

2 Longman Academic Reading Series

READING SKILLS FOR COLLEGE

with **Essential Online Resources**
access code inside



Kim Sanabria



2 Longman Academic Reading Series

READING SKILLS FOR COLLEGE

Kim Sanabria

Dedication

To Victor, Kelly, and Carlos.

Longman Academic Reading Series 2: Reading Skills for College

Copyright © 2017 by Pearson Education, Inc.
All rights reserved.

No part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise, without the prior permission of the publisher.

Pearson Education, 221 River Street, Hoboken, NJ 07030

Staff Credits: The people who made up the *Longman Academic Reading Series 2* team, representing editorial, production, design, and manufacturing, are Pietro Alongi, Margaret Antonini, Stephanie Bullard, Tracey Cataldo, Rosa Chapinal, Aerin Csigay, Ann France, Gerry Geniusas, Pam Kirshen-Fishman, Françoise Leffler, Amy McCormick, Liza Pleva, Massimo Rubini, Robert Ruvo and Joseph Vella.

Cover image: The Loupe Project/Shutterstock
Text Composition: TSI Graphics

Library of Congress Cataloging-in-Publication Data

Böttcher, Elizabeth.

Longman Academic Reading Series / Elizabeth Bottcher.
volumes cm

Includes index.

ISBN 978-0-13-278664-5 (Level 1)—ISBN 978-0-13-278582-2 (Level 2)—
ISBN 978-0-13-276059-1 (Level 3)—ISBN 978-0-13-276061-4 (Level 4)—
ISBN 978-0-13-276067-6 (Level 5)

1. English language—Textbooks for foreign speakers. 2. Reading
comprehension—Problems, exercises, etc. 3. College readers. I. Title.

PE1128.B637 2013

428.6'4—dc23

2013007701

ISBN 10: 0-13-466338-1

ISBN 13: 978-0-13-466338-8

Printed in the United States of America

3 17

CONTENTS

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

CHAPTER 1 CULTURAL STUDIES: The Lessons of Travel	1
Reading One Tony the Traveller	3
Reading Two The Benefits of Studying Abroad	9
Reading Three The Way of St. James: A Modern-Day Pilgrimage	16
CHAPTER 2 MULTICULTURAL LITERATURE: Writing about Cultural Identity	25
Reading One Mangoes and Magnolias	27
Reading Two Poems about Personal Identity	34
Reading Three Book Review of <i>Mixed: An Anthology of Short Fiction about the Multiracial Experience</i>	42
CHAPTER 3 HEALTH SCIENCE: High Tech, Low Tech, No Tech	50
Reading One Robots Improve Health Care, Helping Doctors, Nurses, and Patients	52
Reading Two A Simple Diagnosis	61
Reading Three Water Is Shown to Help People Lose Weight	67
CHAPTER 4 EDUCATION: The Task of the Teacher	77
Reading One Bloom's Taxonomy	78
Reading Two The Mayonnaise Jar and Two Cups of Coffee	87
Reading Three A Teacher's Lasting Impression	93

CHAPTER 5 PSYCHOLOGY: Theories of Intelligence	103
Reading One Types of Intelligence	105
Reading Two Transforming Students' Motivation to Learn	112
Reading Three The Extraordinary Abilities of Daniel Tammet	120
CHAPTER 6 BUSINESS: The Changing Workplace	130
Reading One The One Week Job: 52 Jobs in 52 Weeks	132
Reading Two Flip Flops and Facebook Breaks: Millennials Enter the Workplace	139
Reading Three Eight Keys to Employability	147
CHAPTER 7 MATH: Developing a Love of the "Language of Science"	156
Reading One A Mathematician's Lament	158
Reading Two What's Wrong with Math Education?	164
Reading Three Angels on a Pin	170
CHAPTER 8 PUBLIC SPEAKING: Messages and Messengers	180
Reading One The Power of Public Speech	182
Reading Two The Best Way to Structure a Speech	189
Reading Three Famous American Speeches	196
CHAPTER 9 PEACE STUDIES: The Change Makers	207
Reading One Social Entrepreneurship	209
Reading Two A Poverty-Free World	216
Reading Three The Barefoot College	221
CHAPTER 10 URBAN STUDIES: Living Together	230
Reading One City Fact Sheet	232
Reading Two The Future of Cities	238
Reading Three Won't You Be My Neighbor?	244
<i>Vocabulary Index</i>	253
<i>Credits</i>	256

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 psychology, cultural studies, multicultural literature, and health science. 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 2 book, for instance, offers two poems about cultural identity by Li-Young Lee and Aurora Levins Morales, an interview with the inspirational “Tony the Traveller,” a textbook excerpt on Bloom’s Taxonomy, and an online article on types of intelligence, including a quiz—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.

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 2* 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*]

CRITICAL THINKING

READING TWO: [+ reading title]

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

COMPREHENSION

- A. Main Ideas
- B. Close Reading

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

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

CRITICAL THINKING

LINKING READINGS ONE AND TWO

READING THREE: [+ reading title]

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

COMPREHENSION

- A. Main Ideas
- B. Close Reading

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

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

NOTE-TAKING [*in two reading sections*]

