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# READY TO LEARN

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Model designs

for learning

English for

academic

purposes.

Developed by

a team of

teachers for the

ESP Materials

Design

Partnership

Project.

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## Dedication

The designers of the ESP Materials Design Partnership Project from nine regions of Uzbekistan, who put their strengths and efforts into this project, wish to dedicate this book to their caring families. Without their patience, understanding, support, and most of all, love, the completion of this book would not have been possible.

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# B2 Ready for Designers and in the Classroom

## Introduction to *B2 Ready*

*B2 Ready* is not a typical textbook, though it can be used very well as one. *B2 Ready* is the result of a year-long materials design project that trained 134 teachers in Uzbekistan in the fundamentals of second language acquisition and materials design. Thirty-two teachers from ten regions continued with an additional four months of advanced training to produce this book. The teachers worked together to produce these examples of English language learning activities based on principles of language teaching and learning. The intended audience is students who are preparing for or beginning university study who wish to raise their language level from high B1 to B2 while attaining fundamental academic writing skills. *B2 Ready* is an example of effective activities that future designers may draw on as they produce their own books.

CEFR's B2 level is known as the level of the “independent user”. An independent user of English will be able to learn new information using English, a useful skill for students as a huge amount of academic information is freely available in English via the internet. Becoming an independent user requires a good command of, at least, the 2000 most common words of English and some additional use of academic vocabulary. This vocabulary will cover up to 90% of many texts. *B2 Ready* focuses on this vocabulary level with 92% of the student texts in this range. Many words beyond this range were carefully chosen as cognates of Uzbek and Russian so that they will be easily understood by many Central Asian readers.

For students in a university setting, B2 is also an appropriate level to begin focusing on developing academic writing skills. Academic writing is characterized by appropriate, accurate use of sources. This is a complex set of skills that need to be developed. *B2 Ready* strives to give students a foundation in awareness and use of sources as well as a beginning in use of appropriate structures in academic writing. In preparation for doing high-level academic work, *B2 Ready* also focuses all activities on helping students to develop higher-level thinking skills. Emphasis is placed on application of information, analysis, and evaluation.

From beginning to end, *B2 Ready* is, foremost, a model of rich, authentic English on a wide variety of interesting topics. The texts are also designed to model responsible use of intellectual property. All texts model accurate use of sources, and all texts are legally available for use, using either public domain, creative commons, reprint with permission, or proper quotation and citation.

## Using *B2 Ready* for Designing New Materials

*B2 Ready* is specifically designed for EAP and ESP contexts, but can be adapted to other uses, as the book contains a large variety of activities based on the most fundamental principles of second language acquisition.

The activities use a wide variety of authentic English language texts controlled for level. The activities provide tasks that stimulate creative thinking and give students an opportunity to use language in a meaningful way. Designers who wish to create their own materials may change the texts to fit their students' level and interests and may use the task designs as templates for creating new tasks that will also meet the fundamental principles of second language acquisition.

New designers are encouraged to contact the designers of *B2 Ready* to ask questions about the designs or get help using the book as a model.

## Styles and Conventions in *B2 Ready*

*B2 Ready* uses the trademark StudyDo design from [www.study.do](http://www.study.do). Designers should devise their own labels for input and tasks. *B2 Ready* uses a blend of British and American punctuation and spelling conventions in an attempt to match the blend used by Central Asian teachers. Quotations retain their original spelling. *B2 Ready* uses APA citation style because it is one of the most useful styles for students to learn, is the standard for ESL, linguistics, and education fields, and is the style many other styles are based upon. Because texts are short and use searchable web sources, *B2 Ready* editors have chosen to omit paragraph and page numbers from in-text citation, but students should learn to use these in later stages of their writing development.

## For Teachers

*B2 Ready* may be different from books teachers are familiar with, but they will quickly find *B2 Ready* and books designed using *B2 Ready* as a model are very convenient to use. As long as students can read the initial texts without difficulty and are mature enough to understand the concepts in the texts, the book will be the right level.

Teachers will immediately notice there are no units in *B2 Ready*. The book was designed for a large variety of teaching situations with many different possible schedules. Experienced teachers will find it easy to go through the book and create a schedule fitting their class times. When creating a schedule, teachers will notice that, while all tasks could be done collaboratively in a classroom, many tasks could also be done by students individually at home. This allows for a great deal of flexibility in scheduling the lessons. A number of the *B2 Ready* designers have created sample schedules for teaching the book. These are available on the book website.

The book is designed to be self-contained. Other than a copy of the book for each student to write in, no other resources are needed. The book is freely available for download and copyright allows unlimited printing of copies. The book is designed to be inexpensive and easy to print, with attractive 2-color design in a common A4 size.

The activities require no additional preparation on the part of the teacher. The teacher can enjoy the readings along with the students and focus on stimulating student thinking and creativity and encouraging student confidence in speaking and writing.

Topics are designed to be varied and interesting. If teachers are to help raise student reading levels, they should avoid pre-teaching the topics of the texts before students have time to read. Instead, teachers should take advantage of student curiosity, allowing them to read and work to understand the texts on their own. The job of the teacher, in this case, is to encourage students to take advantage of collaborative knowledge, helping each other to understand texts when necessary. This will also build student vocabulary across the class.

Instructions are written to the students and consistently encourage critical thinking with open-ended questions. Open-ended questions require no additional answer key, so teachers can focus on making sure students understand questions, rather than helping them come to any particular answers.

The majority of the book focuses on language and uses varied topics for discussion, but the book also teaches particular writing concepts and skills as a foundation for academic writing. The writing tasks are designed to be easily taught even by teachers who may be teaching academic writing for the first time. Teachers who have questions about teaching the writing skills are encouraged to contact the editors through the book website.

## For Students

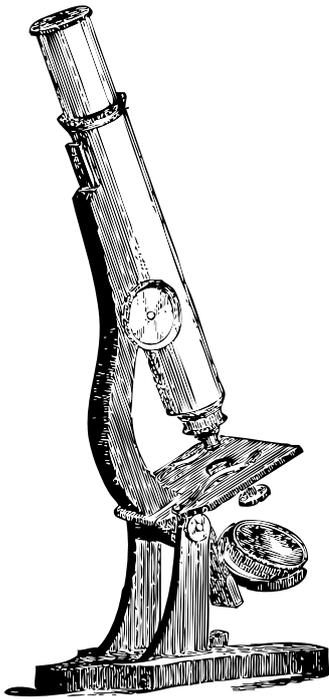
*B2 Ready* is designed to close the gap in vocabulary from a high B1 to a B2 level. The book is designed to help students begin to use English independently. With this level of English, students will be able to begin learning new material using English. In other words, even if students don't understand the terms of a particular field or topic, knowing the vocabulary in *B2 Ready* will allow them to understand definitions for terms so they can learn more about any topic using English.

The book will also teach students the fundamental skills of using English in academic writing, including identifying the main idea, summary, analytical response, evaluation using criteria, synthesis, using sources as evidence, and referencing of sources.

Even if some students don't plan to study in a field that requires a great deal of writing, specialists in all academic fields must be able to read and understand academic writing. Understanding the fundamentals of academic writing will help students better understand what texts they need to read in any academic field.

*Dee Broughton*  
*English Language Specialist*  
*ESP Materials Design Partnership Project, 2015-2016*  
[www.study.do](http://www.study.do)

Prominent Uzbek Academics  
by Sayyora Nurmatova



There were many scientists during medieval times, born in Uzbekistan or Central Asia, who contributed greatly to the early scientific fields of astronomy, math, philosophy, medicine, history, and geography. Abu Ali Ibn Sina, Abu Reikhan Beruniy, Al-Khorezmiy, and Muhammad Babur are a few names among many.

Abu Ali Ibn Sina (aka Avicenna), was born in the village of Afshana in 980CE. When he was six, his family moved to Bukhara. He studied mostly philosophy and medicine. At the age of 17, he was already recognized as a prominent physician. His best known book is “Kitab al-Kanun fit-Tib”, the canon of medical science. First, this book was translated into Latin and, later on, into other European languages. This book was considered the main textbook for about 800 years by many medical institutions. (“Abu Ali Ibn Sina,” 2016)

Musa Al-Khorezmiy (783-850), a great mathematician and a scientist in geography and astronomy, lived in the era which is known as the Islamic Golden Age. Among other scientific works, he wrote the “Concise Book of Calculus on Algebra and Almukabala” where the term “algebra” was first coined. Now, his contributions to science are acknowledged worldwide. “There would be no modern mathematics or physics without algebra, no computers without algorithms and no chemistry without alkalis” (Khalili, 2009). In fact, even “arithmetic” was called “algarizmi” till the mid-16th century in Europe (“Musa Al-Khoresmiy,” 2016).

Abu Reikhan Beruniy was a great encyclopedic medieval scholar, born in the city of Kyat in Khorezm. According to Sheppler (2006), since his early childhood years, he devoted himself to studying science and languages. In one of his books, he wrote that, at the age of 13, he started to conduct astronomic observations in Kyat. One of his significant contributions was to find a way to measure the circumference of the earth. Al-Biruni calculated the Earth's circumference at 39,964.9 kilometers. “This was the most accurate calculation of Earth's circumference during the Middle Ages and less than [322 km] off the current mark” (Scheppler, 2006).

Zakhriddin Muhammad Babur was known as a poet, historian, and ruler. His best known work, Baburnama, “the book of Babur” contains history, literature, and science. “Baburnama” includes the history of Mawarannahr, Khurasan, India, and Iran in the late 15th and the beginning of the 16th century. In writing about these regions, Babur included information on economy, climate, geography, plants and animals, living conditions, historic buildings, and wedding and funeral rituals. This historical and literary work is still being studied by various scholars around the world. (“Zakhriddin Muhammad Babur,” 2016)

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**ACTIVITY**  
**01**  
**Do**

You have read about some famous Uzbek scholars and scientists. They all made great contributions to their fields, their professions. **What other characteristics do they have in common? Write at least three characteristics.**

Mukarrama Turgunbayeva was also brought up in Uzbek culture and also made a contribution in her field. She was an influential dancer, a choreographer, and a great teacher. She founded the dance ensemble “Bakhor” in 1957. With “Bakhor”, she visited many countries where she introduced Uzbek traditional dances to others. She created many concert programs and received numerous national and international awards. **Compare characteristics of Mukarrama Turgunboyeva to someone from the first text. Which characteristics are similar? Which are different?**

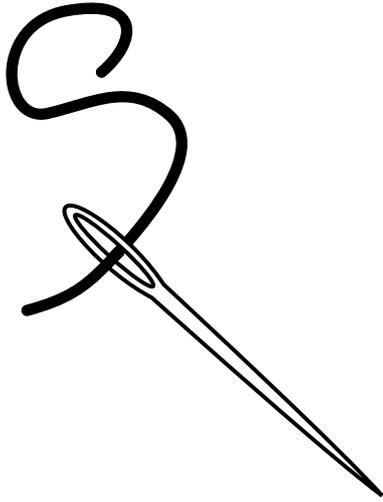
**You have listed characteristics of distinguished people of Uzbek background. Think about other distinguished people. What characteristics do you think help a person make a contribution in their field of study or work and which one do you think is the most important?**

**Compare your list with the lists of your classmates. Work together in a group to rank the five most important characteristics that a person needs to be successful in their field.**

My group ranks these five characteristics as most important:		
1		Most critical for success
2		
3		
4		
5		Important, but less important than all the others

Task designers: Sayyora Nurmatova and Dee Broughton

Suzani Survives  
by Sayyora Nurmatova



Embroidery exists in many countries and some types of embroidery date back to ancient times. However, in our modern world, some embroidery traditions may be dying out. Jing Xiu handicraft, one of the traditional Chinese embroidery schools, for example, is in danger of disappearing (“Jing Xiu Embroidery,” 2014). In Korea, a similar situation can be found. According to *Life in Korea*, traditional embroidery had almost completely disappeared until the government created programs to revive certain cultural traditions by training contemporary artisans in the methods of the past (“Korean Traditional Embroidery,” 2015). Lefkara, a village 50km south of Cyprus’ capital Nicosia, is popular, not only for its appealing scenery, but also for its handmade embroidery, but this craft may die out in the near future because the young people of the village show little interest in learning it (Yanan, 2011).

One type of embroidery, *suzani*, still exists in Uzbekistan. This type of embroidery, commonly done by women, consists of different shapes and motifs stitched on hand-woven cloth using naturally dyed threads. The word “*suzani*” is derived from the Persian word for “needle”. This type of embroidery is well-preserved, spreading through a number of Central Asian countries and with several schools in different regions of Uzbekistan. The artwork decorates pillow covers, tablecloths, furniture throws, bedspreads and wall hangings. (“*Suzani*,” 2016)

A number of elements are depicted in *suzani* work. “Graceful floral motifs dominate in Uzbek *suzanis*--both in nineteenth century pieces and in modern work. In a bleak desert landscape, oasis and courtyard gardens are especially cherished, and so plants, blossoms and vines of all types appear in the needlework, as well as occasional fish and birds” (Mallett, 2016).

The motifs are simple, but each has its own meaning. Pomegranates are often depicted in *suzanis* to symbolize fertility. They are closely connected with wedding rituals. The “*botum*” symbol, which resembles a teardrop or almond signifies abundance, whereas the chili pepper is believed to keep one safe from the evil eye. (“*Symbols in Stitches: Uzbek Suzanis*,” 2011)

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ACTIVITY 02  
Do

The text says that suzani is made mostly by women and that it contains certain motifs. Imagine that the craft had been created by men or children, instead. **How might the motifs be different? In other words, what symbols might a child add to the traditional ones? What symbols might a man prefer?**

The text says that suzani was created in a “bleak desert landscape” and that this influenced the type of motifs used. **What motifs might have been used if suzani were created in a tropical forest or ocean environment?**

Compare your list with other classmates' lists. Find one interesting idea from a classmate that is different from yours. **Write about your classmate's idea.**

My classmate, named \_\_\_\_\_, had an interesting idea for using

---

the motif of \_\_\_\_\_

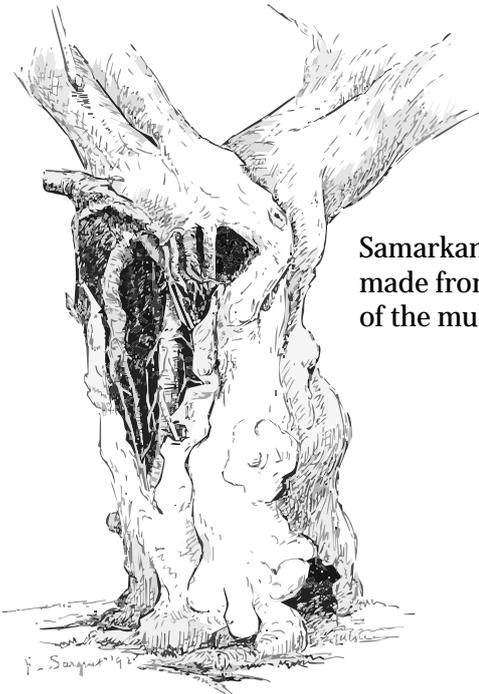
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to signify \_\_\_\_\_

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Samarkand Paper  
by Nasiba Sidikova



Samarkand paper is made from the bark of the mulberry tree.

Image from Wikimedia Commons

Ten kilometers from the center of Samarkand along the road to Bukhara, there is a village, Konigil Meros. In the village is Samarkand Paper Mill, famous for using old technology to make paper. Zarif and Islam Muhtarovs, the sons of Honored Art Worker of Uzbekistan, Abdurahim Muhtarov, are the owners of the mill. "About 20 people work at the Meros factory, producing around 100 sheets of paper a day" (Rehm, 2014). The entire paper making process is managed by the Muxtarovs. The paper produced in the Konigil paper mill is used to make souvenir "dolls and masks for canisters, covers, pads, bags, and even clothes" ("Meros Paper Mill," 2011). All these souvenirs can be purchased in the factory shop.

Along with all the souvenirs, the Konigil factory produces paper that is used in restoration work of ancient manuscripts, both in Uzbekistan and abroad. It is durable, has a smooth surface, and absorbs little ink and, unlike ordinary paper, Samarkand paper can be washed and the washing will leave no holes. Year by year, the popularity of the Samarkand paper produced in the village mill is growing. (Kayumova, 2011)

The Konigil factory is often visited by both local people and tourists. Visitors can learn more about the history of Samarkand paper and the production procedure from Zarif aka. He usually begins his tour telling the history of Samarkand paper. The art of paper making was brought to Samarkand from China by Chinese craftsmen in the 7th century. In the 8th century, Samarkand craftsmen began to use the Chinese methods to manufacture their own paper. By the early 9th century, the manufacture of writing paper had become one of the most important industries in the Samarkand area (Kayumova, 2011).

Sophia Rehm, after visiting Konigil Meros village, wrote an article, comparing silk papers to the paper made at Konigil Meros, "Silk paper, which was used for many Arabic manuscripts in the 9th and 10th centuries, is water-resistant and said to last for 2000 years (as opposed to the 100 year life-span of typical printing paper). Silk paper is usually made by combining silk fibers with a binding agent." In contrast, the "paper at Meros is actually made from the bark of mulberry trees, whose long, soft fibers create a paper with very similar properties to that created with silk. The bark also has enough of its own natural binding agent that none need be added. Thus, the process at Meros involves no electricity, and no added colors, chemicals, or ingredients – the final product consists only of the bark's fibers, and water. The process is slow, simple, and lovely to watch" (Rehm, 2014).

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ACTIVITY 03  
Do

Did you know that it's possible to make your own paper? You have read that the Samarkand paper is made from silk fibers with a binding agent. In fact, it's possible to make paper from many different kinds of fibers and substances that provide “binding”, something to make the fibers stick together. You can even make new paper by ripping up and soaking old paper.

Think of as many ideas as you can for other materials that you could mix together to make your own paper. Try to use unusual things. **Make a list of at least ten unique things that paper can be made from. Remember you need to include fiber and binding agents.**

**Compare your list with other classmates' lists. Find one new idea from a classmate that is different from yours. What is your classmate's idea?**

My classmate, named \_\_\_\_\_, wrote

Share ideas with the entire class. Count how many different ideas for making paper your class thought of. Many people will think of the same ideas. Count ideas that are the same as one idea. Some classmates will have unique ideas. A unique idea is one that is thought of by only one person. **Count each of these unique ideas. In your entire class, how many different ideas were there for making paper?**

Breads Across Cultures  
by Yorqinoy Nazarova

Traditionally, Uzbek bread, called non or patir, is baked in a flat, circular loaf with a thin decorated depression in the center and a thicker rim all around. Obi non, the staple bread of Uzbek cuisine, is often baked in a clay oven. There are different variations of it throughout Uzbekistan. Some types of Uzbek bread are Samarkand non, Bukhara non, Wedding patir, and Tashkent lochira. Uzbekistan has many varieties of bread, but bread is eaten in most countries of the world and comes in many forms.

Breads can be divided into two types: leavened and unleavened. "Leavening is the process of adding gas to a dough before or during baking to produce a lighter...bread. ...A simple technique for leavening bread is the use of gas-producing chemicals [such as] baking powder... Many breads are leavened by yeast. ...This yeast ferments some of the carbohydrates in the flour...producing carbon dioxide. ...Sourdough is [another] type of bread produced by a long fermentation of dough using naturally occurring yeasts.... ("Bread," 2016)

"Unleavened breads...refer to...breads which are not prepared with raising agents. Unleavened breads are generally flat breads; however, not all flat breads are unleavened" ("Unleavened bread", 2015).

"Matza is an unleavened bread.... The flour can be made from...wheat, barley, spelt, rye, and oats. Matzah dough is quickly mixed and rolled out without [leavening]. Most forms are pricked with a fork...to keep the finished product from puffing up, and the resulting flat piece of dough is cooked at high temperature until it develops dark spots, then set aside to cool and, if sufficiently thin, to harden to crispness. The entire process of making matzah takes only a few minutes in efficient modern matzah bakeries" ("Matzo," 2015).

Another type of bread is pita. According to Wikipedia, "Pita is a soft, slightly leavened flatbread baked from wheat flour that originated in the Near East, most probably Mesopotamia around 2500 BC. It is used in many Mediterranean, Balkan and Middle Eastern cuisines.... Most pita are baked at high temperatures (232 °C), causing the flattened rounds of dough to puff up dramatically. When removed from the oven, the layers of baked dough remain separated inside the deflated pita, which allows the bread to be opened to form a pocket. ...Pita can be used to scoop sauces or dips...or to wrap...sandwiches" ("Pita," 2016).

Another type of bread found in Ethiopia and Eritrea is injera. "Injera is a sourdough-risen flatbread with a unique, slightly spongy texture. Injera is usually made from the tiny, iron-rich teff. ...In making injera, teff flour is mixed with water and allowed to ferment for several days, as with sourdough starter. As a result of this process, injera has a mildly sour taste. The injera is then ready to be baked into large, flat pancakes. This is done either on a specialized electric stove or, more commonly, on a clay plate placed over a fire. ...A variety of stews... are placed upon the injera for serving. ...Small pieces of injera are torn and used to grasp the stews ...for eating. The injera...soaks up the juices and flavors of the foods, and after the stews...are gone, this bread is also consumed. Injera is thus simultaneously food, eating utensil, and plate" ("Injera," 2015).

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ACTIVITY  
04  
Do

Notice that the text says, “not all flat breads are unleavened”. Read carefully. Which bread is described as a flat bread that is also leavened?

Which of the breads described is not made with wheat?

Which of the breads described is made very quickly?

Which of the breads described seems most similar to a bread you are familiar with?

We’ve looked closely at the text to help you notice all the many details used in the descriptions of each bread. The descriptions can tell what the bread is like, where it is from, what it’s made from, how it’s cooked, how it’s eaten, etc. Use one of the descriptions as a model to write a one-paragraph description of the bread you are familiar with. Try to use as many details in your description as the paragraph does.

Share your paragraph with a group. Listen for one detail that you can add to make your description more specific. Revise your paragraph to add the detail above.

I added

“Uzbek” English Words  
by Iskandar Sattibaev

Some students wonder how many English words they know as an Uzbek student learning English. Even if they are beginners at the very early stages of learning, it is quite possible that their English vocabulary is considerable. In other words, even the person who thinks that he knows nothing in English already knows a few hundred English words. In order to show this, it will be useful to compare words in English and Uzbek. The shared vocabulary can be divided into three groups. (Sattibaev, 2015)

English	Uzbek
daddy	dada
candle	qandil
candy	qand
chop	chopmoq
pistachio	pista

Type 1

Type 1: The first group consists of the words which sound the same (or very similar) and mean the same, even though English did not borrow these words from Uzbek and Uzbek did not borrow them from English. Due to the similarity they possess, the student can learn these words without any effort. All he needs to do is to make a list of such words. On the other hand, the challenging aspect of this matter could be making the list. The best way to cope with this task could be taking notes of all such words while learning vocabulary. (Sattibaev, 2015)

English	Uzbek
computer	kompyuter
internet	internet
modem	modem
printer	printer
scanner	skaner

Type 2

Type 2: The second group of words is classified as borrowed words. They were brought into Uzbek mainly from English and therefore they sound and mean the same. Due to the social, economic and political processes taking place in the world, the number of such borrowed words in Uzbek is increasing. As for learning these words, it is not a difficult process either. The factor which makes the process easy is that borrowings from English mainly concern certain fields, e.g. political, economic, IT and other terms. There are many borrowed words. (Sattibaev, 2015)

English	Uzbek
ago	egov (file)
call	qo`l (hand)
cause	ko`z (eye)
many	meni (me)
pull	pul (money)

Type 3

Type 3: The third group of words is defined as the words which sound the same (or very similar) but have different meanings. The words are not related, but, because they sound the same, the student can use a memory trick to learn them. The student who wants to learn such words has to go through the following steps:

First, he should make a list of the English words he wants to learn;

Second, the student should find the words in Uzbek/Russian which sound the same or very close to the English words.

Third, he should think of sentences where both, English and Uzbek/Russian words are used in the same context. It is advisable that the two words make a rhyme at the end of the sentence. This will enable the student to memorize the sentence more easily.

For example, Ikki kun “ago” and senga berdim “egov” can be remembered with the sentence “Two days “ago” gave you a “file”.

Finally, the student should memorize the association between the words based on the sentence he has created. (Sattibaev, 2015)

With these three types in mind, it is very easy to find related words in both languages. The fact that any beginner already possesses a considerable vocabulary in English can be very beneficial in learning.

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ACTIVITY 05  
Do

Look back at the texts you've read. Find as many words as you can in the English text that have a similar sounding word in Uzbek or Russian. Make sure the English words have the same meaning and avoid listing words that are borrowed from English.

English	Uzbek or Russian

Look back at the texts you've read. Find as many words as you can in the English text that are the same in Uzbek or Russian because they are borrowed from English.

English	Uzbek or Russian

How many words did you find on the first try?

Work in a group to compare your answers. Add new words to your list in each category that you didn't find on your own. How many more words do you know now?

Look at the vocabulary list in the back of the book. Many "cognates" are marked for you. Look through the vocabulary words until you can add at least three new words to your list.

Altogether, how many new words did you add to your list?

## ACTIVITY

# 06

## Study

Study the text. Do the task.

### Preserving Culture: One Family's Efforts by Dee Broughton and Margarita Kasatkina

About 5,000 years ago, there seems to have been an ancient culture known as the Magans in what is now Oman. We know they existed because their neighbors mention them in their writings, but because the Magans didn't record their history, we know almost nothing about them. In 2014, archaeologists discovered 150 mummies in Peru from an unknown culture. They found tools that indicated an advanced culture that lived there much earlier than any other known civilizations in the area, and, yet, their identity is unknown. (Ramsey, 2015)

Cultures do disappear. Some are disappearing even in modern times. It's believed that there are between 6000 and 7000 languages in the world, but that the majority of these may be gone by the year 2100 because they are spoken only by very small communities ("Endangered Language," 2016).

Many people are working to preserve the world's cultures. Photographers travel to remote areas to film small tribes (Berard, 2013). Linguists carefully record endangered languages ("Endangered Language," 2016). Even the private efforts of a small family can help to share and preserve an important part of a culture.



One example of this is found in Uzbekistan, where an Uzbek family made a museum out of their house. The museum is called the Pumpkin House. The house is nearly 300 years old and has been passed down in the Pulatov family for five generations. Bakhtiyar and Dildora Pulatov, the hosts of the museum, still live there. The house is located next to Sultonia Street, a street that, according to the host, is the original Silk Road. Two large straw camels in front of the house gates symbolize the caravans that once traveled the Great Silk Road.

The goal of the museum is to pass on the history of Uzbek culture to a younger generation. The main feature of the museum is the hundreds of decorative pumpkins that the Pulatovs decorate with symbols of Uzbek culture. The pumpkins are grown right in the front yard. When the pumpkins are ripe, they are harvested, dried, and painted. Each design illustrates a small piece of Uzbek culture. The pumpkins show Uzbek people with national musical instruments, dishes, tools, and domestic animals. There are landscapes with rivers, cotton fields, apple orchards, and mosques. All the pieces together create a whole picture of traditional Uzbekistan.

The family also uses pumpkin hand puppets, marionettes, and dolls to teach Uzbek folk songs and fairy tales. Adult visitors can sample traditional foods while children can use pumpkin seeds, wood, grains, clay, pieces of fabric, and sawdust to make toys to remind them of the Pumpkin House where they learned the history of their culture.

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ACTIVITY 06  
Do

Every piece of writing is a text. When we talk about texts, we sometimes talk about the “topic” of a text. The topic is just the general subject. Knowing the topic of a text does not tell you any details about it. Knowing the topic does not tell you why the author has written it or what the author wants to say about the topic.

For example, many songs are about love but every love song is different because, in each one, the songwriter uses different details to say something different about the topic of love.



“Topic” is the general subject of a text.

In a library, all the books on the same topic will be together in their own section. There may be a very large section for all the books with a topic in literature. Inside the literature topic, there may be a smaller section with all the books that have Navoiy as a topic.

Look back at all the texts you’ve seen in the book so far. For each text, think of a topic that you think fits its general subject. Some of the texts might share a topic. Some might fit into more than one topic. Imagine that each of the texts is a book in a library and you need to decide where to shelve them. **Make a list with all the texts and the topics they could reasonably fit into. In other words, make a list of all the “shelves” each “book” could fit on. For this first list, come up with as many “shelves” as possible for each “book”.**

Texts	Possible Topics

Now imagine you want to place the “books” in as few “shelves” as possible. In other words, list the fewest possible reasonable topics that will cover all the texts. Can all the texts fit into just one topic?

Share your ideas with your classmates. Which classmate thought of the greatest number of reasonable topics for one text? Which classmate thought of the most reasonable way to put the “books” in the fewest topics?

My classmate, named _____	, thought of the most reasonable
topics with _____ [number] for the text, “ _____ “	
My classmate, named _____	, thought of the fewest reasonable
topics, with _____ [number] topics for _____ [number] out of the six texts.	

Accessing the Academic Conversation

by Dee Broughton

**INTRO:** *If you are using this book, you are probably studying “English for Academic Purposes” or something similar. Studying English for academic purposes usually means you are planning to use English to study further in some field, but what is “academics” really? One use of the word “academics” is for people - people who work in academia, in universities, but what are they doing there?*

Students often assume that the job of the academics who work in their universities is to teach, but professors are not just teachers. They are academics who research and study in their chosen fields in order to contribute to the body of knowledge in those fields. The major fields that students are studying in universities only exist there because there are still unsolved problems in those fields that professors and other academics are working to solve. (Broughton, 2011)

When scientists, researchers, and academics work to solve problems, they need to communicate with each other. They put much of this conversation in published form, in academic writing. Academic writing is the published conversation that academics are having with each other as they work to solve problems in their fields. Whether

the field of study is physical science or social science, technology or engineering, art or education, all of the people working in that field are writing in academic journals to share their work and reading in academic journals to understand the work of others. Because this published work contains all the most current knowledge in any field, understanding how the published academic conversation works is important for students.

Being able to publish academic writing in English is the key skill needed for accessing academic opportunity around the world. However, even if students don't need to learn to write academic English, they still need to read it. As of 2008, more than 86% of the world's academic journals were already being published in English (Graham, Hale, & Stephens, 2011). Now, with the movement toward Open-Access publishing, thousands of those journals are available online for free. The Directory of Open Access Journals currently lists nearly 8,000 journals in English (DOAJ, 2016). Those journals contain the latest scientific research, technological discoveries, psychological studies, mathematical advances, engineering standards, educational methodologies - in short, everything.

It's not difficult to imagine ways this information might be important for students. Amedeo lists nearly 5,000 medical journals freely available on the internet. This information may contain the latest surgical technique needed to correct a newborn's heart defect or the most recent information on safe dosages for drugs that will keep a diabetic mother healthy. Another journal may contain the latest information for making buildings safe during earthquakes. Learning to read and understand academic writing will help those students who wish to become scientists, researchers, and academics themselves, but the information they learn to access will benefit everyone they work with in whatever field they choose to study.

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We have said that the topic is the general subject of a text. Knowing the topic does not tell you very much about the text. It does not tell you any of the details and it does not tell you what the author wants to say about the topic. Knowing the topic does not distinguish one text on that topic from another text on that topic. In fact, we have seen that some texts could fit into more than one topic.

To know why an author has written a text and what the author wants to say about the topic, we need to find the author's main idea.



The “main idea” is the author’s reason for writing.

The author uses the “main idea” to guide all the choices made during writing. The author carefully chooses details and ways of organizing the details. The “main idea” can be expressed anywhere in a text. It’s important to read the entire text to understand the author’s main idea.

Language learners are often asked to explain the main idea of what they have read. This means that they need to find the most important idea that the author wanted to express in the writing. One topic of the article “Accessing the Academic Conversation” is academic writing, but what does Dee Broughton want to say about academic writing?

If an international exam asks learners to find the main idea of the author, Dee Broughton, in her article, “Accessing the Academic Conversation”, the answer that explains the main idea would earn top marks. The answers that focus only on the topic, or details, or information outside the article would earn low marks. **Tick the answer you think would receive the highest mark.**

- 1) Dee Broughton wrote an article, “Accessing the Academic Conversation”, about academics. The author explained that academics were researchers, scientists, teachers, and engineers.

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- 2) Dee Broughton, in her 2016 article, “Accessing the Academic Conversation”, explained different ideas about writing in English. The author suggests that academics write because they “need to share their research and evaluate the research of others”.

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- 3) Dee Broughton, in the article “Accessing the Academic Conversation”, explains the benefits of students understanding academic writing even if they don’t plan to become academics.

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Use the sentence you ticked to help you write a sentence in your own words about Broughton’s ideas.

In most of this book, questions are open-ended to help you think of new ideas. Usually, there is no one right answer, rather there are many good answers. When academics do new research, no one knows the exact right answer. They must work together to evaluate the evidence. Do this now with your classmates. For this question, there is a right answer. **If people have different answers, discuss the reasons for them. Work together to study the text again and to try to discover together the best answer.**

Adapted with permission from Broughton, D. (2014) *Bridges to Academic Writing*, www.study.do

## ACTIVITY

# 08

## Study

Study the text. Do the task.

### Medicinal Properties of Honey

by Aybolgan Borasheva

**INTRO:** We've mentioned that academics study different fields in order to find solutions to real problems, and that the academics share results in publications. Let's look at one type of study going on in medicine now.

In a recent analysis of several studies, Othman et al (2015) report that both animal and human studies show evidence that honey improves memory. In a 2011 study of 102 post-menopausal women, a group that was administered honey for 16 weeks showed improvement in immediate memory that was comparable to the improvement seen in a group that was given estrogen replacement therapy. In 2012, a study showed improvement in memory for patients with mood disorders when they received honey in an herbal mixture twice daily for 40 days. A year-long study on rodents showed "improvement in spatial memory and reduction in anxiety" among

rodents fed honey compared to rodents fed sugar. A study on older, female rats showed that "Tualang honey treatment improved both short-term and long-term memory" (Othman et al, 2015).

According to Othman et al (2015) honey also has the ability to reduce risk factors for heart disease, to decrease blood pressure, and to reduce levels of natural fats and oils.

Although these studies use several different types of honey, the most effective seems to be Tualang honey. Tualang honey comes from a tropical tree, *Koompassia excelsia*, also known as the Tualang tree, grown in the tropical countries of Indonesia, Malaysia, the Philippines, and Thailand. They are the tallest trees, their height varies between 85-88 meters and they have very extensive roots. The Tualang tree attracts huge bees, the *apis dorsata*, who make the honey and hang their combs from the tree's branches. ("Koompassia excels," 2014)

But what makes Tualang honey so special? According to Ahmed and Othman (2013), Tualang honey has antibacterial, anti-inflammatory, anti-oxidant, and anti-tumor effects.

The antibacterial property means it can resist bacteria, helping to fight infection or spoilage. A Tualang honey dressing can block the growth of bacteria such as *Pseudomonas aeruginosa* and *Klebsiella pneumonia*, bacteria that are "a common cause of hospital infections" (Ahmed & Othman, 2013).

Honey has anti-inflammatory properties. Ahmed and Othman (2013) report that Tualang honey decreases the symptoms that occur with wounds, such as inflammation and edema. In comparison with other honeys, Tualang honey shows better size reduction in burn injuries, and patients prefer dressings with Tualang honey because "the treatment is calming, they experience less pain and the dressings have a pleasant smell" (Ahmed & Othman, 2013).

The acids in Tualang honey demonstrate anti-oxidant properties that suppress and protect against oxidative stress. Due to the high concentration of anti-oxidants, Tualang honey shows anti-tumor activity. It acts "as a natural vaccine because it reduces inflammation" (Ahmed & Othman, 2013). The anti-oxidants speed early self-destruction of oral cancer cells, human breast cancer cells, and neck cancer cells.

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ACTIVITY  
08  
Do

Tualang honey is being researched because of its unique properties. Look back at the text. What are the four significant properties that Tualang honey has, according to Ahmed and Othman (2013)?

With such properties, Tualang honey can be used for different purposes. Write five uses that the honey can have with these properties.

You have thought of some uses for honey. Now, think how Tualang honey can be used in particular fields. How could a doctor who works with children use this information? Which property might the doctor use?

How could a person with a retail business use this information? Which properties would be most useful?

How could a person working in sports medicine with famous athletes in soccer, basketball, and hockey use this information? How would honey's properties be useful in this field?

How could a company that makes cosmetics make use of this information? What property might they want to research more?

Choose your favorite ideas to share with classmates. Sometimes hearing others' ideas helps us to make our own ideas clearer or more specific. Revise one of your ideas adding details or rephrasing it to make it clearer. Make a note describing the change you made.

