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4 Longman Academic Reading Series

READING SKILLS FOR COLLEGE

Robert F. Cohen
Judy L. Miller

Dedication

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

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

Longman Academic Reading Series 4: Reading Skills for College

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SCOPE AND SEQUENCE

CHAPTER	READING	VOCABULARY/GRAMMAR
1 SOCIOLOGY: Home and the Homeless **Theme:** The meaning of home; what it means not to have one; our reactions to people who are homeless **Reading One:** *Home and Travel* (a book excerpt) **Reading Two:** *Homeless* (a magazine article) **Reading Three:** *Helping and Hating the Homeless* (an online article)	• Understand and practice different reading strategies • Think about the title of a text and predict its content • Predict the subject of a text and the author's motivation from the first two sentences • Make up your own questions based on the title of a text • Identify the main ideas of a text • Understand the details that support the main ideas	• Guess the meaning of words from the context • Use dictionary entries to learn the meanings of words • Understand and use synonyms, different word forms, and the suffix ***-en*** and prefix ***en-*** • Use the Vocabulary list at the end of the chapter to review the words, phrases, and idioms learned in the chapter • Use this vocabulary in the After You Read speaking and writing activities • GRAMMAR: Identify the passive and the reasons for its use
2 HISTORY: Robber Barons Then and Now **Theme:** The power of money and business in the Gilded Age and today; the popular movements against that power **Reading One:** *The Robber Barons* (a textbook excerpt) **Reading Two:** *The Politics of Progressivism* (a textbook excerpt) **Reading Three:** *Message to Wall Street* (an online article)	• Understand and practice different reading strategies • Scan a text to find specific information • Scan the first paragraph of a text for definitions and background information • Predict the content of a text from the first and last paragraphs • Identify or complete the main ideas of a text • Understand the details that support the main ideas	• Guess the meaning of words from the context • Understand and use synonyms, collocations, and different word forms and idioms • Use the Vocabulary list at the end of the chapter to review the words, phrases, and idioms learned in the chapter • Use this vocabulary in the After You Read speaking and writing activities • GRAMMAR: Identify parallel forms and the reasons for their use
3 FILM STUDIES: Is Cinema an Art or a Business? **Theme:** Is making movies an art, a business, or both? **Reading One:** *One Hundred Years of Cinema* (an essay) **Reading Two:** *A Conversation with Leo Tolstoy on Film* (a newspaper article) **Reading Three:** *An Interview with James Cameron* (a magazine article)	• Understand and practice different reading strategies • Find the thesis statement in an essay • Skim an interview for the general idea • Scan an interview for the interviewee's attitude towards the subject • Identify the main ideas of a text • Understand the details that support the main ideas	• Guess the meaning of words from the context • Use dictionary entries to learn the meanings of words • Understand and use synonyms, idioms, connotations, and increase/decrease verbs • Use the Vocabulary list at the end of the chapter to review the words, phrases, and idioms learned in the chapter • Use this vocabulary in the After You Read speaking and writing activities • GRAMMAR: Recognize and use parallel structure for emphasis and contrast

B Synonyms

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

accumulated	**barely**	**convulsions**	**obscure**	**shrewd**	**upheld**
amassed	**beneficiary**	**defective**	**plant**	**tariffs**	

Andrew Carnegie, an immigrant from Scotland, never passed up an opportunity to find a way to make money, even in bad times. He had the shrewd (1. (calculating)) street smarts shared by most of the robber barons. However, when the American economy faced the _____ (2. (contractions)) of an economic downturn, even the vast fortune he had _____ (3. (acquired)) was not immune.

Carnegie Steel was a huge company; it wasn't a complete monopoly, but it controlled most of the market. Carnegie had lobbied Congress to agree to _____ (4. (import duties)) that would condemn foreign competitors. His company was the _____ (5. (recipient)) of government protection. Carnegie's plan, carried out by general manager Henry C. Frick, was to use the recession to cut wages and break the union of skilled workers in Homestead, near Pittsburgh, Pennsylvania. In spring 1892, the union called a strike.

Frick refused to negotiate with the union, locked out the workers at the _____ (6. (factory)), and threw them out of company housing. He _____ (7. (gathered)) a private army of security agents called the Pinkertons to fight the workers. He and Carnegie thought the workers would just give in, but they clearly suffered from _____ (8. (faulty)) reasoning. Three thousand workers turned out to defend their jobs. The governor of Pennsylvania _____ (9. (supported)) Frick's decisions and sent the state militia into Homestead.

Although the entire Strike Committee was arrested and accused of treason against the state, sympathetic juries refused to convict. Frick became the "most hated man in America." He was later the target of an assassination attempt by a previously _____ (10. (unknown)) anarchist, Alexander Berkman. Frick _____ (11. (with difficulty)) survived. Carnegie's reputation never recovered.

