

**B. True or False?** Read the statements below and check (✓) True or False.

	True	False
1. For her 19 <sup>th</sup> birthday, Mika asked for a homestay in London.	<input type="checkbox"/>	<input type="checkbox"/>
2. She went to England with a friend.	<input type="checkbox"/>	<input type="checkbox"/>
3. Mika lived with a host family for two months.	<input type="checkbox"/>	<input type="checkbox"/>
4. She decided to study at Oxford House College because it wasn't expensive.	<input type="checkbox"/>	<input type="checkbox"/>
5. Mika did things in London with the Flannerys' youngest daughter.	<input type="checkbox"/>	<input type="checkbox"/>

Work with your classmates to correct the false statements.

**C. Summarize.** Read the summary, or main points, of Mika's story below and add the missing words.

#### Summary

For her 19<sup>th</sup> birthday, Mika Tanaka's parents sent her to L . While she was there, she lived with a middle-class British f . Her host f and m , Mr. and Mrs. Flannery, were very kind to Mika, and she felt relaxed with them. The Flannerys taught her a lot about British food and they invited her to a p at their house every Saturday. Mika studied E while she was in London and in class she tried to s a lot.

**D. Consider the issues.** Work with a partner to answer the questions below.

1. Do you think Mika Tanaka would agree or disagree with the opinions below? Check (✓) *Agree* or *Disagree* under "Mika."

Opinions	Mika		Me	
	Agree	Disagree	Agree	Disagree
a. You should do some research before you travel abroad.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. It's good to live with a host family.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Opinions

Mika		Me	
Agree	Disagree	Agree	Disagree

- c. Traveling abroad is a good way to learn English.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------

Do you agree with these opinions? Check (✓) *Agree* or *Disagree* under “Me.”

2. Mika made several important decisions before she went to London. For each decision, list an advantage and disadvantage.

**Example:** *Mika’s decision: She decided to live with a host family that had both a mother and father.*

**Advantage:** *She would experience living in a traditional British family.*

**Disadvantage:** *She would not experience a family setting different from her own in Japan.*

- a. Mika’s decision: She decided to go to a school with few Japanese students.

**Advantage:** \_\_\_\_\_

**Disadvantage:** \_\_\_\_\_

- b. Mika’s decision: She decided to go to London alone.

**Advantage:** \_\_\_\_\_

**Disadvantage:** \_\_\_\_\_

### Reading Skill

#### Understanding words that have more than one meaning

Many words in English have more than one meaning. You may know *one* meaning of a word, but it might not be the correct meaning for the word in that sentence. Use context clues to understand the correct meaning.

**Example:** I **run** about 10 kilometers a week.

A river **runs** past my house.

How many software programs is your computer **running**?

A. What does the word **like** mean in these questions? Match each word to dictionary definition 1, 2, or 3 below. Circle your answer.

- |  |           |
|--|-----------|
| 1. Do you <b>like</b> potatoes?  | 1   2   3 |
| 2. Who do you look more <b>like</b> — your mother or father?           | 1   2   3 |
| 3. Do you feel <b>like</b> you need to sleep right now?                | 1   2   3 |
| 4. Would you like to try a dangerous sport <b>like</b> skydiving?      | 1   2   3 |
| 5. What does your best friend <b>like</b> to do?                       | 1   2   3 |
| 6. Do you have an older sister who acts <b>like</b> she's your mother? | 1   2   3 |

### Dictionary definitions

- **like verb** [T] (not in the continuous tenses) **1** to find somebody or something pleasant; to be fond of somebody or something: *He's nice. I like him a lot.* The opposite is **dislike**. **2** to want: *How do you like your steak done, sir?*

**Would like** is a more polite way to say "want": *Would you like to come to lunch on Sunday? I would like some more cake, please. I'd like to speak to the manager.*

- **like prep.** **1** similar to somebody or something: *He looks like his father. Their car is like ours. With a coat of paint it will look like new.* **2** showing what is usual or typical for somebody: *It was just like him to be late.* **3** in the same way or manner as somebody or something: *Stop behaving like kids. That's not right. Do it like this.* **4** for example: *They enjoy most team games, like football and baseball.*
- **like conj.** **1** in the same way or manner as: *She can't draw like her sister can.* **2** (informal) as if: *She acts like she's the boss. I felt like I was going to die.*

from the *Oxford American Wordpower Dictionary*

**Pair work.** Now ask a partner questions 1 to 6 above.

A: Do you like potatoes?

B: Yes, I like potatoes, especially french fries.

