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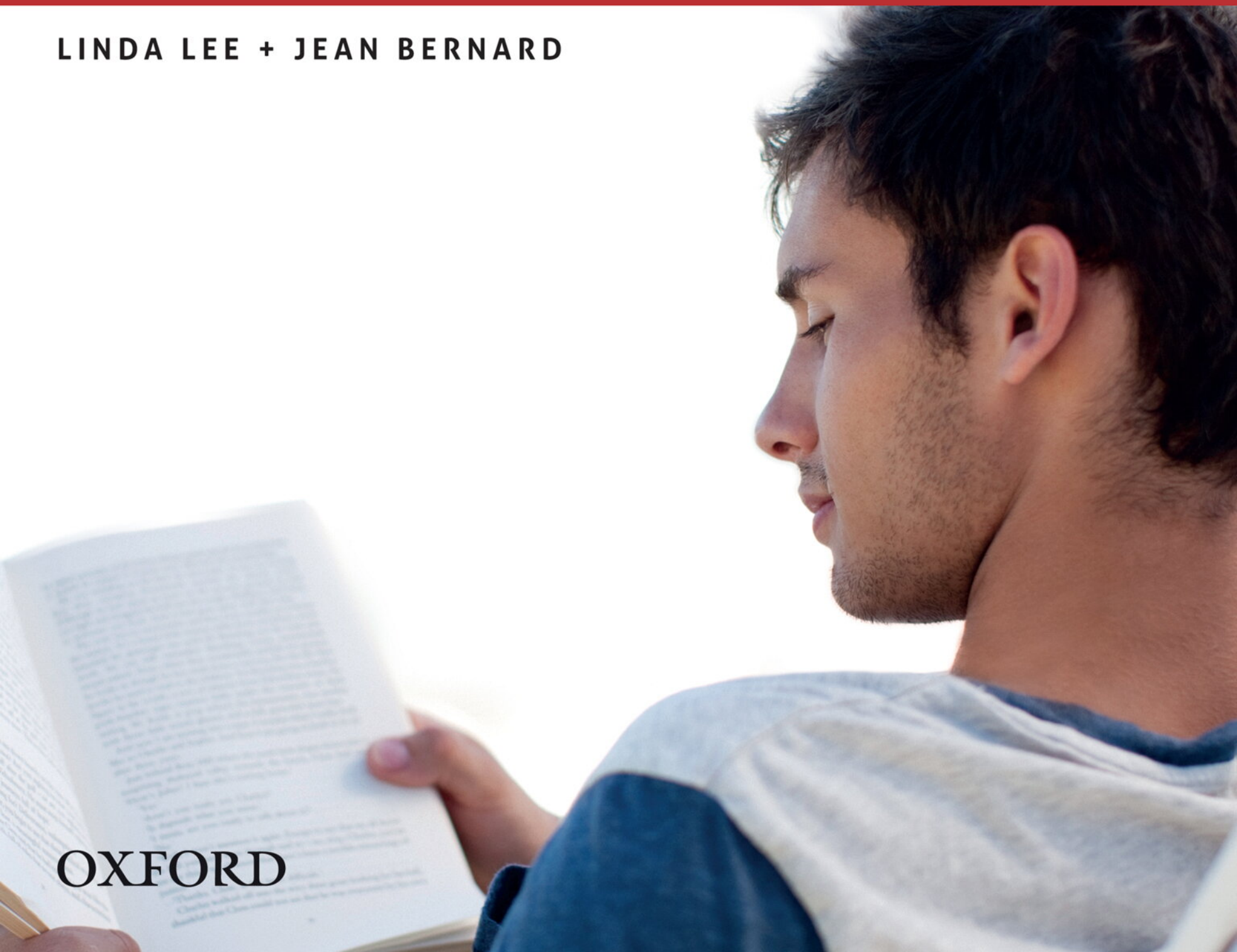
SECOND EDITION

Select Readings

Teacher-approved readings for today's students

LINDA LEE + JEAN BERNARD

OXFORD



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Teacher-approved readings for today's students

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OXFORD
UNIVERSITY PRESS

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Teacher-approved readings for today's students



Teachers tell us that the single most important factor in engaging their students in reading courses is having a book that offers high-interest, level-appropriate content. So, as its title suggests, *Select Readings, Second Edition* features dynamic, carefully selected readings chosen by experienced teachers to meet the needs of today's global learners.

