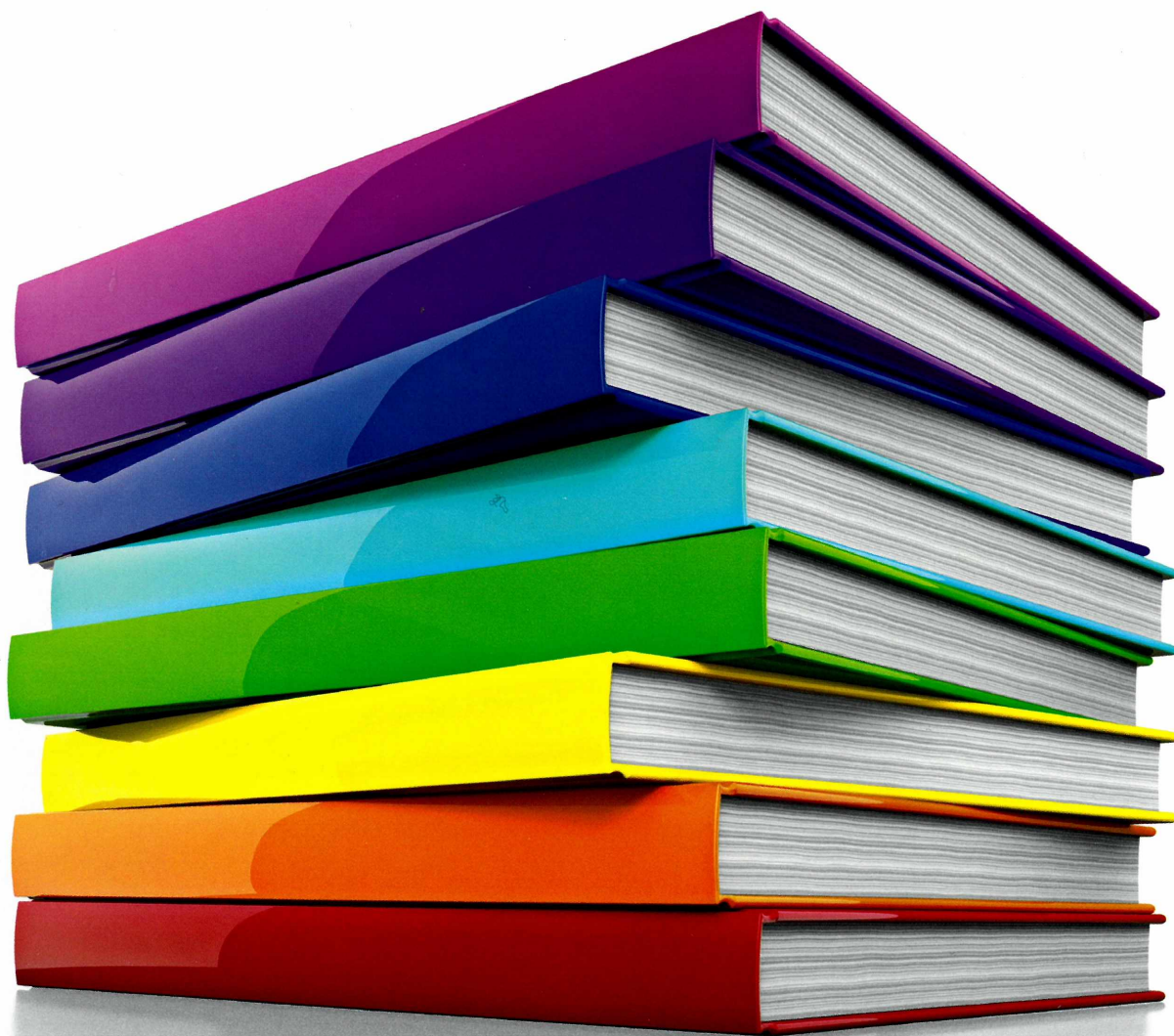


# 1

# Longman Academic Reading Series

READING SKILLS FOR COLLEGE

with **Essential Online Resources**  
access code inside



Elizabeth Böttcher

 **Pearson**

**GSE**  
Global Scale of English

1

# Longman Academic Reading Series

READING SKILLS FOR COLLEGE

Elizabeth Böttcher



## Dedication

To my mother, Suzy Schwartz, whose love and light continue to support and guide me,  
and to my mother-in-law, Rosamarie Böttcher, for her love and encouragement.

*Elizabeth Böttcher*

## Longman Academic Reading Series 1: Reading Skills for College

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# CONTENTS

|                                 |      |
|---------------------------------|------|
| <i>To the Teacher</i> .....     | v    |
| <i>Chapter Overview</i> .....   | viii |
| <i>Scope and Sequence</i> ..... | xvi  |
| <i>Acknowledgments</i> .....    | xxiv |

|                                                                            |    |
|----------------------------------------------------------------------------|----|
| <b>CHAPTER 1 HEALTH SCIENCES:</b>                                          |    |
| <b>The Therapeutic Effects of Animals</b> .....                            | 1  |
| <b>Reading One</b> In the Presence of Animals .....                        | 2  |
| <b>Reading Two</b> Canine Companions May Help Kids Learn to Read .....     | 7  |
| <b>CHAPTER 2 PSYCHOLOGY: Dealing with Change</b> .....                     | 16 |
| <b>Reading One</b> Young Football Players Injured, but Not Forgotten ..... | 17 |
| <b>Reading Two</b> Who Moved My Cheese? .....                              | 21 |
| <b>CHAPTER 3 LINGUISTICS: Little-Known Languages</b> .....                 | 32 |
| <b>Reading One</b> An Unbreakable Code .....                               | 34 |
| <b>Reading Two</b> Languages Die Out, Taking History Along .....           | 41 |
| <b>CHAPTER 4 ANIMAL BEHAVIOR: Elephants</b> .....                          | 50 |
| <b>Reading One</b> The Elephant Orphanage .....                            | 51 |
| <b>Reading Two</b> Elephant Behavior .....                                 | 55 |
| <b>CHAPTER 5 SOCIAL PSYCHOLOGY:</b>                                        |    |
| <b>Teaching Tolerance</b> .....                                            | 63 |
| <b>Reading One</b> A Class Divided—Jane Elliott’s Famous Lesson .....      | 64 |
| <b>Reading Two</b> Fourteen Years Later .....                              | 69 |
| <b>CHAPTER 6 PUBLIC ART: Experiencing Familiar</b>                         |    |
| <b>Places in a New Way</b> .....                                           | 77 |
| <b>Reading One</b> What is Public Art? .....                               | 78 |
| <b>Reading Two</b> Christo and Jeanne-Claude .....                         | 84 |