I changed

## What is GMO?

by Margarita Kasatkina

In recent decades, advances in the field of genetic engineering have allowed scientists to introduce genetic changes into an organism. Theresa Phillips says, "Today, we can incorporate new genes from one species into a completely unrelated species through genetic engineering, optimizing agricultural performance or facilitating the production of valuable pharmaceutical substances" (Phillips, 2008). In other words, genetic engineering supports agricultural and pharmaceutical development. A genetically modified organism (GMO) is any organism whose genetic material has been changed through genetic engineering, including genetically modified crops, genetically modified animals, and genetically modified foods. ("Genetically modified organism," 2016)

Genetically modified crops (GM crops) are plants used in agriculture where the genetic material (DNA), or genes, have been modified by genetic engineering methods. The goal of changing the genetic material in crops is to add a new characteristic to the plant which does not exist naturally in it. GM crops may have resistance to diseases, or to certain pests that destroy plants or seeds, or to harmful environmental conditions. For example, in 2011, Monsanto's Drought Grand corn became the first drought-resistant GM crop that received marketing approval in the US. Other genetic changes may slow the process of spoilage or otherwise improve the overall quality of the crop. ("Genetically modified crops," 2016)

Another example of GMO is genetically modified animals. Genetically modified animals have been used for research, especially for agricultural and medical purposes. They include farm animals (GM animals) with increased resistance to disease, larger size, and more protein in their milk or meat. Other animals have been modified to change color or appearance. For example, the GloFish, which is a genetically modified fluorescent zebrafish has bright, red, green, and orange fluorescent colors. In 2003, the GloFish became the first GM animal available to the public as a pet. Recent published studies report that scientists are even working on genetically modified insects including bees and ants. GM animals are becoming more vital to the research and development of cures and treatments for many serious diseases. ("Genetically modified organism," 2016)

There are also genetically modified foods (GM foods). According to the World Health Organization, "GM foods are foods made from organisms whose DNA has been modified in a way that does not occur naturally..." GM foods consist of GM crops and GM animals. These days, the range of GM crops is wide, but the very first crop with changed characteristics that was approved for public purchase was the tomato called Flavr Savr (Bruening & Lyons, 2000). As for GM animals, in China, scientists introduced human genes into cows that enabled them to produce milk that contains high quantities of the key nutrients of human breast milk (Gray, 2011). Although the scientific community is continuing active research with GMOs, many people question the safety and ethics of such research.

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When authors write, they choose details to help them express their main idea. When you are looking for the main idea, it's important not to be confused by the details. Three students were given a task to write the main idea of the article. **Read them carefully.**

**Student Paragraph #1.** Kasatkina's article, "What is GMO?", is about DNA that can protect plants from certain pests, diseases, or harmful environmental conditions. It can cause larger size and more protein in milk or meat. It can even make food and crops that don't spoil.

This paragraph does not give the main idea of the article. **Why do you think it does not? Put a tick next to the explanations.** The paragraph does not show the main idea because

- |  |  |
|--|--|
| <input type="checkbox"/> 1. It is only about the general topic.                  | <input type="checkbox"/> 4. It includes the writer's personal opinion.         |
| <input type="checkbox"/> 2. It is about one of the details found in the article. | <input type="checkbox"/> 5. It misinterprets information in the article.       |
| <input type="checkbox"/> 3. It is about details in the article.                  | <input type="checkbox"/> 6. It includes information that isn't in the article. |

**Student Paragraph #2.** "What is GMO?" is an article that tells about agriculture and modifying DNA in order to introduce a new characteristic to it. The World Health organization has studied this. GM crops are extremely healthy for people and animals.

This paragraph does not give the main idea of the article. **Why do you think it does not? Put a tick next to the explanations.** The paragraph does not show the main idea because

- |  |  |
|--|--|
| <input type="checkbox"/> 1. It is only about the general topic.                  | <input type="checkbox"/> 4. It includes the writer's personal opinion.         |
| <input type="checkbox"/> 2. It is about one of the details found in the article. | <input type="checkbox"/> 5. It misinterprets information in the article.       |
| <input type="checkbox"/> 3. It is about details in the article.                  | <input type="checkbox"/> 6. It includes information that isn't in the article. |

**Student Paragraph #3.** The article, "What is GMO?", is about the aim of GMO. In the first place, GMO aimed to introduce new characteristic to the plants and animals which did not exist before. I think this discovery will change the world.

This paragraph does not give the main idea of the article. **Why do you think it does not? Put a tick next to the explanations.** The paragraph does not show the main idea because

- |  |  |
|--|--|
| <input type="checkbox"/> 1. It is only about the general topic.                  | <input type="checkbox"/> 4. It includes the writer's personal opinion.         |
| <input type="checkbox"/> 2. It is about one of the details found in the article. | <input type="checkbox"/> 5. It misinterprets information in the article.       |
| <input type="checkbox"/> 3. It is about details in the article.                  | <input type="checkbox"/> 6. It includes information that isn't in the article. |

One sentence in the article best tells the main idea of the entire article, the last sentence in the first paragraph. After that, the article gives details to support that main idea. **Make a list of ten words or phrases that indicate details, such as "scientists", "species", and "pharmaceuticals".**

# ACTIVITY

# 10

## Study

Study the text. Do the task.

### Gregor Mendel: From Farmer to Scientist

by Margarita Kasatkina

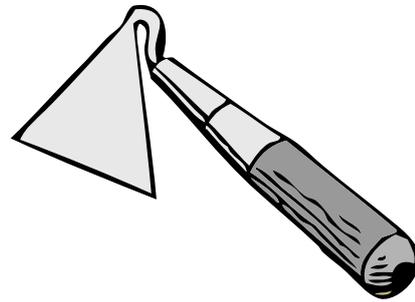
**INTRO:** *We have read about GMOs, a relatively new area of genetic research, but genetics as a science began long ago.*

As a child, Gregor Mendel lived and worked on a farm which had been owned by his family for at least 130 years. During his childhood, in what is now the Czech Republic, Mendel worked in the garden and learned to take care of bees.

When it was time to give education to Gregor, his parents did not have money to help him. Eventually, to solve the problem, Mendel joined a monastery because it gave him a chance to get an education without having to pay for it himself.

Mendel decided to try to become a teacher. To become a certified teacher, Mendel had to pass a three part exam. He passed two parts, but he failed the spoken part of his exams and so was not given the certificate to become a full-time high school teacher.

In 1851, with the support of the church, he was sent to the University of Vienna to study. Two years later, Mendel returned to his abbey with the knowledge to become a physics teacher. To achieve the status of a certified teacher, he still had to pass the exam. He took the exam a second time, but, again, failed the oral part. Although he was allowed to teach part-time, he still wasn't able to get a certificate as a full-time teacher.



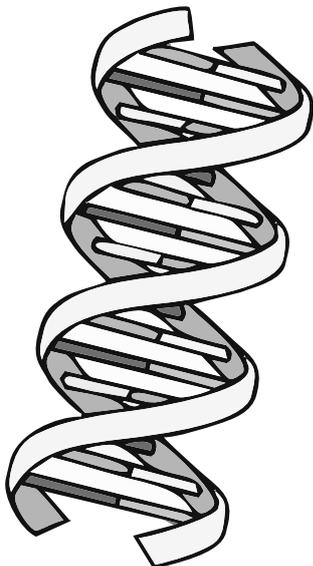
In his free time, Mendel continued to work in the garden. It was at this time that he began to experiment with breeding pea plants.

From 1856 to 1863, Mendel worked with his plants. Mendel spent years breeding the plants and carefully recording the characteristics of the offspring. He recorded seven characteristics: plant size, pod shape and color, seed shape and color, and flower position and color. By recording many generations of plants, he was able to determine many of the laws of heredity. In 1866, he published his work, writing about the actions of unseen "factors" - now called genes.

Gregor Mendel did not become famous until after his death. By 1920, this humble abbot who began life as an uneducated farm boy and never passed his teaching exam became known as the "father of modern genetics".

#### References

Gregor Mendel. (2016, January 4). In *Wikipedia, The Free Encyclopedia*. Retrieved 14:13, January 7, 2016, from <https://en.wikipedia.org/>

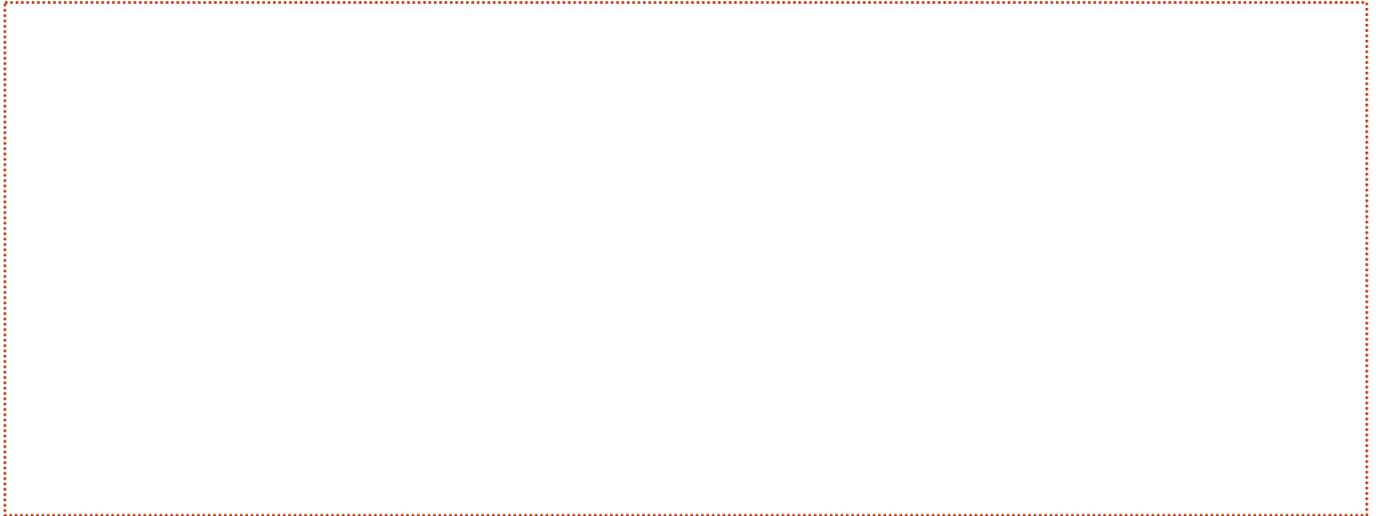


ACTIVITY 10  
Do

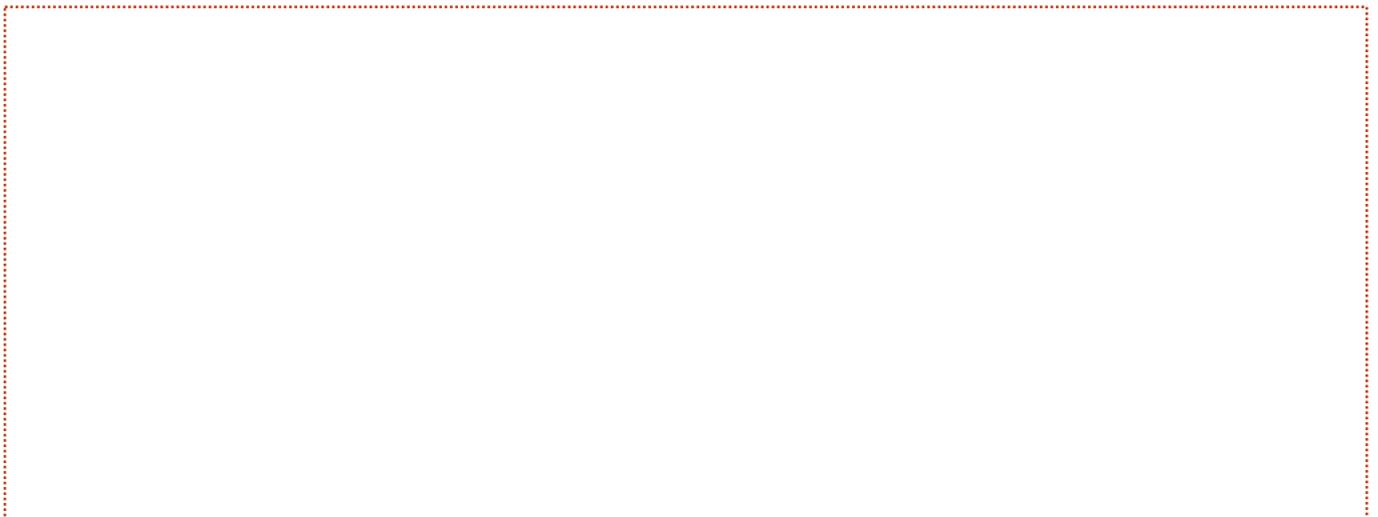
We have said that an author expresses a main idea by choosing and organizing details. The main idea of the biography of Gregor Mendel is to show how “this humble abbot who began life as an uneducated farm boy and never passed his teaching exam became known as the “father of modern genetics”.

To see how the main idea is expressed, we need to notice some details. For example, such words as childhood, family, church, and teacher.

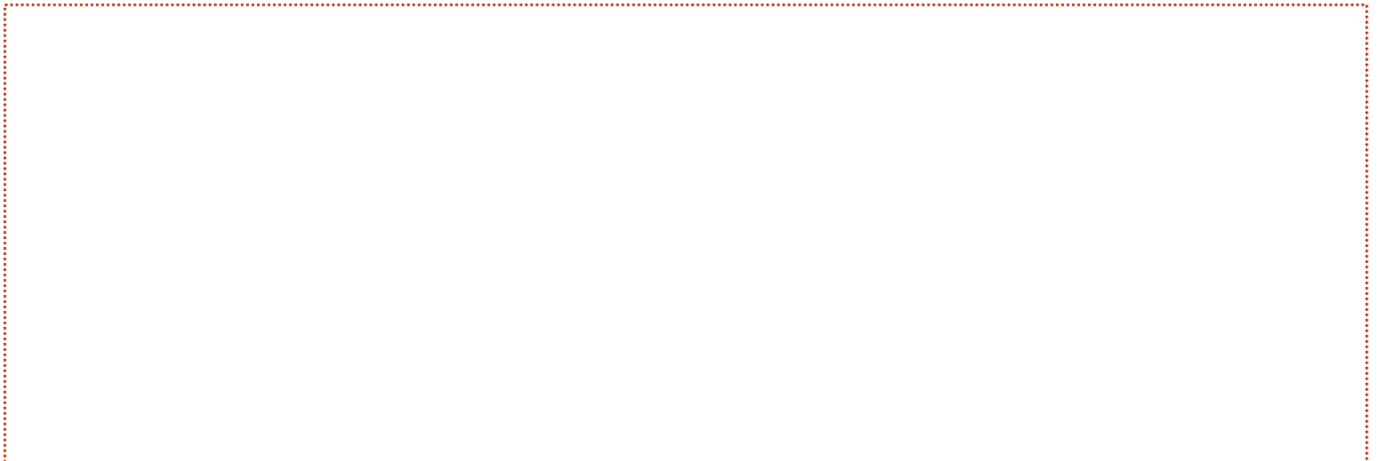
Make a list of details which show you that the text talks about Mendel's childhood.



Make a list of details which show you that the text talks about Mendel's education.



Make a list of details which show you that the text talks about Mendel's scientific work.



## ACTIVITY

# 11 Study

Study the text. Do the task.

Look Back at Earlier Work  
to Learn More about Details

You've learned that an author chooses details to express a main idea. You've looked at some details that the author, Kasatkina, chose in the article, "What is GMO?", and in the biography, "Gregor Mendel: From Farmer to Scientist". The first article defines GMOs and gives several examples. The second tells how Mendel became the father of genetics. Even though they have different main ideas, the author chose some of the same details to express them. Look back at both articles and at the lists of details you made for both of them before the next task.

## ACTIVITY 11 Do

Looking at both articles and at the lists of details you made for both of them, make a list of all the details that are shared by both articles. Consider some of these possibilities: church, color, scientific community, research, seeds, size, published, bees, animals, plants, characteristics, genes....

The two articles share these details:

The same details can be used to express many different ideas. To illustrate this point, pick two details from your shared list to write your own new main idea. Do not write about genetics at all. Create something totally different. For example, if you chose "church" and "plants", your main idea might be to describe an imaginary church garden. Use two of the details that are shared by both the GMO article and the Mendel biography to write a few sentences of your own about a completely new idea.

What is your "main idea"? Share your sentences with your classmates. Can they guess your main idea? Find one main idea that a classmate wrote that is different from yours. What is the main idea of your classmate?

My classmate, named \_\_\_\_\_, wrote about

ACTIVITY

12  
Study

Study the text. Do the task.

Look Back at Earlier Work  
to Learn about Structure

Authors choose details to express their main ideas. They also choose how they will organize their details and ideas. They may organize details in one way to write an academic research paper, but in a different way to tell a story. Just as texts can share details but have different main ideas, many texts share similar ways of organizing details and ideas. These ways of organizing text are called “structure”. For example, you might notice that an author starts with her main idea and uses details for examples, or you might notice that she arranges the details to create a story and her main idea comes at the end. Noticing the structure of a text will help you better understand it the ideas in it.



“Structure is the way writing is organized.

Structure is how a piece of writing is put together. It’s the sequence in which an author presents the main idea and details and the connections between them.

ACTIVITY  
12  
Do

Telling a story is one way to organize details to express a main idea. Stories are easy to recognize, so looking at stories is a good way to notice structure. For example, many stories use a structure that starts by 1) describing a character and then 2) telling how, one day, something happens that causes the character to have a problem, then 3) telling how something changes so that the character solves the problem in an unexpected way. Think about the story of Gregor Mendel..

In Kasatkina’s biography of Gregor Mendel, the details are arranged to tell a story in a structure that is very common for stories. The biography tells the story of how a man tried to solve a problem, but failed, tried again, and succeeded in an unexpected way....

<p>One day... something happens to the character that causes a problem.</p>	<p>Who is the main character and what is his problem?</p>
<p>The character tries to solve the problem. But it doesn't work.</p>	<p>How did the character first try to solve the problem? Why didn't it work?</p>
<p>Suddenly... something changes so that the character tries again and solves the problem in an unexpected way.</p>	<p>What changed so that the character could solve the problem in an unexpected way? How did he solve it?</p>

Adapted with permission from Broughton, D. (2014) *Bridges to Academic Writing*, www.study.do

## ACTIVITY 13 Study

Study the text. Do the task.

Excerpted from *The Banana and Plantains of the Tropics*  
in *Scientific American*, 1870

**INTRO:** *We've read that scientists create GMOs in laboratories, but farmers also continue to create new plants in the natural way that Mendel did, by choosing strong plants to reproduce or by combining two species to create a new one that has the best features of both. Many modern fruits grown for commercial purposes are created this way, bred for characteristics that make them easier to ship and sell. The popular banana is a good example. Now we ship bananas all over the world, but in Mendel's time, bananas were still mostly eaten locally and they were new to many parts of the world. Let's have a look at a scientific journal from 1870 describing the banana tree to its readers.*

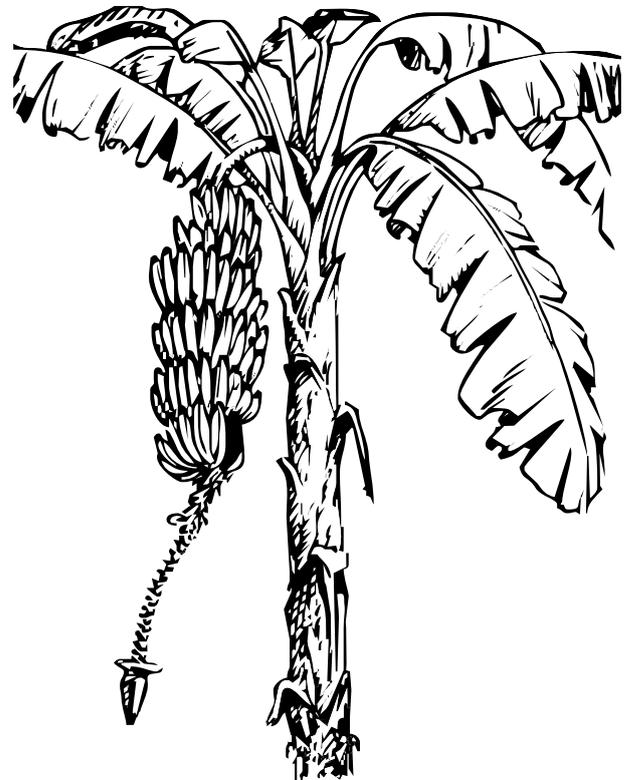
Those who have never lived in southern countries are unable to fully appreciate its value. Some look even with indifference upon the gigantic clusters of this fruit, as they are unloaded from ...sailing vessels; and yet they deserve special attention ...for they are, to the inhabitants of the [south], what bread and potatoes are to those of the north....

The banana tree is one of the most striking illustrations of tropical [growth]. ...The native of the South plants a few grains, taken from an old tree, in a moist and sandy soil, along some river or lake...and at the end of ten months the first crop may be gathered...the following year one cluster alone will weigh some sixty or more pounds. The trunk of the tree...grows to a height of some fifteen feet, is formed only by the fleshy part of the large leaves, some of which attain a length of [5.4 meters] and are [.76 meter] in width.

Almost every portion of the banana tree is useful. First of all, the nutritious fruit. ...Ripe bananas are mashed into a paste, of which the natives bake a sort of bread, which is very nourishing, though somewhat heavy. This paste, which contains much starch, can be dried, and thus kept for a length of time...The young sprouts are used and prepared like vegetables.

...The [stalks are used] for ropes and coarse cloth. The [leaves] are used to cover the huts, for table-cloths and napkins, or wrapping paper. The dough of bread, instead of being put in a pan, into the oven, is spread on a ...leaf; it will neither crisp nor adhere to the bread when taken out. The Indians of America carry all their products...in bags made of this leaf....

As to the medicinal qualities of the leaves, they are numerous. ...The young, yet unrolled leaves are superior to any salve or ointment. If applied to an inflamed part of the body, the effect is soothing and cooling, or if applied to a wound or ulcer, they excite a proper healthy action, and afterwards completely heal the wound. [Teas] made of the leaves are used among the natives for various diseases.



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The banana and plantains of the tropics. (1870, January 1)  
*Scientific American*. Retrieved from  
<http://www.gutenberg.org/files/8952/8952-h/8952-h.htm#55>

ACTIVITY 13  
Do

You have written about Broughton’s main idea, about Kasatkina’s details in her GMO article, and about the structure of Kasatkina’s biography on Mendel. In each case, you were writing *about* the writing of these authors. You were using the ideas of these authors, so you were using the writing of these authors as sources.

You also used some of the same details that Kasatkina used to write about a main idea of your own. When you used her details, you were not writing about GMOs or Mendel. You used the same details, but you were not using her articles as sources.

Using sources appropriately and accurately is one of the most important skills academics must have in order to take part in the academic conversation.

Understanding how they do it will help you better understand what you read and, when you learn to do it in your own writing, you will be better prepared to join the academic conversation in your own field.



A “source” is writing that you are writing about.

When we write about a story, poem, newspaper article, or any other kind of writing, we call the writing we are writing about a source. In this book, we will learn the proper way to write about other people’s writing. In other words, we will learn to write about sources.

If your teacher or an exam asks you to write about “The Bananas and Plaintains of the Tropics”, published in *Scientific American*, your writing would be about the *Scientific American* article.

The following sentences could be all be related to ideas in the *Scientific American* article, but only some are about the article. Which of these sentences uses the article as a source?

Tick the sentence which is about the source.	<i>What’s the sentence about?</i>	For sentences NOT about the source: what are they about?
	Banana trees grow extremely quickly in tropical climates.	
	“The Bananas and Plaintains of the Tropics” suggests that, in the tropics, bananas are as important as bread.	
	<i>Scientific American</i> asserts that young banana leaves are “superior to any salve or ointment”.	
	In modern times, bananas are bred by farmers for commercial use.	

In an earlier activity, you asked your classmate what s/he wrote about, then you wrote about your classmate’s writing. **In that activity, your classmate was your \_\_\_\_\_.**

Adapted with permission from Broughton, D. (2014) *Bridges to Academic Writing*, www.study.do

## ACTIVITY

# 14

## Study

Study the text. Do the task.

### Types of Tea

by Durдона Pulatova

**INTRO:** *The following simple text uses several sources to tell about different types of tea. Can you see the different sources in the text?*

One of the most widely consumed drinks, after water, is tea. According to the Wikipedia article on tea: "Tea is an aromatic beverage commonly prepared by pouring hot or boiling water over cured leaves of the *Camellia sinensis*, an evergreen shrub native to Asia. There are many different types of tea; some teas, like Darjeeling and Chinese greens, have a cooling, slightly bitter, and astringent flavor, while others have vastly different profiles that include sweet, nutty, floral or grassy notes."

Many countries of the world like to drink tea. There are many types of tea; there are also many of ways of preparing tea among the different nations and cultures. Here are some examples:

"Masala chai (literally "mixed-spice tea") is a flavored tea beverage made by brewing black tea with a mixture of aromatic Indian spices and herbs. Originating in India, the beverage has gained worldwide popularity, becoming a feature in many coffee and tea houses. Although traditionally prepared by a decoction of green cardamom pods, cinnamon sticks, ground cloves, ground ginger, and black peppercorn together with black tea leaves, retail versions include tea bags for infusion, instant powdered mixtures, and concentrates. In some places the term "chai," alone, can refer to the beverage" ("Masala Chai," 2015).

Another type of tea found in Kashmir is called noon chai, meaning salty tea:

"Noon Chai (also called Kashmiri tea, pink tea, Gulabi chai and Sheer chai) is a traditional tea beverage from Kashmir. It is a part of Kashmiri culture to drink this beverage 2-3 times a day with traditional Kashmiri breads and pastries. Noon chai is traditionally made from special tea leaves, milk, salt, pistachios, almonds, cardamom, and cinnamon and cooked in a copper samavar. A pinch of baking soda is added to help give it more of a pronounced pink color. A [variation] of this tea also includes sugar but it is not traditionally consumed in Kashmir. Noon Chai is also served in many parts of Pakistan at special occasions, weddings, and during the winter months when it is sold at many kiosks" ("Noon Chai," 2015).

Another way to make tea is Suutei tsai found in Mongolia. According to Wikipedia, "The ingredients to suutei tsai are typically water, milk, tea and salt. A simple recipe might call for one quart of water, one quart of milk, a tablespoon of green tea, and one teaspoon of salt. But the ingredients often vary. Some recipes use green tea while others use black tea. Some recipes even include butter or fat. Milk in Mongolia is typically fresh, whole milk, and using half and half instead of milk produces a rich beverage close to the authentic. The amount of salt in the tea is also often varied. Sometimes the milk in the tea is omitted if not available" ("Suutei tsai," 2015).

#### References

Tea. (2016, January 4). In *Wikipedia, The Free Encyclopedia*. Retrieved 11:03, January 9, 2016, from <https://en.wikipedia.org>

Masala chai. (2015, December 27). In *Wikipedia, The Free Encyclopedia*. Retrieved 10:45, January 9, 2016, from <https://en.wikipedia.org>

Noon Chai. (2015, November 15). In *Wikipedia, The Free Encyclopedia*. Retrieved 10:38, January 9, 2016, from <https://en.wikipedia.org>

Suutei tsai. (2015, December 11). In *Wikipedia, The Free Encyclopedia*. Retrieved 11:23, January 9, 2016, from <https://en.wikipedia.org>

ACTIVITY 14  
Do

The text describes three types of tea, each with unique ingredients and preparation methods. Notice in the text how each tea is made out of carefully chosen ingredients to create a special flavor.

For this activity, invent a recipe for a new kind of tea. Don't write a description of the tea you have in your daily life. Create something new that you've never tasted but you think might be a good flavor. Decide what ingredients will help you to create such flavor, and what the process of preparing the tea is. **Write your recipe including enough ingredients to make tea for your entire class.**

Ingredients	Amounts (Serves _____)
Method	
My tea is called	

Share your tea recipe with classmates. Listen for the tea recipe you think is the most interesting or would taste the best or is the weirdest! Use the descriptions of tea in the text as a model and write a description of the tea you chose, but don't tell whose tea it is or the name of the tea.

Share your description with classmates. **Try to guess whose recipe is described.**

Finding the Main Idea  
Three Examples

We have said that the “topic” of a text is the general subject of the text, and the “main idea” of the text is what the author wants to say about the topic. We have said that authors choose specific details to express their main idea. Authors also choose how they want to organize their main idea and details.

People often think that the main idea of a text only comes at the beginning of a text, but that is not true. The main idea of the GMO article is at the beginning of the text, in the first paragraph, and the details follow it. However, in the biography of Mendel, the main idea is at the end of the text, in the last sentence, and the details come first. The main idea can be anywhere. It’s very important to read the whole text to find it.

Here is an example of the main idea at the beginning of a paragraph:

A Finnish study has indicated that a diet with higher levels of lycopene - the red chemical occurring in tomatoes, watermelons, grapefruit, peppers, and papaya - may reduce the risk of stroke. The research, published in a recent issue of the journal, *Neurology*, examined more than a thousand men, ages 42 to 61. Over the 12 years of the study, there were 25 strokes among the men who had the lowest levels of lycopene and only 11 strokes among men with the highest levels. These results suggest that the risk of stroke could be reduced by as much as 55% when a man's diet contains higher amounts of lycopene.

Here is the main idea at the end of a paragraph with the same details.

A Finnish study, published in a recent issue of the journal, *Neurology*, examined more than a thousand men, ages 42 to 61. Over the 12 years of the study, there were 25 strokes among the men who had the lowest levels of lycopene and only 11 strokes among men with the highest levels. These results suggest that the risk of stroke could be reduced by as much as 55% when a man's diet contains higher amounts of lycopene. Thus, eating a diet with higher levels of lycopene - the red chemical occurring in tomatoes, watermelons, grapefruit, peppers, and papaya - may reduce the risk of stroke.

Here the main idea is in the middle of the paragraph.

A Finnish study, published in a recent issue of the journal, *Neurology*, examined more than a thousand men, ages 42 to 61. Over the 12 years of the study, there were 25 strokes among the men who had the lowest levels of lycopene and only 11 strokes among men with the highest levels. This data may indicate that eating a diet with higher levels of lycopene - a red chemical occurring in tomatoes, watermelons, grapefruit, peppers, and papaya - may reduce the risk of stroke. Results suggest that the risk of stroke could be reduced by as much as 55% when a man's diet contains higher amounts of lycopene.

Reference

Karppi, J., Laukkanen, J.A., Sivenius, J., Ronkainen, K., & Kurl, S. (2012) Serum lycopene decreases the risk of stroke in men: a population-based follow-up study. *Neurology*, 79, 1540–1547.

ACTIVITY 15  
Do

We have read about different structures authors use to organize their ideas. Now, you have three paragraphs where the same details are organized in three different ways. In each one, the main idea is in a different place in the paragraph. Noticing structure improves your ability to understand what you read and is helpful for learning from reading and for getting higher scores on exams. **Look carefully at the differences in these three paragraphs.**

Look at the sentence where the main idea is at the beginning of the paragraph:

“A Finnish study has indicated that a diet with higher levels of lycopene – the red chemical occurring in tomatoes, watermelons, grapefruit, peppers, and papaya –may reduce the risk of stroke.”

Look at the sentence where the main idea is at the end of the paragraph:

“Thus, eating a diet with higher levels of lycopene – the red chemical occurring in tomatoes, watermelons, grapefruit, peppers, and papaya –may reduce the risk of stroke.”

Look at the sentence where the main idea is in the middle of the paragraph:

“This data may indicate that a diet with higher levels of lycopene – the red chemical occurring in tomatoes, watermelons, grapefruit, peppers, and papaya –may reduce the risk of stroke.”

The different sentences actually express slightly different main ideas. **Underline all the words that are the same in each of the sentences, then look carefully at the words that are different in each sentence. What is the “beginning” sentence really about?**

**What is the “end” sentence really about?**

**What is the “middle” sentence really about?**

Look again at the “middle” paragraph. When authors put a main idea in the middle of a text, the idea usually connects one idea to another. In other words, the part before the main idea will be somehow different from the part after the main idea. **In this “middle” paragraph, how is the idea after the main idea different from the ideas before it?**

Notice that the words “A Finnish study” stay at the beginning of the paragraph even when the main idea moves. **What do you think the function of those words is in the paragraph? In other words, why would they stay at the beginning?**

In most of this book, questions are open-ended to help you think of new ideas. Usually, there is no one right answer; rather there are many good answers. Occasionally, some questions do have a right answer. Work with classmates to answer the questions on this page. **If people have different answers, discuss the reasons for them. Work together to study the text again and to try to discover the best answer.**

## ACTIVITY

# 16

## Study

**INTRO:** *Critical vitamin deficiencies cause health problems in many countries. Some deficiencies cause serious diseases, particularly, among children and pregnant women. Therefore, doctors, scientists, and researchers are working to solve problems related to vitamin deficiencies. Karomat Rukhsatova uses some of the information from this research to create the fictional interview below that discusses vitamin deficiency symptoms, causes, and solutions.*

Study the text. Do the task.

### What Vitamin Do You Need?

by Karomat Rukhsatova

Interviewer: We have with us today, Dr. Guli Akilova, a medical doctor and food scientist. Dr. Akilova, what types of vitamin deficiency do people suffer nowadays?

Akilova: As a doctor, I see A, B, C, and D deficiencies in many patients nowadays.

Interviewer: How can you identify if this or that person has A, B, C, or D vitamin deficiency?

Akilova: A person who has vitamin A deficiency may complain of acne, loss of appetite, weakening eyesight, frequently catching colds, and thickening skin on the hands and feet. The person with vitamin B deficiency might have insomnia, dim hair color, unpleasant smell from mouth, frequent headaches, dandruff, falling into depression, constipation, etc.

Interviewer: What exactly can cause these vitamin deficiencies?

Akilova: Well, sometimes it's caused by a poor diet, but it can also be a result of poor digestion. Vitamin A deficiency can result when there are not enough oils in the diet to digest the A. On the other hand, a lack of cellulose causes bad digestion of vitamin B and can cause vitamin B deficiency.

Interviewer: How could this illness be cured or what should people do in order to avoid it?

Akilova: The best way to avoid any type of vitamin deficiency is to eat enough good food and be sure you can digest it. For example, for vitamin A, it would be perfect if the diet includes red, orange, and green vegetables, such as carrot, spinach, and parsley, along with mackerel or other oily fish, butter, and milk. For vitamin B, one needs all types of bread, grains, vegetables, and walnuts. In addition, beef liver and milk is rich in B12. Poultry meat, sea fish, beans, young wheat, and wheat bran contain lots of B3.

Interviewer: Could you give us some more information about vitamin C and D?

Akilova: Well, the common symptoms of vitamin C deficiency are frequent fatigue and tiredness, slow healing of wounds, obesity, and unexplained bruises on your body. In most cases, people who do not get enough sleep, active smokers, and regular alcoholic beverage consumers are the ones who need vitamin C most. This is because nicotine and alcohol remove vitamin C from the body. For vitamin C, you need citrus fruits, strawberries, currants, kiwi, and greens like broccoli and spinach.

Interviewer: And what about D?

Akilova: People who have vitamin D deficiency complain of dental problems and muscle cramps. Vitamin D is created in our bodies when our skin is exposed to the sun. Brittle bones and unhealthy teeth are caused by a lack of calcium in human body, which, in its turn, could also lead to Vitamin D deficiency. Walking outside more often is one of the best things you can do to get more vitamin D. Vitamin D is also found in egg yolk, liver, and seafood like black caviar.

Interviewer: Thank you so much, Dr. Akilova, for your time and valuable information!

### Reference

Najimova, F. (2015, November 12). Sizga qanday vitamin yetishmayotganini bilasizmi? (Do you know what vitamin you need?). *Darakchi*, p.40

**ACTIVITY** 16  
**Do**

Imagine you and your classmates are food scientists working for a company who develops new products to sell to athletes who want to eat the healthiest foods possible with the fewest calories and fat. In order to sell the product, you must produce a recipe that will win a contest for the BEST TASTE AWARD and the MOST VITAMINS AWARD.

You will work in a group to create a recipe that will win both awards and then vote on the winners. **Before you create your recipe, you have to decide as a class how the MOST VITAMINS AWARD will be awarded.**

Will the dish contain the highest amounts of each vitamins? If so, how will you measure the amounts? Will the dish be required to contain all the vitamins? Will the dish be required to taste good or only to have many vitamins? **Consider these questions and come to a consensus, an agreement, about the requirements for the MOST VITAMINS AWARD.**

Our class agrees that the requirements for the Most Vitamins Award are

Work in a group to create your recipe. Remember you are trying to win both awards. Name your product and write a specific description of it for the company so they can understand the ingredients and evaluate the way the product will probably taste.

Read your recipe out loud to classmates. Listen carefully to the recipes of others while marking the chart below. Listen for the ingredients. Check the text to see which vitamins are present in each recipe. Listen for how the recipe is prepared to evaluate how it might taste.

Product Name	Ingredients containing Vitamin A	Ingredients containing Vitamin B	Ingredients containing Vitamin C	Ingredients containing Vitamin D

My choices for BEST TASTE AWARD and MOST VITAMINS AWARD:

As a class, vote on the product that the company will sell, the one that wins both awards. If no recipe wins both awards, work as a class to revise the best products to improve them and vote again. Work until one product is the best.

Our class decided that the product that will sell is

## ACTIVITY

# 17

## Study

Study the text. Do the task.

### Violence Influenced by Vitamins by Nargiza Vokhidova

Researchers at the University of Oxford have conducted a study of the connection between people's behavior and healthy eating. They observed the behavior of young adult offenders, lawbreakers aged 18 and over held in a maximum security prison near London, when they were given all the nutrition necessary for human health. ("Healthy Eating," 2002)

According to published results in *The British Journal of Psychiatry*, "The experimental, placebo-controlled, double-blind methodology has demonstrated that supplementing prisoners' diets with physiological dosages of vitamins, minerals and essential fatty acids caused a reduction in antisocial behaviour to a remarkable degree" (Gesch, Hammond, Hampson, Eves, & Crowder, 2002).

The behavior of the prisoners was observed for nine months before the trial. Then, they were divided into two groups. Half of them were given pills containing minerals, vitamins, and fatty acids. The second half took a placebo, a pill that resembled the vitamin pill but had no therapeutic effect. The behavior of offenders was observed for a second nine months after they were given the vitamin pills and placebo. ("Healthy Eating," 2002) They were also asked to record everything they ate during the study in food diaries (Gesch et al., 2002).