CRITICAL THINKING

AFTER YOU READ

BRINGING IT ALL TOGETHER

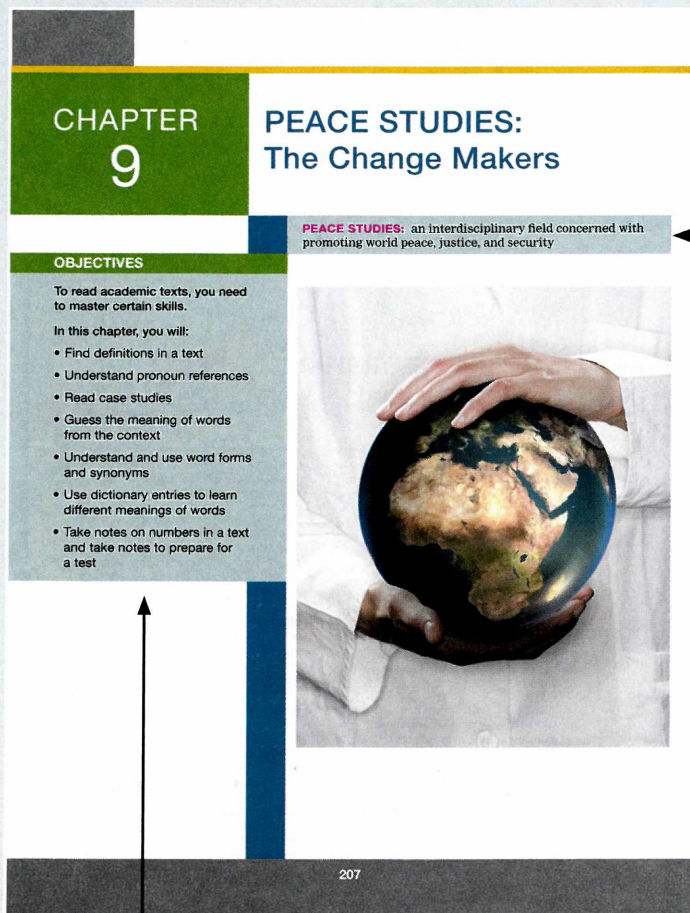
WRITING ACTIVITY

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

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

BEFORE YOU READ

A Consider These Facts

How much do you know about world poverty? Read the facts below and fill in the blanks with your guess. Then check your answers at the bottom of the page.

1. There is no sanitation in _____ percent of the world.
2. Women in developing countries have to walk _____ miles to get water each day.
3. Globally, women earn _____ percent less than men.
4. The richest 20 percent of the world's population earns _____ percent of the world's income.
5. Worldwide, _____ children die from poverty every day.

B Your Opinion

Answer the questions. Check (✓) the appropriate box. Then discuss your answers with a partner. If you answered yes, give more details.

	Yes	No
Have you ever . . .		
1. felt strongly about a serious world problem?	☐	☐
2. been involved in a group project?	☐	☐
3. taken on a leadership role?	☐	☐
4. had an idea about how to improve the lives of others?	☐	☐

Answers
1. 33, 2. 4, 3. 50, 4. 75, 5. 30,000

208 CHAPTER 9

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

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

READING ONE: Social Entrepreneurship

A Warm-Up

An *entrepreneur* is a person who operates a business, especially a new one. A *social entrepreneur* approaches a social problem with a business model. Read the list of qualities of a good social entrepreneur. Rank them in order of importance (1 being the most important) in solving serious social problems. Then share your ideas with a partner.

- ___ knowing powerful people
- ___ having close friends
- ___ being idealistic
- ___ being young and energetic
- ___ having innovative ideas
- ___ having a lot of money
- ___ being creative
- ___ your own idea: _____

B Reading Strategy

Finding Definitions

If you are unfamiliar with an important word or concept in a text, especially if it is in the title or appears more than once, **scan the text carefully to find whether it is defined**. You will often find an explanation of important words immediately before or after them.

Look at the title of the reading and then scan the text to find answers to the questions.

1. Who are social entrepreneurs, and what do they do?
2. What characteristics do social entrepreneurs have?

Now read the text. If you come across unfamiliar words, scan the text to find the definitions.

Peace Studies: The Change Makers 209

The **Reading Strategy** box gives a general description of a reading strategy, such as finding definitions, 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 specific genre of writing (here, a textbook excerpt).

SOCIAL ENTREPRENEURSHIP

WE HAVE IDEAS:
Now we have to
make them happen!

¹ At the age of 80, sculptor Henry Moore said: "The secret of life is to have a task, something you do your entire life, something you bring everything to, every minute of the day for your whole life. And the most important thing is: It must be something you cannot possibly do." With these words, he captured the idealism and determination of one of the fastest growing programs of study: social entrepreneurship. Although this term was not commonly used until the 1970s, today there are programs in the field in some of the highest-ranking universities in the world.

² Social entrepreneurs identify **daunting** world challenges. For example, they may see the need to protect the environment, provide universal health care, or promote literacy. They look for creative new ideas to implement large-scale, long-term change in the world. Many social entrepreneurs have a background in business, but they also have persistence, vision, courage, and commitment. Their projects typically involve large numbers of people working in their own communities.

³ Social entrepreneurs are people who are trying to improve the lives of others, especially those living in **underserved**¹ communities. The Skoll Foundation, an organization committed to peace and sustainability, defines them as

¹ **underserved**: inadequately provided with essential services

"society's change agents: creators of innovations that disrupt the status quo² and transform our world for the better."

⁴ Social entrepreneurs are said to share various characteristics: **Ambitious**: They tackle major social issues. These might include increasing the college enrollment rate of low-income students or fighting poverty in developing countries.

Mission-Driven: Although their projects may be profitable, they measure their success in terms of the social progress they are able to make. **Strategic**: They improve systems, create solutions, and invent new approaches. They are intensely focused and **relentless** in their pursuit of a social vision.

Resourceful: Because they have limited access to capital³, social entrepreneurs are **exceptionally skilled** at gathering and mobilizing human, financial, and political resources.

Results-Oriented: Ultimately, social entrepreneurs produce measurable returns. These results transform existing realities, open up new pathways for the marginalized and disadvantaged, and unlock society's potential to effect social change.

⁵ Of course, the idea of innovation and social transformation is not new, but the models used by social entrepreneurs are fresh and exciting.

² **the status quo**: the way things are

³ **capital**: wealth or financial assets

A Poverty-Free World

1 According to official statistics, almost half the world—over three billion people—live on less than \$2.50 a day. They do not have access to the basic needs of food, water, **shelter**, clothing, health care, and education, and they have little hope of ever escaping from their situation. Millions more live on much less than that.

2 Muhammad Yunus was troubled by the cycle of poverty¹ in his native land, Bangladesh, one of the poorest countries on earth. He started visiting villages across the country, where he would go to people's houses and talk to them, trying to understand their life. He was **struck** by the fact that a small amount of money could make so much difference in their lives. For example, he met a 21-year-old basket maker, Sufiya Begum, trying to raise her three children on next to nothing. He realized that if she could get a loan of just a few dollars, she could operate more efficiently and her business could be **transformed**, but no bank would lend her any money, saying she would never pay it back.



Muhammad Yunus (left) received the Nobel Peace Prize for his work with the poor.