|                                                           |     |
|-----------------------------------------------------------|-----|
| <b>CHAPTER 7 SOCIOLOGY: The Bystander Effect</b>          | 91  |
| <b>Reading One</b> Why and How Do We Help?                | 92  |
| <b>Reading Two</b> Case Studies                           | 98  |
| <b>CHAPTER 8 GOVERNMENT: Interpreting the Law</b>         | 106 |
| <b>Reading One</b> Our Supreme Court—An Introduction      | 108 |
| <b>Reading Two</b> Supreme Court Justice Sonia Sotomayor  | 112 |
| <b>CHAPTER 9 ECONOMICS: Bartering in the 21st Century</b> | 120 |
| <b>Reading One</b> Swap Tree—Simple, Easy Online Trading  | 121 |
| <b>Reading Two</b> Heidemarie Schwermer                   | 126 |
| <b>CHAPTER 10 NEUROLOGY: The Brain</b>                    | 133 |
| <b>Reading One</b> Why Can't You Tickle Yourself?         | 134 |
| <b>Reading Two</b> Laughter and the Brain                 | 139 |
| <i>Vocabulary Index</i>                                   | 147 |
| <i>Credits</i>                                            | 149 |



# 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, health sciences, animal behavior, and government. 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, transcripts, newspapers, magazines, online articles—and are written by a variety of authors from widely different fields. The Level 1 book, for instance, offers a short biography of Sonia Sotomayor, a book review of *Who Moved My Cheese?*, a history of the Navajo Code Talkers, and a description of the life-altering Blue Eyes-Brown Eyes lesson—all challenging reading selections that spark students' interest and motivate them to read and discuss what they read.

### Academic Work

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

## Skills and Strategies

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

### Effective Reading

The series provides students with strategies that will help them learn to skim, scan, predict, preview, map, and formulate questions before they begin to read. After they read, students are routinely asked to identify main ideas as well as supporting details. 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 and antonyms, 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 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 their retention of main ideas and details, they are encouraged to practice and master a variety of note-taking skills, such as underlining, annotating, sorting, summarizing, and outlining. The skills that form the focus of each chapter have been systematically aligned with the skills practiced in other chapters, so that scaffolding improves overall reading competence within each level.

### Critical Thinking

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

## Speaking and Writing

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

The aim of the *Longman Academic Reading Series* is to provide “teachable” books that allow instructors to recognize the flow of ideas in each lesson and to choose from many types of exercises to get 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](http://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 1* have the same basic structure.

Objectives

## BEFORE YOU READ

Consider These Questions/Facts/Chart/etc.

## 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. Definitions
- B. Synonyms
- C. Using the Dictionary
- D. Parts of Speech

## 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 also possible]*

- A. Guessing from Context
- B. Prefixes
- C. Collocations
- D. Word Forms

**NOTE-TAKING** *[only one per chapter; in either reading section]*

## CRITICAL THINKING

## AFTER YOU READ

## WRITING ACTIVITY

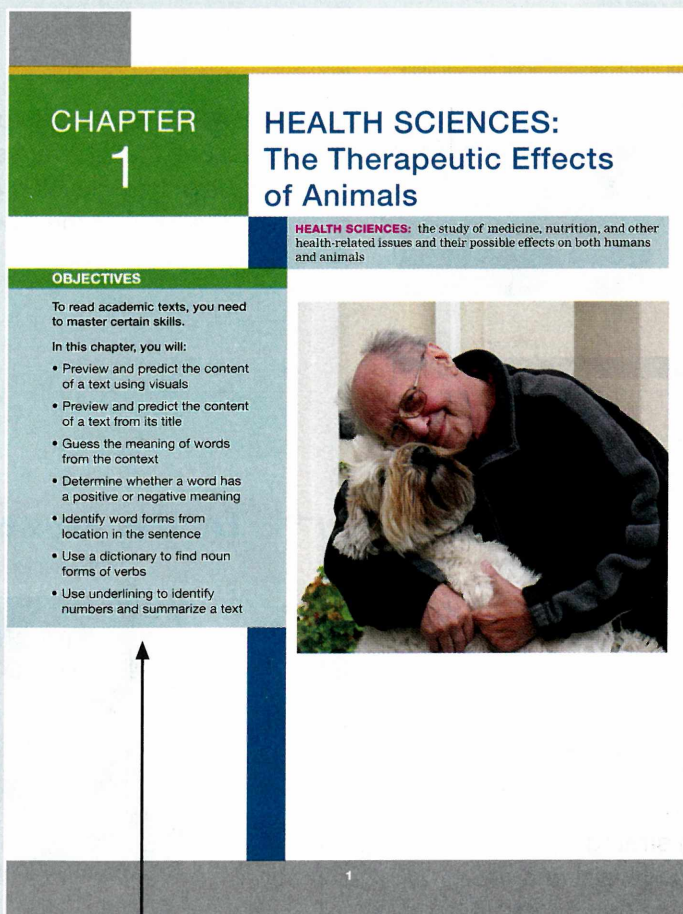
## DISCUSSION AND WRITING TOPICS

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



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

## BEFORE YOU READ

### Consider These Questions

Discuss the questions in a small group.

1. What kind of animal makes the best pet?
2. Why do you think this animal is a good pet?

## READING ONE: In the Presence of Animals

### A Warm-Up

Check (✓) the statements you think are true about dogs.

- ☐ 1. They help people who are sick get better.
- ☐ 2. They make people feel relaxed.
- ☐ 3. They are good listeners.
- ☐ 4. They are good pets for people of all ages.



### B Reading Strategy

#### Predicting Content Using Visuals

**Predicting** is a very important pre-reading skill. When you **predict**, you make a guess about something based on the information you have. Predicting helps prepare the reader for the reading experience that is to come. Pictures in a text can often help you predict what the text is about.

Look at the picture in the reading. What do you think is going on? Circle one of the choices and discuss your answer with a partner.

- a. a dog gets sick and goes to the hospital
- b. a dog visits a sick person in the hospital
- c. a dog cannot be separated from his owner

Now read the text to find out if your prediction was correct.

2 CHAPTER 1

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

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.

The **Reading Strategy** box gives a general description of a reading strategy, such as predicting content using visuals, and the reasons for using it. The **activities** below the box show 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 magazine article).

## In the Presence of Animals

By Sarah Burke in *Science and Society*



<sup>1</sup> As far back as the 1790s, the owners of a senior citizens' home in York, England, **encouraged** patients to spend time with farm animals, believing that this would help their mental state<sup>1</sup> more than the sometimes **harsh** therapies<sup>2</sup> used on the mentally ill at the time. In recent years, scientists have finally begun to find **proof** that contact with animals can increase a sick person's chance of **survival** and has been shown to lower heart rate, **calm** upset children, and get people to start a conversation.

