

Reader's Book

Play & Play

Connections 3

SECONDARY



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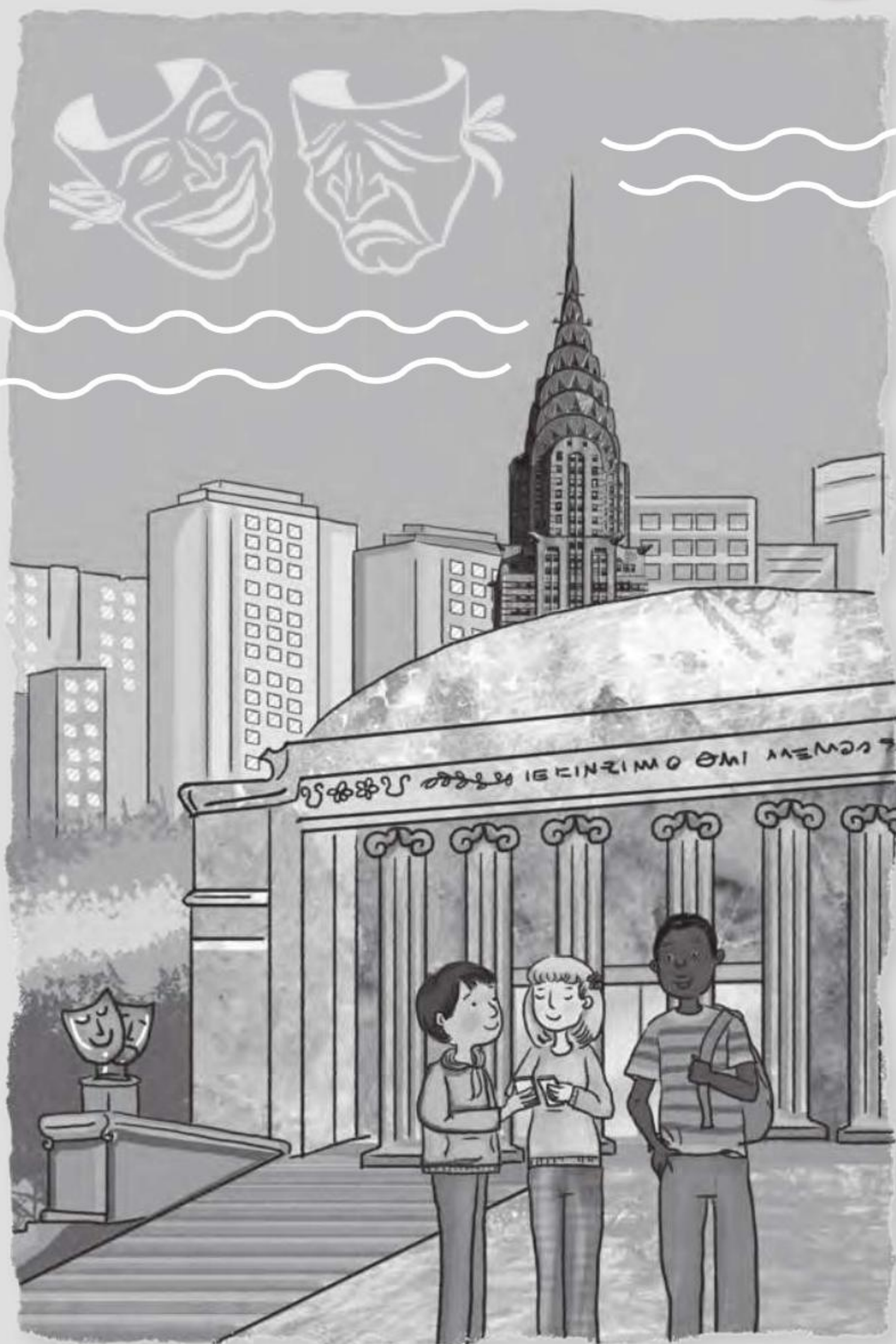
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A Journey from the Past to the Present Cultural Traditions

By Gerardo Mendez

Text
1



Hello, my name is Gerardo and I'm from Mexico, but I've been living in the United States for three years now. These are Emma and Darren. Emma is from England and moved to the United States last year because her father got a job here in New York. Darren was born in Brooklyn.

We met last week at the National School of Arts, where we're taking drama lessons. We would like to become professional actors.

Mrs. Sayers is an actress who became famous for her astonishing portrayal of Ophelia in *Hamlet*. She studied at the National School of Arts and she works here now. We're delighted she's going to be our drama teacher.

During the very first lesson, Mrs. Sayers took us to the **stage**, gave us a brief talk about the history of theater, and showed us the different parts of the stage. She also showed us the areas where the audience is seated. "When you go to see a play, there is a person called usher, whose job is to seat people in the different parts of the theater," she said.





By the time she had finished with the introduction, I could barely stand, I was so **exhausted**! Then, we returned to the **rehearsal** room, where Mrs. Sayers formed teams of three people. Many of us come from a different country; we make a multicultural class.

The teacher assigned us the task of talking about traditions from our own countries and staging a short play in two weeks, with characters and customs related to the tradition we choose.

We decided to talk about Halloween, because it's a very well known celebration in many countries.

Emma and Darren were very happy to work together and share such an important cultural tradition with the rest of the students in the class. Creating the play, the dialogues, and rehearsing made us feel really excited!



In Mexico, the tradition is known as *Día de Muertos*, and it is celebrated on November 1st and 2nd. Throughout the country, people honor their deceased friends and relatives. It's a two-day celebration which begins on the evening of October 31st.

During the following two days, the dead are believed to return to their homes. For that reason, many families set up an altar and decorate it with candy, flowers, photographs, and things that their relatives used to enjoy when they were alive.

A few weeks before, people start getting ready to welcome their relatives by gathering everything need for the altar. On those days, families buy *cempasúchil*, or marigold, a very special flower that is commonly used to decorate the altars.



People also bake a type of bread called *pan de muerto*, which has a round shape and is decorated with small pieces of **dough** shaped like bones. In some parts of the country, people sprinkle this bread with sesame seeds, whereas in others, they use sugar instead. The bread symbolizes death, and Mexicans **poke fun at** it by eating the bread **dipped** in hot cocoa.



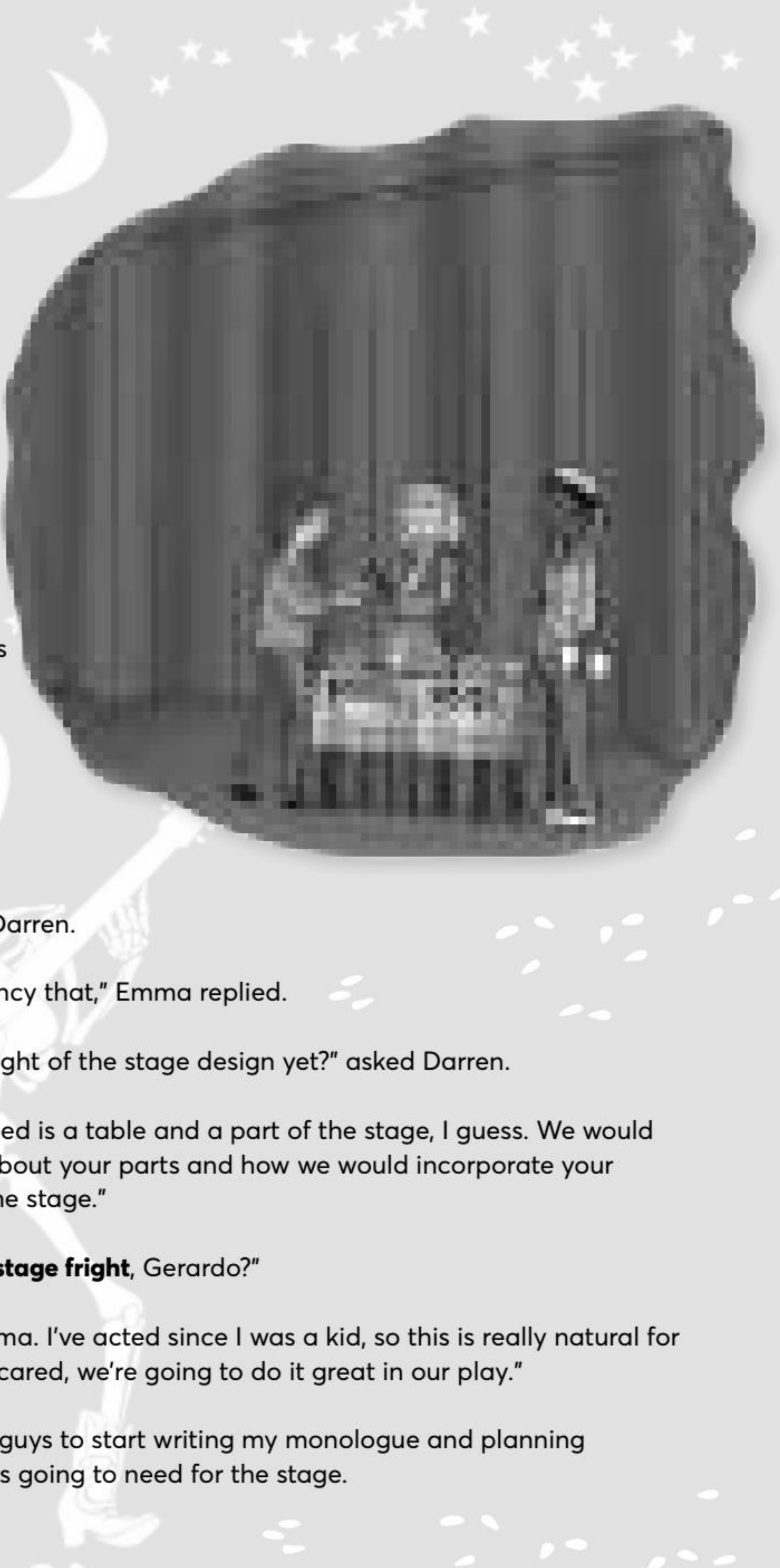
Candy skulls are made of sugar and are colorfully **garnished** and labeled with the names of dead relatives. The skulls are used to decorate the altars and are also given away to friends as a gesture that mocks death.

In the early morning hours of November 1st, children's souls are believed to return home to be fed. On that day, the altar is normally decorated with candy and food for children, like *tamales*, as well as toys, so the deceased children can play all day long.



On the following day, November 2nd, deceased adults come back home to spend some time with their relatives and enjoy the feast their families prepared for them. At night, in some cemeteries, people build a path with candles and *cempasúchil*, in order to show them the way home and light up the night with beautiful colors and smells.

That is the way we celebrate the death in Mexico. People are not normally sad on these days. On the contrary, they are happy because they remember their relatives after they pass away.



"I was thinking that maybe I could get on the stage and act out a monologue portraying a soul that has come down to enjoy the food and be with his family, so people understand what this tradition means for Mexicans. Do you think it is a good idea, guys?"

"That's a nice one, indeed, Gerardo" said Darren.

"I absolutely fancy that," Emma replied.

"Have you thought of the stage design yet?" asked Darren.

"Totally! All I need is a table and a part of the stage, I guess. We would have to think about your parts and how we would incorporate your tradition into the stage."

"Don't you get **stage fright**, Gerardo?"

"Not really, Emma. I've acted since I was a kid, so this is really natural for me. Don't get scared, we're going to do it great in our play."

Later, I left the guys to start writing my monologue and planning everything I was going to need for the stage.

"OK, Darren, what are we going to do?"

"As Halloween is a holiday we inherited from England, I think we should team up and come up with a performance of how the tradition has changed through the years."

"Do you know anything about Halloween, Emma?"

"Yes, here's what I know..."

And Emma started explaining:



Halloween is thought to have been originated with an ancient Celtic festival in the eighth or ninth century. Back then, people would light bonfires and wear costumes to avoid being harmed by roaming ghosts. They would also **carve** lanterns out of vegetables like **turnips** and **beetroots** to **ward off** evil spirits from their home. Some years later, the church designated November 1st as a time to honor all saints, and this holiday incorporated some of the traditions of the Celtic festival.

The evening before was known as All Hallows' Eve and later Halloween.



During Puritan times, in England, as well as in America, celebrating Halloween was outlawed, although it was allowed again some time later. It wasn't until the 19th century that Halloween became really popular here in America and all the activities of the past were brought back again.

"I don't know much about Halloween," said Darren.

"Come on, Darren! Think harder," Emma said.

"I remember a couple of activities my mom told me about. The first one is apple bobbing, which consisted of filling a bucket with water and putting some apples in it. People would take turns trying to catch an apple using nothing but their mouth. As far as I know, people don't do apple bobbing anymore," Darren explained.

"Exactly, Darren. That's the kind of stories we need. Please go on," Emma said.

"OK. The other is the famous 'trick or treat.' On Halloween, children dress up in colorful costumes and go out into the street, knocking on doors and asking people for a 'treat', which normally consists of candy or money. If people are not ready, they may get a 'trick' played on them," Darren said.



"OK, I think we should stage a short scene from the past. Don't you think, Darren?"

"That sounds great!"

So, as Darren and Emma started planning everything for their performance, they decided to represent the ancient Celtic festival, to show how the celebration began. It took them two days to write the script, and then the rehearsals started.

They divided their performance into two acts. In the first act, Darren, who played the part of the ancient Celtic, walks along a muddy path on a cold Halloween night when, suddenly, an evil spirit appears and starts chasing him. Scared to death, the poor Celtic runs away from the ghost.

In the second scene, the ghost is outside the Celtic's house trying to desperately find a way in. Meanwhile, Calletios, the Celtic, takes an old and dirty blanket, wraps it around him carefully, and goes outside to try to scare the spirit away, saying:

"Go away evil spirit!"

Luckily, his idea works, and the spirit vanishes immediately. Then he realizes that the spirit might have thought that Calletios was one of them and may have left him alone for that reason.



Back inside his house, Calletios suddenly thinks of carving horrible faces on some turnips he had and putting a candle inside them to be able to roam freely on the roads of the town.

In the second act, Calletios (Darren) stands next to a bonfire in the main square of the town. This time he wears a colorful costume and holds a lantern in his left hand.

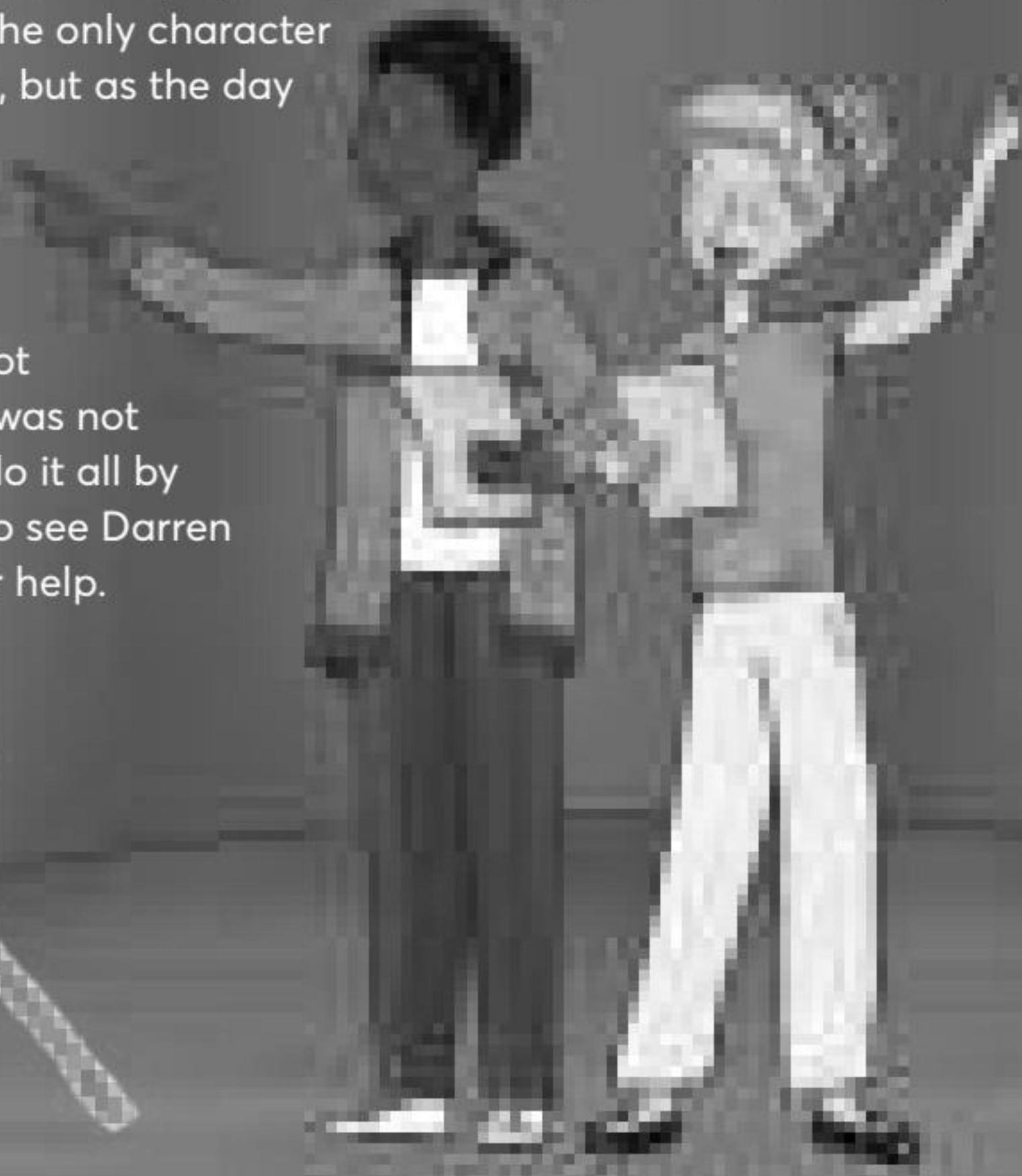
"Emma, the spirit, doesn't get closer to him. And thus, he is free to walk around."

"Let's do it, Darren!"

"The bonfire is going to be right here. Go stand beside it."

"Then, I'll appear and when you see me, you have to look frightened and try to fight me, but in the end, you just run away."

Meanwhile, Gerardo was still preparing his monologue. He had already written the lines for the only character he was going to play, but as the day of the performance was getting closer, he was feeling very nervous. Eventually, he realized it was a lot of work and that he was not going to be able to do it all by himself, so he went to see Darren and Emma to ask for help.



"Hey guys, I'm having some trouble. I need an audience that can watch while I perform and tell me if there is anything wrong."

Gerardo took Emma and Darren to the room where the entire set was ready.

"Emma, please turn off the lights," asked Gerardo.

When Gerardo finished his performance, both Darren and Emma clapped.

"It's awesome! I think Mrs. Sayers is going to love it," said Emma.

"What about yours, are you ready?" asked Gerardo

"We just have to rehearse a couple more times and we'll be ready," Darren replied.



Emma and Darren went back to the room where they were rehearsing and set everything up to do it once more. Gerardo came along this time to help his friends the same way they helped him.

"OK, I'll sit here and watch your performance, guys," Gerardo said.



Emma and Darren started performing, but things didn't go as expected. Darren was having trouble getting into his role. It didn't matter how many times he had gone over his lines, he just kept forgetting them, and that started to upset Emma.

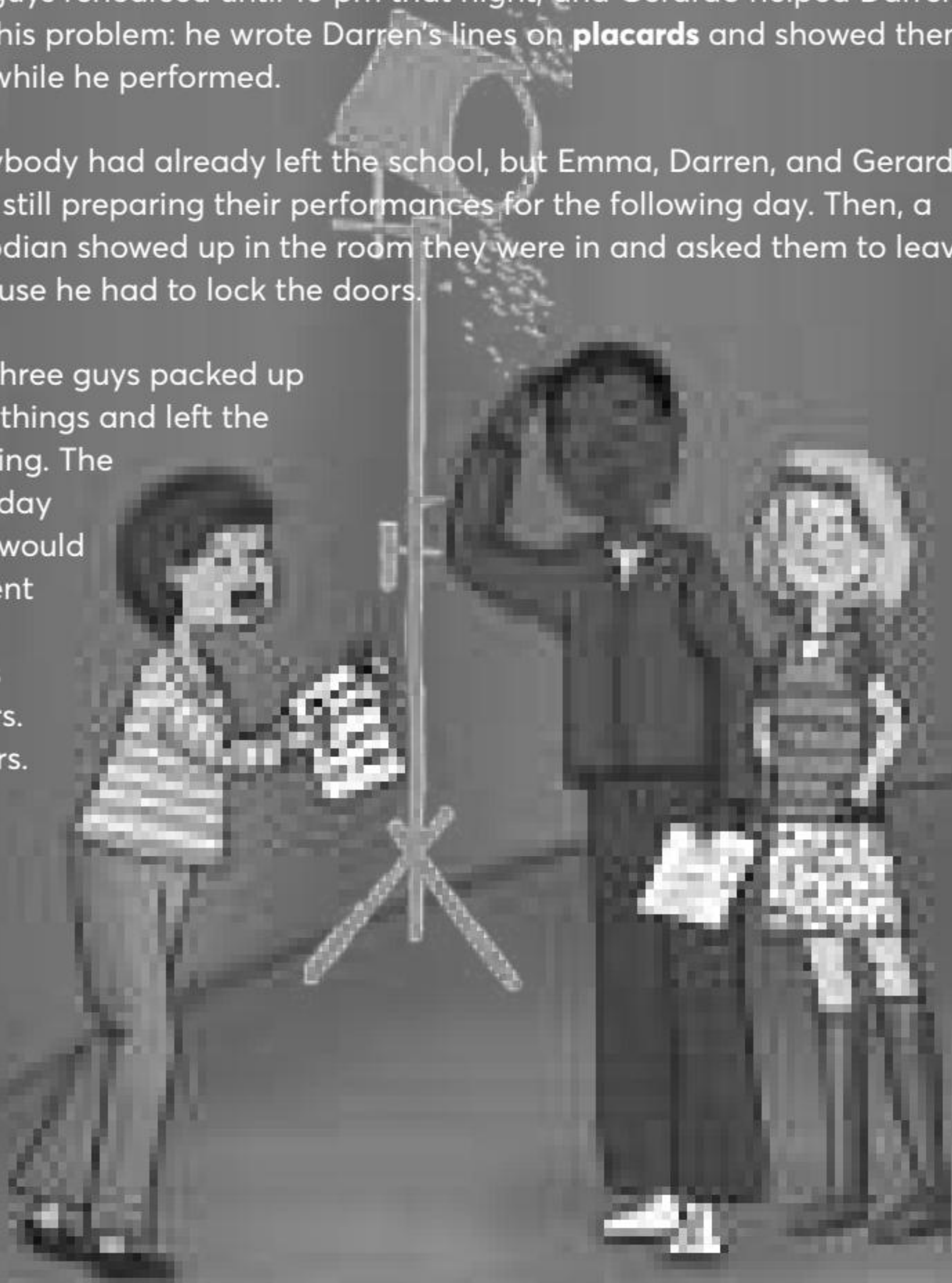
"Gosh! Darren you're not supposed to say that in this scene."