According to the data collected during the study, the rate of offences committed by those prisoners who took vitamin pills was 25% lower than those who received the placebo. It was also found that the percentage of violent offences fell by 40%. ("Healthy Eating," 2002)

This study gives some good evidence of a link between healthy eating and behavior because those offenders who received necessary nutrition by taking vitamin and mineral pills committed fewer offences in comparison to those who were given a placebo. Compared to prisons and rehabilitation efforts, providing an adequate diet may offer a much more economical way to decrease criminal violence.

The vitamins and minerals can be provided by following a varied and balanced eating pattern. One example of such a diet is a DASH Diet – the diet, according to Natural Health Zone, ranked the best diet of 2015. The criteria for selecting the best diet included nutritional completeness and overall safety, its potential for preventing and managing diabetes and heart diseases, and its ability to produce short-term and long-term weight loss. DASH stands for "Dietary Approaches to Stop Hypertension". Even though the DASH diet is mainly intended to fight high blood pressure, it was selected for its nutritional completeness. ("How Does Your Diet Rank?" 2015)

The DASH eating plan includes whole grains, poultry, fish, and nuts, and has low amounts of fats, red meats, sweets, and sugared beverages. Eating foods lower in salt and sodium is also recommended. DASH focuses on including more daily servings of fruits, vegetables, and grains, providing the body with necessary vitamins and minerals. (U.S. Department of Health and Human Services, 2003)

#### References

Gesch, C. B., Hammond, S.M., Hampson, S. E., Eves, A., & Crowder, M.J. (2002, July). Influence of supplementary vitamins, minerals and essential fatty acids on the antisocial behavior of young adult prisoners. *The British Journal of Psychiatry*. 181 (1), 22-28.

Healthy eating 'can cut crime.' (2002, June 25). *BBC News World Edition*. Retrieved 8:00, January 4, 2016, from <http://news.bbc.co.uk/2/hi/health/2063117.stm>

How does your diet rank? Best and worst of 2015. (2015) *Natural Health Zone*. Retrieved 20:00 January 11, 2016 from <http://naturalhealthzone.com/diet-rank-best-worst-us-news/>

U.S. Department of Health and Human Services. (2003, May). *Your guide to lowering blood pressure*. (NIH Publication No 03-5232). [http://www.nhlbi.nih.gov/files/docs/public/heart/hbp\\_low.pdf](http://www.nhlbi.nih.gov/files/docs/public/heart/hbp_low.pdf)

ACTIVITY 17  
Do

We have said that authors write a text in order to express their own idea, and, in academics, they often use sources in their texts to help them express their main idea. In other words, they use the ideas and words of other authors. Whenever we use the ideas and words of others, it's very important to make that clear to our reader. **Look very carefully at the article, "Violence Influenced by Vitamins", by Nargiza Vokhidova.**

How many sources does Vokhidova use? What are they?

Look at the Vokhidova's first paragraph. Which sources did she use?

Look at the Vokhidova's second paragraph. Which sources did she use?

Look at the Vokhidova's third paragraph. Which sources did she use?

Look at the Vokhidova's fourth paragraph. Which sources did she use?

Look at the Vokhidova's fifth paragraph. Which sources did she use?

Look at the Vokhidova's sixth paragraph. Which sources did she use?

Look at the Vokhidova's seventh paragraph. Which sources did she use?

You have seen that the main idea of a text can appear anywhere. Find one sentence in Vokhidova's text that best expresses Vokhidova's main idea. Quote it here.

Vokhidova, in the article, "Violence Influenced by Diet" says, "

”

## ACTIVITY

# 18

## Study

Study the text. Do the task.

### Is Graffiti Art or Vandalism?

by Klara Nazmutdinova

**INTRO:** In Vokhidova's "Violence Influenced by Vitamins", we saw how the topic "crime" might be studied by doctors or food scientists. The following article by Klara Nazmutdinova might also be categorized under the topic of crime. In this article, we see how another type of researcher or academic might study this topic.

If somebody draws a picture on a wall, is it art or is it vandalism? This is the question when the drawing is graffiti.

According to Wikipedia, graffiti are writing or images that have been painted illegally on public or private property. "Graffiti range from simple written words to elaborate wall paintings, and they have existed since ancient times, with examples dating back to Ancient Egypt, Ancient Greece, and the Roman Empire. In modern times, paint (particularly spray paint) and marker pens have become the most commonly used graffiti materials."

There are many people who believe that graffiti is art and must be protected. One of them is Marc Ecko, an urban clothing designer, who has been an advocate of graffiti as art for a long time. Ecko says, "Graffiti is without question the most powerful art movement in recent history and has been a driving inspiration throughout my career" ("Graffiti").

Some people think that graffiti is vandalism. Rezaee, Rao, and Arbi (2010) include graffiti in their definition of vandalism. Vandalism can be defined as injury or destruction of public or private property done on purpose. "It includes behaviour such as breaking windows, slashing tires, spray painting a wall with graffiti..." (Buck as qtd in Rezaee, Rao, & Arbi, 2010).

Because people see graffiti in two different ways, they propose different solutions:

Rezaee, Rao, and Arbi (2010) propose better city planning. "There is an urgent need to adopt new urban design regulations to tackle vandalism.... The study reveals that necessary steps should be taken to train architects and designers to use CPTED (Crime Prevention through Environmental Design) strategies in their new designs and make the designs affordable, acceptable, and aesthetically pleasant to city users."

On another hand, Australia deals with the issue differently, by providing special places for graffiti artists. "One early example is the 'Graffiti Tunnel' located at the Camperdown Campus of the University of Sydney, which is available for use by any student at the university to tag, advertise, poster, and create 'art'. Advocates of this idea suggest that this discourages petty vandalism yet encourages artists to take their time and produce great art, without worry of being caught or arrested for vandalism or trespassing" ("Graffiti").

### References

Graffiti. (2015, December 20). In *Wikipedia, The Free Encyclopedia*. Retrieved 14:11, January 11, 2016, from <https://en.wikipedia.org/w/index.php?title=Graffiti&oldid=696057408>

Rezaee, S., Rao, S., & Arbi, E. (2010). Vandalism in Tehran, Iran: Influence of some of the urban environmental factors. *Journal of Design and the Built Environment*. 6(1) pp. 1-8. Retrieved on January 2, 2016 from [http://e-journal.um.edu.my/filebank/published\\_article/3268/Vol%206-1.pdf](http://e-journal.um.edu.my/filebank/published_article/3268/Vol%206-1.pdf)



ACTIVITY 18  
Do

The text shows that, in some circumstances, graffiti is considered art and, in other circumstances, it's considered vandalism. For example, graffiti in an art museum would probably be considered art, but graffiti that destroyed a company's advertisement would probably be considered vandalism. Use the text and your own ideas to list at least three circumstances that would determine how graffiti could be considered either art and vandalism.

Circumstances Where Graffiti is Art	Circumstances Where Graffiti is Vandalism

Write your opinion on whether or not and under what conditions graffiti can be considered art.

Take a survey of classmates asking their opinions of the following statements. Count how many agree with each statement.

How many people believe...?		
	Agree	Disagree
Graffiti is only acceptable on buildings where the owner gives permission to the artist.		
Graffiti will be discouraged if architects design buildings to be more beautiful.		
Graffiti can be used to beautify old buildings if the artist is allowed time to create a good design.		

Analyze the results of your survey. From your data, would you say that more people think graffiti is art or more people think it is vandalism?

The data shows that most people think

This is indicated by the number of people who believe

# ACTIVITY

# 19

## Study

Study the text. Do the task.

### Eastern and Western Cultural Associations for Different Colors

by Mukhayyo Saidova

**INTRO:** *The previous text introduced the idea, "What is art?" One thing that most people agree on is that art has an effect on the viewer. In some forms of art, much of that effect may be carried by color.*

Different feelings, ideas, and emotions are associated with different colors, but these associations are different for different people. In fact, different cultures have different understandings of the meanings of colors. According to a website on color psychology, some of these differences can be described as belonging to either eastern and western cultures.

Meanings for the color red in western nations are energy, excitement, action, danger, love, passion, a warning to stop, anger. It's also closely associated with certain western holidays. For eastern cultures, red signifies prosperity, good fortune, joy when combined with white, good luck, celebration, vitality, happiness, and long life. It's also the color worn by brides in a number of cultures. ("Cultural Color," 2016)

Yellow, in western countries can symbolize happiness, joy, hope, cowardice, and caution. It's often used in warnings of hazards and hazardous substances. Eastern cultures use yellow to signify when something is sacred or royal. Yellow also symbolizes honor and is considered a masculine color. ("Cultural Color," 2016)

Color associations for green in western cultures are luck, spring, new birth, regeneration, nature and environmental awareness, but also jealousy and greed. In the east, green symbolizes some similar ideas: new life, regeneration, hope, and fertility, but also disgrace. For example, according to Empower-yourself-with-color-psychology.com, "giving a Chinese man a green hat indicates his wife is cheating on him" and marketing studies in China show green is "generally not good for packaging" ("Cultural Color," 2016).

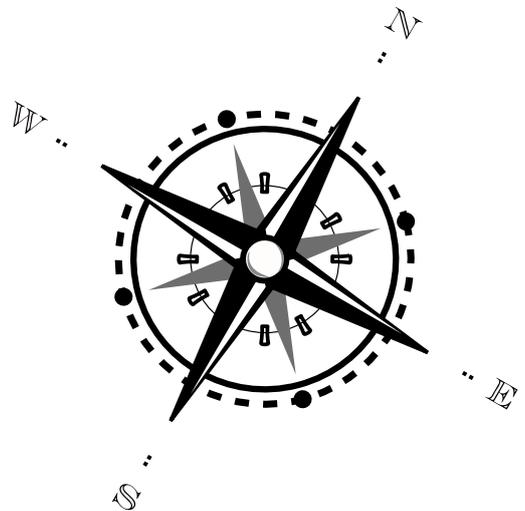
Blue, in the west stands trust and authority, peace and calm. It's conservative and corporate as well as a color for sadness. It's the color associated with baby boys and it's traditional in weddings for the bride to have "something blue" with her during the wedding. In the east, blue is associated with both immortality and everyday life. It a feminine color and the color of mourning ("Cultural Color," 2016).

White in western cultures is used for brides and weddings, angels, hospitals, doctors, peace, purity, and cleanliness. Eastern cultures use white for death, mourning and funerals, sadness, virginity and purity, humility, age, misfortune, and unhappiness. ("Cultural Color," 2016)

In the west, black is associated with power, control, intimidation, funerals, death, mourning, and rebellion. In the east, black is seen as evil, negativity, darkness, lack of appeal, anger and apathy. It's the color of mystery and the night, but in some parts it's also associated with wealth, health, and prosperity. ("Cultural Color," 2016)

#### References

Cultural color: Cultural meanings of color and color symbolism (2016) *Empower-yourself-with-color-psychology.com*. Retrieved from <http://www.empower-yourself-with-color-psychology.com/cultural-color.html>



ACTIVITY 19  
Do

Sources often contain data or information that can be used in different ways. The source that you have read contains data about colors. This information can be used by people in different fields. For example, imagine you are an advertising executive. You need to advertise a book store for children. **How will you attract children's attention? How will you attract parents' attention so they want to buy books?**

**What associations and feelings do you want parents and children to have when they look at the advertisement?**

According to “Eastern and Western Cultural Associations for Different Colors”, one of the ways to create the impression you want parents and children have about the book store is to choose certain colors. However, Western associations of colors differ from Eastern. Use information given in the text. **What colors would help you to create associations and feelings you want in the West and in the East?**

Associations and Feelings	Colors Used in West	Colors Used in East

According to “Eastern and Western Cultural Associations for Different Colors”, some colors have both positive and negative associations. Look back at the text. Does your advertisement have such a color? **What can be done to avoid negative associations with the color and make the advertisement more appealing?**

ACTIVITY  
20  
Study

Study the text. Do the task.

Perspectives on Art  
Exploring Different Points of View

Let's look at a few more perspectives on art.

"The purpose of art is washing the dust of daily life off our souls."

- Pablo Picasso

"Creativity is allowing yourself to make mistakes. Art is knowing which ones to keep."

- Scott Adams

"A picture is a poem without words."

- Horace

"A work of art is above all an adventure of the mind."

- Eugene Ionesco

ACTIVITY  
20  
Do

You have talked about art in earlier activities. Now, choose the quote you think best describes what art is. Explain the quote you chose.

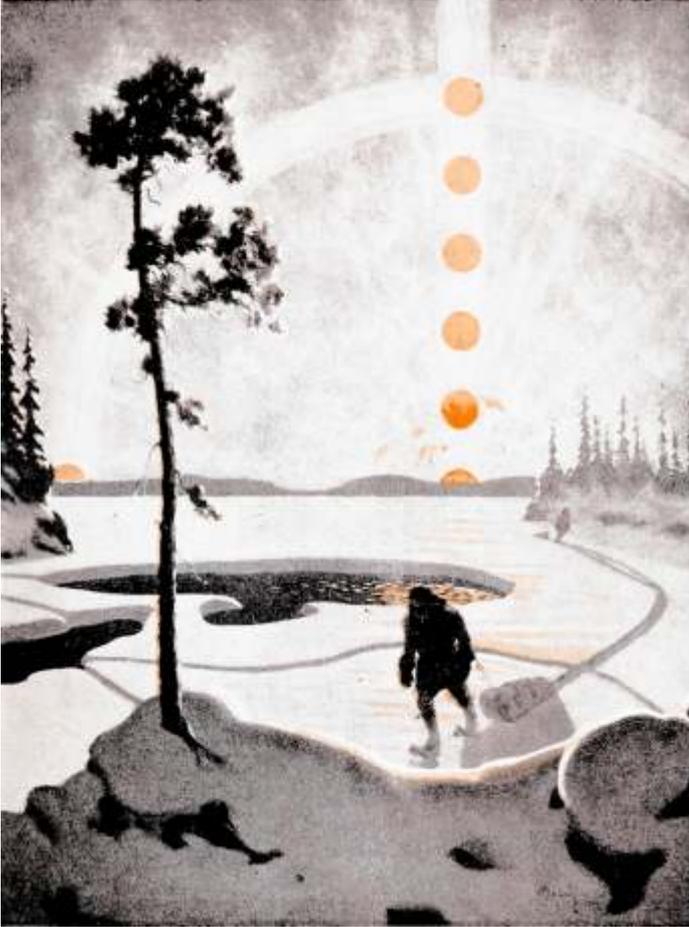
Share your explanation with other classmates who chose the same quote. Listen for new ideas.

My classmate, named \_\_\_\_\_, wrote that the quote means

After listening to other ideas, think again about your own explanation. Make at least one change to your explanation and add at least one more detail that will make your idea about how the quote describes art even clearer. Write your revised explanation.

ACTIVITY 20  
Do

Look at the painting below by Arthur Heming (from *Public Domain Review*). If we describe it in a general way, we might say, "it's a man in a winter scene," but, let's look at the picture more carefully and describe as many details as possible. For example, what do you see in the background? What do you see in the foreground? What colors are used? What is the man doing? **Write at least ten details you notice in the picture.**



Details

You have chosen the quote that you think best describes art. Do you think this painting fits your definition of art based on the quote? If so, use the details you noticed to explain how the painting matches the meaning of art in the quotation you chose. If not, use the details you noticed to explain how the painting does not match the meaning of art in the quotation you chose.

Empty space for writing details and reflections.

## ACTIVITY

# 21

## Study

Study the text. Do the task.

Adapted from *The Moon and Sixpence*  
by W. S. Maugham (Part 1)

**INTRO:** *In this book, we are focusing on ways that academics in different fields treat different topics, but we can also look at how people in creative fields treat those topics.*

*William Somerset Maugham is an English author of novels, plays, short stories, and travel books. His novel, *The Moon and Sixpence*, was inspired by the life of the painter, Gauguin, and so treats the topic of art in a creative way.*

*The novel is about a fictional painter, Charles Strickland, who abandons his career, family, and home in order to paint. Strickland paints until, finally, he dies, old and blind in Tahiti, after painting his last masterpiece. In the extract below, the narrator of the story is a writer who has come to gather information about the painter. He visits the village where Strickland died and talks with a doctor who knew him.*

We got up, and Dr. Coutras led me on to the area which surrounded his house. We paused to look at the gay flowers in his garden.

"For a long time I could not get out of my head the memory of the extraordinary painting with which Strickland had covered the walls of his house," he said.

I had been thinking of it, too. It seemed to me that, here, Strickland must have finally put the whole expression of himself. Working silently, knowing that it was his last chance, I imagined that here he must have said all that he knew of life and all that he saw. And I imagined that perhaps, here, he had at last found peace. With the completion of the work, for which all his life had been a painful preparation, rest must have descended on his soul. I imagined he must have been willing to die, feeling had achieved his purpose.

"What was the subject of the painting?" I asked.

1) "I scarcely know," he answered. "It was strange and wonderful. It was a vision of the beginnings of the world, the Garden of Eden, with Adam and Eve, it was a song to the beauty of the human form, male and female, and the praise of Nature, lovely, and cruel. It gave you a sense that space and time were endless. He painted the trees I see about me every day, but I have seen them differently ever since I saw his painting of them. It's as if there is a spirit and a mystery in them, which I feel I can almost catch, but it always escapes me. The colors of the painting were the colors familiar to me, and yet they were different. They had a significance all their own."

2) Dr. Coutras smiled. "You will laugh at me," he said. "But I have never seen a painting which made so deep an impression upon me. Except once. I had the same feeling when I saw the Sistine Chapel in Rome. There, too, I was amazed at the greatness of the man who had painted that ceiling. The Chapel was so great that I felt small and insignificant. But, you are prepared for the greatness of Michael Angelo. Nothing had prepared me for the immense surprise of these pictures in a native hut, far away from civilisation. And Michael Angelo was of sound mind and healthy. Those great works of his have the calm of Michael Angelo's greatness; but here, in Strickland's painting, there was beauty, but also, something troubling."

3) "I do not know what it was." He went on, "It made me uneasy. It gave me the feeling you get when you are sitting next door to a room that you know is empty, but you don't know why, but you still have feel that there is someone there. You may scold yourself; you know it is only your nerves, and yet, and yet... In a little while, it is impossible to resist the fear that seizes you, and you are helpless in the hands of an unseen horror."

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Maugham, W. S. (1919). *The Moon and Sixpence*. Retrieved 18:00, November 10, 2016, from <https://www.gutenberg.org/files/222/222-h/222-h.htm>

ACTIVITY 21  
Do

In the story, Doctor Coutras describes Strickland's masterpiece in three paragraphs. Notice that the author, W. S. Maugham, uses several techniques for this description. One technique is to use adjectives. **Underline all the adjectives in the first paragraph that are used to describe the painting. How many did you find?**

Discuss your answer with classmates' answers. If you have different answers, look at the text carefully to come to an agreement about how many adjectives are in the first paragraph.

Notice that, in the first paragraph, Maugham uses a number of adjectives that do not describe the painting directly, rather they describe something in the painting. List these adjectives and the thing they describe. **How many did you find? Compare your answer with classmates to see if they have different ideas.**

Notice that Maugham uses different techniques in the second paragraph.

- He uses a metaphor saying that the painting was a song.
- He uses the technique of describing the effect the painting had on the character. "It gave you a sense that..." "It's as if..."
- He says that two things seemed familiar and yet different.

Notice that all these techniques are used in just one paragraph. **Try now to describe something interesting that you have seen using at least one of these techniques.**

In the second paragraph, Coutras compares the effect Strickland's painting had on him to the effect that the painting of the Sistine Chapel had on him. Notice most of the description is of the Sistine Chapel, not Strickland's painting. Coutras tells how the two paintings made him feel similarly, then he tells how they made him feel differently. **Add to your description of an interesting thing you have seen using this technique.**

Notice that the second paragraph is about the character's experience. The author has Coutras tell the experience in first person. However, in the third paragraph, Coutras compares the feeling the painting gave him to a common feeling that anyone could have and tells this in second person. **Add to your description of an interesting thing you have seen using one of these techniques.**

Read all your writing together to make one long description. This is one way authors develop ideas using different writing techniques. **Make at least one change to improve your writing by adding more detail or by making at least one detail clearer or more specific.**

ACTIVITY  
22  
Study

Study the text. Do the task.

Adapted from *The Moon and Sixpence*  
by W. S. Maugham (Part 2)

Doctor Coutras continued: "I confess I was not altogether sorry when I heard that those strange masterpieces had been destroyed."

"Destroyed?" I cried.

"Did you not know?"

"How should I know? It is true I had never heard of this work; but I thought perhaps it had fallen into the hands of a private owner. Even now there is no accurate list of Strickland's paintings."

"When he grew blind, he would sit hour after hour in those two rooms that he had painted, looking at his works with blind eyes, and seeing, perhaps, more than he had ever seen in his life before. Ata, his wife, told me that he never complained of his fate, he never lost courage. But he made her promise that she would set fire to the house and make sure that it was burned to the ground with not a stick remaining. I must tell you that I thought it my duty to persuade her against it."

"Even though you were so troubled by the painting?"

"Yes, for I knew that it was a work of genius, and I did not think we had the right to leave the world without it. But, his wife would not listen to me. She had promised him to burn it. I did not stay to witness the fire, and it was only later that I heard she had done it. She set the house on fire. Nothing remained and the great masterpiece was gone."



Public domain image from Wikimedia Commons based on Tahitian sketch of Paul Gauguin, the real-life artist who was the inspiration for the novel, *The Moon and Sixpence*.

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Maugham, W. S. (1919). *The Moon and Sixpence*. Retrieved 18:00, November 10, 2016, from <https://www.gutenberg.org/files/222/222-h/222-h.htm>

ACTIVITY 22  
Do

Charles Strickland ordered his masterpiece destroyed after his death. Give at least three reasons that any artist anywhere at any time might have for destroying his work.

Let's look at three facts from Maugham's novel, *The Moon and Sixpence*.

- 1) Later in the novel, Doctor Coutras says, "I think Strickland knew it was a masterpiece. He had achieved what he wanted. His life was complete. He had made a world and saw that it was good. Then, in pride and contempt, he destroyed it."
- 2) We know from the novel that Strickland was not a good man. He is often described as cruel, selfish, brutal, and hateful.
- 3) We also know that, when he died, Strickland was blind and sick with leprosy.

Given these facts, what do you think might be Strickland's reason for destroying the painting?

Coutras says, "I knew that it was a work of genius, and I did not think we had the right to leave the world without it." Do you agree with Coutras? Does "the world" have a right to works of genius or does the artist have a right to destroy his own work?

Strickland's wife Ata promised her husband to destroy the painting. We don't know if Ata wanted to destroy the painting herself or not, but we know that Coutras tried to persuade her not to. Which do you think is right? Was Ata obligated to destroy the painting?

Discuss these ideas with your group. Who was in the right: the artist who created the painting, the doctor who believed society had a right to the masterpiece, or the wife who fulfilled her promise? Write a short opinion telling which your group chose and why.

ACTIVITY  
23  
Study

Study the text. Do the task.

Adapted from “*A Victim to One Hundred and Seven Fatal Maladies*”

by Jerome. K. Jerome

I went to the British Museum one day to read up the treatment for some slight ailment of which I had a touch – hay fever, I fancy it was. I got down the book, and read all I came to read; and then, in an unthinking moment, I began to turn the pages and to study diseases, generally. I forget which was the first I plunged into – some fearful, devastating disease I know – and, before I had glanced half down the list of warning symptoms, it began to dawn on me that I had fairly got it.

I sat for a while, frozen with horror; and then, in despair, I again turned over the pages. I came to typhoid fever – read the symptoms – discovered that I had typhoid fever, must have had it for months without knowing it – wondered what else I had got; turned up St. Vitus's Dance – found, as I expected, that I had that too.... Bright's disease, I was relieved to find, I had only in a modified form. Cholera I had, with severe complications; and diphtheria I seemed to have been born with. I plodded through the twenty-six letters, and the only malady I could conclude I had not got was housemaid's knee.

I felt rather hurt about this at first; it seemed somehow to be a sort of insult. Why hadn't I got housemaid's knee? After a while, however, I reflected that I had every other known malady in the pharmacology, and I grew less selfish, and determined to do without housemaid's knee.

I thought what an interesting case I must be from a medical point of view, what an acquisition I should be to a class! Students would have no need to “walk the hospitals,” if they had me. I was a hospital in myself. All they need do would be to walk round me, and, after that, take their diploma.

Then I wondered how long I had to live. I tried to examine myself. I felt my pulse. I could not at first feel any pulse at all. Then, all of a sudden, it seemed to start off. I pulled out my watch and timed it. I made it a hundred and forty-seven to the minute. I tried to feel my heart. I could not feel my heart. It had stopped beating. I have since been induced to come to the opinion that it must have been there all the time, and must have been beating, but I cannot account for it.

I had walked into that reading-room a happy, healthy man. I crawled out a decrepit wreck.

I went to my medical man.... I thought I would do him a good turn by going to him now. “What a doctor wants,” I said, “is practice. He shall have me. He will get more practice out of me than out of seventeen hundred of your ordinary, commonplace patients, with only one or two diseases each.”

So I went straight up and saw him, and he said, “Well, what's the matter with you?”

I said, “I will not take up your time, dear boy, with telling you what is the matter with me. Life is brief, and you might pass away before I had finished. But I will tell you what is NOT the matter with me. I have not got housemaid's knee. Everything else, however, I HAVE got.”

And I told him how I came to discover it all.

After that, he sat down and wrote out a prescription, and folded it up and gave it me, and I put it in my pocket and went out.

I did not open it. I took it to the nearest chemist's, and handed it in. The man read it, and then handed it back.

It said, “1 lb. beefsteak, with 1 pt. bitter beer every 6 hours. 1 ten-mile walk every morning. 1 bed at 11 sharp every night. And don't stuff up your head with things you don't understand.”

I followed the directions, with the happy result – speaking for myself – that my life was preserved, and is still going on.

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Jerome, J. K. (1889) A victim to one hundred and seven fatal maladies. *Three Men in a Boat (To Say Nothing of the Dog)*. Retrieved from <http://www.gutenberg.org/files/308/308-h/308-h.htm>

ACTIVITY 23  
Do

When we write about sources, we always need to identify the source we are writing about. We call this referencing the source. You can identify the source with the title, author's name, date of publication, place of publication, etc. You don't need all the information, just enough for the reader to find the source.



“Referencing” identifies the source so a reader can find it.

**EXAMPLE 1:** The play, “Hamlet,” written by William Shakespeare and first performed around 1600, tells the story of....

**EXAMPLE 2:** The 6 November 2015, UzDaily article, “South Korean Investors to Buy Assets of Uzbek Companies” reported today that....

**EXAMPLE 3:** The Wikipedia article, “Gregor Mendel,” says....

Look back through your textbook to find as many references to sources as you can. Notice all the different ways that each source is introduced. Is the author always given? Is the title? Is the date? Does the reference tell if the text is a poem, story, or article? As you write about other people's ideas, you will find many ways to reference them as sources. **Find and note at least five different ways that a source is referenced in your textbook.**

A large rectangular area enclosed by a dotted orange border, intended for students to write down their findings from the textbook activity.

**Compare your list with your classmates' lists. Find new ways of referencing a source that you didn't notice on your own. Add at least two new types of referencing to your list.** As you read continue to notice how authors introduce sources. This will help you better understand as you read and, when you use them yourself, they will add variety to your writing.

## ACTIVITY 24 Study

Study the text. Do the task.

### “The Meaning of Health” adapted from *A Guide to Health* by Mahatma Gandhi

**INTRO:** *We’ve seen how a creative writer approached the topic of health. Let’s look at another approach. Mahatma Gandhi (1869–1948) was an Indian nationalist and spiritual leader, who was influential in gaining India’s independence from the British. Gandhi wrote essays on many topics, including health. A Guide to Health was translated from Gujarati into English A. Rama Iyer in 1921.*

Ordinarily that man is considered healthy who eats well and moves about and does not go to see a doctor frequently. But a little thought will convince us that this idea is wrong. There are many cases of men being diseased, in spite of their eating well and freely moving about. They think that they are healthy, simply because they are too indifferent to think about the matter.

In fact, perfectly healthy men hardly exist anywhere over this wide world.

It may be said that a man can be called healthy who has a sound mind in a sound body. The relation between the body and the mind is so close that, if either of them got out of order, the whole system would suffer.

Let us take the analogy of a rose. Its color is related to its sweet smell in the same way as the body to the mind or the soul. No one regards a paper flower as a substitute for the natural flower, for the obvious reason that the sweet smell, which is the essence of the flower, cannot be reproduced. So too, we naturally honour the man of a pure mind and a noble character in preference to the man who is merely physically strong.

Of course, the body and the soul are both essential, but the soul is far more important than the body. No man whose character is not pure can be said to be really healthy. The body which contains a diseased mind can never be anything but diseased. Hence it follows that a pure character is the foundation of health; and we may say that evil thoughts are but different forms of disease.

Thus, we may conclude that we can only say a man is healthy whose body is well formed, whose teeth as well as eyes and ears are in good condition, whose skin gives off perspiration freely and without any bad smell, whose mouth is also free from bad smells, whose hands and legs perform their duty properly, who is neither too fat nor too thin, and whose mind and senses are constantly under his control.



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Gandhi, M. (1921) *A guide to health*. (A. Rama Iyer, Trans.). Retrieved 10:00, October 20, 2015g.org/files/40373/40373-h/40373-h.htm

ACTIVITY 24  
Do

Gandhi uses the words “who” and “whose” in many sentences to describe a healthy man. Find these in the text and notice how they are used. Gandhi wrote in very formal English many years ago. We may not write exactly the same way today, but we can still use his text to notice how ideas are connected. We can use his text to create models that you can fill with other ideas. For example, the first sentence will give the pattern

Ordinarily that \_\_\_\_\_ is considered \_\_\_\_\_ who \_\_\_\_\_.

Notice that all of Gandhi’s ideas are removed and what is left for you to use is just a way of using words to describe someone. Use the pattern above to describe some kind of unhealthy person.

Now use the same pattern to describe some kind of expert who is good at her job.

Ordinarily that \_\_\_\_\_ is considered \_\_\_\_\_ who \_\_\_\_\_.

Notice that the 3rd paragraph provides another pattern

It may be said that a \_\_\_\_\_ is called \_\_\_\_\_ who has a \_\_\_\_\_.

Again, notice that we can only use a pattern that removes all of Gandhi’s ideas. Notice you cannot tell what the pattern is about so you are free to use it to fill with your own ideas. Use the pattern to describe another kind of person.

The last paragraph provides another pattern

We may conclude that we can only say a \_\_\_\_\_ is \_\_\_\_\_ whose \_\_\_\_\_ is \_\_\_\_\_.

Work with a group and use all three patterns and some of the information you learned in the text to describe any kind of person who is unhealthy.

Look Back  
at Referencing

There are many ways to reference a source when you write a summary. The important thing is to give enough information that your reader can find the source. Look at these examples that use date, title, and author in different ways:

1. The 1889 story, "A Victim to One Hundred and Seven Fatal Maladies" by Jerome, shows ...
2. The story, "A Victim to One Hundred and Seven Fatal Maladies" written by Jerome K. Jerome tells...
3. Jerome writes in "A Victim to One Hundred and Seven Fatal Maladies" ....
4. Jerome's story, "A Victim to One Hundred and Seven Fatal Maladies" describes ....

Look carefully at the sentences above and notice the patterns for giving information about the source.

For example:

1. The 1889 story, "A Victim to One Hundred and Seven Fatal Maladies" by Jerome, shows ...

uses this pattern:

The DATE story, "TITLE," by AUTHOR, shows....

Look at this sentence. What pattern does it use?

2. The story, "A Victim to One Hundred and Seven Fatal Maladies" written by Jerome K. Jerome tells....

Fill in the pattern for sentence 2.

The story, " \_\_\_\_\_ , " written by \_\_\_\_\_ , tells....

Make patterns for the remaining two sentences:

Look back through the book to fill your first pattern with the details for referencing "Gregor Mendel: From Farmer to Scientist". Note that this book was published in 2016.

Look back through the book. Find the article, "Violence Influenced by Diet". Fill your other pattern with the details for referencing this article.

## ACTIVITY

# 26 Study

Study the text. Do the task.

### How Authors Reference Sources with Signal Phrases

We read that authors sometimes organize their ideas and details with common structures in order to produce certain kinds of writing. One very common type of writing with a noticeable structure is a “summary”.

A summary is one way of writing about a source. The summary starts by referencing the source and telling the main idea of the source’s author. The summary then gives a few details that tell how the author expresses the main idea. Summaries combine referencing the source, the main idea of the source, and details about the source into a common structure. When a summary only tells the ideas of the source’s author, but not the ideas of the person writing the summary, we say the summary is “neutral”.

When you write a good neutral summary, you are describing someone else’s ideas, not your own. This means you must first read carefully and understand the ideas of the author before you write. **Whenever you summarize a source, ask yourself, “Would the author agree with me?”**



“Neutral summary” is one common way of writing about sources.

For example, if you write a neutral summary about Jerome’s story, “A Victim to One hundred and Seven Fatal Maladies”, you should include Jerome’s main idea, not yours.

One way to check your writing is to think, “If Jerome read my summary, would he agree with the way I expressed his main idea?”

## ACTIVITY 26 Do

Here are sentences from three different summaries of “A Victim to One hundred and Seven Fatal Maladies”, by Jerome K. Jerome. **Which sentences are probably from a neutral summary?**

- 1) “A Victim to One hundred and Seven Fatal Maladies” is a great story and it teaches a very important lesson that I agree with. One should never occupy his mind with the things he does not understand. I think that one must rely on the help of professionals in difficult situations. The man in the story reads about different illnesses in the library. The reader can understand that he is making a mistake...
- 2) The story, “A Victim to One hundred and Seven Fatal Maladies” is very typical of Jerome K Jerome. It is full of humor and the language he uses contributes to this. The story begins with a visit of the hero to the library of the British Museum where he begins to read a medical encyclopedia. After receiving the information he needs the man begins to read about other illnesses. While reading he....
- 3) Jerome K Jerome's stories are mostly fine, but “A Victim to One hundred and Seven Fatal Maladies” is not one of them. In this one, a man comes to the library to get information about some disease but instead of leaving the library he continues reading. This leads to his finding out very many unpleasant things about his health condition. The man doesn't know...

The sentences that are not from a neutral summary are not neutral because they show the summary writer’s thoughts and feelings. **Choose one of the paragraphs above that is NOT neutral. Underline the words and phrases that seem to show the writer’s thoughts and feelings. How many words did you underline? Compare and discuss answers with your classmates until you agree on the number.**

Adapted with permission from Broughton, D. (2014) *Bridges to Academic Writing*, www.study.do

## ACTIVITY 27 Study

Study the text. Do the task.

### Seven Minutes of Exercise by Komila Tangirova

**INTRO:** Health is a major topic of research for many fields. Recall that we said researchers are working to solve problems. Many researchers are exploring questions about exercise. What problem might be the subject of this research?

Many people don't have time to visit special facilities or spend hours for fitness. In fact, in this age when most people lead a sedentary lifestyle, spending their days in offices at a desk, there is a need for a fitness program that doesn't require much time but still helps people to keep fit.

intensity approaching your maximum capacity produces molecular changes within muscles comparable to those of several hours of running or bike riding" (Reynolds, 2013).

According to Tabata (1996), a 4-minute high-intensity interval workout is as effective as a 60-minute moderate-intensity workout. "Work by scientists at McMaster University in Hamilton, Ontario, and other institutions shows that even a few minutes of training at an

Using the findings of these studies, an expert in exercise science, Chris Jordan, created a series of exercises called 7-minute exercises that he maintains, contain "many of the fitness benefits of prolonged endurance training but in much less time" (Reynolds, 2013).

Five key factors are combined that make 12 exercises effective in just 7 minutes: including aerobics and strength exercises, doing them at high intensity (less time), specific exercise order, minimal rest, use of only body weight, a chair, and a wall so that no gym equipment is needed (Jordan, 2014).

The series of exercises are performed for 30 seconds each, with 10 seconds of transition time between them. The exercises allow additional rest by alternating the focus of the exercises on different sets of large muscles. The 12 exercises are all different types and alternate focus on the total body, lower body, upper body, or core. (Klika & Jordan, 2013)

First, jumping jacks use the total body, second, the wall sit employs the lower part. Third, the upper body is used to do push-ups, fourth, abdominal crunches use the core. Fifth, the whole body is worked by stepping onto chair followed by, sixth, squatting, where the lower part is active. Seventh, triceps-dip-on-chair exercise is for upper body, followed by, eighth, planking to work the core again. The last four steps repeat the circulation of total-lower-upper-core with the ninth exercise running in place with knees high, tenth, lunge, eleventh push up and rotate. The final step is side planking. (Klika & Jordan, 2013)

It's important to do the exercises as close to your capacity as possible to get the full benefit. "Those seven minutes should be, in a word, unpleasant. The upside is, after seven minutes, you're done" (Reynolds, 2013).

#### References

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**ACTIVITY** 27  
**Do**

The text is about finding very efficient ways to exercise. Think about your own physical activity every day. You may purposely exercise, but you also do various work and physical exercise as you go about your daily activities. For example, imagine you have bought a box of juice. You may shake the box before opening to be sure the juice is well-mixed. If you repeated it many times, shaking the box of juice could be a form of exercise. **Think about all your daily activities and list at least ten motions that might be turned into an exercise activity.**

Share the description with your classmates. While listening to the descriptions of your classmates fill in the following chart and pay attention to what kind of motion it might be and which part of the body is the most active in their “exercise”.