<sup>2</sup> Scientists think that animal companionship<sup>3</sup> is **beneficial** because animals are accepting and attentive,<sup>4</sup> and they don't **criticize** or give orders. Animals also have a **unique** ability to

get people to be more social. Visitors to nursing homes, for example, get more social responses from patients when they come with animal companions, researchers have found.

<sup>3</sup> Not only do people seem happier when animals are nearby, but they may also live longer. Studies show that a year after heart **surgery**, survival rates for heart patients were higher for those with pets in their homes than those without pets. **Elderly** people with pets make fewer trips to doctors than those who are without animal companions, possibly because animals lessen **loneliness**. A professor of public health at UCLA says that pet ownership might provide a new form of "low-cost health intervention."<sup>5</sup>

<sup>1</sup>mental state: emotional condition

<sup>2</sup>therapies: treatments

<sup>3</sup>companionship: friendship

<sup>4</sup>accepting and attentive: agreeable and caring

<sup>5</sup>intervention: the act of preventing something undesirable (unwanted)



## READING TWO: Canine Companions May Help Kids Learn to Read

### A Warm-Up

Read the quotation. Check (✓) the sentences that have the same meaning as the quote.

"An animal's eyes have the power to speak a great language."

—*Martin Buber, philosopher*

- ☐ 1. Animals communicate a lot of feelings with their eyes.
- ☐ 2. Animals use their eyes to speak to us.
- ☐ 3. When animals look at us, we feel connected to them.



### B Reading Strategy

#### Predicting Content from the Title

**Predicting** is a very important pre-reading skill. When you **predict**, you make a guess about something based on the information you have. Predicting helps prepare the reader for the reading experience that is to come. The title of a text can often help you predict what the text is about.

The title of the reading is "Canine Companions May Help Kids Learn to Read." With a partner, write two predictions about the content of the reading.

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

Now read the article to find out if your predictions were correct.

Health Sciences: The Therapeutic Effects of Animals 7

**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, an online article).

All readings have **numbered paragraphs** 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.

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

## Canine Companions May Help Kids Learn to Read

By Maryann Mott for National Geographic News



1 Walk into a Salt Lake City public library on a Saturday afternoon and you might see something you didn't **expect**: children reading books to dogs. Three years ago, Intermountain Therapy Animals (ITA) started the R.E.A.D.® (Reading Education Assistance Dogs) program at the suggestion of board member Sandi Martin, a nurse and a long-time supporter of pets in hospitals, who had seen the positive effect animals can have on mentally and physically challenged<sup>1</sup> children. If therapy dogs help those children, thought Martin, who loves to read, then perhaps they can help kids who are **struggling** with reading, too.

2 The program is simple. For about 30 minutes each week, kids from five to nine years old read aloud to dogs of all shapes and sizes. The people in **charge** of the dogs sit nearby to help. Martin says children are more willing to read to dogs than to their classmates, in part because kids who **stumble** over<sup>2</sup> new words know their furry friends won't make fun of them. As a result, children's reading skills improve and their **self-esteem** grows.

<sup>1</sup>mentally or physically challenged: having a more difficult time with mental or physical skills than the average person

<sup>2</sup>stumble over: to have difficulty doing something; hesitate



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

## COMPREHENSION

### A Close Reading

Circle the word(s) that completes the sentence correctly.

1. Children read **silently/out loud** to dogs.
2. Children like reading to the dogs because they **will/won't** laugh at them.
3. The R.E.A.D.<sup>®</sup> program is growing **quickly/slowly**.
4. Kids in the R.E.A.D.<sup>®</sup> program focus on **themselves/the dog**.
5. In the training program, dogs are taught to look at the **kids/handler's** faces or at the books they are reading.
6. Handlers **ask/don't ask** kids what words mean.
7. If kids can relax more, their reading **will/won't improve**, and they will want to keep reading.

### B Main Ideas

Circle ALL the correct answers for each question.

1. Who is this reading about?
  - a. nurses
  - b. dogs
  - c. people who are responsible for the dogs
  - d. children
2. What is the R.E.A.D.<sup>®</sup> program about?
  - a. teaching dogs to read
  - b. training dogs
  - c. helping children become better readers
  - d. increasing children's confidence
3. Where is this program?
  - a. at schools
  - b. in hospitals
  - c. at libraries
  - d. in parks
4. How often does this program occur?
  - a. once a week
  - b. twice a week
  - c. for 30 minutes
  - d. for 1 hour

10 CHAPTER 1

The **Guessing from Context** activity 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 then base their guesses on these clues.

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.

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

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

## VOCABULARY

### A Guessing from Context

Find each word or phrase in the reading and match it with its meaning.

- |                         |                                              |
|-------------------------|----------------------------------------------|
| <u>i.</u> 1. went wrong | a. advises                                   |
| ___ 2. adjusted         | b. slowly became comfortable with            |
| ___ 3. circumstances    | c. very sad                                  |
| ___ 4. depressed        | d. motivation                                |
| ___ 5. cheer up         | e. try to help someone feel happy            |
| ___ 6. mission          | f. conditions                                |
| ___ 7. emotional        | g. related to feelings                       |
| ___ 8. mentors          | h. goal                                      |
| ___ 9. inspiration      | i. did not happen the way it was supposed to |

### B Collocations

When **words** are **used together regularly**, they become a pair and are called **collocations**. The word pairing is not for grammatical reasons, but because of the association with each other. For example, we say "fast food" but "a quick meal."

Complete each sentence with the word that makes a collocation with the word in bold. Go back to the reading to check if necessary.

emotional      found      new      provide

1. Her \_\_\_\_\_ circumstances made it difficult for her to find a job.
2. When he \_\_\_\_\_ his new mission, Chris felt hopeful.
3. \_\_\_\_\_ support is very important during times of change.
4. Helen Keller's quote might \_\_\_\_\_ inspiration for many people.

20 CHAPTER 2



## B Synonyms

Two of the words in parentheses make sense in the sentence. Cross out the word that is NOT a synonym (word with the same meaning). Check your answers with a partner.

1. Some linguists are (excited, worried, alarmed) that so many languages are disappearing.
2. Researchers (calculate, know, estimate) that 50% of the world's 6,000 languages will disappear in less than a century.
3. Many English words (ended, originated, came) from other languages.
4. (Separate, Shared, Mutual) comprehension of a language makes it possible for people around the world to communicate more easily.