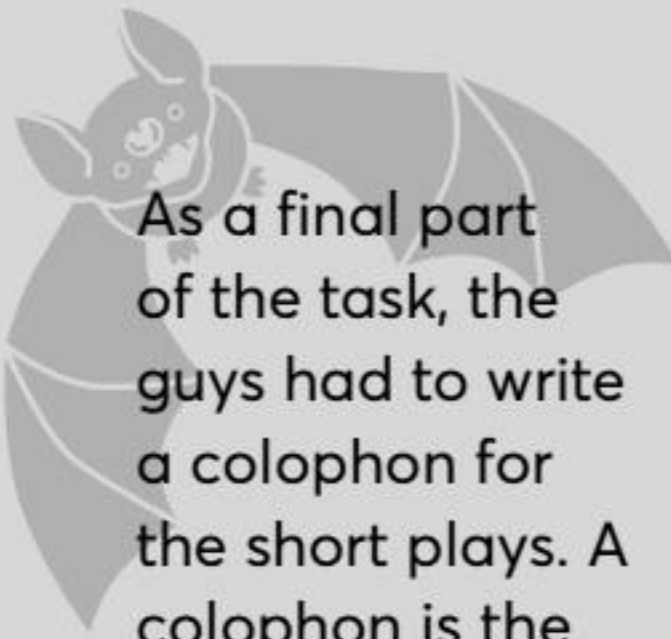
"Let's start the whole thing over."

The guys rehearsed until 10 pm that night, and Gerardo helped Darren with his problem: he wrote Darren's lines on **placards** and showed them to him while he performed.

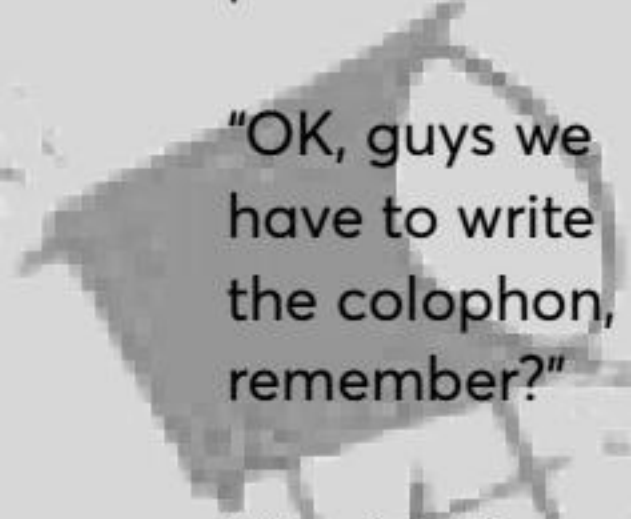
Everybody had already left the school, but Emma, Darren, and Gerardo were still preparing their performances for the following day. Then, a custodian showed up in the room they were in and asked them to leave because he had to lock the doors.

The three guys packed up their things and left the building. The next day they would present their plays to Mrs. Sayers.





As a final part of the task, the guys had to write a colophon for the short plays. A colophon is the part of a book that contains information about the printing date, number of copies printed, and place where it was printed.



"OK, guys we have to write the colophon, remember?"

"Yes, but how are we supposed to do that?" said Darren.

"I think we have to make everything up."

They wrote a colophon for their plays and the big day finally arrived. The first ones to perform were Emma and Darren, who did well. Mrs. Sayers loved their performance and the way they represented the birth of a tradition.

After a few other guys in the group performed, it was Gerardo's turn. He seemed nervous at first, but when he dressed up as the dead relative and explained the importance of each element of the altar, everything changed. His performance was powerful.

At the end of the day, Mrs. Sayers was **speechless** and congratulated them for an excellent job and, of course, like all teachers, she assigned the guys more homework.



Try It Out!

Answer the questions and compare your ideas with other classmates.

1. Does your family celebrate *Día de Muertos*? What do they do?

2. What do you eat on that day?

3. What is the origin of Halloween?

4. What do you think of the elements that people in Mexico have taken from the American Halloween celebration?

5. Do you think it's important to keep the *Día de Muertos* tradition alive? Why?

Our Time Machine

By Kelly Shaw

**Text
2**



Once upon a time there were three students trying to create the most amazing science project. Their names were Leo, Arthur, and Rose.

Leo was the best student in the school. He participated in many inter-school science competitions and won more than ten medals. Leo told his classmates that they could create an incredible science project.

"Wouldn't it be great to know people from the past or from the future?" said Leo.

"Yeah, I'd like to meet my grandpa; he died when I was a baby! But that's impossible," answered Arthur.

"That's right! I'd like to know what life will be like in 2050, but I know that's not possible," said Rose.

"Well, my friends, it isn't impossible anymore. I'm thinking about making a time machine!" replied Leo.





Leo showed his classmates the design of the time machine; he thought that they could make it using simple materials such as an old refrigerator, an electronic calendar, and other **gadgets**.

Arthur and Rose didn't believe their time machine could function; however, they decided to help Leo make the machine.

The three guys worked very hard designing and creating the machine. Some weeks later, their machine was finished.

"Isn't it great? We have a time machine! Now, we only have to try it out," said Leo.

"Where do you want to go?" asked Arthur.

"I'd like to see if cars will fly in the future," replied Rose.

"Ok. So, let's go to 2050!" said Leo.

Leo got into the time machine and set the date on the electronic calendar. Arthur and Rose were waiting to see what happened, but unfortunately, they soon realized that their machine wasn't working.



Leo was very sad and cried all night because, although he had won many medals for his science projects, he knew that his last project was a failure. He continued crying and said: "I only wish it could work... I only wish it could work... I only wish..." until he fell asleep.

Suddenly, three small creatures came out of a small hole in the wall. They were three tiny gnomes that had lived in Leo's house for many years.

The gnomes had been listening to what happened to Leo and, as they were good gnomes, they decided to help him. Then, the gnomes approached Leo's time machine; they held their hands around it and started singing some strange songs.





The next morning, Leo woke up feeling something strange, he really wanted to get into his time machine. He got in, closed the door and said: "Where would I like to go if this machine worked?"

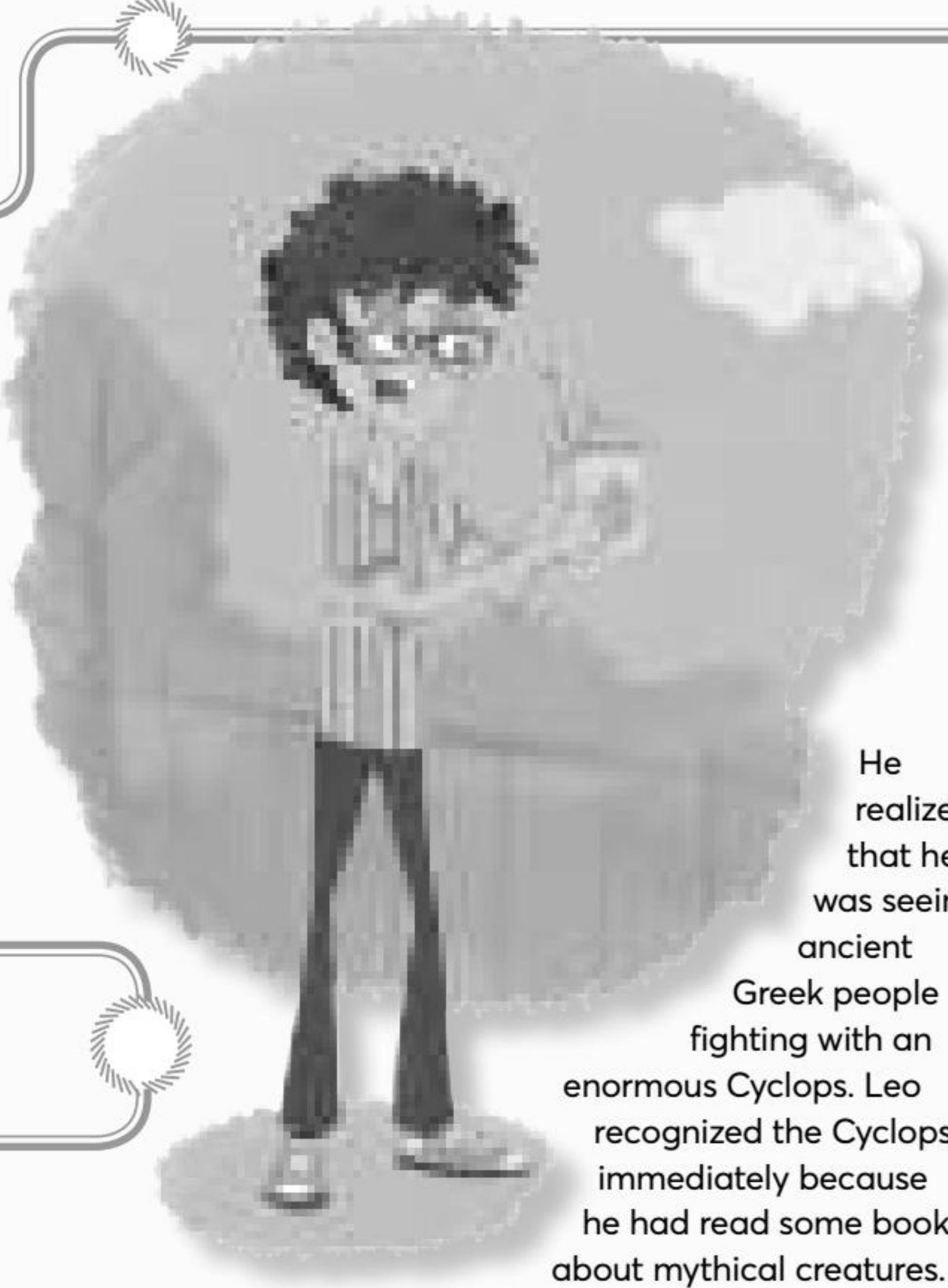
Leo loved Greek mythology and he thought it'd be great to visit ancient Greece; but not the one from History books, he wanted to know the Greece that Homer described in his stories.

Leo wanted to see the gods, goddesses, and mythical creatures that he had read about in his mythology books.

Leo knew that it wasn't possible to see those characters using his time machine; however, he wrote on the screen: Greece, 1200 BC. Then, Leo closed his eyes and took a deep breath, some seconds later he opened his eyes. Everything seemed to be exactly the same, so he became very sad again.

Leo opened the door of his time machine and soon he discovered that he was no longer in his home.





He realized that he was seeing ancient Greek people fighting with an enormous Cyclops. Leo recognized the Cyclops immediately because he had read some books about mythical creatures.

Leo took a notebook and a pen that he had in his time machine and started to describe that strange creature. He wanted to come back home and tell his friends what he had seen. He didn't want to miss any details about the monster.

Soon, Leo realized that the Cyclops was approaching the time machine. He felt very scared and soon he wrote on the electronic gadget of his time machine: USA, 2020. He closed his eyes and waited a few minutes in the machine. He didn't feel any movement, so he thought he hadn't gone anywhere. Then, he opened the door of the machine and he felt safe when he finally saw his house again.



Leo was very excited. He wanted to run to school to see his friends and tell them what had happened in the morning.

"Hey, guys! You won't believe me! Our time machine works, it really works!" said Leo.

"Are you crazy?" replied Arthur.

"No! Something happened, I just got in, wrote down a place and a date on the screen and suddenly I was there. I went to ancient Greece and I saw a Cyclops!" answered Leo.

"Come on! I think you are still dreaming!" said Rose.

"Look! I wrote a detailed description of the Cyclops," responded Leo.

"Really? So, what does he look like?" answered Arthur.

Leo took out his notebook and started to read:

"The Cyclops is very tall. He is a giant. His body looks like a human body, he has two legs and two arms; but he has only one eye instead of two. He has a big **horn** in the middle of his forehead. He is very strong. He can carry huge rocks."



Rose and Arthur were **skeptical**. They couldn't believe what Leo had told them. So, they asked Leo to take them to the place that he had visited using the time machine.

The teens went to Leo's house and they got into the time machine. Leo wrote: Greece, 1200 BC. They waited and after few minutes Leo opened the door.



The guys came out of the time machine. They saw a beautiful sea and a wooden ship on the **seashore**.

There wasn't anybody on the ship, so the guys decided to sail it. They didn't know that their curiosity was going to make them live a dangerous experience.

They were sailing when they heard a beautiful song. The melody they heard was so hypnotic that they stopped sailing to listen to the song carefully.

"I know what we are listening to! It's a Siren!" said Leo.

"What's that?" asked Rose.

"A Siren is a magical sea creature. It's half woman and half fish. It has long hair, two arms and a beautiful face, but it doesn't have legs. Instead, it has a fish tail. It can swim very fast," added Leo.



Suddenly, they saw that the Sirens were near the ship. Arthur was listening to their songs and then, one of the Sirens approached him. She was trying to catch Arthur when someone screamed:

"Hey! Don't look at them! Don't touch them!" said Perseus.

After they heard Perseus, the Sirens got scared and disappeared.

Leo, Arthur, and Rose saw a man riding a flying horse with a horn. They were extremely excited. Leo recognized him immediately, he was Perseus and he was riding Pegasus.

Perseus came onto the ship and told the teens:

"I can see you are not from here, but wherever you come from you have to know that they are Sirens, magical sea creatures that can kill you. Cover your ears and don't look at them if you want to stay alive."

"You must be Perseus," said Leo.



"Yes! My name is Perseus, son of Danae. And, who are you?" asked Perseus.

"Well, my name is Leo, these are my friends, Rose and Arthur," answered Leo.

"Where are you from?" asked Perseus.

"We come from a different world, and we are here because we want to see creatures that we can't see in the place where we live," replied Arthur.

"Well, if you want to see the strangest creatures come with me!" said Perseus.

The teens rode the huge Pegasus and Perseus took them to different places. The first creature that they saw was Medusa.

"You'll meet Medusa, but you have to be very careful. Medusa is a monster. She is half woman and half snake. She has snakes for hair. She can move very fast. She has a beautiful face, but if you look at her eyes you will turn to stone," said Perseus.

They entered a cave and saw Medusa, but fortunately, she couldn't see them.



Then, Perseus took the teens to see other mythical creatures. Leo took out his notebook and wrote their descriptions.

"Harpies: They have the head of a woman and the body of a bird. They have sharp **claws**. They can fly very fast. They eat whatever they can, even people.

Minotaur: It has the body of a man and the head of a bull. It can run very fast. It can fight even with giant Cyclops because it is very big and strong.

Kraken: It is one of the most dangerous sea creatures living here. It looks like a giant octopus and it has huge tentacles. It can swim very fast. It can make huge ships sink because it is extremely strong."

Perseus took the teens back to their time machine. The boys thanked Perseus for their mythological trip. They were very happy about seeing such strange creatures. Perseus told them it had been a pleasure and asked them to come back soon.

The teens got into the time machine. Leo set up the machine and they closed their eyes. Suddenly an alarm clock rang. Leo opened his eyes and he saw a notebook on his pillow. Everything had been a dream!



Try It Out!

Answer the questions and compare your ideas with other classmates.

1. What kind of text is this?

2. Have you ever read a book about Greek mythology? Do you think mythology is interesting?

3. If you like mythology, what is your favorite creature?

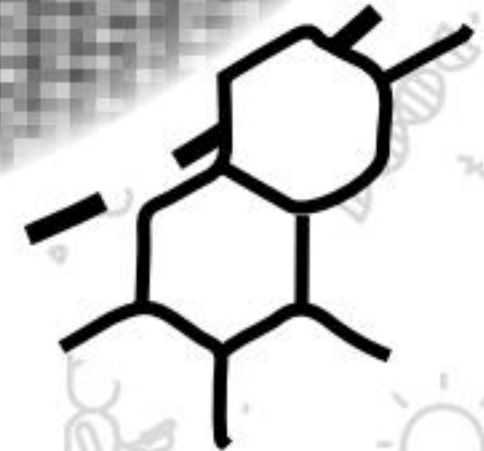
4. From the creatures mentioned in this reading, which do you think is the strangest? Why?

5. Where would you go if you had a time machine?

Life Is an Experiment

By Mrs. Laura Fletcher and Edna Sullivan

**Text
3**



Hello everyone! My name is Mrs. Fletcher and I'm a junior high school teacher. Today, I'm going to teach you how to carry out some easy experiments in our science class. It's important to notice that experiments are happening all the time, and you can learn many things if you watch carefully.

I've prepared a number of experiments that you can do at home as well. It would be nice if you come closer to my desk and watch what I'm doing. This first experiment is called "**Twister** inside a bottle," and you need to pay attention to the instructions or you'll end up **soaking** wet!

What you need for the experiment are two large plastic bottles, some water, scotch tape, and a **screwdriver**.

"That's all, Mrs. Fletcher?" a student asked.

"Yes, that would be all," answered Mrs. Fletcher.

"I really want to see how you do the experiment, Mrs. Fletcher!"

"In a minute, Edna. Let me get the materials ready."





After everything was settled, Mrs. Fletcher started to show the experiment to her students.

"First, you need to make a small hole in both bottles' **lids**. Use your screwdriver and make sure the hole has a diameter of one centimeter. Second, fill one of the bottles $\frac{3}{4}$ of the way with water. Then, join the empty bottle to the rim of the other one, using the scotch tape to **seal** them. Be careful not to spill the water, for your own sake! Do you have any questions?"

"No, Mrs. Fletcher, we're following!" said the excited students.

"Ok... Let's continue... Put the bottle with water upside down, so that it starts filling the empty plastic bottle. Shake the bottles, grabbing them from the middle section, in a circular movement. Can you see what happens?"

"There's a small twister inside the bottle that is filling up with water!" said Edna.

"Exactly, kids! As you can see, when you place the bottle with water in the top position, water starts filling the empty bottle. When you start moving it in circles, the air inside both bottles gets mixed and water falls easily and fast, making a small twister inside the bottle. Now, it's time for you to do another experiment. Let's have a volunteer! Would anyone like to participate?"

"I would love to, Mrs. Fletcher!" said Tony.

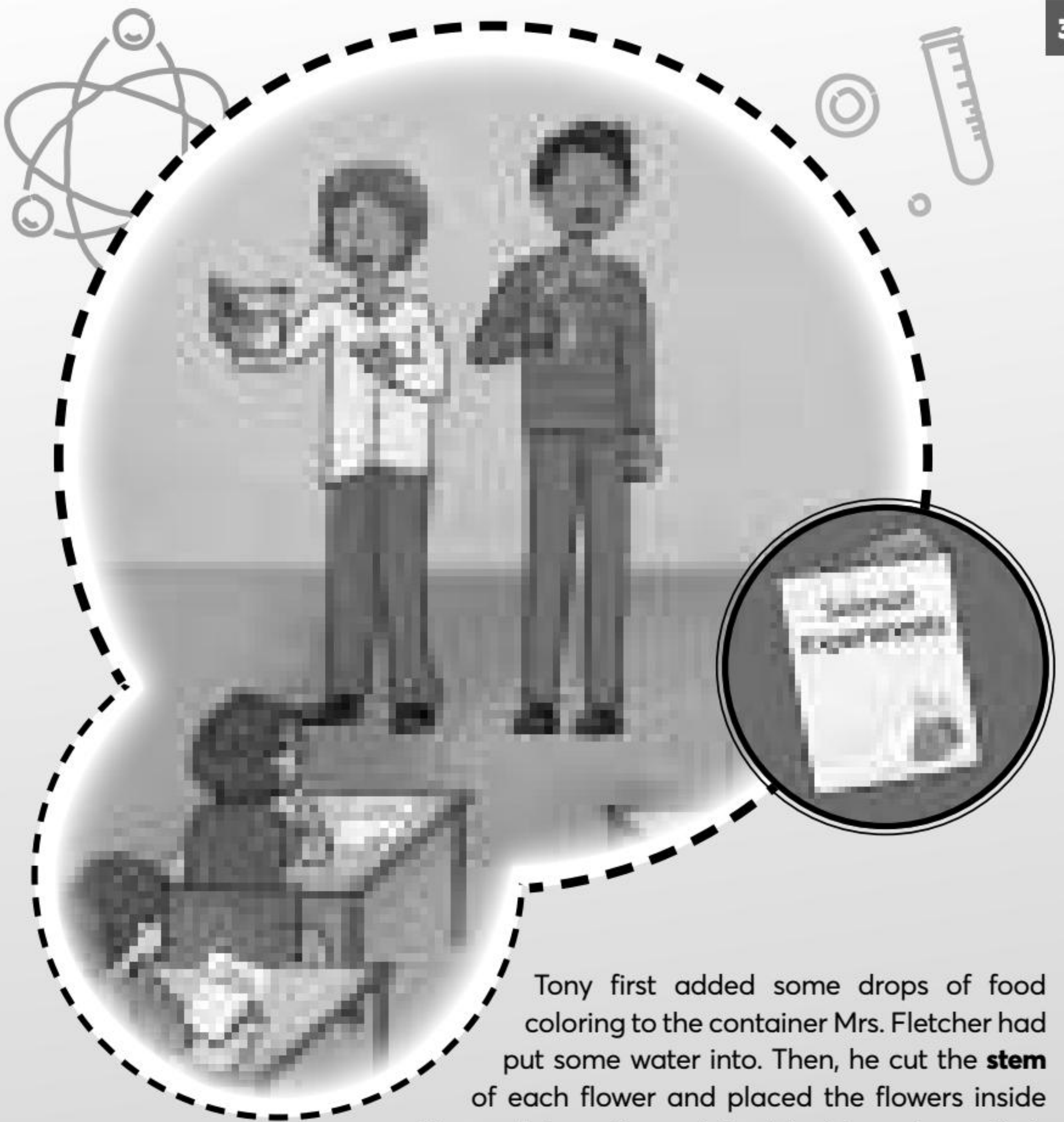
Mrs. Fletcher placed some other materials on the desk so that Tony could show his classmates a new experiment. Tony felt really excited as the teacher started telling him what to do.