- B. Mika Tanaka uses the word **like** three times (lines 7, 39, and 40.) What does it mean in each context? Share ideas with your classmates.

1. In line 7, *like* means \_\_\_\_\_
2. In line 39, *like* means \_\_\_\_\_
3. In line 40, *like* means \_\_\_\_\_

## Building Vocabulary

### Keeping a vocabulary log

It's a good idea to record important words in a vocabulary log like the one on pages 169–175. Here are some tips for recording new words.

1. Record a new word in context (with the words before or after it).  
were very **kind**                      **fried** potatoes  
had **reasonable** fees              good **advice**
2. Use a new word to tell about something in **your** life.  
I don't like **fried** potatoes.  
My school has **reasonable** fees.

- A. Rewrite these statements with information about yourself. Use the underlined words in your sentences.

1. Mika's host father and mother were very **kind** to her when she lived at their house.

**Example:** *My grandparents were very kind to me when I was a child.*

2. The Flannerys gave Mika a warm **welcome** when she arrived in London.

\_\_\_\_\_ gave me a warm welcome when

3. Mika wanted to study at a school that had **reasonable** fees.

\_\_\_\_\_  
\_\_\_\_\_



B. Look back at the reading to find the missing word in each phrase below. Record the phrases in the vocabulary log on page 169. Then use the phrases in a sentence about yourself.

1. *d* \_\_\_\_\_ *some research* (line 9)
2. *middle-class p* \_\_\_\_\_ (line 15)
3. *treated me l* \_\_\_\_\_ (line 7)
4. *took my parents' a* \_\_\_\_\_ (line 13)
5. *hold a p* \_\_\_\_\_ (line 25)
6. *having problems w* \_\_\_\_\_ (line 17)

## Language Focus

### Giving reasons with **because** and **since**

We often use *because* or *since* when we want to give a reason for something.

#### Examples:

- Mika chose Oxford House College **because there weren't many Japanese students there.**
- Mika was happy she chose her host family carefully **since some of her friends were having problems with their families.**

A. **Choose a reason.** Complete each statement with a reason from the list on the right.

Sentence	Reasons
1. Mika went to London	_____ because she wanted to spend time with her husband.
2. Mika decided to study English at Oxford House	_____ because they lived with the same homestay family.
3. Mika got to know Nadiege	_____ <sup>1</sup> because it was her 19th birthday present.
4. Mika asked English people their impressions of Japan	_____ since they treated her like their daughter.
5. Mrs. Flannery went to a pub on Saturday evenings	_____ because she wanted to know what foreigners thought.
6. Mika felt comfortable with Mr. and Mrs. Flannery	_____ since it wasn't expensive.

**B. What's your reason?** Complete these sentences with information about yourself.

1. I want to travel to \_\_\_\_\_ because \_\_\_\_\_  
(place)

2. I think it's important to study \_\_\_\_\_ since \_\_\_\_\_  
(school subject)

3. I got up at \_\_\_\_\_ o'clock this morning because \_\_\_\_\_  
(number)

## Discussion & Writing

**A.** What would your ideal host parents be like? Check (✓) your answers below. Then, add two of your own ideas.

### MY IDEAL HOST PARENTS WOULD . . .

- ☐ be native-born
- ☐ be non-smokers
- ☐ be middle-class
- ☐ be rich
- ☐ be good cooks
- ☐ be able to speak my language
- ☐ not be able to speak my language

- ☐ live near a subway station
- ☐ have lots of parties
- ☐ have children my age
- ☐ treat me like their son or daughter
- ☐ \_\_\_\_\_
- ☐ \_\_\_\_\_

Write 4 to 5 sentences about your ideal host parents. Then read your sentences to a classmate.

**Example:**

	My ideal host parents would be friendly. They would
	also live in a nice neighborhood and have lots of parties.
	They would . . .

**B. Group work.** What are some good reasons for studying abroad? Think of a way to complete each sentence below. Then compare your ideas with another group's.

**Example:** *It's a good idea to study abroad because you can learn to cook different kinds of food.*

*It's a good idea to study abroad because . . .*

- you can learn to \_\_\_\_\_.
- you can learn about \_\_\_\_\_.
- you can see \_\_\_\_\_.
- you can meet \_\_\_\_\_.
- you might become \_\_\_\_\_.