Classmate	Motion	Upper	Lower	Core	Total Body	Aerobic	Strength

Work with a group to put together an exercise program from daily activities that is as effective as the Seven Minute Exercise. Describe your program.

How to Exercise Safely  
by Olga Pak

Research shows the benefits of exercise, but it also shows us where there are dangers. In “7 Minutes of Exercise,” Tangirova describes an efficient group of exercises which helps to keep a person fit in just seven minutes a day, but she also adds that these exercises are intense and uncomfortable. Exercise is important, but it can also be risky, or even dangerous.

“Too much exercise can be harmful. Without proper rest, the chance of stroke or other circulation problems increases, and muscle tissue may develop slowly. Extremely intense, long-term cardiovascular exercise... has been associated with scarring of the heart and heart rhythm abnormalities” (Physical exercise, 2016).

Exercising too often is a problem, but so is exercising too intensely. “Unaccustomed overexertion of muscles leads damage to muscle.... Another danger is overtraining, in which the intensity or volume of training exceeds the body's capacity to recover.” (Physical exercise, 2016).

It's also important to do the right kind of exercise. “Inappropriate exercise can do more harm than good, with the definition of “inappropriate” varying according to the individual. For many activities, especially running and cycling, there are significant injuries that occur with poorly regimented exercise schedules” (Physical exercise, 2016).

These problems might be enough to make one afraid of even beginning an exercise program, but there are a number of precautions which can prevent harmful consequences and make exercising safe and beneficial. “Anyone beginning an intensive physical training program is typically advised to consult a physician, because of possible undetected heart or other conditions for which such activity is contraindicated... (“Weight training,” 2016).

After consulting a doctor, seeing a trainer might be a good idea. Exercise is safest when movements are controlled and properly done. “...Improper execution ...can result in injury ...When the exercise becomes difficult towards the end of a set, there is a temptation to cheat, i.e., to use poor form...” (“Weight training,” 2016). It's important to use good form throughout a workout to avoid injury.

Once you know how to exercise, warming up and stretching before a workout is helpful, and so is breathing properly during a workout. “Breathing shallowly or holding one's breath while working out limits the oxygen supply to the muscles and the brain...” (“Weight training,” 2016). Learning to breathe properly for each sport is helpful. For example, “Most trainers advise weight trainees to consciously “exhale on effort” and to inhale when lowering the weight (“Weight training,” 2016).

Drinking enough water is crucial. Athletes “should avoid dehydration...by drinking sufficient water, even while not thirsty. If an athlete relies on thirst alone ...it may lead to...becoming dehydrated (“Weight training,” 2016).

Finally, it's important to pay attention to feelings in the body. “An exercise should be halted if marked or sudden pain is felt, to prevent further injury. However, not all discomfort indicates injury. ...The expression “no pain, no gain” refers to working through the discomfort expected from such vigorous effort, rather than to willfully ignore extreme pain, which may indicate serious soft tissue injuries (“Weight training,” 2016).

#### References

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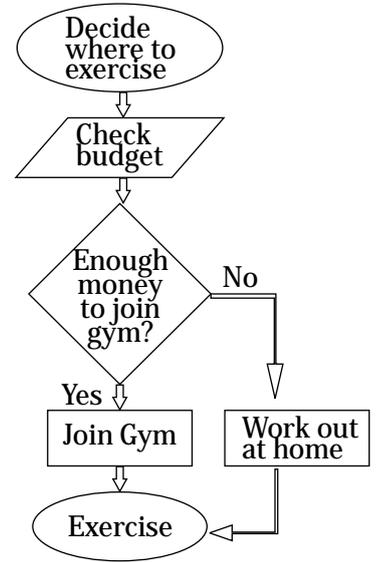
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Weight training. (2016, January 15). In *Wikipedia, The Free Encyclopedia*. Retrieved 07:46, February 2, 2016, from [https://en.wikipedia.org/w/index.php?title=Weight\\_training&oldid=699926883](https://en.wikipedia.org/w/index.php?title=Weight_training&oldid=699926883)

ACTIVITY 28  
Do

A flow chart is a diagram that shows a series of steps for making a decision or completing a process. Each symbol in the chart represents a part of the process. Ovals represent the start and end of the process. A rhombus represents input or output for the process, like when you receive information that helps you make a decision. Rectangles represent an action. Diamonds represent decisions. Each decision leads in a different direction in the process. Here is a simple example of a flow chart to illustrate the symbols and ideas, but flow charts can become quite elaborate and they can help explain complex processes in a clear way.

Work in a group. Use the example flow chart and all the information in the text to create a complex flow chart. The text indicates that exercise can sometimes be harmful for people if they are not properly prepared or if they exercise incorrectly. **Create a flow chart that shows the decisions that should be made when a person wants to start a new exercise program.**



A large rectangular area enclosed by a dashed red border, intended for students to draw their own flowchart.

Use your flow chart to test your classmates. How many classmates are ready to safely exercise?

## ACTIVITY

# 29

## Study

Study the text. Do the task.

### What Goes in a Summary? Choosing the Details

So far, you've learned about a summary that

- 1) is about a source,
- 2) references the source,
- 3) is neutral, and
- 4) uses a common structure with the main idea first.

The 5th thing you need for a neutral summary are a few details from the source that show how the author expresses the main idea. It should not include any details that don't explain the main idea.



#### Details in summaries show how main idea is expressed.

Choose details that show HOW the author communicated his main idea.

**EXAMPLE:** If Shakespeare's theme is the main idea of *Romeo and Juliet*, the summary's details will be the details that help to create that theme. If a newspaper article's main idea is that Uzbekistan will make exciting changes to education, the details in the summary will be the details of the planned changes.

Read the summary of Jerome K. Jerome's story, "A Victim to One hundred and Seven Fatal Maladies". While reading, notice that the summary 1) is about the source, 2) is neutral, 3) references the source, 4) starts with the main idea of the source, and 5) contains details that tell how the author expressed his main idea.

Jerome K Jerome's story, "A Victim to One hundred and Seven Fatal Maladies," written around 1885, tells a simple story with Jerome K. Jerome's typical humor and sarcasm. The story begins with the hero at the library of the British museum. He begins searching for information about a slight illness, but continues reading about other illnesses. In the process he begins to think that he has all the illnesses described in the medical encyclopedia. He goes to his doctor, who gives him a prescription not to fill his head with things he does not understand.

Notice that the main idea is that the Jerome's story is simple and humorous. Notice that the summary then gives a few details that show how Jerome K Jerome tells his story. You will recognize the details from the story structure.

Look carefully at how details in the summary express the main idea:

- 1) The first detail expresses the background situation and how the character tries to solve a small problem.

The story begins with the hero at the library of the British museum. He begins searching for information about a slight illness.

- 2) The second detail shows how the character tries to solve the problem, but makes things worse.

...continues reading about other illnesses. In the process he begins to think that he has all the illnesses described in the medical encyclopedia.

- 3) The third detail tells how the character tries to solve the problem, but it is solved in an unexpected way.

He goes to his doctor, who gives him a prescription not to fill his head with things he does not understand.

ACTIVITY 29  
Do

Practice writing a summary by using the elements you've already worked on. You have written the details of the Mendel biography and you have written a reference for it, but you have not yet written about the biography's main idea. Like Jerome's "A Victim to One hundred and Seven Fatal Maladies", you do not know the main idea of Mendel's story until the end. **In just one sentence using your own words, write the main idea in "Gregor Mendel: From Farmer to Scientist".**

Now, write a neutral summary of "Gregor Mendel: From Farmer to Scientist". Create your first sentence using the reference you wrote in the referencing task and the main idea you just wrote. Then add details from the plot summary you wrote in the structure task. Use the example summary of "A Victim to One hundred and Seven Fatal Maladies" if you need to.

When you've finished your summary, take a moment to look over your writing and see if you can improve it. Good writers know that it is always possible to improve their writing. Don't worry about grammar, spelling, or handwriting. Instead, think carefully about the requirements for summaries that you have learned. Look again at the story you are summarizing. Find at least one thing that you can change to improve your summary. Write about your improvement here.

I improved

## ACTIVITY

# 30 Study

Study the text. Do the task.

### Happiness Research by Sayyora Nurmatova

**INTRO:** *The story, "A Victim to One Hundred and Seven Fatal Maladies" ended with a prescription for health that included more than meeting physical needs.*

*Although the story was humorous, in fact, serious research is being done to find what else humans need to be healthy.*

From scientists to psychologists, many have been trying to find out what exactly happiness is and how people's happiness levels can be increased. Carolina Gregoire writing for the Huffington Post, in her article on what we've learned about happiness in recent studies, says, "As mounting research has demonstrated, sustainable happiness (and good health) comes from having a deep sense of purpose in life" (Gregoire, 2016). In other words, attitude seems to have a lot to do with happiness. Sonja Lyubomirsky is a happiness researcher at the University of California. She maintains that 50% of a person's level of happiness is genetic, 10% is determined by circumstances, and 40% can be influenced by attitude ("Yoga/Positive Thinking," 2016).

Wikibooks has summarized many of the most important findings from today's happiness research. Here are six of the most significant that may be influenced by attitude:

1. People are happier when they're busy. Active people are 15% more contented with their lives than those who are more passive. Staying engaged with favorite activities can increase happiness.
2. People are happier when they exercise. Regular exercise keeps the body healthy and keeps a person in high spirits. Daily walks increase happiness by 12%. In addition, exercise is likely to increase attractiveness and when people are content with their physical appearance, happiness will also increase.
3. People are happier when they are doing good for others. Those who do good deeds for others on a regular basis are 24% happier than those who only live for themselves. Volunteer work and donating things can provide people with feelings of satisfaction.
4. People are happier when they get enough rest. In addition to spending time working, exercising, and being around others, people need time to rest and recover every day, and they need to get enough sleep. Research indicates that for every hour of missed sleep a person's positive attitude is decreased by 8%.
5. People are happier when they think positively. Happy people have confidence in themselves. They believe in their goals, their wisdom, and their strength. They believe that they will be prosperous in life. People with a sense of humor are 33% happier than those without.
6. People are happier when they put time and energy into friendships. Women who meet to converse with other women feel their worries decrease by 55%. Researchers also see improvement in physical health when people cultivate friendships. Cancer inflicted women who meet in a group weekly survive twice as often as women who don't meet in such a group.

### References

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**ACTIVITY** 30  
**Do**

The happiness research suggests six ways people can be happy. Choose one research result from the text that you think would be most effective for each person below, then give practical advice on how to start applying the happiness research.

People	Research Result	Practical Advice for Applying Research to Make Person Happy
Homesick student abroad		
Inexperienced worker at a large company		
Unsuccessful athlete		
Sick child		
Tired mother		

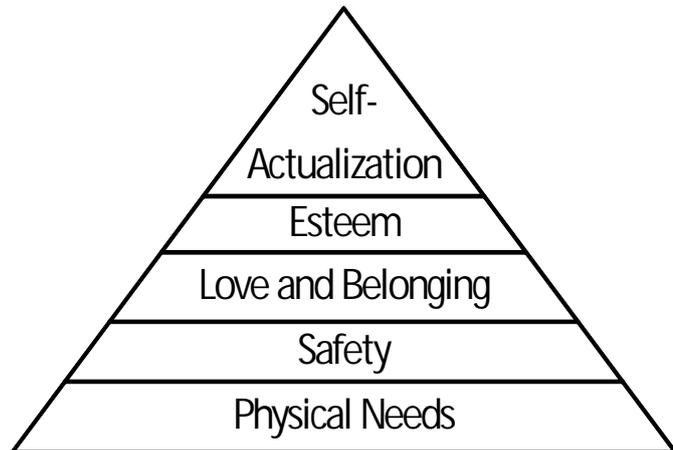
Share your ideas with classmates. Besides the six research findings about happiness summarized in the text, work as a group to add at least three new ideas.

**Work as a group. Choose one of your new ideas for making people happy.** What kind of research could you plan to test your idea? What would you need to do to find out if your idea really makes people happy? How would you gather data? How would you measure people's happiness? **Write an idea for happiness research.**

Success Beyond Money  
by Dinora Gaziyeva

One obvious way to define success involves financial success that comes from making a great deal of money. Any internet search will reveal many people selling the secret to this kind of success, but success and the path to it can be defined in many ways.

Some might assume that one way for humans to achieve success is in realizing their potential. According to the writings of Abraham Maslow, other needs must be met first. Maslow's hierarchy of needs says that, first, humans must have enough food, water, air, shelter, etc. to survive. Second, they must meet their need to feel safe. Then, they need to achieve a sense of love and belonging, followed by gaining the respect and recognition of others. Finally, in the "self-actualization" stage, a person can begin to "accomplish everything that one can, to become the most that one can be". At this stage, a person will strive to develop interests and talents to the highest level. Maslow believed to reach this level "one must not just achieve the previous needs, but master them" ("Maslow's hierarchy of needs," 2016).



For others, success is making the right decisions. Steve Tobak, columnist and blogger, claims that most people achieve success by making good decisions despite a "certain amount of randomness to life". He says, "More than anything, success and happiness are all about making good choices" (Tobak, 2015). Tobak acknowledges that lucky circumstances affect the ability to be successful, but maintains that taking advantage of the luck means making smart choices, like getting more education, building strong professional relationships, and spending time on activities that will help you reach your goals.

Meeting needs and working hard to make the right choices can lead to success, but, according to Laura Irwin, so can negative feelings, like, for example, desperation. She uses the stories of a number of celebrities to support her claim. For instance, she says, "J.K Rowling (author of Harry Potter books) was unemployed and stumbling aimlessly through her life when she wrote the books." The idea is that if one is comfortable and content, then there's no reason to change. Irwin says there are many books on finding and developing strengths, but making an effort to use negative feelings and weaknesses as motivators can also lead to success. (Irwin, 2013)

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Tobak, S. (2015, March 30). Success is never an accident. It's a choice. *Entrepreneur*. Retrieved on January 27, 2016 from <http://www.entrepreneur.com/article/244428>

ACTIVITY 31  
Do

You have read different opinions about success. Who or what determines somebody's success? Does it fully depend on a person's decisions and actions or does it fully depend on fortunate circumstances? **Write one or two sentences telling your own point of view on how one can achieve success.**

Choose one of the three ideas from the text. Imagine that you meet Maslow, Tobak, or Irwin at a party and you want to know more about how to become successful. What would you ask the author about his or her ideas on how to achieve success? **Write at least three questions that will help you clarify your own ideas about success.**

Share your ideas with a classmate. Work with a partner. Who else do you know who is very successful or who knows a lot about success? **Work together to write at least five questions that you would ask that person about how to achieve success.**

We would ask \_\_\_\_\_ about success. We would ask

Solar System: History of Scientific Theories  
from Wikibooks

**INTRO:** *For any field of study, reading recent research reports and academic journals is the best way to access the most current information discussed by scholars in the field, but in understanding the most current knowledge, having a historical perspective can also be very helpful and much of this information is freely available on the internet. Let's look at some information from science of the past.*

Throughout history there have been many different theories and changing ideas about the universe, building upon and contradicting each other. Great minds have measured the planets and calculated their distance and movements. One of the early societies that was famed for the accuracy and inventiveness of their theories was that of Ancient Greece.

As early as 230BC, Aristarchus of Samos suggested a heliocentric model of the universe and correctly ordered the planets in distance from the sun. His ideas were not accepted and mainstream and mathematicians such as Aristotle still supported a geocentric model. Aristotle's contributions to astronomy covered theorems about the substance of the stars and their philosophy. For all of the ancient

world and much of the modern, astronomy and astrology were intermingled and indistinguishable. Ptolemy was born over 200 years after Aristarchus's and Aristotle's death. Greek by birth, he lived and studied in Roman Egypt. He based his models on existing observations, using methods developed by the Babylonians. His geocentric proposal was widely accepted until Copernicus's time. It proposed that the earth was stationary and the stars and each of the planets rotated around it in spheres.

Copernicus was born in Poland in 1473 almost 1400 years after Ptolemy. His most profound contribution was to challenge the geocentric model and propose a heliocentric one citing Aristarchus. He proposed that the sun was the center of the universe and ordered the planets around it. Tycho Brahe did not adopt Copernicus's model but designed an altered geocentric one, in which the sun orbited the earth and the other planets orbited the sun. This was the model accepted by the church when conventional geocentrism was implausible but Copernican heliocentrism considered sacrilegious. Johannes Kepler, a contemporary of both Copernicus and Brahe, was the first to suggest that the planets moved in ellipses. He also discussed observations and theories with Galileo.

Galileo, born 1564, supported Copernicus's theories. He is famous for his methods, which were very observation and experiment based rather than the abstract approach of the ancients. He also combined mathematics and science, which had previously been thought of as different pursuits. His dedication to observation and study, led him to question the authority of the philosophers and theologians in the field of science. This was a new and dangerous idea. Designing his own telescopes, he discovered satellites of other planets and suggested that they were orbiting these planets. He also discovered sunspots and lunar craters.

Newton was born in 1643, in England. He is most famous for discovering gravity and proposing that it affected far away stars and planets. He also had a great impact on telescopes, enabling for more accurate observation. He supported a heliocentric model of the solar system and showed how it would be possible with his laws of motion and theories on gravity.

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ACTIVITY  
32  
Do

Different scientific theories about the solar system are given in the excerpt. Choose one scientific idea from the text and describe it as if you were the scientist who thought of it.

Throughout history there have been many different theories and changing ideas about the universe, building upon and contradicting each other. Choose two scientists from the text. Imagine the conversation that might have happened between those two scientists. Would they agree or disagree? What evidence could they give to support their ideas? **Create a dialogue between them.**

Scientist 1:

Scientist 2:

Ask someone to help you to present your dialogue to the class.

Task designer: Mykhaylo Saidova

## ACTIVITY

# 33

## Study

Study the text. Do the task.

### The Magic Wand in Photography by Bertha M. Clark

**INTRO:** *Nowadays it's very easy to capture the moment with the help of modern digital cameras but it was not like that many years ago, when it took a lot of time to create a single photo and you needed to be very careful in developing the film and printing the image. When people were developing the science for digital images, they would have had this process in mind.*

Suppose we coat one side of a glass plate with silver chloride, just as we might put a coat of varnish on a chair. We must be very careful to coat the plate in the dark room, otherwise the sunlight will separate the silver chloride and spoil our plan.

Then lay a horseshoe on the plate for good luck, and carry the plate out into the light for a second. The light will separate the silver chloride into chlorine and silver; the latter of which will remain on the plate as a thin film.

All of the plate was affected by the sun except the portion protected by the horseshoe which, because it is opaque, would not allow light to pass through and reach the plate. If now the plate is carried back to the dark room and the horseshoe is removed, one would expect to

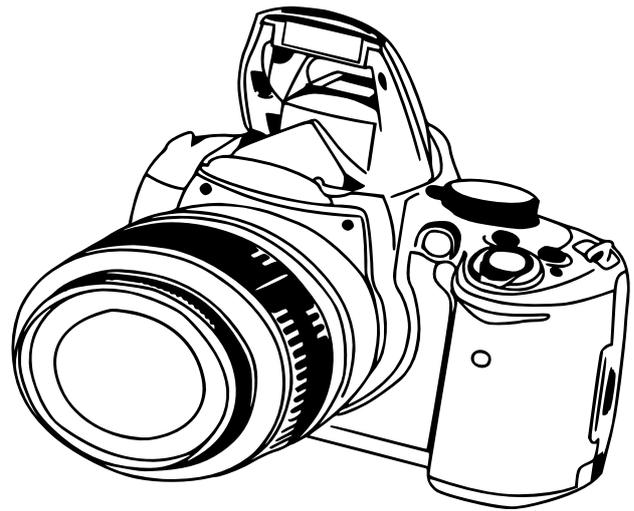
see on the plate an impression of the horseshoe, because the portion protected by the horseshoe would be covered by silver chloride and the exposed unprotected portion would be covered by metallic silver. But we are much disappointed because the plate, when examined ever so carefully, shows not the slightest change in appearance.

The change is there, but the unaided eye cannot detect the change. Some chemical, the so-called "developer," must be used to bring out the hidden change and to reveal the image to our unseeing eyes. There are many different developers in use, any one of which will effect the necessary transformation.

When the plate has been in the developer for a few seconds, the silver coating gradually darkens, and slowly but surely the image printed by the sun's rays appears. But we must not take this picture into the light, because the silver chloride which was protected by the horseshoe is still present, and would be strongly affected by the first glimmer of light, and, as a result, our entire plate would become similar in character and there would be no contrast to give an image of the horseshoe on the plate.

But a photograph on glass, which must be carefully shielded from the light and admired only in the dark room, would be neither pleasurable nor practical. If there were some way by which the hitherto unaffected silver chloride could be totally removed, it would be possible to take the plate into any light without fear.

To accomplish this, the unchanged silver chloride is got rid of by the process technically called "fixing"; that is, by washing off the unreduced silver chloride with a solution such as sodium thiosulphite, commonly known as hypo. After a bath in the hypo the plate is cleansed in clear running water and left to dry. Such a process gives a clear and permanent picture on the plate.



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ACTIVITY 33  
Do

The type of photography that is described in the text is not used very much anymore. Many people may not even know how photography used to be in 1912. Because people wrote about it, we can still learn about it today. It is old for us, but for those people it was the current practice. Work with a group to make your record for a future generation. Think of traditional activities that are still carried out today, but that may disappear in the future. For example, one of the most popular old traditions these days is to cook Sumalyak for Navruz (celebration of spring). Because the preparation for this event takes more than a week, people might stop making Sumalyak. **List three such old traditions that you think should be recorded for future readers.**

**Share your choices with classmates. As a class, make a list of at least five unique traditions.**

**As a class, assign each of the five traditions to a group of students. Which tradition will you work on?**

**Our group will work on the tradition of**

**Work in a group. Describe your group's assigned tradition as thoroughly as you can.**

**Combine the descriptions of the entire class. Share your descriptions of traditions with others outside the class who may not know about them.**

ACTIVITY  
34  
Study

Study the text. Do the task.

Excerpted from *The Serious and the Smirk: The Smile in Portraiture*  
by Nicholas Jeeves

**INTRO:** *As we've seen the same topic can be treated by different academics in different ways. Here's another approach to photography. As you read, think about what type of researcher might find this information useful?*

Today when someone points a camera at us, we smile. This is the cultural and social reflex of our time, and such are our expectations of a picture portrait. But in the long history of portraiture the open smile has been largely, as it were, frowned upon.

A walk around any art gallery will reveal that the image of the open smile has, for a very long time, been deeply unfashionable. ...[Smirks] do however make more frequent appearances: a smirk may offer artists an opportunity for ambiguity that the open smile cannot. Such a subtle and complex facial expression may convey almost

anything ... [A smirk] allows the artist to offer us a lasting emotional engagement with the image. An open smile, however, is [simple], a signal moment of unselfconsciousness.

Nonetheless, both painters and sitters did have a number of good reasons for being disinclined to encourage the smile. The primary reason is as obvious as it is overlooked: it is hard to do. In the few examples we have of broad smiles in formal portraiture, the effect is often not particularly pleasing, and this is something we can easily experience today. When a camera is produced and we are asked to smile, we perform... But should the process take too long, ...our smiles...turn into uncomfortable grimaces. What was voluntary a moment ago immediately becomes intolerable. A smile is like a blush – it is a response, not an expression per se, and so it can neither be easily maintained nor easily recorded.

Smiling also has a large number of ...significances, few of them in line with our modern perceptions of it being a physical signal of warmth, enjoyment, or indeed of happiness. By the 17th century in Europe it was a well-established fact that the only people who smiled broadly, in life and in art, were the poor, the lewd, the drunk, the innocent, and the entertainment.... Showing the teeth was for the upper classes a more-or-less formal breach of etiquette. St. Jean-Baptiste De La Salle, in ...1703, wrote, "There are some people who raise their upper lip so high... that their teeth are almost entirely visible. This is entirely contradictory to decorum...."

Thus the critical point: should a painter have persuaded his sitter to smile, and chosen to paint it, it would immediately radicalise the portrait, precisely because it was so unusual and so undesirable. Suddenly the picture would be 'about' the open smile, and this is almost never what an artist, or a paying subject, wanted.

In this sense, a portrait was never so much a record of a person, but a formalised ideal. ...Politicians were particularly sensitive to this. For a ...photographic example ...we may consider Abraham Lincoln. Here was a man [known] for his sense of humor... A number of ...stories [tell] about him ...drawing hoots of laughter from those in his company. ...In his best-known image, the 'Gettysburg portrait', he takes on the gravest expression imaginable. So powerful are these images that this is how he is generally remembered today.

Mark Twain...was firm on the matter... "A photograph is a most important document, and there is nothing more damning to go down to posterity than a silly, foolish smile caught and fixed forever."

Nowadays each of us is recorded across hundreds, or thousands of images, and many of us are smiling broadly. Collected, they represent us accurately in all our moods and modes, so we no longer have to worry about being defined by one picture.

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Jeeves, N. (2013, September). *The serious and the smirk: The smile in portraiture*. *Public Domain Review*.  
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ACTIVITY 34  
Do

Work in a group. In the text, three reasons are given for taking serious pictures in earlier centuries. They are technical limitations, oral hygiene, and the seriousness of formal occasions. Do these same reasons exist now? Besides being unhappy, list at least five reasons people might smile or not smile in photos today.

The text discussed different historical attitudes toward smiling. List three circumstances when people these days might take photos where it is only appropriate to look very serious.

Recall any old photo of a person that you have seen. Imagine the circumstances that the picture might have been taken under that resulted in the person's facial expression. Describe the expression and possible circumstances.

The text says, "Nonetheless, both painters and sitters did have a number of good reasons for being disinclined to encourage the smile. The primary reason is as obvious as it is overlooked: it is hard to do. ...we can easily experience today. When a camera is produced and we are asked to smile, we perform.... But should the process take too long, ...our smiles...turn into uncomfortable grimaces...so it can neither be easily maintained nor easily recorded." In other words, painters didn't paint smiles because it's hard to smile for a long time and hard to draw.

Work with a partner. Try drawing different expressions of each other, one serious and one happy. Don't worry about your drawing skills. Just decide if one is easier to draw than the other and have fun.

The expression that my partner made that was easiest to draw was

The hardest to draw was

Excerpted from *Elevator Systems of the Eiffel Tower*  
by Robert M. Vogel

**INTRO:** *Continuing with our look at information from the past in various fields, let's turn to engineering. The first elevators that were considered safe for passengers were available in 1852 and many buildings used them by the time the Eiffel Tower was built.*

*However, the beautiful design of the Eiffel Tower presented special problems, such as capacity, length of rise, and safety. The text gives a glimpse of the problems faced by the engineers who developed this particular elevator in the mid-19th century Paris.*

The 1,000-foot tower in Paris has become one of the best known of man's works. It was among the most outstanding technological achievements of an age which was itself remarkable for such achievements. Second to the interest in its design is its mechanical features. Of these, the most exceptional are the three separate elevator systems that make the upper levels accessible to visitors.

The curvature of the Tower's legs imposed a problem unique in elevator design.... Since a vertical shaftway anywhere within the open area beneath the first platform would interfere with the beauty of the design, the elevators could be placed only in the inclined legs. The problem of reaching the first platform was not serious. The legs were wide enough and their curvature so slight in this lower portion they could contain a straight run of track, and the service could be designed like an ordinary inclined railway. It was believed that most visitors would go only to this level, attracted by the restaurants and bars there. Two elevators to operate only that far were planned with no difficulty—one for the east leg and one for the west.

To transport people to the second platform was an altogether different problem. Since there was to be a single run from the ground, engineers planned to use a series of straight chords connected by short curves, but it was very difficult to find anyone who could do the work. Finally, the contract was awarded to the Otis company in July 1887 for \$22,500. In an interview, W. Frank Hall, the Otis representative, said, "...This is the first elevator of its kind. Our people for thirty-eight years have been doing this work, and have constructed thousands of elevators vertically, and many on an incline, but never one to strike a radius of 160 feet for a distance of over 50 feet. It has required a great amount of preparatory study and we have worked on it for three years."

"That was before you got the contract?"

"Quite so, but we knew that, although the French authorities were very reluctant to give away this piece of work, they would be bound to come to us, and so we were preparing for them."

...The section of the Tower that caused the most difficulty was the part above the juncture of the four legs—from the second platform to the third. The run in this part was straight and vertical, the only problem was the length of rise—525 feet. ...This problem was solved by dividing the run into two equal sections, each of 262 feet, and two cars were used. One operated from the bottom of the run at the second platform to an intermediate platform, while the other operated from this point to the observation platform near the top of the Tower. ...The elevator systems of the tower were safe beyond question. In Eiffel's own words, the lifts "not only were safe, but appeared safe; a most desirable feature in lifts traveling to such heights and carrying the general public."

A great part of the Eiffel Tower's worth ...lay in its ability to signify to a world audience the scientific, artistic, and, above all, the technical achievements of the French Republic. Another consideration, in Eiffel's opinion, was its great potential value as a scientific observatory. At its summit grand experiments and observations would be possible in such fields as meteorology and astronomy. ...Experiments were also to be conducted on the electrical illumination of cities from great heights. The great strategic value of the Tower as an observation post also was recognized. But from the beginning, sight was never lost of the structure's great value as an unprecedented public attraction.

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Retrieved from <http://www.gutenberg.org/files/32282/32282-h/32282-h.htm>

ACTIVITY  
35  
Do

The Eiffel Tower is often used as a symbol of France. Many places in the world have such structures, buildings, monuments, or natural wonders that may be used as symbols. **Name at least three such places and symbols.**

Share your answer with classmates. Listen to others' ideas. As a class, make a list of all the unique symbols your classmates thought of. **How many unique symbols did your class name?**

Look at the list of unique symbols. If your class has fewer than ten, work together to think of more. When you have at least ten unique symbols, look for characteristics that many symbols seem to share. For example, the Eiffel Tower has an unusual shape. **Are all the symbols unusual? List at least five characteristics that seem to be common among the symbols your class named.**

Decide as a class on one thing to design a symbol for. You may choose to design a symbol for your class, town, school, or something else.

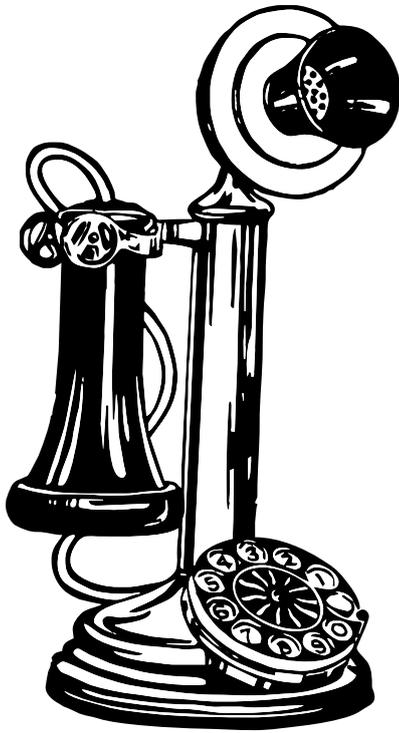
Our class will design a symbol for

Work in a group to create a possible design for your class symbol. Keep in mind the characteristics for great symbols. **Describe the symbol so you can present it to your class.**

As a class, vote on the favorite symbol. **Did the favorite symbol match the characteristics you noticed in great symbols or did it have other characteristics? Which characteristic was most similar and which was most different?**

Study the text. Do the task.

Paper Cup Phones  
by Margarita Kasatkina



Before the phone, as we know it today, was invented, there had been a type of phone that was common as early as 1667. It was a mechanical acoustic device which transmitted spoken words and music over a greater distance than the normal speech could spread. It allowed to converse with somebody over a long distance avoiding yelling. The sound was transmitted first through pipes and later through a taut string or wire. This kind of device was also known as a tin can telephone or the “lover’s telephone”. (“Tin Can Telephone,” 2016)

The classic example is the children's toy which came into a common use in preschool and elementary school during the 20th century. Cup phones, as they are called today, can be easily made by children. The items that are needed to create cup phones are paper cups and some string with paper clip on both ends. They are made by connecting the bottoms of two paper cups with tautly held string. Metal cans and plastic bottles can also be used. (“Tin Can Telephone,” 2016)

Cup phones are used to teach children about sound vibration. It is a good example of how sound waves are created as the air vibrates in response to a person's speech or other sounds. When person's ear collects the sound waves it converts them into nerve impulses. The brain interprets the nerve impulses as sound. When speaking at a short distance, the sound waves travel through the air, but a paper cup telephone transmits the waves through an additional carrier of cups and string. When the string is pulled taut and someone speaks into one of the cans, its bottom acts as a diaphragm (a thin disk as in a microphone) that vibrates when sound strikes it. (“Tin Can Telephone,” 2016)

Being used widely in the 17th century, now tin phones serve as a good example for school children of how sound waves move.

This is how Scientific American describes the process of building a paper cup phone:

“Preparation

- Punch a small hole in center of the bottom of each cup....
- Thread one end of string through the bottom of each cup.
- Place a paperclip...in the bottom of each cup and tie the loose end of the string around it (the clip...is just here to keep the string from slipping through the bottom of the cup).

Procedure

- Give one cup to your conversation partner and hold one yourself.
- Walk slowly apart until the string connecting the cups is straight and tight.
- Put your cup over your ear and have your partner talk [quietly] into his or her cup...” (Harmon, 2011).

References

Harmon K. (2011, May 6). Talk through a string telephone. *Scientific American*. Retrieved January 10, 2016, from <http://www.scientificamerican.com>

Tin can telephone. (2015, November 12). In *Wikipedia, The Free Encyclopedia*. Retrieved 19:03, January 9, 2016, from <https://en.wikipedia.org>

**ACTIVITY** 36  
**Do**

Phones have been evolving a lot throughout history since the first phone was invented by Alexander Graham Bell. The first phones worked through wires; they were of different shape and had only one function, in comparison to modern ones. Modern phones are wireless, much smaller, and perform a lot more functions.

Similar evolution was happening with other inventions. Some, such as a photo camera, an airplane, or a pen, had to go through a lot of modification to become as we see them today.

List at least five inventions that have changed in appearance and functions over time.

Work in a group. Choose two inventions from your lists to describe the changes they've gone through over time. Look at the example given and add your examples in the table.

Invention	At the beginning	Sometime later	These days
Ex. Telephones	Landline phone with rotary dial	Landline phone with button dial, answering machine, determiner that showed income call numbers.	Cell phone with photo/video camera, internet excess and play station.

Some inventions have kept the same functions over time. For example, a mirror, an umbrella, a knife, sun glasses, plastic bag, shoes, haven't changed very much in their function. However, these items could be more functional and, perhaps, serve more functions in a greater variety of situations, just like the telephone has.

Choose two items and propose more functions for them.

Chosen item	New functions

Share your ideas with others in a class. Help them to enlarge possibilities of their items. Note the best recommendations about your own items.

Life Changing Decision  
by Margarita Kasatkina

Among millions of families in the world, thousands of families in England, hundreds of families in South Kesteven district and a lot of families in Colsterworth village there was one family, which we are going to pay all our attention in this story.

The family was not anything special. It was a newly married couple with a baby boy, who was born December 25. He was the only child of his parents. His father died a few months after his marriage and the young wife, after the birth of her child, was both father and mother to the helpless infant. The child was so frail that there seemed little probability that he could live to manhood, or even boyhood. However, mother's tender love toward her son did not allow the child to perish.

When the child grew older he went to the schools in his village to learn how to read and write. There, he never succeeded in making any good friends. He was bullied and laughed at. Occasionally, the feeling of being remote from his classmates and the desire to escape overpowered him. These moments, his home was his castle; his mother was the whole world for him.

At twelve, he was sent to the public school at Grantham. However, this transfer did not change his life for better. There, he showed little taste for study, and managed easily to stand at the foot of his class. It was not laziness that made him a poor pupil, but his mind was absorbed with making saws, hammers, hatchets, and other tools. School homework did not attract him as much as inventions. To gain prestige among his fellows, he made them lanterns of "crumpled paper" with a candle inside, to light them to school in the dark winter mornings, and paper kites of the best form and proportion. For several years, despite of all his effort to make friends, some boys in his class treated him with disregard for his poor results at school.

"Look, who is here!" said an upstart boy, as our inventor was approaching school one day. "Ready to fail your exam today?" continued the upstart laughing.

"Get out of my way or ...", was the response.

Suddenly, the upstart gave him a kick, which occasioned severe pain. Stirred with wrath, our inventor challenged the boy to a fight. For this purpose, they moved to a neighboring churchyard, where the young inverter, though much the smaller and weaker of the two, pounded his antagonist till he was glad to come to any terms of submission.

The fight entailed punishment, which was not unfamiliar to our boy. While sweeping the school yard yet again, he was thinking, "...fighting for reputation, respect, and dignity is not the way I want to achieve them, but what is?"

Suddenly, the solution came to him. He resolved that the boy, who disgraced him, should no longer be given an occasion to do so and should not be above him in scholarship any more. With a new ambition and energy born of his insult he soon rose to the highest place in the school and graduated school with excellent results.

On July 8, 1661, the boy, Isaac Newton, entered college, and soon, through the study of Descartes' Geometry, showed his skill in higher mathematics and began an almost unexampled development of mind. Overcoming obstacles by making life- changing decisions made Isaac Newton a great scientist, as we know him today. Isaac Newton won his reputation, respect and dignity by changing the world with his inventions, discoveries, and break-through in science.

#### Reference

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ACTIVITY 37  
Do

From Newton's biography, we learned how difficult it was for the boy to build friendships. Whose fault do you think it was that the boy could not make friends: his mother's, his grandmother's, the other boys', or his own? **Write your opinion and explain your choice.**

Share your answer with your classmates. Does anybody have a different opinion? Find an interesting point of view that is different from yours but logical as well.