The publisher would like to thank the following teachers who worked closely with us to select and approve the topics and reading passages throughout *Select Readings, Second Edition*:

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Contents

Scope and Sequence	vi
Series Overview	viii
Chapter 1 The Youngsters Behind YouTube	1
“Chen and Hurley decided to create YouTube, to make uploading and sharing videos online as easy as anyone could want.”	
Chapter 2 When to Use Female Nouns	13
“Today’s topic is the use of feminine nouns such as ‘actress’ and ‘comedienne.’”	
Chapter 3 Your Negative Attitude Can Hurt Your Career	25
“Perhaps the one type you want to avoid (hanging around and being) more than any other is the negative person.”	
Chapter 4 The Colorful World of Synesthesia	37
“People with synesthesia experience a ‘blending’ of their senses when they see, smell, taste, touch, or hear.”	
Chapter 5 What Is Creative Thinking?	49
“By changing perspective and playing with our knowledge, we can make the ordinary extraordinary and the unusual commonplace.”	
Chapter 6 Listen Up	61
“Many people tend to assume listening is basically the same thing as hearing—a dangerous misconception that leads to believing that effective listening is instinctive.”	

Chapter 7	Students Won't Give Up Their French Fries	73
	"They may be more health conscious, but that doesn't necessarily mean that they're eating healthy."	
Chapter 8	Why I Quit the Company	85
	"People can't understand why I would want to give up a prestigious and secure job. But I think I'd have been crazy to stay."	
Chapter 9	East Meets West on Love's Risky Cyberhighway	97
	"Alevtina Ivanova is among thousands of Russian women turning to the Internet to meet Westerners."	
Chapter 10	Don't Let Stereotypes Warp Your Judgment	109
	"Stereotypes are a kind of gossip about the world, a gossip that makes us pre-judge people before we ever lay eyes on them."	
Chapter 11	The Art of Reading	121
	"Reading, or the enjoyment of books, has always been regarded among the charms of a cultured life."	
Chapter 12	When E.T. Calls	133
	"The long-term consequences of finding extraterrestrials will be profound."	
	Culture and Language Notes	145
	Maps	160
	Mini-Dictionary	163

Scope and Sequence

Chapter	Content	Reading Skill	Building Vocabulary
Chapter 1 The Youngsters Behind YouTube	How two young men created the most popular video website in the world	Identifying main ideas	Understanding compound nouns
Chapter 2 When to Use Female Nouns	Gender-specific nouns	Supporting main ideas	Using female and gender-neutral nouns
Chapter 3 Your Negative Attitude Can Hurt Your Career	The importance of keeping a positive attitude	Scanning for specific information	Using synonyms and antonyms
Chapter 4 The Colorful World of Synesthesia	A sensory condition called synesthesia	Making inferences	Understanding verb-forming suffixes
Chapter 5 What Is Creative Thinking?	Suggestions for learning to think creatively	Using context	Understanding figures of speech
Chapter 6 Listen Up	Becoming an effective listener	Recognizing sentence transitions	Using adverbs and intensifiers

Chapter	Content	Reading Skill	Building Vocabulary
Chapter 7 Students Won't Give Up Their French Fries	American students' obsession with food	Summarizing	Learning idiomatic expressions
Chapter 8 Why I Quit the Company	An employee's decision to resign	Paraphrasing	Understanding phrasal verbs
Chapter 9 East Meets West on Love's Risky Cyberhighway	Finding a husband or wife via the Internet	Identifying points of view	Using modifiers
Chapter 10 Don't Let Stereotypes Warp Your Judgment	The harmful effects of stereotyping	Recognizing sources	Forming participial adjectives
Chapter 11 The Art of Reading	Suggestions for becoming a skillful reader	Recognizing analogies	Learning word forms
Chapter 12 When E.T. Calls	Exploring the possibility of extraterrestrial life	Recognizing scenarios	Understanding nouns derived from adjectives



Series Overview

with Teaching Suggestions

Select Readings, Second Edition is a reading course for students of English. In *Select Readings, Second Edition*, high-interest, authentic reading passages serve as springboards for reading skills development, vocabulary building, and thought-provoking discussions and writing.

The readings represent a wide range of genres (newspaper and magazine articles, personal essays, textbook chapters, book excerpts, and online discussions) gathered from well-respected sources, such as *The Chronicle of Higher Education* and *Science News*, and approved by experienced teachers.

General Approach to Reading Instruction

The following principles have guided the development of *Select Readings, Second Edition*:

- **Exposing students to a variety of text types and genres helps them develop more effective reading skills.** Students learn to handle the richness and depth of writing styles they will encounter as they read more widely in English.
- **Readers become engaged with a selection when they are asked to respond personally to its theme.** While comprehension questions help students see if they have understood the information in a reading, discussion questions ask students to consider the issues raised by the passage.
- **Readers sharpen their reading, vocabulary-building, and language skills when skills work is tied directly to the content and language of each reading passage.** This book introduces students to reading skills such as summarizing and paraphrasing and vocabulary-building strategies such as learning word forms and understanding phrasal verbs. Each skill was chosen in consultation with teachers to ensure that the most applicable and appropriate skills were selected for students at the Upper-Intermediate level.
- **Good readers make good writers.** Reading helps students develop writing skills, while writing experience helps students become better readers.
- **Background knowledge plays an important role in reading comprehension.** An important goal of *Select Readings, Second Edition* is to illustrate how thinking in advance about the topic of a reading prepares readers to better comprehend and interact with a text.

