

3 Longman Academic Reading Series

READING SKILLS FOR COLLEGE

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Judy L. Miller • Robert F. Cohen



3 Longman Academic Reading Series

READING SKILLS FOR COLLEGE

Judy L. Miller
Robert F. Cohen

Dedication

To my daughter, Ariana Miller, with love.
Judy L. Miller

In loving memory of my mother, Lillian Kumock Cohen, and my uncle, Julian Kumock.
Robert F. Cohen

Longman Academic Reading Series 3: Reading Skills for College

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TO THE TEACHER

Welcome to the *Longman Academic Reading Series*, a five-level series that prepares English-language learners for academic work. The aim of the series is to make students more effective and confident readers by providing **high-interest readings on academic subjects** and teaching them **skills and strategies** for

- effective reading
- vocabulary building
- note-taking
- critical thinking

Last but not least, the series encourages students to **discuss and write** about the ideas they have discovered in the readings, making them better speakers and writers of English as well.

High-Interest Readings On Academic Subjects

Research shows that if students are not motivated to read, if reading is not in some sense enjoyable, the reading process becomes mechanical drudgery, and the potential for improvement is minimal. That is why high-interest readings are the main feature in the *Longman Academic Reading Series*.

Varied High-Interest Texts

Each chapter of each book in the series focuses on an engaging theme from a wide range of academic subjects, such as art history, nutrition studies, American literature, and forensics. The reading selections in each chapter (two readings in Level 1 and three in Levels 2–5) are chosen to provide different and intriguing perspectives on the theme. These readings come from a variety of sources or genres — books, textbooks, academic journals, newspapers, magazines, online articles — and are written by a variety of authors from widely different fields. The Level 3 book, for instance, offers a short story by writer Ernest Hemingway, an interview with nutritionist Michael Pollan, a book excerpt from scientist James Watson, and letters from painter Vincent Van Gogh — all challenging reading selections that spark students' interest and motivate them to read and discuss what they read.

Academic Work

The work done in response to these selections provides students with a reading and discussion experience that mirrors the in-depth treatment of texts in academic course work. Although the readings may be adapted for the lower levels and excerpted for the upper levels, the authentic reading experience has been preserved. The series sustains students' interest and gives a sample of the types of content and reasoning that are the hallmark of academic work.

Skills and Strategies

To help students read and understand its challenging readings, the *Longman Academic Reading Series* provides a battery of skills and strategies for effective reading, vocabulary building, note-taking, and critical thinking.

Effective Reading

The series provides students with strategies that will help them learn to skim, scan, predict, preview, map, and formulate questions before they begin to read. After they read, students are routinely asked to identify main ideas as well as supporting details, progressing through the chapter from the “literal” to the “inferential.” Students using this series learn to uncover what is beneath the surface of a reading passage and are led to interpret the many layers of meaning in a text. Each text is an invitation to dig deeper.

Vocabulary Building

In all chapters students are given the opportunity to see and use vocabulary in many ways: guessing words in context (an essential skill, without which fluent reading is impossible), identifying synonyms, recognizing idioms, practicing word forms, as well as using new words in their own spoken and written sentences. At the same time, students learn the best strategies for using the dictionary effectively and have ample practice in identifying roots and parts of words, recognizing collocations, understanding connotations, and communicating in the discourse specific to certain disciplines. The intentional “recycling” of vocabulary in both speaking and writing activities provides students with an opportunity to use the vocabulary they have acquired.

Note-Taking

As students learn ways to increase their reading comprehension and retention, they are encouraged to practice and master a variety of note-taking skills, such as highlighting, annotating, paraphrasing, summarizing, and outlining. The skills that form the focus of each chapter have been systematically aligned with the skills practiced in other chapters, so that scaffolding improves overall reading competence within each level.

Critical Thinking

At all levels of proficiency, students become more skilled in the process of analysis as they learn to read between the lines, make inferences, draw conclusions, make connections, evaluate, and synthesize information from various sources. The aim of this reflective journey is the development of students’ critical thinking ability, which is achieved in different ways in each chapter.

Speaking and Writing

The speaking activities that frame and contribute to the development of each chapter tap students' strengths, allow them to synthesize information from several sources, and give them a sense of community in the reading experience. In addition, because good readers make good writers, students are given the opportunity to express themselves in a writing activity in each chapter.

The aim of the *Longman Academic Reading Series* is to provide “teachable” books that allow instructors to recognize the flow of ideas in each lesson and to choose from many types of exercises to get students interested and to maintain their active participation throughout. By showing students how to appreciate the ideas that make the readings memorable, the series encourages them to become more effective, confident, and independent readers.

The Online Teacher's Manual

The Teacher's Manual is available at www.pearsonelt.com/tmkeys. It includes general teaching notes, chapter teaching notes, answer keys, and reproducible chapter quizzes.

CHAPTER OVERVIEW

All chapters in the *Longman Academic Reading Series, Level 3* have the same basic structure.