#### WORDS TO REMEMBER

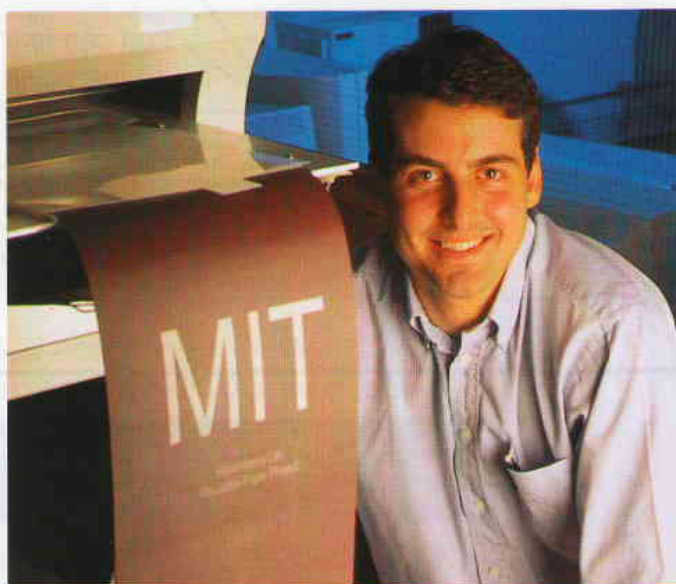
NOUNS	VERBS	ADJECTIVES
advice	do (research)	alone
impressions	get used to	delicious
	have (a party)	middle-class
	realize	reasonable
	reply	
	select	
	treat (someone) like	
	worry about	

Chapter



# 3

## The Book of the Future



Prof. Joseph Jacobson  
of the Massachusetts Institute of Technology

---

***Necessity is the  
mother of invention.***

---

—Thorstein Veblen,  
U.S. economist and  
social philosopher  
(1857–1929)

### Chapter Focus

#### **CONTENT:**

Technology for future books

#### **READING SKILL:**

Previewing

#### **BUILDING VOCABULARY:**

Using compound nouns

#### **LANGUAGE FOCUS:**

Using comparative forms of adjectives



## Before You Read

A. **Pair work.** What do you think? Read these questions and check (✓) Yes or No in Column 1 under "Our answers."

	Our answers		The writer's answers	
	Yes	No	Yes	No
1. Will people still read books in the year 2050?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Will books be made of paper in the future?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Will computers replace books in the future?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

B. Compare answers with another pair.

A: We think people will still read books in the year 2050.

B: We do, too.  
Really? We don't think they will.

C. Read the next article to find the writer's answers to the questions in Activity A. Record the writer's answers in the second column of the chart above.

## Reading Passage

### THE BOOK OF THE FUTURE

1 Will people still read books 100 years from now? A few years ago, many people would have said *no*. It seemed likely<sup>1</sup> that computers and the **Internet** would replace books. Now, however, most experts<sup>2</sup> think that books are here to stay.

5 There are a number of reasons why computers won't replace books entirely.<sup>3</sup> One reason is that books on paper are much cheaper than computers. Books don't need a power source<sup>4</sup> either. You can

<sup>1</sup> **likely** probable, almost certain

<sup>2</sup> **expert** a person who knows a lot about something

<sup>3</sup> **entirely** completely; altogether

<sup>4</sup> **a power source** a battery or something else to provide energy

read a book for as long as you want and wherever you want. You never have to worry about losing power. Also, many people feel more comfortable reading words in a book than reading words on a computer screen. It's less tiring to the eyes.

Will books in the future be similar to the books you can buy today? The answer to that question is *no*. In the future, you may only need to buy one book. With this one book, you will be able to read novels,<sup>5</sup> plays, and even today's newspaper. It will look like today's book, but it will be electronic.<sup>6</sup>

One of the people working on the book of the future is Professor Joseph Jacobson from the **Massachusetts Institute of Technology** in the U.S. Professor Jacobson's book will have a small button on the side. When you press the button, words will instantly appear on the page. When you want to read a different story, you can push the button again and a new story will quickly appear.<sup>7</sup>

What is the technology behind<sup>8</sup> Professor Jacobson's book? Two important inventions<sup>9</sup> will make this new kind of book possible: electronic ink and radio paper. Electronic ink — or “e-ink” — is a liquid that can be printed on paper, metal, or anything else. E-ink looks and feels like printed words on paper. Unlike regular ink, however, words in e-ink are not permanent. They can be changed by pushing a button. When you push the button, all of the words on the page go away and new words appear.

The other new development<sup>10</sup> is radio paper. This paper looks and feels like a page in a book. In reality, however, radio paper is made of plastic.

Professor Jacobson calls his book of the future “the last book.” This book, he says, will be the last book you will ever need.