Yunus felt that, poor or not, people should be able to borrow money. He believed in human potential and thought that, given a chance, even the illiterate and the uneducated could build on the skills they had and pull themselves out of poverty. Yunus founded the Grameen Bank ("gram" means "village" in Bangla), to give small loans to the world's poorest, especially women. In addition to microfinancing², the bank also distributed educational information about health, farming, and innovative technological ideas so that people could take their **destiny** into their own hands. Respect, dignity, and opportunity were among the goals they **envisioned** for the world's poorest citizens. Yunus and Grameen were awarded the Nobel Peace Prize in 2006. **Incidentally**, 97 percent of **borrowers** do pay back their loans.

4 Grameen has had an impact on many people. More than 100 countries worldwide have been inspired by its success and have created similar programs. Yunus is hopeful for the future. He said: "We have created a slavery-free world, a smallpox-free world, an apartheid-free world. Creating a poverty-free world would be greater than all these **accomplishments** while at the same time reinforcing them. This would be a world that we could all be proud to live in."

¹ **cycle of poverty**: a set of events by which poverty, once it starts, is most likely to continue

² **microfinancing**: making small amounts of money available temporarily

³ **apartheid**: an official policy of racial segregation, formerly practiced most notably in South Africa

Peace Studies: The Change Makers 217

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).

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 (here, a case study).

B Reading Strategy

Reading Case Studies

Case studies are often used to illustrate course concepts. Case studies are **generalized applications of theories that students encounter**. When you read a case study, ask yourself: What information does it provide? What concepts does the case study illustrate?

Now read the case study and determine what information it provides and how it illustrates the concept of social entrepreneurship.

The Barefoot College

1 Rajasthan is a region in northern India where people face huge challenges, such as a lack of formal education, widespread poverty, hunger, and health problems that affect people on a daily basis.

2 Sanjit Bunker Roy felt devastated by these problems. He wanted to find a way to address **famine** and water **shortage** for those from backgrounds less **affluent** than his own. Roy did not accept the idea that illiteracy was an **insurmountable** barrier to progress. He did not think a **lack** of education should necessarily prevent people from developing their skills. Instead, he **emphasized** the idea that the very poor should have access to modern ideas that could help them address problems that were immediate and relevant to them. In addition, he saw potential in what local villagers *did* know. For example, in Rajasthan there are examples of rainwater-collecting mechanisms that are hundreds of years old. Roy showed that in an educational environment that **targets** concrete problems, people are capable of rapidly learning about new technology and combining it with their existing skills.

3 In 1972, he moved to Rajasthan to establish the Barefoot College, which teaches its students—many of them semi-literate older women—how to use solar power to generate electricity and how to harvest¹ rainwater. The college has dirt floors and no chairs or other basic facilities. The students do not receive formal certificates. However, as a result of Roy's visionary efforts, they do have **demonstrable** results. The "graduates" of the college have installed solar energy panels in 750 remote villages and made drinking water and sanitation available to over 2½ million children.

4 Roy's critics thought he would not be able to succeed. He was inspired by the words of Gandhi², who said: "First they ignore you, then they laugh at you, then they fight you, and then you win." The Barefoot College model has now spread to over 28 countries in the least developed parts of the world.

¹ **harvest**: collect

² Mahatma Gandhi (1869–1948) inspired Roy. He supported civil rights and freedom, and worked tirelessly to improve the situation of the poor.

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.

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

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

COMPREHENSION

A Main Ideas

Answer the questions based on the main ideas of Reading Two. Compare answers with a partner.

1. Reading Two begins with a shocking statistic. What is it?
Almost half the world lives on less than \$2.50 a day.
2. According to the reading, what are some basic human needs?

3. What did Yunus do to try to understand poor people's situation better?

4. What is the Grameen bank?

5. How has Yunus been rewarded?

6. What world problems have we successfully overcome?

B Close Reading

Read the quotes from Reading Two. Match the words that most closely correspond with the ideas. Share your answers with a partner.

- | | |
|---------------------------------|------------------------------------|
| a. worried, upset, devastated | d. determined, hopeful, idealistic |
| b. amazed, surprised, impressed | e. trusting, sincere, serious |
| c. proud, happy, inspired | |

1. "Muhammad Yunus was troubled by the cycle of poverty in his native land." (paragraph 1)
2. "He was struck by the fact that a small amount of money could make so much difference in [poor people's] lives." (paragraph 2)
3. "He believed in human potential and thought that even the illiterate and the uneducated could pull themselves out of poverty." (paragraph 3)
4. "Yunus and Grameen were awarded the Nobel Peace Prize." (paragraph 3)
5. "He said: We have created a slavery-free world, a smallpox-free world, an apartheid-free world. Creating a poverty-free world would be greater than all these accomplishments." (paragraph 4)

218 CHAPTER 9

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

VOCABULARY

A Synonyms

Cross out the word or phrase that is NOT a synonym for the word in bold. Use a dictionary if necessary. Compare answers with a partner.

- | | | |
|--------------------|----------------------------------|-----------------------------|
| 1. shelter | house or home | factory or workplace |
| 2. loan | money made available temporarily | finished project |
| 3. destiny | past project | future fate |
| 4. accomplishments | important goals | significant achievements |
| 5. envision | imagine | discuss |

B Word Forms

- 1 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.	borrower	<i>borrow</i>		X
2.		X		incidentally
3.	X		striking	
4.		transform		X

- 2 Read the paragraph. Complete the paragraph with the correct form of the words. Choose from the forms in the chart.

When he was traveling through his native country, Bangladesh, a relatively insignificant _____ seems to have had an enormous impact on Yunus. When he realized that a young mother's life could be _____ if she were able to _____ a small amount of money, he began to think about the potential of microfinancing. He was _____ by the far-reaching consequences of a minor loan.

Peace Studies: The Change Makers 219

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.

VOCABULARY

A Guessing from Context

Read each sentence and guess the meaning of the word in bold from the context. Then match the word with its meaning.

1. In many areas of the world, food and water are not available. Widespread **famine** affected large areas of Africa last year.
 2. In regions where there is poor **sanitation**, there is always a big risk of disease.
 3. Social entrepreneurs often **target** large-scale problems and look for large-scale solutions to address them.
 4. Although many of the world's problems may seem **insurmountable**, people are making progress every day toward addressing them more creatively.
- | | |
|-------------------------|--|
| _____ 1. famine | a. too big to overcome |
| _____ 2. sanitation | b. a serious condition in which there is no food |
| _____ 3. target | c. having a clean environment with an adequate supply of clean water |
| _____ 4. insurmountable | d. to aim or direct your efforts |

B Using the Dictionary

- 1 Read the dictionary entries for **shortage** and **lack**.

shortage *n.* a situation in which you cannot obtain enough of something you need

lack *n.* a situation in which you do not have something

- 2 Now read each sentence. Decide whether you should use **lack**, **shortage**, or could use either one. Circle **lack**, **shortage**, or both words.