Objectives

BEFORE YOU READ

- A. Consider These Questions/Facts/etc.
- B. Your Opinion *[varies; sometimes only Consider activity]*

READING ONE: [+ reading title]

- A. Warm-Up
- B. Reading Strategy
[Reading One]

COMPREHENSION

- A. Main Ideas
- B. Close Reading

VOCABULARY *[not necessarily in this order; other activities possible]*

- A. Guessing from Context
- B. Synonyms
- C. Using the Dictionary

NOTE-TAKING *[in two reading sections per chapter]*

CRITICAL THINKING

READING TWO: [+ reading title]

- A. Warm-Up
- B. Reading Strategy
[Reading Two]

COMPREHENSION

- A. Main Ideas
- B. Close Reading

VOCABULARY *[not necessarily in this order; other activities possible]*

- A. Guessing from Context
- B. Synonyms
- C. Using the Dictionary

CRITICAL THINKING

LINKING READINGS ONE AND TWO

READING THREE: [+ reading title]

- A. Warm-Up
- B. Reading Strategy
[Reading Three]

COMPREHENSION

- A. Main Ideas
- B. Close Reading

VOCABULARY *[not necessarily in this order; other activities possible]*

- A. Guessing from Context
- B. Synonyms
- C. Using the Dictionary
- D. Word Forms

NOTE-TAKING *[in two reading sections per chapter]*

CRITICAL THINKING

AFTER YOU READ

BRINGING IT ALL TOGETHER

WRITING ACTIVITY

DISCUSSION AND WRITING TOPICS

- Vocabulary
- Self-Assessment

Each chapter starts with a definition of the chapter's academic subject matter, objectives, and a Before You Read section.

A short **definition of the academic subject** mentioned in the chapter title describes the general area of knowledge explored in the chapter.

CHAPTER 8

PREHISTORY: From Wolf to Dog


PREHISTORY: the scientific study of history before the time of written records, including the study of archaeology, anthropology, paleontology, genetics, and other fields

OBJECTIVES

To read academic texts, you need to master certain skills.

In this chapter, you will:

- Preview a text using visuals
- Predict the type of text from the title
- Use paraphrasing to identify the main ideas
- Guess the meaning of words from the context or from their Greek and Latin roots
- Understand and use synonyms, homonyms, and suffixes
- Recognize idioms, phrasal verbs, and compound words
- Use note-taking to review and remember details, and to prepare for a test



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Chapter objectives provide clear goals for students by listing the skills they will practice in the chapter.

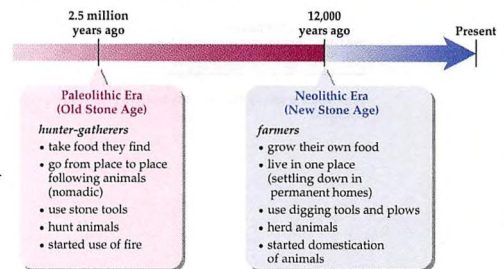
The **Before You Read** activities introduce the subject matter of the chapter, using a mix of information and questions to stimulate students' interest.

BEFORE YOU READ

Consider These Facts

There were no dogs on earth 20,000 years ago, only wolves. Somewhere and sometime after this point, a new animal evolved from the wolf — the dog. In a sense, dogs are domesticated wolves. Were the wolves tamed by humans, or did some wolves tame themselves to survive better?

Look at the timeline showing two eras of the past: the *Paleolithic* and the *Neolithic*. Read some of the characteristics of each era.



Now read each statement. Decide if the activity mentioned was more common in the *Paleolithic* or the *Neolithic* era. Check (✓) the appropriate box. Discuss your answers with a partner.

	PALEOLITHIC	NEOLITHIC
1. Humans hunted for food and primarily ate meat.	<input type="checkbox"/>	<input type="checkbox"/>
2. Humans began to eat wheat and other grains.	<input type="checkbox"/>	<input type="checkbox"/>
3. Humans lived in permanent settlements.	<input type="checkbox"/>	<input type="checkbox"/>
4. Humans began to cook their food.	<input type="checkbox"/>	<input type="checkbox"/>

Each of the three reading sections in a chapter starts with a Warm-Up activity and a Reading Strategy presentation and practice, followed by the reading itself.

The **Warm-Up** activity presents discussion questions that activate students' prior knowledge and help them develop a personal connection with the topic of the reading.

READING ONE: More Than Man's Best Friend

A Warm-Up

Discuss the questions with a partner.

- Thousands of years ago, human beings dreamed about animals as protectors and allies, even as the ancestors of their clans. Why do you think animals had this important place in the human imagination? Do you know any myths about wolves?
- Do you think there is a special bond between dogs and man? Can you describe it? Why do we say that dogs are "man's best friend"?
- Do you have a pet? Would you like to have a pet? What pets, if any, are popular with people you know?

B Reading Strategy

Previewing Using Visuals

Looking at the pictures (drawings or photographs) that illustrate a text first, before you read the text, can help you predict what the text is about.

- Look at the pictures of a wolf and a dog that illustrate the reading. List the ways that dogs differ from wolves. Share your answers with a partner.

Wolves

Dogs

1. Wolves have a long, narrow "nose." Dogs have a shorter, wider "nose."
2. _____
3. _____
4. _____
5. _____

- 2 Look again at the pictures in the reading. What do you think you will learn from this reading? Discuss your answer with a partner. Write it on the line.

Now read the text to find out if the pictures that illustrate it give you a good idea of its contents.

Prehistory: From Wolf to Dog 163

Reading One sets the theme and presents the basic ideas that will be explored in the chapter. Like all the readings in the series, it is an example of a genre of writing (here, a journal article).

