

4 Longman Academic Reading Series

READING SKILLS FOR COLLEGE

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Robert F. Cohen • Judy L. Miller



LONGMAN ACADEMIC READING SERIES 4

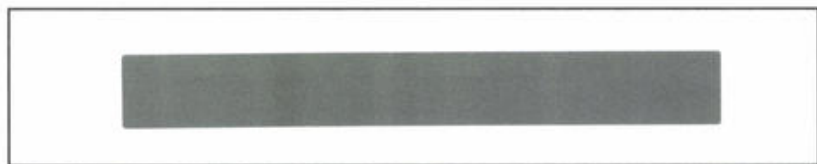
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Longman Academic Reading Series



READING SKILLS FOR COLLEGE

Robert F. Cohen
Judy L. Miller

Dedication

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

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

Longman Academic Reading Series 4: 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 4 book, for instance, offers a memoir by anthropologist Margaret Mead, a case history by neurologist Oliver Sacks, an essay by writer Susan Sontag, a conversation with novelist Leo Tolstoy, an interview with movie director James Cameron, a speech by social reformer Frederick Douglass, and a book excerpt from political scientist Niccolò Machiavelli — 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 coursework. 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.

In addition to these skills and strategies, **Level 4** and **Level 5** of the series include a **Grammar for Reading** activity in each chapter. Grammar for Reading presents a short review and practice of a grammar structure often encountered in academic texts, such as the passive or parallel forms. This activity helps students realize how their understanding of a particular grammar point will enhance their general reading comprehension ability.

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 the 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 students 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 4* 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

GRAMMAR FOR READING [*in one reading section per chapter*]

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 **PSYCHOLOGY: Aggression and Violence**

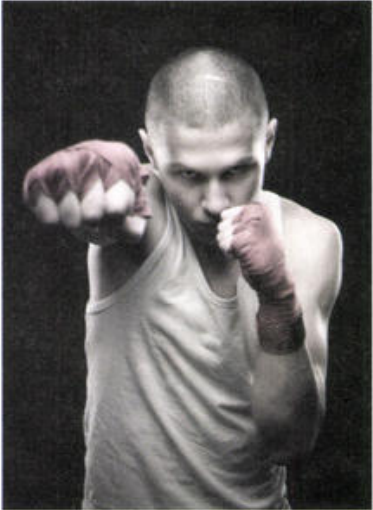
PSYCHOLOGY: the systematic, scientific study of behavior and mental processes

OBJECTIVES

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

In this chapter, you will:

- Predict the content of a text from the title or the first paragraph
- Understand the most important ideas of a text from the first and last paragraphs
- Guess the meaning of words from the context
- Use dictionary entries to learn the meanings of words
- Understand and use synonyms, phrases and idioms, collocations, and different word forms
- Identify adjective clauses and the reasons for their use
- Take notes to identify the author's assertions and supporting explanations
- Complete outlines to focus on the sequence of events and main discoveries



In psychology and other social sciences, "aggression" refers to behavior between members of the same species that is intended to cause pain or harm.

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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

A Consider These Questions

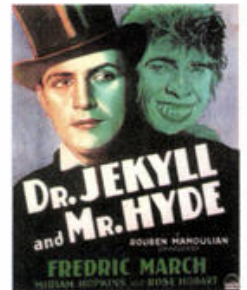
Discuss the questions with a partner.

1. Is aggressive behavior sometimes necessary in a society? In what situations?
2. When is aggression dangerous for society?
3. Do you ever feel that you would like to do violence to something or someone? In what situations? What makes you control yourself?
4. What helps society control violence?
5. Are people naturally violent, or is violence learned through culture?
6. What is the difference between being aggressive and being assertive?

B Consider These Quotes

Read the following quotes about aggression and violence. With a partner, discuss what each one means. Which one expresses your feelings on the matter?

1. "If it's natural to kill, how come men have to go into training to learn how?"
—*Joan Baez*, American folk singer and political activist, born 1941
2. "Violence, naked force has settled more issues in history than has any other factor."
—*Robert Heinlein*, American science fiction writer, 1907–1988
3. "If we don't end war, war will end us."
—*H.G. Wells*, English science fiction writer, 1866–1946
4. "I am a violent man who has learned not to be violent and regrets his violence."
—*John Lennon*, English singer and songwriter, member of the Beatles, 1940–1980
5. "In each of us there is a Mr. Hyde. The point is to prevent the conditions that would allow the monster to emerge."
—*Amin Maalouf*, Lebanese-born French author, born 1948



Poster of the 1931 movie based on Robert Louis Stevenson's novel

¹Mr. Hyde: the embodiment of the dark side of the good Dr. Jekyll. Mr. Hyde is released as an experiment and gradually takes over in Robert Louis Stevenson's *Dr. Jekyll and Mr. Hyde*.

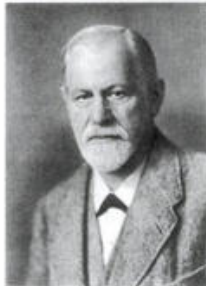
Each of the three reading sections in a chapter starts with a Warm-Up activity and a Reading Strategy presentation and practice, followed by the reading itself.

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: Civilization and Its Discontents

A Warm-Up

Sigmund Freud (1856–1939) was an Austrian medical doctor and neurologist who began seeing patients with emotional problems. He wrote about his patients and about his theory of the unconscious mind, where passions and hidden desires fought for expression. His work in psychoanalysis with the “talking cure” began the modern movement to understand our mind and behavior.



In the years before the outbreak of World War II, Freud wrote *Civilization and Its Discontents*.

Discuss the question with a partner.

Do you think we always make rational and reasonable decisions, or do we sometimes wonder why we do things? Can you give examples of this? Are we often influenced by unconscious desires?

B Reading Strategy

Predicting Content from First Paragraph

Reading the first paragraph of a text can help you to understand the most important idea of the passage before you read the entire reading.