## C Using the Dictionary

For some words, there is more than one meaning in the dictionary. You must choose the correct meaning for the context. For example, the words *massive* and *value* have the following meanings:

**massive** *adjective* 1 very large, solid, and heavy 2 unusually large, powerful, or damaging

**value** *noun* 1 the amount of money that something is worth 2 the importance or usefulness of something 3 your beliefs about what is right or wrong

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

1. He is closely involved in the preservation of many Mayan and Native American Indian languages, but documenting a language is a **massive** undertaking.
2. A speaker of 52 different languages, David Stewart said once a language is lost, the culture behind it is also lost. Stewart said every language contains a **value** system and a way of thinking.

Linguistics: Little-Known Languages 47

The **Synonyms** activity 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.

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

## VOCABULARY

### A Word Usage

Look at the words in bold in the reading. Decide if each word describes the artists or the artwork. List the words in the chart.

| ARTISTS          | ARTWORK            |
|------------------|--------------------|
| <i>energetic</i> | <i>prestigious</i> |

### B Word Forms

Complete the sentences with the correct form of the words.

1. energy, energize, energetic

Christo and Jeanne-Claude needed a lot of \_\_\_\_\_ to complete so many projects around the world.

2. negotiation, negotiate, negotiable

Christo and Jeanne-Claude had to \_\_\_\_\_ with a lot of people to get permission to install their artwork.

3. representation, represent

Because Japan is a much smaller country than the United States, Christo and Jeanne-Claude decided to have *The Umbrellas*

\_\_\_\_\_ this by how close each umbrella was placed to the next one.

4. transformation, transform

Christo and Jeanne-Claude's installations \_\_\_\_\_ a wide variety of public spaces.

The **Using the Dictionary** activity shows students how to understand a dictionary entry. Students choose the appropriate meaning of the word as it is used in the reading and in other contexts.

The **Word Forms** activity 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.



One of the two reading sections in a chapter has a Note-Taking activity. Both reading sections end with a Critical Thinking activity.

#### NOTE-TAKING: Writing Margin Notes

Writing notes in the margins will help you keep track of the important ideas in a text. Use the *wh-* questions to decide what is most important in the paragraph.

Write notes in the margin next to the paragraphs from the reading. The first paragraph is done as an example. Use the *wh-* words as a guide.

In most Hollywood movies, the Native American Navajos still fight on horses in the American Southwest. But during World War II, a group of Navajos made their language into a weapon to protect the United States. They were the Navajo Code Talkers, and theirs is one of the few unbroken codes in military history.

##### WHAT?

*Navajos, not only in movies  
Navajo language, weapon in WW II  
unbroken military code*

Navajo was the perfect choice for a secret language. It is very **complex**. One vowel can have up to 10 different pronunciations, changing the meaning of any word. In the 1940s, Navajo was an unwritten language. No one outside of the reservation could speak it or understand it.

##### WHY?

The Navajo Code team had to invent new words to describe military equipment. For example, they named ships after fish: *lotso-whale* (battleship), *calo-shark* (destroyer), and *beshloiron-fish* (submarine). When a Code Talker received a message via radio, he heard a series of unrelated Navajo words. He would then translate the words into English and use the first letter of each English word to spell the message. The Navajo words *tsah* (needle), *wol-la-chee* (ant), *ah-kh-di-glini* (victor), and *tsah-ah-dzoh* (yucca) spelled NAVY.

##### HOW?

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

The **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.

#### CRITICAL THINKING

Discuss the questions with a partner. Be prepared to share your ideas with the class.

1. President Obama said that Sonia Sotomayor's journey symbolizes the American dream. What do you think this means?
2. What qualities and qualifications does Sotomayor have that make her a valuable Supreme Court justice?
3. If you could meet Sotomayor, what questions would you want to ask her?
4. Do you find Sonia Sotomayor's life story inspiring? Why or Why not?"

#### AFTER YOU READ

##### WRITING ACTIVITY

Choose one of the topics. Use at least five of the words and phrases you studied in the chapter (for a complete list, go to page 119).

1. If you were a member of Congress and were interviewing a potential Supreme Court justice, what questions would you ask? What would you want to know before you confirmed a candidate? Write three questions.
2. Read about the current Supreme Court justices. Write a paragraph about one of the justices you find interesting.

##### DISCUSSION AND WRITING TOPICS

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

1. Should all judges be in their jobs for life? Why do you think some judges are elected and some are appointed?
2. Do you think it is a difficult job to be a Supreme Court justice? Why or why not?



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

## AFTER YOU READ

### WRITING ACTIVITY

Make a list of what you buy in a day or a week. Then write a paragraph answering the questions. Use at least five of the words and phrases you studied in the chapter (for a complete list, go to page 132).

- Is everything you buy a necessity?
- Are there items you could choose not to buy, and it would not affect your life?
- Which items would be easiest to give up?

### 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. Would you have agreed to be part of an experiment to live without money? Why or why not?
2. What do you think you would miss the most if you lived without money for a time?



*Could you choose to not buy food and eat what grows naturally around you?*

Economics: Bartering in the 21st Century 131

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  | Phrases and Idioms    |
| loneliness  | calm         | beneficial* | be around             |
| proof       | criticize    | elderly     | be in charge of       |
| self-esteem | encourage    | harsh       | focus on              |
| surgery     | expect       | unique*     | take the pressure off |
| survival*   | participate* |             |                       |
|             | struggle     |             |                       |

\* = AWL (Academic Word List) item

### SELF-ASSESSMENT

In this chapter you learned to:

- ☐ Preview and predict the content of a text using visuals
- ☐ Preview and predict the content of a text from its title
- ☐ Guess the meaning of words from the context
- ☐ Determine whether a word has a positive or negative meaning
- ☐ Identify word forms from location in the sentence
- ☐ Use a dictionary to find noun forms of verbs
- ☐ Use underlining to identify numbers and summarize 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?