VOCABULARY

A Synonyms

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

astonishingly	**fervent**	**irreversible**	**overwhelmed**
era	**heralded**	**masterpieces**	**resurrected**

The films of the silent _____era_____ are _____
1. (period) 2. (surprisingly)
moving, even today, with a visual beauty that time has not destroyed. Despite the occasional overacting, *Metropolis, Potemkin, Napoleon,* and *Intolerance* are _____ that still speak to our minds and hearts.
3. (classics)
Movies freed from talk have the strange effect of making us even more _____ by the visual images and the music. These films about
4. (deeply affected)
revolution and change _____ the coming of a new art form
5. (proclaimed)
and still find _____ admirers today. In 2012, the French
6. (passionate)
film *The Artist* won the Academy Award as a tribute to the great art of the past. It _____ the silent film in modern form and showed for a
7. (revived)
moment that in art the march of time is not _____.
8. (unchangeable)

dazzling	**grounded**	**soaring**	**tip**	**trend**	**waned**

The need for _____ special effects in today's movies
9. (awesome)
is _____ as always in the desire to tell stories in ever more
10. (based)
exciting ways. But these special effects are a part of what has sent the production costs of movies _____. The _____
11. (skyrocketing) 12. (tendency)
is for studios to invest in blockbuster movies that appeal to the widest possible audiences in order to cover their costs. Interest in small, intimate films has _____. Screenwriters and directors give this
13. (declined)
_____ to young people wanting to break into the business:
14. (piece of advice)
Write what will be produced.

C Connotations

> A **connotation** is a feeling or an idea that a word makes you think of. This **feeling** can be **positive** or **negative**.

1 Look at each word. Decide if it generally has mainly ***Positive***, ***Negative***, or ***Neutral*** connotations. Check (✓) the appropriate box. Discuss your answers with a partner.

	Positive	Negative	Neutral
1. obstinate	☐	☐	☐
2. persistent	☐	☐	☐
3. stubborn	☐	☐	☐
4. devour	☐	☐	☐
5. eat	☐	☐	☐
6. contraption	☐	☐	☐
7. machine	☐	☐	☐
8. dominate	☐	☐	☐
9. control	☐	☐	☐

2 Complete the sentences with the appropriate words. Choose from the two words in parentheses. Compare answers with a partner.

1. The writing student's _____obstinate_____ attitude made his teacher
   (persistent / obstinate)
   stop sending him what she considered to be constructive criticism.
2. Because of the actor's _____ efforts to learn the accent of
   (persistent / stubborn)
   his character, his speech coach was very pleased.
3. The director _____ lunch on the set just like all the crew
   (ate / devoured)
   members and the actors.
4. The angry businessman _____ every word of the artist's
   (ate / devoured)
   explanation, with eyes to kill.
5. An early computer called the ENIAC was a complicated and impractical
   _____ using vacuum tubes that looked like light bulbs.
   (contraption / machine)

NOTE-TAKING: Completing an Outline

Go back to the reading and read it again. Working with a partner, complete the outline showing the main ideas and supporting details.

A. The Internet has become a huge commercial enterprise.

1. It began as an alternative to big media.
2. Then Brin and Page started taking ads to finance Google.
3. _____ by money interests.

B. Targeted ads are dangerous to privacy.

1. Companies collect _____.
2. Apple, Google, Kindle _____.
3. There is the danger that _____.

C. Facebook _____.

1. What you click on will lead to ads popping up.
2. People with many friends _____.

D. Anonymity seems like freedom, but it's not.

1. The paradox is that there's a lot of self-expression on the web . . .
2. But _____.

E. _____.

1. The "hive-mentality" destroys individual responsibility.
2. It also encourages meanness.

CRITICAL THINKING

Discuss the questions in a small group. Be prepared to share your points of view with the class.

1. Do you think the Web would have developed as much as it has today if it had remained in its original state, without the influence of commerce? Why or why not?
2. Why is the title of the reading perfect for the content? What danger to individual liberties does "mind control" pose? How does this control operate in a commercial environment? Why is it dangerous in a government context?
3. Cyberbullying has become a problem on the Web, especially for children and teenagers. How does this problem reflect the power of the "hive mind" and the potential loss of respect for the individual that it causes? What other problems make us more aware of our "meanness, antipathy, and cruelty" as human beings?

In Search of Memory

By Eric Kandel

Eric Kandel is a Nobel Prize winner and University Professor of Neuroscience and co-director of the Center for Brain Science at Columbia University. He began his career with psychoanalysis, studying Freud's insights. Later, he decided to study neurology to understand more about how the mind works. In addition to major textbooks in the field, his recent publications include In Search of Memory: The Emergence of a New Science of Mind *and* The Age of Insight: The Quest to Understand the Unconscious Mind in Art, Mind, and Brain.

1 Memory has always fascinated me. Mental time travel allows me to leave the writing of this sentence in my study at home overlooking the Hudson River and project myself backward sixty-seven years and eastward across the Atlantic Ocean to Vienna, Austria, where I was born and where my parents owned a small toy store. The memories of those days — hearing the bangs on the door, being ordered by the Nazi policemen to go to a stranger's apartment, finding ourselves robbed of our belongings, the disappearance and reappearance of my father — are the most powerful memories of my early life. **In retrospect**, my family was fortunate. After one **humiliating** and frightening year, Ludwig, then fourteen, and I were able to leave Vienna for the United States to live with our grandparents in New York. Our parents joined us six months later. The **bewilderment**, poverty, humiliation, and fear I experienced that last year in Vienna made it a defining period[1] in my life. I cannot help but link my later interest in mind — in how people behave, the unpredictability of motivation, and the persistence of memory — to my last year in Vienna.