Chapter Overview

Each chapter in *Select Readings, Second Edition* includes the eight sections described below.

1. Opening Page

The purpose of this page is to draw readers into the theme and content of the chapter with relevant artwork and a compelling quotation.

Teaching Suggestions:

- Ask students to describe what they see in the photo(s) or artwork on the page and guess what the chapter is about. Have them read the quotation, restate it in their own words, and then say if they agree with it. Finally, ask what connection there might be between the image and the quotation.
- Call students' attention to the *Chapter Focus* box. Give them a chance to think about the content and skills they are about to study and to set their own learning goals for the chapter.

2. Before You Read

The first activity in each *Before You Read* section is designed to get students to connect personally to the topic of the chapter and to activate their background knowledge of the topic. A second activity or question in this section asks students to further explore their knowledge of the topic by completing a task with a partner. The third activity asks students to complete a *Previewing Chart*, which provides specific tasks for previewing a text. The purpose of this chart is to encourage students to make a habit of using simple previewing strategies before they read any text.

Teaching Suggestions:

- Make sure that students understand the purpose of the *Before You Read* activities. Explain that activating prior knowledge will help them to better comprehend the reading passage.

3. Reading Passage

In general, the readings become increasingly long and/or more complex as the chapters progress. To help students successfully tackle each passage, we have provided the following support tools:

Vocabulary glosses. Challenging words and expressions are glossed throughout the readings. In most cases, we have glossed chunks of words instead of individual vocabulary items. This approach helps students develop a better sense of how important context is to understanding the meaning of new words.

Culture and Language Notes. On pages 145–159, students will find explanations for cultural references and language usage that appear in blue type in the readings. Notes are provided on a wide range of topics from scientific information, to geographical references, to famous people.

Maps. Each location featured in a reading passage is clearly marked on one of the maps found on pages 160–162.

Numbered lines. For easy reference, every fifth line of each reading passage is numbered.

Recorded reading passages. Listening to someone reading a text aloud helps language learners see how words are grouped in meaningful chunks, thus aiding comprehension.

Teaching Suggestions:

- Encourage students to read actively. Circling words, writing questions in the margins, and taking notes are three ways in which students can make reading a more active and meaningful experience.
- Play the recorded version of the reading passage and ask students to listen to how the reader groups words together. As they listen to the recording, students can lightly underline or circle the groups of words.

4. After You Read: Understanding the Text

Following each reading, there are two to three post-reading activities that give students the chance to (a) clarify their understanding of the text, (b) practice reading skills previously introduced, and (c) discuss the issues raised in the reading. The first activity in this section is designed to give students practice with the types of comprehension questions used on exams such as the TOEFL® test, the TOEIC® test, and IELTS™. Questions are also labeled to highlight the reading skill required to answer the question.

Teaching Suggestions:

- Get students to discuss their reactions to the readings in pairs or groups. The process of discussing questions and answers gives students an opportunity to check their comprehension more critically.
- If time permits and you would like students to have additional writing practice, ask them to write a short essay or a journal entry on one of the questions in the *Consider the Issues* section.

5. Building Vocabulary

Reading extensively is an excellent way for students to increase their vocabulary base. Considering this, we pay careful attention to developing students' vocabulary-building skills in each chapter of *Select Readings, Second Edition*. A variety of vocabulary-building skills are introduced and recycled throughout the book. Each *Building Vocabulary* section starts out with a short explanation and examples of the skill in focus. In the activities that follow the explanation, students typically scan the reading to gather and analyze various types of words and then use the words in a new context.

Teaching Suggestions:

- View the explanation and examples at the beginning of each *Building Vocabulary* section before asking students to tackle the activities that follow. Encourage them to ask any questions they have about the explanations or examples.
- Encourage students to keep a vocabulary notebook. Present various ways in which students can organize the words in their notebook: by chapter, by topic, by part of speech, etc.

6. Reading Skill

At the beginning of each *Reading Skill* section, students encounter a short explanation of the skill in focus and, when appropriate, an example of how that skill relates to the reading in the chapter. The first task following this explanation asks students to return to the reading to think about and use the new reading skill. The **new *Apply the Reading Skill*** sections then give students the opportunity to apply the strategy to a *new short reading* that is related to the topic of the main reading passage.

Teaching Suggestions:

- Review the explanations and sample sentences at the beginning of each *Reading Skills* section before asking students to tackle the questions that follow. Encourage them to ask any questions they have about the explanations or examples.
- Reflect with students on the ways in which they can apply the reading skills they have learned in each chapter to other reading passages. Then have them apply the new reading skill as they work with the second reading passage in this section.