My classmate, named \_\_\_\_\_, had an interesting idea:

Work in a group. Some people make friends easily but, for some, such as the boy from our story, friendship does not come easily. Does the ability to make friends depend on upbringing, character, culture, or, maybe, surroundings? What do you think it depends on?

In the story, we see how desperately the boy wanted to be friends with somebody. He even made some toys for some boys so they play with him. Why do people need friends at all? What does friendship give them? **Discuss these questions with your group. Write one answer that combines all of your opinions.**

Ideas, descriptions, examples, and definitions of friendship could be found in different dictionaries, literature, movies, songs, etc. Now you are going to define this word yourself based on your understanding of friendship, your personal experience, and your group discussion. **What is your definition of friendship?**

ACTIVITY  
38  
Study

Study the text. Do the task.

Write Your Own  
Neutral Summary

You have learned about a summary that

- 1) is about a source,
- 2) references the source,
- 3) is neutral,
- 4) uses a common structure with the main idea first,
- 5) includes a few details that show how the author expressed the main idea.

To write any summary, you need to

- 1) read and understand the source,
- 2) reference the source and write the main idea in one or two sentences,
- 3) add a few details (3-4 sentences) that best show how the author expressed the main idea.

ACTIVITY  
38  
Do

1) After reading and understanding “Life Changing Decision”, you’ll need to write a reference for it. This story is an original story, published for the first time in this textbook. Find the author and the date to create your reference. Use a pattern you noticed in the referencing activity or in one of the texts you’ve read. Notice that stories are shown in references with quotation marks and books are shown with italics. **Create the reference you’ll use to start your summary.**

2) Think about the main idea of the story. Note your thoughts.

3) Notice that “Life Changing Decision” has the same story structure that *The Biography of Mendel and the Jerome story* does. It starts by describing a character and then telling how, one day, something happens that causes the character to have a problem. Next, the story shows how the character tries to solve the problem, but it doesn’t work, and it causes a bigger problem! Finally, the story shows that something changes and the character can solve the problem in an unexpected way. **Use your awareness of the structure to choose and note details that express the main idea. Note at least three details.**

4) You've learned something now about how writers think and work. Use the notes you made in questions 1-3 to write a neutral summary of "Life Changing Decision".



The Real Star of a Famous Poem  
by Margarita Kasatkina with Dilfuza Olimova

*Twinkle, twinkle, little star,  
How I wonder what you are!  
Up above the world so high,  
Like a diamond in the sky.*

-Jane Taylor

In academics, crediting authors for their ideas is absolutely essential. Unfortunately, there are examples when an idea was widely used but its author was left out. There are still some literary works that are not acknowledged properly or their authors are not credited. One of the examples is "Twinkle, Twinkle Little Star," the well-known nursery rhyme, sung to the same tune as the ABC song in English.

Many people give Mozart credit for "Twinkle, Twinkle Little Star". The melody of "Twinkle, Twinkle Little Star," is associated with Mozart because he created twelve variations of it. The melody, in fact, was not created by Mozart. It was a French folk song, translated into English as "Oh! Shall I Tell You Mommy." By 1781, the tune of the song was already considered an old classic. At that time, not only Mozart, but plenty of other classical composers improvised with the melody. So, the tune for "Twinkle, Twinkle Little Star" was not composed by Mozart and neither were the lyrics. (Jennings, 2015)

The lyrics are often assumed to be folklore. Folklore refers to traditions passed on from generation to generation by word of mouth. Because "Twinkle, Twinkle Little Star" is sung to the tune of the French folk song, the words are thought to have no known author either. "Its opening stanza persists as if it were folklore, the name of its creator almost entirely forgotten." (Feldman, 1997) In other words, people assume "Twinkle, Twinkle Little Star" is folklore because it has been one of the most popular nursery rhymes for several generations. However, it is not folklore; the words have a known author. She is just rarely credited for her work.

The person who should be credited for "Twinkle, Twinkle Little Star" is Jane Taylor. She was an English poet and novelist at the beginning of 19th century. In 1806, Jane Taylor and her sister, Ann Taylor, wrote *Rhymes for the Nursery* which included "Twinkle, Twinkle Little Star" as we know it today. At that time, however, it was written as a poem and published with the title "The Star". Originally, "The Star" had five stanzas, but the first 4 lines remain the most popular and are the ones set to the French tune. ("Twinkle, Twinkle, Little Star")

One of the reasons why the author of "Twinkle, Twinkle Little Star" was not credited originally might be because, in the original book of *Rhymes for the Nursery*, the individual authors were not identified for each poem. Owing to Taylor's nephew, Cannon Isaac Taylor, who had a copy of the book where he noted each poem written by Jane or Ann Taylor, the author is not unknown any longer. The Taylors' biographer, Christina Duff Stewart, found the copy of Isaac Taylor and used the notes to identify the authors in *Rhymes for the Nursery*. She later confirmed the information with records from the publisher ("Jane Taylor"). "Twinkle, Twinkle Little Star" is neither folklore, or written by Mozart. The work should be acknowledged properly, and Jane Taylor should be given credit for it.

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ACTIVITY 39  
Do

The author of “Twinkle, Twinkle Little Star”, Jane Taylor, is not always acknowledged for her work. What is the right thing to do, to give a credit to the actual creator of “Twinkle, Twinkle Little Star”, or to Mozart who actually had died long before the “Twinkle, Twinkle Little Star” was written? Why do you think it is the right thing to do so?

If you created something new such as a new type of workout or a beautiful painting, would you want to be given credit for it? If you spent weeks writing a scientific article, would you want to have your name on it or someone else's? Why?

The authors of “The Real Star of a Famous Poem” have been careful to give credit to their sources. Look at the text. Count how many times the authors give credit. Compare your count to the counts of other classmates. Study the text together until your counts agree. How many times did the authors of “The Real Star of a Famous Poem” credit sources?

When somebody uses another person's idea and does not give credit to the creator, it's called plagiarism. This textbook is designed, not only to help people learn English, but also to show you the basics of academic writing. There are several standards in academic writing. One of the most important standards is crediting sources. Crediting sources correctly will eliminate plagiarism. Plagiarized writing does not meet international standards for participation in the academic conversation and it is not accepted among serious academics.

Look back in the book again to notice how that credits are given in two ways. They are given at the end of the text, but they must also be given inside the texts to show exactly where each idea is used. Work in pairs. One of you will check out suggested articles from box A, the other from box B.

Box A

“Prominent Uzbek Academics” by Sayyora Nurmatova (Activity 1)  
“Suzani Survives” by Sayyora Nurmatova (Activity 2)  
“Preserving Culture: One Family’s Efforts” by Dee Broughton and Margaret Kasatkina (Activity 6)

Box B

“What is GMO?” by Margarita Kasatkina (Activity 9)  
“Seven Minutes of Exercise” by Komila Tangirova (Activity 27)  
“Success Beyond Money” by Gaziyeva Dinora (Activity 31)

Share your observations. What is one thing you both noticed about how authors give credit to sources?

ACTIVITY  
40  
Study

Study the text. Do the task.

Excerpted from "Hatching"  
by Marcos Neroy

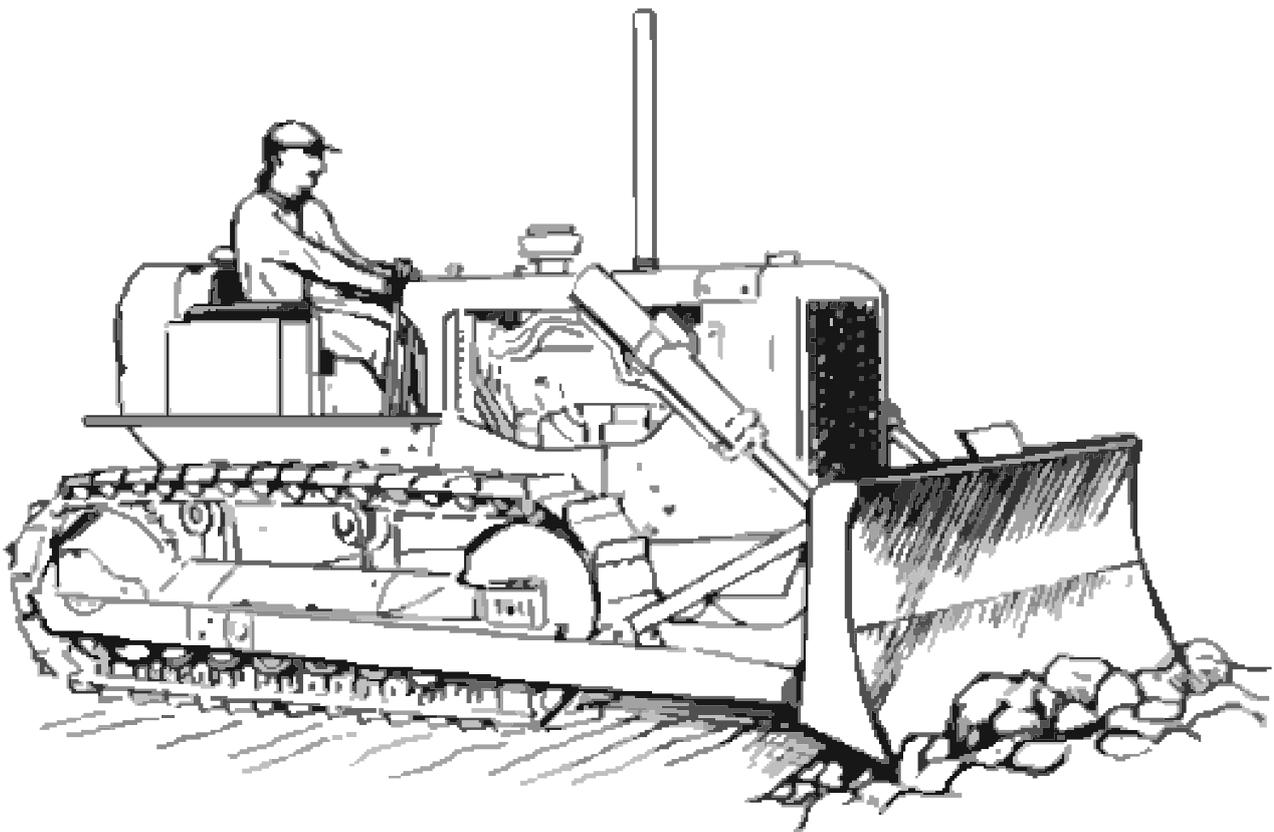
**INTRO:** *We have been focusing on academic writing in this book, and you may have begun to notice that academic writing covers a very wide range of topics. You even read an academic text on a nursery rhyme in "Identifying the Author of a Famous Poem". We've seen a few other types of writing as well. For example, Jerome's text was a story and Gandhi wrote an essay. Let's look at a few other types of writing. Since we've read an academic text on a poem, let's first look at an essay about poetry. As you read, notice how the writing in the essay is different from the writing in the academic texts we're reading.*

Let's assume from the start a poem can never be a butterfly. After all, butterflies, especially the kind we loved as children, are foolish insects, with pale wings, of little size, whose only purpose in life is to grow, lay eggs and die. They are useless. Of little result beyond their life in an ecosystem or the admiration they inspire in us...

Anyway: a poem couldn't possibly be a butterfly. After a brief glance at any book anyone can gather that poems, today, are unique lines that distance themselves from their writer and, through strange language, try to come to terms in meaningful ways with all sides of human life, with great pleasure of readers, and they even rhyme, sometimes. It's funny to point out they are the opposite of what a butterfly should be for; at all, butterflies are only beautiful if they are alive and whenever a butterfly dies, naturally killed by a pin, it always causes a little worry in the most unfeeling of hearts. It then becomes an object of scientific value or, at worst, something of great interest to occasional admirers of lifeless butterflies. Over time it so happens that not even lacquer can prevent its weak body from turning into dust.

---

Neroy, M. (2015). Hatching. In *Calisthenics for the soul*. Manuscript submitted for publication



A poem is not a bulldozer.

ACTIVITY 40  
Do

Many writers use comparison in order to convey their ideas more colorfully. One of the popular methods of comparison is metaphor. Metaphor is a kind of speech that identifies two unrelated things as the same in order to highlight the shared characteristics of the two things. Which two things are compared in the text, "Hatching"?

In this text, Neroy uses metaphor in an unusual manner. Poems and butterflies are both beautiful. He could have gone on to explain how they are both beautiful, but instead, he uses metaphor to say what the poem is NOT. We might think of this as "negative metaphor". Notice that Neroy, first, describes the butterfly as useless, because he wants to say that poems are not useless.

Use the text as a model to write a description of a poem as not polov (osh). Give the polov a characteristic that a poem does not have. For example, a poem can never be a bulldozer, because a bulldozer is mechanical.

A poem can never be a polov, because polov is

Notice that Neroy does not describe a poem. He only describes the butterfly and says how it is not like the poem. Use a few of Neroy's sentences as a model and write a description of polov or osh as what a poem is not.

Share your writing with classmates. Work as a group. Choose an everyday object that you can see right now and write a new paragraph using it telling what a poem is not.

A poem can never be

Excerpted from *The Letters of Vincent van Gogh*  
collected by Van Gogh Museum & Huygens ING

**INTRO:** *Let's look at a completely different type of writing. Vincent Van Gogh was an artist who lived in the Netherlands from 1853-1890. He painted more than 900 paintings. During his life, he only sold one painting, but now his paintings are very valuable. The Letters of Vincent van Gogh refers to a collection of 903 surviving letters written or received by Vincent van Gogh.*

*Collections of letters like this are excellent sources for researchers. From a biographical point of view, the letters of any historical figure are extremely useful. Van Gogh's letters can reveal a great deal of historical information, but can also reveal information about his character.*

A letter to his sister:

"...Naturally, through continual brain-work, the thoughts of an artist sometimes take on something of the exaggerated and eccentric. I found Mr. Aurier's article – leaving aside whether I deserve what he says of me – in itself very artistic, very curious – but it's rather like this that I ought to be than the sad reality of what I feel myself to be... And then among artists, people's friendly dispositions aren't always enough. Either someone's qualities are exaggerated or he's over-neglected. However, I very much want to believe that basically Justice is in better health than it appears to be. One really must be able to laugh sometimes, and make merry a little or even a lot. ...Thinking like this, but very far off, the desire comes over me to remake myself and try to have myself forgiven for the fact that my paintings are, however, almost a cry of anguish while symbolizing gratitude in the rustic Sunflower. You can see that I'm not yet reasoning well – it's better to know how to calculate what a pound of bread and a quarter of coffee are worth, the way the peasants know... I hope to write to you again soon – look after yourself, and Mother too...."

A letter to his friend, Bernard:

"... thanks for your letter; this time I'm writing in great haste and really worn out....Again it's a study in which color plays a role that the black and white of a drawing couldn't convey. I wanted to send you a very large and very carefully finished drawing of it. Well, it turned into something entirely different, while still being correct... Because once again the color suggests the scorched air of harvest time at midday in the blistering heat, and without that it's a different painting. I would dare to believe that you and Gauguin would understand it, but how ugly they'll find it! You fellows know what a peasant is, how much of the wild animal there is when you come across somebody pure-bred...Next, I'm attempting to do dusty thistles with a great swarm of butterflies swirling above them. Oh, the beautiful sun down here in high summer; it beats down on your head and I have no doubt at all that it drives you crazy. Now being that way already, all I do is enjoy it ...Ah, my dear pals, we crazy ones, let's anyway enjoy with our eyes, shall we? ...Alas, nature gets paid in kind, and our bodies are despicable and sometimes a heavy burden."

A letter to his brother:

"I'm writing to you in great haste, but to tell you that I've just received a line from Gauguin, who says that he hasn't written because he was doing a great deal of work, but says he's still ready to come to the south as soon as chance permits. They're having a fine time, painting, debating, quarrelling with the virtuous Englishmen; he says many good things about Bernard's work, and Bernard says many good things about Gauguin's work ...I'll probably not stop there. In the hope of living in a studio of our own with Gauguin, I'd like to do a decoration for the studio....When I've finished these Sunflowers I'll perhaps be short of yellow and blue, so I'll make a small order to that effect. Tasset ordinary canvas, which at 50 centimes was dearer than Bourgeois's, is very much to my liking and is very well prepared...."

Read the letters and give your own idea about Van Gogh's feelings about people and topics he talked about.

My idea is

Share your idea with your classmates. Write one interesting idea you heard.

My classmate, named \_\_\_\_\_, had the idea that

List at least three details from each letter that show Van Gogh's feelings about people and the topics he talked most about.

What do you think the details in Van Gogh's letters reveal about his character?

You have only three letters. You may have little knowledge about his life. What is at least one more thing you would need to know to explain more about Van Gogh's character as revealed by his letters?

## ACTIVITY

# 42

## Study

Study the text. Do the task.

Adapted from Captain Cook's Journal  
by James Cook

**INTRO:** James Cook was a British explorer who created detailed maps of Newfoundland and made three voyages across the Pacific Ocean, the first between 1768 and 1771. The notes he kept during this first expedition were later gathered in a volume known as *Captain Cook's Journal During His First Voyage Round the World*. Like Van Gogh's letters, diaries like this are excellent sources. Since you have access to these original sources, you could even use them to do your own research.

*In this excerpt, he has just arrived in Tahiti. Cook tried to keep good relations with the natives, but one day as they were hunting together, one of the natives grabbed a gun and tried to run off. The man was shot down immediately by Cook's officers. A few days later, the voyagers saw the man's corpse laid out in a strange way. Cook noted it in the ship's diary.*

value at all; but beads, particularly white cut glass beads, are much valued by them. Mr. Banks and Dr. Solander lays ashore to-night for the first time, their Marquee's being set up within the Walls of the Fort and fit for their reception.

Friday, 21st. Yesterday, Mr. Green and Dr. Monkhouse met with the body of the Man we had shot and I went today, with some others, to see it. One end of the Shed where the victim was resided was wholly open, the other end and two sides was partly enclosed. The body was covered with a matt, and over that a white cloth; alongside of the Body lay a wooden Club, one of their Weapons of War. The Head of the Corps lay next the close end of the Shed, and at this end lay two Cocoa Nut Shells; at the other end of the Shed was a Bunch of Green leaves, with some dried twigs tied all together, and a stone lying by them as big as a Cocoa Nut. Near to these lay a young Plantains Tree, such as they use as Emblems of Peace, and by it lay a stone Axe. At the open end of the Shed was stuck the Stem of a Plaintain Tree, on the Top of which stood a Cocoa Nut shell full of fresh water, and on the side of the post hung a small Bag, wherein was a few pieces of Bread Fruit roasted ready for eating. Some of the pieces were fresh and others Stale. The Natives did not seem to like that we should go near the body, and stood at a little distance while we examined these matters, and pleased when we came away. The first day we landed we saw the Skeleton of a human being laying in this manner under a shade, and some days after that it was gone. It was at this time thought that this manner of interring their Dead was not common to all ranks of People, as this was the first we had seen Except the Skeleton just mentioned; but various were the opinions concerning the Provisions, laid about the Dead.

Tuesday, 18th. Cloudy weather with some showers of rain. This morning took as many people out of the Ship as could possibly be spared, and set about constructing a Fort. Some were employed in digging up entrenchment etc. The Natives were so far from prohibiting us that several of them assisted in bringing the Picquets and fascines out of the woods, and seemed quite unconcerned at what we was about. The wood we made use of for this occasion we purchased of them, and we cut no Tree down before we had first obtained their agreement. By this time all the Ship's sails were unbent and the Armourer's forge set up to repair the Ironwork, etc.

Wednesday, 19th. This morning Lycurgus, whose real name is Toobouratomita, came with his family from the Westward in order, from what we could understand, to live near us. He brought with him the cover of a House, with several other Materials for building one. We intend to requite the confidence this man seems to put in us by treating him with all imaginable kindness. Got on shore some Empty Casks, which we placed in a double row along the Bank of the River, by way of a breast work on that side.

Thursday, 20th. Wind at South-East and stormy, with rain. All hands employed on shore, and nothing remarkable, except a pig weighing about 90 pound was brought alongside the Ship for Sale, but those who brought it would not part with it for anything we could offer them but a Carpenter's broad axe, and this was what we could not part with; they carried it away. Thus we see those People who 2 years ago preferred a spike Nail to an Axe of any Sort, have so far learnt the use of them that they will not part with a Pig of 10 or 12 pounds weight for anything under an axe, and even those of an inferior or small sort are of no great esteem with them, and small Nails such as 10 penny, 20 penny, or any under 40 penny, are of no

ACTIVITY 42  
Do

Work in groups. You are planning to take a sea voyage with your group. Your basic needs will be provided for on the ship, so you are only allowed to take five personal items. **List the five items you pack in your bag.**

1

2

3

4

5

During the voyage, a terrible storm begins. All of your items are lost except one. Just before your bag is washed away, you grab the one thing that will help you survive. **What do you save?**

On the voyage, you are shipwrecked on an island and you are separated from your shipmates. **How do you use the one item you saved to help you survive?**

You are looking for your shipmates while exploring the island. Write an individual diary entry describing the island that you see.

You have found your shipmates. Share your diary entries to learn more about the island you are on. Together, use everyone's ideas to create one short diary entry that gives a description of the island as a whole.

Adapted from *The King of the Golden River or the Black Brothers*  
by John Ruskin

**INTRO:** *Finally, let's return to the story form with a very old type, the fairy tale. The author still has a main idea and still chooses a structure and details to express it, but the author doesn't use sources the way the academic writers do. Using sources is one of the main characteristics of academic writing. As you read, think, "what are some characteristics of stories?"*

In a far and mountainous part of Stiria there was, in olden times, a valley of the most surprising and rich fruitfulness. It was surrounded on all sides by steep and rocky mountains rising into peaks which were always covered with snow and from which a number of streams descended in constant falls.

One of these fell westward over the face of a peak so high that when the sun had set to everything else, and all below was darkness, his beams still shone full upon this waterfall, so that it looked like a shower of gold. It was therefore called by the people of the neighborhood the Golden River. It was strange that none of these streams fell into the valley itself. They all descended on the other side of the mountains and wound away through broad plains and by

crowded cities. But the clouds were drawn so constantly to the hills, and rested so softly in the circular hollow, that in time of lack of rain and heat, when all the country round was burned up, there was still rain in the little valley; and its crops were so heavy, and its hay so high, and its apples so red, and its grapes so blue, and its wine so rich, and its honey so sweet, that it was a wonder to everyone who saw it and was commonly called the Treasure Valley.

The whole of this little valley belonged to three brothers, called Schwartz, Hans, and Gluck. Schwartz and Hans, the two elder brothers, were very ugly men, with thick eyebrows and small, dull eyes. They lived by farming the Treasure Valley. They always kept their corn in storage until the price was very expensive, and then they would sell it for twice its value; they had heaps of gold lying about on their floors, yet it was known by all that they had never given so much as a penny to anyone in need; they never went to parties that the community held together, always complained about paying taxes, and were so cruel and had such violent tempers that everyone called them the "Black Brothers."

Their only goal was to grow richer and richer. It was their way to kill everything and anything that did not pay for itself. They shot the rabbits because they bit the fruit. They killed the hedgehogs in case they should suck the cows. And they poisoned the mice that ate bread in the kitchen.

One day their younger brother, Gluck, forgot to lock the door of the storage room where they kept the grain crop. A large flock of birds flew into this room and ate half the crop. When the brothers returned, they were furious and vowed to kill every single bird in the valley. They ordered their servants to kill hundreds of birds a day. The brothers, themselves shot birds from sun up to sun down.

They thought if they killed all the birds in the valley, their crops would be safe. In a month, the valley was quiet. No bird sang anywhere. The Black Brothers were pleased and slept peacefully believing their crops were safe forever.

But the silence in the valley did not last long. With the birds were gone, the number of insects increased. Soon, grasshoppers were everywhere, eating everything. The grasshoppers ate the crops growing in the field. They ate last year's crop resting in the storage room. Soon, they began to eat the seed for next year's crop as well. The brothers were beside themselves with anger and fear. They ordered their servants to poison the grasshoppers. But it was far too late. They could not control the huge numbers of insects. Treasure Valley was devastated and the brothers understood that they had made a huge mistake.

Adapted by Nargiza Vokhidova

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Ruskin, J. (1885). *The king of the Golden River or the Black Brothers: A legend of Stiria*. Retrieved 12:00, November 1, 2015, from <http://www.gutenberg.org/files/33673/33673-h/33673-h.htm>

ACTIVITY  
43  
Do

The author of the fairy tale used the construction so...that, while describing the beauty of the Treasure Valley and its owners. Look at the text again and notice how so...that is used. Write three sentences using the same construction.

In the story, the Black Brothers could not kill all the grasshoppers in the valley, but, perhaps, killing all the grasshoppers would have serious consequences the way killing all the birds did. What possible benefits could grasshoppers provide? What possible consequences might there be to killing all grasshoppers?

Share your ideas with your classmates and write at least three interesting ideas from your classmates. Remember to credit your classmates for their ideas.

**ACTIVITY**  
44  
**Study**

Study the text. Do the task.

Peer Review  
for Better Writing

In an earlier writing task, we asked you to revise your writing to make one improvement. Although writers can always improve their own work, it's easier to improve if other writers help. Writers often form writers' groups to share their writing with other writers and to do "peer review" for each other.

"Peers" are people who are like you in age, interests, jobs, etc. Your classmates are your peers. "Peer review" means carefully evaluating the writing of other writers like you. You and your classmates will form your own writer's group for peer review.

Whenever you evaluate something, you have to have some criteria for evaluating it. "Criteria" are the characteristics that you look for in something you are evaluating. They describe a standard you'd like to reach. For this writing, we are not writing a poem, story, or essay, so we want to meet the standards of academic writing.

For writing summaries, this chart can help you evaluate your peers' writing. It gives a checklist of things to look for when you read or listen to someone's writing.

For example, if your classmate, Aziz, uses too many words that show how very much he likes the story and your classmate, Nargiza, forgets to reference the source, your review might look like this:

EXAMPLE: PEER REVIEW CHECKLIST FOR SUMMARY						
writer's name	about source	neutral	reference	main idea	details show how main idea is expressed	Your suggestions to help writer improve
Aziz	✓	?	✓	✓	✓	change feeling words to neutral words
Nargiza	✓	✓	?	✓	✓	need to give name of source and author

Spend a few minutes becoming familiar with the checklist. How would you mark the list, for instance, if Nargiza's details didn't show the author's main idea? What if Aziz wrote about a different story that he read last year that was like the story he's summarizing?

ACTIVITY 44  
Do

At the end of this writing task, you'll do your first peer review. Before you start writing, look carefully at the peer review checklist for summary. Write a neutral summary of "The King of the Golden River or the Black Brothers" that meets all the requirements of the checklist.

All summaries meet certain criteria, but there is no one right way to write this summary.

Use your own words to reference the source, write the main idea, and describe details for a unique summary that meets the requirements you have learned for a neutral summary.



**ACTIVITY**  
**45**  
**Study**

Study the text. Do the task.

Evaluating Writing  
in Peer Review

Writers' group and peer review works best if you sit in a circle with a few people who can see and hear each other easily. Choose either your summary of "Life Changing Decision" or your summary of "The King of the Golden River or the Black Brothers" to read to your group. Listen carefully to summaries written by several of your classmates. Use the table to help you take notes while you listen.

PEER REVIEW CHECKLIST FOR SUMMARY						
writer's name	about source	neutral	reference	main idea	details show how main idea expressed	Your suggestions to help writer improve

**ACTIVITY**  
**45**  
**Do**

Carefully look over your notes to make one suggestion to each writer that will help them improve their writing. Consider their suggestions to you to improve your own writing. Even good writers know that writing can ALWAYS be improved. **Choose the best suggestion and make at least one change to improve your summary. Make the changes, then record what you did here.**

I improved my summary of \_\_\_\_\_ by changing

ACTIVITY

46  
Study

Study the text. Do the task.

Describing Different  
Points of View

We've seen a fairy tale used to discuss caring for the environment, but the natural world and caring for the environment offer many topics for study. There are questions and problems for nearly every field of academics, and there are many different perspectives to consider.

"Sooner or later, we will have to recognise that the Earth has rights, too, to live without pollution."

- Evo Morales

"The Earth does not belong to us: we belong to the Earth."

- Marlee Matlin

"The future will either be green or not at all."

- Bob Brown

"Plans to protect air and water, wilderness and wildlife are in fact plans to protect man."

- Stewart Udall

ACTIVITY  
46  
Do

Imagine that you are working for an advertizing company. Your boss gave you some quotes from famous people about caring for nature. **Your job is to make a poster using one of the quotes to inspire people to take care of nature. Which quote will you choose?**

Write a short note to your boss explaining the meaning of the quote you chose and why you think it is the most inspiring.

Work with a partner. Share the quote and note you've written. Share advice to help each other make improve the notes you've written. Make at least one change to your note that will make it more convincing.

To make my note to my boss stronger, I changed

Work in a group. Share the notes you've written. As a group, choose the strongest quote and note to use for the advertisement. **Decide together on an image that you will use in the poster you create using the quote you've chosen. Describe the image.**

Our group decided to use the quote

with an image of

## ACTIVITY 47 Study

Study the text. Do the task.

### Doubts about Wolves by Iskandar Sattibaev

**INTRO:** Let's return now to the world of academics with information on some environmental research. As you read, notice what problems the researchers are attempting to solve in this work.

Yellowstone National Park is located in Wyoming, in the United States. It is a national park that protects many types of wildlife. Nevertheless, this park has become an object of environmental discussions. This is due to the fact that wolves have been absent from it for about seventy years and this has had its consequences.

Many people believe that wolves are necessary for the ecology and environment of Yellowstone National Park. Many think that if wolves are returned to the system, it will help to restore the balance in the ecosystem – the system where living and non-living elements interact. The system is that the elk eat trees in the park and the wolves eat the elk. If there are no wolves, there will be too many elk, and the elk will eat all the trees. If the trees are gone, the elk may begin to starve. The entire system is out of balance because there are no wolves.

The 1995 to 1996 reintroduction of grey wolves into Yellowstone National Park after a 70-year absence has allowed the study of interaction among wolves, elk, and trees such as aspen, cottonwoods, and willows. Ripple and Beschta (2012) found that feeding on the five tallest young trees at each point decreased considerably in 2010. This indicates that the re-introduction of wolves into the area may have decreased the number of elk which feed on the trees. This, in turn, decreased the number of trees being eaten. Ripple and Beschta maintain that, in ecosystems where wolves have been absent, their return may be a good chance for restoring the system.

On the other hand, there are researchers who question this point of view and the role of wolves in the Yellowstone ecosystem. According to Kauffman (2010), the idea that reintroduction of wolves to Yellowstone is leading to a recovery of trees because elk will not feed where they are at risk of being attacked by wolves is a popular view, but, Kauffman says, it has never been well tested. Kaufman collected detailed data to examine whether wolves influenced the number of trees. According to Kauffman, tests found that the number of trees eaten by elk has not decreased in places where elk are at higher risk of being hunted by wolves.

The idea that wolves are able to restore the historical balance in Yellowstone National Park by controlling the population of the elk is very popular. There are scientists who support this point of view as well as those who hold the opposite point of view. This means that there is still room for research in this area.



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**ACTIVITY** 47  
**Do**

You have read above that the ecosystem is “the system where living and non-living elements interact.” Think about the place where you live. There is an ecosystem where you live, too. What kinds of living and non-living elements does the ecosystem consist of? **Make a list of them.**

Ecosystem where I live	
Living elements	Non-living elements

Now you know what kinds of elements your local ecosystem consists of. Think about one living and one non-living element and try to describe how these elements of the ecosystem work together.

Share your description with classmates. Use the template to write about the ideas you’ve heard. Use your own words to explain your first classmate’s idea, but, for the second classmate, choose one interesting idea and quote the second classmate. In other words, write the exact words of your second classmate.

My classmate, named \_\_\_\_\_, had an idea that

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---



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According to another classmate, \_\_\_\_\_, “

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”

Study the text. Do the task.

Houses from Trash  
by Margarita Kasatkina

It is not a surprise any more to hear that the planet is being destroyed because humans generate far more waste than the Earth can cope with. How can we start to economize natural resources and limit wastes? Michael Reynolds has the answer.



Michael Reynolds is an architect but not an ordinary one. His idea is to build houses from recycled materials. For the structure of a house he utilizes everyday trash items like aluminum cans, plastic bottles and used tires. Instead of using regular recycling methods, which consume energy, Reynolds takes the items and utilizes them as they are. ("Mike Reynolds (architect)," 2015)

Reynolds calls this practice "Earthship Biotecture" and the houses he builds "Earthships." The Earthship is a type of house that takes care of its own needs for energy, water, waste removal, and sometimes even food production. It achieves a high level of energy efficiency by using as much of the sun heat as possible and having good insulation. The idea is to have a home with no pipes or cables coming in or out: no electrical lines, sewage pipes, or water mains. ("Earthship," 2011)

The materials used for construction and design of Earthships are environmentally friendly. The original Earthships are built of earth rammed into old tin cans or tires. This means the majority of the building material is earth. Because the tires, bottles, and cans are full of soil, they do not burn when exposed to fire and provide the house with good insulation in cold and hot seasons. These materials are cheap or free and can be used with very little environmental impact. ("Earthship," 2015)

Another advantage of the structure is the fact that Earthships could be constructed by amateur builders. When in 2010, Haiti was hit by a very strong earthquake, and there were no materials for restoring houses but ruins, and not enough professional constructors, Earthship Project, developed by Michael Reynolds, proved its usefulness. The Earthships in Haiti were built out of recycled materials with the help of a lot of volunteers who were not professional. As Michael Reynolds said in the description of The Haiti Earthship Project, "...We built a building with the help of 40 Haitians from the tent camps - ages 4 to 50" (Reynolds, 2015).

Earthships directly address modern global problems which become even more pressing with global warming. The Earthship concept offers a direction that could sustain human life on Earth longer while environmental conditions are becoming worse.

#### References

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ACTIVITY  
48  
Do

Every day, people fill up their trash cans with the items that they don't need any more, such as plastic bottles, paper, and food leftovers. However, in comparison to individuals, factories produce much more trash. **Work in a group to write a list of wastes that some factories discard.**

**Share your ideas with your classmates. Add new ideas to your list. Be sure to credit your classmates.**

Imagine, you are in charge of a huge business, "D&M". To keep the factories clean of waste you need to find the most effective ways to discard trash by sorting and recycling it. You need to write a guideline for your employees. **Use the questions to help you plan your guidelines.**

1) How should the trash be sorted?

2) How will the trash be carried out of the building?

3) You have different sorts of wastes. Where will each sort be transported?

4) What wastes will be used for recycling?

5) What goods could your factory get from recycling some trash?

Now, you have an approximate plan of what to do with the wastes. Share your plan with several classmates. Listen for interesting ideas. **Write the ideas you find most interesting. Remember to credit your classmates for their ideas.**

ACTIVITY  
49  
Study

Study the text. Do the task.

Synthesis  
Using Sources to Support an Idea

You've summarized a biography of Mendel and the story, "Life Changing Decision". When you summarized these sources, you were writing about the source. In other words, your topic was the source. Your topic for the summary of the biography was not Mendel. It was Kasatkina's article, "Gregor Mendel: From Farmer to Scientist". Your topic for your summary of "Life Changing Decision" was Kasatkina's story, not Isaac Newton.

Writing summaries is one very common way of using sources. However, we use sources in other ways as well. We do not always want the topic of our writing to be the source.

We also use sources to write about the ideas in those sources. For example, you identified the main idea in "Violence Influenced by Vitamins" by Nargiza Vokhidova. She uses a number of sources, but the sources are not her topic. Her main idea identifies her topic. She uses the sources to illustrate her main idea. This type of writing is not a summary. It's a "synthesis".

Notice that all sources used in the article, "Violence Influenced by Vitamins", are clearly referenced inside the text and after the text.



The topic of a synthesis of sources is an idea the sources share.

When we use sources to help us explain an idea that is shared by the sources, our topic is the idea. This is different from summary where our topic is the source. If your topic is not the source, but ideas in the source and you want to use additional sources, you may need to write a synthesis. Every source in a synthesis must be clearly referenced inside and after the text.

ACTIVITY  
49  
Do

Earlier, you identified topics for the first six texts in the book. All of these texts share some ideas on Uzbek culture. Now imagine that you are going to write an article on Uzbek culture using these six sources. You may find, later, that you need additional sources, but, for this exercise, start with these six. First, you will decide on a main idea to use in your article. What would you like to say in your article about Uzbek culture?

A large rectangular area enclosed by a dotted orange border, intended for the student to write their response to the activity prompt.



## ACTIVITY

# 50

## Study

Study the text. Do the task.

### Why Do We Buy It? (First Draft)

by Aziza Shavkatova (fictional name for student writer)

**INTRO:** *It's very common for writers to use the summary of a text to begin writing about a topic. Read the student writing below. Notice that the writer first summarizes an article that describes a situation that she wants to write about. She then uses a synthesis of other sources to tell what other people think about the topic before she tells her main idea.*

*You have seen a number of syntheses using sources in the text, but this writer also uses sources from interviews in the way that journalists do. Both methods use a combination of sources to write about an idea that is shared by the sources.*

*Notice how the synthesis is different from the summary that is about the source.*

Earlier this year, the Canadean, a source for market and investment information, predicted that the worldwide bottled water market is soon going to be worth more than the soda or soft drink market. In an April article, "Global Packaged Water Consumption to Overtake Carbonates in 2015," they predicted that 233 billion litres of bottled water will be sold this year. China and India consume half of the world's bottled water, but, Canadean says, emerging countries, those countries with less developed economies, are the fastest growing area in this market. The report says the market is growing very quickly, "Back in 2010, the global population consumed only 170 billion litres." After reading this, I wondered why people are buying so much bottled water these days.