<sup>5</sup> **novels** fiction; books that tell stories that aren't true

<sup>6</sup> **electronic** controlled by a computer

<sup>7</sup> **appear** become visible; come into sight

<sup>8</sup> **behind** making possible; supporting

<sup>9</sup> **inventions** new things

<sup>10</sup> **new development** new thing

## After You Read

### Understanding the Text

**A. True or False?** Read the statements and check (✓) True or False.

	True	False
1. Electronic books will be like the books we have today.	<input type="checkbox"/>	<input type="checkbox"/>
2. You will be able to read many different stories in one electronic book.	<input type="checkbox"/>	<input type="checkbox"/>
3. You will be able to get the news in an electronic book.	<input type="checkbox"/>	<input type="checkbox"/>
4. The words in an electronic book will be permanent.	<input type="checkbox"/>	<input type="checkbox"/>
5. Radio paper is made of paper.	<input type="checkbox"/>	<input type="checkbox"/>

Work with a partner to correct the false statements.

**B. Vocabulary check.** Use context clues to choose the correct meaning of the italicized words. Circle the letter of the best answer.

- The words *are here to stay* in line 4 mean . . .  
a. are nearby      b. are useless      c. won't disappear
- The phrase *a number of* in line 5 is similar to the word . . .  
a. all      b. one      c. many
- The word *press* in line 20 means . . .  
a. push      b. iron      c. pull
- The word *instantly* in line 20 is similar to . . .  
a. very quickly      b. very slowly      c. seriously
- The word *permanent* in line 28 means . . .  
a. powerful      b. serious      c. unchanging

**C. Consider the issues.** Work with a partner to answer the questions below.

- What are the advantages and disadvantages of the e-book? Write these six ideas in the appropriate column of the chart below. Then add one more advantage and disadvantage.

- ~~An e-book will need a power source.~~
- It will be easy to use.
- Students won't need to carry a number of books to class.
- We won't need to cut down trees to make the paper.
- It could stop working.
- The words aren't permanent.

ADVANTAGES OF THE E-BOOK	DISADVANTAGES OF THE E-BOOK
	An e-book will need a power source.

2. Complete each sentence with a reason from the list on the right.

#### Sentences about e-books

#### Reasons

- |   |   |
|---|---|
| a. Electronic paper will be more expensive than regular paper because . . . | _____ it will look and feel like a regular book.          |
| b. You will only need one book in the future because . . .                  | _____ you will own just one book.                         |
| c. E-ink is more useful than regular ink because . . .                      | _____ <u>a</u> it will be made of plastic.                |
| d. People will feel comfortable reading an e-book because . . .             | _____ it isn't permanent.                                 |
| e. You won't need a bookshelf <sup>11</sup> in the future because . . .     | _____ you will be able to change the stories in the book. |

<sup>11</sup> **bookshelf** a wood or metal structure where you put many books



## Reading Skill

### Previewing

*Pre* means *before*. *View* means *to look at*. Before you read something, it's important to look it over, or preview it. When you preview a reading, you do three important things:

- 1) You identify the topic.
- 2) You think about what you already know about the topic.
- 3) You ask yourself questions about the topic.

Doing these three things will help you understand a reading better.

**A.** Follow these instructions to identify the topic of the paragraph below.

1. Look at the title of the paragraph below. (Don't read the paragraph.) Based on the title only, what do you think the paragraph is about?

### *E-Books*

The book of the future will be made with radio paper and electronic ink. Radio paper has a coating of millions of tiny capsules. Inside each capsule, there is a dark liquid and hundreds of white balls. An electrical charge can make the white balls move to the top of the capsule. This makes the "ink" look white. An electrical charge can also make the white balls move to the bottom of the capsule. This makes the "ink" look black. When the capsules are charged in a pattern, they form letters on the page.

2. *Key words* are words that appear several times in a paragraph. In the paragraph above, the key words are underlined. Based on the key words only, what do you think the paragraph is about?

- a. the history of radio paper and electronic ink
- b. how radio paper and electronic ink work
- c. how to use an e-book

Compare your answer with a partner.

- B. Make a Know/Want to Know chart. Answer questions “a” and “b” below.

KNOW	WANT TO KNOW
a. What do you already know about the topic of the paragraph? Add two ideas.	b. What do you want to know about the topic of the paragraph? Add one question.
<i>Electronic ink is a liquid.</i>	<i>What liquid is in electronic ink?</i>
_____	<i>What is in the capsules?</i>
_____	_____

- C. Read the paragraph on page 27 and look for answers to the questions in the Know/Want to Know chart. Share your answers with a partner.

## Building Vocabulary

### Using compound nouns

We often use two nouns together. Sometimes the two nouns are written as one word.

