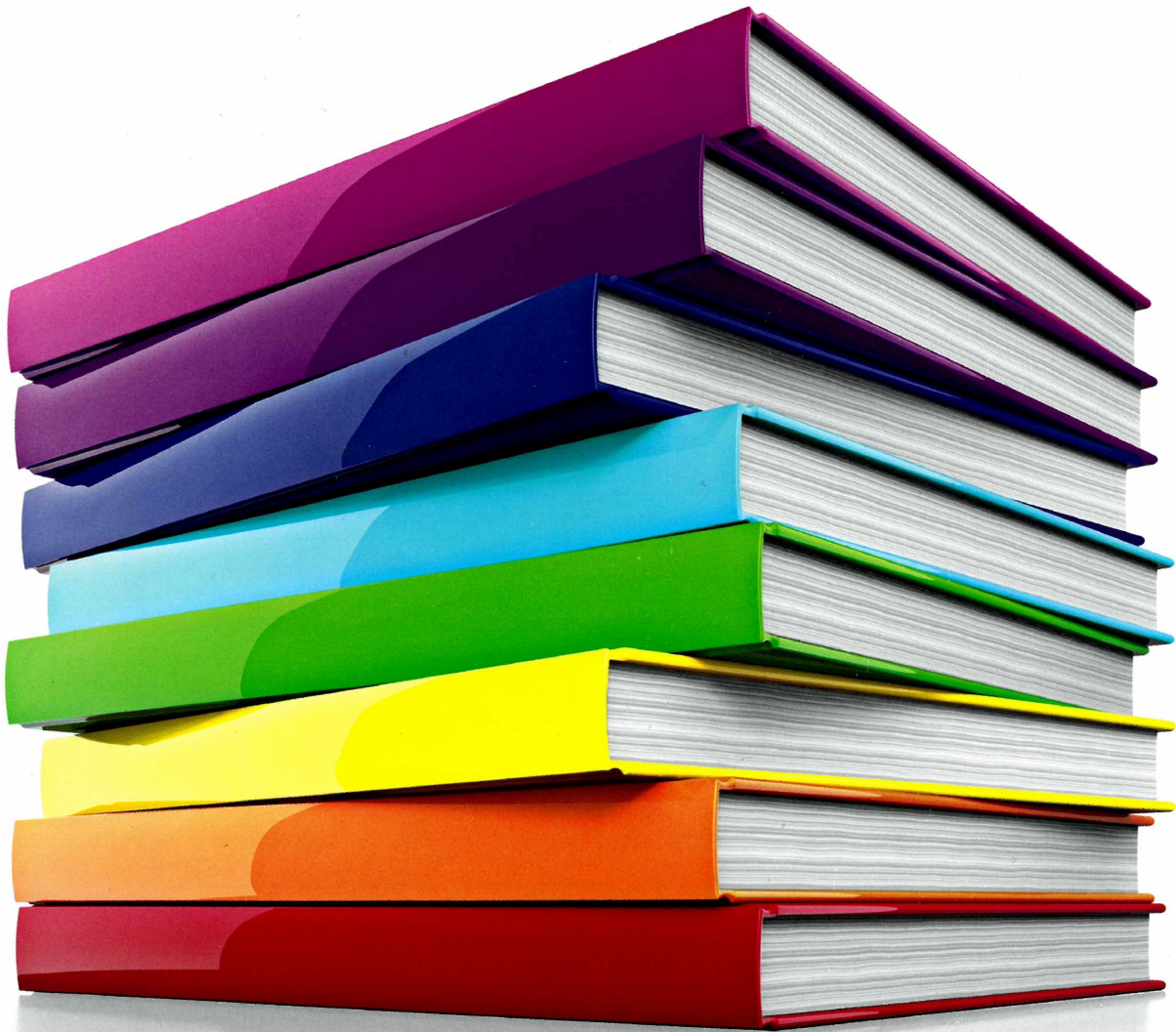


5 Longman Academic Reading Series

READING SKILLS FOR COLLEGE

with **Essential Online Resources**
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Lorraine C. Smith

 **Pearson**

GSE
Global Scale of English

5 Longman Academic Reading Series

5 READING SKILLS FOR COLLEGE

Lorraine C. Smith

Dedication

To Donna, whose patience and wisdom have always been an inspiration to me.

Longman Academic Reading Series 5: 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, sociology, political science, and business. 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 5 book, for instance, offers a narrative from the Ojibway people of North America, a memoir describing a 19th century wagon trip across the Great Plains, an article on the birth of personality, a description of how the Gothic cathedrals were built, an oral history from a Depression-era artist, and the classic poem *The Rime of the Ancient Mariner*—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 5* 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. Word Usage
- B. Antonyms
- C. Collocations

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. Categorizing Words
- B. Idioms
- C. Roots
- 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 1

SOCIOLOGY: How We Become Who We Are


SOCIOLOGY: the scientific study of human society and human group behavior. The focus of sociology is the individual in interaction with others or as he or she moves in the social environment.

OBJECTIVES

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

In this chapter, you will:

- Preview a text and activate background knowledge
- Use headings to create an outline and fill in the outline with details from the text
- Create questions from the title and headings of a text to increase understanding
- Guess the meaning of words from the context
- Use dictionary entries to learn different meanings of words
- Use *one* as an impersonal pronoun
- Understand and use synonyms, antonyms, root styles, collocations, roots, and different word forms
- Create a chart and write notes to summarize information from a text



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

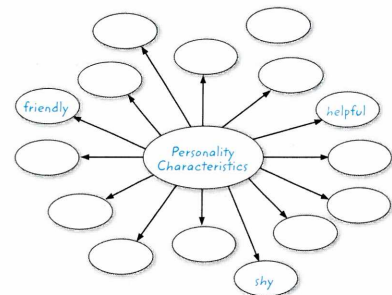
The **Before You Read** activities introduce the subject matter of the chapter, using a mix of information and questions to stimulate students' interest.

BEFORE YOU READ

Consider These Questions

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

1. How do you describe people's personalities? Write descriptions in the word web.



2. Work alone. In your journal or on a piece of paper, write a description of your personality. Some questions to think about: Are you shy? outgoing? cautious? reckless? Do you tend to be solitary? Are you group-oriented? Were you born this way, or did your personality develop as you grew up? Share your description with your group.
3. As we grow up, we learn what is normal (that is, acceptable) behavior in our society. We develop specific values, too. Who teaches us these behaviors and values?