More Than Man's Best Friend

By Jarrett A. Lobell and Eric A. Powell, Archaeology

1 Today there are some 77 million dogs in the United States alone. But 20,000 years ago, it's possible there wasn't a single animal on the planet that looked like today's *canis lupus familiaris*. All scientists today accept the fact that dogs descend from the gray wolf, *canis lupus*. But biologists and archaeologists still debate when, where, and how gray wolves first evolved into dogs. Were the dogs first domesticated in China, the Middle East, or possibly Africa? The answers are important since dogs were the first animals to be tamed by man. They probably played an important role in what is called the "Neolithic Revolution," the time when human beings began to settle down in permanent homes and grow their own food instead of wandering around from place to place as they did in the Paleolithic era.



A wolf



A dog

2 What is it that tells us this animal is a "dog" and that one is a "wolf"? Modern wolves and dogs can be easily identified by their appearance. The most important difference is in the snout or nose area. In almost all dogs, the snout is shorter and wider than wolf snouts. Another crucial difference is the animal's manner and attitude toward humans. Dogs are genetically predisposed to want human attention and approval and to accept human leadership. Wolves are not.

3 Because early dogs looked more like wolves than dogs do today, it can be difficult to distinguish between wolf and dog skeletons from the far past. But recently, a team led by paleontologist Mietje Germonpré of the Royal Belgian Institute of Natural Sciences reported a stunning new finding in the February 2009 issue of *Journal of Archaeological Science*. Her team found a nearly complete fossil dog skull dating back 31,700 years ago. The skull, found in the Goyet Cave in Belgium, could represent the change from wolf to dog. However, there is a large gap in time between the age of the Goyet Cave "dog" and the next oldest dog-like skeletons from western Russia dating from 14,000 years ago. Was the appearance of the Goyet skull just an isolated event? What happened in between? We don't know.

4 Another way to estimate when and where domestic dogs originated is to study the genetic differences between dogs and wolves from different locations. In 2009, Peter Savolainen of the Royal Institute of Technology in Sweden published a genetic analysis of DNA indicating that dogs were first

The **Reading Strategy** box gives a general description of a reading strategy, such as previewing using visuals, and the reasons for using it. The **activities** below the box show students how to apply that strategy to the reading.

Domesticating Wolves

By Meg Daley Olmert, from *Made for Each Other*



¹ Paleolithic humans, as cave paintings show, were brilliant students of animal behavior. The first human hunters probably observed the wolves' cooperative strategies for hunting. Wolves are watchful, too. Rather than compete with these new hungry hunters, wolves may have chosen to give them their trust and work with them. They would join these humans in their chase, combining their better sense of smell and speed with the deadly aim of human weapons. They may have hoped that these two-leggers would prove **trustworthy** and share with them.

² Humans didn't just hunt like wolves; they lived like them as well. Humans lived in "packs" or groups and cooperatively cared for their young. Besides being socially compatible, these two-legged carnivores³ cooked their kill, offering a smell that some wolves probably couldn't resist. Those wolves that dared to come near discovered that these cooking animals threw away some of the best parts. (Early human hunters seem to have been more interested in bone marrow⁴ than meat). Scavenging

³carnivores: meat-eaters (humans are omnivores and will eat everything; most animals are either herbivores like cows and eat only plants, or carnivores like wolves and eat meat)

⁴bone marrow: the soft tissue inside bones

the garbage from early human camps may be what lured wolves into cave dwellings as long as 400,000 years ago. That's when wolf bones started appearing in the caves humans lived in.

³ If some wolves entered human dens voluntarily, they must have been the boldest, most genetically predisposed to be adventurous. It would have been the least nervous wolf, or the hungriest, who made the most successful cave raids. If their presence kept more dangerous animals away, humans may have repaid this service by throwing these adventurous animals a bone. Soon the animals would decide to stay. Eating leftovers doesn't make a wolf into a dog, but it's a start. A bone or two would have sent a powerful trust symbol to the wolf. What we do know is that perhaps as early as 40,000 years ago, something environmental, social, or both started some Eurasian wolves on their genetic journey toward dogdom.

⁴ The gentlest wolves followed us into our new homes.⁵ The final transformation wouldn't have taken long once we began to selectively mate our favorite — most cooperative — wolves and help raise their young. . . . Sometime between 40,000 and 15,000 years ago, genetic tuning knobs started turning and wolves became affectionate to people and youthful in their personality and bodies. They came to lick the hand that fed them.⁶ They also kept their best wolf manners, offering their services to their new human family.

⁵Human societies eventually moved away from caves.

⁶Lick the hand that fed them: The expression is "Don't bite the hand that feeds you," which means "Don't be ungrateful." Daley Olmert is making a play on words meaning "love the hand that feeds you."

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Most readings have **glosses** and **footnotes** to help students understand difficult words and names.

All readings have **numbered paragraphs** (with the exception of literary readings that have numbered lines) for easy reference. The **target vocabulary** that students need to know in order to read academic texts is set in boldface blue for easy recognition. Target vocabulary is recycled through the chapter and the level.

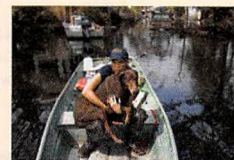
Reading Two addresses the same theme as Reading One, but from a completely different perspective. In most cases, it is also an example of a different genre of writing (here, a book excerpt).

Reading Three addresses the same theme as Readings One and Two, but again from a different perspective from the first two. And in most cases, it is also an example of a different genre of writing (here, an online article).