Read the first paragraph of “Civilization and Its Discontents.” Then read each statement and check (✓) Yes or No.

	Yes	No
1. The reading will say that violence is inborn in human beings.	<input type="checkbox"/>	<input type="checkbox"/>
2. The reading will be optimistic about man's fate in the future.	<input type="checkbox"/>	<input type="checkbox"/>

Now read the text and decide if your answers were correct.

The **Reading Strategy** box gives a general description of a reading strategy, such as predicting content from first paragraph, and the reasons for using it. The **activity** below the box shows students how to apply that strategy to the reading.

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 book excerpt).

Civilization and Its Discontents

By Sigmund Freud

¹ *Homo homini lupus*. [Man is a wolf to man.] Who, in the face of all his experience of life and of history, will have the courage to dispute this assertion? As a rule, this cruel aggressiveness waits for some provocation or puts itself at the service of some higher purpose, whose goal might have been reached by milder measures. Anyone who calls to mind the atrocities committed during the invasions of the Huns,² or by the people known as the Mongols³ under Genghis Khan and Tamerlane, or at the capture of Jerusalem by the pious Crusaders,⁴ or even the horrors of the recent World War — anyone who calls these things to mind will have to accept the truth of this view.

² The existence of this inclination to aggression, which we can detect in ourselves and justly assume to be present in others, is the factor which disturbs our relations with our neighbor and which forces civilization into such a high expenditure of energy. . . . Civilization has to use its utmost efforts in order to set limits to man's aggressive instincts.

³ The meaning of the evolution of civilization is no longer obscure to us. It must present the struggle between Eros and Thanatos,⁴ between the instinct of life and the instinct of destruction, as it works itself out in the human species. This struggle is what all life essentially consists of, and the evolution of civilization may therefore be simply described as the struggle for the life of the human species.

⁴ The fateful question for the human species seems to me to be whether and to what extent their cultural development will succeed in mastering the disturbance of their communal life by the human instinct of aggression and self-destruction. It may be that in this respect precisely the present time deserves a special interest. Men have gained control over the forces of nature to such an extent that with their help they would have no difficulty in exterminating one another to the last man. They know this, and from this comes a large part of their current unrest, their unhappiness and their mood of anxiety. And now it is to be expected that the other of the two “Heavenly Powers,” eternal Eros, will make an effort to assert himself in the struggle with his equally immortal adversary. But who can foresee with what success and with what result?

¹ *Huns*: a group of nomadic people from central Asia who attacked and controlled parts of Europe during the 4th and 5th centuries A.D.

² *Mongols*: a group of nomadic people from northeast and central Asia who conquered Asia, the Middle East, and eastern Europe in the 13th and 14th centuries, resulting in a vast Mongol empire under Genghis Khan and a descendant known as Tamerlane.

³ *Crusaders*: people who took part in the wars fought in the 11th, 12th, and 13th centuries by Christian armies trying to take Palestine from the Muslims; the crusaders' conquest of Jerusalem in 1099 was accompanied by massacres of Muslims and Jews.

⁴ *Eros and Thanatos* were Greek gods — Eros was the god of love, Thanatos the god of death.

Reflections on Natural History

By Stephen Jay Gould



Stephen Jay Gould (1941–2002) was a respected American paleontologist, evolutionary biologist, and historian of science. He taught at Harvard University and New York University and also worked at the American Museum of Natural History. He contributed articles to many academic journals and also wrote, among other books, *The Mismeasure of Man*, *Bully for Brontosaurus*, and *Dinosaur in a Haystack*.

1 How often have we been told that man is, by nature, aggressive and selfishly acquisitive? Such claims make no sense to me — in a purely empirical way, not as a statement about hope or preferred morality. What do we see on any ordinary day on the streets or in the homes of any American city — even in the subways of New York? Thousands of tiny and insignificant acts of kindness and consideration. We step aside to let someone pass, smile at a child, chat aimlessly with an acquaintance, or even with a stranger. At most moments, on most days, in most places, what do you ever see of the dark side — perhaps a parent slapping a child or a teenager on a skateboard cutting off an old lady? Look, I'm no ivory-tower¹ Pollyanna,² and I did grow up on the streets of New York. I understand the unpleasantness and danger of crowded cities. I'm only trying to make a statistical point.

2 Many people are under the impression that daily life is an

¹ivory tower: Universities are sometimes referred to as "ivory towers," meaning places that are insulated from the difficulties of ordinary life and therefore, unable to understand them.

²Pollyanna: an excessively or blindly optimistic person, based on the novel *Pollyanna* by Eleanor Hodgman Porter

unending series of unpleasantnesses — that 50 percent or more of human encounters are stressful or aggressive. But think about it seriously for a moment. Such levels of nastiness cannot possibly be sustained. Society would devolve to anarchy in an instant if half our overtures to another human being were met with a punch in the nose.

3 No, nearly every encounter with another person is at least neutral and usually pleasant enough. *Homo sapiens*³ is a remarkably genial species. Ethnologists consider other animals relatively peaceful if they see but one or two aggressive encounters while observing an organism for, say, tens of hours. But think of how many millions of hours we can log for most people on most days without noting anything more threatening than a raised third finger⁴ once a week or so.

4 Why, then, do most of us have the impression that people are so aggressive, and intrinsically so? Unfortunately, one incident of violence can undo a thousand acts

(continued on next page)

³*Homo sapiens*: the Latin scientific name for the human species

⁴raised third finger: an insulting gesture in many cultures

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 magazine article).

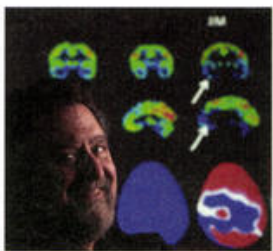
Reading Three addresses the same theme as Readings One and Two, but again from a different perspective from the first two. And in most cases, it is also an example of a different genre of writing (here, an online article).

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.

