know about the conquest of Tenochtitlan in 1521?
- 2 Who was Moctezuma II?
- 3 How could Hernán Cortés defeat the Aztecs with only 500 men?

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The great capital city of the Aztec Empire, Tenochtitlan, fell into the hands of the conquerors under the **command** of Hernán Cortés, on August 13, 1521. Cortés had landed on Mexican coasts with an army of about 500 men almost four months before. Surely Hernán Cortés must have found a weakness in Moctezuma II. Why did he **refuse** to fight against the Spanish conquerors? There are many reasons, some quite obvious and others not so easy to explain.



command (n) – control of a group of people, especially in the armed forces

refuse (v) – to say you will not do something that someone has asked you to do

Moctezuma II (*Motecuhzoma Xocoyotzin*) was the son of the great Tlahtoani Axayácatl and one of the best warriors under the teachings of his uncle Ahuítzotl. Bernal Díaz del Castillo, a Spanish *conquistador* who was one of the first soldiers to meet Moctezuma, described him as a man of good height, **slender**, with black hair.

He was taught among the Aztec nobility, in the Calmecacs, where he learned literacy, history, religious rituals, geometry, and military arts. He was described as a great wise and religious man, astrologer, philosopher and expert in all the arts. As a consequence, he succeeded in becoming a high priest before being the ruler of the Aztec Empire.



slender (adj) – tall or long and thin in an attractive way



In 1502, Moctezuma II became the ninth *Tlahtoani* or emperor of Tenochtitlan. On the death of his uncle Ahuítzotl, he ascended to the Aztec throne at the age of 35. His name meant Valiant Lord. He reigned with great success and wisdom for 17 years until the arrival of the Spaniards in 1519.

To understand Moctezuma's decisions, it is important to learn about the gods the Aztecs **worshipped**, like Quetzalcóatl, whose complete name was *Ce Ácatl Topiltzin Quetzalcóatl* (One Sugarcane Our Prince Feathered Serpent, represented by the morning star)

worshipped (*worship*) (v) – to show respect and love for a god

and Tezcatlipoca, the Lord of the Smoky Mirror. Tezcatlipoca was the monarch of all the gods, a sinister ruler who was associated with the night in the form of the warlord.

Protected by Tezcatlipoca, the Aztecs had **managed** to dominate the valley of Mexico after defeating its former settlers, the Toltecs, and sending Quetzalcóatl to the second place, even though he had been their main god originally.

In the Aztecs' mind, traditions and prophecies were as important as religion, and Moctezuma II was a strong believer of the prophecies. There was a prophecy that foretold that every One-Sugarcane year (*Ce Ácatl*), which was repeated cyclically during irregular intervals in the Aztec calendar, Quetzalcóatl would return at last to take revenge with great desire and terror. Despite the fact that the years 1363 and 1467 coincided with the One-Sugarcane year, the god didn't appear on either of these two occasions, but Moctezuma II was certain that in 1519, the following "One-Sugarcane" year, the god Quetzalcóatl would return, so the Aztec **watchmen** searched the shores of the Gulf of Mexico for any sign that might hint his coming.

managed (*manage*) (v) – to succeed in doing something

watchmen (*watchman*) (n) – someone whose job is to guard a building

Moctezuma II and his advisors doubted how they should receive Quetzalcóatl. If their god returned to re-establish his kingdom as he had announced, should Moctezuma II give up the throne or resist?

In May 1518, Moctezuma II received the first rumors about the **disembarkation** of strange men on the coasts of Tabasco. The emperor's **anguish** was rising. According to the Aztec magic-astrological calculations, Quetzalcóatl was to return on the "Nine-Wind" day (*Chiconauí Ehécatl*) of the "One-Sugarcane" year.



disembarkation (n) – the act of getting off a ship

anguish (n) – a feeling of great emotional pain

Coincidentally, Cortés arrived at the current San Juan de Ulúa on April 21st of 1519 and landed the next day, Nine-Wind day according to the Aztec calendar; the precise date of a prophecy: the return of Quetzalcóatl.

Only after some time, with great **astonishment**, Cortés discovered this fact through the conduct of the Aztecs; and once he knew it, he was convinced that it was God's miracle in order to facilitate a conquest that until that moment had seemed impossible with his limited resources.

Perceiving the fear of these increasingly intimidated people, and with his **unsurpassed** military intuition, Cortés ordered his men to shoot their cannons, and ordained his lieutenant, Pedro de Alvarado, to race the horses on the beach, knowing that the Aztecs had never seen these animals before. His white skin and black-bearded appearance was similar to that of the god Quetzalcóatl; he also wore a helmet similar to the one worn by Quetzalcóatl, and because it was Good Friday, he was wearing a black suit similar to the black outfit that was shown in all the codices. After hearing the description of his messengers, Moctezuma II was sure of the identity of his visitor.

astonishment (n) – very great surprise

unsurpassed (adj) – better than everyone else in a particular way

Prisoner of **distress**, Moctezuma II had to make the most crucial decision of his reign, a decision that would cost him his power and his life in a short time. Knowing that he could not fight against Quetzalcóatl or let him arrive in Tenochtitlan and **dethrone** his lord god Tezcatlipoca, the only thing he could do to avoid the catastrophe was to convince Quetzalcóatl to go back.

However, when Cortés and his men managed to beat the Tlaxcaltecas, over whom the Aztecs had never been able to achieve a definitive victory, the Mexican court changed their mind and agreed with their emperor that it was useless to fight against a god, and so, Moctezuma received the visitor with all the honors. He had to accept so many offences to his royal dignity from Cortés and his men, that the Aztec lords got angry.

On the other hand, taking advantage of an absence of Cortés, Cuitláhuac persuaded the other Aztec lords to rebel against his brother and throw the conquerors away from their lands. Moctezuma II made an effort to conciliate his people but unfortunately, he was stoned in the attempt.

distress (n) – a feeling that you have when you are very unhappy, worried, or upset

dethrone (v) – to remove a king or queen from power

The mystery surrounding the life and death of great Moctezuma II has still to be clarified, but history has proved that he was a heroic **ruler** who fought to the end to avoid the ruin of his race and culture. It can be affirmed that Moctezuma II, with his noble instruction in science and arts, definitely had a more certain and deeper vision of reality than the one Hernán Cortés himself ever had.



ruler (n) – someone who controls a country

Chapter 5

Unit 4

MOON LANDING ANNIVERSARY



Social practice:

Write a brief report on a historical event.

Informative

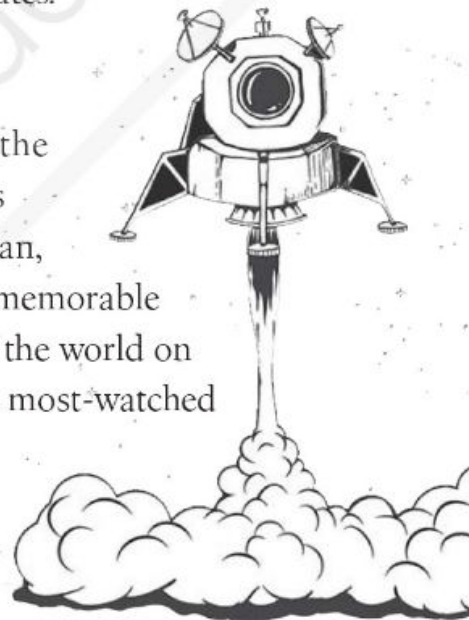
Work in pairs. Discuss the questions.

- 1 What historic events in this century do you remember?
- 2 In your opinion, which are the most important?
- 3 Discuss why.

It was in 1969 when the space mission Apollo 11 landed humans on the Moon. On July 20th, 2019, the world celebrated the 50th anniversary of the Moon landing. Before that, the Russian astronaut Yuri Gagarin had been the only human to travel into space. Gagarin was a 27-year-old test pilot and an industrial technician who became the first man to orbit the planet. He rode the Vostok-1 **rocket** to over 200 miles above the Earth going around the planet and back down in just over 89 minutes.