READING ONE: Becoming a Person

A Warm-Up

Discuss the questions with a partner.

1. What does it mean to become a person?
2. In what ways do humans change as they grow from babies to adults?
3. Do babies have personalities?

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.

BEFORE YOU READ

Consider These Questions

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

1. What is your concept of *art*? Write a definition of *art*.
2. Consider this definition of *art history*: "the academic study of the historical development of the visual arts." Why is it important to understand styles of art from previous centuries, for example, 19th-century art?
3. When a new style of art is developed, people sometimes find it difficult to accept. Why do you think people might react this way?

READING ONE: Breaking with Tradition: The Beginnings of Impressionism

A Warm-Up

Discuss the questions in a small group.

1. Why would artists reject a traditional, accepted style of painting and choose to paint in a totally different way, knowing that their work might not be accepted and that they might not be able to sell their paintings?
2. What do you know about Impressionist art and artists? Do you like Impressionist art? Why or why not?

B Reading Strategy

Using Visuals to Enhance Understanding

Many texts include **illustrations, maps, photographs, charts, graphs, and art images**. These visuals help you to **understand information** in all types of texts. When you read art history texts, visuals are essential because they will help you understand artists, art movements, and how art changes over time.

Look at the art images in the reading. Then choose the correct answers.

1. What phrases best describe Jacques-Louis David's painting on page 32? Check (✓) all that apply.
 - ☐ a. a historical scene
 - ☐ b. an everyday scene
 - ☐ c. a painting that shows the artist's skills
 - ☐ d. a painting that shows the artist's feelings
 - ☐ e. accurate in its details
 - ☐ f. not accurate in its details
 - ☐ g. a painting of a famous person
 - ☐ h. a painting of a person who is not famous

(continued on next page)

Art History: Origins of Modern Art 31

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, an online article).

2. What phrases best describe Claude Monet's painting on page 33? Check (✓) all that apply.

- ☐ a. a historical scene
- ☐ b. an everyday scene
- ☐ c. a painting that shows the artist's skills in painting details
- ☐ d. a painting that shows the artist's feelings
- ☐ e. accurate in its details
- ☐ f. not accurate in its details
- ☐ g. a painting of a famous person
- ☐ h. a painting of a person who is not famous

Now read the text and refer to the images of David's and Monet's paintings to help you understand what you are reading.

Breaking with Tradition: The Beginnings of Impressionism

- 1 As you saw with David's painting *Napoleon Crossing the Alps*, art was very **representational**. That is, it was very true to life. Traditional art also usually **depicted** scenes from history or mythology.¹ Artists had the opportunity to demonstrate their skills, but they were not expected to paint how they felt. This tradition is what the Impressionists challenged with their new style of art.



Napoleon Crossing the Alps, Jacques-Louis David, 1801

- 2 "If one wants to **characterize** them with a single word that explains their efforts, one would have to create the term of Impressionists. They are Impressionists in the sense that they render not a landscape but the **impression** produced by a landscape." Jules Castagnary, in *Le Siècle*, April 29, 1874

- 3 In 1874, a group of artists got together and dared to risk it all. Frustrated by the strict rules of composition and subject matter imposed by academic institutions, these artists decided to free themselves to **pursue** their own ideas and mount their own exhibition. This was the first independent group show of Impressionist art. Calling themselves *Société anonyme*, these artists' impressionist art was considered shocking, unfinished, and insulting. With their daring color and quick brushstrokes, these **revolutionary** paintings were a **radical** departure from tradition.

¹ **Mythology**: a body of ancient stories, especially those invented to explain natural or historical events

Post-Impressionism

By H. W. Janson and Anthony F. Janson



The Mont Sainte-Victoire, Paul Cézanne, 1904–1906

¹ The Impressionist art movement effectively began in France in the early 1860s. Edouard Manet is considered the "Father of Impressionism," and Impressionist artists included Edgar Degas, Claude Monet, Pierre Auguste Renoir, Frédéric Bazille, among others. Their work is characterized by quick brushstrokes and less detail than the work of previous painters. By the later part of the 19th century, painting had developed further, into what has become known as Post-Impressionist painting.

² By 1882, Impressionism had gained wide acceptance among artists and the public—but, by the same token, it was no longer a pioneering movement. When the Impressionists held their last group show (in 1886), the future already belonged to the "Post-Impressionists." This colorless label designates a group of artists who passed through an Impressionist phase in the 1880s but became dissatisfied with the style and pursued a variety of directions. Because they did not have a common goal, it is difficult to find a more descriptive term for them than Post-Impressionists. They certainly were not "anti-Impressionists." Far from trying to undo the effects of the "Manet

revolution," they wanted to carry it further. Thus Post-Impressionism is in essence just a later stage, though a very important one, of the development that had begun in the 1860s.

³ Paul Cézanne (1839–1906) was the oldest of the Post-Impressionists A man of intensely emotional temperament, Cézanne went to Paris in 1861 imbued with enthusiasm for the Romantics.¹ Delacroix was his first love among painters, and he never lost his admiration for him. Cézanne quickly grasped the nature of the Manet revolution as well, but he did not share his fellow Impressionists' interest in "slice-of-life" subjects, in movement, and in change. Instead, his goal was "to make of Impressionism something solid and durable, like the art of the museums." This quest, or search, for the "solid and durable" can be seen in Cézanne's still lifes,² such as *Still Life with Apples*. The ornamental backdrop is integrated with the three-dimensional³ shapes, and the brushstrokes have a rhythmic pattern that gives the canvas its shimmering texture.

⁴ [Joachim Gasquet had been a friend of Cézanne's for a time. Gasquet published conversations he said he had had with Cézanne. Although later critics say Gasquet added to these conversations, they do give an idea of what Cézanne thought about art. Below is an excerpt from Gasquet's book in which he quotes from interviews with Cézanne.]

(continued on next page)

¹Romantics: artists of the Romantic period. This artistic and literary movement lasted from approximately 1800 to 1840. Delacroix was a Romantic painter.

²Still life: a painting or photograph of an arrangement of objects, especially flowers and fruit

³three-dimensional: having or seeming to have length, depth, and height

Art History: Origins of Modern Art 41

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 textbook 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, a textbook excerpt).