Frisky to the Rescue in Hurricane Katrina

By Jennifer Wulff, *People Magazine*

His neighbors tried to get him to leave, but lifelong Biloxi, Mississippi resident George Mitchell, a widower, insisted on riding out the storm. Yes, that terrible storm Katrina. "I said, 'Nope, Hurricane Camille' was as bad as it gets," says Mitchell, "and I survived it." He turned 80 the day Katrina¹ hit. Stubbornly, he took his schnauzer-poodle mix Frisky (who was a senior citizen himself for a dog at age 18) to an empty neighbor's home and waited. Soon Mitchell was chest-deep in water. He put Frisky on an inflatable mattress and hung on to keep himself afloat. "It was like being in a washing machine," says the retired Navy man turned real estate agent.



² After treading water³ for hours, he began to fade. "I was ready to let go," says Mitchell, who was **on the verge of passing out**. Not if Frisky had anything to do with it. The dog, **when** Mitchell found on his porch in 1987 as a stray puppy, went to the corner of the mattress and began **frantically** licking his master's face. "He would not stop licking until I **snappped out of it**," says Mitchell. Realizing his best friend's own life would be in danger if he died, Mitchell fought to stay alive. Finally, at daybreak, the water began to **recede**, and Mitchell could once again stand.

³ He spent the next 12 days at a nearby hospital being treated for dehydration⁴ and cuts. Frisky was right by his side. "He slept on me the whole time," says Mitchell, who now lives in a Biloxi retirement community⁵ with his pup. "He's **quite a boy**. I wouldn't give him up for a million dollars."

¹Hurricane Camille was a category 5 hurricane that hit the Gulf states in 1969, killing more than 200 people and causing more than \$8 billion of damage.

²Hurricane Katrina, one of the worst hurricane disasters in U.S. history, hit the Gulf states in 2005, killing 1,800 people and causing \$81 billion dollars of damage due to flooding. The river levees (walls) broke, and water flooded 80% of New Orleans and many cities along the Mississippi River.

³tread water: to stay floating upright in deep water by moving your legs as if you were riding a bicycle

⁴dehydration: If you don't drink enough water, you will suffer from dehydration.

⁵retirement community: a place where senior citizens choose to live together

Each reading in the chapter is followed by Comprehension and Vocabulary activities.

COMPREHENSION

A Main Ideas

Work with a partner. Complete the sentences that reflect the steps Malcolm X went through in teaching himself to read.

1. When Malcolm X went to jail, he _____.
2. The first thing he did was _____.
3. In his own handwriting, he _____.
4. Then, after a night's sleep, he would _____.
5. He learned not only words but _____.
6. Reading became _____.

B Close Reading

Read the quotes from the reading. Circle the statement that best explains each quote. Share your answers with a partner.

1. "So I had come to the Norfolk Prison Colony still going through only book-reading motions." (paragraph 1)
 - a. Malcolm had limited reading skills.
 - b. He could read the words and understood what he was reading.
2. "In my slow and terrible handwriting, I copied into my notebook everything printed on that page, down to the punctuation marks." (paragraph 3)
 - a. He copied everything but the punctuation marks into his notebook.
 - b. He also copied the punctuation marks into his notebook.
3. "With every succeeding page, I also learned of people and places and events from history. Actually, the dictionary is like a small encyclopedia." (paragraph 6)
 - a. By reading the dictionary, he learned a lot more than just words.
 - b. Reading the dictionary helped him read the encyclopedia.
4. "There was nothing you could have done to take me away from my books. Between my correspondence, my visitors, and my reading of books, months passed without my even thinking about being imprisoned. In fact, up to then, I never had been so truly free in my life." (paragraph 7)
 - a. According to the author, reading is part of the pathway to freedom.
 - b. According to the author, freedom is having time to read.

Education Studies: Overcoming Inequalities 197

The **Comprehension** activities help students identify and understand the main ideas of the reading and their supporting details.

The **Vocabulary** activities focus on the target vocabulary in the reading, presenting and practicing skills such as guessing meaning from context or from synonyms, using a dictionary, and understanding word usage.

VOCABULARY

A Guessing from Context

Go back to the reading and reread the sentences in which these words and idioms appear. Be sure that you understand what they mean according to the context. Then match them with their meanings.

- | | |
|---------------------------|------------------------------|
| 1. envy | a. ignore |
| 2. take charge of | b. inspiration |
| 3. skip (something) | c. impossible to avoid |
| 4. go through the motions | d. passionately interested |
| 5. motivation | e. do something mechanically |
| 6. get hold of | f. be jealous of |
| 7. down to | g. find |
| 8. fascinated | h. take control of |
| 9. inevitable | i. including |

B Synonyms

Complete the story with the words and idioms from the box. Use the synonym or paraphrase in parentheses to help you select the correct word or idiom. Compare answers with a partner.

down to	fascinated	inevitable	skipping
envy	gone through the motions	motivation	take charge of

People who have learned to take charge of their lives reveal the very best of the human spirit. Before he was "rescued" by the Metropolitan Regional Career and Technical Center — otherwise known as the "Met" — tenth grader Cesar had only _____ of going to school. Between hanging out on street corners with fellow gang members, getting into trouble with the police, and visiting his father and brother in jail, he never did his homework and had very limited reading and writing skills as a result. Dropping out of school was surely going to be the _____ consequence of this lifestyle.