A Neuroscientist Uncovers a Dark Secret

By Barbara Bradley



The criminal brain has always held a fascination for James Fallon. For nearly 20 years, the neuroscientist at the University of California-Irvine has studied the brains of psychopaths.¹ He studies the biological basis for behavior, and one of his specialties is to try to figure out how a killer's brain differs from yours and mine.

2 About four years ago, Fallon made a striking discovery. It happened during a conversation with his then 88-year-old mother, Jenny, at a family barbecue. "I said, 'Jim, why don't you find out about your father's relatives?'" Jenny Fallon recalls. "I think there were some cuckoos² back there." Fallon investigated. "There's a whole lineage of very violent people — killers," he says. One of his direct great-grandfathers, Thomas Cornell, was hanged in 1887 for murdering his mother. That line of Cornells produced seven other alleged murderers, including Lizzy Borden. "Cousin Lizzy," as Fallon wryly calls her, was accused (and controversially acquitted) of killing her father and stepmother with an axe in Fall River, Massachusetts, in 1882.

3 A little spooked³ by his ancestry, Fallon set out to see whether anyone in his family possesses the brain of a serial killer. Because he has studied the brains of dozens of psychopaths, he knew precisely what to look for. To demonstrate, he opened his laptop and called up an image of a brain on his computer.

4 "Here is a brain that's not normal," he says. There are patches of yellow and red. Then he points to another section of the brain, in the front part of the brain, just behind the eyes. "Look at that — there's almost nothing here," Fallon says. This is the orbital cortex, the area that Fallon and other scientists believe is involved with ethical behavior, moral decision-making and impulse control. "People with low activity [in the orbital cortex] are either free-wheeling types or psychopaths," he says.

5 He's clearly oversimplifying, but Fallon says the orbital cortex puts a brake on another part of the brain called the amygdala, which is involved with aggression and appetites. But in some people, there's an imbalance — the orbital cortex isn't doing its job — perhaps because the person had a brain injury or was born that way. "What's left? What takes over?" he asks. "The area of the brain that drives your id-type behaviors," which are rage, violence, eating, sex, drinking."

(continued on next page)

¹psychopath: someone who has a personality disorder characterized by a lack of empathy and remorse, shallow emotions, and extremely violent behavior

²cuckoo: (informal) someone who is mentally ill, crazy or silly

³spooked: (informal) frightened

⁴id-type behaviors: In Freud's theory of the mind, the id represents the uncontrolled instincts, the ego is the organized, realistic part, and the superego is the critical and moralizing part.

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

COMPREHENSION

A Main Ideas

Read each statement. Decide if it is **True** or **False** according to the reading. Check (✓) the appropriate box. If it is false, change it to make it true. Discuss your answers with a partner.

	TRUE	FALSE
1. The author cannot understand how the oppressed can resign themselves to their fate.	<input type="checkbox"/>	<input type="checkbox"/>
2. The author sees nothing good about violence.	<input type="checkbox"/>	<input type="checkbox"/>
3. Nonviolence allows the oppressed minority to appeal to the majority's moral conscience.	<input type="checkbox"/>	<input type="checkbox"/>
4. Violence leaves a chance for the oppressors to change their minds and see the error of their ways.	<input type="checkbox"/>	<input type="checkbox"/>
5. According to the author, hatred is part of the struggle to change society.	<input type="checkbox"/>	<input type="checkbox"/>

B Close Reading

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

- "A few years ago in the slum areas of Atlanta, a Negro guitarist used to sing almost daily: 'Been down so long that down don't bother me.'" (paragraph 2)
The guitarist could have said these words:
 - "I've become so used to my poverty that it doesn't upset me anymore."
 - "My poverty is not as bad as it seems."
- "The oppressed must never allow the conscience of the oppressor to slumber." (paragraph 3)
 - The oppressed must not let the oppressors trouble their conscience.
 - The oppressed must make the oppressors ashamed of what is being done.
- "[Violence] leaves society in monologue rather than dialogue." (paragraph 5)
 - With violence, there is no discussion or exchange of ideas.
 - No one listens when violence speaks.
- "Nonviolent resistance is not aimed against oppressors but against oppression. Under its banner consciences, not racial groups, are enlisted." (paragraph 7)
 - With nonviolent resistance, there is a moral outcome.
 - Racial consciousness remains strongest with nonviolence.

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, understanding word forms, and using a dictionary.

VOCABULARY

A Guessing from Context

Read each quote from the reading. Try to guess the meaning of the words in bold from the context. Then consult a dictionary and write the definition.

- "Many people are under the impression . . . that 50 percent or more of human encounters are stressful or aggressive. But think about it seriously for a moment. Such levels of **nastiness** cannot possibly be **sustained**." (paragraph 2)

nastiness Guess: _____
Dictionary: _____

sustain Guess: _____
Dictionary: _____
- "Society would **devolve** to anarchy in an instant if half our **overtures** to another human being were met with a punch in the nose." (paragraph 2)

devolve Guess: _____
Dictionary: _____

overtures Guess: _____
Dictionary: _____
- "Unfortunately, one incident of violence can undo a thousand acts of kindness, and we easily forget the **predominance** of kindness over aggression by confusing effect with frequency." (paragraph 4)

predominance Guess: _____
Dictionary: _____
- "Kindness is so fragile, so easy to **efface**; violence is so powerful." (paragraph 4)

efface Guess: _____
Dictionary: _____
- "Obviously, both kindness and violence lie within the bounds of our nature because we **perpetuate** both, in spades." (paragraph 4)

perpetuate Guess: _____
Dictionary: _____
- "Flexibility may well be the most important **determinant** of human consciousness." (paragraph 5)

determinant Guess: _____
Dictionary: _____

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.