Abstract Expressionism

By Wayne Craven

The most **dynamic** movement of the postwar period¹ was Abstract Expressionism, sometimes also called action painting. It is called Abstract Expressionism because the imagery is **abstract** or even nonobjective² and the way in which the paint is put on to the canvas expresses the action with which the work was made. Naturalistic representation of objects is of less importance than the artist's feelings about them or the aesthetic³ experience of the act of painting itself. In Abstract Expressionism, explosive energy is a part of the method of creating—an emotional drama builds through the technique itself. Accidents inevitably occur in the frenetic execution of a work and are often retained as evidence of spontaneity. The scale of such paintings soon increased to heroic dimensions, mainly because broad areas were required for the free-swinging movements of the artist's arm and hand.

² Abstract Expressionist work is a thing unto itself, and it should not be judged by how well or how badly it represents something else. It does not have to be a still life, a portrait, or a landscape. It is aesthetically sufficient for it to be simple pigment,⁴ color, canvas, and brushwork—the result of spontaneous, energetic creation.

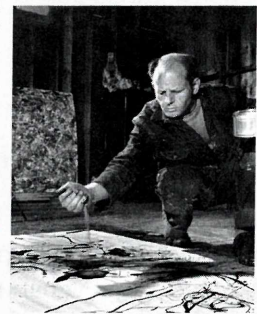
³ One of the best ways to understand Abstract Expressionism—or any art form—is through the words of an artist, while considering one of his paintings.

¹postwar period: refers to the time after World War II, which ended in 1945

²nonobjective: not representing any real person, object, or scene

³aesthetic: relates to beauty and the study of beauty

⁴pigment: dry, colored powder made from natural or chemical sources, which is mixed with oil, water, etc. to make paint



One of the most famous Abstract Expressionists, or action painters, was Jackson Pollock (1912–1956), who created one of the most original forms of expression in the history of American painting.

⁴ In Pollock's work *Autumn Rhythm: No. 30*, the paint is dribbled and flung upon the canvas, which, as Pollock worked on it, was placed flat on the floor rather than upright on an easel. The end result is unpremeditated, and the "happy accident" is an integral part of the imagery and a reference to its spontaneity. On an off-white ground, the primary color is black, with a secondary color of rust-orange and touches of numerous other hues.

⁵ The painting exists as an exciting aesthetic experience—an experience the viewer can share because the painting itself explains in an instant the process of its making. Typically of Pollock's work, the overall effect is without depth of

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

COMPREHENSION

A Main Ideas

1 Check (✓) the statements that best express the main ideas in the reading. Discuss your answers with a partner.

- ☐ a. At birth, infants look and act in very similar ways, but they change considerably as they grow up.
- ☐ b. All infants are placed in cribs or baskets in a hospital nursery.
- ☐ c. Although infants look similar, they display many different attitudes, opinions, beliefs, and values.
- ☐ d. Individuals develop different attitudes, opinions, beliefs, and values as they grow up.
- ☐ e. There are unavoidable processes that all humans are subjected to as they grow and develop.
- ☐ f. Over time, infants grow up and develop their own personalities.

2 Check (✓) all the answers that apply. According to the text, all human beings normally

- ☐ a. learn to speak a language.
- ☐ b. learn about their society.
- ☐ c. mature physically at the same time.
- ☐ d. have the same values as everyone in their society.
- ☐ e. develop a distinctive personality.
- ☐ f. become normal men or women.
- ☐ g. grow physically.

B Close Reading

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

1. "Should one meet the same babies 20 years later, the differences among them would no doubt be dramatically obvious: not only would these individuals be distinctive in looks. . . ." (paragraph 1)
 - a. One must meet the same babies 20 years later to see the obvious differences between them.
 - b. If one meets the same babies 20 years later, the differences between them would be very easy to see.
 - c. It is a good idea to meet the same babies 20 years later to see the obvious differences between them.

4 CHAPTER 1

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

Looking up every unfamiliar word in the dictionary is not an effective way to read. **Guessing the meaning of unfamiliar words from the rest of the sentence or paragraph** (the context) is more effective and saves time.

EXAMPLE:

"Humans do have biological **drives**, such as hunger or thirst. These drives are perceived as tensions or discomforts in the organism that must be relieved."

We can understand from the sentence that humans have basic needs, such as hunger or thirst that must be satisfied in order to survive. Therefore, we can guess that a **drive** is a strong natural need.

Read each quote from the reading. Try to guess the meaning of the word in bold from the context. Write the clues that helped you guess and your guess. Then consult a dictionary and write the definition.

1. "Personality may be defined as a complex and dynamic system that includes all of an individual's fairly consistent behavioral and emotional **traits**—actions, habits, attitudes, beliefs, values, goals, and so on." (paragraph 3)

Clues: behavioral, emotional

Guess: characteristics

Dictionary: a particular quality in someone's character

2. "It is **dynamic** because personality continually changes and adjusts to events that affect the person or in accordance with how the person perceives these events." (paragraph 3)

Clues: _____

Guess: _____

Dictionary: _____

3. "Much of the research concerns, first, the issue of what proportion of personality is made up of inherited traits and what proportion consists of learned behavior—are people **predominantly** biological or **predominantly** cultural creatures?" (paragraph 4)

Clues: _____

Guess: _____

Dictionary: _____

(continued on next page)

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.

VOCABULARY

A Synonyms

Complete each sentence with a word from the box. Use the synonym or phrase in parentheses to help you select the correct word. Be sure to use the correct tense of the verbs. Compare answers with a partner.

collective	efficacy	feat	span
counteract	entail	magnitude	rudimentary
devise	evoke	meager	undertaking
edifice			

- Although architects are aware of physical limitations, they are constantly trying to _____ new ways of creating taller buildings.
(come up with)
- Building a structure as large and complex as a cathedral _____ a lot of planning. There were many details to consider.
(necessitated)
- In many cases, the people involved in building the cathedrals were poor farmers with _____ resources.
(insufficient)
- Some of the tallest cathedrals have collapsed over time. This has caused modern-day architects to question the _____ of methods used by medieval builders.
(effectiveness)
- The city is planning to build a new church in my neighborhood. Unlike the building of the cathedrals in medieval times, this construction project will _____ only five years.
(take place over)
- The Cologne Cathedral in Germany is an impressive _____. Its towers are over 500 feet tall, and it is 284 feet wide and 474 feet long.
(structure)
- Even with the most up-to-date technology and equipment, lifting massive pieces of stone off the ground is a difficult and dangerous _____. Historians are still amazed at how medieval builders were able to accomplish such a(n) _____.
(endeavor)
- The architects responsible for planning the Gothic cathedrals had a _____ vision for creating a dramatic new architectural design.
(shared)

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.