However, at the Met, Cesar found the _____ to turn his life around and become an exceptional student. The Met was a unique public high school in Providence, Rhode Island, where students received a lot of personal

Guessing from Context helps students guess the meaning of the target vocabulary by encouraging them to go back to the reading to find clues in the context and base their guesses on these clues.

Synonyms also helps students understand the meaning of the target vocabulary in the reading, but here for each target word students are given synonyms to match or choose from.

that such a feeling is _____, but the conditioning remains.

9. (unreasonable)

In other cases, children may observe parents or other close adults who are deeply and permanently afraid of the water, and copy their reactions. Such phobias may diminish with patience and time. Yelling at children or punishing them will do no good.

B Word Usage: be characterized by

In a **definition**, we often include a **description of the main characteristics** or qualities of the thing being defined, and we use the idiom **be characterized by**.

EXAMPLE:

- A phobia is **characterized by** intense and irrational fear.
This means that the main characteristic of a phobia is a feeling of great fear.

Work with a partner. Take turns describing the main characteristics of the phobias mentioned in the reading.

- Social phobia: A social phobia is characterized by...
- Specific phobia: _____
- Claustrophobia: _____
- Zoophobia: _____
- Agoraphobia: _____
- Aerophobia: _____

C Using the Dictionary

Read the dictionary entry for **disorder**.

disorder *n.* 1 [C] a mental or physical problem that can affect your health for a long time: *a serious heart disorder* 1. After two years of therapy, Duane was able to conquer his eating disorder. 2 [U] a situation in which many people disobey the law, especially in a violent way and are difficult to control: *Most urban areas were generally free of civil disorder.* 3 [U] a situation in which things are not organized at all: *The smallest problem can throw all their services into disorder.*

Now answer the questions. Share your answers with a partner.

- Which definition of the word is used in this chapter?
- How are the three definitions related? What do all "dis-orders" have in common? [*dis-* is a prefix meaning "not"]
- Why do we refer to phobias as "disorders," and not "diseases"?

Psychology: Fears and Phobias 33

Word Usage shows students some of the ways English speakers use a word or idiom featured in the reading, and then checks students' understanding.

Using the Dictionary shows students how to understand a dictionary entry for one of the target words. Students choose the appropriate meaning of the word as it is used in the reading and in other contexts.

Word Forms helps students expand their vocabulary by encouraging them to guess or find out the different forms some of the target words can have. Then students are challenged to use the forms correctly.

C Word Forms

- Fill in the chart with the correct word forms. Some categories can have more than one form. Use a dictionary if necessary. An X indicates there is no form in that category.

	NOUN	VERB	ADJECTIVE	ADVERB
1.	anxiety	X	<i>anxious</i>	
2.		fear		
3.			intense	
4.	phobia	X		X
5.		dread	dreadful /	
6.		X	psychological	
7.		X	severe	
8.	depression			X

- Complete the summary of the main points of the reading with the correct form of the words. Choose from the forms in parentheses.

Many people are _____ *(anxiety / anxious / anxiously)* about something, but this _____ *(anxiety / anxious / anxiously)* does not prevent them from functioning normally in everyday life. An anxiety of overwhelming _____ *(intensity / intense / intensely)* is called _____ *(a phobia / phobic / phobias)*. People who are suffering from phobias _____ *(a fear / fear / fearful)* being in certain situations, such as riding in elevators or making speeches. This makes it difficult for them to function in school or at work. These anxiety disorders, which affect people _____ *(psychology / psychological / psychologically)* undoubtedly have a _____ *(severity / severe / severely)* impact on the quality of their lives. People with phobias live lives filled with _____ *(dread / dreadful / dreaded)* and are often very _____ *(depress / depression / depressed)*.

Two of the three reading sections in a chapter have a Note-Taking activity. All three reading sections end with a Critical Thinking activity. The Linking Readings One and Two activity comes at the end of the Reading Two section.

NOTE-TAKING: Circling Names and Writing Margin Notes

- 1 Go back to the reading. Circle the names of the important people in the Pixar story. Then write notes in the margin about the role of each person.

EXAMPLE:

The Pixar team began in 1979, when George Lucas needed special effects for *Star Wars*. He enticed Edwin Catmull, a PhD in computer science, to Lucasfilm. Over the next few years, Catmull and his ensemble created innovative computer graphics programs and equipment. This included an imaging computer, the "Pixar," which could create high-resolution color images of anything from buildings and cars to tornadoes and aliens.

Filmmaker, needed special effects for "Star Wars" — hired Catmull
Computer scientist, created innovative imaging computer: the "Pixar."

- 2 Match the people in the Pixar story with their roles.

- | | |
|--------------------|--|
| — 1. George Lucas | a. owner of Pixar as of 2006 |
| — 2. Edwin Catmull | b. head of Pixar's computer animation department |
| — 3. John Lasseter | c. sole owner of Pixar in 1991 |
| — 4. Roy Disney | d. filmmaker, needed special effects for <i>Star Wars</i> |
| — 5. Steve Jobs | e. computer scientist, created the "Pixar," an innovative imaging computer |

CRITICAL THINKING

Discuss the questions in a small group. Be prepared to share your answers with the class.