C Synonyms

Complete the essay with the words or phrases from the box. Use the synonym in parentheses to help you select the correct word. Compare answers with a partner.

abstract binding in retrospect sever ultimate
 afflicted coherent luminous transmitted
 bewildering humiliating persists traumatic

Freud's theory of mind was a _____ milestone in the history of science because it provided a way to understand the _____ hidden processes of the brain. Despite their faults, Freud's theories offered a humane way to treat people _____ by mental problems or suffering from _____ memories. Freud felt that by appealing to the rational mind, unconscious fears and _____ obsessions would diminish in intensity. If people could be brave and _____ their emotional ties to painful memories of the past, they could form a _____ and realistic picture of their future. _____, many of Freud's insights aimed at linking psychology to physiology — _____ the workings of the mind to the workings of the brain — have proven fruitful. Only an interdisciplinary approach linking psychology to biology can answer the _____ questions about the meaning of consciousness. In the 1980s, cognitive neuroscience made enormous progress with the invention of brain imaging, a technology that allows scientists to realize their dream of looking into the human brain. The activity of different parts of the brain is measured and _____ to a computer screen. As people perceive a visual image, think about a spatial route, or start a voluntary action, scientists can see the activity that _____ in various parts of the brain. Eventually, scientists hope to address the _____ questions of how we think, feel, learn, and remember.

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.

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.

B Word Forms

1 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.	charity	X	charitable	
2.	compassion	X		
3.	deception / deceive	deceive		
4.	hypocrite /	X		
5.	manipulator /	manipulate		

2 Complete the sentences with the correct form of the words from the chart. Each item follows the order in which the words appear in the chart.

- People who live in loving communities treat each other with _____ and respect. Such _____ behavior cultivates feelings of loyalty and trust in the society.
- Sometimes it is dangerous to show too much _____ toward others. _____ people do not always understand that their kind actions may make the people they are helping forget that they must learn how to help themselves. Treating people _____ may therefore have unexpected negative consequences.
- _____ may be useful for a while, but sooner or later the _____ is revealed for who he or she is. We can only _____ people for so long, before we get caught.
- A _____ is someone who pretends to do one thing and does the other. This _____ attitude is often seen in politicians, who are often criticized for their _____.
- Some people _____ others in order to get what they want. Their _____ behavior may hide their selfishness for a while, but eventually those who are the victims of their _____ learn to see them for who they are.

C Using the Dictionary

Read the dictionary entry for **faculty**.

faculty *n.* **plural faculties** **1** all the teachers in a particular school or college, or in a particular department of a school or college: *Both students and faculty have protested. / faculty members / the Faculty of Social Sciences* **2** a particular skill that someone has + *for*: *She has a great faculty for absorbing information.* **3** a natural ability, such as the ability to see, hear, or think clearly: *the patient's mental faculties / + of the faculty of hearing / Mrs. Darwin is no longer in full possession of all her faculties.*

1 Now read each sentence. Decide which meaning of **faculty** is being used. Write the number of the appropriate definition.

- a. The **faculty** of the women's studies program encourage both men and women to take their courses.
- b. Learning that there are women with an inborn **faculty** of thinking mathematically and men with an inborn **faculty** of writing poetically is an important lesson.
- c. Our individual **faculties** should not be defined according to gender stereotypes.
- d. The ninety-five-year-old man was still in the possession of all his **faculties**, and it was fascinating to hear his detailed accounts of his childhood in the segregated South.
- e. The **faculty** of the history department invited him to come speak at its seminar on the civil rights movement.
- f. A young student with a **faculty** for looking at a reading passage once and remembering everything in it was one of the few students who was able to keep up with the heavy reading load.

2 Complete the sentences with the words **faculty** or **faculties**.

- 1. Freedom cannot be fully enjoyed in a society unless the majority of people are given the opportunity to develop their _____.
- 2. That is why the _____ of our college are so special.
- 3. Only teachers with a great _____ for inspiring students will succeed in this college.
- 4. The interdisciplinary focus of the first-year curriculum allows students to take a variety of courses in the _____ of liberal arts, education, and engineering.

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.

Phrasal Verbs shows students how phrasal verbs are formed and how to check their meanings in a dictionary. Then students are challenged to use the correct forms of the appropriate phrasal verbs.

C Phrasal Verbs with **crack** and **step**

Read the dictionary entries of phrasal verbs with **crack** and **step**.

crack down *phr. v.* to become more strict in dealing with a problem and punishing the people involved: *We have to crack down on software pirates.*

crack up *phr. v.* **INFORMAL** **1 crack sb up** to laugh a lot at something or to make someone laugh a lot: *That joke still cracks me up.* **2** to have a mental breakdown: *If I don't get some time off soon, I'll crack up.* **3 sth's not all it's cracked up to be** something is not as good as people say it is: *The movie was OK, but it's not all it's cracked up to be.*

step down *phr. v.* to leave your job or official position, to resign: + *as* *Arnez is stepping down as chairman. / + from* *She's stepping down from the committee.*

step in *phr. v.* to become involved in a discussion, disagreement, etc., especially in order to stop trouble: *The police stepped in to break up the fight.*

step up *phr. v.* **1 step sth up** to increase the amount of an activity or the speed of a process in order to improve a situation: *They have stepped up security at the airport.* **2 step up (to the plate)** to agree to help someone or to be responsible for doing something: *Residents will have to step up if they want to rid this area of crime.*

Now complete each sentence with the correct form of the appropriate phrasal verb.

- 1. The women _____ the pressure on the White House during World War I because they hoped they would finally get the vote.
- 2. Many men _____ at the ridiculous idea that women would ever be able to participate in the political process.
- 3. However, some men _____ and did what they could to support women's rights.
- 4. Carrie Chapman Catt _____ as president of the National American Woman Suffrage Association before the war but resumed its leadership in 1917.
- 5. She _____ to resolve the arguments about tactics.
- 6. The police _____ on the demonstrators and arrested them because they wouldn't move.
- 7. Although the demonstrations were always peaceful, the police _____ security at future events.
- 8. In order for the women's rights movement to be successful, men as well as women needed to _____ and show their support.

Each chapter has a Grammar for Reading activity and two Note-Taking activities. These can be in any of the three reading sections.