C Word Forms

Fill in the chart with the correct word forms. Use a dictionary if necessary. An X indicates there is no form in that category.

	NOUN	VERB	ADJECTIVE	ADVERB
1.			acquainted	X
2.	conformity			X
3.	controversy	X		
4.		X	emotional	
5.	ethnicity	X		
6.		X	receptive	

Complete the sentences with the correct form of one of the words above. Be sure to use the correct tense of the verbs and the singular or plural form of the nouns. Compare answers with a partner.

- The students in the beginning-level English class represent a variety of _____ backgrounds.
ethnic
- Depending on their experiences, humans may feel a variety of different _____ throughout the day.
- The university psychology professor has been caught up in a major _____ over the results of his recent research. His findings have angered many people.
- Most colleges hold an orientation for new students. College personnel _____ the students with the school and its facilities.
- When people enter the armed forces, they _____ to very strict rules.
- The speaker was pleased by the crowd's _____. They were very interested in listening to what he had to say.

B Using the Dictionary

Read the dictionary entries and the sentences that follow. Then match the number of the definition with the appropriate sentence. Compare answers with a partner.

harmony *n.* 1 notes of music combined together in a pleasant way 2 a situation in which people live or work together without fighting or disagreeing with each other 3 agreement with another idea, feeling, etc. 4 the pleasant effect made by different things that form an attractive whole

1.

- a. General harmony, such as we find in color, is located all around us.
- b. Monet valued the quality of light and believed that he painted light rather than objects. His artwork was in harmony with his philosophy.
- c. The musicians created a wonderful harmony at the concert last night.
- d. Cézanne was a difficult man to get along with. He did not paint with other artists because he could not work in harmony with others.

resolve *v.* 1 to find a satisfactory way of dealing with a problem 2 to make a definite decision to do something 3 to make a formal decision, especially by voting 4 to gradually change into something else, especially by becoming clearer

2.

- a. Monet's paintings were rejected so often by the official salon that he resolved never to submit a painting there again.
- b. Nature's stirrings are resolved, deep down in one's brain, into a movement sensed equally by our eyes, our ears, our mouth, and our nose, each with its special kind of poetry.
- c. In a vote of nine to one, the members of the Art Committee resolved to open committee membership to all who apply.
- d. The Impressionists decided to resolve their problem of not having their work exhibited by renting space and putting on an exhibit of their own.

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.

The **Collocation** activity helps students understand how words go together in English. Students are encouraged to go back to the reading to find the vocabulary words and the words they are regularly used with.

VOCABULARY

A Collocations

Collocations refer to word partners or words that are often used together. These pairs of words appear in texts often and sound natural together.

Changing, emotional, and wider appear in the reading. Each of these words has several collections.

EXAMPLES:

changing attitudes	emotional impact
changing circumstances	emotional intelligence
changing needs	emotional reaction
changing world	emotional support
wider audience	
wider context	
wider implications	
wider range	

Complete each sentence with the appropriate collocation from the box above. Compare answers with a partner.

1. Because the children were used to being in plays in their classroom, they were comfortable performing for a(n) wider audience when they performed before the entire school population.
2. Most people know that sad experiences can deeply affect them. However, they often don't realize the _____ of positive experiences.
3. We live in a(n) _____. Technological advances, improvements in medical care, and societal changes are all happening at a faster and faster pace.
4. Even as adults, people mature, gain experience, and develop _____ about other people and the world around them.
5. The new law seems to be very clear and simple, but it has _____ for society as a whole.
6. When someone experiences a crisis in his or her life, such as the illness of a loved one, _____ becomes very important.

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

Parallel Structure for Emphasis

Parallel structure refers to **repetition of specific grammatical forms**. Writers sometimes use parallel structure for emphasis. The repetition keeps the reader focused on the main points the author wishes to make.

EXAMPLES:

"How, we may wonder, did ordinary people manage these feats of tremendous physical and creative effort? Technology in the 12th to the 16th centuries was rudimentary, famine and disease were rampant, the climate was often harsh, and communal life was unstable and incessantly violent." (*Reading One, paragraph 1*)

The author repeated the past form of "be" four times in one sentence to emphasize the number of challenges facing the builders of the Gothic cathedrals. Essentially, the author wants the four "facts" to form a list in a single sentence in order to heighten our interest in the answer to the question.

Work with a partner. Examine the sentences from Readings One and Three. Underline the repeated forms in each. What does the repeated element emphasize in each passage?

1. "Before work could begin, an overall plan was needed. Next, a site had to be found and cleared. Building materials had to be located, delivered to the site, and assembled there. To do all of this, a workforce with the necessary skills had to be found and hired. This workforce had to be instructed, supervised, and paid, and the work checked for quality." (*Reading One, paragraph 3*)

What does the repeated element emphasize? _____

2. "Building a cathedral entailed an ongoing, difficult, yet energizing form of collective enterprise in which people could take enormous pride and around which they could rally a community." (*Reading One, paragraph 6*)

What does the repeated element emphasize? _____

3. "No one knows who discovered the magnetic property of the lodestone. Nor does anyone know who discovered that the stone's attractive power could be imparted to steel or hardened iron, or that the magnet could be used in determining geographic directions." (*Reading Two, paragraph 1*)

What does the repeated element emphasize? _____

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: Filling in an Outline

Go back to the reading and read it again. Take notes as you read and fill in the outline you created.

The Birth of Personality	
I.	<u>Introduction</u>
A.	<u>need to learn from others to become human</u>
B.	_____
C.	_____
II.	Personality
A.	_____
B.	_____
C.	_____
D.	_____
E.	_____
III.	A Social Product on a Biological Basis
A.	_____
B.	_____
C.	_____
IV.	Universal Human Needs

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

Fact or Opinion?