**Examples:** *football, lifetime, textbook, homestay*

Sometimes the two nouns are written separately.

**Examples:** *high school, bank loan, convenience store*

- A. Match the nouns that go together. Write the words. (More than one answer may be possible.)

- |               |           |       |
|---------------|-----------|-------|
| 1. computer • | • station | _____ |
| 2. news •     | • cells   | _____ |
| 3. brain •    | • screen  | _____ |
| 4. radio •    | • paper   | _____ |

- |             |          |       |
|-------------|----------|-------|
| 5. power •  | • sign   | _____ |
| 6. street • | • family | _____ |
| 7. host •   | • game   | _____ |
| 8. subway • | • source | _____ |

B. Complete these phrases with words from the reading selection on pages 23–24. Then record the phrases in your vocabulary log on page 170.

1. here to s \_\_\_\_\_ (line 4)
2. n \_\_\_\_\_ a power source (line 7)
3. press the b \_\_\_\_\_ (line 20)
4. the t \_\_\_\_\_ behind (line 23)
5. looks and feels l \_\_\_\_\_ (lines 31–32)

## Language Focus

### Using comparative forms of adjectives

We use the comparative form of an adjective when we compare two things.

Form:	cheap	→	cheaper
	big	→	bigger
	pretty	→	prettier
	expensive	→	more expensive
	comfortable	→	more comfortable

#### Examples:

- Books are **cheaper** than computers.
- People feel **more comfortable** reading words on paper than reading words on a screen.

A. What is the comparative form of these adjectives in Chapters 1–3?

- |                    |                     |
|--------------------|---------------------|
| 1. sleepy _____    | 5. kind _____       |
| 2. warm _____      | 6. famous _____     |
| 3. dangerous _____ | 7. serious _____    |
| 4. delicious _____ | 8. reasonable _____ |

- B.** How was the first television different from today's television? Study the photograph below. Use the comparative forms in the Word Box to write three sentences.

**Word Box**

bigger  
smaller  
better  
heavier  
more convenient  
more difficult to watch



**Example:** *The screen of the first television was much smaller.*

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

**Discussion & Writing**

- A.** Choose one item in the box or think of your own invention or place. List five ways you hope it will be different in the future.

cars	universities	telephones	libraries
airplanes	computers	televisions	movie theaters

**Examples:** *I hope cars will be safer in the future.*  
*I hope cars will be cleaner.*

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_



**B. Interview.** Choose one of the items in Activity A and interview a classmate.

**Example:** A: *Do you think airplanes will disappear completely?*

B: *No, I don't. But I think they will be different.*

A: *How will they be different?*

B: *I think they'll use nuclear power.*

**A: DO YOU THINK \_\_\_\_\_ WILL DISAPPEAR COMPLETELY?**

B: Yes, I do.

B: No, I don't. But I think they will be different.

A: What will replace them?

A: How will they be different?

B: \_\_\_\_\_

B: \_\_\_\_\_

#### WORDS TO REMEMBER

NOUNS	VERBS	ADJECTIVES	ADVERBS
computers	appear	a number of	entirely
experts	replace	cheaper	instantly
(the) Internet	preview	electronic	
inventions	press	likely	
technology		comfortable	
		convenient	
		permanent	
		similar (to)	

Chapter



# 4

## How to Be a Successful Businessperson



Zubair Kazi, President of Kazi Foods, Inc.,  
at a KFC restaurant he owns in Sylmar, California

*If at first you  
don't succeed,  
try, try again.*

—American expression

### Chapter Focus

#### **CONTENT:**

Building a successful business

#### **READING SKILL:**

Making inferences

#### **BUILDING VOCABULARY:**

Making a word form chart

#### **LANGUAGE FOCUS:**

Using infinitives

## Before You Read

- A. Look quickly over the article on pages 33–34 and complete this Previewing Chart.

PREVIEWING CHART	
Title of the article: _____	
Names of people and places in the article (List two more.)	Key words (What word appears several times? List three more.)
Zubair Kazi	restaurant
India	_____
_____	_____
_____	_____

- B. Based on your chart, what do you think the story is about? Check (✓) one or more ideas below.

*I think this article is about someone who . . .*

- |  |   |
|--|---|
| <input type="checkbox"/> is successful.    | <input type="checkbox"/> is from Canada.    |
| <input type="checkbox"/> is a businessman. | <input type="checkbox"/> owns a restaurant. |

## Reading Passage

### HOW TO BE A SUCCESSFUL BUSINESSPERSON

1 Have you ever wondered<sup>1</sup> why some people are successful in business and others are not? Here's a story about one successful businessperson. He started out<sup>2</sup> washing dishes and today he owns 168 restaurants.