1. There is a **lack/shortage** of teachers in many cities.
2. The class was out of control today. There was a complete **lack/shortage** of respect for the teacher.
3. In some villages, there is a **lack/shortage** of drinking water.

224 CHAPTER 9

VOCABULARY

A Synonyms

Read each sentence. Circle the word or phrase closest in meaning to the word in bold. Compare answers with a partner.

1. **Wordlessly**, the professor wrote the math problem on the board.

a. quickly	b. in silence	c. with gestures
------------	----------------------	------------------
2. After writing the problem on the board, she then **proceeded** to explain it.

a. went on	b. stopped	c. interrupted
------------	------------	----------------
3. She asked if we understood. We were **unanimous**. We all said no.

a. all in agreement	b. all of different opinions	c. not in agreement
---------------------	------------------------------	---------------------
4. The professor asked us some more questions. We wanted to **respond**, but the problem was very difficult.

a. understand	b. not speak	c. answer
---------------	--------------	-----------
5. The professor left, but the teaching assistant **remained** after class had ended. He explained the problem slowly and carefully.

a. got angry	b. stayed	c. helped
--------------	-----------	-----------
6. One of the students was really confused. He **inquired** about a particularly difficult part of the math problem.

a. replied	b. asked	c. answered
------------	----------	-------------
7. Once our fears **subsided**, we relaxed. Then we could see how to solve the problem.

a. began	b. became more	c. became less
----------	----------------	----------------
8. When the assistant left the room, we realized that we had **acquired** a lot of confidence.

a. gotten	b. lost	c. remembered
-----------	---------	---------------

90 CHAPTER 4

B Using the Dictionary

1 Read the dictionary entries for **gift**, **prime**, **stem**, and **will**.

gift *n.* 1 a present that you give to someone 2 a natural ability to do something
prime *adj.* 1 very important, very good 2 describes a number that can only be divided by itself and one
stem *v.* 1 to develop or originate from something else 2 to stop something from spreading or growing
will *n.* 1 the determination to do what you have decided to do 2 a legal document that shows what to do with your money and possessions when you die

2 Now read each sentence. Mark which entry, 1 or 2, explains the way the word in bold is used.

1. ____ a. Many savants have serious disabilities, but they also have remarkable **gifts**.
 ____ b. Perhaps their greatest **gift** to the world is making people think differently about unusual people.
2. ____ a. Daniel Tammet has such advanced math abilities that he can tell if a number is **prime** within seconds.
 ____ b. The reason Tammet is such a **prime** subject for researchers is that he can explain his condition.
3. ____ a. Tammet's abilities seem to **stem** from a combination of factors.
 ____ b. Researchers are trying to **stem** the apparent increase in autism worldwide.
4. ____ a. When she dies, my mother wants to leave some of her savings for autism research in her **will**.
 ____ b. Many autistic children have a very strong **will** and are determined to have their way.

Psychology: Theories of Intelligence 125

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

B Word Forms

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

	NOUN	VERB	ADJECTIVE
1.	awareness	X	aware
2.	abolition/abolitionist		X
3.			articulate/
4.	compassion	X	
5.		X	sincere/
6.	trust		

2 Complete the biographies with the correct form of the words.

Sojourner Truth was a famous participant in the abolitionist movement, a movement to end

1. (abolition/abolish/abolitionist)

slavery in the United States. As a person who was born into slavery herself, she was uniquely

2. (aware/awareness)

of the need to fight for equality for all. She spoke with great

3. (sincerity/sincere)

4. (compassion/compassionate)

about the rights of African Americans and women.

Abraham Lincoln was America's 16th president. He is best known for leading his country through the Civil War and for ending slavery. He

was also an _____ person, well

5. (articulation/articulate)

known for his sayings. One of his famous statements has to do with believing in other people. He said: "The people when rightly and fully _____ will

6. (trust/trusted/trusting)

return the _____."

7. (trust/trusted/trusting)



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.

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

NOTE-TAKING: Taking Notes on Numbers in a Text

When you take notes on an informational reading, make sure you correctly identify what any **numbers** in the reading refer to.

EXAMPLE:

3 billion (paragraph 1) = the number of people in the world who live on a very small amount of money.

Read the numbers in bold. Go back to Reading Two. Circle the numbers. In your own words, write down what the numbers refer to. Share your responses with a partner.

1. **half** (paragraph 1): fraction of the world that lives on a very small amount of money.
2. **\$2.50** (paragraph 1): _____
3. **21** (paragraph 2): _____
4. **2006** (paragraph 3): _____
5. **97** (paragraph 3): _____
6. **100** (paragraph 4): _____

CRITICAL THINKING

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

1. Why do you think Yunus was interested in visiting people's houses and speaking to them face to face? What was the value of this personal interaction?
2. How do you think microfinancing can help people succeed? Do you believe this is a good strategy? Explain.
3. Yunus refers to the elimination of slavery, smallpox, and apartheid. What other problems, in your view, do we need to end and why?
4. How does the nursery rhyme before the reading represent Yunus's strategy?

220 CHAPTER 9

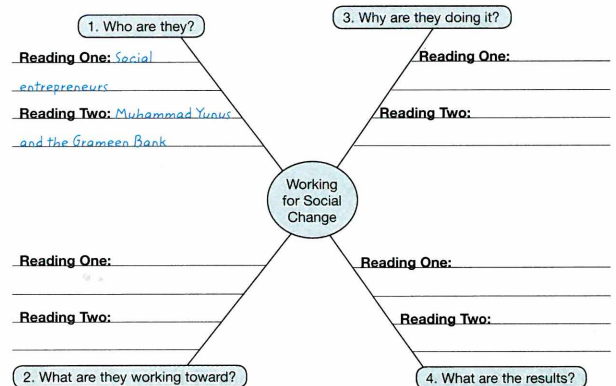
The **Critical Thinking** activity encourages students to analyze and evaluate the information in the reading. This activity develops students' critical thinking skills and their ability to express their opinions coherently.

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

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

LINKING READINGS ONE AND TWO

With a partner, fill in the mind map with as many ideas as you can from Readings One and Two. Then share your ideas with the class.