- Apple was the first of the digital giants (before Amazon or Google) to make a wide-ranging deal with music companies, which led to iTunes. What in Steve Jobs's previous experience with Pixar helped him understand how to build bridges between creative people and "techies"?
- Because Pixar wasn't making any profit, most management advisers would have told the owner to get rid of it. Why was Jobs the kind of person who would stick with Pixar?
- Look up some information on the life of Steve Jobs. Try to answer the questions you might have had when you did the readings. Many people have said that Steve Jobs was a more complex and contradictory person than we think. Do you agree or disagree? Why or why not?

14 CHAPTER 1

The **Critical Thinking** activity encourages students to analyze and evaluate the information in the reading. This activity develops students' critical thinking skills and their ability to express their opinions coherently.

The **Note-Taking** activity teaches students to use skills such as circling, underlining, writing margin notes, categorizing, outlining, and summarizing information to increase their reading comprehension.

The **Linking Readings One and Two** activity leads students to compare and contrast the ideas expressed in the first two readings. It helps students make connections and find correlations between the two texts.

LINKING READINGS ONE AND TWO

Work in groups of four. Role-play an interview with Jonathan Kozol and Malcolm X about educational issues. Two journalists ask the questions suggested below.

Fill in the chart to prepare for the role-play. The group should add one or two "journalist's questions" and answer all questions based on information in Readings One and Two.

	JOURNALIST'S QUESTION	JONATHAN KOZOL'S ANSWER	MALCOLM X'S ANSWER
1.	Do you believe that education leads to freedom?	"Yes I do. Education provides our young people with opportunities for better jobs and more freedom of choice in life."	"Yes I do. When I taught myself to read in prison, I never felt freer in my life. Reading gave me intellectual and spiritual freedom even though I was in prison."
2.	Do you believe that children who don't go to good schools might end up in prison?		
3.	If the schools aren't good, should people teach themselves?		
4.			
5.			

Now role-play the interview.

Each chapter ends with an After You Read section, a Vocabulary chart, and a Self-Assessment checklist.

The **After You Read** activities go back to the theme of the chapter, encouraging students to discuss and write about related topics using the target vocabulary of the chapter.

The **Vocabulary chart**, which lists all the target vocabulary words of the chapter under the appropriate parts of speech, provides students with a convenient reference.

AFTER YOU READ

BRINGING IT ALL TOGETHER

Work in groups of three or four. Discuss each quotation to explain what it means. Then decide how Kozol, Malcolm X, and Scibona would respond to it. Be prepared to share your point(s) of view with the class. Use some of the vocabulary from the chapter (for a complete list, go to page 210).

1. "It is not the biggest, the brightest or the best that will survive, but those who adapt the quickest."
— *Charles Darwin, English naturalist, 1809–1882*
2. "A mind is not a vessel to be filled but a fire to be ignited."
— *Plutarch, Greek historian and biographer, 46–120 A.D.*
3. "It was in making education not only common to all, but in some sense compulsory on all, that the destiny of . . . America . . . was practically settled."
— *James Russell Lowell, American poet and diplomat, 1819–1891*
4. "It is only the ignorant who despise education."
— *Publius Syrus, Latin writer, 1st century B.C.*
5. "The direction in which education starts a man will determine his future life."
— *Plato, Greek philosopher, 429–347 B.C.*

WRITING ACTIVITY

Write a report about a book you read or were forced to read. Answer these questions:

- Did you like the book or not?
- What did reading the book bring to you?
- Did you experience Scibona's "intense and enigmatic joy"? Why or why not?

Use at least five of the words and idioms you studied in the chapter.

DISCUSSION AND WRITING TOPICS

Discuss these topics in a small group. Choose one of them and write a paragraph or two about it. Use the vocabulary from the chapter.

1. How could more funding make schools better? Give some concrete examples. Use your experience as a guide.
2. If Malcolm X was able to teach himself to read, why do we need schools to educate people? Is there a danger in having a society of only self-taught people?
3. Why is it important for a free society to have good public schools?
4. Would you recommend that future teachers be asked to read Kozol, Malcolm X, and Scibona? What could they learn from these writers about their job as teachers?

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VOCABULARY			
Nouns	Verbs	Adjectives	Adverbs
deference devotion * dwelling era gap rank site * thrill trust	distinguish domesticate * estimate * lure recede scavenge tame Phrasal Verbs hang on pass out	cooperative * crucial * lifelong stray stunning trustworthy	frantically some Phrases and Idioms a host of as bad as it gets be on the verge of (doing something) be predisposed to be quite a boy ride out the storm snap out of it

* = AWL (Academic Word List) item

SELF-ASSESSMENT

In this chapter you learned to:

- ☐ Preview a text using visuals
- ☐ Predict the type of text from the title
- ☐ Use paraphrasing to identify the main ideas
- ☐ Guess the meaning of words from the context or from their Greek and Latin roots
- ☐ Understand and use synonyms, homonyms, and suffixes
- ☐ Recognize idioms, phrasal verbs, and compound words
- ☐ Use note-taking to review and remember details, and to prepare for a test

What can you do well? ☺

What do you need to practice more? ☹

The **Self-Assessment** checklist encourages students to evaluate their own progress. Have they mastered the skills listed in the chapter objectives?