5 Zubair Kazi was born in Bhatkal, a small town in southwest **India**. His dream was to be an airplane pilot, and when he was 16 years old, he learned to fly a small plane.

At the age of 23 and with just a little money in his pocket, Mr. Kazi moved to the United States. He hoped to get a job in the airplane

<sup>1</sup> **wondered** asked yourself

<sup>2</sup> **started out** began his career



10 industry in California. Instead, he ended up working<sup>3</sup> for a company that rented cars.

While Mr. Kazi was working at the car rental company, he frequently ate at a nearby KFC restaurant. To save money on food,<sup>4</sup> he decided to get a job with KFC. For two months, he worked as a cook's assistant. His job was to clean the kitchen and help the cook. "I  
15 didn't like it," Mr. Kazi says, "but I always did the best I could."<sup>5</sup>

One day, Mr. Kazi's two co-workers failed to come<sup>6</sup> to work. That day, Mr. Kazi did the work of all three people in the kitchen. This really impressed the owners<sup>7</sup> of the restaurant. A few months later,  
20 the owners needed a manager for a new restaurant. They gave the job to Mr. Kazi. He worked hard as the manager and soon the restaurant was making a profit.<sup>8</sup>

A few years later, Mr. Kazi heard about a restaurant that was losing money. The restaurant was dirty inside and the food was terrible —  
25 greasy<sup>9</sup> and undercooked. Mr. Kazi borrowed money from a bank and bought the restaurant. For the first six months, Mr. Kazi worked in the restaurant from 8 a.m. to 10 p.m., seven days a week. He and his wife cleaned up the restaurant, remodeled<sup>10</sup> the front of the building, and improved the cooking. They also tried hard to please the  
30 customers. If someone had to wait more than ten minutes for their food, Mrs. Kazi gave them a free soda. Before long the restaurant was making a profit.

A year later Mr. Kazi sold his restaurant for a profit. With the money he earned, he bought three more restaurants that were losing money.  
35 Again, he cleaned them up, improved the food, and retrained the employees. Before long<sup>11</sup> these restaurants were making a profit, too.

Today Mr. Kazi owns 168 restaurants, but he isn't planning to stop there. He's looking for more poorly managed restaurants to buy. "I love it when I go to buy a restaurant and find it's a mess," Mr. Kazi  
40 says. "The only way it can go is up."<sup>12</sup>

*This article was adapted from the Wall Street Journal.*

<sup>3</sup> **he ended up working** after much effort, he got a job

<sup>4</sup> **to save money on food** to spend less money on food

<sup>5</sup> **did the best I could** did the best job I could; worked as hard as I could

<sup>6</sup> **failed to come** didn't come

<sup>7</sup> **impressed the owners** made the owners think well of him

<sup>8</sup> **making a profit** earning more money than it was spending

<sup>9</sup> **greasy** with lots of oil; oily

<sup>10</sup> **remodeled** fixed and painted

<sup>11</sup> **Before long** after a short amount of time

<sup>12</sup> **the only way it can go is up** it can only get better



## After You Read

### Understanding the Text

**A. Sequence of events.** Number these events in Mr. Kazi's life from 1 (the first) to 9 (the last).

\_\_\_\_\_ He sold his first restaurant at a profit.

\_\_\_\_\_ He got a job as a cook's helper.

9 He bought his 168<sup>th</sup> restaurant.

\_\_\_\_\_ He moved to the United States.

\_\_\_\_\_ He got a job at a car rental company.

1 He learned to fly a plane.

\_\_\_\_\_ He bought his first restaurant.

\_\_\_\_\_ He bought three more restaurants.

\_\_\_\_\_ He became the manager of a restaurant.

**B. True or False.** Read the statements below and check (✓) True or False.

	True	False
1. Mr. Kazi moved to the United States because he wanted to be a restaurant manager.	<input type="checkbox"/>	<input type="checkbox"/>
2. He got a job in a restaurant because he wanted to save money on food.	<input type="checkbox"/>	<input type="checkbox"/>
3. His first restaurant job was as a cook's helper.	<input type="checkbox"/>	<input type="checkbox"/>
4. Mr. Kazi enjoyed working as a cook's helper.	<input type="checkbox"/>	<input type="checkbox"/>
5. To buy his first restaurant, Mr. Kazi borrowed money from his family.	<input type="checkbox"/>	<input type="checkbox"/>
6. Mr. Kazi was married while he owned his first restaurant.	<input type="checkbox"/>	<input type="checkbox"/>
7. The first restaurant Mr. Kazi bought was a mess.	<input type="checkbox"/>	<input type="checkbox"/>
8. Mr. Kazi lost money when he sold his first restaurant.	<input type="checkbox"/>	<input type="checkbox"/>

Work with a partner to correct the false statements.