"This experiment is called 'Colored flowers'. Are you ready?"

"Yes!" everybody said.

The teacher got some water and poured it into a large container. Then, she gave Tony a pair of scissors, some white flowers, and a small bag with food coloring inside. Tony looked at the material and guessed it would be a color-changing experiment. Mrs. Fletcher told Tony what to do and then he showed his classmates how to do it.





Tony first added some drops of food coloring to the container Mrs. Fletcher had put some water into. Then, he cut the **stem** of each flower and placed the flowers inside the container. He explained to his partners that, eventually, the flower would **suck up** the food coloring and the petals would start to change color. As the flowers absorb water through their stems, they absorb the color as well, and that's the reason why petals change color.

"Oh! Look at the flower! It changed color and now it's red!" – some students said a couple of days later, when they saw the flower inside their classroom.

Mrs. Fletcher gave the students two more experiments to do for homework. "I'll give you a handout with two experiments. Read them carefully because you will have to bring a report on what you observed," she said.

Students got their papers and went home when they heard the bell. Edna was **eager** to carry out her experiments at home.

"I need to do my homework because all the things I learned today are very interesting," Edna said.



Edna arrived home and insisted on doing her homework immediately after lunch. She went to her room and began to **gather** some objects to carry out the experiments she was assigned.

She decided to do two experiments that were especially **eye-catching** for her. Edna read the handout: "How to make a rainbow in your own bedroom." She concentrated on having the materials she needed.

"I have a small mirror, some water, and a **shallow** dish. What do I have to do now?"

She started reading the instructions carefully: "First, you need to put some water in a shallow dish." Edna poured some water carefully, as she didn't want to spill it on the bedroom floor. "Second, place the small mirror in the water, at an angle." She did exactly what the instructions said. "Now, place the dish near a window and position the mirror so that sunlight hits it."





Edna watched excitedly as a rainbow appeared on the white walls of her room. She learned that when light passes through water and bounces off the mirror, it makes a rainbow appear, and it can be reflected on white walls. She was lying on the floor happily watching the seven colors of the rainbow: red, orange, yellow, green, blue, violet, and purple, when her mother called her.

"Edna, I want to get rid of these coins because they're very old. Could you please go and buy something to spend the coins?"

"Yes, mom." Edna answered.

When Edna got back from the grocery store, she remembered knowing a way to make coins shine. She went back to her room quickly and looked for the experiment on the Internet. Edna really enjoyed doing experiments!



She patiently looked for the easiest way to clean the coins until the experiment appeared before her eyes: "How to get shiny coins in 3 easy steps." Edna looked for the materials at home: paper towels, lemon juice, and a plastic bowl. She had exactly what she needed.



Edna went to the kitchen, where her mother was doing the dishes.

"Look mom! I've found a good way to clean coins!"

"Really? Show me, Edna!"

Edna asked her mother to fill the bowl with some lemon juice. Then, she put the dirty **copper** coins in the juice and let them soak for a few minutes. Edna finished reading the instructions and her mother watched the experiment attentively. Edna removed the coins from the bowl and placed them on the paper towel.

They **rubbed** the coins firmly against the paper until they became shiny again.

Edna explained to her mother that oxygen in the air reacts with copper, creating a copper oxide coat on the coins that makes them look dirty. Fortunately, the acid in the lemon juice reacts with the oxide and it washes off, making coins shiny again.

Her mother was very pleased, and Edna encouraged her to use this procedure whenever she had dirty coins. Edna thought about going to her cousins' house to show them a couple of experiments from her handout.

Edna knocked on the door at her cousins' place and they came out to invite her in.

"Hi, guys! How are you doing?"

"Hello, Edna!" they answered. "We're great and excited to see the experiments you told us about!"

Edna and her cousins, Maggie and Gabriel, went inside the house and directly to the living room.

"I'll show you an experiment called 'Frozen oil and water.' We need some water, a glass container, and some cooking oil, too."

"Is that all?" asked Maggie.

"Yes, let me give you the instructions. Gabriel, let's do the experiment!" Gabriel put the materials on the living room carpet.

"Everything is set, so let's get started," Edna said. "Gabriel, pour some water into the container and add the cooking oil. Can you see what happens?"

"Oh! The oil separates from water and rises to the top of the container!"





"Yes, the oil rises because it is lighter than water. Now, place the container in the freezer for a couple of hours. You'll see what happens next."

Edna and her cousins went out to the garden. Edna saw a bucket on the grass, under the wooden ladder.

"Hey! I have a question for you: Can you keep water inside a bucket if you turn it upside down?"

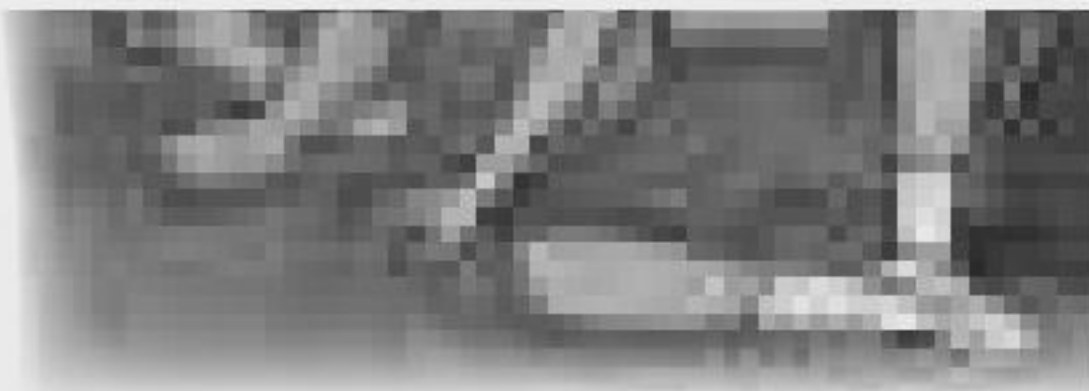
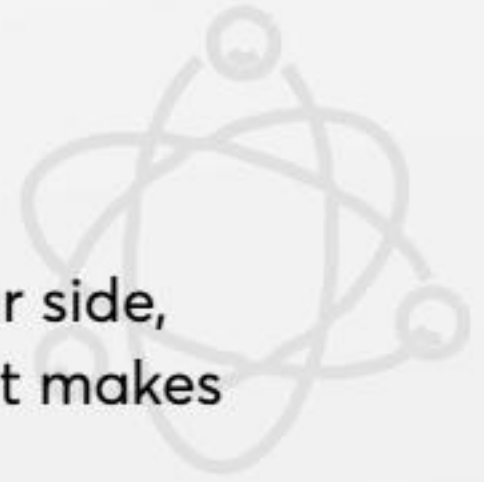
"No, you can't!" Gabriel said.

"Let's prove you wrong," Edna said. "Maggie, fill that bucket $\frac{3}{4}$ of the way with water."

"Now, what am I supposed to do?" Maggie asked.

"Take the bucket by the handle and start swinging it around at your side, from the ground to the sky. Turn your arm behind you as the bucket makes its way back to the ground!"

Maggie started to **spin** her arm and, to her surprise, water didn't spill out of the bucket.



"This happens because if you keep the motion and rotation of your arm going around, the water stays in the bucket due to the centrifugal force. Do you remember the container in the freezer? Let's take it out!"

Edna and her cousins took out the plastic container with water and oil that they had put inside the freezer. They were amazed to see what had happened.

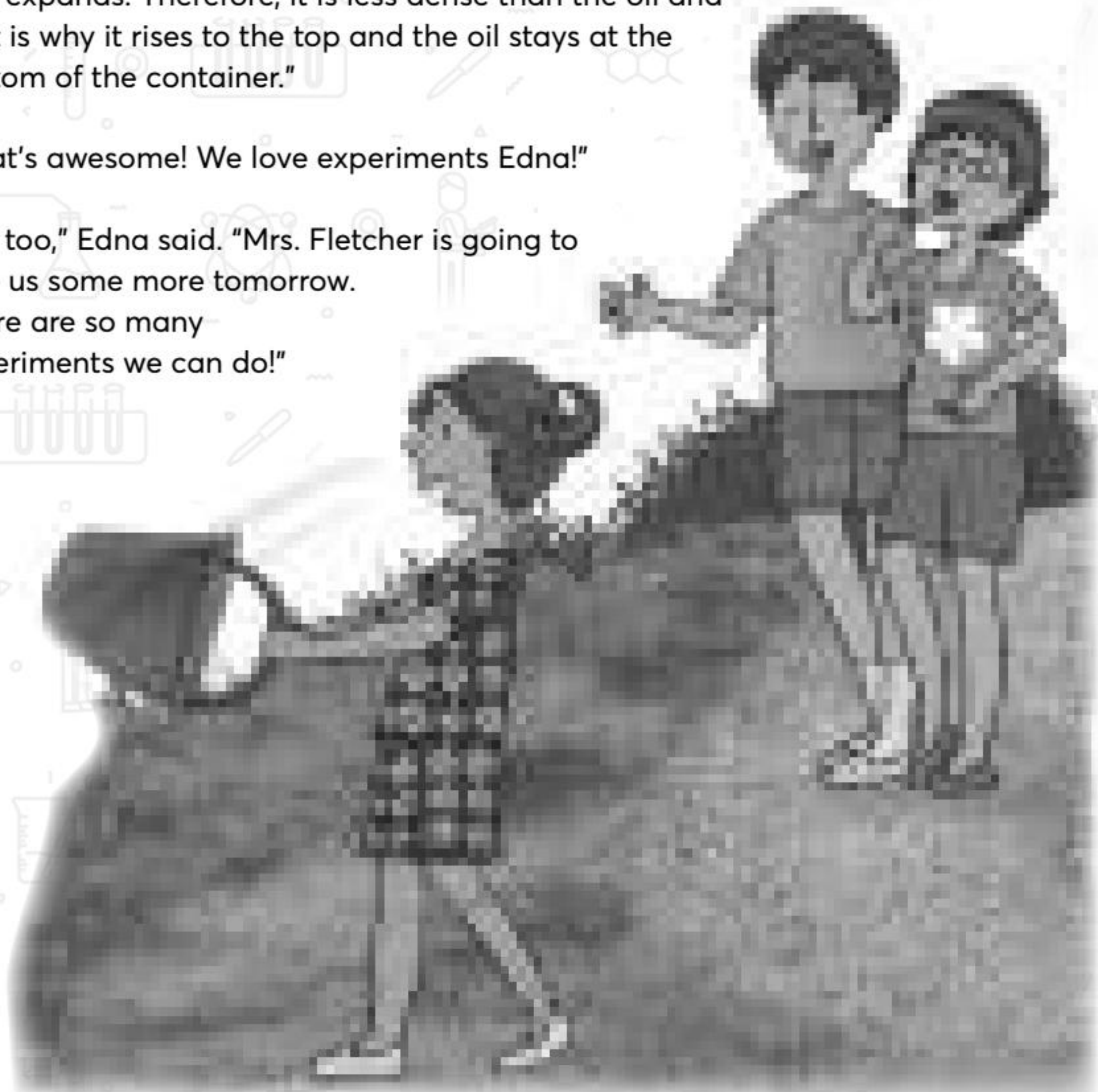
"Do you remember where the oil was before we put it into the freezer?" Edna asked.

"Yes! It rose to the top of the container! But now it's underneath the water! Why does this happen?" Gabriel asked.

"In time, water becomes a solid when it freezes and expands. Therefore, it is less dense than the oil and that is why it rises to the top and the oil stays at the bottom of the container."

"That's awesome! We love experiments Edna!"

"Me too," Edna said. "Mrs. Fletcher is going to give us some more tomorrow. There are so many experiments we can do!"



Try It Out!

Answer the questions and compare your ideas with other classmates.

1. Do you know a different experiment from the ones you just read?

2. Which experiment from the reading would you like to do? Why?

3. What kinds of experiments are you interested in reading about? Select two or three options:

() Change of color experiments

() Magnetic experiments

() Temperature experiments

() Biology experiments

() Light experiments

() Electricity experiments

4. Do you think it is really necessary to be a scientist to do experiments?

5. Look for an experiment on the Internet and write down the instructions in your notebook.

You Were Saying...

**Text
4**

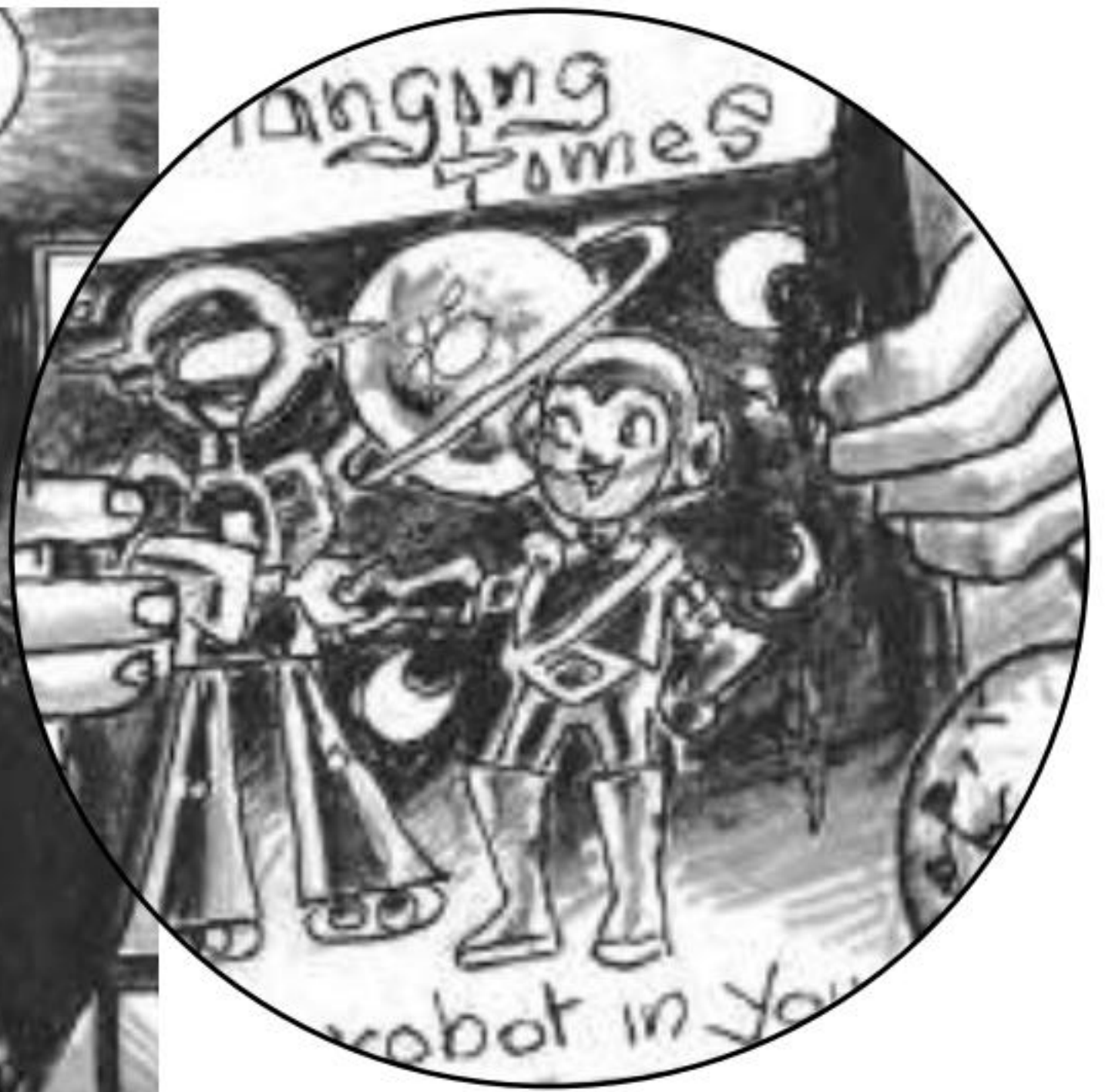




Brian: Hello, everyone, and welcome to "Cultural Bits" on 2.10 FM. This is Brian Nile and joining me today is Ms. Olivia Bailey, renowned author of the best-selling saga *Changing Times*. Welcome, Olivia! How are you doing?

Olivia: Hello, Brian. I'm just happy to be here.

Brian: And we're more than happy to have you. As you know, dear listeners, we're doing a series of interviews to celebrate the premiere of the TV adaptation of Ms. Bailey's first novel, *The Robot in You*, which aired last Sunday night on HTV. So, let's get to it.



Brian: Tell us, Olivia, did you ever think your books would become such a huge success?

Olivia: To be honest, not really, no. I've always been fascinated by history and the events in the past that have shaped our present, but I never thought this interest would be shared by many others. I thought I was the weird one!

Brian: And now your saga is read all over the world by millions of history and science-fiction enthusiasts! How did it all start?

Olivia: Well, at the time I started **brainstorming** ideas for the first book, which is the one that has just been turned into a TV series, I was living with my best friend in a small flat in the suburbs of London. It was a **cramped** space and I used to complain a lot about this. I couldn't focus on my writing because there would always be too much noise, whether from my roommate watching a football match and screaming her heart out or from the dogs or lorries out on the street.



Brian: Those are definitely not the idyllic conditions to write a novel. How did you manage to do it?

Olivia: Well, that's the thing. It was precisely this environment which led me to think of the advancements we have made as a species in terms of technology and how easily we have

actually got it. I started thinking, "Well, at least I don't have to work by **candlelight**, using a typewriter or ink and paper to write," you know?

Brian: Right. It doesn't sound that bad when you put it like that.



Olivia: Not at all. And that's just regarding my career as a writer. But imagine living without proper sanitation systems or even taking days to communicate with someone from the other side of the world. Today, I can easily take out my mobile and have a chat with my agent in London while I'm here in America.

Brian: And we can just as easily take a shower or use the restroom

without worrying much about the water's **disposal**.

Olivia: Haha, right! And those are the changes in history that I wanted to explore in the saga.

Brian: Can you tell us a bit more about *Changing Times*, for the people who are not quite familiar with it?

Olivia: For sure. *Changing Times* revolves around the life of this young **chap**, Noah, who constantly wakes up in different moments of history. Every day is a new adventure for him because he doesn't really know where he's going to be next or how much time he will spend there. He could just as well wake up during a normal day in nineteenth-century England or at the breakout of the French Revolution.

Brian: Wow, poor boy!

Olivia: Don't worry. He has mostly a good time.

Brian: I bet he does! So, what happens in *The Robot in You*?

Olivia: You'd have to read the book or watch the series to know it! But as you might guess from the title, this time Noah wakes up in the future. I tried to experiment with science fiction a bit for the first book, and the truth is, the possibilities are endless!

Brian: Yet you have to capture your readers' attention with the events you choose to depict. Speaking of which, how do you feel about the TV adaptation of your novel? Are you afraid that what comes out is totally different from what you had pictured as you wrote Noah's story?

Olivia: Not at all. I trust everyone behind the series **wholly**. The team are quite creative and supportive of my input. I've had some talks with the producers, and it seems we are on the same page. From what I saw in the premiere, they shall be doing a lovely job. I was also able to visit the set where they are filming most of the scenes and it's magnificent! They have all these futuristic **costumes** I never in my wildest dreams thought could exist!

Brian: It sounds wonderful! How did the producers contact you? How did you feel when you were told that your books might turn into a TV series?

Olivia: Everything was done through my agent, but it caught me completely off guard! The books have been around for a while and I hadn't got any offers before, so I wasn't expecting this. Of course, it made me really excited and, ummm, nervous, I guess. The nerves are gone now; I'm only left with happiness.



Brian: You were saying you used to live in a small apartment in London. I bet you don't live there anymore! How has your life changed since the **release** of your saga? Do you think it will keep changing now with the series?

Olivia: Ha, I've just moved to a **slightly** bigger flat! It turns out, I became quite nostalgic of the place where my book was born, so to speak. I still live in the suburbs,



and it is still a bit noisy at times. Other than that, I try to keep my feet on the ground. Some people do recognize me on the streets, and that still **startles** me. But not much has changed. With the series, I hope people will dig deeper into Noah's world through my books and who knows? Maybe I'll write another adventure for him.

Brian: Well, Olivia, it was a pleasure to have you here! We cannot wait

until next Sunday to see the next episode of *The Robot in You* and hopefully we'll get another *Changing Times* book sometime soon!