GRAMMAR FOR READING: Adjective Clauses

An **adjective clause** tells you something about the **noun** or **pronoun** it follows. An adjective clause begins with a word like **who, whom, whose, that, which, when, where, why**.

In academic English, sentences can become long and complicated. It's important to remember that an **adjective clause** describes the noun or pronoun that **comes right before it**.

EXAMPLE:

- He's clearly oversimplifying, but Fallon says the orbital cortex puts a brake on another part of the brain called the amygdala, **which is involved with aggression and appetites.**

The word **which** and the entire adjective clause that follows refer to the noun "amygdala." The amygdala is involved with aggression and appetites.

Work with a partner. Read each sentence and identify which noun the adjective clause refers to. Circle the correct answer.

- "[It is] the area of the brain that drives your id-type behaviors, *which are rage, violence, eating, sex, drinking.*" (paragraph 5)
 - id-type behaviors
 - brain
- "Along with brain scans, Fallon also tested each family member's DNA for genes *that are associated with violence.*" (paragraph 8)
 - DNA
 - genes
- "As for the psychopaths he studies, Fallon feels some compassion for these people *who, he says, got 'a bad roll of the dice.'*" (paragraph 11)
 - people (psychopaths)
 - Fallon
- "As a rule, this cruel aggressiveness waits for some provocation or puts itself at the service of some higher purpose, *whose goal might have been reached by milder measures.*" (Reading One, paragraph 1)
 - aggressiveness
 - purpose
- "The existence of this inclination to aggression, *which we can detect in ourselves and justly assume to be present in others, is the factor which disturbs our relations with our neighbor and which forces civilization into such a high expenditure of energy.*" (Reading One, paragraph 2)
 - inclination
 - existence
 - others
 - factor
 - neighbor
 - factor

The **Grammar for Reading** activity leads students through a short review and practice of a grammar structure often encountered in academic texts, such as the passive, parallel forms, and adjective clauses. Understanding this type of grammar point enhances students' general reading comprehension ability.

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

NOTE-TAKING: Completing an Outline with the Necessary Details

Go back to the reading and read it again. Using the cues given here, fill in the necessary details of the outline with notes in your own words.

- I. Argument about Bonobos' Language Ability
 - A. Chomsky and some linguists
 1. humans: language is spoken only by humans
 2. chimps/other relatives: do not have the brain structure to create language
 - B. Rumbaugh-Savage and other researchers
 1. few apes: _____
 2. modern research and bias: _____
- II. Research with Apes and Language
 - A. Lab experiments
 1. sign language: _____
 2. keyboard: _____
 3. Kanzi: _____
 - B. Experiments with apes in the wild
 1. difficulties for researchers: _____
 2. predators/markings of trails: _____
 - C. Skeptics
 1. Skeptics' argument: _____
 2. Rumbaugh's response: _____

All three reading sections end with a Critical Thinking activity. The Linking Readings One and Two activity comes at the very end of the Reading Two section.

CRITICAL THINKING

1 Agree or Disagree

Read each statement. Decide if you **Agree** or **Disagree**. Check (✓) the appropriate box. Discuss your answers with a partner.

	AGREE	DISAGREE
1. Machiavelli is immoral.	<input type="checkbox"/>	<input type="checkbox"/>
2. When Machiavelli says a ruler should be a "fox," he means the ruler should be an intellectual.	<input type="checkbox"/>	<input type="checkbox"/>
3. Machiavelli is an optimist.	<input type="checkbox"/>	<input type="checkbox"/>
4. According to Machiavelli, men are born to be subjects of a ruler, not citizens of a republic.	<input type="checkbox"/>	<input type="checkbox"/>

2 What Would Machiavelli Say?

Machiavelli has been assigned reading in some U.S. business schools. Books such as Antony Jay's *Management and Machiavelli* and Stanley Bing's *What Would Machiavelli Do?* apply Machiavelli's writings to a business context.

Here is a list of business decisions. Work with a small group. Decide whether Machiavelli would "probably agree" (Yes) or "probably disagree" (No) with these decisions. If there is not enough information to decide, write **Can't tell**. Explain your answers by referring to the reading.

- The head of a company decides to put a new business plan to a vote among employees.
- The directors of an insurance company saved from bankruptcy by taxpayers' bailout dollars decide to give millions of dollars in bonuses to their managers.
- Businesses use advertising to encourage people to buy their products regardless of the usefulness of these products.
- The head of the company involves all workers in discussion sessions to solve a company problem.
- The company director decides to increase production.
- A company decides to recall consumer products that have proven to be unsafe even though it costs them a lot of money.
- Companies contribute a small percentage of their profits to support a charity for poor children and use this fact in their publicity.

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 **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 with a partner. Fill in the chart with notes comparing the robber barons' practices with the progressives' proposals to get rid of these practices.

	READING ONE ROBBER BARONS' PRACTICES	READING TWO PROGRESSIVES' PROPOSALS
1.	<i>kept wages very low</i>	<i>pass minimum wage laws</i>
2.		<i>institute regulation for workplace safety and respect for workers</i>
3.	<i>created monopolies</i>	
4.		
5.		<i>create cooperation and more opportunities for small business growth</i>
6.	<i>prevented freedom in the workplace</i>	
7.		

READING THREE: Message to Wall Street

A Warm-Up

1 Wall Street Today

Discuss the questions with a partner.

"Occupy Wall Street" became an international movement after the financial crisis of 2008.

- Why did people want to "occupy" Wall Street?
- What was the purpose of the demonstrations?

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

AFTER YOU READ

BRINGING IT ALL TOGETHER

Work in groups of four. Role-play an interview with Sigmund Freud, Stephen Jay Gould, and James Fallon about men's aggressiveness and violence. The journalist will ask questions of the others. Freud, Gould, and Fallon will express their opinions. Use some of the vocabulary you studied in the chapter (for a complete list, go to page 220).