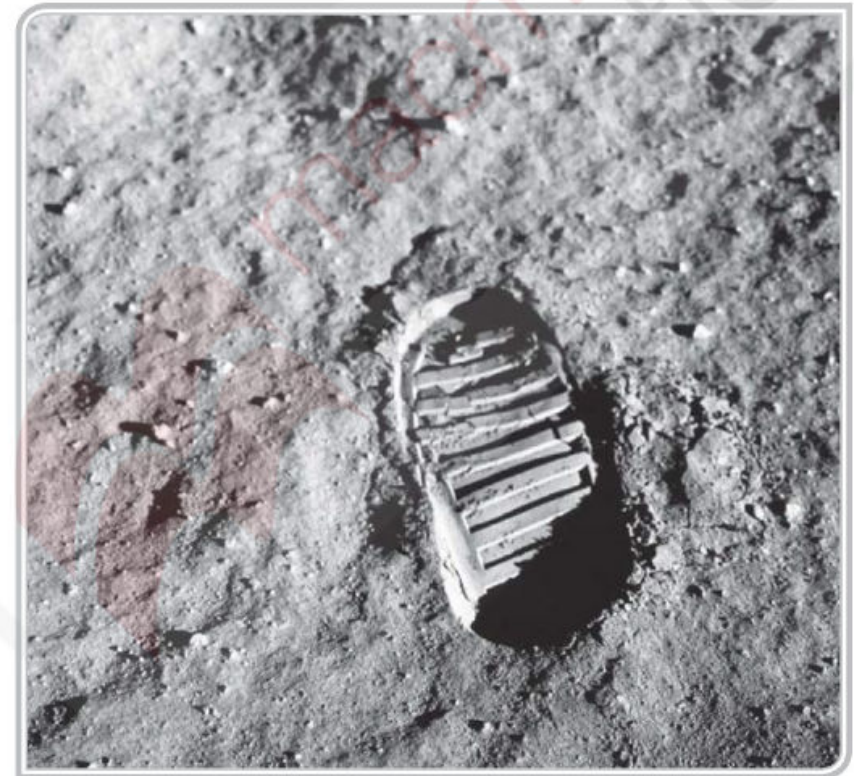
As the American astronaut Neil Armstrong took his first step on the Moon's surface, he said his famous words: "That's one small step for man, one giant **leap** for mankind." This memorable moment was broadcast live around the world on television and radio. It has been the most-watched TV program ever, with over 650 million viewers around the world.



rocket (n) – a vehicle shaped like a tube that travels in space

leap (n) – a jump, especially one that is long or high

Moon landing was on the **threshold** of astronomy and space travel research. It was not only important for the space industry, but also for the human race. Sending astronauts into space, landing on the Moon, and returning them safely to Earth were dreams several believed to be impossible. This **huge** achievement led to the development of more human spaceflight missions that have been portrayed in film, television, video games, folklore, literature, and more.



threshold (n) – a limit at which something happens

huge (adj) – extremely large in size

FIRST MEN ON THE MOON

Neil Armstrong, a research pilot and former navy aviator, was born on August 5th, 1930. He was interested in airplanes at an early age and earned his student pilot's license when he was 16. He began his studies in aeronautical engineering at Purdue University in 1947 which were interrupted because of the Korean War in 1949. A few years later, Armstrong joined the National Aeronautics and Space Administration (NASA) and was named **commander** of the Apollo 11 mission. He became the first man to step on the Moon. But he was not alone in the mission, there were other two astronauts.



commander (n) – an officer who is in charge of a military operation

Edwin Eugene Aldrin Jr., better known as “Buzz,” was born on January 20th, 1930. He **enrolled** the U.S. air force and became a fighter pilot during the Korean War. In 1963, he was selected by NASA to pioneer space flight. He later returned to the Air Force and developed spacecraft systems. Aldrin has written an autobiography and has published several additional books since then.

Michael Collins was born in Rome, Italy on October 31st, 1930. In 1963, he was also selected by NASA to be part of the third group of astronauts. His second space mission was Apollo 11 where he was in charge of piloting the command module in the Moon's orbit while the others walked on the Moon. Nowadays, he currently works as an aerospace consultant.

They were all awarded the Presidential Medal of Freedom by Richard Nixon.



enrolled (enroll) (v) – to put your name on the official list of an institution

THE MISSION

Apollo 11 mission took off from Cape Kennedy Space Center, in Florida on July 16th. The command and lunar module were on the top of a Saturn V rocket which is the most powerful rocket ever built in the spacecraft history. It took twenty tons of fuel per second to leave the Earth's atmosphere.

The command module Columbia flew on towards the Moon where the lunar module, the Eagle, separated to make the **descent**. On July 20th, after more than 100 hours of travel, the lunar module touched the ground. It was the first time the famous phrase “the Eagle has landed” was heard. Armstrong landed the module manually to avoid a last second collision with a crater. The astronauts had only 60 seconds of fuel when the landing took place.

descent (n) – the act of moving down to a lower place or position



Armstrong and Aldrin took a walk on the lunar surface, which included collecting lunar rock **samples** and planting the US flag. They collected 22 kilograms of geologic samples including 50 rocks, lunar **soil**, and material from below the surface.

Armstrong also took some photographs of Aldrin saluting the American flag. After 21 hours and 31 minutes on the lunar surface, they rejoined Collins in the command module and rested to begin their flight back to Earth. They re-entered the Earth's atmosphere and splashed down into the waters of the Pacific Ocean on July 24th.

samples (sample) (n) – small amount of something

soil (n) – the substance on the surface of a planet

After the Apollo 11 mission, NASA only made five more successful lunar landings. The last mission to land on the Moon was the Apollo 17. The countries that have been to the Moon are the US, Russia, and China. A Chinese mission has recently landed on the far side of the Moon and they're planning to go back.

A NEW GENERATION

These days, NASA has the intention to land a female astronaut on the Moon in 2024 as part of a new program called Artemis. They think that having the first woman land on the Moon will inspire a new generation of young girls to work in the space industry.

This year, there was an additional **increase** of 1.6 billion dollars to go towards accelerating the lunar missions.

Artemis program intends to have both men and women as part of the **crew**.



increase (n) – to become larger in amount

crew (n) – the people who work on an aircraft

Vocabulary Strategies

Using semantic maps

- 1 Complete the table with concepts or objects related to the word. Compare your map with a classmate. Add new words.

Moon landing	Transportation	Astronauts	Actions

- 2 Choose another concept related to the topic from the chapter and complete the table. Share it with the class.

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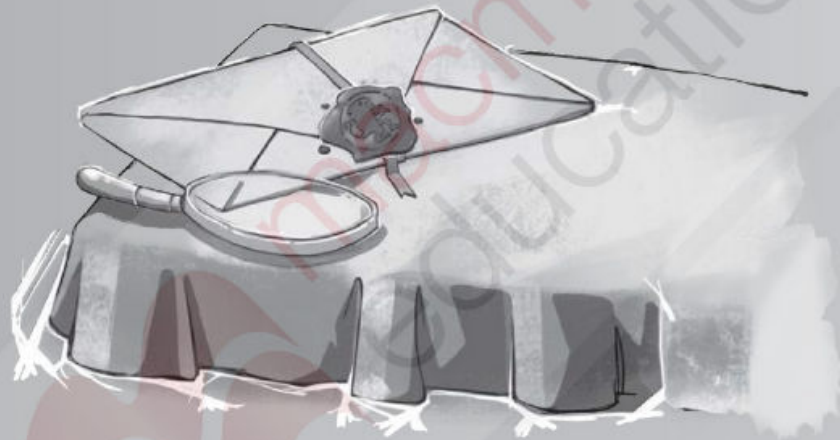
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Chapter 6

Unit 5

The Purloined Letter



by Edgar Allan Poe

Social practice:

Guess and formulate hypotheses about past events.

Literary

Work in pairs. Discuss the questions.

- 1 What detective stories have you read or watched?
- 2 Who were the main characters?
- 3 What were they about?