READING THREE: The Barefoot College

A Warm-Up

Look at the photo and describe what you see to a partner. Explain the feelings that you experience.



Peace Studies: The Change Makers 221

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

AFTER YOU READ

BRINGING IT ALL TOGETHER

Review the characteristics of social entrepreneurs that Reading One lists. Then work with a partner. Explain whether you believe Yunus and Roy have these characteristics. Give specific examples.

READING ONE: SOCIAL ENTREPRENEURS	READING TWO: MUHAMMAD YUNUS	READING THREE: SANJIT BUNKER ROY
• ambitious		<i>Sanjit Bunker Roy was very ambitious because he wanted to tackle a huge problem – famine.</i>
• mission-driven		
• strategic	<i>Muhammad Yunus was very strategic. His strategy was to make small amounts of money available to very poor people.</i>	
• resourceful		
• results-oriented		

Peace Studies: The Change Makers 227

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
accomplishment	emphasize	affluent	exceptionally
borrower	envision	daunting	incidentally*
courage	mobilize	demonstrable*	
destiny	target*	insurmountable	
famine	transform*	relentless	
literacy	strike	skilled	
lack			
loan			
pursuit*			
resource*			
sanitation			
shelter			
shortage			
sustainability*			

* = AWL (Academic Word List) item

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

SELF-ASSESSMENT

In this chapter you learned to:

- ☐ Find definitions in a text
- ☐ Understand pronoun references
- ☐ Read case studies
- ☐ Guess the meaning of words from the context
- ☐ Understand and use word forms and synonyms
- ☐ Use dictionary entries to learn different meanings of words
- ☐ Take notes on numbers in a text and take notes to prepare for a test

What can you do well? ☺

What do you need to practice more? ☹

Peace Studies: The Change Makers 229

SCOPE AND SEQUENCE

CHAPTER	READING	VOCABULARY
1 CULTURAL STUDIES: The Lessons of Travel Theme: What we can learn from travel Reading One: <i>Tony the Traveller</i> (an online article) Reading Two: <i>The Benefits of Studying Abroad</i> (a newspaper article) Reading Three: <i>The Way of St. James: A Modern-Day Pilgrimage</i> (a magazine article)	• Skim a text to get an overview • Rank the benefits of studying abroad in order of importance • Preview a text using visuals • Find correlations between two texts • Decide if a main idea is true or false • Identify the main ideas of a text • Predict main ideas by writing questions • Understand the details that support the main ideas	• Understand and use synonyms, suffixes, definitions, and different word forms • Guess the meaning of words from the context • Use the Vocabulary list at the end of the chapter to review the words learned in the chapter • Use this vocabulary in the After You Read speaking and writing activities
2 MULTICULTURAL LITERATURE: Writing about Cultural Identity Theme: How to express and talk about cultural identity Reading One: <i>Mangoes and Magnolias</i> (a book excerpt) Reading Two: <i>Poems about Personal Identity</i> (a book excerpt) Reading Three: <i>Book Review of Mixed: An Anthology of Short Fiction about the Multiracial Experience</i> (a magazine article)	• Visualize images to understand a story • Identify poetic devices • Scan a text for specific information • Find correlations between two texts • Decide if a main idea is true or false • Complete the main ideas of a text • Understand the details that support the main ideas	• Guess the meaning of words from the context • Use dictionary entries to learn different meanings of words • Understand and use expressions and synonyms • Study the usage of certain phrases and idioms • Use the Vocabulary list at the end of the chapter to review the words, phrases, and idioms learned in the chapter • Use this vocabulary in the After You Read speaking and writing activities
3 HEALTH SCIENCE: High Tech, Low Tech, No Tech Theme: How technology in health care helps people Reading One: <i>Robots Improve Health Care, Helping Doctors, Nurses, and Patients</i> (a magazine article) Reading Two: <i>A Simple Diagnosis</i> (a textbook excerpt) Reading Three: <i>Water Is Shown to Help People Lose Weight</i> (a newspaper article)	• Predict the content of a text from its title • Predict the content of a text from its first paragraph • Find correlations between two texts • Decide if a main idea is true or false • Identify the main ideas of a text • Put the main ideas of a text in order • Understand the details that support the main ideas	• Guess the meaning of words from the context • Understand and use synonyms and word forms • Use the Vocabulary list at the end of the chapter to review the words learned in the chapter • Use this vocabulary in the After You Read speaking and writing activities

	NOTE-TAKING	CRITICAL THINKING	SPEAKING/WRITING
	• Use a graphic organizer • Organize notes in columns	• Express opinions and support your opinions with examples from a text or from your own experience and culture • Use a chart to compare types of travel • Analyze and evaluate information • Infer information not explicit in a text • Draw conclusions • Find correlations between two texts • Make connections between ideas • Synthesize information and ideas	• Discuss your opinions on travel, your reactions to journal entries, and why someone might make a pilgrimage • Write questions before reading a passage to help you get the main ideas of a text • Write a two-paragraph journal entry about a travel experience • Discuss a number of topics about travel with a small group of classmates • Choose one of the topics and write a paragraph about it
	• Identify the basic parts of a story • Highlight the basic elements of a book review	• Answer questions based on information in a text or on your own experience and culture • Use a chart to compare the topics of two texts • Determine and explain your opinions on statements about a text • Analyze and evaluate information • Infer information not explicit in a text • Draw conclusions • Find correlations between two texts • Make connections between ideas • Synthesize information and ideas	• Discuss your reaction to visual images in a story • Write responses to two emails • Discuss your opinions on multiculturalism and cultural identity • Write two paragraphs about a personal experience • Discuss a number of topics about multiculturalism with a small group of classmates • Choose one of the topics and write a paragraph or two about it
	• Use an outline • Use a flowchart	• Use a chart to determine the disadvantages of using robots in health care • Determine and explain your opinions on statements about a text • Express opinions and support your opinions with examples from a text or from your own experience and culture • Use a chart to compare the topics of two texts • Analyze and evaluate information • Infer information not explicit in a text • Draw conclusions • Find correlations between two texts • Make connections between ideas • Synthesize information and ideas	• Discuss your reactions to the idea of using robots for health care and to a scientific study • Discuss advantages and disadvantages of robotic innovations, and how certain groups might benefit from them • Discuss your opinion on diagnosing illnesses • Discuss how different groups might benefit from health-care innovations • Organize a panel discussion on the topic of improving health care • Write a paragraph reacting to advice from an old wives' tale • Discuss a number of topics about technology, health care, and healthy lifestyles • Choose one of the topics and write a paragraph or two about it