Olivia: The pleasure was all mine. Thank you, Brian.

Brian: Don't change stations! Up next we'll have some interviews with two avid fans of Ms. Bailey's saga who will give us their impressions on the first episode of the series.



Brian: Welcome back to "Cultural Bits"! That was author Olivia Bailey talking to us about the new adaptation of her novel *The Robot in You*. Now I'm here with Sophie and Daniel, who **claim** to be fans of Ms. Bailey's work. Hello, guys!

Sophie: Hello, Brian!

Daniel: Hi!

Brian: So, I understand that you've read all of Ms. Bailey's books, is that right?

Sophie and Daniel: Yep, that's right.

Brian: What did you think of HTV's adaptation of *The Robot in You*?



Sophie: Personally, I loved it! Everyone in the **cast** is perfect for their role. I couldn't believe my eyes when I saw Noah for the first time. It was just as I had pictured him while reading the novel!

Daniel: Umm, I have to disagree with you, Sophie. The cast is great, sure, but I thought Noah should have been played by an older actor. He looks way too young!

Brian: Tom Jones, the actor who plays Noah, is actually 12 years old. How old is Noah supposed to be?

Sophie: Noah is 13! So, I don't think you actually notice the difference.

Daniel: You may be right. It's just not how I imagined him.

Brian: What did you like best about the premier?

Sophie: I was really anxious before it started because I thought they could ruin my favorite book, but everything's so realistic! The use of special effects is specially convincing.

Daniel: For me it was the costumes. They look really cool and the actors look quite comfortable in them, even if they are super weird astronaut suits or things like that.

Brian: Are you excited about the next episodes?

Sophie: I am! I cannot wait until Sunday! The show ended with a real **cliffhanger** and, even though I know what happens next from the novel, I want to see how it is developed in the series.

Daniel: Same here! I'm excited to see what they do with Noah's character as he faces these new challenges.

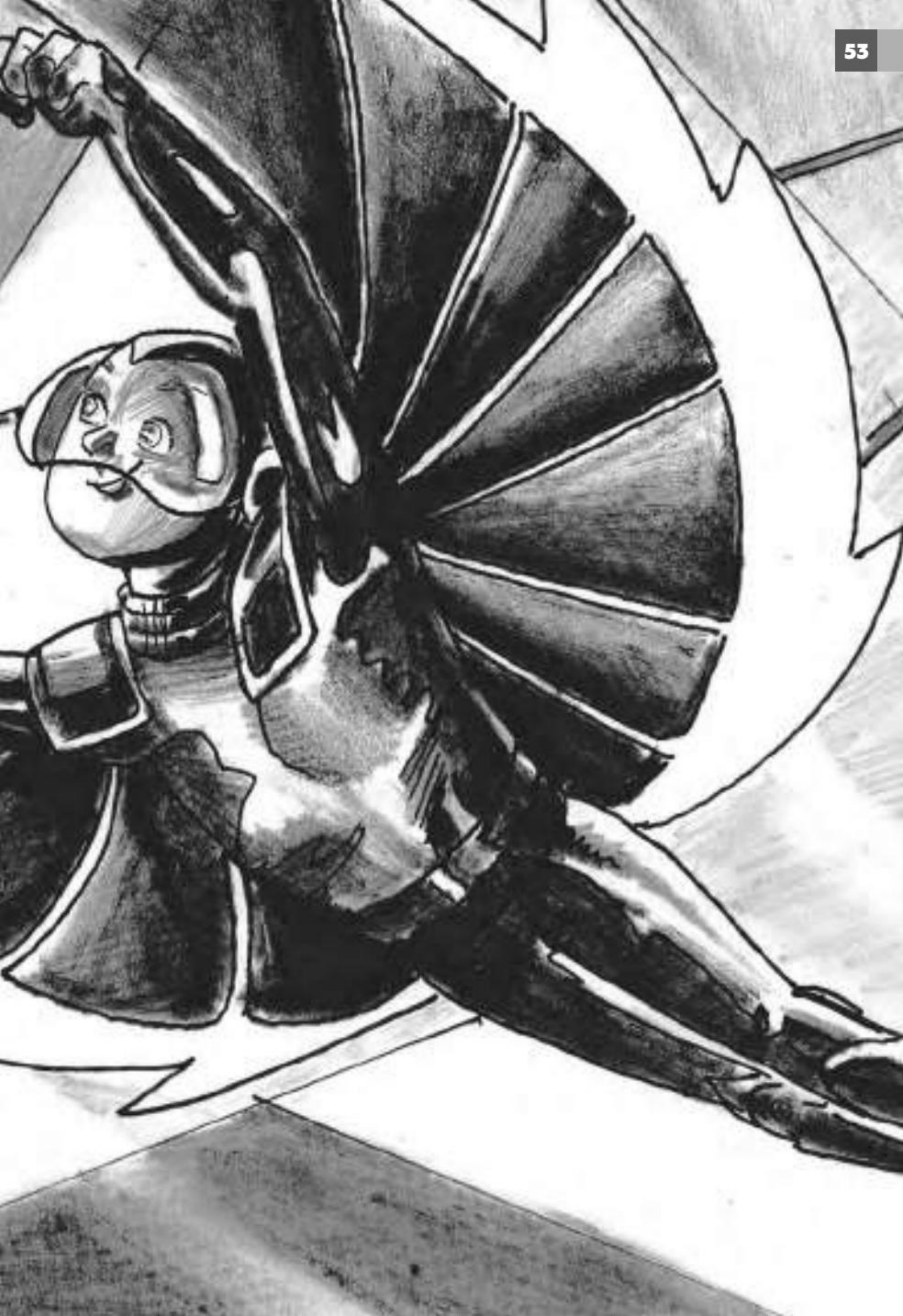
Brian: Sounds like you have a date with the TV next Sunday! Thank you for your time, Sophie and Daniel.

Sophie: Thank you, Brian!

Daniel: Thank you!

Brian: So, everyone, tune in to HTV this Sunday at 8 to watch a new episode of *The Robot in You* and be sure to catch Ms. Olivia Bailey at the local library on the weekend to get your signed copies of her novels. I'll be here next week for another piece of "Cultural Bits". Until then, bye!





Try It Out!

Answer the following questions. Share your answers with a partner.

1. What questions would you ask your favorite author?

2. Would you like to see your favorite book turn into a TV series? Why or why not?

3. What emotions did Ms. Olivia Bailey, Sophie, and Daniel expressed in their interviews?

British and American English show some differences in language. Find the equivalent of the words or phrases below in the text and fill in the chart. Look at the example.

British English	American English
Flat	apartment
	soccer match
	trucks
	we got it
	cell phone
	The team is quite creative
	They will be doing a lovely job
at the weekend	

The Treasure Hunters

By Derek Harris

Text
5





Hi there! I'm Derek. I'm a treasure hunter and I've traveled around the world looking for precious objects hidden in places you've never seen before.

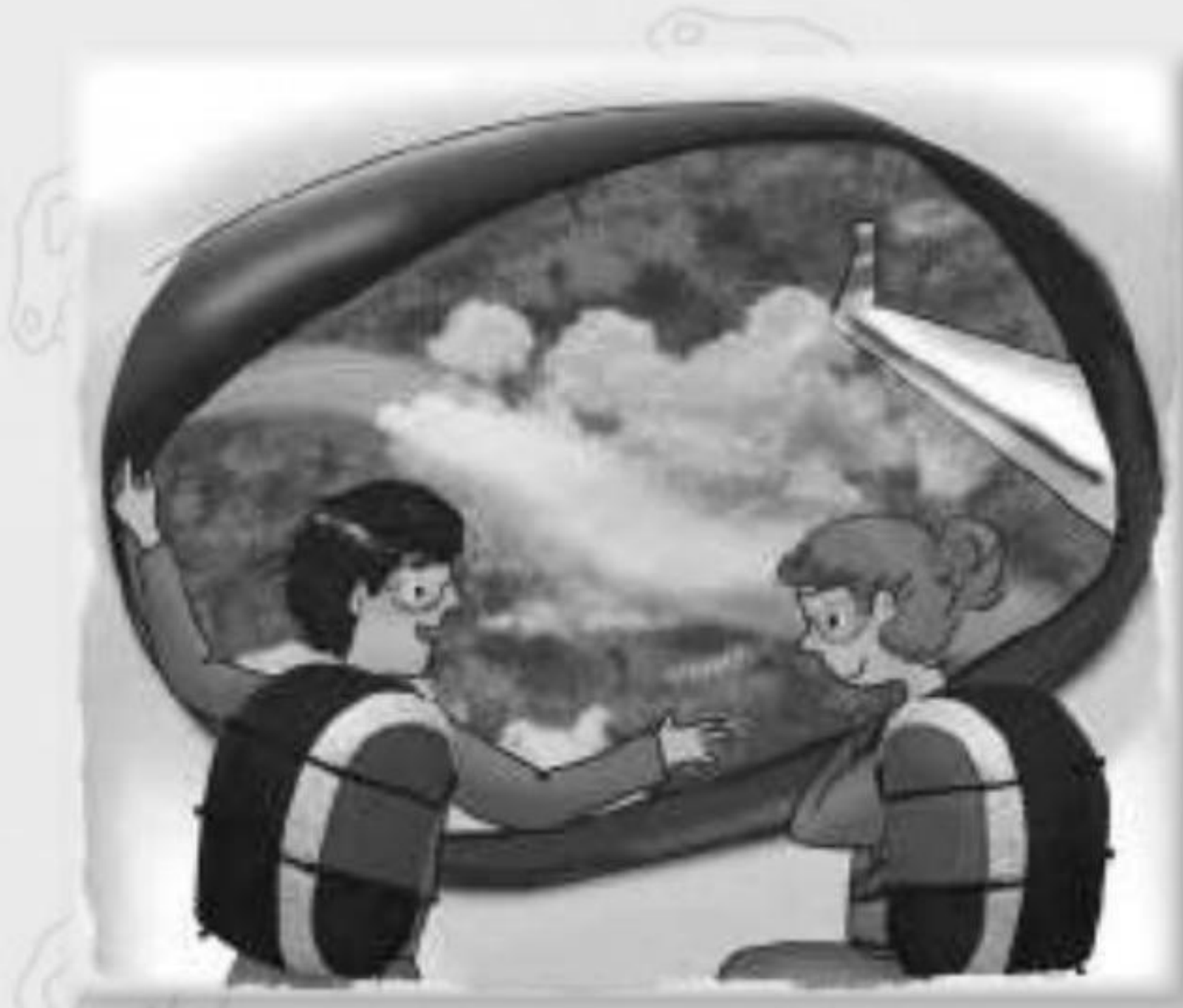
One of the most precious treasures I've found in my journeys is my wife, Paula. She is an archaeologist. I met her 14 years ago during a 30-day expedition to the Tambopata jungle, in Peru. We were looking for *The Hubhub Meskogee*, a legendary Inca treasure that is thought to be the first memory game in history.

I was asked by the Natural History Museum to join a group of researchers and help them find it. I accepted because I love adventure.

The year was 1997. I arrived in Peru and was introduced to the team. All of them were historians and archaeologists who had been looking for lost Incan treasures. Paula was in the group as well.

On Day 1, the personnel in charge gave me all the equipment I was going to need to survive for the next 30 days: a **satchel** with a **flashlight**, a **helmet**, a tent, a water bottle, a knife, and a notebook. They also gave me some **flares** in case I got lost in the jungle.





After they handed us the equipment, they took Paula and me to the Tambopata jungle, the place where the treasure was thought to be. The jungle was absolutely incredible. I had never been to any South-American country before. The pilot asked us to put on the parachutes and get ready to jump.

"Get ready, guys, and try to guess this: what's something that always runs but never walks, often murmurs, but never talks, something that has a bed but never sleeps?"

"Is it a river?" Derek asked. "What is that supposed to mean?"

"I'm following orders, now jump!"

After landing in the river, we swam towards the riverbank. The first thing we did was look for a place to camp. Once we found it, we went right to sleep. The following day, we got up at 5:30 am, packed up, and set off for the jungle.

"Do you think we'll actually find anything, Derek?"

"Absolutely. I've done this before and I know what this is like."

"We've walked for five hours now and we haven't found anything yet!" Paula answered back angrily.

"You have to be patient, Paula. We'll eventually find something."



We kept walking through the jungle when, suddenly, I saw a wild pig. I told Paula to move carefully to avoid scaring the animal and being attacked.

Just as I thought we had escaped from danger, out of nowhere, a boa came out and Paula screamed. I immediately answered her cry for help and told her to keep running.

"Come on Paula, keep up with me!"

"I can't keep running!" she cried.

No sooner had she said those words than she fell down, completely exhausted. I grabbed my knife and threw it straight at the boa's head and, luckily, it hit the spot! Just a few meters away from us, the boa dropped dead. This was a once in a lifetime experience, and we could feel the rush of adrenaline. As many would say, "some people are so afraid to die, that they never begin to live."

I had to carry Paula on my back for the rest of the journey. Eventually, I found a cave where we were able to spend the night.





I set up a resting place for Paula to sleep and then went outside the cave. I gathered wood to build a fire which could keep us warm for the night.

When I woke up the following morning, I saw Paula's spot empty and I began to panic. A few minutes later, she came back. She had gone to look for some fruit for breakfast.

"Don't ever do that again, there are a lot of dangers out there," I screamed.

"I'd rather you ask me something like, 'how about some lunch?' or 'how did you spend the night?'" Paula said happily.

Later on, while we were having breakfast, I noticed there were drawings and strange markings on the cave walls. When I got closer, I realized it was some sort of language. I was not much of an expert in ancient languages, but I recognized some of the symbols and drawings and was able to decipher this phrase:

*A single sting will make you **itch**. In the a-b-c, I rest.*

"What does that mean, Derek?" Paula asked.

"I don't know, it looks like a riddle, but it's incomplete. I wonder where the other half is," I replied.

"It must be somewhere here. Let's look around," Paula said.





We looked for the missing part of the riddle, but we couldn't find it. After a while, we packed up our things and left the cave to get on with our **quest**. I was trying to figure out what the riddle meant, but without the other half, it was impossible.

We had been in the jungle for twenty-two days now. It was getting harder day after day. What started as an adventure, began to turn into a nightmare. I was tired, and Paula was exhausted, too.

We had hardly found anything so far, just a few artifacts and some rocks. One day we found a beautiful silver and turquoise figurine and a golden jaguar figurine, and Paula told me that the Incas used to **worship** them. Sadly, they were not what we were looking for, so they were of little importance.

It wasn't until the following day that our journey got back on track. It was Paula who sighted something.

"What's that over there, Derek? There, on the other side of the river," she said.

"I'm not sure, it looks like a pyramid."



We hiked all the way to the harbor, hoping to find a boat there to navigate the river.

When we reached the **dock**, there was indeed a boat, but it was too old to be used. We decided to cut down some tree branches and build our own **raft**. I asked Paula to make two **paddles** because the current was too strong and without them, we wouldn't be able to cross the river.

It took us two days to build the raft. The night before, we had eaten our last meal, so we had run out of food.

"So...what are we going to do?" asked Paula.

"We'll have to start hunting, otherwise, we won't make it," I replied.

The following day, we got ready to cross the river.

"Paula, get on the raft and hold on to something. I'll push you and then you'll start paddling to keep the boat **steady**, OK?"



When we reached the other side of the river, we tied the raft to a nearby tree. Then, I asked Paula to start a fire while I was trying to hunt something for us to eat. I shot down a green iguana up in a tree. That was the first time I had seen one in the flesh. I had only seen them in wildlife books, where I learned they can actually be eaten.

After eating the iguana, we focused on the temple. It was enormous and very old. There were inscriptions all over the walls and a word search that we needed to solve to open the doors.

Paula got closer to the entrance and started examining them, using her skills as an archaeologist to try to **decode** the message.

We tried opening the door in many different ways, but nothing seemed to work.



After a while, I remembered the riddle we had found in the cave. I took out my notes from my satchel and, when I combined them with the part that Paula had already decoded, everything finally made sense.

"Paula, remember the first message we found?" I asked

A single sting will make you itch. In the a-b-c, I rest.

"Look, it kind of matches! They are the only letters in this word search! A, B, and C! Right?"

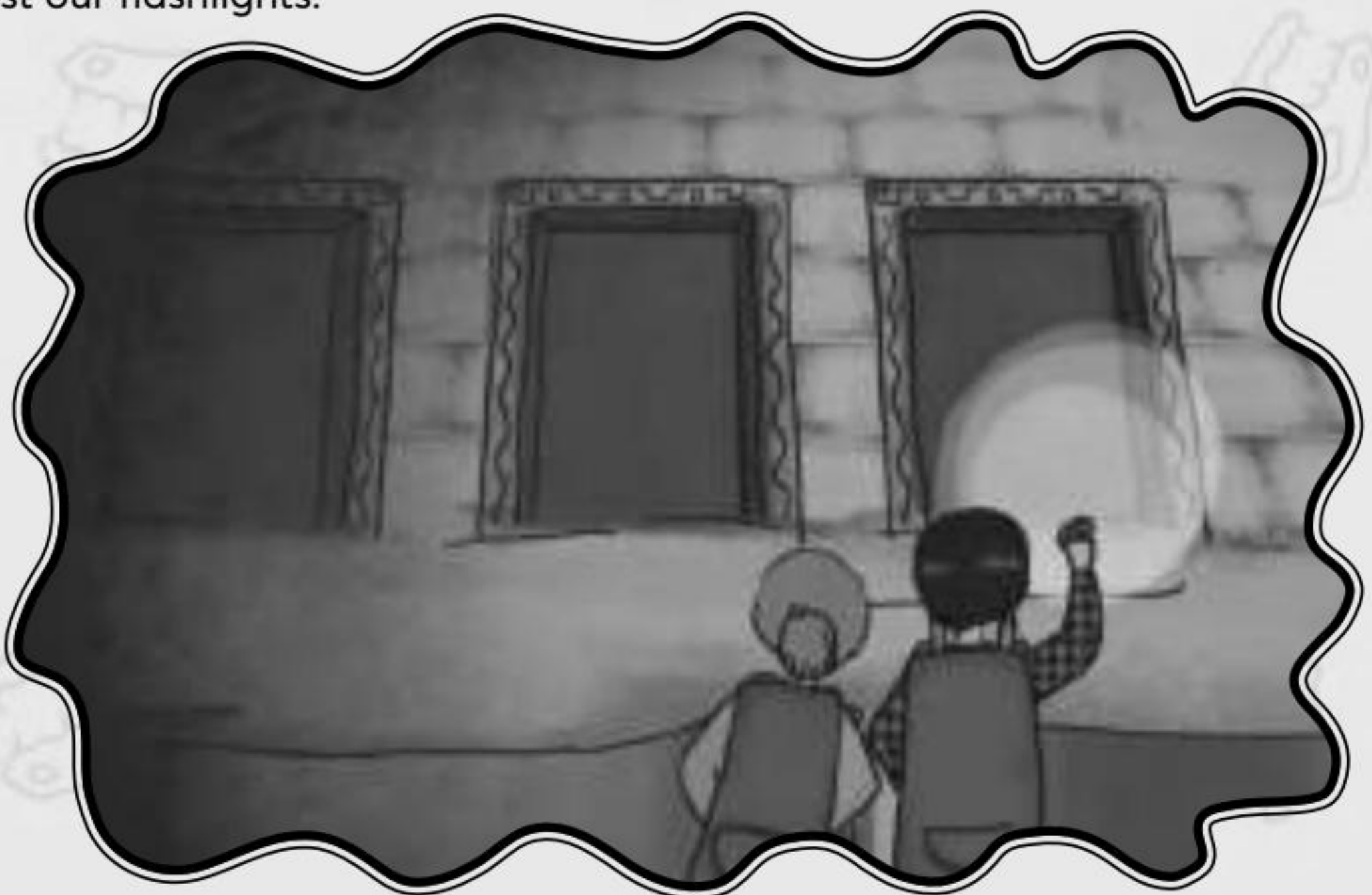
The complete message was in fact a set of instructions we had to follow in order to open the door. There were squares with different letters on them. The only thing we needed was to press letters A, B, and C! Once we did it, the door opened wide!

We started walking into the temple slowly. We couldn't see anything, so we turned on our flashlights and continued.

"Watch your step, Paula!" I warned.

"I really think we're onto something here," Paula said.

A few steps ahead, we found ourselves on the edge of an abyss. Paula almost fell in it, but I grabbed her and pushed her back from the **pit**. However, we lost our flashlights.



"I almost died there, thanks Derek."

"Come on, we have to find a way to get across this abyss."

"I can't see anything!"

"Wait, I remember I still have some flares left."

I opened my satchel, took one flare out, and threw it to the other side of the abyss so that we could figure out how we could get across. On the other edge, there was a giant rock. I decided to go first. I **tossed** my rope and **hooked** it to the rock, and then I jumped off the edge and got to the other side. Then, I gave the rope to Paula and she jumped, too.

There were two entrances with different inscriptions above each one.

"Which way, Derek?"

"I don't know... I think the images above them mean something, but I don't know what."

"Why don't we look around for clues? We might find something to help us figure this out." asked Paula.

We looked around for a couple of minutes, but we couldn't find anything that would help us decide. As there were only two paths, I told Paula that we would follow both of them together.

We chose to take the entrance on the right first.



"I'll go first, Paula."

"Ok, I'll hold on to your belt."

"Hey, look! What's that at the end of the path? Can you see it?"

"Yes, it looks like a chest."

"Hurry! Let's see what's in it."

A few steps from the entrance, we found something that looked like a chest. I had already taken out my knife and I stuck it into the lock. Since it was very old, it didn't force it open. Then, Paula found another riddle on the wall:

To open this chest, first you have to answer: What letter is an insect? Who holds your head? What's the body of water? What letter is a drink? What letter is a vegetable?