Health Sciences: The Therapeutic Effects of Animals 15



# SCOPE AND SEQUENCE

| CHAPTER                                                                                                                                                                                                                                                                                                | READING                                                                                                                                                                                                                                                                                                                                                                                                            | VOCABULARY                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>1 HEALTH SCIENCES:</b><br><b>The Therapeutic Effects of Animals</b><br><b>Theme:</b> How animals can help us<br><b>Reading One:</b><br><i>In the Presence of Animals</i><br>(a magazine article)<br><b>Reading Two:</b><br><i>Canine Companions May Help Kids Learn to Read</i> (an online article) | <ul style="list-style-type: none"> <li>• Understand and practice different reading strategies</li> <li>• Predict the content of a text by using visuals</li> <li>• Predict the content of a text from its title</li> <li>• Identify the main ideas of a text</li> <li>• Understand the details that support the main ideas</li> </ul>                                                                              | <ul style="list-style-type: none"> <li>• Guess the meaning of words from the context</li> <li>• Recognize and learn the connotations of words</li> <li>• Identify and use different word forms</li> <li>• Categorize words by part of speech</li> <li>• Use the Vocabulary list at the end of the chapter to review the words, phrases, and idioms learned in the chapter</li> <li>• Use this vocabulary in the After You Read speaking and writing activities</li> </ul> |
| <b>2 PSYCHOLOGY:</b><br><b>Dealing with Change</b><br><b>Theme:</b> How to make the best of a changed situation<br><b>Reading One:</b><br><i>Young Football Players Injured, but Not Forgotten</i> (a television news story)<br><b>Reading Two:</b><br><i>Who Moved My Cheese?</i><br>(a book review)  | <ul style="list-style-type: none"> <li>• Understand and practice different reading strategies</li> <li>• Skim a text to find the main idea</li> <li>• Identify the type of text to prepare for the reading</li> <li>• Identify or complete the main ideas of a text</li> <li>• Understand the details that support the main ideas</li> </ul>                                                                       | <ul style="list-style-type: none"> <li>• Guess the meaning of words from the context</li> <li>• Understand and use synonyms and collocations</li> <li>• Understand and sort words by part of speech</li> <li>• Use the Vocabulary list at the end of the chapter to review the words, phrases, and idioms learned in the chapter</li> <li>• Use this vocabulary in the After You Read speaking and writing activities</li> </ul>                                          |
| <b>3 LINGUISTICS:</b><br><b>Little-Known Languages</b><br><b>Theme:</b> The importance of languages and how they are used<br><b>Reading One:</b><br><i>An Unbreakable Code</i><br>(a magazine article)<br><b>Reading Two:</b><br><i>Languages Die Out, Taking History Along</i> (an online article)    | <ul style="list-style-type: none"> <li>• Understand and practice different reading strategies</li> <li>• Preview a text using visuals like charts or graphs</li> <li>• Scan a text to look for specific information</li> <li>• Understand the introduction of a text and how it is organized</li> <li>• Identify the main ideas of a text</li> <li>• Understand the details that support the main ideas</li> </ul> | <ul style="list-style-type: none"> <li>• Guess the meaning of words from the context</li> <li>• Use dictionary entries to choose the correct meaning of words for the context</li> <li>• Understand and use synonyms, prefixes, and suffixes</li> <li>• Use the Vocabulary list at the end of the chapter to review the words, phrases, and idioms learned in the chapter</li> <li>• Use this vocabulary in the After You Read speaking and writing activities</li> </ul> |



| NOTE-TAKING                                                                                                                                                                                   | CRITICAL THINKING                                                                                                                                                                                                                                                                                                                                                                                              | SPEAKING/WRITING                                                                                                                                                                                                                                                                                                                                        |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• Use underlining to identify and remember important facts in a story</li> </ul>                                                                       | <ul style="list-style-type: none"> <li>• Express opinions and support your opinions with examples from a text or from your own experience and culture</li> <li>• Analyze and evaluate information</li> <li>• Infer information not explicit in a text</li> <li>• Draw conclusions</li> <li>• Make connections between ideas</li> <li>• Synthesize information and ideas</li> </ul>                             | <ul style="list-style-type: none"> <li>• Describe a situation that you imagine</li> <li>• Discuss which animals might be used for therapeutic purposes</li> <li>• Discuss the benefits of having a pet</li> <li>• Choose one of the topics and write a paragraph or two about it</li> </ul>                                                             |
| <ul style="list-style-type: none"> <li>• Fill out an organizer using the answers to <i>wh</i>- questions to summarize a reading</li> </ul>                                                    | <ul style="list-style-type: none"> <li>• Answer questions based on information in a text or on your own experience and culture</li> <li>• Analyze and evaluate information</li> <li>• Infer information not explicit in a text</li> <li>• Draw conclusions about the moral of a parable</li> <li>• Make connections between ideas</li> <li>• Synthesize information and ideas</li> </ul>                       | <ul style="list-style-type: none"> <li>• Discuss the meaning of a photo and a quote</li> <li>• Write two paragraphs about a change you experienced</li> <li>• Discuss the topic of change and whether it is positive or negative</li> <li>• Choose one of the topics and write a paragraph or two about it</li> </ul>                                   |
| <ul style="list-style-type: none"> <li>• Use margin notes to identify important facts in a reading</li> <li>• Use <i>wh</i>- questions to determine what is important in a reading</li> </ul> | <ul style="list-style-type: none"> <li>• Express opinions and support your opinions with examples from a text or from your own experience and culture</li> <li>• Analyze and evaluate information</li> <li>• Infer information not explicit in a text</li> <li>• Draw conclusions</li> <li>• Evaluate if an author presents both sides of a topic equally</li> <li>• Make connections between ideas</li> </ul> | <ul style="list-style-type: none"> <li>• Talk about the importance of languages and the benefits of speaking a language</li> <li>• Talk about codes and why they would be useful</li> <li>• Discuss how the values of a culture are expressed through its language</li> <li>• Choose one of the topics and write a paragraph or two about it</li> </ul> |