2 The insights provided by the new science of mind are most evident in our understanding of the molecular mechanisms the brain uses to store memories. Memory — the ability to acquire and store information as simple as the routine details of daily life and as complex as **abstract** knowledge of geography or algebra — is one of the most remarkable

[1] ***defining period:*** a time in your life that determined the direction of your future

B Using the Dictionary

Read the dictionary entries for ***eminent***, ***immanent***, and ***imminent***.

eminent *adj.* famous and admired by many people: *an eminent anthropologist*

immanent *adj.* **1** a quality that is immanent seems to be naturally present: *Hope seems immanent in human nature.* **2** God or another spiritual power that is immanent is present everywhere.

imminent *adj.* an event that is imminent is an event that will happen very soon: *A new trade agreement is imminent.*

Now complete each sentence with the appropriate word.

1. _____ throughout the medical profession is the hope to find cures for certain diseases.
2. When researchers say that the discovery of a cure for any disease is _____, people become very optimistic.
3. Ironically, the _____ brain surgeon was now suffering from the disease that he had studied all his life.
4. Even if danger was _____, the doctor made light of it so as not to get his patients into a panic.
5. Everyone hoped that this _____ statesman would receive the best medical treatment possible.

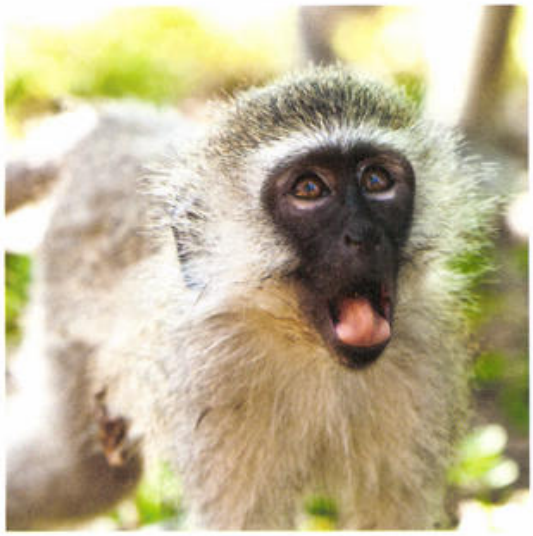
C Collocations

Check (✓) the collocations (words that are often paired together). Discuss your answers with a partner.

- ☐ 1. yearn to be free
- ☐ 2. yearn to see her
- ☐ 3. yearn to have dinner

- ☐ 4. a vivid color
- ☐ 5. a vivid vocabulary
- ☐ 6. a vivid personality

- ☐ 7. eradicate a disease
- ☐ 8. eradicate a person
- ☐ 9. eradicate an issue



5 When they see a large broad-winged soaring hawk, vervets usually respond with the eagle call if the hawk is a martial eagle or crowned eagle, their two most dangerous avian predators. They usually do not respond if the hawk is a black-chested snake eagle or white-backed vulture, which do not prey on vervets. Seen from below, black-chested snake eagles look rather similar to martial eagles in their shared pale underparts, banded tail, and black head and throat. Vervets rate as good bird-watchers, because their lives depend on it! These examples demonstrate that vervet alarm calls are not involuntary expressions of either fear or intent. They have an external referent[4] that may be quite exact.

6 **Skeptics** go on to dispute proposed analogies between animal sounds and human speech on the further grounds that[5] human speech is learned, but that many animals are born with the instinctive ability to **utter** the sounds characteristic of their species. However, young vervets appear to learn how to utter and respond to sounds appropriately, just as do human infants. The grunts of an infant vervet sound different from those of an adult. "Pronunciation" gradually improves with age. Infant vervets don't learn reliably to give the correct response to an adult's call until the age of six or seven months. Not until the age of two years does the infant consistently **emit** each alarm call in the correct context.

7 Unfortunately, vocal communication by wild chimps and other apes has never been studied by the methods applied to vervets, because of logistical problems.[6] Several groups of scientists have nevertheless spent years training captive gorillas, common chimps, and pygmy chimps to understand and use **artificial** languages based on plastic chips of different sizes and colors, or on hand signs similar to those used by deaf people, or on consoles like typewriters with each key bearing a different symbol. At a minimum, these studies of trained apes reveal that they possess the intellectual capabilities for mastering large vocabularies, begging the obvious question[7] whether they have evolved such vocabularies in the wild.

---

[4] ***referent:*** reference

[5] ***on the grounds that:*** because

[6] ***logistical problem:*** practical problem

[7] ***beg the question:*** If something begs the question, it avoids dealing with the question discussed.