As I was trying to open the chest, I saw that there was a mechanism with the letters of the alphabet on it.

"Hey, Paula, look! I think this is what we need to get it open."

"Let me see... You're right, it's B, I, C, T, P! We did it!"

Inside the chest was the ancient memory game we had been looking for. After an experience like this, Paula and I decided to continue with more archaeological adventures.

Twenty years later, we have found many other treasures!



Try It Out!

Answer the questions and compare your ideas with other classmates.

1. Do you like finding hidden things?

2. What would you do if you found a treasure map?

3. Do you know stories about treasure hunters?

4. What is the strangest place you've ever been to?

5. Would you like to live an adventure like the one described in the story?
Why?

Universal Human Rights

Text
6



The United Nations and The Universal Declaration of Human Rights

The United Nations was created in 1945, just after the end of World War II. The purpose of this organization was to help nations around the world to live in peace. Three years later, Eleanor Roosevelt, wife of the US president, Franklin D. Roosevelt, wrote a document named The Universal Declaration of Human Rights.

This document states that every person around the world has equal rights. These rights are related to freedom, justice, and peace. According to the United Nations, these universal rights are essential to promote friendly relations among nations.



In the following pages, you will read a simplified version (especially written for young people) of the articles that are included in the Universal Declaration of Human Rights.

United Nations Universal Declaration of Human Rights (Simplified Version)

- 1. We are all born free and equal.** We all have our own thoughts and ideas. We should all be treated in the same way.
- 2. Don't discriminate.** These rights belong to everybody, whatever our differences.
- 3. The right to life.** We all have the right to life, and to live in freedom and safety.

Taken from: <https://www.youthforhumanrights.org/what-are-human-rights/universal-declaration-of-human-rights/articles-1-15.html>





4. No slavery. Nobody has any right to make us a slave. We cannot make anyone our slave.

5. No torture. Nobody has any right to hurt us or to torture us.

6. You have rights no matter where you go. I am a person just like you!



7. We are all equal before the law. The law is the same for everyone. It must treat us all fairly.

8. Your human rights are protected by law. We can all ask for the law to help us when we are not treated fairly.

9. No unfair detainment. Nobody has the right to put us in prison without committing a crime and keep us there, or to send us away from our country.





10. The right to trial. If we are put on trial this should be in public. The people who try us should not let anyone tell them what to do.

11. We are always innocent until proven guilty. Nobody should be blamed for doing something until it is proven. When people say we did a bad thing, we have the right to show it is not true.

12. The right to privacy. Nobody should try to harm our good name. Nobody has the right to come into our home, open our letters, or bother us or our family.



13. Freedom to move. We all have the right to go where we want in our own country and to travel as we wish.

14. The right to seek a safe place to live. If we are frightened of being badly treated in our own country, we all have the right to run away to a different country to be safe.

15. Right to a nationality. We all have the right to belong to a country.





16. Marriage and family. Every grown-up has the right to marry and have a family if they want to. Men and women have the same rights when they are married and when they are separated.

17. The right to your own things. Everyone has the right to own things or share them. Nobody should take our things from us without a good reason.

Free Speech

18. Freedom of thought. We all have the right to believe in what we want to believe, to have a religion, or to change it if we want.

19. Freedom of expression. We all have the right to make up our own minds, to think what we like, to say what we think, and to share our ideas with other people

20. The right to public assembly. We all have the right to meet our friends and to work together in peace to defend our rights. Nobody can make us join a group if we don't want to.





21. The right to democracy. We all have the right to take part in the government of our country. Every grown-up should be allowed to choose their own leaders.

22. Social security. We all have the right to **affordable** housing, medicine, education, and **childcare**. This right includes having enough money to live on and medical help if we are ill or old.

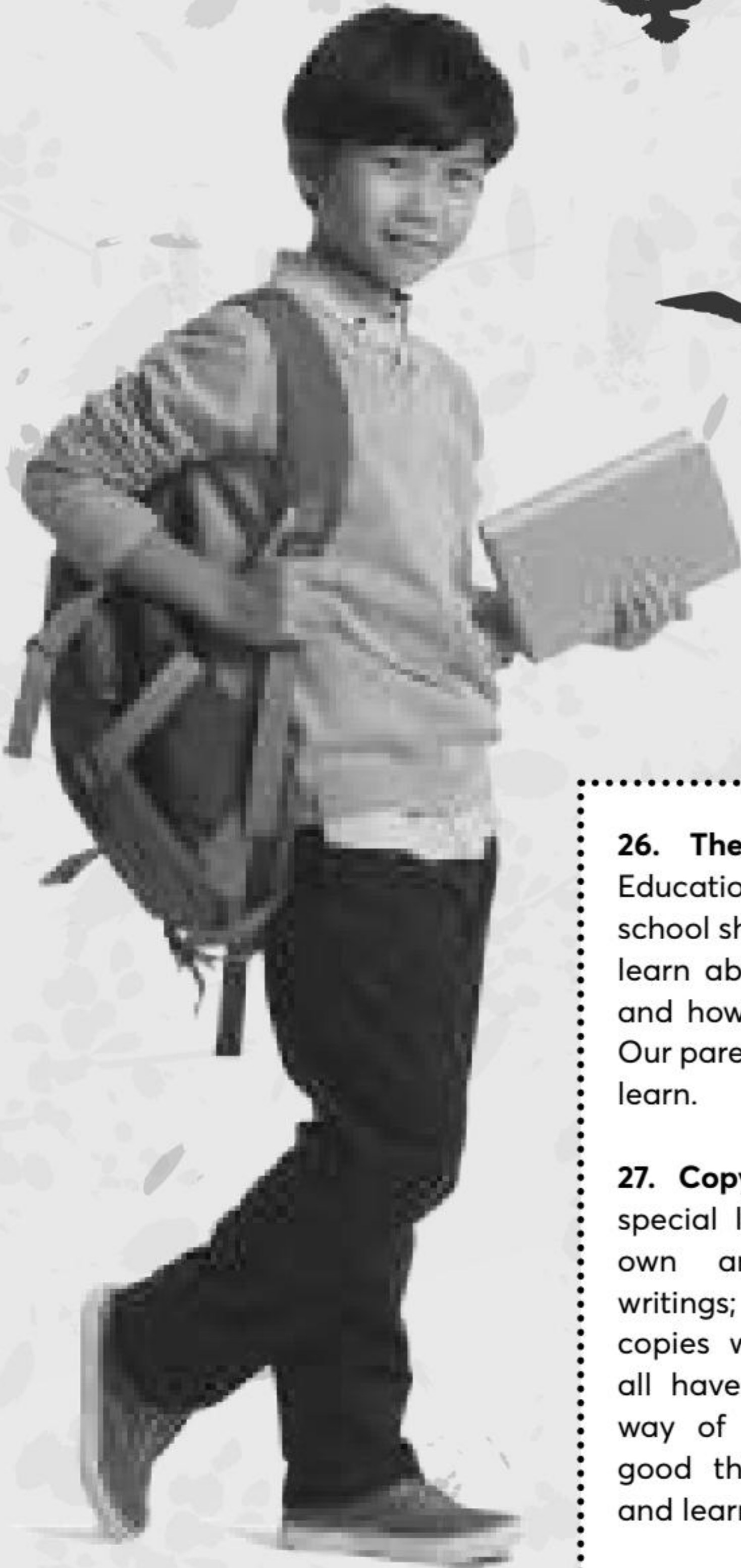


23. Workers' rights. Every grown-up has the right to do a job, to earn a fair **wage** for their work, and to join a **trade union**.

24. The right to play. We all have the right to rest from work and to relax.

25. Food and shelter for all. We all have the right to a good life. Mothers and children, people who are old, unemployed or disabled, and all people have the right to be cared for.





26. The right to education. Education is a right. Primary school should be free. We should learn about the United Nations and how to get on with others. Our parents can choose what we learn.

27. Copyright. Copyright is a special law that protects one's own artistic creations and writings; others cannot make copies without permission. We all have the right to our own way of life and to enjoy the good things that art, science, and learning bring.



28. A fair and free world.

There must be proper order so we can all enjoy rights and freedoms in our own country and all over the world.

29. Responsibility. We have a duty to other people, and we should protect their rights and freedoms.

30. No one can take away your human rights



Try It Out!

Answer the questions and compare your ideas with other classmates.

1. Did you know that you have rights?

2. What did you know about the United Nations before reading this text?

3. What would you like to know about your rights?

4. Is your country part of the United Nations?

5. Which Universal Human Right surprised you the most?

American Poetry

Text 7





American Indian Poetry

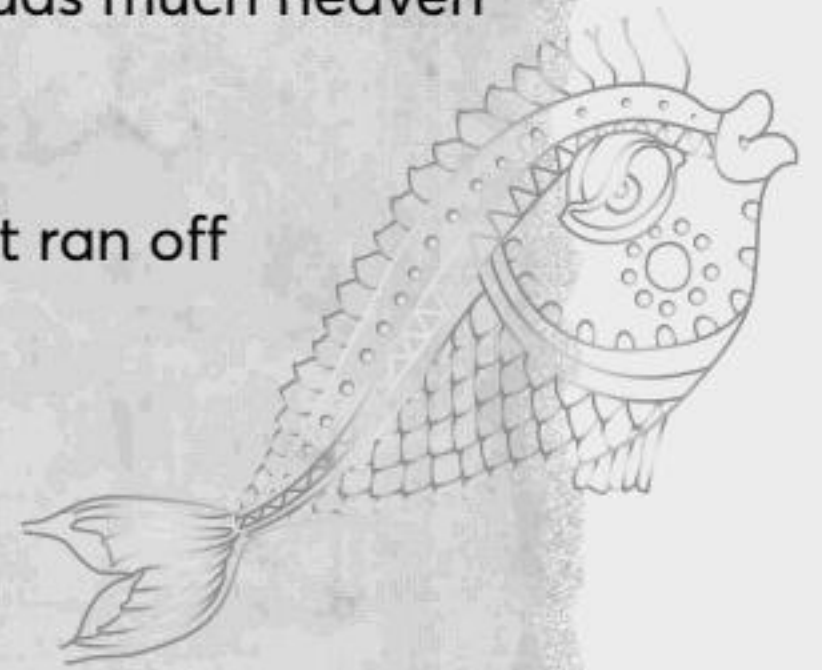
The Wallam Olum

The Red Score or Painted History of the Lenni Lenape*

I

On the Creation and Ontogony

At first there all sea-water on the top land
 Above much water foggy was and these God creator-He was
 First being eternal being invisible everywhere God creator-He was
 He causes them much water much land much clouds much heaven
 He causes them sun moon stars
 All he causes them these well-to-move
 With action it blows hard it clears up deep water it ran off
 It looks bright made-island is there being there
 Again when God creator he made the makers
 First beings also angels also souls also all also
 After he made man-being men ancestor
 He gave him the first mother first-being mother
 Fishes he gave him turtles he gave him beasts he gave him birds
 he gave him
 Bad spirits but he causes them bad beings black snakes monsters
 He caused them flies he caused them **gnats**
 Friends all beings were there
 Thou being a good god good spirits were
 Jins the first men the first mother wives fairies also
 Fat fruit the first food the jins the fairies
 All willingly pleased all easy thinking all happy
 But then while secretly on earth snake god priest snake worship snake
 Wickedness crime unhappiness deeds coming then thus there
 Bad weather coming **distemper** coming death coming
 This all very long ago beyond great ocean first land at



* The Lenni Lenape or Delaware people are an indigenous people of the Northeastern Woodlands who live in Canada and the United States. Their historical territory included present-day New Jersey and eastern Pennsylvania along the Delaware River watershed, New York City, western Long Island, and the Lower Hudson Valley. During the decades of the 18th century, most Lenape were pushed out of their homeland by expanding European colonies. In the 21st century, most Lenape now reside in Oklahoma with some communities living also in Wisconsin and Ontario.



Lenape woman and daughter in traditional costume by 1910, Oklahoma.

Source: National Anthropological Archives, Smithsonian Institution, Washington.



Edgar Allan Poe (1809-1849)

The Raven

(Fragment)

Once upon a midnight dreary, while I pondered, weak and weary,
Over many a **quaint** and curious volume of forgotten lore –

While I nodded, nearly napping, suddenly there came a tapping,
As of some one gently rapping, rapping at my chamber door.

"Tis some visitor," I muttered, "tapping at my chamber door –
Only this and nothing more."

Ah, distinctly I remember it was in the bleak December;
And each separate dying ember wrought its ghost upon the floor.
Eagerly I wished the morrow; – vainly I had sought to borrow
From my books **surcease** of sorrow–sorrow for the lost Leonore–
For the rare and radiant maiden whom the angels name Leonore–
Nameless *here* for evermore.

And the silken, sad, uncertain rustling of each purple curtain
Thrilled me–filled me with fantastic terrors never felt before;
So that now, to still the beating of my heart, I stood repeating
"Tis some visitor entreating entrance at my chamber door–
Some late visitor entreating entrance at my chamber door; –
This it is and nothing more."

Presently my soul grew stronger; hesitating then no longer,
"Sir," said I "or Madam, truly your forgiveness I implore;
But the fact is I was napping, and so gently you came rapping,
And so faintly you came tapping, tapping at my chamber door,
That I scarce was sure I heard you" – here I opened wide the door;
Darkness there and nothing more.

Deep into that darkness peering long I stood there wondering,
fearing,
Doubting, dreaming dreams no mortal ever dared to dream before;
But the silence was unbroken, and the stillness gave no token,
And the only word there spoken was the whispered word, "Leonore!"
This I whispered and an echo murmured back the word "Leonore!"
Merely this and nothing more.

Edgar A. Poe



Henry Wadsworth Longfellow (1807-1882)

This American poet was born in Portland, Massachusetts. He served as a professor at Harvard University and was an adept linguist, traveling throughout Europe and immersing himself in European culture and poetry, which he emulated in his work. Before television, radio, and film, he rose to become not just the leading poet and literary figure of 19th-century America, but also an American icon and household name.

NATURE

As a fond mother, when the day is o'er,
 Leads by the hand her little child to bed,
 Half willing, half reluctant to be led,
 And leave his broken playthings on the floor,
 Still gazing at them through the open door,
 Nor wholly reassured and comforted
 By promises of others in their stead,
 Which, though more splendid, may not please him more;
 So Nature deals with us, and takes away
 Our playthings one by one, and by the hand
 Leads us to rest so gently, that we go
 Scarce knowing if we wish to go or stay,
 Being too full of sleep to understand
 How far the unknown transcends the what we know.

HOLIDAYS

The holiest of all holidays are those
 Kept by ourselves in silence and apart;
 The secret anniversaries of the heart,
 When the full river of feeling overflows;—
 The happy days unclouded to their close;
 The sudden joys that out of darkness start
 As flames from **ashes**; swift desires that dart
 Like swallows singing down each wind that blows!
 White as the gleam of a receding sail,
 White as a cloud that floats and fades in air,
 White as the whitest lily on a stream,
 These tender memories are;— a Fairy Tale
 Of some enchanted land we know not where,
 But lovely as a landscape in a dream.

Walt Whitman (1819-1892)

Whitman's first approach to writing was through working as a printer beginning when he was 12 in his native New York. After his career as a printer, he became a teacher until he ultimately pursued journalism. Of course, he was also a poet at heart.

To Think of Time

(Fragment)

1

To think of time—of all that retrospection!
To think of to-day, and the ages continued **henceforward!**

Have you guess'd you yourself would not continue?
Have you dreaded these earth-beetles?
Have you fear'd the future would be nothing to you?

Is to-day nothing? Is the **beginningless** past nothing?
If the future is nothing, they are just as surely nothing.

To think that the sun rose in the east! that men and women
were flexible, real, alive! that everything was alive!
To think that you and I did not see, feel, think, nor bear our
part!
To think that we are now here, and bear our part!

Emily Dickinson (1830-1886)

Emily Dickinson lived in times where the church had the highest authority. It was a small and rigid world. Like her sister Lavinia, Emily never married. In her poems, she constructed her own world: of the garden and the beautiful Connecticut valley scenery; of the books **smuggled** in by her brother; and of her private and quiet startling thoughts. From 1884 until her death, Emily Dickinson was a semi-invalid, in a condition of mental decline.

Emily Dickinson is regarded as one of the greatest American poets, but she is also well known for her unusual life of self-imposed social isolation. Living a life of simplicity and solitude, she still wrote poetry of great power, questioning the nature of immortality and death.

“Hope” Is the thing with feathers

“Hope” is the thing with feathers -
That perches in the soul -
And sings the tune without the words -
And never stops - at all -

And sweetest - in the Gale is heard -
And sore must be the storm -
That could **abash** the little Bird
That kept so many warm -

I’ve heard it in the chilliest land -
And on the strangest Sea -
Yet, never, in Extremity,
It asked a crumb - of me.



By the Sea

I started early, took my dog,
And visited the sea;
The mermaids in the basement
Came out to look at me,

And frigates in the upper floor
Extended hempen hands,
Presuming me to be a mouse
Aground, upon the sands.

But no man moved me till the tide
Went past my simple shoe,
And past my apron and my belt,
And past my bodice too,

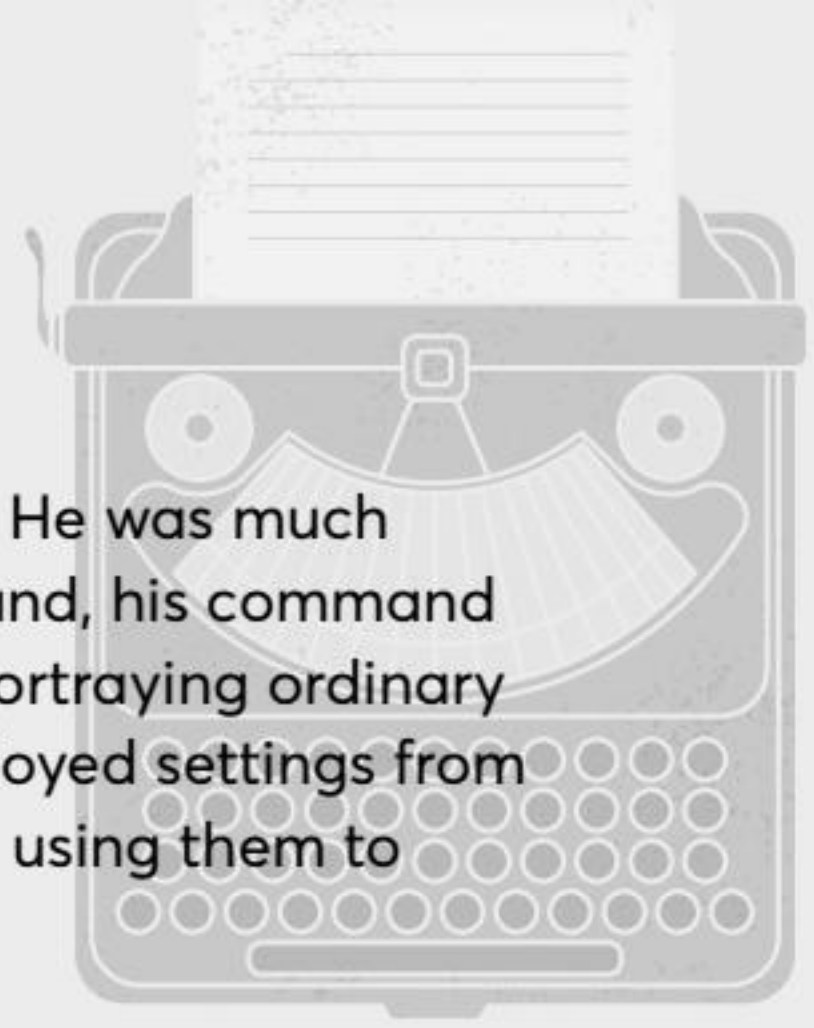
And made as he would eat me up
As wholly as a dew
Upon a dandelion’s sleeve—
And then I started too.

And he—he followed close behind;
I felt his silver heel
Upon my ankle, – then my shoes
Would overflow with pearl.

Until we met the solid town,
No man he seemed to know;
And bowing with a mighty look
At me, the sea withdrew.

Robert Frost (1875-1963)

Robert Lee Frost was born in San Francisco, California. He was much admired for his depictions of the rural life of New England, his command of American colloquial speech, and his realistic verse portraying ordinary people in everyday situations. His work frequently employed settings from rural life in New England in the early twentieth century, using them to examine complex social and philosophical themes.



FIRE AND ICE

Some say the world will end in fire,
Some say in ice.
From what I've tasted of desire
I hold with those who favor fire.
But if it had to perish twice,
I think I know enough of hate
To say that for destruction ice
Is also great
And would suffice.



STOPPING BY WOODS ON A SNOWY EVENING

Whose woods these are I think I know.
His house is in the village, though;
He will not see me stopping here
To watch his woods fill up with snow.

My little horse must think it queer
To stop without a farmhouse near
Between the woods and frozen lake
The darkest evening of the year.

He gives his harness bells a shake
To ask if there is some mistake.
The only other sound's the sweep
Of easy wind and downy flake.

The woods are lovely, dark and deep,
But I have promises to keep,
And miles to go before I sleep,
And miles to go before I sleep.

Thomas Stearns Eliot (1888-1965)



T. S. Eliot was born in St. Louis, Missouri. He was an American-British poet, playwright, literary critic, editor, and leader of the Modernist movement in poetry in works like *The Waste Land* (1922) and *Four Quartets* (1943).