CHAPTER	READING	VOCABULARY
4 EDUCATION: The Task of the Teacher Theme: Different approaches to education Reading One: <i>Bloom's Taxonomy</i> (a textbook excerpt) Reading Two: <i>The Mayonnaise Jar and Two Cups of Coffee</i> (an online article) Reading Three: <i>A Teacher's Lasting Impression</i> (a magazine article)	• Preview a text using visuals • Predict the content of a text from its title and first paragraph • Recognize the narrative structure of a text • Find correlations between two texts • Identify the main ideas of a text • Evaluate the main ideas of a text • Put the main ideas of a text in order • Understand the details that support the main ideas	• Guess the meaning of words from the context • Use dictionary entries to learn different meanings of words • Understand and use word forms, synonyms, suffixes, and literal and figurative meanings • Use the Vocabulary list at the end of the chapter to review the words learned in the chapter • Use this vocabulary in the After You Read speaking and writing activities
5 PSYCHOLOGY: Theories of Intelligence Theme: What intelligence is and how we learn Reading One: <i>Types of Intelligence</i> (an online article) Reading Two: <i>Transforming Students' Motivation to Learn</i> (a textbook excerpt) Reading Three: <i>The Extraordinary Abilities of Daniel Tammet</i> (a magazine article)	• Understand and identify a text's purpose • Use the KWL method to get the most out of a text • Retell a text to monitor understanding • Find correlations between two texts • Decide if a main idea is true or false • Complete the main ideas of a text • Put the main ideas of a text in order • Understand the details that support the main ideas	• Guess the meaning of words from the context • Understand and use word forms • Use dictionary entries to learn different meanings of words • Study the usage of certain phrases and idioms • Use the Vocabulary list at the end of the chapter to review the words, phrases, and idioms learned in the chapter • Use this vocabulary in the After You Read speaking and writing activities

	NOTE-TAKING	CRITICAL THINKING	SPEAKING/WRITING
	• Use underlining to identify factual information • Use color coding to distinguish different types of information	• Evaluate lower-order and higher-order skills, according to Bloom's Taxonomy • Express opinions and support your opinions with examples from a text or from your own experience and culture • Use a chart to evaluate information in a text • Determine and explain your opinions on statements about a text • Complete a diary to determine the educational purpose behind a teacher's lessons • Interpret quotes and how they relate to a text • Analyze and evaluate information • Infer information not explicit in a text • Draw conclusions • Find correlations between two texts • Make connections between ideas • Synthesize information and ideas	• Discuss your opinions on learning, a good education, what makes a good teacher, and your reaction to learning skills • Role-play Benjamin Bloom, the professor (from the reading), and Mrs. Monell (from the reading) • Write two paragraphs about a favorite teacher • Discuss a number of topics about education with a small group of classmates • Choose one of the topics and write a paragraph or two about it
	• Fill in a chart • Make triple entry notes	• Complete a chart to correlate types of intelligences with the questions in an intelligence quiz • Express your opinions and support them with examples from a story • Hypothesize about someone else's point of view • Analyze and evaluate information • Infer information not explicit in a text • Draw conclusions • Find correlations between two texts • Make connections between ideas • Synthesize information and ideas	• Discuss your opinions on intelligence debates, what you think a cartoon means, and types of intelligence • Take an intelligence quiz and then discuss your reactions • Write two paragraphs about intelligence • In a small group, discuss topics related to intelligence • Choose one of the topics and write a paragraph or two about it

CHAPTER	READING	VOCABULARY
6 BUSINESS: The Changing Workplace Theme: Different career choices in today's workplace Reading One: <i>The One Week Job: 52 Jobs in 52 Weeks</i> (an online article) Reading Two: <i>Flip Flops and Facebook Breaks: Millennials Enter the Workplace</i> (a newspaper article) Reading Three: <i>Eight Keys to Employability</i> (a magazine article)	- Preview a text by reading section headings - Use the 3-2-1 strategy to review a text - Deal with difficult words or expressions - Find correlations between two texts - Complete the main ideas of a text - Identify the main ideas of a text - Decide if a main idea is true or false - Understand the details that support the main ideas	- Guess the meaning of words from the context - Understand and use word forms, synonyms, word usage, and prefixes - Study the usage of an idiom - Use the Vocabulary list at the end of the chapter to review the words and idiom learned in the chapter - Use this vocabulary in the After You Read speaking and writing activities
7 MATH: Developing a Love of the "Language of Science" Theme: What can be done to increase interest in math Reading One: <i>A Mathematician's Lament</i> (a book excerpt) Reading Two: <i>What's Wrong with Math Education?</i> (an online article) Reading Three: <i>Angels on a Pin</i> (a magazine article)	- Understand an author's point of view - Understand an author's purpose - Scan a text for time markers to understand the sequence of events - Scan a text to identify an author's purpose - Find correlations between two texts - Identify the main ideas of a text - Decide if a main idea is true or false - Understand the details that support the main ideas	- Understand and use definitions, word forms, and word usage - Guess the meaning of words from the context - Use the Vocabulary list at the end of the chapter to review the words learned in the chapter - Use this vocabulary in the After You Read speaking and writing activities
8 PUBLIC SPEAKING: Messages and Messengers Theme: The importance of public speaking and public speeches Reading One: <i>The Power of Public Speech</i> (a magazine article) Reading Two: <i>The Best Way to Structure a Speech</i> (an online article) Reading Three: <i>Famous American Speeches</i> (a textbook excerpt)	- Skim by reading topic sentences - Understand rhetorical modes - Examine footnotes - Find correlations between two texts - Identify the main ideas of a text - Use paraphrasing to explain the main ideas - Decide if a main idea is true or false - Complete the main ideas of a text - Understand the details that support the main ideas	- Guess the meaning of words from the context - Understand and use word forms and word usage - Use dictionary entries to learn different meanings of words - Use the Vocabulary list at the end of the chapter to review the words learned in the chapter - Use this vocabulary in the After You Read speaking and writing activities