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I remember that evening very well. It was the autumn of 1845, and I was enjoying the company of my friend Chevalier Auguste Dupin. We were sitting in the small library of his apartment on Rue Dunot, in Paris. We were discussing the murders in the Rue Morgue, a case where he had helped Monsieur Germont, the **head** of the Paris police, solve. That is why it was such a funny coincidence that at that precise moment Monsieur G arrived. We gave him a **heartly** welcome. We had not seen him for several years.

“To what do I owe the pleasure my dear fellow?” asked my friend Dupin. “I have come to ask for your help with a very important case,” replied Monsieur G.

“Not another murder,” added my friend Dupin.

head (n) – the leader of a group

heartly (adj) – that is sincere and strongly felt

“No, no. Not at all,” said Monsieur G. “It’s a simple case of robbery.”

“If it’s simple case of robbery, why do you need my help?” asked my friend. “Because of what was stolen and whom it involves,” he replied.

Now we were curious. “I implore you, please continue,” **pleaded** my friend.

“Well, it involves the wife of a very important and powerful man in the French government.”

“Whom?” asked Dupin inquisitively.

“I’m not at liberty to say. Let’s just call her Madam X. Three months ago, someone stole a letter from her, and she is offering a large amount of money to anyone who can recuperate the letter for her.”

“If her husband is so important and powerful, why doesn’t he help her?” Dupin asked.

“Well, let’s just say she does not want her husband to see the letter,” replied Monsieur G.

pleaded (plead) (v) – to ask for something in an urgent or emotional way

“Do you have any idea who stole the letter?” queried my friend.

“Yes, we do. It was Monsieur D’Arcy, her husband’s political enemy. We think he will try to use it to embarrass Madam X’s husband, and to destroy his political career. We also know it is in his apartment.”

“It is indeed a simple case, and you clearly know a lot,” exclaimed my friend. “So, I still do not understand why you need my help.”

“Yes, it is simple; however, it has baffled us,” Monsieur G replied.

“It is probably its simplicity what has **baffled** you. Simple things have simple answers,” explained my dear friend.

“What on earth do you mean, old chap?” asked Monsieur G even more baffled.

“I mean you are probably overcomplicating what is really not a complicated case,” explained Dupin.

baffled (baffle) (v) – to be, or to make something difficult to solve or understand

“Tell me where you looked for the letter,” he went on to ask.

“Oh, my dear Dupin, we looked everywhere, believe me. I have my men watching Monsieur D’s apartment, and every time he goes out, we enter his apartment to **look for** the letter.”



look for (v) – to search for something

“Where exactly have you looked for?” inquired my friend.

“Everywhere, dear chap, every nook and cranny. We started in the living room and dining room, where we looked behind paintings and mirrors; in the curtain seams, under the floor boards and rugs; in lampshades and vases; under statues and ornaments, and we even tore **furniture** and sewed it back up,” he replied running out of breath with such a long list.

“Another night we looked in his bedroom; again, under floorboards and rugs, and behind paintings and mirrors, we also took out every drawer; checked for secret compartments in the furniture and wardrobe; and we even checked all the pockets in his clothes. And in the kitchen, we stuck our hand in every jar; moved every dish and cup; and we even checked the freezer. We have spent the past three months checking every possible place in his apartment. I beg you, what do you think we should do?”

“Go back and look again,” replied my friend.

“Look again!” exclaimed Monsieur G. “You can’t be serious.”

furniture (n) – the chairs, tables, beds, etc. that you put in a room or house so that you can live in it

“Oh, I am very serious indeed. Go look again, but this time really look.”

“Very well. We will,” replied Monsieur G grudgingly.

“But before you go, old fellow, do tell me what the letter looks like, please. I’m curious to know,” pleaded Dupin.

“It’s a letter in a white **envelope** with a red stamp, and the address is written in **dainty** female handwriting.”

“Well, best of luck my good man. Do come back and tell me who ends up with the reward,” said my friend with a cynical smile.



envelope (n) – a flat paper case for a letter or document

dainty (adj) – attractive in a delicate way

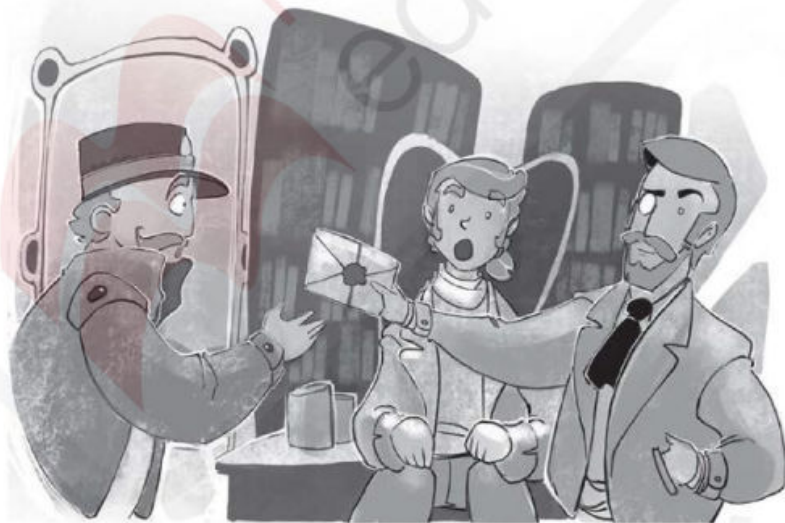
Approximately a month later, Monsieur G returned.

“I did as you said and still we found nothing,” he said desperately.

My friend smiled. “I knew you would not find it.”
“What? If you knew, why did you send us!” Monsieur G exclaimed angrily.

“Well, let me tell you a story...” began Dupin.

“A story!” interrupted Monsieur G. “I don’t need stories. I need someone to find the letter. What is more, I am **willing** to pay 50,000 francs from my own pocket.”



willing (adj) – ready, prepared or eager to do something

“Well then old chap, take out your checkbook because I have found the letter.”

Monsieur G could not believe his ears, but when he saw the letter, he believed his eyes. It was the letter he had been looking for. He was so relieved, that he rushed out and did not even wait to hear about how Dupin had managed to solve the mystery. I, on the other hand, could not wait to ask.

“It was simple my dear friend. Sometimes the most obvious place is the last place where people look. I knew that, so I decided to visit Monsieur D. I wore sunglasses that day and apologized for not taking them off. I explained I had an infection and my eyes hurt with direct light. This **allowed** me to look in different directions while chatting with him, and it was then I saw some mail, in a rack, on the **mantelpiece**. With the excuse of admiring the painting above, I got closer, and there it was, the letter with dainty handwriting – sitting among the other cards and letters.

Obviously, I could do nothing then, so I continued my visit and left, but I forgot something on purpose.

allowed (allow) (v) – to give someone an opportunity to do something

mantelpiece (n) – a shelf above the opening of a fireplace

The next day I returned with the excuse of **retrieving** my forgotten object, but I paid someone to create a commotion in the street to distract Monsieur D. When the incident started, I quickly took Madam X's letter and replaced it with one I had written. Monsieur D did not notice, and even if he notices now, he cannot say anything because that would prove his **guilt.**"

My dear friend Dupin had been right all along. Sometimes the most obvious place is the last place people look.



retrieving (retrieve) (v) – to get something back, especially something that is not easy to find

guilt (n) – the fact that someone has committed a crime

Vocabulary Strategies

- 1 Read the following paragraph and classify the underlined words in the chart below.

Monsieur G could not believe his ears, but when he saw the letter, he believed his eyes. It was the letter he had been looking for. He was so relieved, that he rushed out and did not even wait to hear about how Dupin had managed to solve the mystery. I, on the other hand, could not wait to ask.

Nouns	
Adjectives	
Adverbs	
Verbs	
Phr Verbs	
Pronouns	

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Chapter 7

Unit 6



Social practice:

Interpret and provide descriptions of unexpected situations in a conversation.

Narrative

Work in pairs. Discuss the questions.

- 1 Have you gone on vacation?
- 2 Did something unexpected happen?
- 3 What did you do to solve the unexpected situation?



Unexpected situations may happen when going on vacation, and that's why some people buy travel insurance before their trips. But that's not enough; good planning and having prior knowledge can make a difference in a surprising situation. From common flight **delays** to hotel reservations occupied, some people believe that anything can go wrong during their holidays.