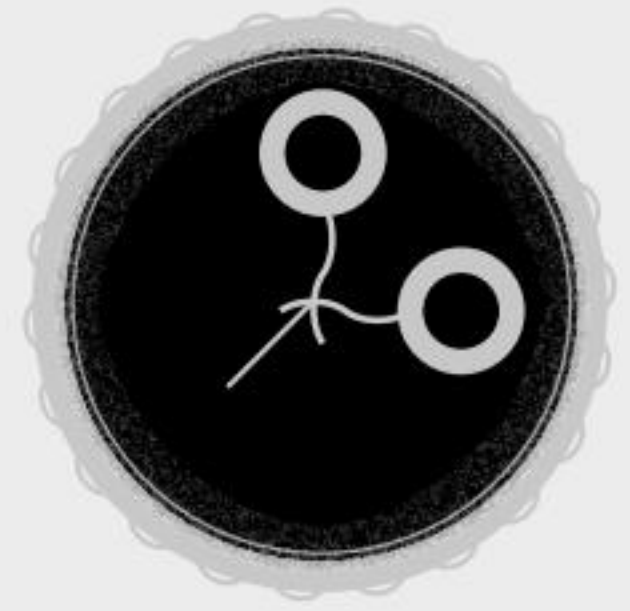
RHAPSODY ON A WINDY NIGHT

Twelve o'clock.
 Along the reaches of the street
 Held in a lunar synthesis,
 Whispering lunar incantations
 Dissolve the floors of memory
 And all its clear relations,
 Its divisions and precisions,
 Every street lamp that I pass
 Beats like a fatalistic drum,
 And through the spaces of the dark
 Midnight shakes the memory
 As a madman shakes a dead geranium.

Half-past one,
 The street lamp **sputtered**,
 The street lamp muttered,
 The street lamp said, "Regard that woman
 Who hesitates towards you in the light of
 the door
 Which opens on her like a grin.
 You see the border of her dress
 Is torn and stained with sand,
 And you see the corner of her eye
 Twists like a crooked pin."

The memory throws up high and dry
 A crowd of twisted things;
 A twisted branch upon the beach
 Eaten smooth, and polished
 As if the world gave up
 The secret of its skeleton,
 Stiff and white.
 A broken spring in a factory yard,
 Rust that clings to the form that the
 strength has left
 Hard and curled and ready to snap.





Half-past two,
 The street lamp said,
 "Remark the cat which flattens itself in the gutter,
 Slips out its tongue
 And devours a morsel of rancid butter."
 So the hand of a child, automatic,
 Slipped out and pocketed a toy that was running along the **quay**.
 I could see nothing behind that child's eye.
 I have seen eyes in the street
 Trying to peer through lighted shutters,
 And a crab one afternoon in a pool,
 An old crab with barnacles on his back,
 Grippped the end of a stick which I held him.

Half-past three,
 The lamp sputtered,
 The lamp muttered in the dark.

The lamp hummed:
 "Regard the moon,
 La lune ne garde aucune rancune,
 She winks a feeble eye,
 She smiles into corners.
 She smooths the hair of the grass.
 The moon has lost her memory.
 A washed-out smallpox cracks her face,
 Her hand twists a paper rose,
 That smells of dust and old Cologne,
 She is alone
 With all the old nocturnal smells
 That cross and cross across her brain."
 The reminiscence comes
 Of sunless dry geraniums
 And dust in crevices,
 Smells of chestnuts in the streets,
 And female smells in shuttered rooms,
 And cigarettes in corridors
 And cocktail smells in bars.



The lamp said,
 "Four o'clock,
 Here is the number on the door.
 Memory!
 You have the key,
 The little lamp spreads a ring on the stair,
 Mount.
 The bed is open; the tooth-brush hangs on the wall,
 Put your shoes at the door, sleep, prepare for life."

The last twist of the knife.

Sylvia Plath (1932-1963)

Sylvia Plath was one of the most dynamic and admired poets of the 20th century. By the time she took her life at the age of 30, Plath already had a following in the literary community. In the **ensuing** years her work attracted the attention of a multitude of readers, who saw in her singular verse an attempt to catalogue despair, violent emotion, and obsession with death. Intensely autobiographical, Plath's poems explore her own mental anguish, her troubled marriage to fellow poet Ted Hughes, her unresolved conflicts with her parents, and her own vision of herself.



Crossing the Water

Black lake, black boat, two black, cut-paper people.
Where do the black trees go that drink here?
Their shadows must cover Canada.

A little light is filtering from the water flowers.
Their leaves do not wish us to hurry:
They are round and flat and full of dark advice.

Cold worlds shake from the oar.
The spirit of blackness is in us, it is in the fishes.
A **snag** is lifting a valedictory, pale hand;

Stars open among the lilies.
Are you not blinded by such expressionless sirens?
This is the silence of astounded souls.

Sylvia Plath



Try It Out!

Answer the questions and compare your ideas with other classmates.

1. How often do you read poems?

2. How do you think poetry is different from drama or prose?

3. Do you think that reading a poem is easier than reading a novel? Why?

4. What are some of the topics you can identify in the poems you read in this text?

5. Think about the way you feel today and write a short poem. Make sure to include words that rhyme. It will make your poem look and sound better.

Historical Events

Text
8

1879



In the following pages, you will read about some of the most meaningful and interesting historical events.

The invention of the printing press

Nobody knows exactly where the first book was created, although one of the oldest known was made in China around 868. It was a copy of a **sacred** Buddhist text called *The Diamond Sutra*. This book, as many others created before the printing press, was made by hand.

People used **clay** and papyrus. At that time, there were people called **scribes**, who lived and worked in monasteries. They were in charge of transcribing books.

Around 932 Chinese scribes used carved wooden blocks to transcribe books. However, this technique was not convenient because the wooden blocks did not last long. Then, they had to **carve** a new block for each



種



character, word or image that they needed to transcribe. It was not until 1041 when Chinese printers invented a technique where they chained together individual characters made of clay to form words and sentences.

Centuries later, in 1438, Johannes Gutenberg, a German **metalsmith**, started to experiment with printing

techniques using metal movable **type**. By 1450, Gutenberg had improved his invention, and by using a modified wine press, he created the first printing press. This machine was the first one to press and print against a sheet of paper. With his printing press, Gutenberg could print the Bible and he changed the printing press history forever.



印刷



A brief overview of World War I

The Balkan Wars (1912-1913) left a precedent for World War I. In 1908, the Austro-Hungarian Empire proclaimed the annexation of Bosnia-Herzegovina. This event caused the Russians to try to stop Austria, and at the same time to take advantage of the Turkish **weakness**. Then, Russia **fostered** the creation of a coalition called the Balkan League: Serbs, Bulgarians, Greeks, and Montenegrins. In October of that year, the first Balkan War started; it was between the Balkan League and the Turkish Empire. The Turks lost this war and the League expanded its territories.

One year later, the Balkan League experienced internal problems and this led to the Second Balkan War. Bulgaria attacked Serbia and Greece; those attacks were supported by the Romanians and the Turks. The Bulgarians lost this war. By the Treaty of Bucharest, Bulgaria was forced to give the territories that it received in the previous war to Serbia. Now, Serbia became a protagonist of the Balkans. Serbia wanted to bring together all the Serbs and Slavs who were under the Austrian rule. The tensions with Austria increased afterward. The Austrians knew that Russia would support Serbia, as it ended up happening.

In 191



Franz Ferdinand of Austria **triggered** a chain of events that caused the start of World War I. This war was known as the Great War because it was the first battle among several nations in the world. There were two main groups: the Triple Entente formed by the United Kingdom, France, and Russia; and the Triple Alliance, Germany, Austria-Hungary and Italy. However, Italy did not side with Germany and Austria; instead it tried to be neutral.

World War I started with combats between the two groups. Germany attacked Belgium and France; Russia attacked Germany and Austria-Hungary. Austria-Hungary attacked Serbia. The Turks were also involved in the war when Germany tricked Russia by making it think that Turkey had attacked it. Then,

British and French armies attacked the Turks. Turkey joined the Triple Alliance.

Later, in 1917, due to attacks upon American ships in the Atlantic, the United States declared war on Germany; whereas Russia had to pull out of the war because of the Bolshevik Revolution. The attacks continued until the armies of both sides were exhausted and **demoralized**. Germany had lost many battles and it gradually began to fall back. Finally, the war ended in 1918. All the countries of the Triple Alliance signed the Armistice Agreements. Austria-Hungary was divided into smaller countries; whereas Germany, under the Treaty of Versailles, was punished and forced to pay for economic reparations.



A brief overview of World War II

Two decades after the end of World War I, Germany, under the rule of Adolf Hitler, initiated the deadliest conflict in history, World War II. It is estimated that around 70 million people, all over the world, died in this war. Approximately 30 countries participated in this war.

On September 1, 1939, German troops crossed the Polish border and invaded Poland. As a result, the United Kingdom and France declared war on Germany. In 1940, Germany attacked Denmark and Norway. After that, Germany also

attacked Belgium, the Netherlands, and France. Germany, under Chancellor Adolf Hitler, wanted to take revenge for the humiliation of Versailles (at the end of World War I).

While Germany was attacking Great Britain and other countries, Italy (its ally) invaded Greece and North Africa. However, when Italy attacked Greece it failed and Germany had to come to assist it in early 1941. Later on, Germany invaded the Soviet Union; nonetheless, because the USSR was a huge country and due to its extreme cold weather, Germany could not control it.



In 1941, the war in the Pacific began. Warplanes from Japan attacked by surprised the U.S. Navy base at Pearl Harbor, Hawaii. With this attack, Japan began trying to expand its territories throughout the Southeast Asia-Pacific region. The United States declared war on Japan and the attacks continued during 1944 and early 1945. The Allies carried out a bombing campaign against the most important cities in Japan, including Tokyo. In August 1945, the United States dropped two atomic bombs over the cities of Hiroshima and Nagasaki. The devastation was immediate. These two bombs killed around 220,000 people. After that, Japan **surrendered**.

Meanwhile, after the battles of Stalingrad and Kursk, Germany had to **retreat** in 1943. By 1944, the Germans were completely out of the Soviet Union. In 1944, American and British armies landed in France, via the coast of Normandy, which was occupied by Germany. Germans were forced to retreat. The Soviet army was the first to get to Berlin, the capital of Germany. As a result, Germany surrendered in May, 1945, just after the suicide of Adolf Hitler.

This was the end of the deadliest war in human history.



The first man on the Moon

It was 1961. John F. Kennedy was the president of the United States and he wanted to **land** humans on the Moon, but was NASA ready to go to the Moon? The president and NASA knew they could do it. Apollo 11's mission was clear: two men had to land on the Moon but they also had to come back to Earth safely.

Apollo 11 **blasted off** on July 16, 1969. Neil Armstrong, Edwin "Buzz" Aldrin, and Michael Collins were the astronauts on Apollo 11.

Four days later, Armstrong and Aldrin landed on the Moon in the lunar module called the Eagle. Collins stayed in orbit around the Moon carrying out experiments and taking pictures.



On July 20, 1969 Neil Armstrong became the first human to step on the Moon. He and Aldrin walked around for three hours and during that time, they picked up bits of moon dirt and rocks. They also put a U.S. flag on the moon and left a **footprint** on the Moon's surface.

Armstrong and Aldrin returned to orbit, joining Collins. On July 24, 1969, the three astronauts came back to Earth safely. President Kennedy's wish came true. It took less than 10 years. Humans had finally walked on the Moon.

Taken from: <https://www.nasa.gov/audience/forstudents/k-4/stories/first-person-on-moon.html>

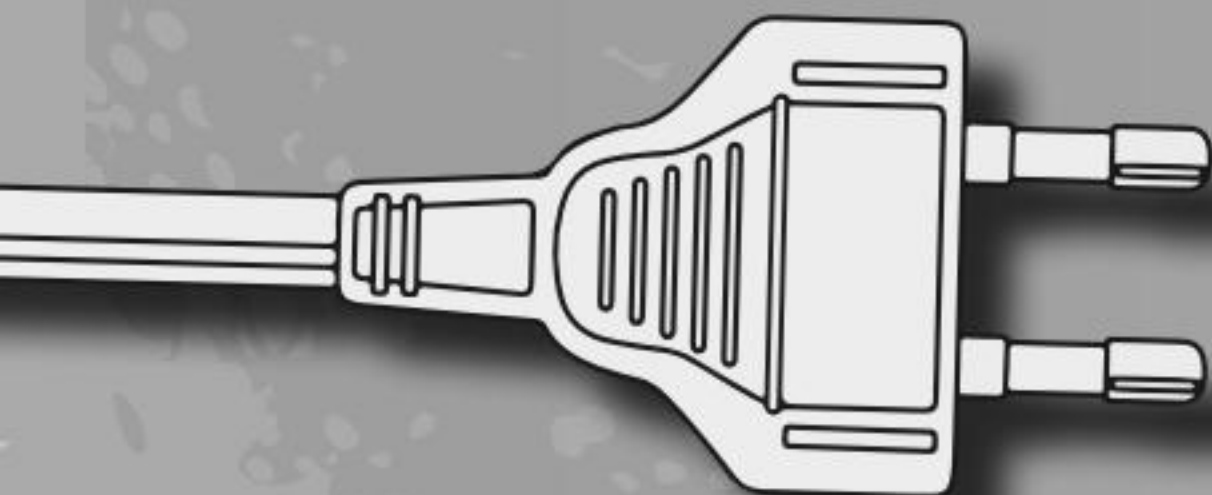


Brief history of the computer

The first computer-like machine was designed around 1830 by Charles Babbage, a famous English mathematician. He called it the Analytical Engine. It had all the parts that computers use nowadays; however, his project did not work. Afterward, in 1890, the famous IBM company was founded by Herman Hollerith, who designed a punch-card based machine (computer) to organize and count the results of the American census. This machine was as big as a room.

Later on, in 1936, Alan Turing designed a computer that he called the universal machine. Years later, other people called it the Turing machine. This machine established the foundations for modern computers, which are based on Turing's design.

In 1939, David Packard and Bill Hewlett found the famous company Hewlett-Packard. Their first product was called the HP 200A Audio Oscillator. One year later, they created the 200B model which was used to show movies in theaters.



In 1941, J. V. Atanasoff and Clifford Berry created a computer that could solve 29 mathematical calculations at the same time. It was the first computer that was able to store information in its own memory. Three years later, in 1944, John Mauchly and J. Presper Eckert built the Electronic Numerical Integrator and Calculator, known as the father of digital computers.

The computer chip was invented in 1958 by Jack Kilby and Robert Noyce. Kilby won the Nobel Prize in Physics in 2000 for his work.

In 1981, the company IBM created the first personal computer (PC). Its name was "Acorn" and it used MS-DOS operating system. Two years later, the Gavilan Company presented the first laptop, the Gavilan SC.



Try It Out!

Answer the questions and compare your ideas with other classmates.

1. What are the texts in this section about?

2. What text did you find more interesting? Why?

3. Why do you think it is important to learn about historical events?

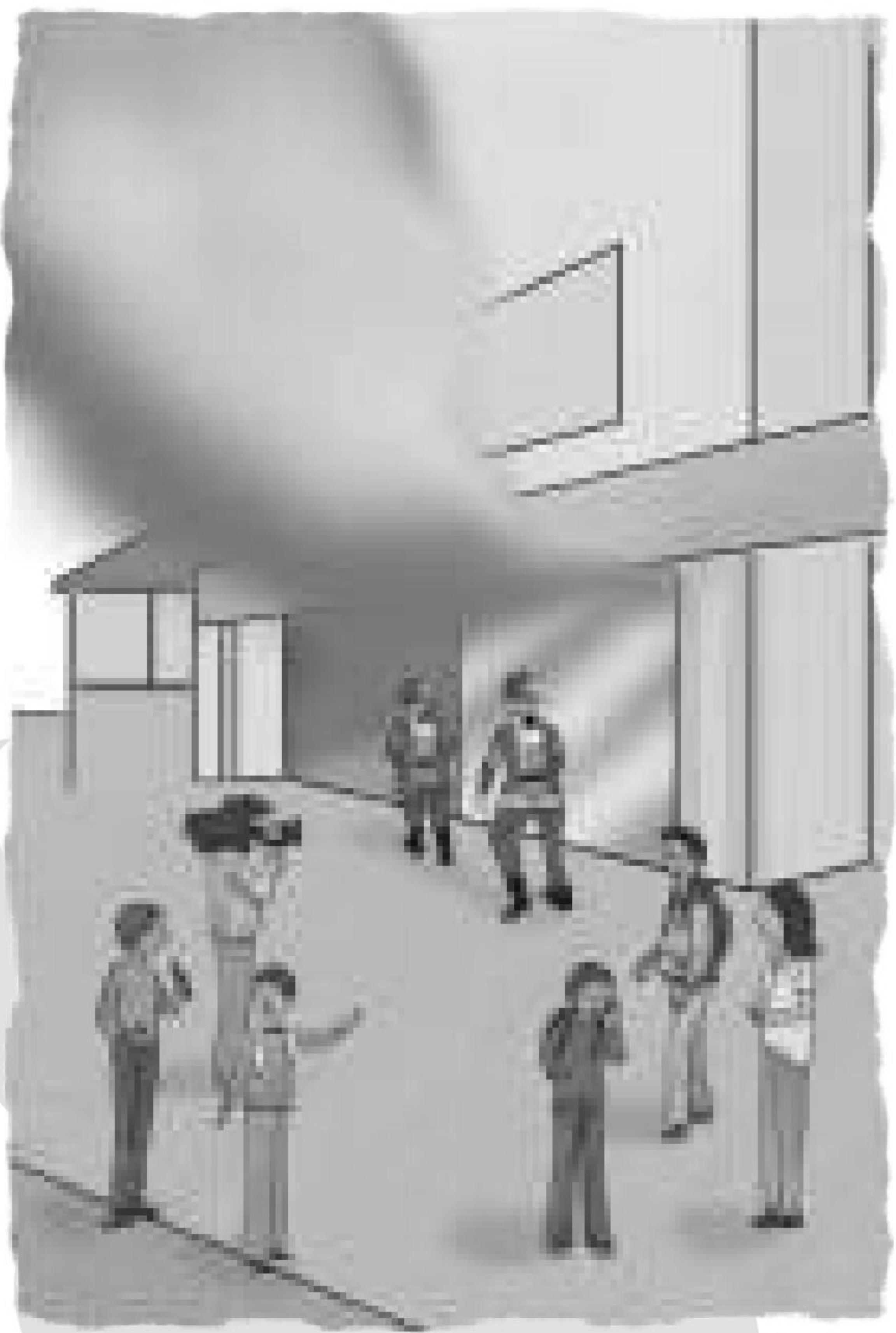
4. What is your favorite historical event? Why?

5. Would you like to know more about a particular historical event?
What would you like to know?

Unexpected Situations: Testimonials

Text
9





Unexpected situations at school

Reporter: Good morning, everyone. This is Robert Crawford reporting. Today, we are **broadcasting** from Fairview Community School where a fire incident was reported just a few minutes ago. I'm here with Leonard Brooks, a junior high school student. Hello, Leonard.

Leonard: Hello, Mr. Crawford.

Reporter: Could you please explain to our audience what happened?

Leonard: I was in my classroom with my classmates and our math teacher. Suddenly, I heard someone yell "Fire!" We were all scared. Our teacher asked us to calm down and to stay in the classroom. Then, we saw some teachers running towards the cafeteria.

Reporter: I believe it was really scary!

Leonard: It was, especially because we immediately noticed so much smoke coming from the cafeteria.

Reporter: I heard that nobody was injured. That's good.

Leonard: Yes. Fortunately, there was nobody in the cafeteria when the fire started.

Reporter: Do you know what or who caused the fire?

Leonard: Mrs. Larson, the principal of our school, came to our classroom and explained to us that the smoke was coming from the cafeteria kitchen. Apparently, someone forgot to turn the **stove** off and there was a **pot** with food on it. Obviously it got burnt.

Reporter: Why was no-one in the kitchen?

Leonard: There was a school staff meeting. We are having our annual school party next month, and they were talking about it.

Reporter: Oh, I see! And, the firefighters came immediately, right?

Leonard: Yes, they did. They are still inspecting the kitchen to see if there is any damage.

Reporter: I'm happy it wasn't that bad.

Leonard: Me too. The only bad thing is that we won't be able to eat at the cafeteria today.

Reporter: Right! Thank you very much, Leonard.

Leonard: You're welcome, Mr. Crawford.



Unexpected situation at the pool

Concierge: What happened? Are you okay?

Cheryl: Yes, thank you. Well, I was reading a book by the pool when I saw this little girl **drowning**. She couldn't yell, but I saw she was fighting in the water. I didn't have time to lose, so I jumped in the pool and got her.

Concierge: Was she by herself? I can't believe it!

Cheryl: Her dad was with her, but I guess he just left for a few minutes. He left her with her older sister, but she fell asleep.

Concierge: I believe she is scared.

Cheryl: Yes, she is. She was playing with her ball, and she was wearing **armbands**, but I don't know what happened. I think she was playing in the **shallow** part of the pool, but then she went to the deepest part.

Concierge: Hi, little one. Are you okay?

Little girl: Yes, thank you.

Concierge: What happened to you?

Little girl: I just wanted to get my ball back.

Concierge: Where are your parents?

Little girl: My dad went to the restroom. And my sister is over there.

Cheryl: I think there should be a **lifeguard** by the pool all the time.

Concierge: You're right. Children are not supposed to be left unattended; however, we can't control it. What we can do is to make sure there is a lifeguard.

Cheryl: Right. Well, I can stay with her until her dad comes back.

Concierge: Oh, he's coming back. Thank you! You saved this little girl's life.

Cheryl: My pleasure.





Unexpected situation in the forest

Ranger: Good afternoon, sir. Are you Mr. Warren?

Mr. Warren: Yes, I am. Thanks for coming, officers.

Ranger: Tell us, what are you doing in this part of the forest?

Mr. Warren: We came for a biology project.

Ranger: How many of you came?

Mr. Warren: There were 19 of us: 18 students from Jefferson Junior High School; 10 girls and 8 boys.

Ranger: And, are you their teacher?