	NOTE-TAKING	CRITICAL THINKING	SPEAKING/WRITING
	• Label paragraphs • Write margin notes	• Complete an outline of a reading • Express your opinions and support them with examples from a story • Complete a chart to correlate career choices with personality types • Interpret quotes and how they relate to a text • Analyze and evaluate information • Infer information not explicit in a text • Draw conclusions • Find correlations between two texts • Make connections between ideas • Synthesize information and ideas	• Discuss your career interests, the changing workplace, and characteristics of good employees • Write a paragraph about careers and work • Discuss topics related to careers and work • Choose one of the topics and write a paragraph or two about it
	• Identify topic sentences • Paraphrase	• Express your opinions and support them with examples from a text or from your own experience and culture • Analyze and evaluate information • Come up with an appropriate title for a reading • Infer information not explicit in a text • Draw conclusions • Find correlations between two texts • Make connections between ideas • Synthesize information and ideas	• Discuss your feelings about math and math education • Discuss how math is related to a number of other areas • Discuss your reactions to comments about math education and to an anecdote about a math exam • “Freewrite” a paragraph or two answering a question about math education • Discuss in a small group topics related to math • Choose one of the topics and write a paragraph or two about it
	• Research a person or topic • Use a chart to group ideas	• Identify rhetorical modes in speeches • Express your opinions and support them with examples from a text or from your own experience and culture • Use a chart to compare the topics of two texts • Analyze and evaluate information • Infer information not explicit in a text • Draw conclusions • Find correlations between two texts • Make connections between ideas • Synthesize information and ideas	• Discuss the qualities of public speakers and issues addressed in speeches • Discuss your experience as a public speaker • Write a one-page speech on an issue you feel strongly about • Discuss in a small group topics related to public speaking • Choose one of the topics and write a paragraph or two about it

CHAPTER	READING	VOCABULARY
9 PEACE STUDIES: The Change Makers Theme: People and organizations who are promoting peace and social justice Reading One: <i>Social Entrepreneurship</i> (a textbook excerpt) Reading Two: <i>A Poverty-Free World</i> (an online article) Reading Three: <i>The Barefoot College</i> (a case study)	• Find definitions in a text • Understand pronoun references • Read case studies • Find correlations between two texts • Complete the main ideas of a text • Identify the main ideas of a text • Understand the details that support the main ideas	• Guess the meaning of words from the context • Understand and use word forms and synonyms • Use dictionary entries to learn different meanings of words • Use the Vocabulary list at the end of the chapter to review the words learned in the chapter • Use this vocabulary in the After You Read speaking and writing activities
10 URBAN STUDIES: Living Together Theme: How cities develop and how people react in urban environments Reading One: <i>City Fact Sheet</i> (an online article) Reading Two: <i>The Future of Cities</i> (a magazine article) Reading Three: <i>Won't You Be My Neighbor?</i> (a newspaper article)	• Read a fact sheet • Read aloud to determine the main idea of a text • Recognize the difference between narration and opinion • Find correlations between two texts • Identify the main ideas of a text • Put the main ideas of a text in order • Understand the details that support the main ideas	• Guess the meaning of words from the context • Use dictionary entries to learn different meanings of words • Understand and use positive and negative meanings of words • Use the Vocabulary list at the end of the chapter to review the words learned in the chapter • Use this vocabulary in the After You Read speaking and writing activities

	NOTE-TAKING	CRITICAL THINKING	SPEAKING/WRITING
	• Take notes on numbers in a text • Take notes to prepare for a test	• Express your opinions and support them with examples from a text or from your own experience and culture • Identify what numbers refer to in a text • Analyze and evaluate information • Infer information not explicit in a text • Draw conclusions • Hypothesize about someone else's point of view • Find correlations between two texts • Make connections between ideas • Synthesize information and ideas	• Discuss your opinions on social entrepreneurship and on the meaning of a nursery rhyme • Write a paragraph about an organization promoting positive change • Discuss topics related to social entrepreneurship in a small group • Choose one of the topics and write a paragraph or two about it
	• Use abbreviations and symbols to take notes • Take notes on a timeline	• Express your opinions and support them with examples from a text or from your own experience and culture • Use a chart to compare the main ideas of two texts • Express your opinions on information presented in a text • Interpret quotes and how they relate to a text • Analyze and evaluate information • Infer information not explicit in a text • Draw conclusions • Find correlations between two texts • Make connections between ideas • Synthesize information and ideas	• Discuss the differences between and your opinions on life in the city and life in a town • Discuss your relationships with your neighbors • Write a short essay on life in the city or a neighbor • Discuss in a small group topics about cities and urban life • Choose one of the topics and write a paragraph or two about it

ACKNOWLEDGMENTS

I would like to express my profound gratitude to the many people who have helped to shape the Longman Academic Reading Series.

Massimo Rubini, our Acquisitions Editor, has been an inspiring, competent, and gracious force. Françoise Leffler, who coordinated much of the editorial work, has also been an extremely supportive guide. I worked closely with development editor Gerry Geniusas. A keen eye for detail, the ability to inspect and question, and the tact to deal with missteps are difficult qualities to find in a single person, but she possesses them all! I am so grateful for the help of these talented individuals.

Then I would also like to thank editor Amy McCormick; Rosa Chapinal, who took care of the maze of permissions enquiries; Jill Krupnick, who worked tirelessly on permissions contracts; Jane Lieberth, for her perceptive oversight of the manuscript during its various iterations; and Jaime E. Lieber, Senior Production Editor, for her patience as I prepared the manuscript.

To dear students and colleagues at Eugenio María de Hostos Community College, to my series co-authors, and to other friends who have assisted me with suggestions, my most sincere appreciation.

Kim Sanabria

Reviewers

The publisher would like to thank the following reviewers for their many helpful comments.

Jeff Bette, Naugatuck Valley Community College, Waterbury, Connecticut; **Kevin Knight**, Japan; **Melissa Parisi**, Westchester Community College, Valhalla, New York; **Jason Tannenbaum**, Pace University, Bronx, New York; **Christine Tierney**, Houston Community College, Stafford, Texas; **Kerry Vrabel**, GateWay Community College, Phoenix, Arizona.

CHAPTER 1

CULTURAL STUDIES: The Lessons of Travel

CULTURAL STUDIES: an interdisciplinary field concerned with the study of contemporary culture worldwide. It may include the study of literature, history, media, language, and art. Many cultural studies programs include study-abroad courses so that students can learn about countries other than their own.