I decided to ask people in Korzinka who were buying different brands why they bought the brand they did. I stood in the aisle by the bottled water and asked people about their choices.

Most people were buying Nestle Pure Life water. When I asked why, many said they liked the taste of Nestle best. One young woman said, "I like Nestle. It tastes fresh and healthy." Another person said, "My mother drinks the tap water at our house, but I think it tastes bad. I prefer [Nestle brand water]."

A lot of people were buying Hydrolife. They also said that they thought it tastes best. One young mother said, "My children like this brand better. They complain ... about the taste if I buy the others."

A number of people put Silver Water in their baskets. I asked one man why he chose it. He said, "Well, I think they all taste the same. I mean, it's just water, but I like this one because the square bottles fit better in the fridge." Several other people also indicated they had no preference.

A few people chose Shaffof. Shaffof is a little more expensive than the other brands, so I thought perhaps it might taste better than the others. One well-dressed man said, "Shaffof is 'premium' so I know it tastes best. I've never tried the others."

My survey indicates that one reason people buy bottled water is that they think it tastes good. Most people seem to think that their favorite brand tastes best. Some people also said that other brands tasted bad. One person said that taste didn't matter because all water tastes the same. People who didn't care about taste bought the brand for other reasons, such as price or bottle shape.

#### Reference

Global packaged water consumption to overtake carbonates in 2015. (2015, April 21). *Canadean, Ltd.* Retrieved November 28, 2015, from <http://www.canadean.com/news/global-packaged-water-consumption-to-overtake-carbonates-in-2015/>

The student writer and interview in "What do we buy it?" are fictional, created for instructional use. The reference and summarized Canadean article are real. Sources used in these texts are real. The interview idea is derived from the article: Stossel, J. (2005, May 6). Is bottled water better than tap? Retrieved November 28, 2015, from <http://abcnews.go.com/2020/Health/story?id=728070&page=1>

**ACTIVITY** 50  
**Do**

In this activity, you will gather your classmates' ideas on the topic of bottled water. You will use your classmates as sources. You have read other people's points of view on the taste of different brands of water from Korzinka. **Before you talk to classmates, write one or two sentences telling your own point of view. Do you have a favorite brand of bottled water? Do you think there is a difference in taste among brands or tap water?**

Share your sentences with your classmates. Don't discuss the topic at this point. Simply share the statement you've prepared. Listen to your classmates' sentences. Keep a count of people's preferences. For the last row, write the most interesting idea you hear as a quotation.

Nestle	Hydrolife	Silver Water	Shaffof	Other brand	Tap Water	No preferences

The most interesting idea came from my classmate, named \_\_\_\_\_ who said, “

You now have information about your point of view and about the points of view of other people. Now write a paragraph that uses the other points of view as well as your own. **Fill the paragraph below with data you gathered from your classmates to help you write about your opinion on bottled water.** Notice that you only need to fill the paragraph with ideas and one reference to a classmate. Notice the paragraph calls for three paraphrases and one quote. This is a very common pattern used in academic writing.

People have different opinions about the taste of bottled water. In my class, most people think

---

Some people think

---

A few people think

---

One interesting idea came from \_\_\_\_\_, who said

“ \_\_\_\_\_ ”

I think

---

**ACTIVITY**  
**51**  
**Study**

Study the text. Do the task.

Ways of Writing  
the Words of Others

When writers use sources, they are using the ideas of other people. Writers can express the ideas of another person in different ways:

- Paraphrase tells the idea of the source in the writer’s own words.
- Reported speech stays very close to the idea and words of the source, but without using direct quotation.
- Direct quotation shows the exact words of the person.

It’s very important that direct quotation show the EXACT words of a source, but sometimes the writer needs to modify the exact words to make them fit his topic. This can be done using two different techniques:

- Direct quotation with ellipses is used to leave out some of the source’s words
- Direct quotation with brackets adds some of the writer’s words to help clarify the meaning of the source.

Look carefully at these examples from “Why Do We Buy It?”:

Ways Writers Use Ideas from Sources	Examples from “Why Do We Buy It?”
<p><b>Paraphrase:</b>  Writer keeps the idea of the source, but changes the way it is expressed. Ideas are the same, but they are expressed in the writer’s words. The writer references the source.</p>	<p>Several other people also indicated they had no preference.</p>
<p><b>Reported Speech:</b>  Writer may change the grammar of the source’s words, but stays very close to the words and meaning without using a direct quotation. The writer references the source.</p>	<p>One person said that taste didn't matter because all water tastes the same.</p>
<p><b>Direct Quotation:</b>  Quotation marks show that the writer is using the exact words of the person. The writer should give the correct context of the words, so that the source is accurately expressed. The writer references the source.</p>	<p>One young woman said, “I like Nestle. It tastes fresh and healthy.”</p>
<p><b>Direct Quotation with ellipses:</b>  Quotation marks show exact quotation, but ellipses show that the writer has deleted some words. Ellipses are always 3 dots. If ellipses come at the end of the sentence, there is a 4th dot for the full stop (period).The writer references the source.</p>	<p>One young mother said, “My children like this brand better. They complain ... about the taste if I buy the others.”</p>
<p><b>Direct Quotation with brackets:</b>  Quotation marks show exact quotation, but brackets show that the writer has added some words. Used to clarify the meaning of the quotation for the reader. The words in brackets were not said by the source. The writer references the source of the quote.</p>	<p>Another person said, “My mother drinks the tap water at our house, but I think it tastes bad. I prefer [Nestle brand water].”</p>

ACTIVITY 51  
Do

You have learned different ways to express ideas and words from a source. Look at the direct quote from the article:

He said, “Well, I think they all taste the same. I mean, it's just water, but I like this one because the square bottles fit better in the fridge.”

**Paraphrase the quote. Use your own words but keep the source's meaning.** For example, using the quote above: He said he thought there were no differences in taste in the different brands, so he just chose the bottle shape he preferred.

**Rewrite the quote in reported speech. Remember to change grammar if necessary.** For example: He said that he thought they all taste the same and that it's just water. He said that he likes his brand because the square bottles fit better in the fridge.

Be careful when changing the words of other people! Check your work. Is every word exact EXCEPT for the words you replaced with ellipses or added in brackets? Check with the classmate you quoted to make sure that you have expressed the intended meaning.

**Rewrite the quote using ellipses to delete something that you feel is not necessary for understanding the meaning.** For example: He said, “...I think they all taste the same. ...I like this one because the square bottles fit better in the fridge.”

**Rewrite the quote using brackets to add something that will make the meaning clearer for someone who has not read the article.** He said, “Well, I think they all taste the same. I mean, it's just water, but I like [Silver Water brand] because the square bottles fit better in the fridge.”

Healthy Behaviors  
by Komila Tangirova

It is said that “health is maintained and improved not only through the advancement and application of health science, but also through the efforts and intelligent lifestyle choices” and that “achieving and maintaining health is an ongoing process, shaped by both the evolution of health care knowledge and practices as well as personal strategies and organized interventions for staying healthy” (“Health,” 2016).

Every person seems to have a particular way of maintaining good health. They each follow a selected strategy which helps to improve their condition and gain a feeling of satisfaction about how they live. The observation of these strategies has revealed a number of interesting examples:

A professor who has a PhD in medicine drives an old-fashioned car, the operation of which is much harder and more complicated than modern ones. When asked the reason for driving it, he shared his secret of keeping in good physical condition via driving this car, “A new model will never make me sweat and work so hard.”

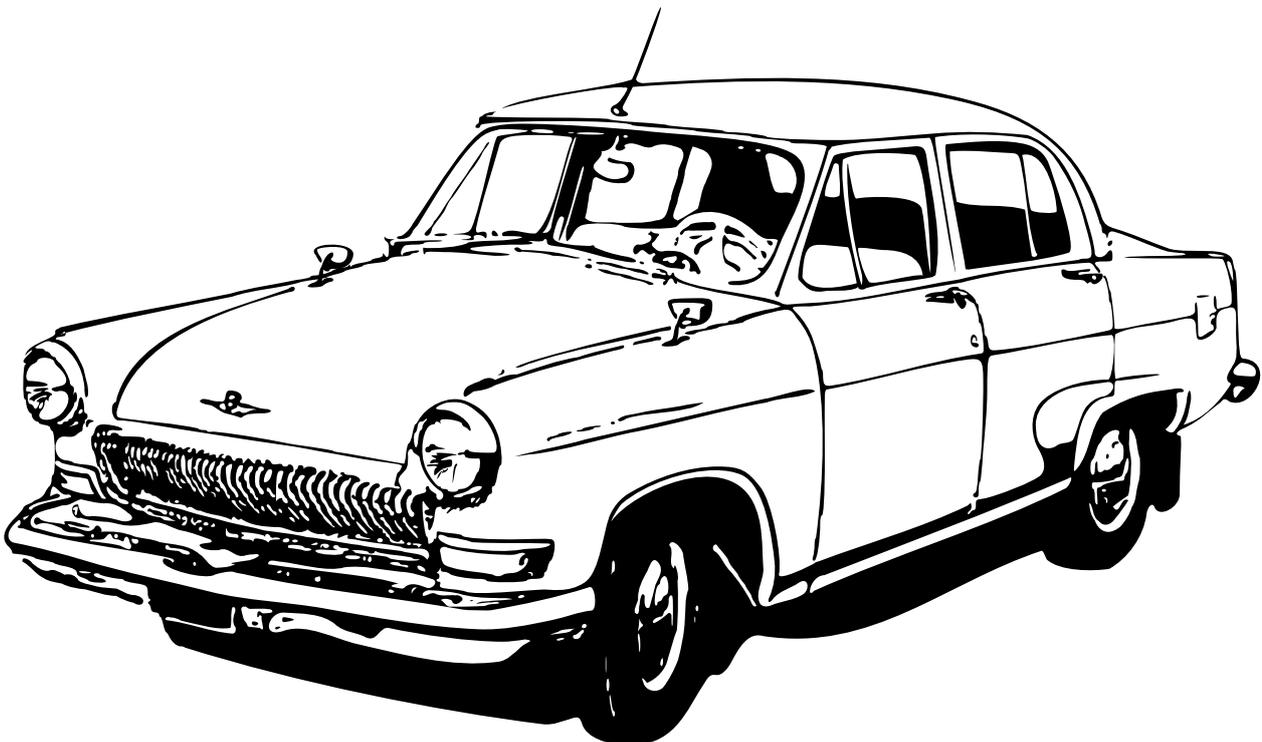
A teacher at school #178 revealed her secret of healthy and long life saying that she avoids consuming salt always keeping it to a minimum in her diet. She believes salt is what speeds up aging.

A number of people stopped in Tashkent streets and asked about their ways of keeping healthy said that the key to a healthy life is staying in control of their emotional state. Their ideas suggested that stress is to blame for any ailment and disease.

Different people choose different ways of staying healthy. Some of them link it with diet, while others connect health to physical activity or control of stress. Whatever way is preferred, it seems clear that most people realize maintenance of good health requires regular attention.

Reference

Health. (2016, January 29). In *Wikipedia, The Free Encyclopedia*. Retrieved 19:00, January 15, 2016, from <https://en.wikipedia.org/w/index.php?title=Health&oldid=702300244>



ACTIVITY 52  
Do

Think about an interesting method you or someone you know uses to stay healthy and describe it below.

Empty space for describing an interesting method to stay healthy.

Gather tips from classmates for living a healthy lifestyle.

Classmates	Tips for a Healthy Lifestyle

Work with a partner. Which healthy lifestyle tip do you think would be most effective? Why?

Empty space for discussing the most effective healthy lifestyle tip.

Which of the suggested methods would you find the hardest to follow? Why?

Empty space for discussing the hardest method to follow.

## ACTIVITY

# 53

## Study

Study the text. Do the task.

### Why Do We Buy It? (Final Draft)

by Aziza Shavkatova (*fictional name for student writer*)

**INTRO:** *Good writing develops over time. As a writer researches a topic, new ideas emerge. Notice how this revision of the article by Shavkatova further develops the main idea.*

*Notice how the writer edits information from sources to enhance her idea, but makes it clear when she is using the ideas and words of others and when she is giving her own idea. Finally, notice that she has added another source to support her main idea.*

Earlier this year, the *Canadean*, a source for market and investment information, predicted that the worldwide bottled water market is soon going to be worth more than the soda or soft drink market. In an April article, "Global Packaged Water Consumption to Overtake Carbonates in 2015," they predicted that 233 billion litres of bottled water will be sold this year. China and India consume half of the world's bottled water, but, the *Canadean* says, emerging countries, those countries with less developed economies, are the fastest growing area in this market. The report says the market is growing very quickly, "Back in 2010, the global population consumed only 170 billion litres".

The *Canadean* indicates that people in emerging economies are spending a significant amount of money on bottled water. I wondered what reasons people in these countries might have for buying this water.

Although this is a worldwide issue, I decided to ask people in my city, in the local *Korzinka*, why they were buying bottled water. When asked, some people said they were just buying the water for convenience, and a few people said they thought it was safer than the tap water at their home, but most people were buying it for the taste. One woman said, "I like Nestle. It tastes fresh and healthy."

People who bought *Hydrolife* also thought it tastes best. One mother said, "My children like this brand better. They complain ... if I buy the others."

One man, buying the most expensive brand, said, "*Shaffof* is 'premium' so I know it tastes best." But he admitted he'd never tried any others.

One man came closest to my own view when he said, "Well, I think they all taste the same. I mean, it's just water..." Like this last man, I do not, personally, think that one brand tastes better than another and, if tap water is filtered, I think the taste of it is also very similar to the taste of bottled waters. I suspect that people are reacting more to advertising and labels than to taste.

One indicator that I may be right is that it's been shown that people can't choose their favorite brands in blind taste tests. One such test was conducted by *ABCNews* in 2005 in New York City. The results were reported in an article on their website, "Is Bottled Water Better Than Tap?" They set up a test with the investigative TV show *20/20*. They asked people to rate the taste of tap water and five popular brands of water, ranging in price from very cheap to very expensive. Their test showed that tap water was often rated highly. In fact, the article said, "...Lots of tests keep finding that people like tap water." Finally, the cheapest brand of bottled water won the taste test, while the most expensive water came dead last.

Of course, it's important that people drink water that is safe and healthy, but more study is needed, because, it may be that, with bottled water, they are not really getting the good taste they are paying for.

#### References

Global packaged water consumption to overtake carbonates in 2015. (2015, April 21). *Canadean, Ltd*. Retrieved November 28, 2015, from <http://www.canadean.com/news/global-packaged-water-consumption-to-overtake-carbonates-in-2015/>

Stossel, J. (2005, May 6). Is bottled water better than tap? *ABCNEWS*. Retrieved November 28, 2015, from <http://abcnews.go.com/2020/Health/story?id=728070&page=1>

ACTIVITY 53  
Do

As you learn to write about sources, you will quickly realize that writers use sources to help express their ideas in many ways. When you write about the ideas of a source, you will often have to write about their sources, too. For example, when you summarize the final draft of Shavkatova’s article, “Why Do We Buy It?” it will be helpful to tell that Shavkatova used a report from ABCNews as evidence for her idea. Even though you may want to write about ABCNews, you might not be able to read the ABCNews source yourself.

In this case, it’s important to know this rule:

We can only reference sources that we have read ourselves.

So what do you do? You must quote the article from ABCNews indirectly or second-hand. Here are a few ways that you could do that:

Shavkatova reported a test conducted by ABCNews in which...

Shavkatova’s evidence came from an article published in 2005 by J. Stossel that described a test where...

According to Stossel, “...Lots of tests keep finding that people like tap water” (as quoted in Shavkatova).



**“Second-hand quotation” is quoting a source quoting a source!**

There are many ways to refer to sources second-hand, but the important rule to follow is that you can only quote and reference sources that you read yourself. You don’t know what Stossel said, you only know what Shavkatova said that he said. She could be wrong, but if you only quote Shavkatova, you will be right!

<i>Which source is referenced?</i>	<i>Who’s the direct source in the sentence?</i>
Shavkatova reported a test conducted by ABCNews in which many people preferred tap water to the most expensive bottled water.	Shavkatova
According to Stossel, “...Lots of tests keep finding that people like tap water” (as quoted in Shavkatova).	
Shavkatova’s evidence came from an article published in 2005 by J. Stossel that described a test where few people could choose their favorite brands in a blind taste test.	
The Canadian reported, “...In 2010 the global population consumed only 170 billion litres” (as qtd. in Shavkatova, 2015).	

Compare your answers to your classmates’ and discuss the text and task until all agree on the best answer.

ACTIVITY  
54  
Study

Study the text. Do the task.

Look Back  
Prepare to Write

Prepare to write a summary by re-reading the final draft of “Why Do We Buy It?” by Aziza Shavkatova.

Remember that a summary 1) needs to be about the main ideas of the author and 2) gives a few details from the source that show how the author expressed his main idea. Aziza Shavkatova expressed her main idea while using the ideas of other people but she made it clear when she was referring to the ideas of others and when she was telling her own ideas.

Notice that Aziza Shavkatova’s main idea is expressed in several sentences in different places in the text:

“I do not, personally, think that one brand tastes better than another and, if tap water is filtered...it is also very similar... I suspect that people are reacting more to advertising and labels than to taste. ...It’s important that people drink water that is safe and healthy, but it may be that, with bottled water, they are not really getting the good taste they are paying for.” - Aziza Shavkatova

ACTIVITY  
54  
Do

Write one sentence, clearly referencing Shavkatova’s article and paraphrasing her main idea in your own words.

.....

Stop, check your work, would Shavkatova agree that you have expressed her idea accurately? Did you reference Shavkatova so that your readers will know you have written about her idea?

Look back at the article. Shavkatova used one source to help introduce the general topic. What was that source?

.....

Shavkatova used a number of sources to show what other people think about the topic. Who were they?

.....

Finally, Shavkatova used a source as evidence for her own opinion. What was that source?

.....

In your notebook, combine your reference to Shavkatova, paraphrase of the main idea, and details from the article to write a summary of “Why Do We Buy It?” Remember that your topic of the summary is Shavkatova’s article even if you refer to other ideas.

A neutral summary of the type you are learning

- 1) is about the source.
- 2) references the source.
- 3) is neutral.
- 4) uses a common structure with the main idea first.
- 5) contains a few details that show how the author expresses the main idea.

Task designer: Dee Broughton

ACTIVITY  
55  
Study

Study the text. Do the task.

Responding to a Summary  
with Your Own Idea

Recall that “structure” is that way that details and main ideas are connected and sequenced. There are many common structures. Once you recognize them, you will see them again and again in your reading. Noticing them will help you better understand what you read. Using them in your writing will help others understand your ideas more easily.

We have looked at some common structures that writers use to organize their texts. You summarized a text that used a common story structure. You have also used a common structure for each of your summaries. We used a common structure for introducing ideas from other people, moving from a general paraphrase of ideas to a specific quotation. In “Why Do We Buy It?” we have read an example of a structure being developed from a simple version, where the main idea was very weak, to a more complex one, where the writer expressed and supported a strong main idea.

The first draft of “Why Do We Buy It?” uses a common structure where a writer introduces a topic with a summary, then tells what other people think about the topic, then gives her own view. This kind of writing is often called a summary-response paper.

You can easily try out this structure now, because you have already written a summary of the final draft of “Why Do We Buy It?” and you’ve written your own paragraph about what your classmates and you think about this topic. (Notice that the instructions ask you to consider whether your thoughts on this topic have changed.)

Study the simple structure of the first draft of “Why Do We Buy It?” in order to prepare to write your own short article with the same similar structure. Pay close attention to two things:

- 1) Note the way the writer creates transitions from the summary, to the opinions of others, to her own opinion.
- 2) Pay close attention to the way the writer makes it clear in each sentence whose ideas are discussed.

ACTIVITY  
55  
Do

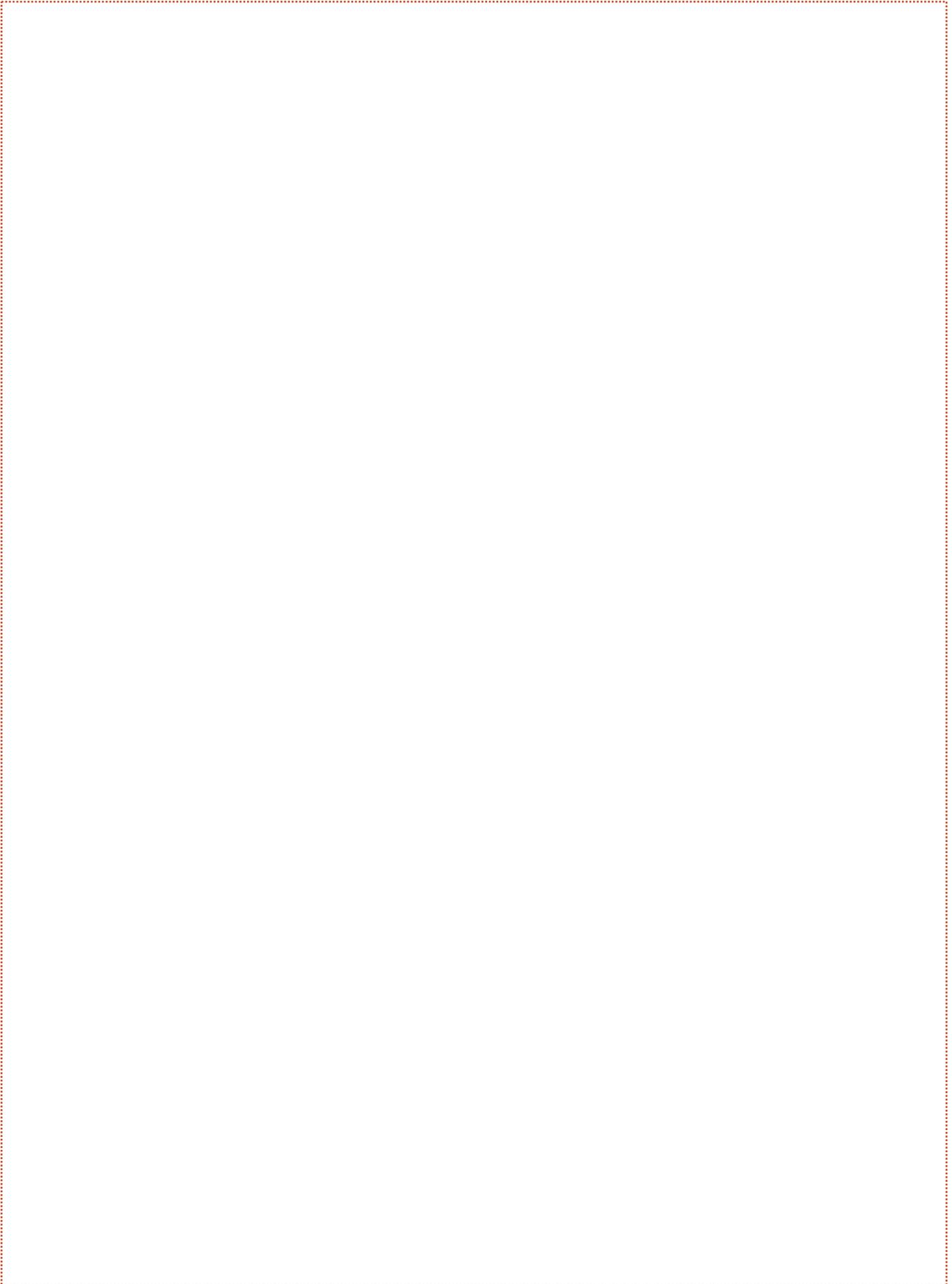
Now that you have read a more developed final draft of “Why Do We Buy It?” your opinion may have changed. If so, feel free to revise it and to add more detail or reasons. Since your text starts with a summary of Shavkatova, you may also want to include your opinion of her ideas. If so, revise your statement to include this. **Find at least one way to make your statement of your opinion more complete or more clear to others and write your new statement here.**

**On the next page, combine your summary of “Why Do We Buy It?” with your paragraph about the opinions of your classmates and your statement of your own opinion.** Your text will use Shavkatova as an introduction to the topic, tell what other people think about the topic, and then tell your opinion. Revise the writing as needed to create transitions between the parts. You may also decide to revise your paragraph about your classmates’ opinions or even to quote a different classmate in order to better fit with your own ideas. Notice, in this writing, your main idea is whatever you want to say about bottled water and Shavkatova, just as Shavkatova’s article was about what she wanted to say about bottled water.

Task designer: Dee Broughton

ACTIVITY  
55  
Do

Use your notes and the peer review checklist for a summary-response to write your own summary-response. Leave yourself space to revise later.



ACTIVITY

56  
Study

Study the text. Do the task.

Improving Your Writing  
with Peer Review

Share your writing on your opinion of bottled water where you have used a summary, the opinions of others, and your own opinion with some of your classmates.

Read or listen carefully to their writing. Compare quotes and references to the original sources. Is it clear at all times whose ideas are being discussed?

ACTIVITY 56  
Do

Evaluate the writing of your classmates according to the peer review checklist. Then, use the checklist to suggest ways your classmates can improve their writing. In evaluating this writing, the most important thing to look for is that every sentence clearly show whose ideas are being talked about. Look back through the lessons to find the many ways that this can be shown and suggest ways that your and your classmates' writing can be improved.

Writer's name (classmate)	Does the writer's summary meet all criteria for a correct, neutral summary?	Does the writer use a variety of paraphrase/quote/s econd-hand quote, etc, to accurately express ideas of others?	Is the writer's opinion clearly distinguished from the ideas of others?	Is the structure of the writing clear?	Do the transitions between sections enhance the writer's ideas?

Use the checklist to make suggestions for the writers in your group. Consider their suggestions to improve your own writing. Find at least one way to change your writing to make it clearer or more effective. Make the changes in your notebook, then record what you did here.

I improved my text by changing

### Addiction to Technology

by Iskandar Sattibaev with Mavjuda Shakhakimova

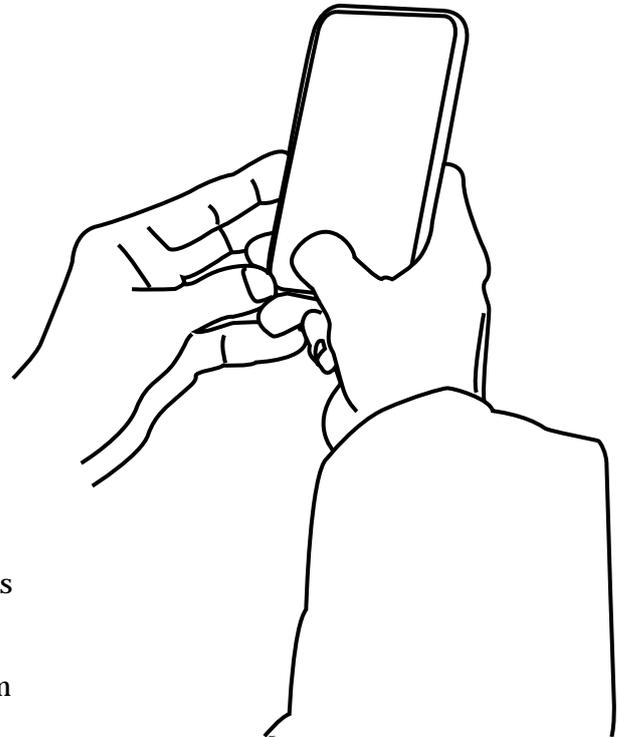
**INTRO:** *We've looked at some old technology, let's look at how our new technology is affecting us today.*

Today nearly everyone has access to mobile phones, PCs, and video games, and these devices are extremely useful and entertaining. On the other hand, these new gadgets may be accompanied by a new problem - technology addiction.

Prabhu (2012) describes addiction in biological terms: "Every time you attain a biological requirement ...the body releases a neurotransmitter called 'dopamine' (in this case, into the brain) that helps us decide the approach to something to be rewarded. This means the phase of wanting something and getting it, and the eventual liking of it, is controlled by dopamine. It is this that fuels an addiction".

Usually, we think of addiction as substance abuse where the release of dopamine is related to ingesting a substance that may cause physical harm but still leads to feelings of pleasure. However, people can also be addicted to behaviors, and in modern times, the focus of many people seems to have shifted to use of electronic devices. According to Prabhu (2012), "Once you start using a piece of technology... and eventually start to like it, release of dopamine in the brain creates a reward system for it, which creates an addiction for it."

Not everyone agrees that there is such a thing as addiction to technology. Some say it is an addiction, because the behaviors meet the scientific definition for addiction, but others say it is not, because technology is not optional like drugs or gambling, it's a necessity in today's world. Others are saying that, yes, people are obsessed with technology, but the obsession is just temporary, because the technology is new, and that the obsession will pass when something more interesting comes along. (Prabhu, 2012)



Prabhu worries, though, that this may never happen, because the problem with addiction is that nothing more interesting ever comes along. He says that when people are addicted, they only care about their addiction. Symptoms of technology addiction may include the person spending an increasing amount of time on the object of his addiction. After some time, he may begin to feel that what he is doing is wrong and begin to lie about how much time he spends doing it. This, in turn, causes other symptoms, including depression. Next, online images or games may begin to seem more real to him and more attractive than reality. He begins to feel himself more confident and accomplished online, while feeling more depressed dealing with the real world. Finally, the addiction begins to affect his education, profession, or personal life. (Prabhu, 2012)

#### Reference

Prabhu, A. (2012, January 7). Dangers of technology addiction. *Buzzle*. Retrieved February 01, 2016, from <http://www.buzzle.com/articles/dangers-of-technology-addiction.html>

ACTIVITY 57  
Do

The text implies that people in the twenty-first century use numerous gadgets for different purposes. What kind of electronic gadgets do you use on a daily basis?

I use the following gadgets on a daily basis:

Do you think you are addicted to the devices you use at any level? Give reasons to your answer:

I think that I am \_\_\_\_\_ to the gadgets I use, because, for reason,

\_\_\_\_\_ and for another,

\_\_\_\_\_ but the most important reason is that

Suppose that a person is addicted to technology. What are some ways that might help to cure the addiction? Your ideas may be realistic or fantastic, serious or silly, but make sure they would actually cure addiction!

In my opinion, technology addiction can be cured by

Share your ideas for solutions with others. Choose the most interesting ideas. Use the template to help you write about them.

My best idea for a solution to technology addiction is

My classmate, named \_\_\_\_\_ had an interesting suggestion:

On the other hand, my classmate, \_\_\_\_\_, suggested

Dangers of Mobile Phones  
by Madina Nazarova

Mobile or cellular phones are now a big part of modern life – but are they dangerous? Mobile phones are used for Internet connections, various apps, watching videos, listening to music, and taking photos. Today, a technologically advanced mobile phone can perform as many tasks as a personal computer.

According to David Gee with the European Environment Agency, “Mobile phones have numerous social, economic and even environmental benefits” but there may be dangers as well (“Health Risks,” 2011). The mobile phone is an exceptionally useful tool that advances personal communication beyond all expectations of only a few years ago. However, researchers are investigating the connection between use of mobile phones and increases in the risk of traffic accidents, addiction, and even cancers.

The use of mobile phones while driving is common, but widely considered dangerous. Several studies show mobile phones as a leading cause of car crashes. According to the World Health Organization (2013), “Research has shown an increased risk of traffic accidents, some 3-4 times greater chance of an accident, when mobile phones (either handheld or with a “hands-free” kit) are used while driving due to distraction.”

The mobile phone has become a necessity, but it’s also become an addiction, especially for young people. Francisca Lopez Torrecillas, who investigated hundreds of 18 to 25-year-old young adults from the city of Granada, points out “Mobile-addicts can be seriously affected at the psychological level but, as they don’t show any physical symptoms, their disorder goes unnoticed to others” (“Mobile-phone addiction,” 2007).

Researchers are investigating whether keeping cell phones in the pocket increase the risk of cancers. In 2011, International Agency for Research on Cancer (IARC) classified mobile phone radiation as Group 2B - possibly carcinogenic. That means that there “could be some risk” of carcinogenicity, so additional research into the long-term, heavy use of mobile phones needs to be conducted. The WHO added, in June 2011, “to date, no adverse health effects have been established as being caused by mobile phone use”.

These results are shown in a number of studies:

“A Danish study that took place over 10 years found no evidence to support a link. However, this study has been criticized for collecting data from subscriptions and not necessarily from actual users.

A Swedish study that draws the conclusion that ‘the data do not support the hypothesis that mobile phone use is related to an increased risk of [cancer].’

A British study that draws the conclusion that “The study suggests that there is no substantial risk of acoustic neuroma in the first decade after starting mobile phone use. However, an increase in risk after longer term use or after a longer lag period could not be ruled out.’

A German study that states ‘In conclusion, no overall increased risk of glioma or meningioma was observed among these cellular phone users; however, for long-term cellular phone users, results need to be confirmed before firm conclusions can be drawn’ (“Mobile phone radiation and health,” 2016).

References:

Health risks from mobile phone radiation: Why the experts disagree. (2011, October 12). *European Environment Agency*. Retrieved January 24, 2016 from <http://www.eea.europa.eu/highlights/health-risks-from-mobile-phone>

What are the health risks associated with mobile phones and their base stations? (2013, September 20). *World Health Organization*. Retrieved January 24, 2016 from <http://www.who.int/features/qa/30/en/>

Mobile-phone addiction in teenagers may cause severe psychological disorders. (2007, February 27). *News-Medical.net* Retrieved January 24, 2016 from <http://www.news-medical.net/news/2007/02/27/22245.aspx>

Mobile phone radiation and health. (2016, January 22). In *Wikipedia, The Free Encyclopedia*. [https://en.wikipedia.org/w/index.php?title=Mobile\\_phone\\_radiation\\_and\\_health&oldid=702442531](https://en.wikipedia.org/w/index.php?title=Mobile_phone_radiation_and_health&oldid=702442531)

ACTIVITY 58  
Do

The text gives evidence of the risks from mobile phones. The best way to decide if mobile phones are dangerous is to evaluate the evidence. Evidence is facts that convince you that a claim is true. If some people claim that mobile phones cause illness, they need to supply facts to support their claim if people are to accept their claim as a valid one. Almost all academic work involves making reasonable claims and supplying valid evidence to support them.



“Evidence” is facts that show clearly that a claim is true.

Evidence is information that we can use to help explain why we think what we think. Evidence is “support” for our ideas. When we want to challenge an idea, we can best challenge the evidence. Are the “facts” from a credible source? Are the “facts” proven by scientific methods? Are the “facts” accepted by a respected expert community?

From the text, which piece of evidence convinces you whether the use of mobile phones increases the risk of traffic accidents or not?

From the text, which piece of evidence convinces you whether the use of mobile phones increases the addiction or not?

From the text, which piece of evidence convinces you whether the use of mobile phones increases the risk of cancers or not?

Which of these claims have the strongest evidence that mobile phones cause traffic accidents, addiction, or cancers? \_\_\_\_\_

Are mobiles phones really dangerous or not? Which piece of evidence are you using to support your opinion?

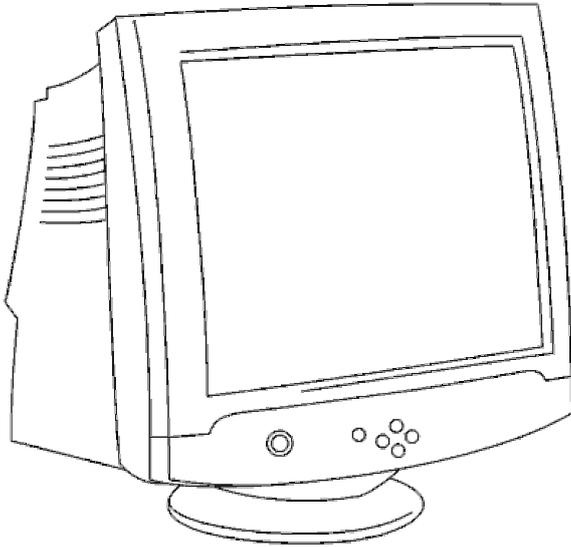
You are going to see what your classmates think about mobile phones. Ask them whether they agree or disagree with the statements below. **Ask them for their evidence to support their opinion.**

Claim	Agree	Disagree
The use of mobile phones increases the risk of traffic accidents.		
The use of mobile phones increases the risk of addiction.		
The use of mobile phones increases the risk of cancers.		

Which of your classmates gave the strongest evidence for a belief about the dangers of mobile phones? What was it?

Pearl Care

by Yoqut Sharipova and Zumratkhon Shukurova



Nowadays, it is not unusual to see people using computers and mobiles all around us. People often use digital screens like computers, laptops, monitors, tablets, and so on, but using these screens for long periods can damage your eyes.

According to WebMD, in an article reviewed by Dr. Rob Hicks, between 64% and 90% of people who use computers suffer from symptoms of eyestrain. Symptoms like fatigue, pain in or around the eyes, headaches, eye discomfort, dry eye, double vision, and blurred vision often occur after using screens. The same symptoms can occur after reading or doing other close visual work, but because screens are used for such long periods, they present a particular problem.

Computer Vision Syndrome, known as CVS, is strain on the eyes that happens when you use digital devices for prolonged periods of time. Anyone who has sat a few hours on the computer has probably felt some of the effects of prolonged use of digital technology. (“Computer Vision Syndrome,” 2014)

As WebMD stresses, the following factors affect the amount of strain in your body while working on a computer or on any other digital device:

- lighting in the room
- glare on the screen
- your distance from the screen
- your seating posture
- the angle of your head

One or all of these may combine to cause an uncomfortable amount of strain on your eyes. “Making a few simple changes in your work environment can help prevent and improve computer vision symptoms” (“Computer Vision Syndrome,” 2014). WebMD suggests arranging your work area to cut glare, using a supportive chair, putting your head in a comfortable position and “slightly below eye level, about 20 to 28 inches away from your face,” and resting your eyes every 20 minutes or so.