Everybody has at least one or two epic stories of holiday travel that went wrong. Despite all the obstacles we face during our holidays, you will eventually arrive at your vacation destination; no matter what happens, getting there is half the adventure.

Let's read the conversation between these two friends sharing an incredible experience and unexpected things that happened to one of them during his trip to Venice.

Carol: So how was your vacation David?

David: Not too well... I mean, a lot of things went wrong during my last vacation.

Carol: Ok, let's hear it.

David: As we were waiting for the flight to **depart** to Venice there was an unexpected announcement: "Those flights traveling to Europe will experience a two hour delay due to weather conditions."

Carol: How stressful!

David: Yes, you can imagine how we felt, especially for my little brother and sister who were desperately crying.

Carol: So, what did you do?

David: We went for something to eat to kill some time. Finally, we boarded the plane and eleven hours after we were landing in Venice.

Carol: What happened then?

David: We arrived after midnight, so there were not many public transportation options from the Marco Polo airport to Venice city center where our hotel was.

So we had to take a private water taxi. It was really expensive, €120 for four people. It took us as close as possible to our hotel along the canals. But we still had to walk and find it through the dark **narrow** streets.



delays (delay) (n) – a situation in which something happens later

depart (v) – to leave and start a journey

narrow (adj) – small in width

Carol: And how did you find the hotel?

David: My dad and I had run out of battery in our cellphones, but my mom's cellphone still worked, so we followed the GPS. But when we finally arrived at the hotel, guess what...

Carol: There were no rooms available!

David: Can you believe it? Since we arrived two hours late, they had sold our reservation to another family.

Carol: Oh, no! How terrible, so what did you do?

David: My dad was not in the best mood, so he immediately asked to talk to the manager who kindly accommodated us in a hotel nearby.

Carol: Where you finally got some sleep?

David: Yes, but the worst part was that my dad and I couldn't charge our cellphones because the Italian **power sockets** are very different from the ones we use in the US. So we had to wait until the next day to buy an adapter to connect our power plugs.



Carol: Oh, David, what an **odyssey**!

David: But that's not all, next day we went to visit the principal public square of Venice, Piazza San Marco, and see the Basilica, but we couldn't because it was all **flooded**.



power sockets (power socket) (n) – a place on a surface with holes for connecting a piece of electrical equipment

odyssey (n) – a long journey during which many things happen

flooded (adj) – covered or filled with water



Carol: What happened next?

David: My parents decided to take this gondola excursion to the Venetian islands and explore the fascinating islands of Murano, Burano, and Torcello.

Carol: And what did you do there?

David: I learnt about Murano's historic glass-making factories, and Burano's brightly colorful houses were **stunning**. Torcello is an ancient city full of Byzantine churches. In Murano my mom bought a ring. She also bought some souvenirs.

Carol: Did you take photographs?

David: Yes, of course, I enjoyed the panoramic view from where I could take marvelous pictures of the lovely **brightly** houses in Burano and the churches in Torcello. Let me show you.

Carol: Oh, how beautiful they are! See, not everything turned out bad.

David: Wait... that's not the end of the story, that night we went to dine out at a local restaurant. Everything was fine, we ate pasta, pizza, and some **meatballs**. My dad, my mom and I drank sodas, but my brother and sister drank plain water because it's potable in most Italian cities. I guess they didn't wash their hands properly because later that night, they were both vomiting with fever, so we called the concierge to seek a doctor's help.

Carol: Oh, no! What a bad luck!

David: Yeah, you are right! What a messy holiday I had!



stunning (n) – very impressive or beautiful

brightly (adv) – with strong, but not dark, colors

meatballs (n) – meat that is cut into small pieces, shaped into a ball

Most people when going on holiday have a great time and come home rested, relaxed and happy. But what if things go wrong? Here is our guide to sort things out. First of all, let the hotel concierge or villa owner know as soon as you become **aware** of a problem. They may not realize something has gone wrong if you don't tell them.

Secondly, you will be more likely to solve the situation before it **spoils** your holiday if you stay calm, friendly, and reasonable. Try to figure out a solution to your problem. If you get lost, check the maps and the GPS and even call emergency services if necessary.



Thirdly, but not least important, you have to keep in mind that holidays are rarely perfect, so don't take small things out of proportion and just enjoy!

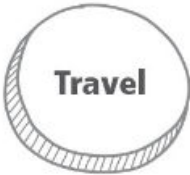



aware (adj) – knowing about a situation or a fact

spoils (spoil) (v) – to make worse

Vocabulary Strategies

Using word maps

- 1 In the chapter, find and write words related to the words in the circles.

	<p>_____</p> <p>_____</p> <p>_____</p>		<p>_____</p> <p>_____</p> <p>_____</p>
	<p>_____</p> <p>_____</p> <p>_____</p>		<p>_____</p> <p>_____</p> <p>_____</p>

- 2 In your notebook, choose another word related to the topic from the chapter, draw it in a circle and write words related to it. Share it with a classmate.

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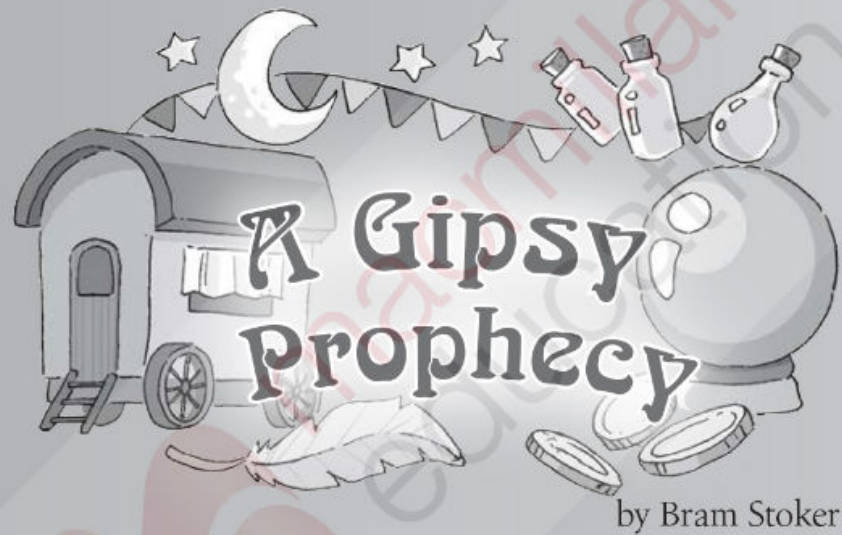
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Chapter 8