OBJECTIVES

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

In this chapter, you will:

- Skim a text to get an overview
- Preview a text using visuals
- Predict main ideas by writing questions
- Understand and use synonyms, suffixes, definitions, and word forms
- Guess the meaning of words from the context
- Use a graphic organizer
- Organize notes in columns



Consider This Information

- 1 Read the information about travel. The items in bold type are incorrect. Work in a small group and guess what the correct information might be. Then check your answers at the bottom of the page.

Travel has been a popular activity for centuries. Nowadays, tourism is a major industry worldwide. The word “traveler” (or “traveller,” as it is spelled in the United Kingdom) comes from **Latin**, and the word “tourist” was first used in the **14th century**.

The world’s top travel destination is France, and the second most popular destination is **China**. A foreign tourist is defined as a person who stays in another country longer than **72 hours** and less than **one year**.

- 2 Discuss the questions with a partner.



1. Look at the map and show a partner where you have traveled. Give as many details as possible. For example, what did you do? Who traveled with you? How long were you there?
2. Did you enjoy your trips? What did you learn?
3. Where would you like to travel in the future, and why?

ANSWERS
Middle English, 18th century, the United States, 24 hours, 6 months

READING ONE: Tony the Traveller

A Warm-Up

Tony Giles, whose nickname is “Tony the Traveller,” has written a book about his world travels called *Seeing the World My Way*. What is your favorite way of “seeing the world”? Which of the following activities would your perfect trip include?

Check (✓) all that apply. Add an idea of your own. Then share your ideas with the class.

- ☐ eating new foods
- ☐ sightseeing and visiting monuments
- ☐ meeting local people
- ☐ learning about a place’s history
- ☐ listening to local music
- ☐ taking photographs
- ☐ keeping a journal
- ☐ your own idea: _____

B Reading Strategy

Skimming

Skimming is a method of getting **a general overview of a text**. When readers skim a complete passage or part of any text, they read three to four times as fast as usual.

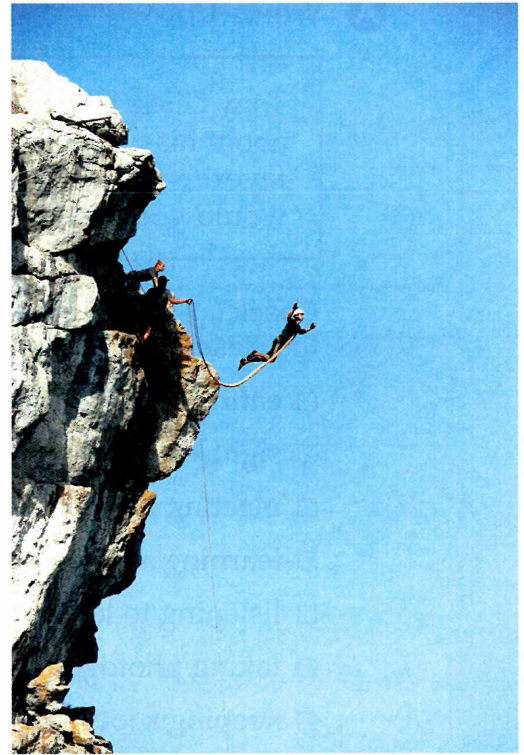
Skim the first paragraph of the reading. Then answer the questions.

1. Who is Tony? _____
2. Where has he been, and what has he done? _____

Now read the website to check your answers.

Tony the Traveller

- 1 Tony Giles, from England, loves to travel, and people who meet him are **amazed** by his **determination**. Tony has been to every continent on earth and swum in all the major oceans. He travels alone, although he points out that travelers are rarely alone for long. He has gone bungee jumping, taken mud baths, cruised Antarctica, fed penguins, explored ancient ruins, and slept at campsites.
- 2 Tony claims to travel for more or less the same reasons other young people do. He talks about the sense of adventure, the urge¹ to escape from **conventional** life and the trappings of responsibility, and the **challenge** of doing something new. He documents his experiences on his website and has written a book, called *Seeing the World My Way*.
- 3 What makes Tony truly **remarkable**, however, is that unlike most travelers, he is completely blind and 80 percent deaf. He says: "People often ask why a blind person would want to travel the world when they can't see anything when they get there. It is a good question from a sighted person's² **perspective**, but traveling is more than just seeing the beautiful scenery or landscape with your eyes. It concerns using all the body's senses. It is being able to engage with people, feeling different textures, being **exposed** to an alternative, exciting culture, emerging into another country, and returning home knowing more than I did before I left. Meeting the people, enjoying the food, the sounds, the smells, the atmosphere—I can take it all in."
- 4 Tony adds: "Traveling allows me to experience the world in a multitude of ways. It **enables** me to obtain a great global education that books only hint at. Tasting **unknown** foods, hearing new music, and feeling the contours and gradients³ of mountains, valleys, and rivers cannot really be achieved at home or in the study environment—you have to travel to experience life.
- 5 I can travel because of four things—**confidence**, wanting to travel, good mobility skills, and planning. That's all anyone needs. I have proved that nothing—not even disabilities⁴—can stop you living a full life. If you want it, and have a heart for it, you can achieve anything. I desired it so badly that I traveled around the world solo twice. And if I can do it, so can you."



Bungee jumping is one of the amazing activities Tony has done.

¹*urge*: wish, desire

²*sighted person*: a person who is able to see

³*gradients*: slopes or inclines

⁴*disabilities*: physical or mental conditions that limit movements or activities

COMPREHENSION

A Main Ideas

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

	TRUE	FALSE
1. Tony is a young man who cannot travel.	☐	☐
2. Tony is different from other young travelers in that he is totally blind and 80 percent deaf.	☐	☐
3. What Tony likes most about traveling is the beautiful scenery.	☐	☐
4. Tony thinks that he can learn more from traveling than from books.	☐	☐

B Close Reading

Read the questions. Cross out the one answer that is not correct. Share your answers with a partner.

- What do we know about Tony?
 - ~~a. his age~~
 - b. his origin
 - c. his activities
- What has Tony done in his travels?
 - a. He has swum in all the major oceans of the world.
 - b. He has been to all of the world's seven continents.
 - c. He has traveled to all the countries in the world.
- What does Tony say about most young people?
 - a. They like adventure.
 - b. They enjoy new challenges.
 - c. They are not responsible.

(continued on next page)