Eyes are a vital part of the body. Without a doubt, we can compare them to precious pearls, which need special care. Certainly, it is worth arranging an environment that will help to protect your eyes from CVS.

Reference

Computer vision syndrome. (2014, August 11). *WebMD*. Retrieved January 27, 2016, from <http://www.webmd.boots.com/eye-health/guide/computer-vision-syndrome>

ACTIVITY 59  
Do

Looking at screens for a long period has negative impact on eyes. However, the effect can be reduced or prevented. The text gives a few suggestions for how you can do this. For example, decrease the strong light. Use the suggestions in the text and others you have noticed on your own and describe the perfect work environment when working on a computer.

Some optical companies have created anti-glare glasses or anti-glare screens, which fit in front of the computer screen. What advantages or disadvantages might these devices bring? What other devices might be useful? Special desks? Chairs? Which devices would you use to enhance your perfect work environment?

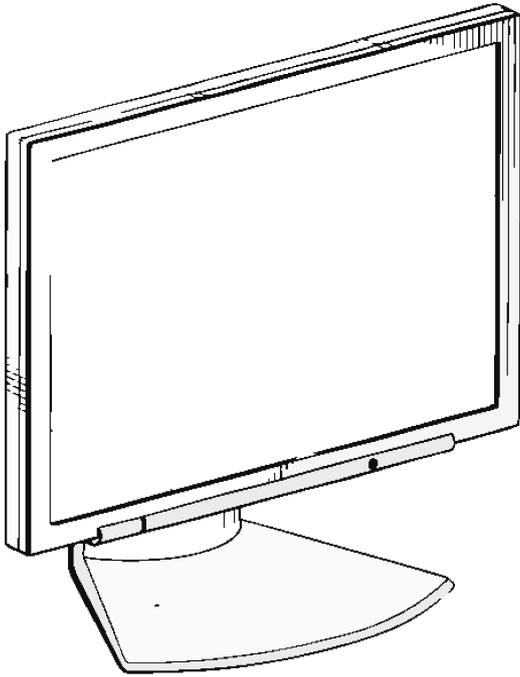
Work with a group. Imagine your group is in charge of ordering office equipment for your office and you must prepare a note for the managers. You want the healthiest work environment possible, but you know the managers have a limited budget to work with. Work together to prepare a talk for your managers that will justify the one most important piece of equipment you should buy for your office. Make notes about the equipment and the reasons you will give your managers for buying it.

Present your request for buying office equipment to the class. As a class, act as managers to vote on the most convincing presentation.

Our class voted to buy

because

Tools To Reduce Computer-Related Eye Strain  
by Yoqut Sharipova and Zumratkhon Shukurova



All screens, desktop, laptop, tablet, and mobile phone can cause eye strain. People often ignore tired eyes when they are busy with work. There are some software applications that can help to manage the glare from the screen or help people remember to rest their eyes:

1. F.lux

“The aim of F.lux is to adapt the color of the screen to the time of day. Example, F.lux will activate during sundown, gradually turning your screen a tint of orange as night falls. This helps negate the effect blue light has on sleep. F.lux is simple to use and set up, and you can change the "intensity" of the setting (how strong the effect will be)” (Jamaluddin, n.d.).

2. Awareness

“If you want a very simple app to remind you to take a break, then Awareness is it. Its only function is to tell you to take a break in the most unobtrusive way possible: by the sound of a Tibetan singing bowl. You set how long your work time is, the break time, and the volume of the sound, then let it do the rest” (Jamaluddin, n.d.).

3. EyeLeo

“EyeLeo lives in your System Tray, and has a mascot who will notify you of any incoming breaks you should be taking. The best part of this app is the eye exercises that it provides to relax and ease your eyes during your break. There is also a Strict mode, where EyeLeo will prevent you from skipping breaks, a useful feature for workaholics” (Jamaluddin, n.d.).

Reference

Jamaluddin, A. (n.d.). 9 free tools to reduce computer-related eye strain. *Hongkiat*. Retrieved January 23, 2016, from <http://www.hongkiat.com/blog/tools-reduce-computer-eye-strain/>

ACTIVITY  
60  
Do

The text tells about three different types of software that will help prevent eye strain. One changes the screen, but the other two help workers manage their work time and relax their eyes. Which type do you think would be most effective: managing the screen or managing the worker? Why?

In the text, two applications manage behavior. One helps the worker relax. The other provides eye exercises. Which do you think would be most effective: taking a complete break, perhaps even walking away from the desk, or doing eye exercises that help to keep eyes from strain? Why?

An good software application should be effective, but it should also be easy to use. Should it also work on different devices or be attractive? Age-appropriate? What other criteria should a software application have? Make a list of at least five criteria that you think any good software application should have.

As a class, create an award for the Best CVS-Prevention App. First discuss criteria for the award. What criteria must the winner of the Best CVS-Prevention App meet?

Find a partner who agrees with you about, at least, part of one of the questions above. Work with the partner to invent a new application that will help to prevent eye strain. Describe your application.

Share your ideas for new software with the class. As a class, vote on the different apps and award your Best CVS-Prevention App Award.

The Best CVS-Prevention App Award goes to

## Effects of Social Media on Interpersonal Relationships

by Mamura Alimova

Social media has become popular around the world in a relatively short time. When face-to-face communication with relatives and friends became impossible, people tried to find different creative ways to interact with each other. The development of social media increased rapidly in the 20th century. According to Hendricks, “The first recognizable social media site, Six Degrees, was created in 1997. It enabled users to upload a profile and make friends with other users.”

According to Wikipedia, social media is defined as a tool of communication. “Social media are computer-mediated tools that allow people to create, share, or exchange information, career interests, ideas, and pictures/videos in virtual communities and networks.”

Social media has become a dominating force in today’s world. It is used not only for communication, but also in marketing and advertisements. It influences the development of business. Faiza Sareah introduces some interesting statistics on social media sites, “There are more than 1 million small or medium sized businesses advertizing here and it is estimated that larger companies are spending as much as \$100 million on Facebook advertising per year.” According to Sareah “Currently, there are 6 billion hours of video watched on YouTube per month and 1 billion videos watched over mobile phones per day.”

There is much debate on the positive and negative effects of social media on interpersonal relationships. Many people think social media are effective ways for people to communicate. The book *Networked – The New Social Operating System* by Lee Rainie and Barry Wellman maintains that social media is a positive influence. “Social media are used to document memories, learn about and explore things, advertise oneself and form friendships. ...Communication through internet based services can be done more privately than in real life” (“Social Media,” 2015) .

On the other hand, some people think social media has a negative effect on real life socializing. Stephen Marche argues some of these views in *The Atlantic* article, “Is Facebook Making Us Lonely?” According to him, social media can provide a large number of contacts, but may not provide the depth of relationships that humans need. Marche states, “When you sign up for Google+ and set up your Friends circle, the program specifies that you should include only ‘your real friends, the ones you feel comfortable sharing private details with’. That one little phrase, Your real friends—so quaint, so charmingly mothering—perfectly encapsulates the anxieties that social media have produced: the fears that Facebook is interfering with our real friendships, distancing us from each other, making us lonelier; and that social networking might be spreading the very isolation it seemed designed to conquer” (Marche, 2012).

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ACTIVITY 61  
Do

After reading the text, decide what you believe is true about the positive or negative effects of social media on interpersonal relationships. What you believe is true is your “claim”. In academic work, we always try to give evidence that a claim is true. **Write your claim.**

Share your claim with a partner. Discuss the evidence you both have for your claims. In academic work, we do not argue with claims, rather we argue with the evidence that supports a claim. **What is the strongest evidence your partner has for the validity of his/her claim? In other words, what facts show that the his/her claim is true?**

**What is the weakest evidence for the claim? In other words, which evidence leads you to question the truth of the claim?**

After the discussion with your partner, revise the evidence that you have for your claim. Make at least one change to your statement that makes it stronger, then write about your claim and the evidence you think supports it.

My partner, named \_\_\_\_\_, says

\_\_\_\_\_ based on the evidence that

I think

\_\_\_\_\_ based on the evidence that

Adapted from “I Am Rich”  
by Umida Usmonova

“I Am Rich is an application which was formerly distributed using the App Store, and developed by Armin Heinrich. When launched, the screen only contains a glowing red gem and an icon that, when pressed, displays the following mantra in large text:

I am rich  
I deserve it  
I am good,  
healthy &  
successful

The application is described as "a work of art with no hidden function at all", with its only purpose being to show other people that they were able to afford it, making it a Veblen good” (“I Am Rich,” 2016).

Usually, people buy more items when the price is low, but “Veblen goods” are expensive items that people want to buy more when the price is higher.

“I Am Rich was sold on the App Store for 999.99 United States dollars, 799.99euros, and 599.99 pounds sterling, the highest price Apple allows for App Store content. The application was removed from the App Store by Apple Inc. without explanation the day following its release, on August 6, 2008” (“I Am Rich,” 2016).

“While the application was available, eight people bought it, at least one of whom claimed to have done so accidentally. Six US sales at \$999.99 and two European ones for €799.99 netted between \$5,600–5,880 for developer Armin Heinrich and \$2,400–2,520 for Apple. In correspondence with the Los Angeles Times, Heinrich told the newspaper that Apple had refunded two purchasers of his app, and that he was happy not to have dissatisfied customers” (“I Am Rich,” 2016).

One customer complained to the App Store, “I saw this app with a few friends and we jokingly clicked 'buy' thinking it was a joke, to see what would happen. ... THIS IS NO JOKE...DO NOT BUY THIS APP AND APPLE PLEASE REMOVE THIS FROM THE APP STORE” (“I Am Rich,” 2016).

“But, Heinrich told the Los Angeles Times that he had received correspondence from satisfied customers, “I've got e-mails from customers telling me that they really love the app [... and that they had] no trouble spending the money” (“I Am Rich,” 2016).

Heinrich has since released a new app, called I Am Rich LE. According to the itunes website where it's sold many people asked for it. The description says the “LE version has all the features of the famous full version and in addition all this:

- An inbuilt calculator for basic and financial calculations
- The famous mantra without spelling mistakes
- An inbuilt help system
- 1/100 of the original price” (Heinrich, 2016).

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ACTIVITY  
62  
Do

According to “I am Rich”, eight people bought the app, which cost \$999.99, nearly one thousand dollars. **If you had \$1000 to spend on anything you want, what would you buy?**

Among eight people who bought the original app, at least one of them said that the purchase was a mistake, but Heinrich says that some people were happy with the app. Remember the app did not make people rich. It was only designed to make them feel as if they were rich. **Imagine you want to feel rich, but you have only \$1000. Would you purchase this app to feel rich? If so, why? Would you do something else with the money to make yourself feel rich? What?**

Share your answers with your classmates. Listen for interesting ideas that you did not think of yourself.

Our class had some interesting ideas. My classmate, named \_\_\_\_\_,

would buy \_\_\_\_\_

in order to feel rich.

The application in the article is designed to make people feel rich. **What amount of money do you need to feel rich?**

Imagine you don't have any money at all, but somebody offered to buy you anything you want to make you feel rich. **What things would you choose? Why would you choose these things?**

Heinrich has released Version 2.0 of I Am Rich. Look back at the description. How is it different from Version 1.0? **Do the differences change your opinion? Would you buy this new app?**

Based on the discussion, do you think you need a certain amount of money to feel rich or do you need to have certain things to feel rich?

Excerpted from "A Taste of Kandinsky"

by Charles Michel, Carlos Velasco, Elia Gatti, & Charles Spence

**INTRO:** *As you read in Broughton's "Accessing the Academic Conversation", thousands of academic journals are freely available in English. You may be surprised at the many types of research being written about. Here is a research topic that blends art, food, and psychology.*

People perceive and appreciate food in a manner that is multisensory.... Just imagine, for instance, a typical meal and the variety of factors that play a role in modulating the diner's overall experience. These include, amongst other things, the presence of other people, the atmosphere or the environment in which the food is consumed, the cutlery with which we happen to be eating, and the plateware from which we are eating.

What people see also exerts a substantial influence over their perception of food and drink. Visual cues such as color and texture have been shown to exert a significant influence on the perceived flavour and acceptance of foods....Techniques...of painting and visual

communication design have been theorized to be useful...when it comes to designing food experiences. A food's visual features not only affect the perception of the food itself but also...in....guiding our food choices.

...Sixty participants...30 males and 30 females, took part in the study. ...The study was designed to assess whether placing the culinary elements of a dish in an art-inspired manner would modify the diner's expectations and hence their experience of food. ...The stimuli consisted of the same set of ingredients presented in one of three different visual arrangements. Importantly, the visual arrangements characterizing the three conditions contained the exact same quantity of exactly the same ingredients.

The 'regular' presentation condition consisted of a mix of the ingredients, which were simply placed in the middle of the plate. In the 'neat' presentation condition, the ingredients together with the sauces were placed side by side without touching each another. Lastly, for the 'art-inspired' condition, the ingredients were placed on the plate in a very specific manner, inspired by one of Wassily Kandinsky's abstract paintings.

Before being placed on the plate, the vegetables and condiments were prepared in exactly the same manner for all three presentations. ... The plate on which the food was served consisted of a white rectangle of cardboard. ...The food consisted of a relatively complex salad with ... 30 ingredients. They included three types of elements: vegetables, sauces..., and condiments.

...The effect of the three visual arrangements on participants' responses to each of the questions in the two questionnaires ...was analyzed.... Before the participants had tasted the food, the artistic plating was liked more than both the regular and neat food presentations, as well as being recognized as more artistic and complex than either of the other two presentations, even though the participants were not informed that the dish was supposed to mimic a work of art....After eating, participants rated the food presented in the art-inspired as being more flavorful.

...The results of the study provide evidence for the idea that there are differences in the expectations and consumption experience of a dish because of the various elements having been artistically arranged on the plate. Diners intuitively attribute an artistic value to the food, find it more complex and like it more when the culinary elements are arranged to look like an abstract-art painting. Moreover, people are ready to pay more for the food when it is presented in an aesthetically pleasing manner, both before and after trying it.

...The visual appeal of food has been, and will always be, an important matter to entice the appetite, ultimately enhancing the flavors of culinary creations. While chefs rely mostly on their intuition and expertise to plate their dishes, we suggest that studying food presentations under the lens of psychology and sensory science could give precious insights to the...art of plating.

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ACTIVITY 63  
Do

We have read about an app that people bought simply because it was expensive. Now we have read research that shows that the artistic presentation of food might influence the diners' choices. The data showed that diners say they like food better if it looks better. **What products would you buy simply because they look appealing?**

Michel, Velasco, Gatti, and Spence (2014) showed that "... people are ready to pay more for the food when it is presented in an aesthetically pleasing manner, both before and after trying it." In other words, people would pay more both before they knew how the food tastes and after they know how it tastes. Are you ready to pay more for the food that looks better? How much more would you pay for a dish that looks more appealing. In other words, imagine if you were to buy a dish and it were served in a plastic bag at a certain price. **How much more would you pay for the dish if it were served on fine china at a pleasant restaurant with clean linen and silverware?**

Share your answers with classmates, then work in pairs and make a list of your reasons for and against paying more.

Reasons for	Reasons against

What kinds of experts could use this data in their work and how? Think of at least three different uses. In other words, what kind of scientists could use this data? How might a business use it?

Dr. Vasant and Usha Lad's Ideas on Food Combining  
by Margarita Kasatkina and Dee Broughton

**INTRO:** We've read about many different topics. Now we are going to look at a number of texts that all treat the same topic, food combining, from different points of view. We can think of this as looking at a small part of the academic conversation on food combining.

In chapter four, "Food Combining," excerpted from the book, *Ayurvedic Cooking for Self-Healing*, authors Usha and Vasant Lad say that many stomach ailments are likely caused by poor food combining. They offer a solution in the proto-scientific philosophy of healing, Ayurveda. Ayurveda considers a person as a whole rather than as separate parts and focuses on healing the whole body rather than separate parts of it. According to Ayurveda philosophy, which the Lads use to describe this approach, the most important element in finding a "truly balanced diet" is in understanding an individual's constitution. The key is balancing the three elements that Ayurveda calls Vata, Pitta, and Kapha.

Ayurveda teaches that an individual's digestive fire, or *agni*, determines how well or poorly nutrients spread throughout the tissues and cells of a body, but that food combinations can affect *agni*. Ayurveda describes four qualities in every food: taste, a heating or cooking energy, a post-digestive effect, and, in some foods, an "unexplained effect". According to the authors, wrong combinations could overload *agni* causing the production of toxins, indigestion, gas formation, or fermentation. On the other hand, some combinations could stimulate and help to burn toxins.

The authors provide several combinations that are advised against in Ayurveda and explain why they can lead to toxemia and different diseases:

"For example," they say, "eating bananas with milk can diminish *agni*, change the intestinal flora, produce toxins and may cause sinus congestion, cold, cough and allergies. Although both of these foods have a sweet taste and a cooling energy, their post-digestive effect is very different- bananas are sour while milk is sweet. This causes confusion to our digestive system and may result in toxins, allergies, and other imbalances."

Another example is milk combined with melon. The authors say these two foods require different time for digestion and different amounts of stomach acid because one is sweet and the other is sour, says the article. For this reason, "These incompatible food combinations not only disturb the digestion but also cause confusion in the intelligence of our cells, which can lead to many different diseases."

The list of "bad" combinations also includes, among others, milk with cherries or yogurt, lemon with either tomatoes or cucumbers, tomatoes and cucumbers together, hot drinks with meat or cheese or fish, fruit with any other food, and eggs with cheese or meat or milk. The Lads warn that, "Poor combining can produce indigestion, fermentation, putrefaction and gas formation and, if prolonged, can lead to toxemia and disease."

Following the warning, though, the authors list a number of factors that could reduce the effects of bad food combinations. Number one is if a person is "blessed" with a strong digestive fire. Next, when different quantities of each food are involved in a combination, they may not cause problems, because of the "unexplained effect". Spices and herbs can help make foods compatible. Some foods act as "antidotes" such as the addition of cardamom to coffee. Another factor that can minimize the effect of combining is that our bodies make some adaptation and become accustomed to certain combinations over time. Additionally, the authors say, a mixture of vegetables, when cooked together, will "tend to learn how to get along." Finally, the Lads conclude the list of things that will "lessen the effect of bad food combinations" saying, "Eating a 'bad' combination occasionally usually does not upset the digestion too much."

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ACTIVITY 64  
Do

There are a number of ways to use sources. As you've seen, it's common to start writing with a summary of a text to introduce a topic and then to write your own idea about the topic. In such a case, your summary is about the source, but your main idea is about the topic and you have used the summary to introduce the topic.

It's also very common to start writing with a summary of a source because you want to respond to the source directly. In other words, you have something to say specifically about the source. In this case, the summary still introduces the topic, but the topic is the source, and your main idea is what you want to say about the source.

For example, if Shavkatova had disagreed with the Canadean source itself, she might have written a different type of response showing how the source was incorrect or biased. In that case, she would not be talking about bottled water; she would be talking about the report from Canadean.

In the next lessons, you will read several texts on the same topic. You will choose one source to respond to and you will use other sources to show what other people think about the topic or as evidence for your own idea. Begin by looking carefully at the first source, "Dr. Vasant and Usha Lad's Ideas on Food Combining."

Who is the author of "Dr. Vasant and Usha Lad's Ideas on Food Combining"?

Who is the author's source?

Is "Dr. Vasant and Usha Lad's Ideas on Food Combining" about a topic or a source?

Is "Dr. Vasant and Usha Lad's Ideas on Food Combining" neutral or does it contain the writers' opinions?

Is "Dr. Vasant and Usha Lad's Ideas on Food Combining" a summary or a synthesis?

If you use "Dr. Vasant and Usha Lad's Ideas on Food Combining" to talk about Ayurvedic diet, who is your source? Kasatkina and Broughton or Usha and Vasant Lad?

Use the following structure to paraphrase Dr. Vasant and Usha Lad's ideas on food combining.

According to \_\_\_\_\_, Dr. Vasant and Usha Lad describe food combining as

Compare answers and discuss the text with classmates to come to agreement about the best answers.

## What is Ayurveda?

by Dee Broughton with Oysara Makhsudova

Long before scientific methods were established, the medical practice of Ayurveda was developed. “The main classical Ayurvedic treatises begin with legendary accounts of the transmission of medical knowledge ...to human physicians. Ayurvedic therapies have varied and evolved over more than two millennia” (“Ayurveda,” 2015).

Ayurveda is considered by many scholars to be the oldest healing science. University of Maryland Medical Center describes it as a “holistic approach to health designed to help people live long, healthy, and well-balanced lives ...The basic principle of Ayurveda is to prevent and treat illness by maintaining balance in the body, mind, and consciousness through proper drinking, diet, and lifestyle, as well as herbal remedies” (Ehrlich, 2013). In other words, it’s believed that by using methods of Ayurvedic medicine, people can bring their bodies and minds into balance and so enjoy a healthier life.

This balance is believed to be different for each person and many things can disturb the balance. “According to Ayurvedic ...each person has a distinct pattern of energy -- a specific combination of physical, mental, and emotional characteristics. ...Many things can disturb the energy balance, such as stress, an unhealthy diet, the weather, and strained family relationships. The disturbance shows up as disease. Ayurvedic practitioners prescribe treatments to bring the doshas back into balance” (Ehrlich, 2013).

According to Wikipedia, there are three “doshas” that can be used for healing:

“Vata is the impulse principle necessary to mobilize the function of the nervous system. It affects the windy humor, flatulence, gout, rheumatism, etc.

Pitta is the bilious humor, or that secreted between the stomach and bowels and flowing through the liver and permeating spleen, heart, eyes, and skin; its chief quality is heat. It is the energy principle which uses bile to direct digestion and enhance metabolism.

Kapha is the body fluid principle which relates to mucus, lubrication, and the carrier of nutrients” (“Dosha,” 2015.)

There have been various theories about how Ayurveda works. One theory proposes “the doshas are balanced when they are equal to each other” but a second theory suggests that each person “possesses a unique combination of the doshas which define this person's temperament and characteristics” (“Ayurveda,” 2015). Both theories maintain that, “each person should modulate their behavior or environment to increase or decrease the doshas and maintain their natural state” (“Ayurveda,” 2015).

Ayurveda is “one of the few systems of medicine developed in ancient times that is still widely practiced in modern times. As such, it is open to the criticism that its conceptual basis is obsolete and that its contemporary practitioners have not taken account of the developments of modern medicine” (“Ayurveda,” 2015). As Ayurveda becomes more popular in modern times, it remains to be seen whether science will accept it or not.

### References

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Ehrlich, S. (2013, September 8). Ayurveda. *University of Maryland Medical Center*. <https://umm.edu/health/medical/altmed/treatment/ayurveda>

ACTIVITY 65  
Do

Before you continue reading about Ayurveda and food combining, state your own view of food combining at this time. Include your opinion about the three issues in the table below. Give reasons for your belief based on your own experience or personal knowledge for your view. Later you'll use sources to help you support your ideas with more evidence.

Share your statement with your classmates. Don't discuss the topic at this point. Simply share the statement you've prepared. Listen to your classmates' statements. Keep notes on classmates' views.

How many people believe...?			
	Agree	Disagree	Partially Agree
Use of Ayurvedic food combining can prevent stomach ailments.			
Incorrect food combinations can cause toxins to build up in the body.			
It is not healthy to eat tomatoes and cucumbers together.			

Now you have information about your opinion and the opinions of others. **Fill the pattern below with data you gathered from your classmates to help you write about your opinion on food combining.** Notice that you only need to fill the paragraph with ideas and one reference to a specific classmate. Notice the paragraph calls for three paraphrases and one quote. This is a very common structure. Look for variations of it when you read. You will often see it combined with references to sources. You can use this structure in many kinds of writing.

People have different beliefs about food combining. In my class, most people say

---

Some people agree that

---

but disagree that

---

A few people

---

One classmate, \_\_\_\_\_, said, “

---

I think

## ACTIVITY

# 66 Study

Study the text. Do the task.

Excerpted from "Use Caution with Ayurvedic Products"  
by U.S. Food and Drug Administration

"Consumers should know that Ayurvedic products are generally not reviewed or approved by the Food and Drug Administration (FDA)," says Mike Levy, Director of the Division of New Drugs and Labeling Compliance in the Office of Compliance, part of FDA's Center for Drug Evaluation and Research (CDER).

...The presence of metals in some Ayurvedic products makes them potentially harmful. A study published in the August 27, 2008, issue of the Journal of the American Medical Association (JAMA), demonstrated that one-fifth of U.S.-manufactured and Indian-manufactured Ayurvedic products bought on the Internet contained detectable lead, mercury, or arsenic.

Researchers found 25 Web sites selling Ayurvedic products. After identifying 673 products, they randomly selected 230 for purchase. Of those, they received and analyzed 193 products. Nearly 21 percent were found to contain detectable levels of lead, mercury, or arsenic.

All metal-containing products exceeded one or more standards for acceptable daily metal intake. The researchers concluded that several Indian-manufactured products could result in lead and/or mercury ingestions 100 to 100,000 times greater than acceptable limits.

This study followed a previous study published in JAMA on December 15, 2004, which found that one out of five Ayurvedic "herbal medicine products" produced in South Asia and available in South Asian grocery stores in Boston contained potentially harmful levels of lead, mercury, and/or arsenic.

"This issue has been and will continue to be a priority for FDA," Levy says. The agency has had an import alert on certain Ayurvedic products in place since 2007. This import alert allows FDA personnel to prevent these products from entering the United States.

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U.S.FDA (2008, October 16) Use caution with Ayurvedic products. Available from <http://www.fda.gov/ForConsumers/ConsumerUpdates/ucm050798.htm>

## ACTIVITY 66 Do

You noticed that, when Shavkatova developed her idea further, she added evidence from a source to support her idea. When we give our opinion or idea, people often ask why we believe what we do. When we give reasons, we are "supporting" our idea. For personal opinions such as, "I prefer to buy this brand," we can support our idea with simple statements such as, "I like the taste," but for a more substantial claim, such as "People cannot tell the difference in the tastes of brands of water," we need evidence. "Evidence" is facts that show that a claim is true. Opinions come from inside the writer, but evidence always comes from outside the writer, often from other texts.

Look at the text "The FDA on Ayurvedic Products." Let's find the claim. The claim is usually the main idea. In this case, the claim is, "The presence of metals in some Ayurvedic products makes them potentially harmful." Maintaining the claim has significant consequences: "This import alert allows FDA personnel to prevent these products from entering the United States." **Underline all the sources that provide evidence to support the claim. I underlined \_\_\_\_\_ [number] of sources.**

Look back at "Dr. Vasant and Usha Lad's Ideas on Food Combining." In this case, we do not have the original text, but we have an accurate paraphrase. According to Kasatkina & Broughton, **what is the Lads' claim?**

**Underline all sources or other evidence to support the claim. I underlined \_\_\_\_\_ [number] of sources. Compare both answers with classmates'. Discuss any difference of opinion on what provides evidence.**

Task designer: Dee Broughton

ACTIVITY  
67  
Study

Study the text. Do the task.

Adapted from “Protein Combining”  
on Wikipedia

“Protein combining”, also known as “protein complementing”, is a dietary strategy for getting protein nutrition from grains and cereals by using complementary sources of protein to maximize nutritional value. Originally the concept was applied to feed vegetarian animals raised for meat production, but, since 1971, it has become a way of evaluating the nutritional value of vegetarian dishes for humans, too.

In 1971, the idea of complementing or combining protein, became popular in America.... Frances Moore Lappé published a book *Diet for a Small Planet*, which explained how essential amino acids might be obtained from complementary sources in vegetarian nutrition. The book became a bestseller... “selling in the next ten years almost two million copies in three editions and six languages”.

Lappé wrote, “Complementary protein combinations ... formed the basis of the world's traditional cuisines. We use them naturally in our cooking without even being aware of it. The three most common complementary protein combinations are: 1) Grains (rice, corn, wheat, barley, etc.) + legumes (peas, beans, lentils), 2) Grains and milk products, 3) Seeds (Sesame or sunflower) +legumes.

...For a time, The American National Research Council and the American Dietetic Association (ADA) cautioned vegetarians to be sure to combine their proteins.

In 1981, Lappé changed her position on protein combining in a revised edition of *Diet for a Small Planet*, “In 1971, I stressed protein complementarity because I assumed that the only way to get enough protein...was to create a protein as usable by the body as animal protein. ...I gave the impression that in order to get enough protein without meat, considerable care was needed in choosing foods. Actually, it is much easier than I thought. With three important exceptions, there is little danger of protein deficiency in a plant food diet. The exceptions are diets very heavily dependent on fruit or on some tubers, such as sweet potatoes or cassava, or on junk food (refined flours, sugars, and fat). ...In all other diets, if people are getting enough calories, they are virtually certain of getting enough protein.”

The American Dietetic Association reversed itself in its 1988 position paper on vegetarianism. Suzanne Havala, the primary author of the paper, recalls the research process, “There was no basis for [protein combining] that I could see.... I began calling around and talking to people and asking them what the justification was for saying that you had to complement proteins, and there was none. ...So we went ahead and made that change in the paper. ...It was a couple of years after that that Vernon Young and Peter Pellett published their paper that became the definitive contemporary guide to protein metabolism in humans. And it also confirmed that complementing proteins at meals was totally unnecessary.”

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Protein combining. (2016, January 1). In *Wikipedia, The Free Encyclopedia*. Retrieved 07:35, February 29, 2016, from [https://en.wikipedia.org/w/index.php?title=Protein\\_combining&oldid=697763378](https://en.wikipedia.org/w/index.php?title=Protein_combining&oldid=697763378)

ACTIVITY  
67  
Do

The text describes how the academic conversation about protein combining changed as researchers found new information. Both Lappé and Havala changed their claims in writing after learning more. Ayurveda’s food combining ideas have not changed since ancient times, but the ideas of protein combining changed within a decade. **What differences between the two ideas might explain why one has changed and the other has not?**

Task designers: Dee Broughton and Margarita Kasatkina

## ACTIVITY

# 68 Study

Study the text. Do the task.

### A Dietician's View

by Dee Broughton

Tamara Duker Freuman is a registered dietitian who specializes in digestive disorders, celiac disease, and food intolerances. She writes for U. S. News and World Report on health and diet. In response to the idea of food combining that has become very popular on the internet, she wrote a column on how the body actually digests food.

She responds to the claim that “the body is unable to digest certain foods if they are eaten in the wrong combination...because various digestive factors required to process protein and carbohydrate...‘neutralize’ one another and prevent the digestion of both.” Specifically, she responds to claims that fruits rot in the stomach and feed harmful yeasts if they are eaten with other food, and that meat putrefies in the gut if eaten with grains.

Freuman is skeptical of these claims because she says that's just not how the body works.

According to Freuman, it's impossible for anything to rot in the stomach. “Your stomach ... is more acidic than even vinegar and lemon juice. This renders the stomach an extremely inhospitable environment to microorganisms, which are generally unable to survive there.” Since, rotting is decomposition due to bacterial or fungal action, it doesn't matter how long the food sits in your stomach.

She also says that, despite claims by some food combination proponents, food combinations don't affect the pH levels of the digestive system. She says that even if a food could lower the acidity of the stomach, this view “overstates the stomach's role in protein digestion. The stomach's main purpose is blending food so there's maximum surface area exposed to the multiple digestive enzymes it will encounter in the small intestine....”

Freuman reveals an interesting fact, “Even people without stomachs...are able to digest and absorb protein just fine in their small bowels.”

Ultimately, the majority of digestion takes place in the small intestine, and it is the pancreas that controls the enzymes and pH levels there. In other words, Freuman maintains, “Our body has its own mechanisms to control [digestion].... And no combination of foods we eat will override these independent mechanisms.”

Finally, however, Freuman allows that, “...There are some ancient cultural traditions, like Ayurveda, in which food combining plays a prominent role. These traditions...reflect a more metaphysical approach to digestion, rather than one grounded in molecular biology. The discussion [above] is not intended to serve as a critique of or commentary on age-old cultural food practices based on such non-Western modalities.”

#### Reference

Freuman, T. D., (2015, May 12) Debunking the myth of food combining. *U. S. News and World Report (Health)*. Available from <http://health.usnews.com/health-news/blogs/eat-run/2015/05/12/debunking-the-myth-of-food-combining>.

## ACTIVITY 68 Do

Notice this is not the original article by Freuman, so we must reference Broughton. **According to Broughton, what is Freuman's claim about food combining?** Be careful; other claims are mentioned.

Authors do not always agree completely or disagree completely with an idea or source. They often partially agree in some way, but disagree in others. It is useful to notice how writers show this. Freuman (as qtd. in Broughton) mentions Ayurveda. **We know that Freuman disagrees with food combining, but what claim does she make about Ayurveda? Find and underline one quote from her that best expresses her view of Ayurveda. Check with classmates to see if your answers agree. Discuss, if needed, to reach a consensus on the best answer.**

Task designer: Dee Broughton

## ACTIVITY

# 69 Study

Study the text. Do the task.

### Look Back Preparing to Write

You have now read five different sources on the topic of Ayurveda and food combining. With these five sources you can begin to write a text with the same structure that you saw in the final draft of “Why Do We Buy It?” You are going to use the five texts in different ways. You can use a text for more than one purpose, and you can use information from more than one text for the same purpose. Look back at all the texts with these questions in mind. Make notes that you can use later to help you write.

- Which texts are about a source (summary) and which use sources to explain ideas (syntheses)?
- Which texts make a claim you agree with? Which make a claim you disagree with?
- In each text, which support do you accept as evidence (you believe it shows the claim to be true)?
- Which texts contain support you do not accept as evidence (facts are not true, source is not credible, etc.)?
- Which text do you most agree with? Which text do most disagree with?

## ACTIVITY 69 Do

1. **Your Claim:** Now that you have read more sources, your opinion on food combining may have changed. Find at least one way to make your statement of your opinion more complete or more clear to others and write your new statement here. This will be your claim, what you think is true. You don't need to give reasons here. You will give your reasons for it and evidence in the text you write. You may continue to revise this as you write.

2. **Your Evidence:** Identify at least one of the five texts as strong evidence to support your own viewpoint. What information will you use from it? (You can also add that more evidence is needed as Shavkatova does.

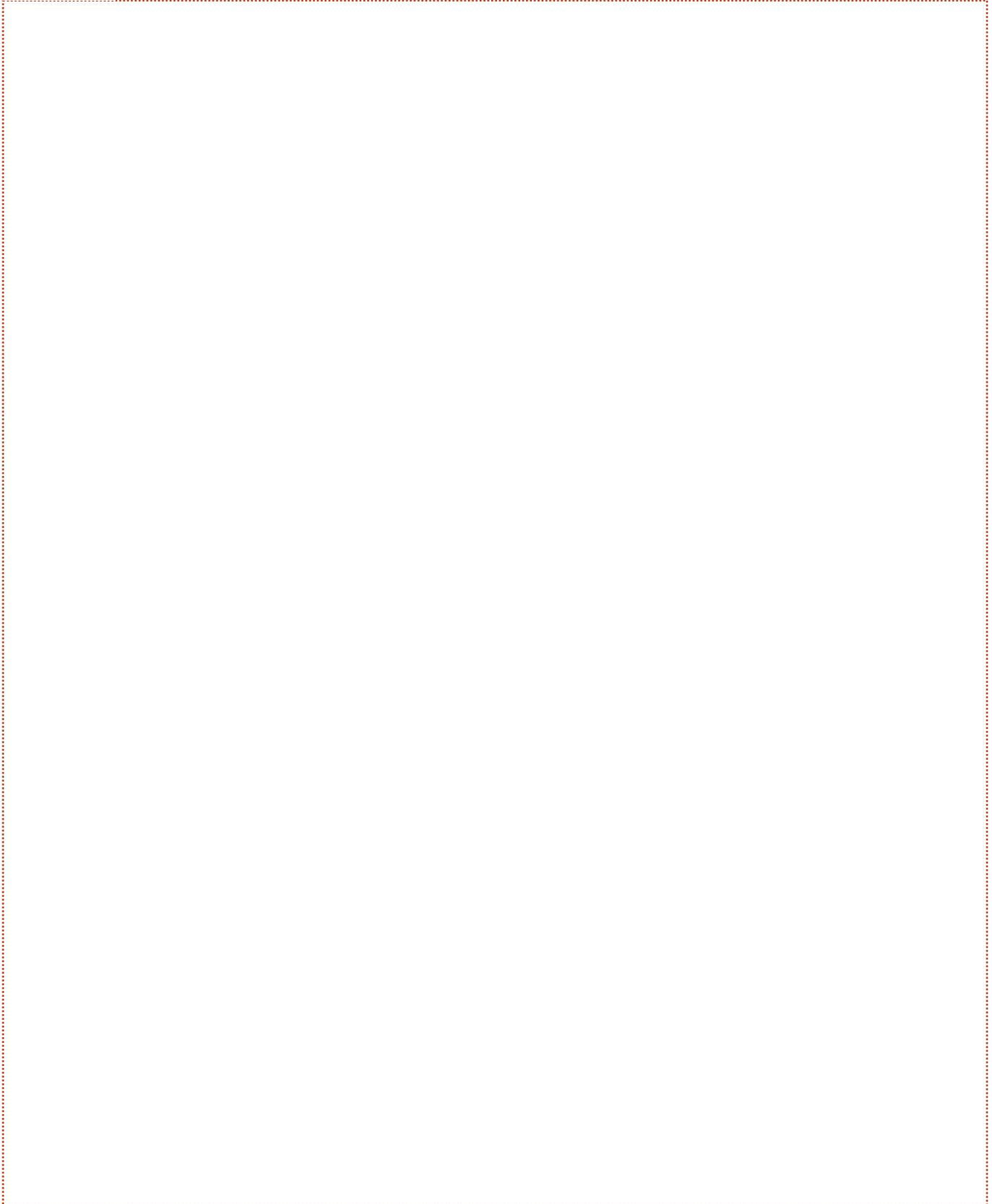
3. **Your Introductory Summary:** You are going to write a summary/response paper in which you use a summary to introduce a topic. In this case, the topic is the source you summarize. You may begin with any source, but it is easiest to write a summary/response beginning with a source you disagree with. **Which of the five texts do you most strongly disagree with?**

4. **Your Explanation of What Others Think:** After the summary, our structure uses a synthesis to tell what others think about the topic. Use your classmates' views, but also use the ideas of others in the five texts. The goal is to give a fair overview of the range of opinions on the topic. **Which texts can you use to show different opinions?**

Task designer: Dee Broughton

Write a text that expresses your view on food combining using these characteristics:

- 1) Begin with a summary to introduce the topic (use sources).
- 2) Transition to a synthesis that tells what other people think (use sources).
- 3) Clearly state your own view.
- 4) Offer evidence for your view (use sources).
- 5) Clearly and accurately reference every source used.
- 6) Try to transition between the parts in ways that clearly connect them to your own idea.



