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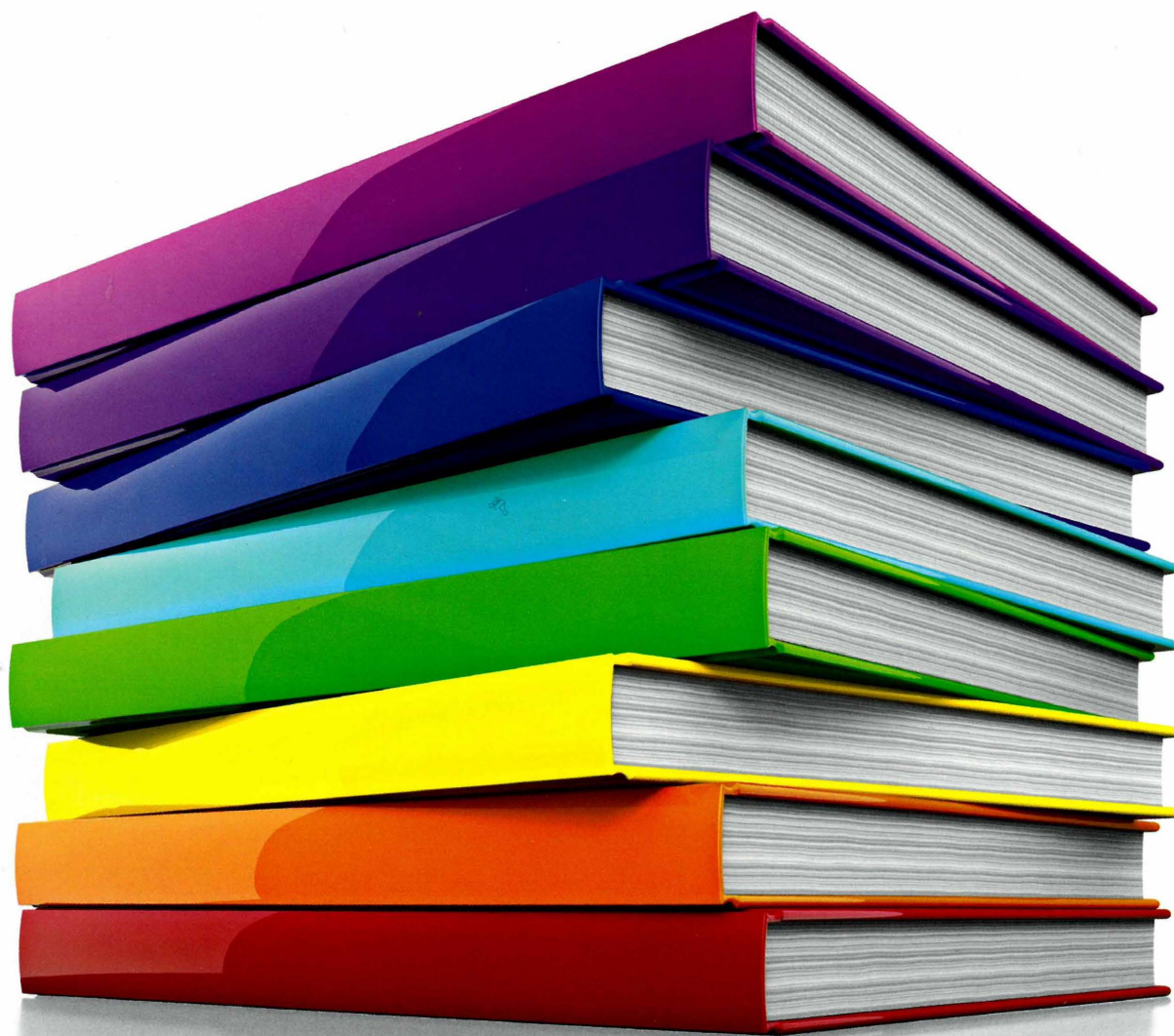
Longman Academic Reading Series

READING SKILLS FOR COLLEGE

with **Essential Online Resources**
access code inside

Elizabeth Böttcher

Pearson

GSE
Global Scale of English

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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

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NOTE-TAKING	CRITICAL THINKING	SPEAKING/WRITING
• Use underlining to identify key words and important facts in a reading	• Express opinions and support your opinions with examples from a text or from your own experience and culture • Analyze and evaluate information • Infer information not explicit in a text • Draw conclusions • Interpret quotes and how they relate to a text • Make connections between ideas	• Write a list and discuss your ideas with a partner • Discuss how elephants and humans are similar • Discuss whether you would support the elephant orphanage with donations • Choose one of the topics and write a paragraph or two about it
• Use circling and underlining to distinguish between two sides of an issue or two points of view • Sort the words and phrases for each side of an issue into a chart	• Answer questions based on information in a story or on your own experience and culture • Express your opinions and support them with examples from a story • Infer information not explicit in a story • Draw conclusions • Find correlations between two texts • Make connections between ideas	• Write a letter from the point of view of one of the students in the lesson • Discuss the issue of discrimination and where it comes from • Discuss the merits of participating in the lesson • Choose one of the topics and write a paragraph or two about it
• Use underlining to identify key words and phrases in a reading • Use those key words and phrases to summarize the main point of a reading	• Analyze and evaluate information • Infer information not explicit in a text • Imagine how public art might affect your daily life • Find correlations between two texts • Make connections between ideas • Synthesize information and ideas	• Discuss the merits of public art • Discuss the possible benefits and drawbacks for a community when large-scale artwork is installed • Write an interview with the artist Christo • Choose one of the topics and write a paragraph or two about it