Mr. Warren: That's correct. I teach biology.

Ranger: Okay, and what happened?

Mr. Warren: We were all together. I always ask my students to stay close to each other. They were not allowed to go anywhere else but the place we were heading to. However, two boys suddenly disappeared. I realized they were not following us a few minutes after we were into the forest.

Kathy: I saw Mike and Robert **whispering** to each other. And, Mike was pointing to a cave which

is in that mountain, but I didn't pay attention and kept walking. Then, I turned around and couldn't see them anymore. That's when I told Mr. Warren.

Ranger: So, their names are Mike and Robert, right? How old are they?

Mr. Warren: Mike is 13 years old and Robert is 14 years old.

Ranger: What do they look like?

Kathy: Mike is tall and slim. He has black hair. Robert is medium height and he has dark brown hair. Mike is wearing a blue jacket and Robert is wearing a brown **hoodie**.

Ranger: So, do you think they are in the cave?

Mr. Warren: I guess so, even if they were not supposed to be there.

Ranger: Okay, we need to check the cave first. If they are not there, we need to call more **rangers** and notice the local police station.

Kathy: Look! They're coming back.

Ranger: Hmm... These two boys are in serious trouble.



Unexpected situation while playing

Doctor: Hi, buddy. How do you feel?

Ryan: Not good, Doc., my shoulder hurts.

Doctor: What happened?

Coach: We had just finished our daily soccer practice. Then, the boys decided to stay a bit longer for a short practice match. Everything was going alright. Suddenly, I saw Ryan kicking the ball and running towards the goal. The goalkeeper was trying to stop him and then they crashed. After that, I saw Ryan lying on the grass. He was **groaning** and touching his shoulder.

Ryan: Yes! Nick, the goalkeeper, hit my shoulder with his head.

Doctor: Let me see your shoulder. Hmm... It's not broken but it is definitely dislocated.

Ryan: What do you mean? Is it too bad? Do you have to **chop it off**?

Doctor: Oh, come on Ryan! Don't be silly! We only need to take you to the hospital. You might need a sling.

Coach: I already called his parents, but can I go with you too? I want to be with him until his parents arrive. I don't want to leave him alone. I feel bad.

Doctor: No worries. You know that this kind of unexpected accidents can happen all the time, especially when students play sports. Unfortunately, I have seen lots of injuries from ankle sprains to broken bones or even **concussions**.

Ryan: Gulp!

Coach: That's right. I always tell my boys that they need to be careful, and to take care of each other, but... I know these things happen.

Doctor: I'm going to give you a pair of **painkillers** and we'll fix your shoulder at the hospital, okay?

Ryan: Ok, Doc.! Thank you! Thanks, coach. And, don't worry. It wasn't your fault. I promise I'll be more careful next time.

Coach: You better...

How to prevent unexpected situations



How to prevent unexpected situations

We can experience unexpected situations all the time. Some events are more serious than others; it is not the same to miss the bus because of a very long waiting line than to experience an earthquake or a fire. Thus, it is important to get ready for any risky unexpected situation at school or in any other place.

1 What actions can you take?

The first thing you can do is to take care of yourself. The only person that is with you all the time is yourself. Therefore, you are responsible for your own safety. Besides, you can ask the school principal to invite safety experts such as firefighters, policemen, Red Cross staff, or experts in civil protection to come to school and give teachers and students talks about how to avoid accidents and keep each other safe. Teachers should also receive special training such as a first aid course to know how to react in case of an unexpected situation.

Remember that whenever an accident occurs, you should remain calm and let school authorities know what is happening so they can act appropriately. In case of a risky unexpected situation, you should follow instructions carefully, take them seriously, and obey your school authorities.

Get involved and be part of keeping yourself and your school safe.



Try It Out!

Answer the questions and compare your ideas with other classmates.

1. What is an unexpected situation?

2. Which testimonial surprised you the most? Why?

3. Where can you listen to testimonials?

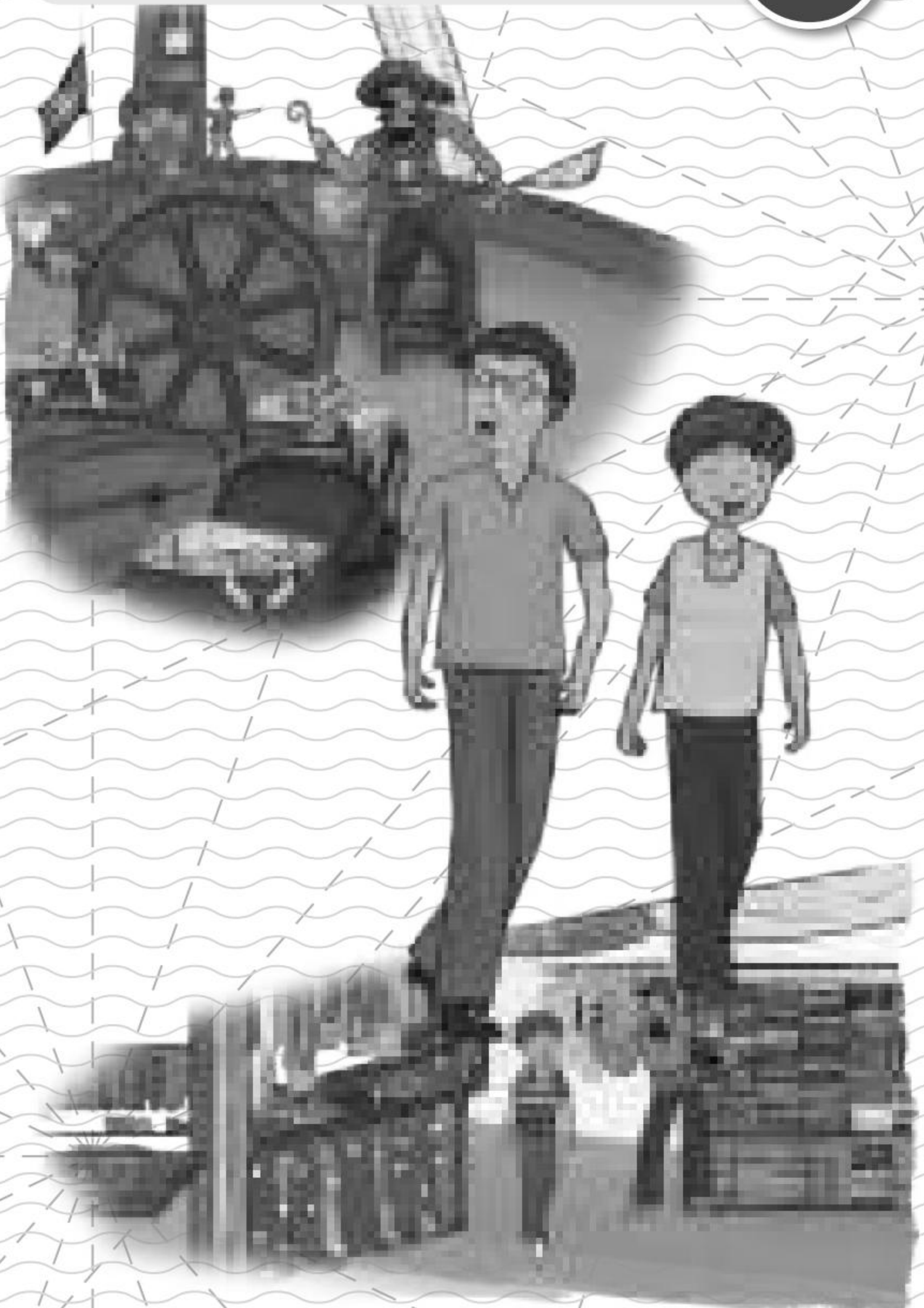
4. Have you ever experienced a situation like the ones in these texts?

5. What would you do if you experienced a situation like the ones in these texts?

Where Did It Begin? The Origins of Piracy

By Diego Armstrong

**Text
10**



"What is piracy, Jerry?" Diego asked.

"It's the stealing or copying of somebody else's intellectual property without their permission," Jerry answered.

"Do you know when it began?" Diego asked.

"No, not really. But the other day I was reading a book about naval history," Jerry explained.

"Wait a second, are you saying that piracy dates so far back that it's included in history books?"

"That's right, Diego."



"I didn't know that."

"Let me tell you a little bit about it."

Did you know this about piracy? Did you think it was a recent concept and practice?

The concept comes from the ancient practice of **raiding** ships at sea and stealing the cargo, which primarily consisted of food, gold, tea, weapons, clothing, alcohol, and other goods that were being shipped from one country to another.

Most experts maintain that the practice was not associated with any government, although nations like England, for instance, had something called a letter of marque.

The letter of marque was an authorization from the government, given to sailors in war time, not only to attack and capture enemy vessels, but also to plunder and bring them before the Admiralty, which in the past, was the department in charge of the navy.

"Wait a minute."

"What's wrong, Diego?"

"I don't know what a vessel is."

"It's just another name for a ship. You can also say boat, or watercraft."

"OK, carry on, please, this is getting interesting."

"Have you ever heard stories about pirates, Diego?"



"I remember that my grandfather used to tell me pirate stories, but, no, I can't recall any names right now."

"In the Golden Age of England, many pirates emerged. Some of them became notorious for their plunders and for bringing back things that were previously unknown to people. For instance, Walter Raleigh became known in England for introducing potatoes and making tobacco popular."

"Tobacco? Do you mean that before Walter Raleigh, English people didn't smoke?"



"That's right, Diego"
Jerry continued.

"Well, I would never
have guessed that.
I thought that the
only thing pirates
did was stealing
from other ships?"

"Well, that was just
a part of their job.
Pirates are also linked to
exploration. The Golden Age
of England is sometimes referred
to as the age of exploration because of
pirates like Sir Francis Drake, who was
sent by Elizabeth I of England to start
an expedition against the Spanish along
the pacific coast. During that time, the
Americas were completely **uncharted**
lands for the English who wanted more
and more territory to expand their empire."



"Spanish? Hang on Jerry. I thought you were
talking about the English. And what does this
have to do with piracy as we know it today?"
Diego asked.

"Well, it is often claimed that the origins of
piracy lie here. Besides, the idea that piracy
came from an authority as important as the
king suggests that now things might work the same way:
employees stealing materials from big companies and then
selling it to the highest **bidder**, don't you think Diego?"

"Yes, I agree."



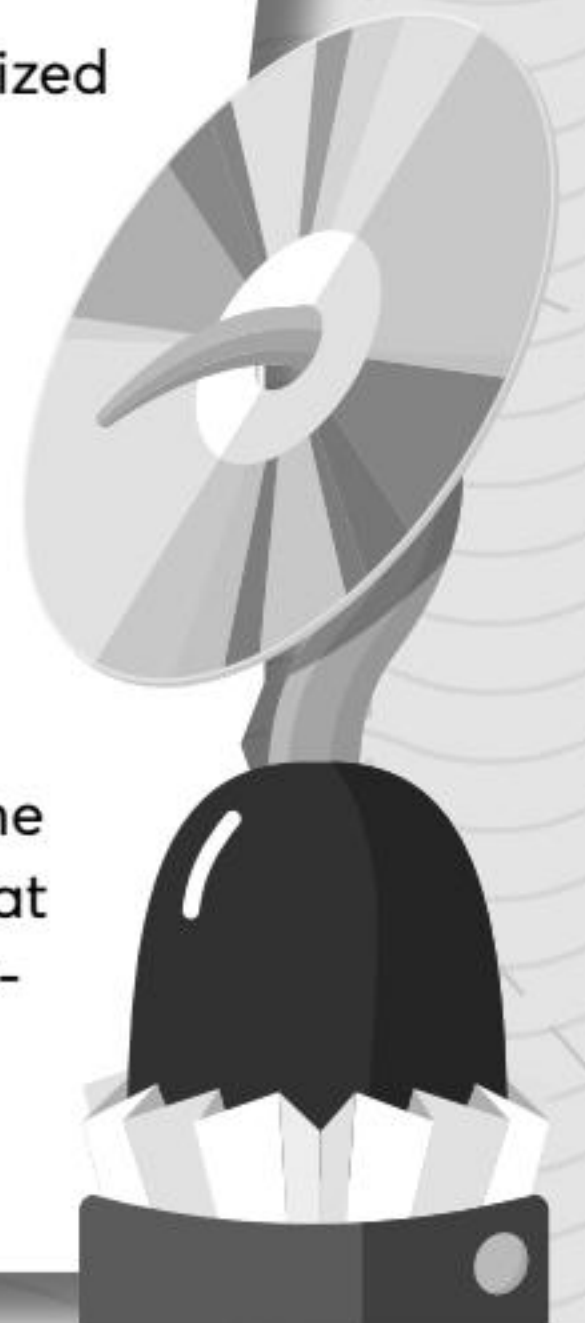
"Most of the times, pirated movies are out in the streets way before the genuine copies are, and no one seems to know how this is possible. I strongly **disapprove** people who buy pirated merchandise. I don't do it myself because the products you get are low-quality. Unfortunately, I know that in some poor countries, people have no choice but to buy pirated items."



Today, piracy is nothing like it used to be. Raiding ships at sea, with governments giving permission to privateers turned into knights... all those things are gone now.

Nowadays, piracy is commonly known as the unauthorized duplication of a genuine product for commercial gain, without the consent from the owner of the copyright or trademark. People now use the term "piracy" to refer to something which is an unauthorized copy of merchandise such as CDs, clothes, shoes, fragrances, or movies.

Furthermore, piracy is a business that is believed to be controlled by criminals and **mobs** spread out all over the world. Criticism is commonly directed at companies that develop devices such as CD burners, blank CDs, or fine-quality printers; things which allow people to produce home-made copies and sell them.




With all the technological advances and **widespread** use of the Internet, anyone can become a pirate these days. People can use computers to reproduce many products and print **labels**.

How is piracy going to stop if things keep on going the way they have?

"Ok, Diego, let's take a closer look at piracy today."

Over time, people have **coined** different terms to refer to pirated goods. Words like **bootlegging**, **counterfeiting**, illegal copying, and copyright infringement are now commonly used expressions. Although they all refer to the same illegal activities, there are differences in how these terms are used. *Bootlegging*, for instance, refers to the duplication and sale of live performances without permission from the artist or the company that owns the rights.





Counterfeiting is the unauthorized copying of the sound as well as the artwork, label, and packaging of an original recording, to make it look genuine. This has the intention of misleading consumers into thinking that they are buying an authentic product.

People making a living out of this have come up with a thousand different ways to copy the products they sell, and the speed at which they do it makes it extremely difficult for law enforcement to put an end to it.

When the police want to combat piracy, they usually do it the wrong way: instead of going after the people who run the operation, they go after retailers that only get a small piece of the pie.

And, just like it did in the past, piracy nowadays generates billions of dollars a year for those who control it around the world, causing financial losses to companies of approximately 300 million each year.



Ever since people started buying more bootlegs than genuine goods, piracy became a success. Its ripple effects are now spreading to other industries (clothing, videogames, films, gadgets, or USBs).

"Well, I don't know about you, Jerry, but I've never bought counterfeit stuff."

"But you download music, movies, and everything from the Internet, don't you, Diego? And you're always giving away CDs you burn with new music, concerts, and stuff you find on the internet, right?"

"Yeah, and what's wrong with that?"



"That's piracy too, Diego."

"No way! I learned to burn CDs at school. Mr. Lopez himself taught me how to use the computer program to download music," Diego said.

"So did I, and it's very useful, but I normally burn CDs to store photographs from my vacations or important documents, not material that was downloaded from the web. It's okay to do it for yourself as long as you don't do it to make a **profit**," Jerry explained.

It is widely argued that piracy got out of control when prices started rising. To avoid the high prices of genuine items, people started buying bootlegs instead. However, there's something we're not aware of: companies employ a lot of people, such as designers, engineers, publicists, and manufacturers, and some of them have lost their jobs due to piracy.

Most **fake** products come from China and it is believed that a large part of them are manufactured at sea, when the ship is voyaging from one country to another. They have a lot of people working in slavery-like conditions and, as they don't have much time, they rush everything out.

"I don't agree with you. Record companies, for example, make money in many different ways, not just from selling CDs."

"OK, Diego, let's set aside the music industry. What about clothes?"

"That's completely out of the question, Jerry. Faux designer items just don't look the same, they're a waste of money and their quality is terrible."

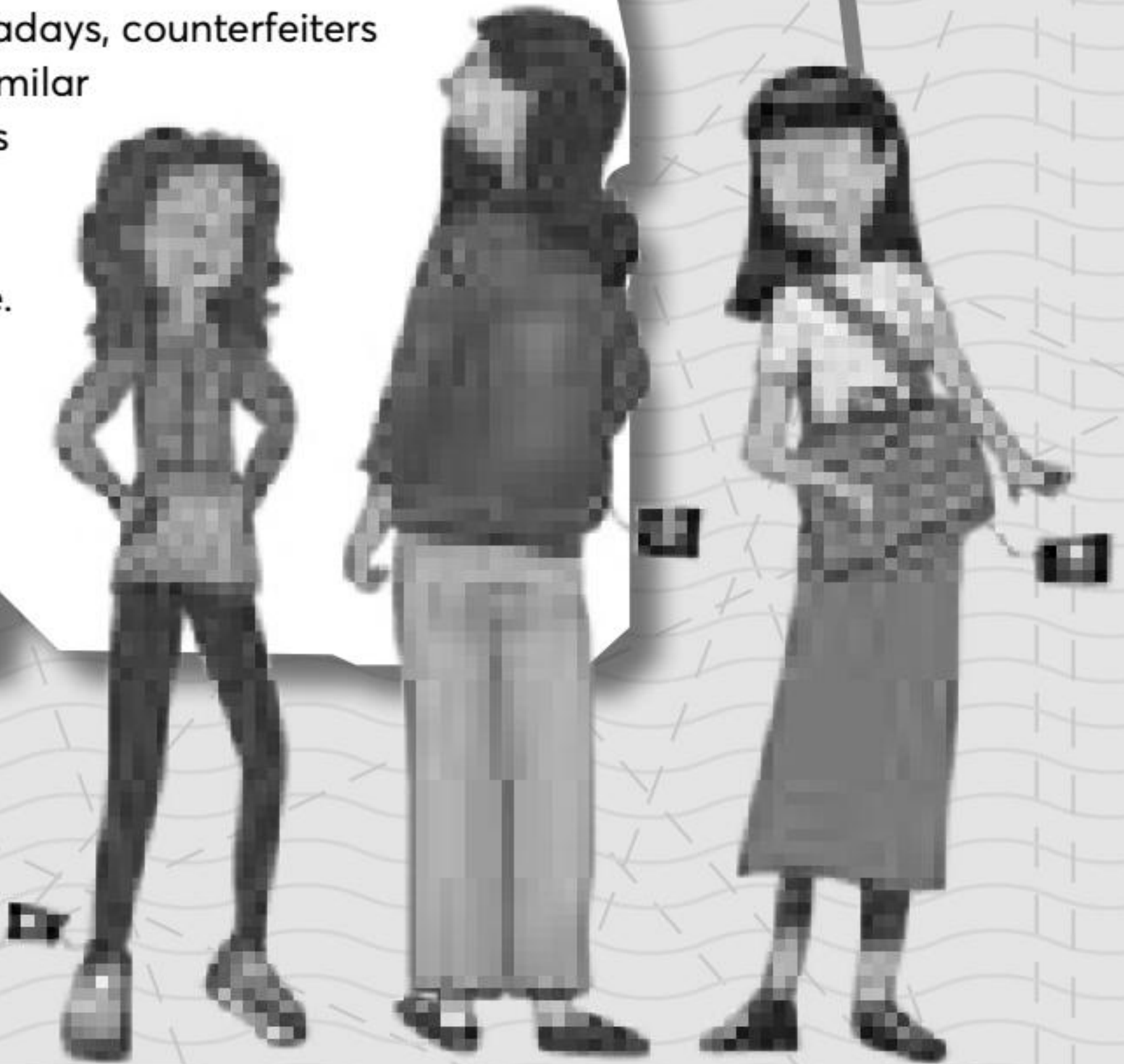
"Most people think the same way you do, Diego. When it comes to buying clothes, they go to department stores or boutiques because they want to buy the real thing."



Sadly, though, just as with the piracy of music and video, the piracy of clothing has become a major problem around the world in the past two decades.

In the past, there was no way of copying neither the appearance nor the quality of a designer item.

The tables have turned for all those designer clothing brands. Nowadays, counterfeiters release products so similar to the genuine articles that it has become almost impossible to identify the difference. In fact, people don't always notice when they're buying a bootleg.