Topic: Men's aggressiveness and violence

ROLES:

- Journalist
- Stephen Jay Gould
- Sigmund Freud
- James Fallon

QUESTIONS:

- Are humans a very violent species?
- Is violence in our genes?
- How can we control and prevent the expression of violence?

WRITING ACTIVITY

Write a three-paragraph essay about how an important event or lesson in childhood shaped your ethical behavior and moral sense. Use more than five of the words or idioms you studied in the chapter.

- **Introduction:** Tell the reader about yourself as a child.
- **Body Paragraph:** Describe the situation and the lesson you learned.
- **Conclusion:** Discuss how it affected your later life.

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. Why do you think people, even scientists and writers of popular entertainment for movies and TV, are so interested in serial killers: their lack of empathy, fear, or remorse? Is it that they are a lot like us or very much unlike us?
2. What are some ways we can reduce aggression in today's society?
3. Do you think violent movies and video games contribute to violence among young people?
4. "The fault is not in our stars but in ourselves." — *William Shakespeare*
Do you think the fault is in our genes or in our environment? Is aggression the result of "nature" (inborn qualities) or "nurture" (the result of experience)?
5. How can a belief in biological determinism affect our future and our concept of freedom? Does biological determinism excuse a violent criminal?

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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.

VOCABULARY			
Nouns	Verbs	Adjectives	Adverb
adversary	caution	acquisitive *	intrinsically *
assertion	devolve	disturbing	
atrocities	efface	fateful	Phrases and Idioms
determinant	exterminate	genial	a bad roll of the dice
expenditure	master	pious	free-wheeling
inclination *	perpetuate	startling	put a brake on
lineage	predispose	utmost	tongue-in-cheek
nastiness	reiterate		
nurture	sustain *		
overtures			
predominance *	Phrasal Verbs		
	dote on		
	zero in on		

* = AWL (Academic Word List) item

SELF-ASSESSMENT

In this chapter you learned to:

- Predict the content of a text from the title or the first paragraph
- Understand the most important idea of a text from the first and last paragraphs
- Guess the meaning of words from the context
- Use dictionary entries to learn the meanings of words
- Understand and use synonyms, phrases and idioms, collocations, and different word forms
- Identify adjective clauses and the reasons for their use
- Take notes to identify the author's assertions and supporting explanations
- Complete outlines to focus on the sequence of events and main discoveries

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/GRAMMAR
<p>1 SOCIOLOGY: Home and the Homeless</p> <p>Theme: The meaning of home; what it means not to have one; our reactions to people who are homeless</p> <p>Reading One: <i>Home and Travel</i> (a book excerpt)</p> <p>Reading Two: <i>Homeless</i> (a magazine article)</p> <p>Reading Three: <i>Helping and Hating the Homeless</i> (an online article)</p>	<ul style="list-style-type: none"> • Understand and practice different reading strategies • Think about the title of a text and predict its content • Predict the subject of a text and the author's motivation from the first two sentences • Make up your own questions based on the title of a text • 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, different word forms, and the suffix -en and prefix en- • 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 • GRAMMAR: Identify the passive and the reasons for its use
<p>2 HISTORY: Robber Barons Then and Now</p> <p>Theme: The power of money and business in the Gilded Age and today; the popular movements against that power</p> <p>Reading One: <i>The Robber Barons</i> (a textbook excerpt)</p> <p>Reading Two: <i>The Politics of Progressivism</i> (a textbook excerpt)</p> <p>Reading Three: <i>Message to Wall Street</i> (an online article)</p>	<ul style="list-style-type: none"> • Understand and practice different reading strategies • Scan a text to find specific information • Scan the first paragraph of a text for definitions and background information • Predict the content of a text from the first and last paragraphs • 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 • Understand and use synonyms, collocations, and different word forms 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 • GRAMMAR: Identify parallel forms and the reasons for their use
<p>3 FILM STUDIES: Is Cinema an Art or a Business?</p> <p>Theme: Is making movies an art, a business, or both?</p> <p>Reading One: <i>One Hundred Years of Cinema</i> (an essay)</p> <p>Reading Two: <i>A Conversation with Leo Tolstoy on Film</i> (a newspaper article)</p> <p>Reading Three: <i>An Interview with James Cameron</i> (a magazine article)</p>	<ul style="list-style-type: none"> • Understand and practice different reading strategies • Find the thesis statement in an essay • Skim an interview for the general idea • Scan an interview for the interviewee's attitude towards the subject • 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, idioms, connotations, and increase/decrease verbs • 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 • GRAMMAR: Recognize and use parallel structure for emphasis and contrast

NOTE-TAKING	CRITICAL THINKING	SPEAKING/WRITING
<ul style="list-style-type: none"> • Fill out an organizer to review details to help you remember • Use questions as “organizers” for notes 	<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 a discussion about the homeless between Margaret Mead, Anna Quindlen, Peter Marin, and a taxpayer • Write a three-paragraph essay explaining and illustrating a saying about home • Discuss in a small group a number of topics related to the homeless and homelessness • Choose one of the topics and write a paragraph or two about it
<ul style="list-style-type: none"> • Use an organizer to identify important biographical details • Use note-taking to summarize an argument 	<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 • Find correlations between two texts • Make connections between ideas • Synthesize information and ideas • Understand the use of irony for social criticism 	<ul style="list-style-type: none"> • Role-play a discussion about Wall Street between Jeffrey Sachs, an old robber baron, a new one, and an “Occupy Wall Street” protester • Write a paragraph or two explaining the meaning of a quote and your opinion • Discuss in a small group a number of topics about the power of the mega-rich and whether protest movements do any good • Choose one of the topics and write a paragraph or two about it
<ul style="list-style-type: none"> • Take notes to identify the main ideas of a text and the supporting details • Take margin notes, organize the notes, and write a summary of the text 	<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 • Identify the concerns of two authors — same or different? • Make connections between ideas • Synthesize information and ideas 	<ul style="list-style-type: none"> • Role-play a discussion about cinema between a journalist, Susan Sontag, Leo Tolstoy, and James Cameron • Write a three-paragraph essay about your favorite movie • Discuss in a small group a number of topics about movies • Choose one of the topics and write a paragraph or two about it