Scanning

Scanning is useful when looking for specific facts. To **scan**, quickly look over the text to find the necessary information.

The title of the reading is "An Unbreakable Code." The title refers to a secret code used during World War II.

Scan the reading to find the numbers to complete these sentences.

1. In Navajo, one vowel can have _____ pronunciations.

2. There were _____ Navajo Code Talkers with the U.S. Marines in World War II.

3. In _____ the Navajo Code was no longer a secret.

Now read the text to find out more about this secret code.

An Unbreakable Code

1 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.

2 Navajo was the perfect choice for a secret language. It is very **complex**. One vowel can have up to ten 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.

3 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

These are some of the Navajo Code Talkers in the U.S. Marines in 1943. Their code was very valuable in the war effort.

received a message **via** radio, he heard a series of unrelated Navajo words. He would then translate the words into

A CLASS DIVIDED—JANE ELLIOTT'S FAMOUS LESSON

1   On the day after Martin Luther King Jr. was **murdered** in April 1968, Jane Elliott's third-graders from the small, all-white town of Riceville, Iowa, came to class confused and upset. They recently had made King their "Hero of the Month," and they couldn't understand why someone would kill him. So Elliott decided to teach her class a **daring** lesson in the meaning of discrimination.[1] She wanted to show her pupils what discrimination feels like, and what it can do to people.

2   Elliott divided her class by eye color—those with blue eyes and those with brown. On the first day, the blue-eyed children were told they were smarter, nicer, neater,[2] and better than those with brown eyes. Throughout the day, Elliott praised[3] them and allowed them **privileges** such as taking a longer recess[4] and being first in the lunch line. **In contrast**, the brown-eyed children had to wear collars around their necks, and their behavior and performance were criticized by Elliott. On the second day, the roles were **reversed**, and the blue-eyed children were made to feel **inferior**.

(continued on next page)

[1] *discrimination:* the practice of treating one group of people differently from another in an unfair way

[2] *neater:* more organized

[3] *praised:* said publicly that someone has done something well

[4] *recess:* a time when children are allowed to go outside to play during the school day

WRITING ACTIVITY

Imagine you are one of Elliott's former third-graders who participated in her famous lesson on discrimination. Write her a letter about how you felt when you participated in the exercise, how you felt after it was over and you discussed it as a class, and how it affects your life now.

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 (for a complete list, go to page 76).

1. Where does discrimination come from? Are we born with it, or do we learn it? Give details and reasons to support your answer.

2. Do you think parents in your native country would allow their children to participate in this lesson? Why or why not?

B Close Reading

Check (✓) the correct answer to each question.

1. Why are people less likely to help when they are with a group of people than when they are alone?

   ☐ **a.** They are scared.

   ☑ **b.** They think someone else will help.

   ☐ **c.** They think that the police will come and help.

2. When are we most likely to help people in an emergency situation?

   ☐ **a.** when we know the person

   ☐ **b.** when we don't know the person

   ☐ **c.** when the person needing help is a child

3. If you are in danger and there is a group of people around, what can you do to increase your chances of getting help?

   ☐ **a.** look at your cell phone

   ☐ **b.** look at one person in the crowd

   ☐ **c.** look at the people next to you and pretend they are your friends.

4. What advice does the author of this article give to bystanders?

   ☐ **a.** Only take risks if you are with some friends.

   ☐ **b.** Think carefully about helping before you do something.

   ☐ **c.** Be a leader and don't wait for others to do something first.

5. Why, according to the author, should you take action to help people in need?

   ☐ **a.** Taking action makes you a hero.

   ☐ **b.** Helping always has positive results.

   ☐ **c.** Doing something is better than worrying that you could have helped someone.

6. What is the final reason that witnesses need to take action?

   ☐ **a.** It's the law.

   ☐ **b.** We need to be brave.

   ☐ **c.** Children need role models.

B Close Reading

Match the numbers on the left with the descriptions on the right.