Recognizing the **difference between a fact and an opinion** is an important reading skill because it helps you decide which statements are factual, and which statements are someone's views or personal perspective. A **fact** is something that can be **proven with evidence**. An **opinion** is **something that a person believes**. It may or may not be true, but it has not been proven.

EXAMPLES:

Gothic cathedrals were constructed in the first half of the twelfth century.

This is a fact because it can be confirmed using historical records.

One imagines that those who built Gothic cathedrals would be pleased to know that we admire them today.

This is an opinion because we do not know for sure whether people hundreds of years ago would have thought this way.

Read these statements. Decide if each one expresses a fact or an opinion. Check (✓) the appropriate box. Compare answers with a partner.

	FACT	OPINION
1. Before work could begin, a site had to be found and cleared.	<input type="checkbox"/>	<input type="checkbox"/>
2. During the period of cathedral building, the population of England was about six million.	<input type="checkbox"/>	<input type="checkbox"/>
3. Everyone in the community that built a cathedral was united in their pride for the achievement.	<input type="checkbox"/>	<input type="checkbox"/>
4. Gothic cathedrals evoke awe, humility, and inspiration.	<input type="checkbox"/>	<input type="checkbox"/>
5. It could take 100 years or more to build a cathedral.	<input type="checkbox"/>	<input type="checkbox"/>

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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

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

1. Reading One discusses several components of culture: cognitive processes such as learning, knowing and perceiving, and behaviors, including traditions and social interactions. Describe some examples of components of culture from Reading Two.
2. What artifacts might a nomadic, foraging society create? What might they do without?
3. Foraging societies are often described as sharing and egalitarian (that is, believing that everyone is equal and has equal rights). Why might these particular characteristics be common among these particular societies? Use concepts from Reading One to explain your answer.

READING THREE: Night Flying Woman: An Ojibway Narrative

A Warm-Up

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

1. Consider the title of the reading. What do you think the narrative might be about?
2. Do you think it is important to pass cultural traditions on to younger generations? If so, why? If not, why not?

B Reading Strategy

Recognizing Point of View

The **point of view** of a reading can be **objective or subjective**. A reading that has an objective point of view focuses on **factual** information. An objective reading presents the information in a neutral way. A reading that has a subjective point of view focuses on **feelings, beliefs, and opinions**. You can tell if a reading has a subjective point of view because the words used suggest strong emotions.

Recognizing the point of view of a reading can help you to better understand the author's message, which aids in overall comprehension of the text.

EXAMPLE:

It is well that they are asking, for the Ojibway young must learn their cycle. These children are again honoring the Old People by asking them to speak.

The sentence above is subjective because the underlined words indicate the opinion of the speaker.

The two girls poked holes in the ground in the many open spaces in the forest. Then Aunt On-da-g dropped in the seed. She had saved much seed from the last harvest, so there would be a big crop of pumpkins, squash, beans, and ma-da-min, the corn.

The sentence above is objective because the speaker is presenting the factual events of the story without expressing emotions or opinions.

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

AFTER YOU READ

BRINGING IT ALL TOGETHER

Discuss the questions in a small group. Then share your group's answers with the class. Use the vocabulary you studied in the chapter (for a complete list, go to page 29).

1. Reading One defines *socialization* as the process of learning the norms and values of society as an individual grows up. Work in a small group. Select a specific value, such as honesty, respect for others, or punctuality. Discuss how each of you learned this value. Describe when you exhibit this value. Are your experiences in learning this value and the way you exhibit this value the same for everyone in the group? Why or why not?
2. According to Reading Two, "Research to date seems to indicate that personality development occurs as a consequence of the interplay of biological inheritance, physical environment, culture, group experience, and personal experience." How might the interaction of these factors have affected an aspect of your personality?
3. Reading Two points out the human need for social and physical contact, and that it may be interpreted as a need to receive and give love. Review the agents of socialization you read about in Reading Three. Do all these agents help fulfill this need to receive and give love? If so, in what ways? If not, why not?

WRITING ACTIVITY

Write a short composition in which you describe what it means to become human. In the first paragraph, write what human beings experience as they become human. In the second paragraph, describe what influences human beings in their process of becoming human. In the third paragraph, tell a brief anecdote (story) about one of your own experiences in becoming human.

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. The media are a very powerful source of socialization today. Think of recent or past events in the news where the media have had a powerful influence on people's actions. Select one event and write about how the media influenced people to act in a certain way.
2. According to Reading Three, "Socialization, in fact, is reciprocal. The way infants look and act has a bearing on how parents feel and act toward them." Write about specific ways that infants behave that influence how their parents feel and respond to them. Provide examples from your own experiences and observations.
3. We all develop unique personalities as we grow up. Even identical twins who grow up together develop distinctive personalities. How does this happen?

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	Adverbs
anthropologist	engage in	acquainted	dramatically*
appearance	incite	(with)	predominantly*
changing nature	hinder	distinctive*	unintentionally
conformity*	inhibit*	dynamic*	
controversy*	initiate*	functioning*	
drive	neglect	indeterminate	
emotional ties	predispose	receptive	
ethnicity*	proceed*	surrogate	
manner	relieve		
maturation*			
norms*			
socialization			
trait			
wider range			
wider society			

* = AWL (Academic Word List) item

SELF-ASSESSMENT

In this chapter you learned to:

- ☐ Preview a text and activate background knowledge
- ☐ Use headings to create an outline and fill in the outline with details from the text
- ☐ Create questions from the title and headings of a text to increase understanding
- ☐ Guess the meaning of words from the context
- ☐ Use dictionary entries to learn different meanings of words
- ☐ Use *one* as an impersonal pronoun
- ☐ Understand and use synonyms, antonyms, font styles, collocations, roots, and different word forms
- ☐ Create a chart and write notes to summarize information from a text