CHAPTER	READING	VOCABULARY/GRAMMAR
<p>4 MEDIA STUDIES: The Internet and Social Media</p> <p>Theme: Do the Internet and social media have positive or negative effects on people and society?</p> <p>Reading One: <i>Mind Control and the Internet</i> (a newspaper article)</p> <p>Reading Two: <i>The Positive Effects of Social Networking Sites</i> (a textbook excerpt)</p> <p>Reading Three: <i>The Use of Social Media In the Arab Spring</i> (an online article)</p>	<ul style="list-style-type: none"> • Understand and practice different reading strategies • Predict the content of a text from the title • Skim the first paragraph of a text to preview the most important idea • 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"> • Guess the meaning of words from the context • Use dictionary entries to learn the meanings of words • Understand and use synonyms, collocations, different word forms, and the prefix <i>anti-</i> • 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 • GRAMMAR: Identify imperatives used as illustrative devices and the reasons for their use
<p>5 NEUROSCIENCE: The Brain and Memory</p> <p>Theme: The importance of memory; the different types of memory and how they relate to different parts of the brain</p> <p>Reading One: <i>In Search of Memory</i> (a book excerpt)</p> <p>Reading Two: <i>The Brain and Human Memory</i> (a textbook excerpt)</p> <p>Reading Three: <i>Music and the Brain</i> (a book excerpt)</p>	<ul style="list-style-type: none"> • Understand and practice different reading strategies • Visualize the content of a text to understand it better • Scan a chart to find specific information • Skim the first two paragraphs of a text to get an idea of what it will discuss • Match the different types of memory with their functions and the parts of the brain directly involved • 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 • Use dictionary entries to learn the meanings of words • Understand and use synonyms, collocations, different word forms, and words of Greek or Latin origin • Identify and interpret figurative language • 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 • GRAMMAR: Recognize and use rhetorical questions
<p>6 ZOOLOGY: Animals and Language</p> <p>Theme: Do animals have the capability of communicating with one another and with humans? Are there animal languages?</p> <p>Reading One: <i>Bridges to Human Language</i> (a book excerpt)</p> <p>Reading Two: <i>Speaking to the Relatives</i> (an online article)</p> <p>Reading Three: <i>Language and Morality</i> (a book excerpt)</p>	<ul style="list-style-type: none"> • Understand and practice different reading strategies • Scan a text for specific information • Find the link between the title of a text and the first paragraph • Predict the author's point of view from the first paragraph of a text • 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 • Understand and use synonyms, collocations, phrasal verbs, 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 • GRAMMAR: Recognize and use hedging language

NOTE-TAKING	CRITICAL THINKING	SPEAKING/WRITING
<ul style="list-style-type: none"> • Complete an outline • Take notes to identify the details that support the main ideas of a text 	<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 • Make connections between ideas • Synthesize information and ideas 	<ul style="list-style-type: none"> • Organize a debate about government control of the Internet and social media (in groups of four: two students are for, two are against) • Write a three-paragraph essay on the Internet service or type of social media that is the most interesting or worrisome to you • Discuss in a small group a number of topics related to the Internet and social media • Choose one of the topics and write a paragraph or two about it
<ul style="list-style-type: none"> • Make lists • Use keywords as a study tool 	<ul style="list-style-type: none"> • Express your opinions and support them with examples from a text or from your own experience and culture • 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 Eric Kandel and Oliver Sacks about the different types of memory and memory loss • Write a three-paragraph essay about your most important memory • Discuss in a small group a number of topics about memory • Choose one of the topics and write a paragraph or two about it
<ul style="list-style-type: none"> • Take notes to identify the arguments for or against the author's thesis • Complete an outline with the necessary details 	<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 a discussion between a skeptic and the four authors or researchers encountered in the chapter about the work they have done • Write a short essay about how you have experienced learning a second language • Discuss in a small group a number of topics related to animals and language • Choose one of the topics and write a paragraph or two about it

CHAPTER	READING	VOCABULARY/GRAMMAR
<p>7 POLITICAL SCIENCE: The Rulers and the Ruled</p> <p>Theme: Monarchy vs. democracy; how and why they work; how to go from one to the other</p> <p>Reading One: <i>The Morals of the Prince</i> (a book excerpt)</p> <p>Reading Two: <i>The Declaration of Independence</i> (a historical document)</p> <p>Reading Three: <i>Two Cheers for Democracy</i> (a book excerpt)</p>	<ul style="list-style-type: none"> • Understand and practice different reading strategies • Skim a text to identify the author's point of view • Highlight the important information in a text • Think about the title of a text and predict its content • 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 • Use dictionary entries to learn the meanings of words • Understand and use synonyms, different word forms, figurative language, and expressions of similarity and contrast • Match types of government vocabulary with their definitions • 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 • GRAMMAR: Use a dash or dashes to isolate and emphasize a point
<p>8 PSYCHOLOGY: Aggression and Violence</p> <p>Theme: Is mankind doomed to destruction by its aggressive and violent nature or do human beings have a gentler side that can master these base instincts?</p> <p>Reading One: <i>Civilization and Its Discontents</i> (a book excerpt)</p> <p>Reading Two: <i>Reflections on Natural History</i> (a journal article)</p> <p>Reading Three: <i>A Neuroscientist Uncovers a Dark Secret</i> (an online article)</p>	<ul style="list-style-type: none"> • Understand and practice different reading strategies • Predict the content of a text from the first paragraph • Understand the most important idea of a text from the first and last paragraphs • Predict the content of a text from the title • 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 • Use dictionary entries to learn the meanings of words • Understand and use synonyms, phrases and idioms, collocations, 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 • GRAMMAR: Identify adjective clauses and the reasons for their use