Unit 7



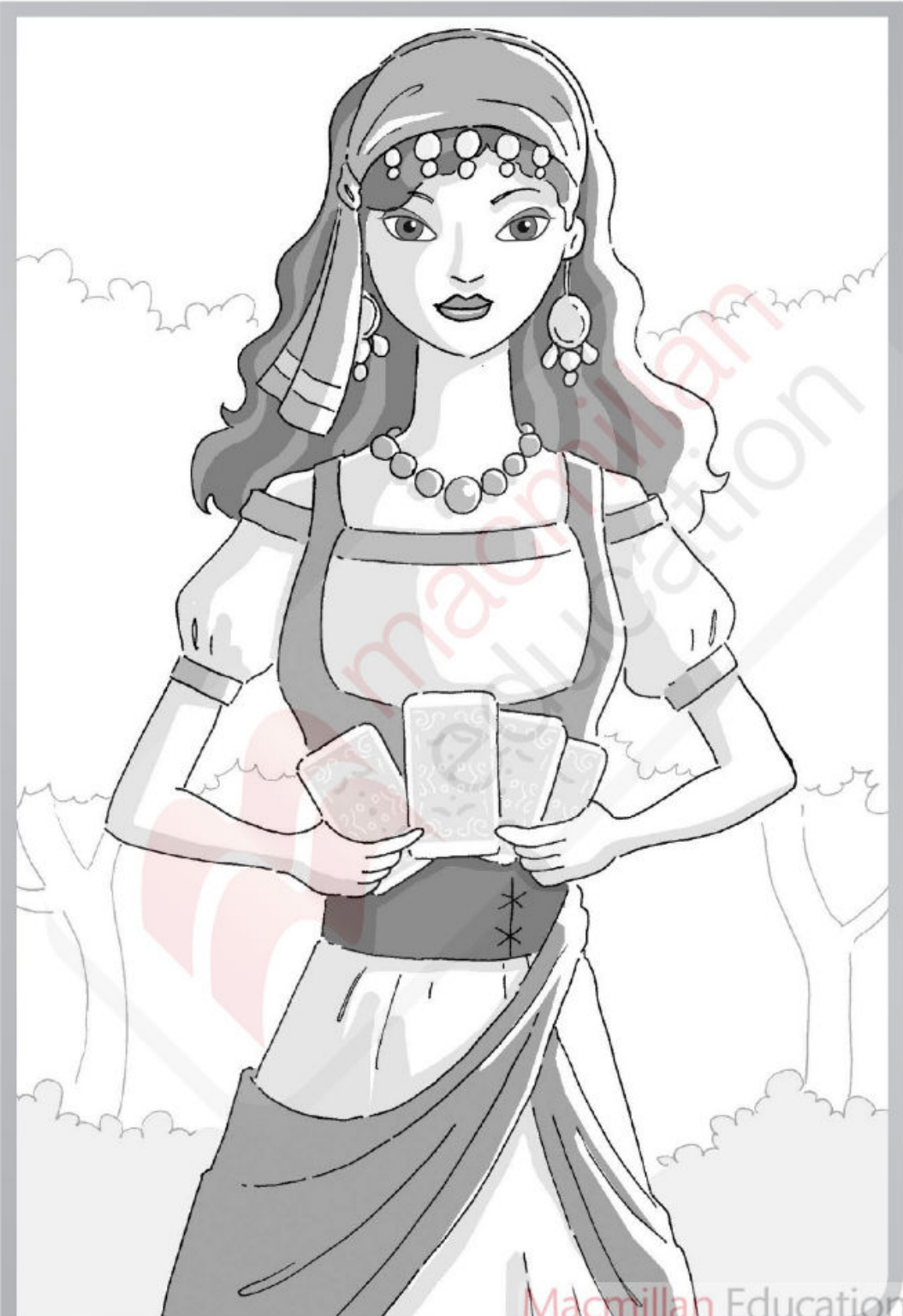
Social practice:

Read fantasy or suspense literature to evaluate cultural differences.

Literary

Work in pairs. Discuss the questions.

- 1 What ways of telling fortune have you heard about?
- 2 What do you know about the gipsy community?
- 3 Do you think gipsy people can tell people's fortune, or do they invent stories?



One summer night at dinner, Joshua Considine's guest and friend, Doctor Gerald Burleigh, exclaimed, "I really think one of us should go have our fortune told to prove they are imposters!" "I agree," replied Joshua.

After dinner, Joshua Considine and his friend left for the **gipsy** encampment as Mary Considine, his wife, waved them off.

As the two gentlemen approached the camp, a young gipsy girl offered to tell their fortunes. Joshua held out his hand, but the girl stared at his face in a very odd manner.

Gerald nudged him. "You must give her money," he said. "It is one of the most important parts of the mystery."

Joshua took some money and put it in the young gipsy girl's hand.



She took his right palm, but the instant her eyes looked at it, she dropped it and disappeared into a large tent with a startled look. Suddenly, a woman of middle age and commanding presence came walking out of the tent. The whole camp stopped what they were doing while the gipsy Queen, without hesitating, came straight over and stood before Joshua.

"Hold out your hand," she said in a commanding tone. She **glared** at his palm and asked, "Are you willing to do anything for the woman you love?" "Of course," Joshua exclaimed. "Then leave your wife at once. Go from her now before you do her harm," the Queen said.

Joshua drew away his hand quickly and began to move away.

gipsy (n) – someone who does not like to live in one place for a long time but prefers to move around

glared (glare) (v) – to look at someone or something in a very angry way

“You might as well hear what she has to say,” said Gerald. “You paid for it.”

“Silence!” commanded the Queen, “Let him go ignorant, if he will not be warned.” Joshua turned back. “Alright, madam. I paid for a fortune and fortune I expect.”

With an imperious gesture, the Queen took Joshua’s hand again and continued. “I see here the flowing of blood. It flows through the broken circle of a **severed** ring.” “Go on!” said Joshua, smiling. Gerald was silent. “Must I speak plainer? I see your wife’s blood on your hands,” the Queen added.

Joshua laughed, and the gipsy disappeared back into the tent. The two men walked home silently.

Finally, Gerald spoke. “This is clearly all nonsense, my friend, so it’s probably better to keep it to ourselves.”

“What do you mean?” asked Joshua. “Well, don’t tell your wife. It might alarm her,” warned Gerald.

“Ridiculous! My dear fellow, I can’t have secrets from my wife; it wouldn’t be right,” Joshua firmly answered.

severed (adj) – being cut through a part of something so that it is separated completely from the main part

When they entered the house, Mary got up to kiss her husband, but he stopped her. “Darling, before you approach me, listen to the words of Fate. The Stars have spoken and the **doom** is sealed.” “What is it, dear? Tell me the fortune, but do not frighten me,” Mary inquired.

“Mary Considine, the stars have announced that this hand is red with blood, your blood ... ”, but before Joshua had finished Mary fell fainting to the floor.

“I told you,” said Gerald.

After a little while Mary recovered, but not totally. She kept crying out as if in fear. Joshua sat by her side and held her hand.



doom (n) – a bad event that will happen in the future and cannot be avoided

The next morning, Joshua received a telegram stating he was needed at Withering, a town twenty miles away. He didn't want to leave Mary, but she insisted she was fine. At noon, Joshua left and Mary retired to her room.

At teatime, Mary was looking more recovered and commented to their guest Gerald: "It was silly of me to be so frightened. These people invent everything and I have a way to prove it."

"What is your plan?" asked Gerald.

"I will go myself to the gipsy camp, and have my fortune told."

"Excellent idea! May I go with you?"

"Oh, no! That would **spoil** it. She will recognize you and adapt her prophecy."

That afternoon, Mary went to the gipsy encampment. Gerald accompanied her as far as he could.

Half an hour had hardly passed when Mary entered the **drawing room** where Gerald was reading.

spoil (v) – to affect something and make it worse

drawing room (n) – a living room



She was **pale** and in a state of extreme commotion. Eventually, she calmed herself and told Gerald what the gipsy had said. "She literally said 'I see you lying at your husband's feet, and his hands are red with blood.'"

Gerald did not feel at all at ease and tried to laugh it off. "Surely," he said, "this woman has a craze about murder."

"Do not laugh! I cannot bear it," said Mary as she left the room in a rush.

Not long after, Joshua returned, bright and **cheery**. His presence cheered his wife. Mary did not mention the episode of the visit to the gipsy camp, so Gerald did not mention it either.

pale (adj) – light and not bright in color

cheery (adj) – feeling or showing happiness

In the morning, Joshua came down to breakfast later than usual. Mary had been up and about the house from an early hour. She seemed a little nervous and Gerald could not help noticing that everyone at breakfast was having trouble cutting their food. It was not that the food was tough, but that the knives were too **blunt**. Being a guest, he said nothing, but thought it was odd.

After breakfast they all went out to the garden. Mary was making up a bouquet, and said to her husband, “Get me a few of those roses, dear.”

Joshua pulled down a **cluster**, but the stems were too tough to break, so Joshua went into the house for a knife. He could not find a single sharp knife in the **sideboard** where the cutlery was kept, so he called Mary.

“What on earth has happened to all the knives? The edges are all blunt.”

blunt (adj) – not pointed or sharp

cluster (n) – a small group of things that are very close to each other

sideboard (n) – a large piece of furniture that has shelves and cupboards for storing dishes, glasses, etc.

Mary looked so agitated and so miserable that Joshua guessed.

“Do you mean to say that you did this?”

“Oh, Joshua, I was so afraid.”

“Don’t you trust me?” asked Joshua shocked.

“Oh, Joshua!” Mary cried, “**Forgive** me.”