**ACTIVITY**  
**70**  
**Study**

Study the text. Do the task.

Evaluating Writing You Disagree With  
in Peer Review

Find two classmates who disagree with you regarding food combining. Share with your classmates your writing where you have used a summary, the opinions of others, your own opinion, and evidence.

Read or listen carefully to their writing. Notice that it's possible to use any text as the introductory source and any text as the evidence, all depending on your own main idea. Once you can easily understand, summarize, synthesize, and reference sources, you can use them as building blocks in structures like this one in any way you choose.

**ACTIVITY**  
**70**  
**Do**

Evaluate the writing of two classmates according to the peer review checklist. Then, use the checklist to suggest ways your classmates can improve their writing. For this writing, the most important criterion is that every sentence clearly show whose ideas are being talked about. Look back through the lessons to find ways this can be shown and suggest ways that you and your classmates' writing can be improved. Remember that you are evaluating the writing, not the ideas. Help your classmates make their own ideas clear.

Writer's name (classmate)	Does the writer's summary meet all criteria for a correct, neutral summary?	Is there a variety of paraphrase/quote/second-hand quote, etc, to accurately express a fair idea of the range of others' opinions.	Is the writer's opinion clearly distinguished from the ideas of others?	Is the writer's view supported with evidence from sources?	Do the transitions between sections enhance the writer's ideas?
Which text did your classmate agree with? Which did your classmate disagree with? Did use of these texts effectively show your classmate's view on food combining?					
Which text did your classmate agree with? Which did your classmate disagree with? Did use of these texts effectively show your classmate's view on food combining?					

Use the checklist to make suggestions for your classmates' writing. Consider their suggestions to improve your own writing. Find at least one way to change your writing to make it clearer or more effective. Make the changes, then record what you did here.

I improved my text by changing

## ACTIVITY

# 71

## Study

Study the text. Do the task.

### Old Postcards Show Predictions for the Year 2000

by Umida Khaydarova

**INTRO:** *We've looked at information about the science of the past. We've read some articles about how technology is affecting us in the present. Let's look at some ideas of what science and technology may bring in the future.*

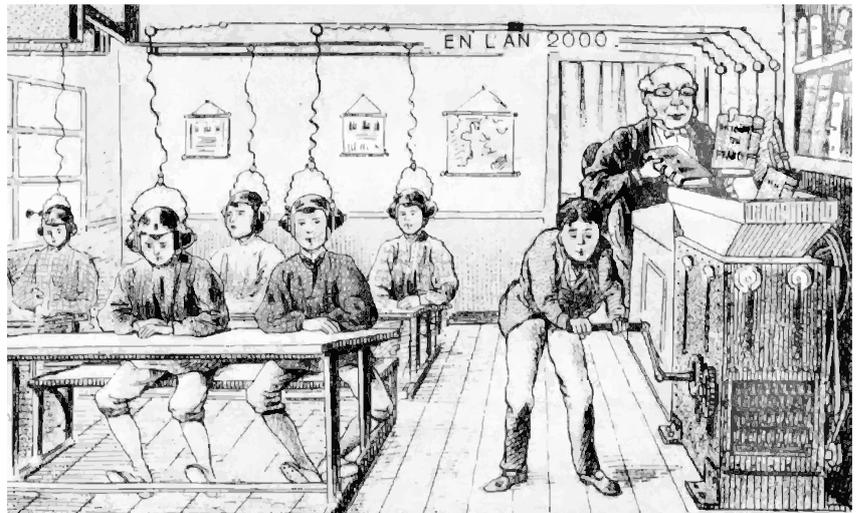
Predicting the future of technology is difficult, especially when trying to make predictions 100 years in the future. Science fiction writers attempt this all the time, sometimes realistically, sometimes fantastically.

At the start of the 20th century, a French artist led the creation of some fantastical postcards depicting one forecast for 21st century technology.

“A series of futuristic pictures by Jean-Marc Côté and other artists issued in France in 1899, 1900, 1901 and 1910. Originally in the form of paper cards enclosed in cigarette/cigar boxes and, later, as postcards, the images depicted the world as it was imagined to be like in the then distant year of 2000. As is so often the case their predictions fell some way off the mark, failing to go far enough in thinking outside the confines of their current technological milieu (hence the ubiquity of propellers, not to mention the distinctly 19th-century dress).

There are at least 87 cards known that were authored by various French artists, the first series being produced for the 1900 World Exhibition in Paris. Due to financial difficulties the cards by Jean-Marc Côté were never actually distributed and only came to light many years later after the science-fiction author Isaac Asimov chanced upon a set and published them in 1986, with accompanying commentary, in the book *Futuredays: A Nineteenth Century Vision of the Year 2000* (“19th –Century vision,” n.d.).

Some of the images conceived by Jean-Marc Côté are more realistic than others, or, at least, they were more accurate predictions. Electronic scrubbing machines with wet wipes on the wheels seems close to the reality which exists in our modern lives with vacuum cleaners or mechanical brooms. A “House Rolling through the Countryside” looks similar to our travel trailers nowadays and the large tractors and plows shown in “A Very Busy Farmer” being run by the farmer with levers and buttons look quite a bit like modern farm machinery.



Some of Côté's other images are more like science fiction, at least right now. For example, the image of firefighters hovering over a fire with the wings they wear on their backs seems a long way from our reality and “Divers on Horseback” showing divers wearing helmets and swords while riding giant seahorses seems unlikely in any time.

One image shows students in a school hooked to electronic devices placed on their heads or ears, while books are being fed into a machine that clearly turns those books into electronic signals. Although the machine looks like a woodchipper, rather than a digital scanner, it somehow doesn't seem too far-fetched.

#### References

A 19th –century vision of the year 2000. (n.d.) *Public Domain Review*. Retrieved January 22, 2016, from <http://publicdomainreview.org/collections/france-in-the-year-2000-1899-1910/>

ACTIVITY 71  
Do

People at the end of 19th century imagined what the 21st century would be like. Some predictions such as electronic scrubbing with wet wipes on wheels were predicted correctly. However, some such as air traffic or wings for firemen have still not been realized. **Think of at least three reasons why some predictions came true and others did not?**

We are now in the 21st century. Can you imagine the 22nd century? What changes do you predict in different spheres?

Sphere	Predictions
Health and Medicine	
Art and Music	
Technology and Science	

**Share your predictions with class.** Did anyone predict something you did not predict but that you agree with? What is it?

Some predictions made in the 19th century were not correct. Give three reasons why your predictions are more realistic and could be realized in the next century.

## ACTIVITY

# 72

## Study

Study the text. Do the task.

### Domestic Robots by Durдона Pulatova

There are many types of robots used in hospitals, factories, and even in homes. The ones used in homes are called domestic robots. According to the Wikipedia article on domestic robots, “A domestic robot, or service robot, is an autonomous robot that is used for household chores. Thus far, there are only a few limited models, though speculators, such as Bill Gates, have suggested that they could become more common in the future. Many [do] basic household chores. Others are educational or entertainment robots... While most domestic robots are simplistic, some are connected to WiFi home networks or smart environments and are autonomous to a high degree” (“Domestic Robot,” 2015).

The robots that work around the house do different types of work. For example, “Robotic vacuum cleaners and floor-washing robots that clean floors with sweeping and wet mopping functions, such as bObsweep. Some use Swiffer or other disposable cleaning cloths to dry-sweep, or reusable microfiber cloths to wet-mop” (“Domestic Robot,” 2015).

Roomba is one kind of autonomous robotic vacuum cleaner. “Roomba was introduced in 2002. As of Feb 2014, over 10 million units have been sold worldwide. Roomba features a set of basic sensors that help it perform tasks. For instance, the Roomba is able to change direction on encountering obstacles, to detect dirty spots on the floor, and to sense steep drops to keep it from falling down stairs. It uses two independently operating wheels that allow 360° turns in place” (“Roomba,” 2015).

Other domestic robots wash windows and clean gutters. “A window-washing robot commonly uses two magnetic modules to navigate windows as it sprays cleaning solution onto microfiber pads to wash them. It covers about 1,601 square feet (148.7 m<sup>2</sup>) per charge. Gutter-cleaning robots can blast through debris, clogs, and sludge in gutters, and brush them clean” (“Domestic Robot,” 2015).

Not all domestic robots are used for chores. A social robot is a type of domestic robot whose main function is social interaction. “Many of these robots are designed to help the elderly. For example, the Wakamaru is a humanoid robot designed to provide company for elderly and less mobile people, made by Mitsubishi Heavy Industries. There is also the Paro, a robot baby seal intended to provide comfort to nursing home patients” (“Domestic Robot,” 2015).



#### References

Domestic robot. (2015, September 18). In *Wikipedia, The Free Encyclopedia*. Retrieved 06:50, January 9, 2016, from <https://en.wikipedia.org>

Roomba. (2016, January 7). In *Wikipedia, The Free Encyclopedia*. Retrieved 06:37, January 9, 2016, from <https://en.wikipedia.org>

ACTIVITY  
72  
Do

All machines, including robots, need different parts to perform their functions. For example, a doorbell needs a button to push and a bell to sound. If it's electric, it needs wiring or a battery. Look again at the functions that the Roomba can perform. **Think carefully about all the parts a Roomba might need. Make a list of at least ten different parts.**

**Compare your list to the lists of other classmates. Find at least one new idea and add it to your list.**

**Choose one of the other robot types listed in the text, the window-washer or the social robot. Imagine you are in charge of designing the new and improved, advanced model. List all the new functions your model would perform.**

**Choose one new function that you have listed for your robot and list each part that will need to be designed to help it perform this new function.**

Function	Parts of the robot which need to be designed to perform the function

## Robots Learn to Make Pancakes in the RoboHow Project

by Dilora Kazakova



Early robots just did what their programs told them to do, but now robots are learning to do new things by searching the internet for instructions. “A robot called PR2 in Germany is learning to prepare pancakes and ... by carefully reading through WikiHow's written directions. It's a part of a European project called RoboHow, which is exploring ways of teaching robots to understand language. This could make it easier for people to communicate instructions to robots and provide a way for machines to figure out how to perform unfamiliar tasks. Instead of programming a robot to perform precise movements, the goal is for a person to simply tell a robot what to do” (Knight, 2015).

Just reading instructions is not enough for the PR2 to be able to make pancakes. If the instructions say “turn” or “flip” a pancake, the robot may not understand. “The robot needs to infer that it needs a spatula to do that,” says Michael Beetz, a professor and the head of the Artificial Intelligence Institute (Peters, 2015).

A long list of other instructions are missing, too. The robot doesn't know how to hold a spatula, or that he needs to push and raise the pancake in order to turn it. He doesn't know about sliding the spatula underneath the pancake or how high flip the pancake, or where to put it down. The researchers are using other techniques, such as having the robot watch a video of someone making pancakes.

But, watching someone making pancakes is also not enough for the PR2. “PR doesn't know what might go wrong and why,” Beetz says. “For example, you might damage the pancake if you push too hard” (Peters, 2015).

Finally, besides reading and watching someone, the researchers are also moving the robot physically. “They also performed kinesthetic teaching, where they physically moved the robot to show it how to perform the nuanced motions like sliding the spatula under the pancake, raising it and flipping it” (Lazzaro, 2015).

“Teaching robots to “read” natural language in the way that humans do (so they're able to understand and interpret context and verbal reasoning, not just deal with words or phrases) is among the highest priorities of artificial intelligence researchers” (Lazzaro, 2015). Ultimately, “this could make it easier for people to communicate instructions to robots and provide a way for machines to figure out how to perform unfamiliar tasks. Instead of programming a robot to perform precise movements, the goal is for a person to simply tell a robot what to do” (Knight, 2015).

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ACTIVITY 73  
Do

You have just read about a robot that is tried to be taught to understand a language and follow instructions. The text presents several techniques to explain the robot what to do and how to do it. For example: reading instructions, watching someone making something, or moving the robot physically. These techniques seem to be working but not perfectly. **Think about the additional ways of communicating the instructions to the robot.**

The robot does not understand when and why something goes wrong. For example, the robot can damage the pancake by pushing it too hard without realizing it. **Imagine, if the robot is given unclear instructions on how to make a sandwich, what can go wrong?**

The instructions for PR2 must be written very clearly. There shouldn't be any choices in instructions because the robot will be confused. For example, if the instruction provides with a choice such as turn the pancake or flip the pancake, it will not be understandable. **You need to write an instruction to PR2 on how to make a sandwich. Consider the prompts you were given in the text about clear instructions, while writing them.**

**Share your instructions with your classmates. Finally, revise at least one part of your instructions to the robot to make them even easier to follow.**

To make my instructions clearer and easier to follow, I changed

Excerpted from *Molecular Gastronomy is a Scientific Discipline*,  
and *Note by Note Cuisine is the Next Culinary Trend* by Hervé This

For the past two decades, there has been much confusion about molecular gastronomy. This confusion has arisen because people ignore that the word gastronomy does not mean cuisine, it means knowledge about food....

...In 1988, a new scientific discipline, molecular gastronomy, was defined as 'looking for the mechanisms of phenomena occurring during dish preparation and consumption'. This new definition presented the opportunity to discuss the exact content of molecular gastronomy and its relationship with other existing fields of science and technology.... Similar to 'molecular biology', molecular gastronomy is a scientific discipline that looks for the mechanisms of phenomena occurring during dish preparation and consumption.

...As with any other scientific discipline, molecular gastronomy can have many applications. One of the first was 'molecular cuisine'. ...The definition of molecular cuisine is 'producing food using "new" tools, ingredients, methods'. ...In this definition, the word new stands for what was not available in kitchens of the western countries in 1980. New tools could include siphons, used to make foams; ultrasonic probes, used to make emulsions; controlled heaters or circulators, used for cooking at temperatures lower than 100°C; liquid nitrogen, to make sorbets and many other innovative preparations; rotary evaporators and distillators, used to recover extracts; and many other types of laboratory equipment that can have useful applications in the kitchen.

...Note by note cuisine was first proposed in 1994 (in the magazine *Scientific American*).... The initial proposal was to improve food, but surely an obvious next step was to make dishes entirely from compounds. ...To put it differently, note by note cuisine does not use meat, fish, vegetable or fruits to make dishes. An analogy would be in the way that electronic music is not made using trumpets or violins, but using pure waves that are mixed in to sounds and music. For the various parts of the dish in note by note cuisine, the cook has to design the shapes, the colors, the tastes, the odors, the temperatures, the trigeminal stimulation, the textures, the nutritional aspects and more.

...Why should we drop traditional cuisine, and adopt note by note cuisine? Indeed the alternative is not compulsory; as for molecular cuisine, we could keep traditional cuisine and add note by note cuisine. Many people are worried by note by note cuisine, asking questions about nutrition, toxicology,...economics....

...Note by note cuisine can avoid toxicity by simply not using the toxic compounds. ...The question of energy cost had not been considered in traditional cuisine, where meats are heated to greater than 200 °C to produce compounds that could be immediately achieved in note by note cuisine, where mass-produced compounds could be made at a much lower cost. In addition, it is not necessary to synthesize all the compounds used by cooks and frequently they can be extracted from plant material, much as chlorophylls are today.

...Finally, when appreciating the value of note by note cuisine, we should not forget that humankind is facing an energy crisis: it is not definite that traditional cuisine is sustainable...; the new will always beat the old; breaking down products from agriculture and farming is already normal for milk and wheat; why not carrots and apples? The objections being made to note by note cuisine today are the same made half a century ago against electronic music, and guess what you hear on the radio today?

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**ACTIVITY** 74  
**Do**

You have read about new trends in gastronomy. The author’s main idea is to explain note-by-note so that people will consider using it and perhaps it will become popular.

Imagine that note-by-note cuisine becomes very popular.

What might happen to other methods of food production? For example, the work of the farmers would change. **Work with a partner to imagine at least five consequences of note-by-note becoming a very popular method for food production.**

Positive Consequences of Note-by-Note	Negative Consequences of Note-by-Note

Work in groups to share and compare your ideas with other classmates. Choose the five most interesting consequences in the group and rank them from most to least serious.

My group ranks these five characteristics as most important:		
1		Most serious
2		
3		
4		
5		Serious, but less serious than all the others

Now that you’ve thought about changes in food production if note-by-note becomes popular, imagine what the consequences of those changes would be to our lifestyle, economy, and environment. Given all the consequences you’ve thought of, does your group think that, overall, the popularity of note-by-note would be a positive or a negative development? Use examples from your discussion to explain your answer.

Superconductivity  
by Jamila Makhmudova

Conductivity is the ability of some materials, such as copper wire, to pass electricity through them. All those materials or conductors have resistance, which means that they lose some of the electricity while it is being transferred. This means that a lot of energy is wasted. Even more is wasted when the materials get cold because resistance rises in the cold. In order to save more electricity while transporting it through wires, scientists and researchers have been looking for materials with zero resistance for a long time. On 8 April 1911, Dutch physicist, Heike Kamerlingh Onnes, discovered the phenomenon of superconductivity, when under certain conditions, particularly in cold temperatures, a conductor has no resistance. (“Superconductivity,” 2015)

Superconductors are “materials that offer little or no resistance to electricity” (Woodford, 2015). Certain materials become superconductors when they reach critically low temperatures. Onnes first discovered superconductivity when he cooled mercury wire to -269 degrees Celsius. Onnes then discovered that a strong magnet on the mercury made the superconductivity disappear. (Woodford, 2015)

Twenty years after Onnes, Karl Meissner and Robert Ochsenfeld found that superconductivity also has another interesting magnetic property. Superconductors have the ability to expel, or keep out, magnetic fields. This is called the Meissner effect, and it explains how putting a very cold piece of superconducting material in a magnetic field will make it float. This floating, or levitation, is a result of the superconductor expelling, or keeping out, the magnetism in the magnetic field. (Woodford, 2015).

Superconductivity is seen in about 25 elements, mostly metals and semi-metals, and in thousands of compounds that use these elements. (Woodford, 2015).

Even though superconductivity was discovered more than one hundred years ago, we still have problems in using it on a large scale. The problem is that the superconductivity only appears when the materials are kept in very low temperatures. We still do not have efficient ways to cool the materials and keep them at these temperatures. (Woodford, 2015)

There are, however, some uses for superconductivity currently. One important application of superconductivity is magnetic resonance imaging (MRI). This is a medical imaging technique for finding tumors. (“Superconductivity,” 2016)

We can also create large, powerful electromagnets with superconductivity and one use for these is nuclear fusion. An international fusion energy project, known as the International Thermonuclear Experimental Reactor (ITER) is currently being built in the south of France (“Superconductivity,” 2016). Superconductors have also been used to make digital circuits for mobile phone base stations. (Linder & Robinson, 2015)

In the future, scientists may find the solution to cooling materials. At that time, they will be able to invent more wide-spread applications, like for instance, faster computers, home appliances which use less energy, more uses for powerful magnets, and, possibly, Maglevs (magnetic levitation trains) that will allow us to travel faster and more efficiently. (Woodford, 2015)

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ACTIVITY  
75  
Do

You have read that superconductors have an ability to overcome gravity and levitate in the air. This property of superconductors is interesting not only to chemists or physicist but to scientists of other fields as well. **Work with a partner to think of at least five problems that such an ability might help solve.**

Now you have a list of problems which could be solved by superconductors. Superconductors can also do other things besides levitate. Look back at the text and propose one additional way that superconductors might be useful.

If scientists find a way to make superconductivity practical, what consequences would we see to the environment or to our economy?

Work in a group. Given the possible effects of developing superconductivity, imagine you are in charge of a research budget. What percentage of your total budget would you be willing to give your scientists to work on superconductivity? In other words, show how important superconductivity is by how much you would devote to it.

Our group would devote	% of our budget to superconductivity research because
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## ACTIVITY

# 76

## Study

Study the text. Do the task.

### Moving Mining Into Space

by Guzal Nurmatova

*“A scientist can discover a new star but he cannot make one. He would have to ask an engineer to do it for him.”*

*-Gordon L. Glegg, engineer*

Among engineering disciplines, mining is not as well-known as other types of engineering, but mining can offer exciting career opportunities. Mining deals with discovery and extraction of mineral resources from beneath of the earth. It would be interesting for most people to know about a new branch of mining - asteroid mining, that is mining in outer space.

People started thinking about what is under the earth long ago. They have been mining since ancient times. Ancient Egyptians began mining for gold, green malachite, copper and other precious metals in pre-dynastic times. (“Mining Industry of Egypt,” 2016)

The Ancient Wisdom Foundation says that the oldest mine in the world, “Lion Cave,” in Swaziland, South Africa, dates back 43,000 years. “This is apparently the oldest known mining operation with a tunnel of 25 feet wide, 30 feet deep, and 20 [feet] high” (Whitaker, 2005). If people started thinking about what is beneath the earth from earliest times, when did people start thinking about space?

There are many examples of ancient astronomers, but the first manned trip into space was launched by the former Soviet Union on 12 April 1961, with cosmonaut Yuri Gagarin aboard (“Human Spaceflight,” 2016). The more interesting question is when did mining move into space?

This new branch of science is called asteroid mining. It is the “exploitation of raw materials from asteroids and other minor planets, including near-Earth objects” (“Asteroid mining,” 2016). The same minerals that are extracted from the earth, with this technology, could be extracted from asteroids.

On 24 April 2012, a group of billionaire entrepreneurs, called Planetary Resources, announced a plan to develop a mining project for asteroids. They hope to “create a fuel depot in space by 2020 by using water from asteroids, which could be broken down in space to liquid oxygen and liquid hydrogen for rocket fuel” (“Asteroid mining,” 2016). The group says that, “in order to be successful, it will need to develop technologies that bring the cost of space flight down. Planetary Resources also expects that the construction of “space infrastructure” will help to reduce long-term running costs.... In theory, hydrogen fuel mined from asteroids costs significantly less than fuel from Earth due to high costs of escaping Earth's gravity” (“Asteroid mining,” 2016).

People have been studying and applying mining science since very ancient times. Now, asteroid mining may provide more opportunities for engineers, especially for mining engineers.

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ACTIVITY  
76  
Do

Beside the text, you see the quote of a U.S. engineer, Gordon L Glegg. The quote is not explained anywhere in the text. **How would you explain the meaning of the quote?**

Work in a group to analyze the quote more carefully. While discussing the meaning of the quote, you noticed two professions, a scientist and an engineer. **What does Glegg seem to think is the difference between these two fields of study?**

Gordon L. Glegg says that a scientist can discover a new star and an engineer can build one. **Can an engineer really build a star? What does he mean by the word “star”?**

**How would the meaning of the quotation change if you replace the word “star” with the word “bridge”?**

**In the text, what achievement could be compared to Glegg’s “star”?**

**In your group, compose a quote that would describe your field of study.**

## ACTIVITY

# 77

## Study

Study the text. Do the task.

### Earth Analog: Moving into the Future

by Madina Nazarova and Olga Pak

**INTRO:** *As we come to the end of our book, reflect on how far we have come. We have discussed topics from ancient Uzbek scholars, to historical science, art, and health, to ways we are experiencing science and technology today, to advances we may see in science and technology in the future. All of these topics and more are being studied by scientists, researchers, and academics all over the world, and much of it is discussed and published in English. With the language and skills you have practiced here, you, too, can join the academic conversation.*

On 23 July 2015, NASA reported the discovery of the planet Kepler-452b, a planet that may be a close "cousin" of Earth. The planet is about 1,400 light-years away from our Solar System, and, at our current capacity for space travel, it would take approximately 26 million years to get there ("Kepler-452b," 2016).

The planet takes its name from the telescope used to find it. NASA launched the Kepler Space Telescope in 2009. The telescope can record the position and brightness of stars allowing scientists to learn much more than they can through telescopes that are stationary on Earth. The orbiting telescope lens has already identified 150,000 stars, over 1,000 planets, and data that may indicate 4,696 more, but the exoplanet, Kepler-452b, is one of the most interesting. The planet is orbiting a sun similar to ours and appears to be at the right distance from the sun that life could have survived. Kepler-452b is six billion years old, much older than Earth, but the planet's orbit and year-length are almost identical to ours. (Kat A, 2015)

Scientists estimate that this planet is approximately 60% larger than the Earth and 5 times as massive. At this time, it's not known if the planet is "rocky" or "gas". If the planet is terrestrial, the way Earth is, it probably once had many active volcanoes because of its higher mass and density. Scientists think it's likely to be terrestrial because it has a relatively small radius ("Kepler-452b," 2016). A gas planet would probably appear much larger, more similar to Jupiter, Saturn, Uranus and Neptune.

"Because it is 1.5 billion years older, scientists say it gives a 'peek into a crystal ball showing a possible future for Earth' as it reaches a point where it is no longer habitable" (Knapton, 2015).

Doug Caldwell, a scientist working on the Kepler mission says, "If Kepler 452b is indeed a rocky planet, its location could mean that it is just entering a runaway greenhouse phase of its climate history. The increasing energy from its aging sun might be heating the surface and evaporating any oceans. The water vapor would be lost from the planet forever. Kepler 452b could be experiencing now what the Earth will undergo more than a billion years from now, as the Sun ages and grows brighter" (Knapton, 2015).

Jon Jenkins, a Kepler data analysis at NASA, says, "If you travelled to this star with an arkful of plants...the plants would photosynthesise just perfectly fine. It would feel a lot like home from the standpoint of the sunshine. It is six billion years old. That is considerable opportunity for life to arise on its surface and its oceans should all the necessary conditions for life have appeared on this planet. This is the closest thing that we have to another planet like the Earth. And the Earth follows nearly in the footsteps of its older cousin and will be there in 1.5 billion years time" (Knapton, 2015).

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ACTIVITY 77  
Do

In reality, Kepler 452b is probably not going to be home to people from Earth any time soon. Look back at the text. **List at least three pieces of evidence for this idea.**

Kepler is finding new planets all the time and our technology improves every year. Someday, we may be able to move a group of people to a new planet. Imagine that this time has come. Such a project will involve many problems. Many experts will be needed to solve them. People will be needed for everything from finding the money to building the rocket to training the astronauts to establishing a base on the planet. **Work with a group to list at least eight problems that would need to be solved to accomplish this mission.** Solving all the problems of such a huge space mission would take many kinds of experts, academics, scientists, etc. **Name at least two kinds of experts that would be needed to study each problem.**

Problem	Expert	Expert

Work alone. Which type of work would you choose to do on this mission and what subjects would you need to study to become an expert in your chosen field?

In this book, you've read about many topics. Look back through the book. List at least three pieces of information that might be useful to you as you build a society on the new planet. List at least three pieces of information from the book that won't be needed on the new planet.

## Vocabulary in *B2 Ready*

### Critical Vocabulary for Reaching B2 Level from the 2000 Most Common Words of English

Becoming an independent user of English requires a good command of, at a minimum, the 2000 most common words of English. Becoming an academic user requires additional use of academic vocabulary. *B2 Ready* was carefully designed to focus on this vocabulary level with 92% of the learner reading falling in this range. Language learners able to read at this level already use the 1000 most common words of English. It's critical for reaching B2 level that students close the gap between the 1000 and the 2000 most common words of English. Below is a sample of the words used in *B2 Ready* that help to close this gap.

accessible	cheat	doll	hero	mounting	pure	social
according	circular	dramatically	identify	muscle	purpose	society
account	circumstances	due	identity	mystery	quality	soil
adapted	claim	earn	ignore	native	quotation	somewhat
admired	cloth	economical	illegally	neither	quote	soul
adult	combine	effect	illness	nerves	range	southern
advanced	commercial	effort	illustrate	newspaper	recall	specific
advantage	committed	electricity	image	observation	receive	speed
adventure	common	emotional	immediate	occasional	recipe	spelling
advice	community	empire	improve	occur	recognize	spirit
affect	compare	encourage	include	operate	recommend	spoil
agent	complain	energy	incorrectly	opinion	recover	spray
altered	complication	engage	increase	opportunity	reduce	spread
altogether	concentrate	engineering	indicate	opposed	reference	standard
angel	condition	entertainment	individual	ordinary	regard	strength
antisocial	connection	entire	industry	organize	region	stress
appealing	constantly	environment	influential	original	regular	stretching
apply	contain	equipment	injury	otherwise	rely	stroke
appreciate	contribute	escapes	innocent	oven	remain	success
approach	convince	event	instance	pan	remarkable	suffer
arrested	cope	eventually	instant	partner	remind	supply
aside	correct	evidence	instrument	path	remove	surface
associated	cotton	evil	intend	pattern	repeat	surrounded
assume	cows	exam	intensive	paused	replacement	survive
attention	crawl	example	introduce	peace	represent	tale
attitude	create	exam	joy	pens	require	technological
attract	criminal	exercise	juice	per	research	temptation
August	crisp	exist	kilometer	percentage	resistance	therefore
available	cruel	expose	knee	perform	respect	thin
avoid	cultural	extremely	knowledge	physical	result	thus
background	cured	failed	laboratory	pleasant	ripping	tiny
bake	current	fairy	lack	pocket	risk	title
balanced	damage	familiar	language	poem	root	tomato
bark	dawn	famous	lasting	political	rope	tool
basis	decision	fancy	length	popular	royal	topic
belonging	decorate	feature	lesson	positive	salt	tour
benefit	department	file	library	possess	sandy	tower
bike	depression	financial	lighter	potato	sauce	tradition
binding	describe	firm	likely	pouring	scene	trial
bitter	deserve	flow	limitations	practical	schedule	trunk
blind	design	fold	located	prefer	score	typical
block	desk	folk	loss	pregnant	search	unaided
boiling	desperation	foolish	maintain	pressure	second	value
borrow	destroy	fortune	male	prevent	section	variant
brain	detail	fruit	mask	previous	seed	vegetable
breast	detect	furniture	material	pride	selected	version
breathe	determine	future	maximum	print	sentence	victim
bred	develop	gain	measure	private	separate	village
bridge	dietary	gate	meat	process	sharp	violent
brief	direction	gather	medical	produce	sheet	vote
broad	directly	gay	memorize	product	shelter	warning
calculate	disappear	generation	metallic	professional	shelve	weaknesses
capital	disappointed	goal	meter	project	signal	western
career	discuss	graceful	mill	pronounce	silver	whereas
ceiling	disease	grand	model	property	similar	wisdom
century	dish	guide	modern	proposal	skill	witness
challenging	distance	harmful	mood	provide	smart	wound
character	divide	height	moon	purchase	smooth	wrap

## Vocabulary in *B2 Ready*

### Critical Vocabulary for Academic Work Words from the Academic Word List

The Academic Word List is made up of the 570 most common words used in academic text. Students who can read the first 2000 most common words and the 570 academic words will be able to understand about 90% of most beginning university texts. This will allow them to learn additional topical words in context. In addition to use of this critical vocabulary for 92% of the text, the designers have taken care to use many words that are cognates of English, Uzbek, and Russian so that they will be readily identifiable by many Central Asian students. Below we have listed a sample of the Academic Word List used in *B2 Ready*. Cognates are marked with an asterisk. Additional vocabulary lists will be available on the website, [www.study.do](http://www.study.do).

abandon	conclusion	elaborate	impose	prohibit	summary
absence	conduct	eliminate	impression	prominent	summarize
absorb	confess	emerge	inappropriate	promote	summit
abuse	confidence	enable	incorporate	prompt	superior
accompany	confident	encounter	independent	proportion	supplementary
accomplish	confine	endure	inhabitant	prosperity	survey
accuracy	confirm	enhance	initial	quantity	sustainable
achieve	consequence	essential	insight	random	sweat
acknowledge	conservation	estimate	insignificant	rebellion	symbol *
acquisition	considerable	evaluate	inspire	reception	sympathize
addicted	consist	evolve	institute *	recognition	symptom *
adequate	consult	exceed	interact	reflect	tackle
adopt	consume	exception	interfere	regulation	talent *
agriculture	contemporary	excess	international *	relative	target
alongside	contradict	exclusive *	interpret	relieve	task
alternative	contrast	execute	intervention *	reluctant	technical *
ancient	conventional	exhibition	investment *	remedy	temperature *
angle	convert	experiment *	isolation *	remote	temporary
appropriate	convey	expert *	journal *	render	tender
approval	core	exploit	label	reputation *	text *
approximate	corporate	extensive	latter	resemble	theme *
arisen	courage	extract *	laughter	reside	theory
aspect	craft	extraordinary	launch	resolve	therapy
assert	crop	facilitate	layer	resource *	thoroughly
assess	crucial	facility	legend *	respond	tissue
asset	curtain	factor *	liquid	restore	transformation *
assumption	curvature	factory	literally	reveal	transition
audience	curve	fertility	literature *	review	translate
authority	debate *	fiber	majority	revise	transmission *
award	decrease	filter *	medium	revive	transport *
beam	dedication	flavor	mere	reward	treasure
behavior	define	flesh	misinterprets	sample	trend
belief	demonstrate *	focus *	multiple	satellite	tribe
biased	density	forecast	mutual	satisfaction	tunnel *
blast	depict	formal *	nuclear	scholar	ultimately
blending	derive	former	numerous	seize	undergo
burden	descend	foundation	objection	sense	unique *
bureau	description	frequent	obligate	sensitive	universe
cancer	designate	fulfill	obtain	sequence	unlike
capacity	despite	function *	occupy	severe	unprecedented
capture	destruction	funeral	offence	shield	unsanctioned
carbon *	devastate	gallery *	overall	significant	unsolved
category *	devote	generate	overcome	silent	urban
celebration	dialogue *	gene *	overlook	silk	urgent
characteristic *	digital	gradually	passion	simultaneous	variety
chemical	disagree	graduate	peasant	software	vastly
circuit	discourse	grain	perceive	solution	vessel
circulation *	disk *	grasp	permanent	solve	via
citation *	disorder	gravity	permit	specify	violence
civilization*	disposable	hazard	persist	speculation	virtual *
clarify	distinct	hence	perspective	stem	virtuous *
climate *	distinguish	household	persuade	studio	vision
cluster	distributed	immortality	precise	submit	visual *
colleague	division	impact	predict	substance	volume
composer	domestic	implementation	presence	substitute	wealth
compound	dominate	imply	preserve	subtle	weigh
conceive	dosage	import *	principle	succeed	zone *
conclude	draft	importance	profound	sufficient	

From the Introduction to *B2 Ready*  
by English Language Specialist, Dee Broughton

“*B2 Ready* is an example of effective activities that future designers may draw on as they produce their own books.... *B2 Ready* is specifically designed for EAP and ESP contexts, but can be adapted to other uses, as the book contains a large variety of activities based on the most fundamental principles of second language acquisition.”

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“The intended audience is students who are preparing for or beginning university study who wish to raise their language level from high B1 to B2 while attaining fundamental academic writing skills.”

“*B2 Ready* is designed to close the gap in vocabulary from a high B1 to a B2 level. The book is designed to help students begin to use English independently. ...Even if students don't understand the terms of a particular field or topic, knowing the vocabulary in *B2 Ready* will allow them to understand definitions for terms so they can learn more about any topic using English.”

“The book will also teach students the fundamental skills of using English in academic writing, including identifying the main idea, summary, analytical response, evaluation using criteria, synthesis, using sources as evidence, and referencing of sources.”

“In addition, in preparation for doing high-level academic work, *B2 Ready* focuses all activities on helping students to develop higher-level thinking skills. Emphasis is placed on application of information, analysis, and evaluation.”

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“The activities require no additional preparation on the part of the teacher. The teacher can enjoy the readings along with the students and focus on stimulating student thinking and creativity and encouraging student confidence in speaking and writing.”

“Instructions are written to the students and consistently encourage critical thinking with open-ended questions. Open-ended questions require no additional answer key....”

“The majority of the book focuses on language and uses varied topics for discussion, but the book also teaches particular writing concepts and skills as a foundation for academic writing. The writing tasks are designed to be easily taught even by teachers who may be teaching academic writing for the first time.”

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“The book is designed to be self-contained. Other than a copy of the book for each student to write in, no other resources are needed. The book is freely available for download and copyright allows unlimited printing of copies.”

Students who need to acquire additional language before using *B2 Ready* may want to try *Bridges: Activities for Thinking, Speaking, & Writing English* or *Bridges to Academic Writing* available for download on [www.study.do](http://www.study.do)



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