_e_ **1.** 1st	**a.** cases tried as a district judge
___ **2.** 3rd	**b.** days a week her mother worked
___ **3.** 9	**c.** female Supreme Court justice
___ **4.** 6	**d.** inner-city students in program each semester
___ **5.** 5	**e.** Hispanic Supreme Court justice
___ **6.** 450	**f.** age when her father died
___ **7.** 16	**g.** years as an assistant DA
___ **8.** 70	**h.** weekly workshops for inner-city youth

VOCABULARY

A Using the Dictionary

For some words, there is more than one meaning in the dictionary. You must choose the correct meaning in the context.

> **rare** *adjective* **1** meat that has only been cooked for a short time and is red **2** not seen or found very often, or not happening very often
>
> **obstacle** *noun* **1** something that makes it difficult for you to succeed **2** something that blocks your way, so that you must go around it
>
> **sharp** *adjective* **1** able to cut something; having a very thin edge or point that can easily cut things **2** stylish; fashionable **3** clever; quick-witted

Write the number of the definition that is used for each word in the reading.

___ **1.** "While this accomplishment is remarkable and **rare** — only 112 people have served as U.S. Supreme Court justices — her journey from a public house project in the South Bronx to the Supreme Court is equally inspirational." (*paragraph 1*)

___ **2.** "As a result, Sotomayor learned to work hard, and she overcame **obstacles** such as managing her juvenile diabetes." (*paragraph 3*)

___ **3.** "Sotomayor is known to be **sharp,** outspoken, and fearless, and has been successful as both a professional and a community leader." (*paragraph 5*)

WHY CAN'T YOU TICKLE YOURSELF?

from *Welcome to Your Brain* By Sandra Aamodt and Sam Wang

1   When doctors examine a ticklish patient, they place the patient's hands over theirs during the exam to prevent the tickling sensation. Why does this work? Because no matter how ticklish you may be, you can't tickle yourself. Go ahead. Try it. The reason is that with every move you make, part of your brain is busy predicting the sensory **consequences** of that movement. For instance, as we write, we are **unaware** of the feel of the chair and the texture[1] of our socks. Yet we'd immediately notice a tap[2] on the shoulder. If the only information your brain received was **pure** touch sensation, you wouldn't be able to tell whether someone was punching[3] your shoulder or whether you'd just bumped into[4] a wall. Since you'd want to react very differently to those two situations, it's important for your brain to be able to **tell them apart**.

[1] *texture:* the way a surface or material feels when you touch it, and how smooth or rough it looks

[2] *tap:* an act of hitting something gently, especially in order to get someone's attention

[3] *punching:* hitting someone or something hard with your fist (closed hand)

[4] *bumped into:* hit or knocked against something, especially by accident

2   How does your brain **accomplish** this goal? To study this, scientists in London developed, of all things, a tickling machine. When a person presses a button, a robot arm brushes[5] a piece of foam across the person's own hand. If the robot arm brushes the hand as soon as the person presses the button, the person feels the sensation, but it doesn't tickle. However, a delay of one-fifth of a second is enough to **fool** the brain into thinking the robot's touch has been delivered by someone else—and then it tickles.

3   This means that some brain **region** must be able to **distinguish** your own touch from someone else's. The experimenters found one: the cerebellum, whose name means "little brain." The cerebellum is in an ideal location for distinguishing expected from **unexpected** sensations. It receives sensory information of nearly every type. In addition, it receives a copy of all the movement commands sent out by the motor centers[6] of the brain. For this reason, researchers suggest that the cerebellum uses the movement commands to make a prediction of the consequences of each movement. If this prediction matches the actual sensory information, then the brain knows it's safe to **ignore** the sensation because it's not important. If reality does not match the prediction, then something surprising has happened—and you might need to pay attention.

[5] *brushes:* lightly touches with an object

[6] *motor centers:* the area in the brain that controls muscles

CRITICAL THINKING

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

1. In paragraph 3, the doctors found that A.K. laughed when they stimulated a small area of her brain and then she made up a funny story to explain her laughter, which is the opposite of how laughter usually occurs. What did this discovery suggest?

2. How has the study of laughter affected the treatment of patients in some hospitals?

3. Why do you think laughter might help people recover faster?

4. Sitcoms like *Friends* are popular around the world. Why do you think these types of television shows are so popular and attract people of all ages and cultures?

AFTER YOU READ

WRITING ACTIVITY

Choose one of the topics and write a paragraph about it. Use at least five of the words and phrases you studied in the chapter (for a complete list, go to page 146).

1. Do you think "humor rooms" and "comedy carts" would be possible in hospitals in your country? Why or why not?

2. Who is the funniest person you know? What makes them so funny?

DISCUSSION AND WRITING TOPICS

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

1. The actor Charlie Chaplin said: "A day without laughter is a day wasted." Do you agree with this quote? Give reasons and examples to support your opinion.

2. Comedian Bill Cosby points out: "You can turn painful situations around through laughter. If you can find humor in anything, even poverty, you can survive it." What do you think this quote means? Discuss a time when this was true for you. Give as many details as possible.