Joshua paused. “I see how it is. I will end this or we will all go crazy,” he said as he ran into the drawing room.

“Where are you going?” screamed Mary.



forgive (v) – to decide that you will not be angry with someone who has offended, upset, or harmed you

Vocabulary Strategies

Joshua came back with the large *Ghurkha* knife his brother had sent him from India. His intention was not to scare Mary, but the moment she saw the knife she collapsed. Joshua **dropped** the knife to try and catch her, but instead, Mary fell and cut her left hand on the knife. Luckily, her wedding ring prevented the cut from being more serious.

When she woke, she realized her wedding ring was severed by the steel and she said, “The gipsy was wonderfully near the truth, but there had never been anything to truly worry about, dear.”

At the end, Joshua **bent over** and kissed her hand.



dropped (drop) (v) – to deliberately let something fall

bent over (bend over) (v) – to move the top part of your body downwards

1 **Work with a partner. Read the following sentences and plan how to act them out without talking. Use body language to represent them. Then, work with another couple and take turns acting and guessing the actions.**

- 1 A young gipsy girl / boy offered to tell their fortunes.
- 2 She / He glared at his palm.
- 3 She / He disappeared into a large tent with a startled look
- 4 She / He drew away his hand quickly and began to move away
- 5 She / He fell fainting to the floor.
- 6 When she / he woke, she / he realized her / his wedding ring was severed by the steel.
- 7 She / He dropped the knife to try and catch her / him.



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Chapter 9

Unit 8

Honoring the Dead

Social practice:

Talk about cultural habits of different countries.

Informative

Work in pairs. Discuss the questions.

- 1 Is there a special way to honor the dead in your hometown?
- 2 Describe the most important cultural traits for your partner.
- 3 After reading the following selection, compare the cultural traits in your hometown with the ones that are described here.

Many cultures believe that from October 31st to November 2nd, the dead walk amongst us. There are cultural traditions of honoring the dead and paying respect everywhere around the world.

◉ Halloween

Halloween comes from the All Saints' Day celebration that was called *All-Hallows Eve* and then, eventually, Halloween. It is an annual holiday celebrated on October 31st; its roots come from the ancient Celtic festival of *Samhain*. According to Irish mythology, *Samhain* was a time when the “doorways” to the other world opened, allowing supernatural beings and the souls of the dead to come into our world.

The Celts believed that on the night of October 31st the ghosts of the dead returned to earth and to avoid being recognized by these ghosts, people would wear masks at night so that the ghosts would mistake them for fellow spirits. They also went from house-to-house receiving **offerings** on behalf of their pagan gods during the celebration.

hallows (hallow) (n) – a saint or holy person

offerings (offering) (n) – something that people give as a present to God



Today, people around the world celebrate Halloween dressing up in costumes and going from house to house asking for candy or money, a practice that eventually became the American tradition of “trick-or-treating.”

Another tradition taken from the *Samhain* was the **carving** of turnips with a light placed within to light the way for the good spirits to their homes. When Irish immigrants took these traditions to the US, they changed them for pumpkins and used them to scare the soul of **stingy** Jack, that's why they are called Jack O' lanterns.

Nowadays, many people celebrate Halloween with excitement and fun because they enjoy wearing scary monsters' costumes, going trick-or-treating, telling scary Halloween stories, and eating candies.



carving (n) – an object made by cutting stone, wood, or other material

stingy (adj) – unwilling to spend, give, or use money

◉ Hungry Ghost Festival

In Chinese culture, there is an entire month called “Hungry Ghost month,” in which the ghosts and spirits of the deceased are believed to come out from the other world. During this month, the gates of the other world are opened up and ghosts are free to roam the Earth, where they seek food and entertainment.

Buddhist and Taoist ceremonies are performed to help the ghosts to transition, and feasts are held in their honor as well to satisfy them. **Joss paper** is used to write and inscribe messages to the dead, and they are later burned to send the message across. Then, family members **bow** before the image of their beloved ones, ask for protection, happiness and peace for the year to come. This festival is usually held on the night of the fifteenth day of the seventh month of the Chinese calendar, when people usually put on a table with food, drinks, and photographs dedicated to their deceased relatives.



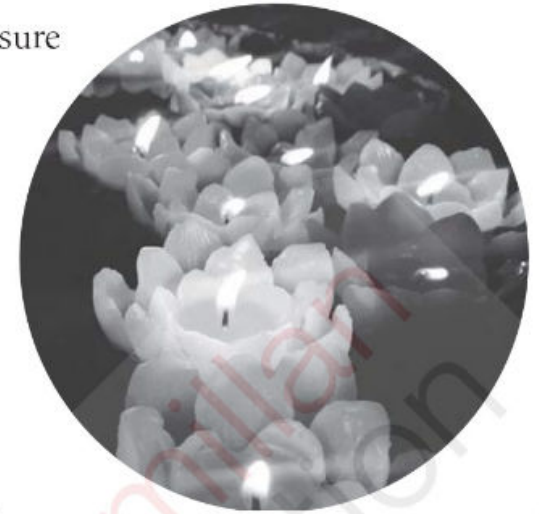
joss paper (n) – golden paper used for offerings

bow (v) – to bend your body forwards from the waist

After the festival, to ensure that all ghosts find their way back to the other world, people float water lanterns to help the ghosts back to the **underworld**,

and burn incense to bring good fortune.

This practice is recognized in China, Taiwan, Singapore and other parts of Asia. A similar festival is held in Japan for three days, and is known as the *Bon* or *Obon* Festival.



While other cultures may use candles or pumpkins, in this ceremony people use a type of lantern called Hedeng, also known as the lotus lantern, consisting of a candle that is placed on a base that floats on the surface of the water to indicate to the **wandering** souls the way back.

underworld (n) – a place below the Earth’s surface where people go when they die

wandering (adj) – to travel from place to place

◉ Day of the Dead

Día de los Muertos (in Spanish) is celebrated in Mexico, and it is considered to be a **joyful** holiday. It has its origins in an Aztec festival dedicated to the goddess *Mictecacíhuatl*, who is the goddess of the afterlife and the underworld.

Families visit cemeteries to leave flowers, candles, and to clean and maintain the graves of their deceased loved ones. The belief behind this day is that spirits return to the world of the living for one day of the year to be with their families. During this time it is also believed that the veil between the living and the dead is **lifted**, the gates of heaven are opened, and the spirits of all children who have died (called *angelitos*, “little angels”) arrive and spend November 1st with their families to then leave. Adults’ spirits come the following day.



In most Mexican houses, people put up beautiful altars which they decorate with the images of their dead relatives, candles, flowers like marigolds (*cempasúchil*), and special food and drinks that the dead relatives enjoyed when they were alive, such as fruit, *mole*, **stacks** of *tortillas*, hot cocoa, water, and big loaves of bread called *pan de muerto*.



In small villages, family members sit **vigil** in the cemetery throughout the night. They eat, drink, pray, play cards, listen to the village band, and remember their loved ones as their souls depart with prayers until the next year. Tombs are decorated with toys, candies, skeletons, sugar skulls, molded sugar figures, beverages, and food. Mexicans believe that their ancestor’s spirits will provide protection, good luck, and wisdom to their families.

joyful (adj) – very happy

lifted (lift) (v) – to move to a higher position

stacks (stack) (n) – a pile of things placed one on top of another

vigil (n) – a period of time, especially at night, when you stay in a place to wait

Other Celebrations



In Korea, people honor their ancestors in September / October in a celebration called *Chuseok*. This celebration lasts for three days and it includes people eating special food, rice cakes, cleaning graves and dances. This celebration intends to thank the deceased for providing a good year.

On November the 8th, in the Bolivian Andes, there is a strange ritual called *Fiesta de Ñatitas*. Each November, the Ayamara people go to the cemetery and decorate their deceased skulls, **display**, and give offerings to them. The *Ñatitas*, or skulls, are believed to protect their families and dreams.