| CHAPTER                                                                                                                                                                                                                                                                                                   | READING                                                                                                                                                                                                                                                                                                                                                                                   | VOCABULARY                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>4 ANIMAL BEHAVIOR:<br/>Elephants</b><br><b>Theme:</b> The care of elephant orphans and how elephants are like humans<br><b>Reading One:</b><br><i>The Elephant Orphanage</i> (a television documentary transcript)<br><b>Reading Two:</b><br><i>Elephant Behavior</i> (an article)                     | <ul style="list-style-type: none"> <li>• Understand and practice different reading strategies</li> <li>• Skim a reading to get an overview of its contents</li> <li>• Use key words and phrases in the topic sentence to help determine the main idea</li> <li>• Identify the main ideas of a text</li> <li>• Understand the details that support the main ideas</li> </ul>               | <ul style="list-style-type: none"> <li>• Guess the meaning of words from the context</li> <li>• Understand and use synonyms and word forms</li> <li>• Categorize words by parts of speech</li> <li>• Use the Vocabulary list at the end of the chapter to review the words, phrases, and idioms learned in the chapter</li> <li>• Use this vocabulary in the After You Read speaking and writing activities</li> </ul>                                                                                                    |
| <b>5 SOCIAL PSYCHOLOGY:<br/>Teaching Tolerance</b><br><b>Theme:</b> How the experience of discrimination affects people<br><b>Reading One:</b><br><i>A Class Divided—Jane Elliott’s Famous Lesson</i> (an online article)<br><b>Reading Two:</b><br><i>Fourteen Years Later</i> (a television transcript) | <ul style="list-style-type: none"> <li>• Understand and practice different reading strategies</li> <li>• Predict the content of a text by using visuals</li> <li>• Use a synopsis to preview the important information in a text</li> <li>• Identify the main ideas of a text</li> <li>• Understand the details that support the main ideas</li> </ul>                                    | <ul style="list-style-type: none"> <li>• Guess the meaning of words from the context</li> <li>• Understand and use antonyms and word forms</li> <li>• Use dictionary entries to choose the correct meaning of words for the context</li> <li>• Recognize and learn the connotations of words</li> <li>• Use the Vocabulary list at the end of the chapter to review the words, phrases, and idioms learned in the chapter</li> <li>• Use this vocabulary in the After You Read speaking and writing activities</li> </ul> |
| <b>6 PUBLIC ART:<br/>Experiencing Familiar Places in a New Way</b><br><b>Theme:</b> How public art can influence and change our experience<br><b>Reading One:</b><br><i>What Is Public Art?</i> (an article)<br><b>Reading Two:</b><br><i>Christo and Jeanne-Claude</i> (a biography)                     | <ul style="list-style-type: none"> <li>• Understand and practice different reading strategies</li> <li>• Preview a text using visuals</li> <li>• Scan a text for specific facts</li> <li>• Identify the thesis statement to get the main idea of a text</li> <li>• Identify or complete the main ideas of a text</li> <li>• Understand the details that support the main ideas</li> </ul> | <ul style="list-style-type: none"> <li>• Guess the meaning of words from the context</li> <li>• Understand and use synonyms, antonyms, and word forms</li> <li>• Recognize and use collocations</li> <li>• Sort words by their usage</li> <li>• Use the Vocabulary list at the end of the chapter to review the words, phrases, and idioms learned in the chapter</li> <li>• Use this vocabulary in the After You Read speaking and writing activities</li> </ul>                                                         |



|  | NOTE-TAKING                                                                                                                                                                                                                      | CRITICAL THINKING                                                                                                                                                                                                                                                                                                                                                                                 | SPEAKING/WRITING                                                                                                                                                                                                                                                                                                                             |
|--|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <ul style="list-style-type: none"> <li>• Use underlining to identify key words and important facts in a reading</li> </ul>                                                                                                       | <ul style="list-style-type: none"> <li>• Express opinions and support your opinions with examples from a text or from your own experience and culture</li> <li>• Analyze and evaluate information</li> <li>• Infer information not explicit in a text</li> <li>• Draw conclusions</li> <li>• Interpret quotes and how they relate to a text</li> <li>• Make connections between ideas</li> </ul>  | <ul style="list-style-type: none"> <li>• Write a list and discuss your ideas with a partner</li> <li>• Discuss how elephants and humans are similar</li> <li>• Discuss whether you would support the elephant orphanage with donations</li> <li>• Choose one of the topics and write a paragraph or two about it</li> </ul>                  |
|  | <ul style="list-style-type: none"> <li>• Use circling and underlining to distinguish between two sides of an issue or two points of view</li> <li>• Sort the words and phrases for each side of an issue into a chart</li> </ul> | <ul style="list-style-type: none"> <li>• Answer questions based on information in a story or on your own experience and culture</li> <li>• Express your opinions and support them with examples from a story</li> <li>• Infer information not explicit in a story</li> <li>• Draw conclusions</li> <li>• Find correlations between two texts</li> <li>• Make connections between ideas</li> </ul> | <ul style="list-style-type: none"> <li>• Write a letter from the point of view of one of the students in the lesson</li> <li>• Discuss the issue of discrimination and where it comes from</li> <li>• Discuss the merits of participating in the lesson</li> <li>• Choose one of the topics and write a paragraph or two about it</li> </ul> |
|  | <ul style="list-style-type: none"> <li>• Use underlining to identify key words and phrases in a reading</li> <li>• Use those key words and phrases to summarize the main point of a reading</li> </ul>                           | <ul style="list-style-type: none"> <li>• Analyze and evaluate information</li> <li>• Infer information not explicit in a text</li> <li>• Imagine how public art might affect your daily life</li> <li>• Find correlations between two texts</li> <li>• Make connections between ideas</li> <li>• Synthesize information and ideas</li> </ul>                                                      | <ul style="list-style-type: none"> <li>• Discuss the merits of public art</li> <li>• Discuss the possible benefits and drawbacks for a community when large-scale artwork is installed</li> <li>• Write an interview with the artist Christo</li> <li>• Choose one of the topics and write a paragraph or two about it</li> </ul>            |



| CHAPTER                                                                                                                                                                                                                                                                                                             | READING                                                                                                                                                                                                                                                                                                                                                                                         | VOCABULARY                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>7 SOCIOLOGY:</b><br><b>The Bystander Effect</b><br><b>Theme:</b> What makes people help one another in emergency or dangerous situations<br><b>Reading One:</b><br><i>Why and How Do We Help?</i><br>(a magazine article)<br><b>Reading Two:</b><br><i>Case Studies</i><br>(two case studies)                    | <ul style="list-style-type: none"> <li>• Understand and practice different reading strategies</li> <li>• Skim a text to preview the topic</li> <li>• Scan a text to find specific facts</li> <li>• Identify the main ideas of a text</li> <li>• Understand the details that support the main ideas</li> </ul>                                                                                   | <ul style="list-style-type: none"> <li>• Guess the meaning of words from the context</li> <li>• Understand and use synonyms, antonyms, and parts of speech</li> <li>• Recognize and use collocations</li> <li>• Sort words by parts of speech</li> <li>• Use the Vocabulary list at the end of the chapter to review the words, phrases, and idioms learned in the chapter</li> <li>• Use this vocabulary in the After You Read speaking and writing activities</li> </ul>                                                |
| <b>8 GOVERNMENT:</b><br><b>Interpreting the Law</b><br><b>Theme:</b> How the Supreme Court works to protect the rights of all Americans<br><b>Reading One:</b><br><i>Our Supreme Court—An Introduction</i><br>(a book excerpt)<br><b>Reading Two:</b><br><i>Supreme Court Justice Sonia Sotomayor</i> (a biography) | <ul style="list-style-type: none"> <li>• Understand and practice different reading strategies</li> <li>• Preview a text using a diagram</li> <li>• Identify the type of text to prepare for the reading</li> <li>• Identify the topic sentence to determine the main idea</li> <li>• Complete the main ideas of a text</li> <li>• Understand the details that support the main ideas</li> </ul> | <ul style="list-style-type: none"> <li>• Guess the meaning of words from the context</li> <li>• Understand and use synonyms and word forms</li> <li>• Recognize and learn the connotations of words</li> <li>• Use dictionary entries to choose the correct meaning of words for the context</li> <li>• Use the Vocabulary list at the end of the chapter to review the words, phrases, and idioms learned in the chapter</li> <li>• Use this vocabulary in the After You Read speaking and writing activities</li> </ul> |