SCOPE AND SEQUENCE

CHAPTER	READING	VOCABULARY
1 BUSINESS: Steve Jobs, Innovator and CEO Theme: How to be successful in business Reading One: <i>The Extraordinary Life of Steve Jobs</i> (a magazine article) Reading Two: <i>The Pixar Story</i> (an online article) Reading Three: <i>The Map of Innovation: Creating Something Out of Nothing</i> (a book excerpt)	<ul style="list-style-type: none"> • Understand and practice different reading strategies • Predict the author's point of view from the title of a text • Predict the content of a text from the first paragraph • Skim a text by reading the topic sentence in each paragraph • Identify the main ideas of a text • Understand the details that support the main ideas 	<ul style="list-style-type: none"> • Guess the meaning of words from the context • Use dictionary entries to learn the meanings of words • Understand and use synonyms and different word forms • Use the Vocabulary list at the end of the chapter to review the words, phrases, and idioms learned in the chapter • Use this vocabulary in the After You Read speaking and writing activities
2 PSYCHOLOGY: Fears and Phobias Theme: What a phobia is and how phobias can be treated Reading One: <i>When Does a Fear Become a Phobia?</i> (a textbook excerpt) Reading Two: <i>Case Studies</i> (a textbook excerpt) Reading Three: <i>Treatments for Phobias</i> (a textbook excerpt)	<ul style="list-style-type: none"> • Understand and practice different reading strategies • Scan a text to find specific information • Preview a text using visuals like charts and graphs • Understand scholarly references (in-text citations, bibliography) • Identify or complete the main ideas of a text • Understand the details that support the main ideas 	<ul style="list-style-type: none"> • Understand and use synonyms, collocations, and different word forms • Guess the meaning of words from their Greek or Latin roots • Use dictionary entries to learn the meanings of words • Study the usage of certain phrases and idioms • Use the Vocabulary list at the end of the chapter to review the words, phrases, and idioms learned in the chapter • Use this vocabulary in the After You Read speaking and writing activities
3 NUTRITION STUDIES: Food Rules Theme: What we should eat to be healthier and how we should treat the animals we eat Reading One: <i>An Interview with Michael Pollan</i> (an online article) Reading Two: <i>Bad Food? Tax It, and Subsidize Vegetables</i> (a newspaper article) Reading Three: <i>Humane Treatment for the Animals We Eat</i> (a magazine article)	<ul style="list-style-type: none"> • Understand and practice different reading strategies • Skim an interview by looking at the questions asked by the interviewer • Scan a text for specific answers to a question in the title • Understand the tone of a text and identify the author's point of view • Identify the main ideas of a text • Understand the details that support the main ideas 	<ul style="list-style-type: none"> • Guess the meaning of words from the context • Use dictionary entries to learn the meanings of words • Understand and use synonyms, prefixes, and antonyms • Use the Vocabulary list at the end of the chapter to review the words, phrases, and idioms learned in the chapter • Use this vocabulary in the After You Read speaking and writing activities

	NOTE-TAKING	CRITICAL THINKING	SPEAKING/WRITING
	<ul style="list-style-type: none"> • Use underlining and margin notes to identify and remember important facts in a story • Use circling and margin notes to identify and remember important people in a story 	<ul style="list-style-type: none"> • Express your opinions and support them with examples from a text or from your own experience and culture • Analyze and evaluate information • Infer information not explicit in a text • Draw conclusions • Hypothesize about someone else's point of view • Find correlations between two texts • Make connections between ideas • Synthesize information and ideas 	<ul style="list-style-type: none"> • Role-play an interview with Steve Jobs and Kevin O'Connor about business • Write two paragraphs about business management • Discuss in a small group a number of topics about business • Choose one of the topics and write a paragraph or two about it
	<ul style="list-style-type: none"> • Fill out an organizer with study notes from the readings to prepare for a test • Organize and categorize the material in the reading to understand it better 	<ul style="list-style-type: none"> • Answer questions based on information in a text or on your own experience and culture • Analyze and evaluate information • Infer information not explicit in a text • Draw conclusions • Find correlations between two texts • Use a chart to contrast negative and positive thoughts • Make connections between ideas • Synthesize information and ideas 	<ul style="list-style-type: none"> • Discuss a list of questions about phobias in a small group. Then share your group's answers with the class. • Write two paragraphs about a fear or a phobia • Discuss in a small group a number of topics about psychology • Choose one of the topics and write a paragraph or two about it
	<ul style="list-style-type: none"> • Use a chart listing categories to organize your study notes • Use a chain of reasoning to list the arguments marshaled by the author 	<ul style="list-style-type: none"> • Express your opinions and support them with examples from a text or from your own experience and culture • Analyze and evaluate information • Infer information not explicit in a text • Draw conclusions • Evaluate an author's thesis and come up with arguments for and against it • Use a chart to compare the opinions of two authors • Make connections between ideas • Synthesize information and ideas 	<ul style="list-style-type: none"> • Role-play an interview with Michael Pollan and Mark Bittman about American eating habits • Respond to a letter to the editor about food as though you were Pollan, Bittman, or Temple Grandin • Write one or two paragraphs to answer a question on an issue raised in the chapter • Discuss in a small group a number of issues about the way we eat • Choose one of the issues and write a paragraph or two about it