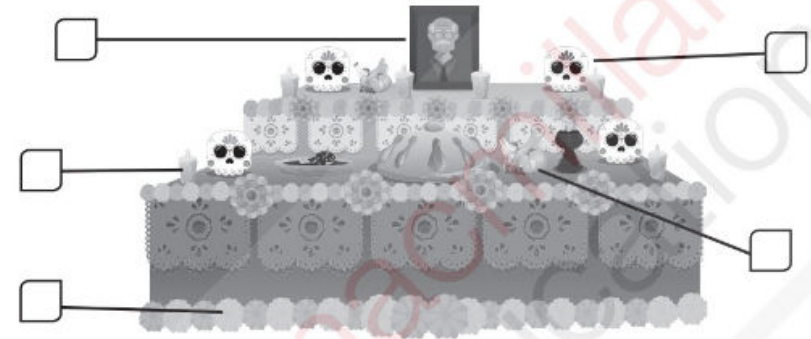


display (v) – to put something in a particular place so that people can see it easily

Vocabulary Strategies

- 1 Scan the chapter to find the words in English that correspond to the parts of the picture.

- | | | |
|-----------------------|---------------------------|---------|
| 1 calavera de azúcar | 2 vela | 3 fruta |
| 4 flor de cempasúchil | 5 fotografía del familiar | |



- 2 In your notebook, draw another picture from a celebration described in this chapter. Write the names of its parts in English.

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Chapter 10

Unit 9

How to Structure a Formal Debate

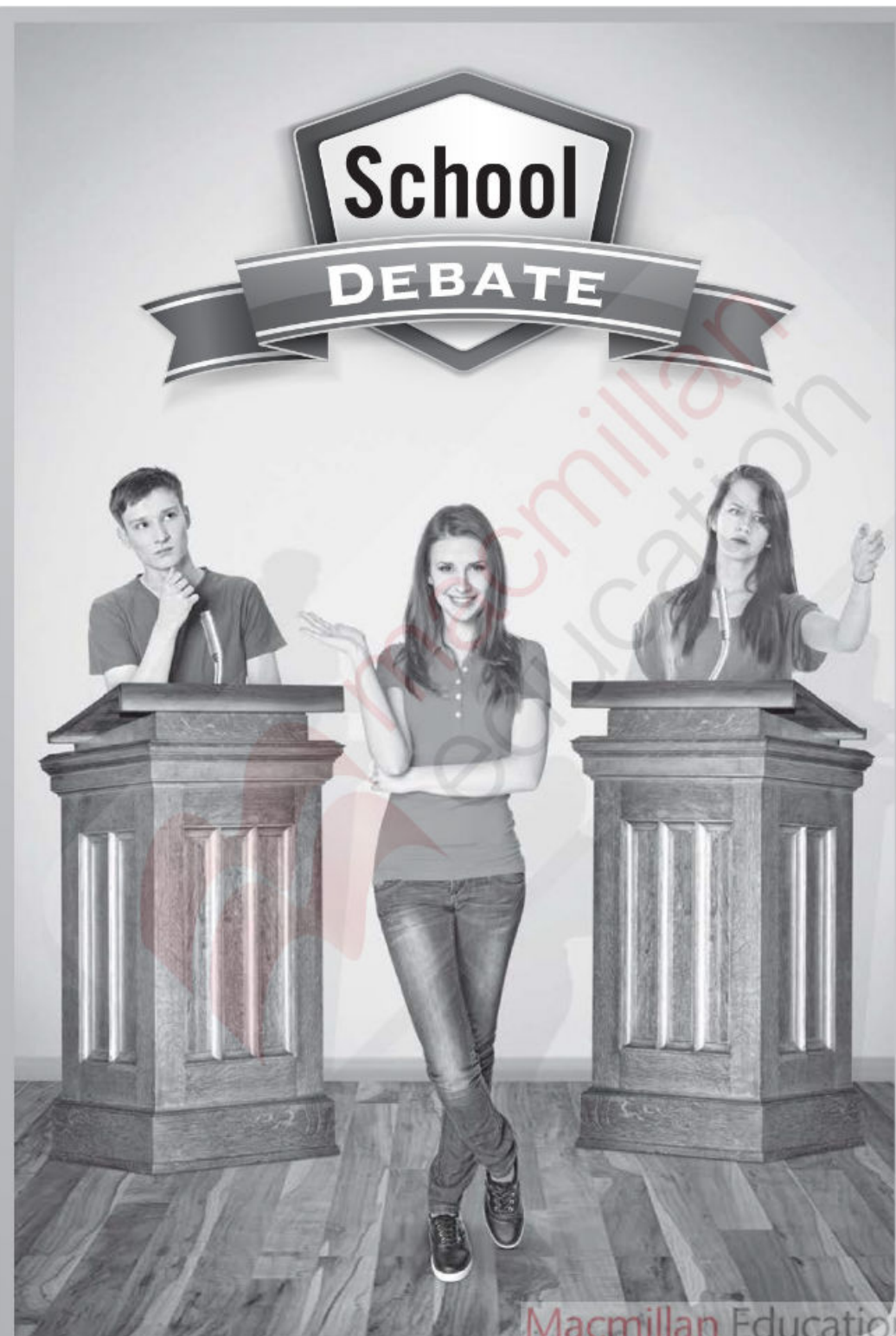
Social practice:

Write agreements or disagreements to participate in a debate on one of the fine arts.

Informative

Work in pairs. Discuss the questions.

- 1 Do you think a controversial topic is needed to have a good debate?
- 2 Can everybody participate in a formal debate?
- 3 Do formal debates follow some rules and procedures?



Debates

The word *debate* is related to the verb discuss (argue about something), and concepts such as controversy, argument, or conflict. Debates are organized discussions where two parties argue opposite points of view on the same topic. This technique of formal discussion is characterized by focusing on controversial topics.



In a debate, individuals or groups present their ideas with supporting arguments in front of an **audience**.



audience (n) – a group of people who have come to a place for a specific activity

Structure

Organized debates have a moderator and an audience. The participants are responsible for presenting their arguments on the subject in question. A debate generally starts with a statement of purpose about the topic.



Thanks to the development of technology, it is currently possible to organize debates via the Internet, either through video conferencing, chats, or forums.

Debates can be formal or informal. In a *formal debate*, several **appointed** speakers go to the front to present their views. In an *informal debate*, everybody can participate exposing and **refuting** ideas by raising their hands. A formal debate must have strict rules and procedures.



appointed (appoint) (v) – to choose someone to do a particular job

refuting (refute) (v) – to prove that a statement is not true or accurate

Characteristics

The **opponents** who respectfully exchange their ideas or points of view during the debate can be individuals, as in the case of political debates, or can be formed by groups, each with the same number of members. In both cases, the participants of the debate must have extensive knowledge of the subject and adequate preparation to present and defend their point of view during the development of the debate.



opponents (opponent) (n) – someone who is competing against another person



In order to have a debate, it is necessary to have two antagonistic positions; otherwise, if the participants agree on everything, there is no confrontation or controversy. The most frequent debates involve politicians who are candidates in an election process. These people agree to debate in presence of the media to defend their proposals and **rebut** their opponents' arguments. When participating in a debate, it is important to do well your research and organize it; this is what evidence cards are for. Gather all your evidence this way first and then make your final cards by paraphrasing or **quoting** what you think best supports your position.

rebut (v) – to show or say that something is not true

quoting (quote) (v) – to repeat someone else's words

The Topic

The topic is something controversial to argue about. The best debate is one that manages to **engage** the participants. The topics should be interesting and controversial. That is why the topic should be about something concrete and close to the people who are going to discuss it.



The topic should be of concern to the participants, make them laugh, feel impotent or even angry; in short, something that is not indifferent to them.

Be aware that life situations offer the most interesting topics, and often generate solutions to **outstanding** issues.

engage (v) – to attract and keep someone’s attention

outstanding (adj) – extremely good or impressive

Method

The participants include a moderator and opponents. The role of the moderator is essential; he / she keeps track of the time for each participant, and prevents the discussion from becoming disrespectful or participants to divert from the debate topic. Similarly, it is essential that participants properly document and prepare themselves before engaging in a debate. Prior knowledge is among the fundamental elements of a successful debate because it contributes to a healthy exchange of ideas and enriches the audience’s experience. Participants must have two or three cards to write down their arguments or questions. Criticizing the other team’s arguments is called **rebuttal**.