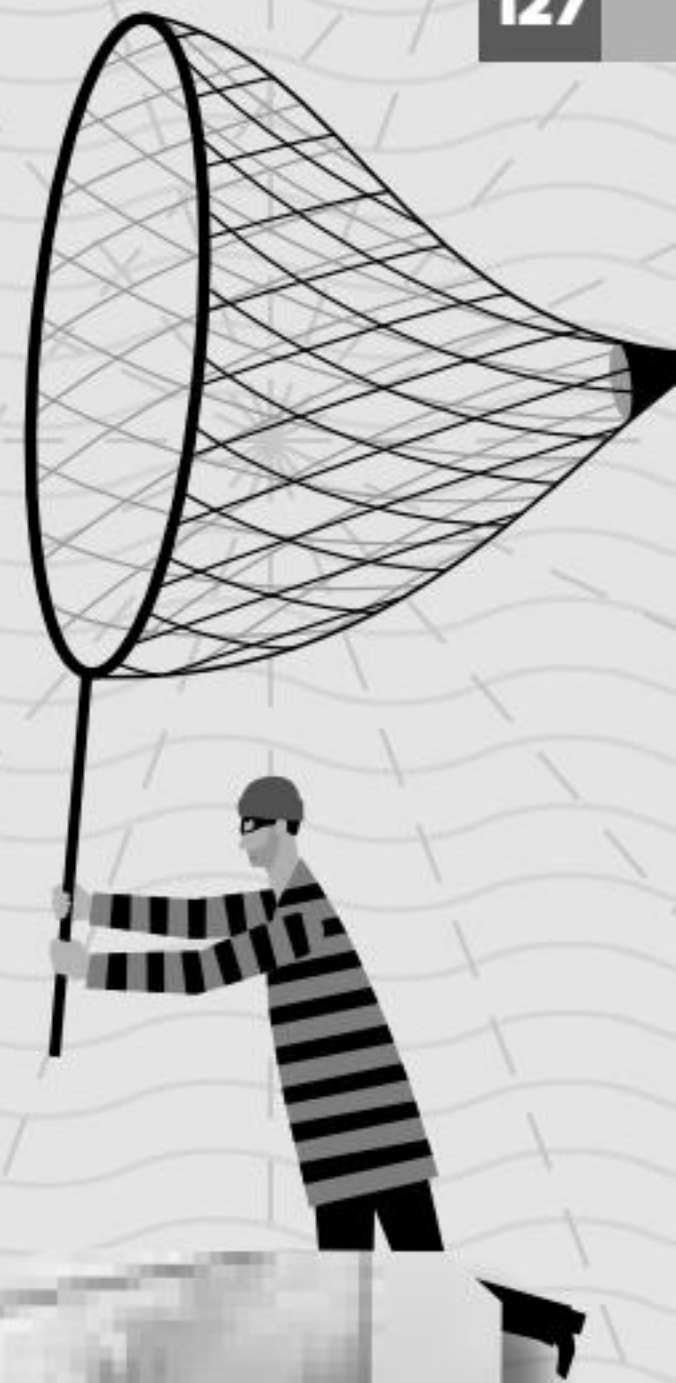
More importantly, people don't actually check the authenticity of the things they buy anymore. All they want is to wear the brand that is trendy.

"Yes, you're right Jerry," Diego said.

"Now you can see a lot people wearing fake brand clothes everywhere. I've been there myself."

"Really?" Diego asked.

"The other day, my sister and I went downtown because she wanted to get herself a birthday present. We were talking about the quality of authentic products on our way to the store and we walked past a lot of street vendors that were selling a variety of products at **bargain** prices. Of course, quality spoke for itself. We checked a pair of jeans labeled as genuine, but the letters were blurry, the logos looked weird, and the fabric was not as soft as the real brand jeans. And that's exactly what I mean, Diego. Just like it happens with clothes, poor quality is the norm for fake items."



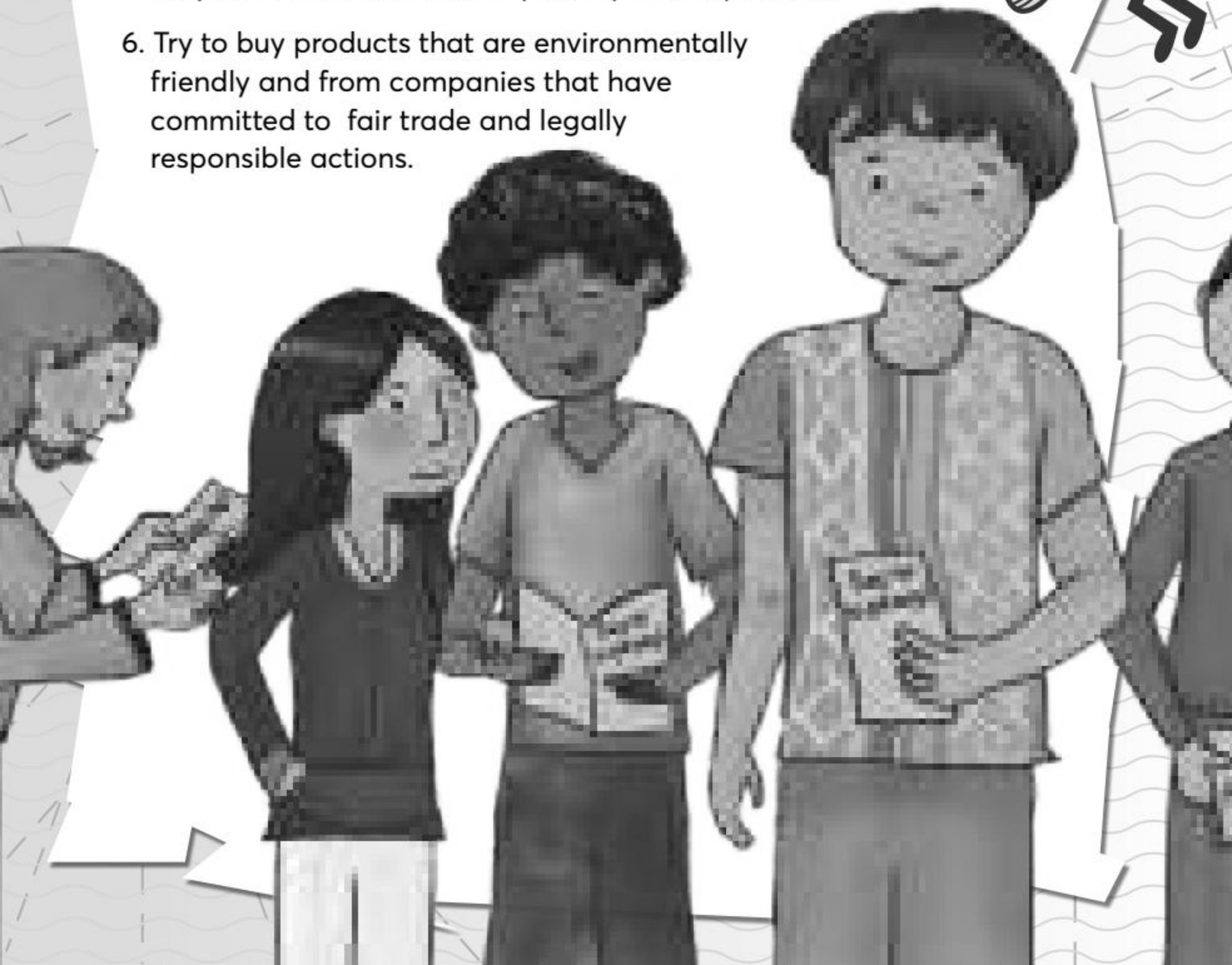
"I thought you were exaggerating, but now I see your point more clearly, Jerry."

"Exactly! When people buy fake products, many people like manufacturers, designers, seamstresses, photographers, people in marketing, merchandising and those who administrate boutiques they all may be let go from their jobs as the profits change because of piracy."

After that conversation with Jerry, Diego started to tell all of his friends at school about piracy. He organized a school gazette, some debates, and gave out leaflets with information and tips on how to avoid buying fake items and bootlegs. From then on, Diego kept himself and his family from buying fake items.

The information included in the leaflet was the following:

1. Learning how to spot a fake item. What to look for when shopping abroad or at unfamiliar places.
2. Where to shop? Discount retailers, such as dollar stores, are easy targets for suppliers of counterfeit goods.
3. Buy local. Buy only products that are made in your own country.
4. Check prices. If the price is too good to be true, it's probably a fake.
5. Think about people who work in the genuine factories. They may have to work harder if you buy a fake product.
6. Try to buy products that are environmentally friendly and from companies that have committed to fair trade and legally responsible actions.



In the debates, Diego encouraged the participants to discuss about piracy and how it affected people's lives, raising some awareness so they would stop buying fake items.

A few months later, when a recording company heard about Diego's work, he was **awarded** a diploma for starting a campaign against piracy and making people conscious about its disadvantages.

Later, Diego became an anti-piracy **advocate** and started giving speeches at universities and malls all over the country. He became well-known for his anti-piracy campaign and for distributing information among people, creating **funds** to support campaigns, and collecting money for local business people who produce clothes and other products and who are as well the ones who lose the benefits of their business.

In one of his speeches he said: "Had I known everything my friend told me that day about piracy, I would have thought twice before doing it myself".



Try It Out!

Answer the questions and compare your ideas with other classmates.

1. Was piracy legal in the Golden Age? Why?

2. What is modern day piracy?

3. Do you like strolling and window-shopping in malls?

4. What do you understand by slavery conditions?

5. What do you think about pirated items?

My favorite reading was...



My favorite character was...



**This is the story
I want to tell...**



beetroot (noun) a plant with a round dark red root that you cook and eat as a vegetable.

Mix in the yogurt, stir in the beetroot and apple and season well.

carve (verb) to make an object or pattern by cutting a piece of wood or stone.

A statue carved from a single block of marble.

dip (verb) to put something into a liquid and lift it out again.

He dipped his hand in the water.

dough (noun) a mixture of flour and water ready to be baked into bread or pastry.

Stir in the herbs and enough cold water to make a soft dough.

exhausted (adjective) extremely tired.

You look absolutely exhausted.

garnish (verb) to add something to food in order to decorate it.

Garnish each dish with a slice of lemon.

placard (noun) a large notice or advertisement on a piece of card, which is put up or carried in a public place.

One placard in the crowd read, "Enough is enough!"

poke fun at (verb) to make fun of someone in an unkind way.

Some of the kids were poking fun at Judy because of the way she was dressed.

rehearsal (noun) a time when all the people in a play or concert practice before a public performance.

The dialogue was worked out by actors in rehearsal.

speechless (adjective) unable to speak because you feel very angry or upset.

His comments left me speechless with rage.

stage (noun) the raised area in a theatre where actors or singers stand on when they perform.

She is on stage for most of the play.

stage fright (noun) nervousness felt by someone who is going to perform in front of a lot of people.

Den suffered terribly from stage fright.

turnip (noun) a large round pale yellow vegetable that grows under the ground.

Add mushrooms, carrot, turnip, and celery, and cook for one minute.

ward off (verb) guard; protect.

It was his duty to ward the king.

**Text
2**

claw (noun) a sharp curved nail on an animal, bird, or some insects.

The cat dug his claws into my leg.

gadget (noun) a small, useful, and cleverly-designed machine or tool.

A neat gadget for sharpening knives.

horn (noun) the hard pointed thing that grows on the heads of animals such as cows and goats.

The only difference between them was the ram's horns on one's head and the goat horns on the other.

seashore (noun) an area of sandy, stony, or rocky land bordering and level with the sea.

Paint a big ocean and seashore.

skeptical (adjective) tending to disagree with what other people tell you.

I'm extremely skeptical about what I read in the press.

copper (noun) a soft reddish-brown metal that allows electricity and heat to pass through it easily.

Small quantities of copper are often fatal to invertebrates.

eager (adjective) very keen and excited about something that is going to happen or about something you want to do.

I was eager to get back to work as soon as possible.

eye-catching (adjective) something unusual or attractive in a way that makes you notice it.

An eye-catching ad.

gather (verb) to come together and form a group, or to make people do this.

Thousands of people gathered outside the embassy.

lid (noun) a cover for the open part of a pot, box, or other container.

Where's the lid for this jar?

rim (noun) the outside edge of something circular.

The rim of a glass.

rub (verb) to move your hand, or something such as a cloth, backwards and forwards over a surface while pressing firmly.

She yawned and rubbed her eyes.

screwdriver (noun) a tool with a narrow blade at one end that you use for turning screws.

Endill took his torch and screwdriver with him in case there was anything to unscrew.

seal (verb) to close an entrance or a container with something that stops air or water from coming in or out of it.

The window was sealed shut.

shallow (adjective) measuring only a short distance from the top to the bottom.

The lake is quite shallow.

soaking (adjective) very wet.

Tom's shoes were soaking wet.

spin (verb) to turn around and around very quickly, or to make something do this.

I sat back and watched the ceiling fan spin above me.

stem (noun) the long thin part of a plant, from which leaves, flowers, or fruit grow.

The stem is thin and rooted.

suck up (verb) to pull someone or something with great power and force into or out of a particular place.

Jennie sucked up the last bit of milk shake with her straw.

twister (noun) a tornado.

A team of scientists chases tornadoes, then the twisters chase the scientists.

Text 4

brainstorming (noun) intensive discussion to solve problems or generate ideas.

We need to do some brainstorming before we get down to detailed planning.

candlelight (noun) the light that a candle produces when it is burning.

The room is illuminated with a candlelight.

cast (noun) the actors that appear in a play or movie.

After the final performance the director threw a party for the cast.

chap (noun) a boy or a man.

He is a friendly and polite chap.

claim (verb) to say that something is true or is a fact, although you cannot prove it and other people might not believe it.

He claims to have met the president, but I don't believe him.

cliffhanger (noun) a story or a situation that is exciting because its ending or result is uncertain.

'I see it turning into a mystery, cliffhanger story.'

cramped (adjective) not having enough space or time.

We have lots of books, this flat is cramped.

disposal (noun) the act of getting rid of something, especially by throwing it away.

These bins should not be used for the disposal of kitchen waste.

release (verb) to make a product, for example a book, available for the public to buy, often with a celebration; launch.

The new edition of the dictionary will be released by the education minister later this month.

slightly (adverb) small in amount; a little bit.

The car was slightly damaged.

startles (verb) to do something unexpected that surprises and sometimes worries a person or animal.

She was concentrating on her book and his voice startled her.

wholly (adverb) completely.

He was not wholly convinced by the explanation.

Taken from: <https://dictionary.cambridge.org/dictionary/english/>

decode (verb) to discover the meaning of a message written in a code.

The Allies were able to decode many enemy messages.

dock (noun) a place in a port where ships are loaded, unloaded, or repaired.

A crowd was waiting at the dock to greet them.

flare (noun) a piece of equipment that produces a bright flame, or the flame itself, used outdoors as a signal.

The distress flares were spotted by another ship.

flashlight (noun) a small electric light that you can carry in your hand.

He shone a flashlight at the trucks and shouted at them.

helmet (noun) a strong hard hat that soldiers, motorcycle riders, and others wear to protect their heads.

I remember having a scorpion on my helmet once.

hook (verb) to fasten or hang something onto something else.

Just hook the bucket onto the rope and lower it down.

itch (noun) an uncomfortable sensation on the skin that causes a desire to scratch.

My feet were itching terribly.

paddle (noun) a short pole that is wide and flat at the end, used for moving a small boat in water.

We dug in deep with our paddles.

pit (noun) a hole in the ground, especially one made by digging.

A five-foot deep pit.

quest (noun) a long search for something that is difficult to find.

The quest for human happiness.

raft (noun) a flat floating structure, usually made of pieces of wood tied together, used as a boat.

She needed a proper boat, not a raft.

satchel (noun) a leather bag that you carry over your shoulder.

With a sinking feeling, Katherine rearranged the items in her satchel.

steady (adjective) firmly held in a particular position and not moving or shaking.

Keep the camera steady while you take a picture.

toss (verb) to throw something, especially something light, with a quick gentle movement of your hand.

He tossed her last week's edition of the "Herald."

worship (verb) to show respect and love for a god, especially by praying in a religious building.

They all worship the same god.

**Text
6**

affordable (adjective) cheap enough so that most people can pay for it.
This is a top-quality product at a very affordable price.

assembly (noun) the meeting together of a group of people for a particular purpose.
Police have imposed conditions on public assemblies.

childcare (noun) an arrangement in which someone who is trained to look after children cares for them while the parents are at work.
I think more women would work if there were better childcare facilities.

detainment (noun) official act in which someone is prevented from leaving a place.
I spoke against the detainment of political prisoners.

slavery (noun) the system of having slaves.
Slavery was abolished after the Civil War.

trade union (noun) an organization, usually in a particular trade or profession, that represents workers, especially in meetings with employers.
Therefore the trade union and labour movement now needs to get organised to fight back.

trial (noun) a legal process in which a judge and often a jury in a court of law examine information to decide whether someone is guilty of a crime.
Brady was on trial for assault.

wage (noun) money you earn that is paid according to the number of hours, days, or weeks that you work.
The wage increases will come into effect in June.

abash (verb) make someone feel embarrassed, disconcerted, or ashamed.

Harriet looked slightly abashed.

beginningless (adjective) without beginning.

Time is beginningless and eternal.

distemper (noun) a serious infectious disease that affects animals, especially dogs.

He died of distemper while I was away.

ensuing (adjective) happening after a particular action or event, especially as a result of it.

The situation deteriorated over the ensuing weeks.

gnat (noun) a small flying insect that bites.

Milk on her dress attracted every small flying thing from gnats to grasshoppers.

henceforward (adverb) from this time on.

The protagonist is henceforward described as 'a possessed man' - an expression suggesting a drastic mental deterioration.

quaint (adjective) unusual and attractive, especially in an old-fashioned way.

A quaint little village in Yorkshire.

quay (noun) a place in a town or village where boats can be tied up or can stop to load and unload goods.

A quay lined with fishing boats.

smuggle (verb) to take something or someone secretly to a place where they are not allowed to be.

He smuggled his notes into the exam.

snag (noun) a part of a dead tree that sticks out, especially one that is under water and can be dangerous.

The snags offer safe nesting sites for birds.

sputter (verb) make a series of soft explosive or spitting sounds.

The engine sputtered and stopped.

surcease (noun) ending.

Two women talk and talk without surcease.

**Text
8**

blast off (verb) the moment when a spacecraft leaves the ground.

Minutes after blast-off the rocket exploded.

carve (verb) to make an object or pattern by cutting a piece of wood or stone.

A statue carved from a single block of marble.

clay (noun) a type of heavy sticky earth that can be used for making pots or bricks.

Portraits in clay, wood, oil.

demoralize (adjective) having lost confidence or hope.

The refugees were cold, hungry, and demoralized.

footprint (noun) a mark made by a foot or shoe.

We followed the footprints of a deer in the snow.

foster (verb) to help a skill, feeling or idea develop over a period of time.

The workshops can foster better communication between husbands and wives.

land (verb) come down through the air and rest on the ground or another surface.

The bird landed gracefully on the water.

metalsmith (noun) a person who forges or works in metal.

We don't have many metalsmiths these days.

retreat (verb) to move away from the enemy after being defeated in battle.

The rebels retreated to the mountains.

sacred (adjective) dedicated or set apart for the service or worship of a deity.

This area is sacred to the Apaches.

scribe (noun) someone in the past whose job was to make written copies of official documents.

Each of the assistants was accompanied by a scribe.

surrender (verb) to say officially that you want to stop fighting, because you realize that you cannot win.

The terrorists were given ten minutes to surrender.

trigger (verb) to make something happen, especially a series of events.

Certain forms of mental illness can be triggered by food allergies.

type (noun) characters or letters that are printed or shown on a screen.

As if to emphasize the point, the report prints the comment in bold type.

weakness (noun) the state of being weak.

I dared not cry or show any sign of weakness.

armband (noun) a band of material that you wear around your arm to show that you have an official position, or as a sign of mourning.

Can teachers wear political buttons, badges, or armbands to class?

broadcast (verb) to send out radio or television programmes.

The interview was broadcast live across Europe.

chop off (verb) to remove something by cutting it with a sharp tool.

The branch had been chopped off.

concussion (noun) temporary damage to the brain that makes you lose consciousness or feel sick for a short time, usually caused by something hitting your head.

He was taken into hospital with concussion.

drown (verb) to die from being under water for too long, or to kill someone in this way.

Many people drowned when the boat overturned.

groan (verb) to make a long deep sound because you are in pain, upset, or disappointed, or because something is very enjoyable.

The kids all groaned when I switched off the TV.

hoodie (noun) a loose jacket or top made of soft material, which has a hood.

Choose the hoodie of rap.

lifeguard (noun) someone whose job at a beach or swimming pool is to help swimmers who are in danger.

There was a lifeguard on duty, though nobody was in any real danger.

painkiller (noun) a medicine which reduces or removes pain.

An overdose of painkillers.

pot (noun) a container used for cooking which is round, deep, and usually made of metal.

Do you think I should put it in a bigger pot?

shallow (adjective) not deep.

She told her children to stay in the shallow end of the swimming pool.

stove (noun) a piece of kitchen equipment on which you cook food in pots and pans.

A pot of soup simmering on the stove.

whisper (verb) to speak or say something very quietly, using your breath rather than your voice.

You don't have to whisper, no one can hear us.

Text 10

advocate (noun) someone who publicly supports someone or something.

She's a passionate advocate of natural childbirth.

award (verb) to officially give someone something such as a prize or money to reward them for something they have done.

Andrew has been awarded a scholarship at the University of Chicago.

bargain (noun) something you buy cheaply or for less than its usual price.

It's an attractive little home, and I think it's a bargain.

bidder (noun) someone who offers to pay a particular amount of money for something that is being sold.

The antiques will be sold to the highest bidder.

bootlegging (noun) the illegal manufacture, distribution, or sale of goods, especially alcohol or recordings.

Bootlegging is rife in America.

coin (verb) invent (a new word or phrase).

He coined the term "desktop publishing."

counterfeit (noun) a fraudulent imitation of something else.

He knew the tapes to be counterfeits.

disapprove (verb) have or express an unfavorable opinion.

Bob strongly disapproved of drinking and driving.

fake (adjective) not genuine, imitation.

She got on the plane with a fake passport.

fund (noun) a sum of money saved or made available for a particular purpose.

He had set up a fund to coordinate economic investment.

gain (noun) financial profit.

They are seeking to realize the maximum financial gain.

label (noun) a piece of paper or another material that is attached to something and gives information about it.

Product labels provide information on safe handling and application.

profit (noun) money that you gain by selling things or doing business, after your costs have been paid.

The shop's daily profit is usually around \$500.

raid (noun) a rapid surprise attack to commit a crime, especially to steal from business premises.

An early morning raid on a bank.

uncharted (adjective) not marked on any maps.

An uncharted island

widespread (adjective) existing or happening in many places or situations, or among many people.

There was widespread support for the war.

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