|  | NOTE-TAKING                                                                                                                          | CRITICAL THINKING                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | SPEAKING/WRITING                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|--|--------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <ul style="list-style-type: none"> <li>• Use underlining and margin notes to identify the answers to <i>wh</i>- questions</li> </ul> | <ul style="list-style-type: none"> <li>• Express your opinions and support them with examples from a text or from your own experience and culture</li> <li>• Analyze and evaluate information</li> <li>• Infer information not explicit in a text</li> <li>• Draw conclusions</li> <li>• Hypothesize about someone else's thought process</li> <li>• Relate broad themes to specific situations</li> <li>• Find correlations between two texts</li> <li>• Make connections between ideas</li> </ul> | <ul style="list-style-type: none"> <li>• Write an interview with a psychologist studying the bystander effect</li> <li>• Write an interview between a newspaper reporter and Wesley Autry</li> <li>• Discuss whether the bystander effect holds true today, given the advances in technology</li> <li>• Discuss how society can reduce the bystander effect</li> <li>• Choose one of the topics and write a paragraph or two about it</li> </ul> |
|  | <ul style="list-style-type: none"> <li>• Create a timeline to remember the sequence of events in a person's life</li> </ul>          | <ul style="list-style-type: none"> <li>• Express your opinions and support them with examples from a text or from your own experience and culture</li> <li>• Analyze and evaluate information</li> <li>• Infer information not explicit in a text</li> <li>• Draw conclusions</li> <li>• Find correlations between two texts</li> <li>• Make connections between ideas</li> </ul>                                                                                                                   | <ul style="list-style-type: none"> <li>• Write questions you would use to interview a potential Supreme Court justice</li> <li>• Discuss the challenges of being a Supreme Court justice</li> <li>• Research and write about a current Supreme Court justice</li> <li>• Discuss in a small group whether judges should have jobs for life</li> <li>• Choose one of the topics and write a paragraph or two about it</li> </ul>                   |



| CHAPTER                                                                                                                                                                                                                                                                                            | READING                                                                                                                                                                                                                                                                                                                                                          | VOCABULARY                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>9 ECONOMICS:</b><br><b>Bartering in the 21st Century</b><br><b>Theme:</b> How to exchange goods and services without using money<br><b>Reading One:</b><br><i>Swap Tree—Simple, Easy Online Trading</i> (an online article)<br><b>Reading Two:</b><br><i>Heidemarie Schwermer</i> (a biography) | <ul style="list-style-type: none"> <li>• Understand and practice different reading strategies</li> <li>• Predict the content of a text from the title</li> <li>• Predict the content of a text by using visuals such as photos</li> <li>• Identify or complete the main ideas of a text</li> <li>• Understand the details that support the main ideas</li> </ul> | <ul style="list-style-type: none"> <li>• Understand and use synonyms, antonyms, and word forms</li> <li>• Guess the meaning of words from the context</li> <li>• Recognize and learn the connotations of words</li> <li>• Recognize and use prepositions</li> <li>• Use the Vocabulary list at the end of the chapter to review the words, phrases, and idioms learned in the chapter</li> <li>• Use this vocabulary in the After You Read speaking and writing activities</li> </ul>                                                                      |
| <b>10 NEUROLOGY:</b><br><b>The Brain</b><br><b>Theme:</b> How the brain contributes to laughter<br><b>Reading One:</b><br><i>Why Can't You Tickle Yourself?</i> (a book excerpt)<br><b>Reading Two:</b><br><i>Laughter and the Brain</i> (an online article)                                       | <ul style="list-style-type: none"> <li>• Understand and practice different reading strategies</li> <li>• Scan a text to answer a question in the title</li> <li>• Predict the type of text to prepare for the reading</li> <li>• Identify or complete the main ideas of a text</li> <li>• Understand the details that support the main ideas</li> </ul>          | <ul style="list-style-type: none"> <li>• Guess the meaning of words from the context</li> <li>• Understand and use synonyms, antonyms, prefixes, and parts of speech</li> <li>• Recognize and learn the connotations of words</li> <li>• Use dictionary entries to determine the correct meaning of a phrasal verb in context</li> <li>• Use the Vocabulary list at the end of the chapter to review the words, phrases, and idioms learned in the chapter</li> <li>• Use this vocabulary in the After You Read speaking and writing activities</li> </ul> |



|  | NOTE-TAKING                                                                                                                   | CRITICAL THINKING                                                                                                                                                                                                                                                                                                                                                                                                             | SPEAKING/WRITING                                                                                                                                                                                                                                                                                                                                                                                          |
|--|-------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <ul style="list-style-type: none"> <li>• Use underlining to identify important facts in a text</li> </ul>                     | <ul style="list-style-type: none"> <li>• Express your opinions and support them with examples from a text or from your own experience and culture</li> <li>• Infer information not explicit in a text</li> <li>• Draw conclusions</li> <li>• Hypothesize about someone else's point of view</li> <li>• Make connections between ideas</li> <li>• Synthesize information and ideas</li> </ul>                                  | <ul style="list-style-type: none"> <li>• Track your spending and write a paragraph answering the questions</li> <li>• In a small group, discuss whether you would have agreed to be part of the experiment to live without money</li> <li>• Discuss what you would miss most about living without money</li> <li>• Choose one of the topics and write a paragraph or two about it</li> </ul>              |
|  | <ul style="list-style-type: none"> <li>• Use a chart to categorize notes in the two areas discussed in the reading</li> </ul> | <ul style="list-style-type: none"> <li>• Express your opinions and support them with examples from a text or from your own experience and culture</li> <li>• Analyze and evaluate information</li> <li>• Infer information not explicit in a text</li> <li>• Draw conclusions</li> <li>• Find correlations between two texts</li> <li>• Make connections between ideas</li> <li>• Synthesize information and ideas</li> </ul> | <ul style="list-style-type: none"> <li>• Discuss the merits of laughter in treating patients</li> <li>• Write about whether humor and comedy would be used in hospitals in your native country</li> <li>• Write about someone who is funny and what makes them so funny</li> <li>• Discuss the quotes about laughter</li> <li>• Choose one of the topics and write a paragraph or two about it</li> </ul> |



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# CHAPTER 1

## HEALTH SCIENCES: The Therapeutic Effects of Animals

**HEALTH SCIENCES:** the study of medicine, nutrition, and other health-related issues and their possible effects on both humans and animals

### OBJECTIVES

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

In this chapter, you will:

- Preview and predict the content of a text using visuals
- Preview and predict the content of a text from its title
- Guess the meaning of words from the context
- Determine whether a word has a positive or negative meaning
- Identify word forms from location in the sentence
- Use a dictionary to find noun forms of verbs
- Use underlining to identify numbers and summarize a text





## BEFORE YOU READ

### Consider These Questions

Discuss the questions in a small group.