While it is true that a debate can happen at any time and place of our daily lives, in formal terms a debate can become a strictly regulated event; especially in terms of time and the behavior of the participants during its development.



rebuttal (n) – a refusal to accept that something is true



How to Debate



1 Define a topic on which there are two positions: one in favor and one against.



2 Decide on the participants in the discussion, and designate who will defend the topic and who will be against it.



3 Nominate a moderator to **lead** the debate.



4 Determine the structure of the debate, for example, how long the turn of each group will last (from three to five minutes); who will start (if the group in favor or the group against), etc.



5 After the debate, have the audience ask questions.

lead (v) – to be in control of an organization, group of people, or activity



Debate Rules



One person cannot speak for a long time, preventing the participation of others.



Participants cannot speak at the same time.



A participant may not **engage** in a debate if he / she is not prepared to discuss the topic. Improvisation is not allowed in a debate.



Participants cannot speak at the same time.

engage (v) – to take part in a particular activity, especially one that involves competing with other people or talking to them

Suggestions

- Talk with confidence and freedom, without fear of criticism.
- Do not shout to silence the opponent.
- Do not make fun of anyone's performance.
- Listen attentively to the opponent so you can respond appropriately.
- Avoid informal words and **idiomatic expressions**. A formal way of speaking is obligatory in a debate.



These are some useful expressions you can use in a debate:

Expressions to Agree	Expressions to Disagree	Expressions to Give Reasons
I see your point. I think you're right. That seems reasonable.	I don't agree. I don't think that ... Honestly, I doubt ...	I think ... I'm convinced that ... In my opinion ...

idiomatic expressions (idiomatic expression) (n) – a phrase whose meaning cannot be inferred from the meaning of the words that make it up

Vocabulary Strategies

- 1 **Work in pairs. Use a dictionary to find two different ways of combining the base words in the chart with prefixes and suffixes to form a pair of new words. Discuss with your partner how the meaning of the words change when you add the new particles.**

Nouns	Adjectives	Adverbs
debate	<i>debatable</i>	<i>undebatable</i>
agree		
truth		
controversial		
express		
understand		
engage		
defend		
fear		

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Chapter 11

Unit 10

EDUCATION FOR THE FUTURE

Social practice:

Discuss concrete actions to address youth rights.

Informative

Work in pairs. Discuss the questions.

- 1 What children and youth rights do you know?
- 2 Is free education a right?
- 3 How could you help improve education problems?



EDUCATION AS A RIGHT

On November 20th, 1989, the UN General Assembly approved the *Convention on the Rights of the Child*, which applies for children under eighteen. This document recognized that education was a legal right for every child in the World. Article 28 guarantees free **compulsory** primary and secondary education for all, and accessibility to higher education. The convention **called on** every country to take measures regarding laws that might reduce social, financial, and cultural barriers towards staying and attending school. It also encourages international cooperation in terms of the elimination of illiteracy and access to scientific knowledge.

Despite 194 countries signed the convention, there is still much work to be done. Free and obligatory primary education is available in 90% of the countries that ratified the convention. Although the percentage of student dropouts has reduced, school tuitions families can't afford, child labor, schools far off from home, and gaps between boys and girls have made countries fail to their commitments to the convention.

compulsory (n) – something that must be done because of a rule or law

called on (call on) (v) – to ask someone to do something



The **current** education system is not much different from what it was a century ago. It is critical to take some steps towards the future to help children and young people have access to education. The following factors will be important to help policymakers **fulfill** the promises made 30 years ago.

current (adj) – happening or existing now

fulfill (v) – to achieve something wanted

TECHNOLOGY

As technology is rapidly changing the world around us, information is more at hand than ever. In an era of fast technological advances, students will have more opportunities to learn at different times in different places at their own **pace**. *eLearning* tools will facilitate opportunities for remote learning. Classes will change to the flipped classroom, which means learning the theoretical part outside the classroom and the practical part interactively.

Students who experience difficulties with a subject will get the opportunity to practice more until they reach the required level.

They will learn using technological study **tools** that adapt to their needs. This positive learning experience will reduce the number of students losing confidence in their academic abilities.



pace (n) – the speed at which something is done

tools (tool) (n) – instrument



Using technology is not only about gadgets and devices. Applying the theoretical knowledge to numbers, and using human reasoning to infer logic from these data will become a fundamental new aspect in education.

Computers will soon take care of every statistical analysis: describing, analyzing, and predicting. Moreover, the human interpretation of these data will become a much more important part of the future school curricula. Learning not only to use computers and devices but interpreting the **myriad** of information from them will be crucial.

Because technology can facilitate certain processes, curricula will require skills that need human knowledge and face-to-face interaction too. Schools should provide more opportunities for students to obtain real-world skills that reinforce interaction, like **internships**, mentoring projects, and collaboration projects.

myriad (n) – extremely large number

internships (internship) (n) – a temporary job that a student takes in order to get experience

SOFT SKILLS

Students will have to modify their learning process and train with different devices, programs, and techniques based on the needs of future jobs. As careers are adapting to the future, students have to learn how to apply their skills to a variety of situations. Organizational, collaborative and time management skills will become important to every student in their **further** academic careers.



Other skills such as creativity, collaboration, communication and problem-solving will become **must-have** competencies for students as future jobs require them as a set of skills.

Skills like courage, resilience, leadership, empathy, and creativity (socio-emotional skills), which students get familiar with through discussions, cooperative work, problem-solving, and group reflection, will also be desirable in the future.

further (adj) – future

must-have (n) – something useful that everyone wants to have

All in all, for students to acquire competencies, the educational system must emphasize developing students' curiosity, imagination, problem-solving, creativity, and invention, which can naturally improve learning, thinking, and writing.

We need a way of learning that **seeks** to foster curiosity about all topics and encourage students to experience as they learn. Instead of memorizing facts, students need to exercise their critical thinking skills as they work through their lessons. This is where skills in Science, Technology, Engineering and Mathematics (STEM) are becoming an increasingly important part of basic literacy.



STEM is an interdisciplinary **approach** where students learn academic concepts as they take real-world lessons. Students apply science, technology, engineering, and mathematics in contexts that make connections between the classroom and the world around them.

seeks (seek) (v) – to ask for something

approach (n) – a particular way of thinking about or dealing with something

The importance of STEM education is to improve how students comprehend and apply science with other subjects. STEM education focuses on project-based learning in the classroom. Also, these projects use technology to emphasize the application of science and prepare students for future **advancements**.

STEM in education plays an essential **role** in preparing students as world citizens. It shows students how subjects can work together, like the applied arts, music or even physical sciences. Some educators now refer to it as STEAM; the A standing for arts, as to include creative subjects which help drive creativity, individuality, critical thinking, and independent learning.

Programs and STEM activities outside of school can help children realize how they can apply the ideas presented in school in real life with which they can benefit our society and even our world as a whole.

advancements (advancement) (n) – progress in your career

role (n) – the purpose or influence of something in a particular situation



GENDER EQUALITY

Despite significant improvements in the last decade, there's been a great barrier and disparities regarding women and STEM education. As an example, while 572 men have won the Nobel Prize, only 17 women have won it. Furthermore, women's exclusion in STEM education is **rooted** in discrimination, bias, and inequality.

Fully implementing STEM education for both girls and boys will be a key step towards reducing the **gap** between them. Providing a supportive learning environment for girls, exposing them to real-life learning opportunities, mentoring, engaging them in STEM subjects and socialization are all fundamental to determine girls' interest in STEM careers. Girl empowerment requires the involvement of policymakers, researchers, and citizens that can fill the gaps in their own countries.



rooted (adj) – difficult to destroy

gap (n) – a large difference between groups

Vocabulary Strategies

Using key words to link them with other words

- 1 Scan the chapter and complete the table with words that relate to the concepts.

STEM (n) – acronym for science, technology, engineering and mathematics.

Abilities	
Activities	
Gender equality	

- 2 In your notebook, draw a table of a concept from the chapter and complete it. Share it with a classmate.

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