**C. Consider the issues.** Work with a partner and follow the instructions below.

1. Choose an adjective that describes Mr. Kazi and complete the sentence below.

#### Adjectives

smart	hardworking	creative
serious	kind	successful

*I think Mr. Kazi is a \_\_\_\_\_ person.*

Now tell why you chose the word. Choose one or more reasons from the list below or think of your own.

#### Reasons

- ☐ because he moved to the U.S. with little money
- ☐ because he made a profit with his restaurants
- ☐ because he did the work of three people at KFC
- ☐ because he worked 7 days a week
- ☐ because he tried to please his customers
- ☐ because \_\_\_\_\_

Report your ideas to the class.

**Example:** *I think Mr. Kazi is a smart person because he made a profit with his restaurants.*

2. **Group work.** Think of a successful businessperson and answer the questions below. Don't tell the other groups the name of your person.

- a. What did this person do?
- b. How would you describe this person?

**Example:** *This person made one of the big car companies profitable. We think he is very smart.*

Read your answers to the class and let them guess the person.

## Reading Skill

### Making inferences

An inference is a good guess or conclusion you can make from the facts you have.

#### Examples:

Fact		Inference
Mr. Kazi owns 168 restaurants.	→	He's probably very busy. He has a lot of employees.
Fact		Inference
Mr. Kazi wanted a job in the airplane industry but he took a job with a car rental company.	→	Mr. Kazi probably couldn't find a job in the airplane industry.

**A.** What inferences can you make about Mr. Kazi from the information below? Circle the best answer.

- One day Mr. Kazi's two co-workers didn't come to work. That day, Mr. Kazi did the work of three people. From this information, you can say that . . .
  - Mr. Kazi probably worked very hard that day.
  - Mr. Kazi is probably a tall man.
  - Mr. Kazi probably didn't know his co-workers very well.
- Mr. Kazi sold his first three restaurants for more money than he paid for them. From this information, you can say that . . .
  - Mr. Kazi is a good businessman.
  - Mr. Kazi is an honest man.
  - Mr. Kazi became a millionaire when he sold the restaurants.

**B.** What can you infer about Mr. Kazi from each statement below? Write your ideas.

- Mr. Kazi started with very little money, but he now owns 168 restaurants.  
You can infer that \_\_\_\_\_.
- Mr. Kazi had very little money when he came to the United States.  
You can infer that \_\_\_\_\_.
- When the owners needed a manager for their new restaurant, they gave the job to Mr. Kazi.  
You can infer that \_\_\_\_\_.

## Building Vocabulary

### Making a word form chart

You can build your vocabulary by learning different forms of a word. For example, when you learn the adjective *successful*, you can also learn the noun *success*, the verb *succeed*, and the adverb *successfully*. (Not every word has four forms.)

In your vocabulary log, make a **Word Form Chart** like the one below.

Noun	Verb	Adjective	Adverb
success	succeed	successful	successfully
hope	hope	hopeful	hopefully
rent	rent	rental	
impression	impress	impressive	impressively
profit	profit	profitable	profitably
manager	manage	managerial	

- A. Choose the correct form of the word in parentheses to complete each sentence.

1. (succeed / successful / successfully)

Mr. Kazi is a successful manager of 168 restaurants.

Mr. Kazi manages 168 restaurants \_\_\_\_\_.

2. (rent / rented / rental)

For a while, Mr. Kazi worked at a car \_\_\_\_\_ company.

For a while, Mr. Kazi worked at a company that \_\_\_\_\_ cars.

3. (manager / managed / managerial)

Mr. Kazi was the \_\_\_\_\_ of a KFC restaurant.

Mr. Kazi \_\_\_\_\_ a KFC restaurant.

4. (impression / impressed / impressive)

Mr. Kazi's work \_\_\_\_\_ his employers.

Mr. Kazi's work made an \_\_\_\_\_ on his employers.

5. (profit / profited / profitable)

Mr. Kazi made a \_\_\_\_\_ from the sale of each restaurant.

Mr. Kazi \_\_\_\_\_ from the sale of each restaurant.

- B. Choose six words from the article that you want to remember. Add them to your vocabulary log on page 170.