NOTE-TAKING	CRITICAL THINKING	SPEAKING/WRITING
<ul style="list-style-type: none"> • Take notes to identify what a prince should or shouldn't do and why • Take notes to compare and contrast the ideas of two thinkers 	<ul style="list-style-type: none"> • Express your opinions and support them with examples from the 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 the ideas of two thinkers through the lens of another thinker • Synthesize information and ideas 	<ul style="list-style-type: none"> • In a small group, explain one of the quotes from three famous political philosophers, and compare it with the main ideas of the readings • Write an essay explaining your opinion about one of the main ideas of the readings • Discuss in a small group a number of topics related to government • Choose one of the topics and write an essay about it
<ul style="list-style-type: none"> • Take notes to identify the author's assertions and supporting explanations • Complete outlines to focus on the sequence of events and main discoveries 	<ul style="list-style-type: none"> • Express your opinions and support them with examples from the text or from your own experience and culture • Analyze and evaluate information • Infer information not explicit in a text • Draw conclusions • Find correlations between two texts • Hypothesize about someone else's point of view • Make connections between ideas • Synthesize information and ideas 	<ul style="list-style-type: none"> • Role-play an interview with Sigmund Freud, Stephen Jay Gould, and James Fallon about men's aggressiveness and violence • Write a three-paragraph essay about how an important event or lesson in childhood shaped your ethical behavior and moral sense • Discuss in a small group a number of topics related to human aggression and violence • Choose one of the topics and write a paragraph or two about it

CHAPTER	READING	VOCABULARY/GRAMMAR
<p>9 ETHICS: Resistance to Evil in the 20th Century</p> <p>Theme: Nonviolent civil disobedience movements in India, Denmark, and the United States in the 20th century</p> <p>Reading One: <i>The Ghosts of Mrs. Gandhi</i> (a magazine article)</p> <p>Reading Two: <i>Denmark in World War II</i> (a book excerpt)</p> <p>Reading Three: <i>Three Ways to Meet Oppression</i> (a book excerpt)</p>	<ul style="list-style-type: none"> • Understand and practice different reading strategies • Predict the content of a text from the subheadings • Preview a text using an Editor's Insert • Predict the content of a text from the title • 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, collocations, 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 • GRAMMAR: Identify noun clauses and the reasons for their use
<p>10 WOMEN'S STUDIES: Reaching for Equality</p> <p>Theme: The history of women's rights and their struggle to achieve equality in the United States</p> <p>Reading One: <i>The Declaration of Sentiments (1848)</i> (a speech)</p> <p>Reading Two: <i>Speech on Women's Rights (1888)</i> (a speech)</p> <p>Reading Three: <i>The Day the Women Got the Vote</i> (a book excerpt)</p>	<ul style="list-style-type: none"> • Understand and practice different reading strategies • Predict the content of a text from the first two paragraphs • Use paraphrasing to identify the main ideas of a text • 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 • Use dictionary entries to learn the meanings of words • Understand and use synonyms, collocations, phrasal verbs, 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 • GRAMMAR: Recognize the use of repetition for emphasis in speeches

NOTE-TAKING	CRITICAL THINKING	SPEAKING/WRITING
<ul style="list-style-type: none"> • Take notes to identify the main details of the actions • Complete a chart to identify the main points of the author's arguments 	<ul style="list-style-type: none"> • Express your opinions and support them with examples from a text or from your own experience and culture • 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 Amitav Ghosh, Hannah Arendt, and Martin Luther King, Jr. about resisting evil • Write a three-paragraph essay about a time when you or your family were caught up in a political or historical event of some importance • Discuss in a small group a number of topics related to nonviolent resistance • Choose one of the topics and write a paragraph or two about it
<ul style="list-style-type: none"> • Fill out an organizer with notes describing supporting details and your reaction • Fill out a timeline detailing the events for each date 	<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 a discussion about women's rights between Elizabeth Cady Stanton, Frederick Douglass, someone living in 1919, and someone living today • Write a three-paragraph essay about something you had to fight for — a time you had to struggle to gain recognition for yourself and your abilities • Discuss in a small group a number of topics related to women's rights and equality • Choose one of the topics and write a paragraph or two about it

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Robert F. Cohen and Judy L. Miller

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CHAPTER 1

SOCIOLOGY: Home and the Homeless

SOCIOLOGY: the scientific study of societies and the behavior of people in groups

OBJECTIVES

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

In this chapter, you will:

- Think about the title of a text and predict its content
- Predict the subject of a text and the author's motivation from the first two sentences
- Make up your own questions based on the title of a text
- Guess the meaning of words from the context
- Use dictionary entries to learn the meanings of words
- Understand and use synonyms, different word forms, and the prefix *en-* and the suffix *-en*
- Identify the passive and the reasons for its use
- Fill out an organizer and use questions as “organizers” for notes



BEFORE YOU READ

A Consider These Sayings

Read the sayings. What do they mean? Discuss with a partner. Be ready to report to the whole class on your insights. Add any other sayings from other languages that deal with the definition of “home.”

1. “A house is not a home.”
2. “Anywhere I hang my hat is home.”
3. “You can’t go home again.”
4. “Home is where the heart is.”
5. “To go forward, we must keep leaving home.”

Others: _____

B Your Personal Experience

Discuss the questions with a partner.

1. Which saying(s) do you agree with?
2. What is your definition of “home”?
3. Is “home” the place where you live or the place where you were born? Is it your “hometown” or a personal place?
4. What would you do if you lost your home and could never go back?

READING ONE: Home and Travel

A Warm-Up

Discuss the question in a small group. Share your answers with the class.

Do you think our idea of home changes at different times of our lives and in different cultures?

B Reading Strategy

Thinking about the Title and Predicting Content

To understand academic texts, you may have to read them more than once. You can prepare for your first reading by **looking at the title**.

The **title of a text** is the **first “contact” we have with the author**. It can inspire us to enter into a **dialogue with the author** even before reading one word of the text. It can also help us **predict** (guess) the content of the text.