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 SOCIOLOGY: How We Become Who We Are Theme: Is all or part of our personality set at birth? What factors influence our personality as we grow from infants to adults? Reading One: <i>Becoming a Person</i> (a textbook excerpt) Reading Two: <i>The Birth of Personality</i> (a textbook excerpt) Reading Three: <i>Agents of Socialization</i> (a textbook excerpt)	<ul style="list-style-type: none"> • Understand and practice different reading strategies • Preview the content of a text by looking at the titles and images • Use the headings to create an outline of important points • Create questions to prepare for the reading • 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 choose the correct meaning of words for the context • Recognize how font styles can aid in understanding new words • Understand and use synonyms, antonyms, word roots, and word forms • Recognize and use collocations • 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 ART HISTORY: Origins of Modern Art Theme: Art movements in the 19th and 20th centuries: Impressionism, Post-Impressionism, and Abstract Expressionism Reading One: <i>Breaking with Tradition: the Beginnings of Impressionism</i> (an online article) Reading Two: <i>Post-Impressionism</i> (a textbook excerpt) Reading Three: <i>Abstract Expressionism</i> (a textbook excerpt)	<ul style="list-style-type: none"> • Understand and practice different reading strategies • Use visuals to enhance understanding • Paraphrase to aid comprehension • Highlight important information • 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 • Categorize words by their usage • Use dictionary entries to choose the correct meaning of words for the context • Understand and learn the different meanings of words • Understand and use synonyms, antonyms, and word forms • Recognize and use collocations • 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 ANTHROPOLOGY: The Study of Human Cultures Theme: Universal components of human societies; foraging vs. horticultural societies; the personal perspective of a Native American Reading One: <i>The Challenge of Defining Culture</i> (a textbook excerpt) Reading Two: <i>The Nature of Foraging and Horticultural Societies</i> (a textbook excerpt) Reading Three: <i>Night Flying Woman: An Ojibway Narrative</i> (an oral history narrated in a book)	<ul style="list-style-type: none"> • Understand and practice different reading strategies • Create a concept map to organize what you read • Use textual clues to aid comprehension • Recognize point of view to better understand the message 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 choose the correct meaning of words for the context • Understand and use synonyms, idioms, and word forms • Understand and learn content-specific vocabulary • 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/GRAMMAR	CRITICAL THINKING	SPEAKING/WRITING
<ul style="list-style-type: none"> • Fill in an outline • Create a chart to summarize information from a text • GRAMMAR: <i>One</i> as an impersonal pronoun 	<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 • Make connections between ideas • Synthesize information and ideas 	<ul style="list-style-type: none"> • In a small group, discuss the ways that people's personalities are continuously changing and adjusting to events • Discuss the factors that contribute to the development of each person's distinctive personality • In a small group discuss what might happen at a job when a person fails to successfully socialize • Choose one of the topics and write a paragraph or two about it • Write a short composition describing what it means to become human
<ul style="list-style-type: none"> • Chart the differences between two ideas in a reading • Consolidate information from several readings • GRAMMAR: Recognize referents 	<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 • Make connections between ideas • Synthesize information and ideas 	<ul style="list-style-type: none"> • In a small group, discuss quotations from various artists and interpret the artists' meaning • Choose one of the topics and write two or three paragraphs about it • Write a composition describing what art appreciation means to you personally • Paraphrase text to restate the general idea of a reading
<ul style="list-style-type: none"> • Write notes from headings and subheadings • Create a chart to compare different ideas in a text • GRAMMAR: Understand and use gerunds 	<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 the reasons why rules of reciprocity differ between foraging and horticultural societies • Make connections between information in the text and your own culture • Synthesize information and ideas • Identify the writer's point of view • Find relevance in the 19th century culture of the Ojibway in today's world 	<ul style="list-style-type: none"> • In a small group, consider the nature of foraging and horticultural societies, and discuss Ojibway values and the behaviors that reflect those values in light of these two types of societies • Choose one of the topics and write a paragraph or two about it • Write a three-paragraph essay in which you use personal experience to explain the expression <i>Culture is what makes us strangers when we are away from home.</i>

CHAPTER	READING	VOCABULARY
<p>4 SCIENCE: Human Achievements over Time</p> <p>Theme: What technological innovations have been created over the past 1,000 years? What effect have these innovations had on our everyday lives?</p> <p>Reading One: <i>A Great Human Endeavor: Building the Gothic Cathedrals</i> (a book excerpt)</p> <p>Reading Two: <i>From Stone to Satellite: Finding Our Way</i> (an online article)</p> <p>Reading Three: <i>Reaching for the Stars: The 100-Year Starship Project</i> (an online article)</p>	<ul style="list-style-type: none"> • Understand and practice different reading strategies • Use the information in a text box to understand a difficult concept • Skim for the main idea by reading topic sentences • Use visuals to understand terms and concepts • 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 choose the correct meaning of words for the context • Understand and use word forms, synonyms, idioms, and roots • Understand and learn the different meanings of words • Recognize and use collocations • 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 POLITICAL SCIENCE: Managing Hard Times</p> <p>Theme: How does a government respond to an economic crisis? What government policies best help a country and its people recover from economic depression?</p> <p>Reading One: <i>The Great Depression: A Nation in Crisis</i> (a book excerpt)</p> <p>Reading Two: <i>The Works Progress Administration and the Federal Arts Project</i> (a book excerpt)</p> <p>Reading Three: <i>An Artist's Perspective on the Federal Arts Project</i> (a book excerpt)</p>	<ul style="list-style-type: none"> • Understand and practice different reading strategies • Analyze graphs to understand statistics • Predict content from the first paragraph • Paraphrase to clarify the main ideas • 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 choose the correct meaning of words for the context • Understand and use synonyms, word forms, prefixes, and idioms • Recognize and learn collocations • 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 HEALTH SCIENCES: Medical Mysteries Solved</p> <p>Theme: Medical research and discoveries that have improved the health of people around the world</p> <p>Reading One: <i>Solving a Deadly Puzzle</i> (a magazine article)</p> <p>Reading Two: <i>Imprisoned without a Trial: The Story of Typhoid Mary</i> (an online article)</p> <p>Reading Three: <i>The Discovery of a Miracle Drug</i> (an online article)</p>	<ul style="list-style-type: none"> • Understand and practice different reading strategies • Read the last paragraph first to get an overview • Identify tone and point of view • Draw inferences • 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 • Understand and use prefixes, suffixes, phrasal verbs, idioms, word forms, and synonyms • Categorize words • Understand and learn content-specific vocabulary • 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/GRAMMAR	CRITICAL THINKING	SPEAKING/WRITING
	<ul style="list-style-type: none"> Organize information chronologically List problems and solutions identified in the text GRAMMAR: How to use parallel structure for emphasis 	<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 Make connections between ideas Synthesize information and ideas Distinguish fact from opinion Decide the advantages and disadvantages to using a compass and to using a GPS system 	<ul style="list-style-type: none"> Debate the question, "Do you think the endeavors of building Gothic cathedrals, developing navigational technology, and pursuing the 100-year starship project are worthwhile pursuits?" Discuss in a small group the meaning of the statement, <i>Necessity is the mother of invention</i>. Consider its relevance to the innovations described In a small group, discuss what you consider the greatest human achievement ever attempted Choose one of the topics and write a paragraph or two about it Write a three-paragraph essay in which you describe a major scientific breakthrough from the distant or recent past
	<ul style="list-style-type: none"> Create a timeline Make lists GRAMMAR: Use adverb clauses to show time relationships 	<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 Make connections between ideas Synthesize information and ideas Find similarities and differences between the policies of two presidents in response to the Great Depression Make connections between a president's policies and the perspective of an artist 	<ul style="list-style-type: none"> Write a narrative in which you imagine you are a young person who is out of work during the Great Depression, and your efforts to find work and to live In a small group, discuss whether artists who were paid by the Federal Arts Project should have been able to keep or to sell their work Choose one of the topics and write three paragraphs about it
	<ul style="list-style-type: none"> Create a flowchart Create a chain of events GRAMMAR: Understand the use of the passive voice 	<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 Make connections between ideas Synthesize information and ideas 	<ul style="list-style-type: none"> Set up a panel discussion to debate the two sides of the issue of Mary Mallon's forced seclusion In a small group, discuss what major changes in medical practices resulted from the work of Dr. Snow and Dr. Fleming Choose one of the topics and write three paragraphs about it Write a three-paragraph paper on a health threat that exists today