CHAPTER	READING	VOCABULARY
<p>4 MEDICINE: Pioneers and Heroes</p> <p>Theme: Doctors whose discoveries helped mankind overcome terrible diseases</p> <p>Reading One: <i>The Hippocratic Oath</i> — <i>A Modern Version</i> (an online article)</p> <p>Reading Two: <i>The Invisible Enemy</i> (a textbook excerpt)</p> <p>Reading Three: <i>That Mothers Might Live</i> (a book excerpt)</p>	<ul style="list-style-type: none"> • Understand and practice different reading strategies • Skim an oath to get an overview of its contents • Scan a text for dates to understand the sequence of events • Find the link between the title of a text and the first paragraph to focus on the most important idea • Identify the main ideas of a text • Understand the details that support the main ideas 	<ul style="list-style-type: none"> • Understand and use synonyms and collocations • Recognize and learn the connotations of words • Understand the different usage of similar words • Categorize words • Use the Vocabulary list at the end of the chapter to review the words, phrases, and idioms learned in the chapter • Use this vocabulary in the After You Read speaking and writing activities
<p>5 AMERICAN LITERATURE: Ernest Hemingway's "Indian Camp"</p> <p>Theme: A young boy's "coming of age" experience and how it is conveyed by the author</p> <p>Reading One: <i>Indian Camp—Part I</i> (a short story excerpt)</p> <p>Reading Two: <i>Indian Camp—Part II</i> (a short story excerpt)</p> <p>Reading Three: <i>Hemingway's Style</i> (a textbook excerpt)</p>	<ul style="list-style-type: none"> • Understand and practice different reading strategies • Understand the elements of fiction: characters, setting, and plot • Identify the themes of a story • Scan a text for "compare and contrast" words to find essential information quickly • Complete charts about the sequence of events in a story • Understand the main ideas and the details that support the main ideas 	<ul style="list-style-type: none"> • Guess the meaning of words from the context • Understand and use synonyms, phrasal verbs, and different word forms • Recognize words of varying intensity • Match "compare and contrast" words with their synonyms • Use the Vocabulary list at the end of the chapter to review the words, phrases, and idioms learned in the chapter • Use this vocabulary in the After You Read speaking and writing activities
<p>6 ART HISTORY: The Life and Letters of Vincent Van Gogh</p> <p>Theme: An artist's life through his paintings and letters; the life of one of his paintings</p> <p>Reading One: <i>A Biography of Vincent Van Gogh (1853–1890)</i> (a book excerpt)</p> <p>Reading Two: <i>The Letters of Vincent Van Gogh</i> (a book excerpt)</p> <p>Reading Three: <i>Portrait of Dr. Gachet: A Timeline</i> (an online article)</p>	<ul style="list-style-type: none"> • Understand and practice different reading strategies • Preview a text using visuals like paintings • Skim letters for a quick overview (names, places, dates) • Scan a text for dates to understand the sequence of events • Identify or complete the main ideas of a text • Understand the details that support the main ideas 	<ul style="list-style-type: none"> • Guess the meaning of words from the context or from their Latin roots • Understand and use synonyms and connotations • Use dictionary entries to learn the meanings of words • Use the Vocabulary list at the end of the chapter to review the words, phrases, and idioms learned in the chapter • Use this vocabulary in the After You Read speaking and writing activities

	NOTE-TAKING	CRITICAL THINKING	SPEAKING/WRITING
	<ul style="list-style-type: none"> • Use a chart to categorize the main points of a text • Complete a short summary of the main points of a text • Create a timeline to understand the sequence of events 	<ul style="list-style-type: none"> • In your reaction to certain situations, discuss how a doctor should behave in order to follow the Hippocratic Oath • Express your opinions and support them with examples from a text or from your own experience and culture • Analyze and evaluate information • Infer information not explicit in a text • Draw conclusions • Interpret quotes and how they relate to a text • Make connections between ideas • Synthesize information and ideas 	<ul style="list-style-type: none"> • Role-play situations involving Jenner and Semmelweis • Write a portrait of someone you admire • Discuss in a small group a number of topics about medicine • Choose one of the topics and write a paragraph or two about it
	<ul style="list-style-type: none"> • Use circling and margin notes to identify the themes of a story • Organize your study notes to compare and define a writer's style 	<ul style="list-style-type: none"> • Answer questions based on information in a story or on your own experience and culture • Express your opinions and support them with examples from a story • Infer information not explicit in a story • Draw conclusions • Hypothesize about someone else's point of view • Find correlations between two texts • Analyze a writer's style • Make connections between ideas • Synthesize information and ideas 	<ul style="list-style-type: none"> • In a small group, explain a point of style or theme with quotes and scenes from the story • Write two paragraphs to summarize the story and give your opinion • In a small group, discuss topics related to the story • Choose one of the topics and write a paragraph or two about it
	<ul style="list-style-type: none"> • Fill in a chart to identify the events that occurred in Van Gogh's life in the different places where he lived • Fill in a chart to identify details that support the four main topics in Van Gogh's letters 	<ul style="list-style-type: none"> • Interpret some of Van Gogh's paintings based on the information given in the text • Analyze and evaluate information • Infer information not explicit in a text • Draw conclusions • Hypothesize about someone else's point of view • Find correlations between two texts • Identify irony in a discussion of Van Gogh's life • Make connections between ideas • Synthesize information and ideas 	<ul style="list-style-type: none"> • Debate in a group of four whether art should be censored by the government • Write two paragraphs about a painting by Vincent Van Gogh • Discuss in a small group topics related to Van Gogh's life, work, and art • Choose one of the topics and write a paragraph or two about it