1. What kind of animal makes the best pet?
2. Why do you think this animal is a good pet?

## READING ONE: In the Presence of Animals

### A Warm-Up

Check (✓) the statements you think are true about dogs.

- ☐ 1. They help people who are sick get better.
- ☐ 2. They make people feel relaxed.
- ☐ 3. They are good listeners.
- ☐ 4. They are good pets for people of all ages.



### B Reading Strategy

#### Predicting Content Using Visuals

**Predicting** is a very important pre-reading skill. When you **predict**, you make a guess about something based on the information you have. Predicting helps prepare the reader for the reading experience that is to come. Pictures in a text can often help you predict what the text is about.

Look at the picture in the reading. What do you think is going on? Circle one of the choices and discuss your answer with a partner.

- a. a dog gets sick and goes to the hospital
- b. a dog visits a sick person in the hospital
- c. a dog cannot be separated from his owner

Now read the text to find out if your prediction was correct.

# In the Presence of Animals

By Sarah Burke in *Science and Society*



1 As far back as the 1790s, the owners of a senior citizens' home in York, England, **encouraged** patients to spend time with farm animals, believing that this would help their mental state<sup>1</sup> more than the sometimes **harsh** therapies<sup>2</sup> used on the mentally ill at the time. In recent years, scientists have finally begun to find **proof** that contact with animals can increase a sick person's chance of **survival** and has been shown to lower heart rate, **calm** upset children, and get people to start a conversation.

2 Scientists think that animal companionship<sup>3</sup> is **beneficial** because animals are accepting and attentive,<sup>4</sup> and they don't **criticize** or give orders. Animals also have a **unique** ability to

get people to be more social. Visitors to nursing homes, for example, get more social responses from patients when they come with animal companions, researchers have found.

3 Not only do people seem happier when animals are nearby, but they may also live longer. Studies show that a year after heart **surgery**, survival rates for heart patients were higher for those with pets in their homes than those without pets. **Elderly** people with pets make fewer trips to doctors than those who are without animal companions, possibly because animals lessen **loneliness**. A professor of public health at UCLA says that pet ownership might provide a new form of "low-cost health intervention."<sup>5</sup>

<sup>1</sup> **mental state**: emotional condition

<sup>2</sup> **therapies**: treatments

<sup>3</sup> **companionship**: friendship

<sup>4</sup> **accepting and attentive**: agreeable and caring

<sup>5</sup> **intervention**: the act of preventing something undesirable (unwanted)



## COMPREHENSION

### A Main Ideas

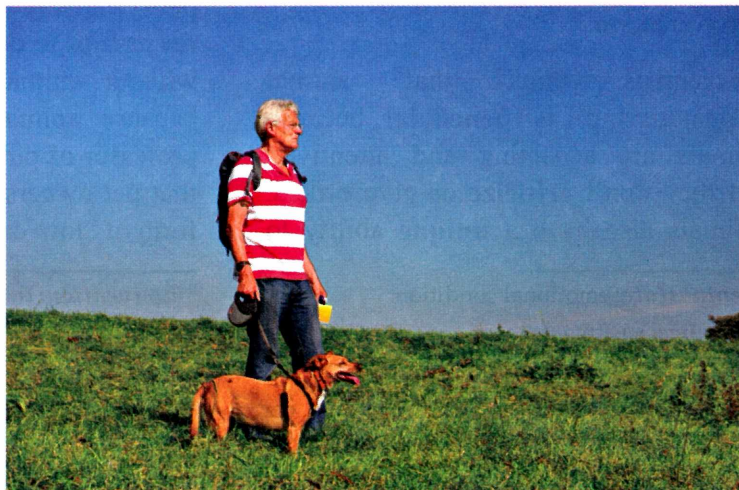
Read each statement. Decide if it is **True** or **False** according to the reading. Check (✓) the appropriate box. If it is false, change it to make it true. Discuss your answers with a partner.

|                                                                                                        | TRUE                     | FALSE                    |
|--------------------------------------------------------------------------------------------------------|--------------------------|--------------------------|
| 1. The first paragraph is ONLY about the effects of animals on people with mental illness in the past. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Animals help people communicate more.                                                               | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Because people with animals are not as lonely as people without pets, their health is better.       | <input type="checkbox"/> | <input type="checkbox"/> |

### B Close Reading

Complete each sentence with a phrase from the list on the right.

- |                                                    |                                                                        |
|----------------------------------------------------|------------------------------------------------------------------------|
| _____ 1. Spending time with animals can            | a. patients talk more.                                                 |
| _____ 2. Animals are different from people because | b. often live longer.                                                  |
| _____ 3. When visitors bring pets to the hospital, | c. they cannot tell us their opinions.                                 |
| _____ 4. After a big operation,                    | d. patients with pets get better faster.                               |
| _____ 5. Older people who have pets go to          | e. the doctor less often.                                              |
| _____ 6. Older people with pets in their lives     | f. make a person's heart rate slower and relax children who are upset. |



## VOCABULARY

### A Connotations

Some words have **feelings** connected to them depending on how they are used in a sentence. These feelings, or **connotations**, can be **positive** (good or useful) or **negative** (bad or harmful).

Look at each word. Find the word in the reading. Decide whether it has a **Positive** or **Negative** meaning. Check the appropriate box. Discuss your answers with a partner.

|               | POSITIVE                 | NEGATIVE                 |
|---------------|--------------------------|--------------------------|
| 1. encouraged | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. harsh      | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. survival   | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. calm       | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. beneficial | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. criticize  | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. loneliness | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. unique     | <input type="checkbox"/> | <input type="checkbox"/> |

### B Definitions

Find each word in the reading and match it with its meaning.

|                   |                                             |
|-------------------|---------------------------------------------|
| ___ 1. encouraged | a. unpleasant                               |
| ___ 2. harsh      | b. say what faults someone or something has |
| ___ 3. proof      | c. an operation by a doctor                 |
| ___ 4. survival   | d. old                                      |
| ___ 5. calm       | e. urged someone to do something            |
| ___ 6. beneficial | f. act of continuing to live                |
| ___ 7. unique     | g. unhappy feeling when by oneself          |
| ___ 8. elderly    | h. special, rare                            |
| ___ 9. loneliness | i. make relaxed                             |
| ___ 10. surgery   | j. facts                                    |
| ___ 11. criticize | k. positive                                 |