CHAPTER	READING	VOCABULARY
<p>7 LITERATURE: Storytelling through Poetry</p> <p>Theme: A story through poetry of a thoughtless act that has lifelong consequences and that teaches a moral for all time</p> <p>Reading One: Themes and Characters in <i>The Rime of the Ancient Mariner</i> (an online article)</p> <p>Reading Two: <i>The Rime of the Ancient Mariner</i> (a poem)</p> <p>Reading Three: <i>The Rime of the Ancient Mariner</i> (continued) (a poem)</p>	<ul style="list-style-type: none"> • Understand and practice different reading strategies • Understand literary terms • Identify allegorical references to understand symbolism • Paraphrase poetry to ease comprehension • 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 • Understand and use prefixes, word forms, and synonyms • Understand and learn the unfamiliar meanings of familiar words • Understand literary meanings of words • Categorize words within themes • 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>8 HISTORY: Encountering New Worlds</p> <p>Theme: The causes and effects of exploration and conquest on peoples over the course of history.</p> <p>Reading One: <i>Europe on the Eve of Conquest</i> (a textbook excerpt)</p> <p>Reading Two: <i>Native American Histories before the Conquest</i> (a textbook excerpt)</p> <p>Reading Three: <i>West Africa at the Time of European Exploration</i> (a textbook excerpt)</p>	<ul style="list-style-type: none"> • Understand and practice different reading strategies • Make connections between sentences • Draw inferences • Summarize to remember the main points 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 choose the correct meaning of words for the context • Understand and use synonyms and word forms • Understand and learn the different meanings of words • Understand and learn content-specific vocabulary • Recognize and use collocations • 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/GRAMMAR	CRITICAL THINKING	SPEAKING/WRITING
<ul style="list-style-type: none"> • Create a literary semantic web • Make double entry notes • GRAMMAR: Identifying verb forms and word order that are no longer in use 	<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 • Make connections between ideas • Synthesize information and ideas • Analyze a poem using literary terms • Find connections between the mariner's rash act and the historical context of the poem's author • Consider the moral of the poem and whether the mariner's penance was just 	<ul style="list-style-type: none"> • Discuss in a small group the symbolism of the expression <i>having an albatross around one's neck</i> • In a small group, discuss the deeper meaning of sections of the poem • Choose one of the topics and write a short essay about it • Write a three-paragraph paper in which you focus on one of the themes in the poem
<ul style="list-style-type: none"> • Create an outline • Create a semantic map • GRAMMAR: How to use the adverb "even" 	<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 factors that might have facilitated Europe's ability to engage in exploration prior to the 15th century • Make connections between ideas 	<ul style="list-style-type: none"> • Discuss in a small group the similarities and differences between the European's experiences with Native Americans and West Africans • In a small group discuss how the experiences of the Europeans might have been different if the Europeans' diseases had had the same effect in Africa that they did in North America • Choose one of the topics and write three or four paragraphs about it • Write a three-paragraph paper to summarize the readings and to give your opinion

CHAPTER	READING	VOCABULARY
<p>9 BUSINESS: Ethical Issues</p> <p>Theme: The importance of ethical behavior in the business world; how companies can foster ethical behavior at all levels of a firm</p> <p>Reading One: <i>Promoting Ethics in the Workplace</i> (a textbook excerpt)</p> <p>Reading Two: <i>Ethical Reasoning</i> (a textbook excerpt)</p> <p>Reading Three: <i>Should Mary Buy Her Bonus?</i> (an online article)</p>	<ul style="list-style-type: none"> • Understand and practice different reading strategies • Prepare for a test by anticipating questions • Predict answers to questions • Scan a text for specific information • 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 advanced vocabulary to accurately convey meaning and vary style • Use dictionary entries to choose the correct meaning of words for the context • Recognize and learn collocations • Understand and learn the different meanings of words • Understand and use synonyms, word forms, and idioms • Understand and learn preposition combinations with adjectives • 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>10 MIGRATION STUDIES: In Search of a New Life</p> <p>Theme: What factors influence or force people to permanently relocate from one area or country to another? What stories do people have to tell about their personal experiences moving to a new, unknown land?</p> <p>Reading One: <i>Human Migration</i> (a textbook excerpt)</p> <p>Reading Two: <i>The Westward Journey: A Personal Perspective</i> (a book excerpt)</p> <p>Reading Three: <i>Wooden Trunk from Buchenwald</i> (a book excerpt)</p>	<ul style="list-style-type: none"> • Understand and practice different reading strategies • Skim for the main idea by reading topic sentences • Draw inferences • Respond to 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 • Understand and learn the different meanings of words • Use dictionary entries to choose the correct meaning of words for the context • Understand and use suffixes, word forms, synonyms, and phrasal verbs • Sort words by category • Recognize and learn collocations • 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/GRAMMAR	CRITICAL THINKING	SPEAKING/WRITING
<ul style="list-style-type: none"> • Write a summary for studying • Summarize the argument • GRAMMAR: Recognize transition words 	<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 • Make connections between ideas • Synthesize information and ideas • Find correlations between the ideas of two thinkers through the lens of another thinker 	<ul style="list-style-type: none"> • Form a panel to create a code of ethics for a hypothetical new company • Discuss in a small group alternate ethical choices Mary might have made • In a small group, compare and contrast information between readings • Choose one of the topics and write a short essay about it • Write a four-paragraph paper to summarize the reading
<ul style="list-style-type: none"> • Create a timeline • Fill out an organizer • GRAMMAR: Recognize the words that indicate contrast 	<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 • Make connections between ideas • Synthesize information and ideas • Find reasons to account for apparent contradictions in a person's descriptions of his or her experiences • Identify similarities between the experiences of the people in the readings and people today 	<ul style="list-style-type: none"> • Discuss in a small group what factors might account for the frequency with which Americans relocate • In a small group discuss what push and pull factors influenced the people in the readings to relocate • Write personal responses to quotes you select from a journal • Choose one of the topics and write a paragraph or two about it • Write a four-paragraph essay about migration