## Language Focus

### Using infinitives

Form: (to) + verb

to make, to see, to go, to travel

You can use an infinitive to:

- *identify something you hope, want, plan, or need to do.*  
Mr. Kazi hoped **to become** an airplane pilot.  
He wanted **to be** a pilot.
- *identify a plan, hope, dream*  
Mr. Kazi's dream was **to be** an airplane pilot.  
His plan was **to become** an airplane pilot.
- *identify a purpose for doing something*  
**To please** customers, Mr. Kazi gave them a free soda.  
**To buy** the restaurant, he borrowed money from the bank.

A. Choose a verb from the box to complete each sentence.

to buy  
to come

to fly  
to find

to please  
to save

to give  
to improve

1. When Mr. Kazi was 16, he learned \_\_\_\_\_ an airplane.
2. When he came to the United States, he hoped \_\_\_\_\_ a job in the airline industry.
3. \_\_\_\_\_ money on food, Mr. Kazi got a job at a restaurant.
4. One day his co-workers failed \_\_\_\_\_ to work.
5. The owners of the restaurant decided \_\_\_\_\_ Mr. Kazi the manager's job.
6. \_\_\_\_\_ their first restaurant, Mr. Kazi and his wife remodeled the front of the building and made the food better.
7. Mr. Kazi tried hard \_\_\_\_\_ the customers in his restaurant.
8. Mr. Kazi is planning \_\_\_\_\_ more restaurants.

**B.** Choose a verb from the box to complete each question. (More than one answer may be possible.)

to do	to fly	to ski	to study
to eat	to live	to travel	to make

1. What do you plan \_\_\_\_\_ this evening?
2. How are you planning \_\_\_\_\_ to Bali?
3. Where can you learn \_\_\_\_\_?
4. Have you ever tried \_\_\_\_\_?
5. Where would you like \_\_\_\_\_?
6. What do you hope \_\_\_\_\_ someday?
7. When do you want \_\_\_\_\_ for the test?
8. What are you planning \_\_\_\_\_ for dinner?
9. Have you ever forgotten \_\_\_\_\_ for a test?
10. Where do you hope \_\_\_\_\_ someday?

Ask a partner your questions.

## Discussion & Writing

**A. Group work.** A manager supervises a group of employees. What do you think a good manager is like? Check (✓) your answers below. Then add one or more of your own ideas.

IT'S IMPORTANT FOR A MANAGER TO	IT'S NOT IMPORTANT FOR A MANAGER TO	
<input type="checkbox"/>	<input type="checkbox"/>	be honest
<input type="checkbox"/>	<input type="checkbox"/>	be hardworking
<input type="checkbox"/>	<input type="checkbox"/>	be kind
<input type="checkbox"/>	<input type="checkbox"/>	make a profit
<input type="checkbox"/>	<input type="checkbox"/>	be able to make difficult decisions
<input type="checkbox"/>	<input type="checkbox"/>	communicate well

IT'S IMPORTANT FOR A MANAGER TO	IT'S NOT IMPORTANT FOR A MANAGER TO	
<input type="checkbox"/>	<input type="checkbox"/>	write well
<input type="checkbox"/>	<input type="checkbox"/>	treat the employees well
<input type="checkbox"/>	<input type="checkbox"/>	reduce stress in the workplace
<input type="checkbox"/>	<input type="checkbox"/>	listen to others
<input type="checkbox"/>	<input type="checkbox"/>	understand new technologies
<input type="checkbox"/>	<input type="checkbox"/>	hold parties for the employees
		_____

Share ideas with the other groups in your class.

**Example:** *We think it's important for a manager to be honest.*

- B.** Would you be a good manager? Complete one of the sentences below with information about yourself.

I think I would be a good manager because \_\_\_\_\_

\_\_\_\_\_

I don't think I would be a good manager because \_\_\_\_\_

\_\_\_\_\_

Share your ideas with a partner.

- C. Pair work.** Mr. Kazi tried hard to please his customers. What are some ways to please customers in each situation below? Add two ideas to each list.

WHAT COULD YOU DO TO PLEASE CUSTOMERS . . .		
IN A RESTAURANT?	IN A DEPARTMENT STORE?	IN A BANK?
give away free sodas	have good sales	provide good service
_____	_____	_____
_____	_____	_____

WORDS TO REMEMBER			
NOUNS	VERBS	ADJECTIVES	ADVERBS
businessperson	earn	successful	successfully
company	end up	impressive	(work) hard
dream	fail to	profitable	
job	hope		
manager	impress		
profit	improve		
success	succeed		
	lose (money)		
	own		
	save (money)		
	start out		
	wonder		