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Lorraine C. Smith

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CHAPTER 1

SOCIOLOGY: How We Become Who We Are

SOCIOLOGY: the scientific study of human society and human group behavior. The focus of sociology is the individual in interaction with others or as he or she moves in the social environment.

OBJECTIVES

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

In this chapter, you will:

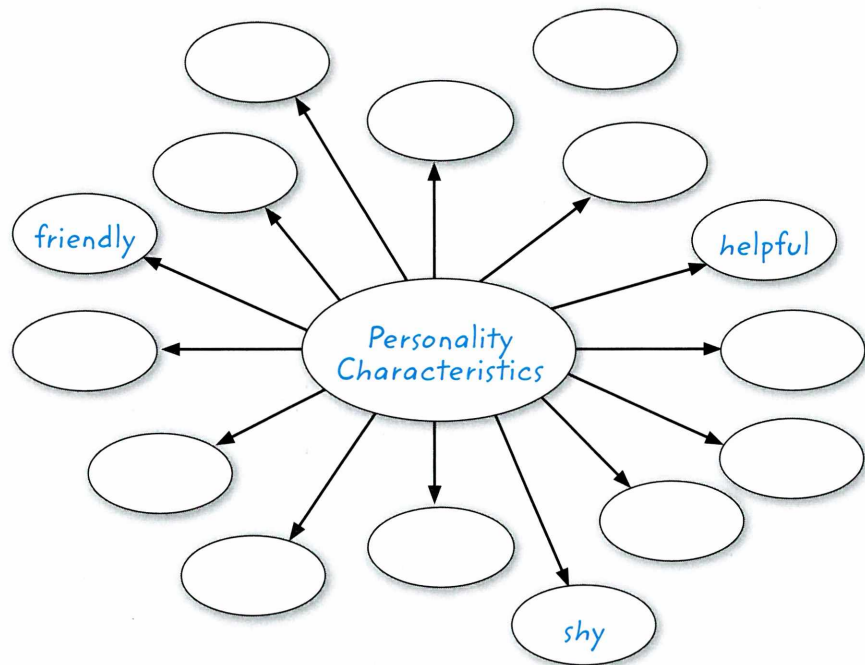
- Preview a text and activate background knowledge
- Use headings to create an outline and fill in the outline with details from the text
- Create questions from the title and headings of a text to increase understanding
- Guess the meaning of words from the context
- Use dictionary entries to learn different meanings of words
- Use *one* as an impersonal pronoun
- Understand and use synonyms, antonyms, font styles, collocations, roots, and different word forms
- Create a chart and write notes to summarize information from a text



Consider These Questions

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

1. How do you describe people's personalities? Write descriptions in the word web.



2. Work alone. In your journal or on a piece of paper, write a description of your personality. Some questions to think about: Are you shy? outgoing? cautious? reckless? Do you tend to be solitary? Are you group-oriented? Were you born this way, or did your personality develop as you grew up? Share your description with your group.
3. As we grow up, we learn what is normal (that is, acceptable) behavior in our society. We develop specific values, too. Who teaches us these behaviors and values?

READING ONE: Becoming a Person

A Warm-Up

Discuss the questions with a partner.

1. What does it mean to become a person?
2. In what ways do humans change as they grow from babies to adults?
3. Do babies have personalities?

Previewing

Previewing refers to **preparing for the content of a reading**. You can do so by considering the title of the chapter or reading, looking at the photographs in the chapter, thinking about what you may already know about the topic, and asking yourself questions to activate your background knowledge. For example, when you read the title, you may ask, *How does an infant become a person?*

Work with a partner. Discuss the answers to the questions.

1. Consider the title of the reading.
 - a. How does an infant become a person?
 - b. What factors influence our personality as we grow up?
2. Look at the photograph below.
 - a. Where are these babies? How old are they?
 - b. Can you tell which ones are boys and which are girls?
 - c. What else can you tell about babies at this age?

Now read the text and keep in mind the questions and answers you discussed.

Becoming a Person

By John A. Perry and Erna K. Perry

- 1 If one were to look into a hospital nursery almost anywhere in the world, the picture would be similar: rows of cribs or baskets containing infants of **indeterminate** gender, some of whom are squirming and crying while others are sleeping peacefully. A closer look will reveal differences in **appearance**, but at first glance, all the babies look very much alike. Should one meet the same babies 20 years later, the differences among them would no doubt be **dramatically** obvious: not only would these individuals be **distinctive** in looks, but also, if **engaged** in conversation, they would display a variety of attitudes, opinions, beliefs, and values. Moreover, they would differ in the **manner** in which they expressed them.
- 2 The infants we met in the hospital have been subjected to two unavoidable processes. One is **maturation**, or the physical development of the body, which **proceeds** at approximately the same rate for everyone. The other is **socialization**, or the process of becoming human, learning societal **norms** and values while developing a personality unique to each individual.



Work with a partner. Identify one or two facts in the reading that explain how humans change as they grow.