7. Discussion and Writing

At the end of each chapter, students have an opportunity to talk and write about a variety of issues. The activities in this section provide students with a chance to broaden their views on the topic of the reading and to address more global issues and concerns.

Teaching Suggestions:

- When time permits, let students discuss a question a second time with a different partner or group. This allows them to apply what they learned in their first discussion of the question.
- Choose one or more of the questions in this section as an essay topic for students.

8. Words to Remember

Each chapter ends with a list of *Words to Remember*. A majority of these words appear on the Oxford 3000™ word list, and many are also highlighted on the Academic Word List. This section provides an efficient means for students to keep track of important new vocabulary by chapter. In addition, the **new *Mini-Dictionary*** on pages 163–172 features carefully crafted definitions of each *Word to Remember* from the new ***Oxford American Dictionary for learners of English***, giving students an alphabetical reference of the words and their definitions all in one place.

Additional Resources for Teachers of Reading

- *Teaching Second Language Reading* by Thom Hudson
- *Techniques and Resources in Teaching Reading* by Sandra Silberstein
- *Reading* by Catherine Wallace

Series Components

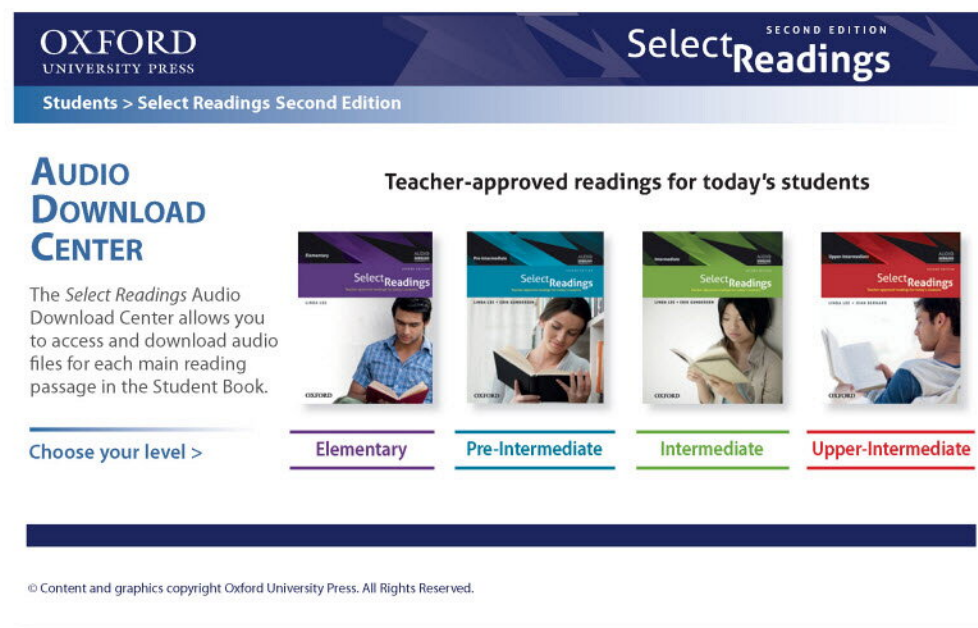
Testing Program CD-ROM with Student Book Answer Key

Students today are facing increased pressure to excel at standardized testing in order to gain entrance to universities and secure competitive jobs. *Select Readings, Second Edition* offers an exciting new Testing Program CD-ROM, including tests modelled after the IELTS™, TOEFL®, and TOEIC® standardized tests, as well as **general achievement and unit tests**. The reading tests included on the new Testing Program CD-ROM with Student Book Answer Key were written and approved by testing experts to ensure a close connection to the widely used standardized tests above. Each test features a reading passage followed by questions designed to measure comprehension as well as reading- and vocabulary-skill proficiency. All unit tests feature new and different reading passages to test the skills learned in that unit.

Class Audio CDs

Select Readings, Second Edition offers Class Audio CDs featuring carefully recorded **audio of all main reading passages** in each level of the series. Giving students the opportunity to listen to a fluent English speaker as they follow along in the text significantly aids comprehension and supports listening and speaking skill development. This is particularly useful for aural learners, who absorb information best through hearing it presented. Each Class Audio CD features a **variety of accents** to expose students to the many sounds of English around the world today.

Audio Download Center



Every main reading from the series is available for **download** through the *Select Readings, Second Edition* Audio Download Center. Students and teachers can visit www.oup.com/elt/selectreadings2e for access to the downloadable mp3s for any time, anywhere practice and self-study.

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The Youngsters Behind YouTube

Chapter

1

Chapter Focus

CONTENT

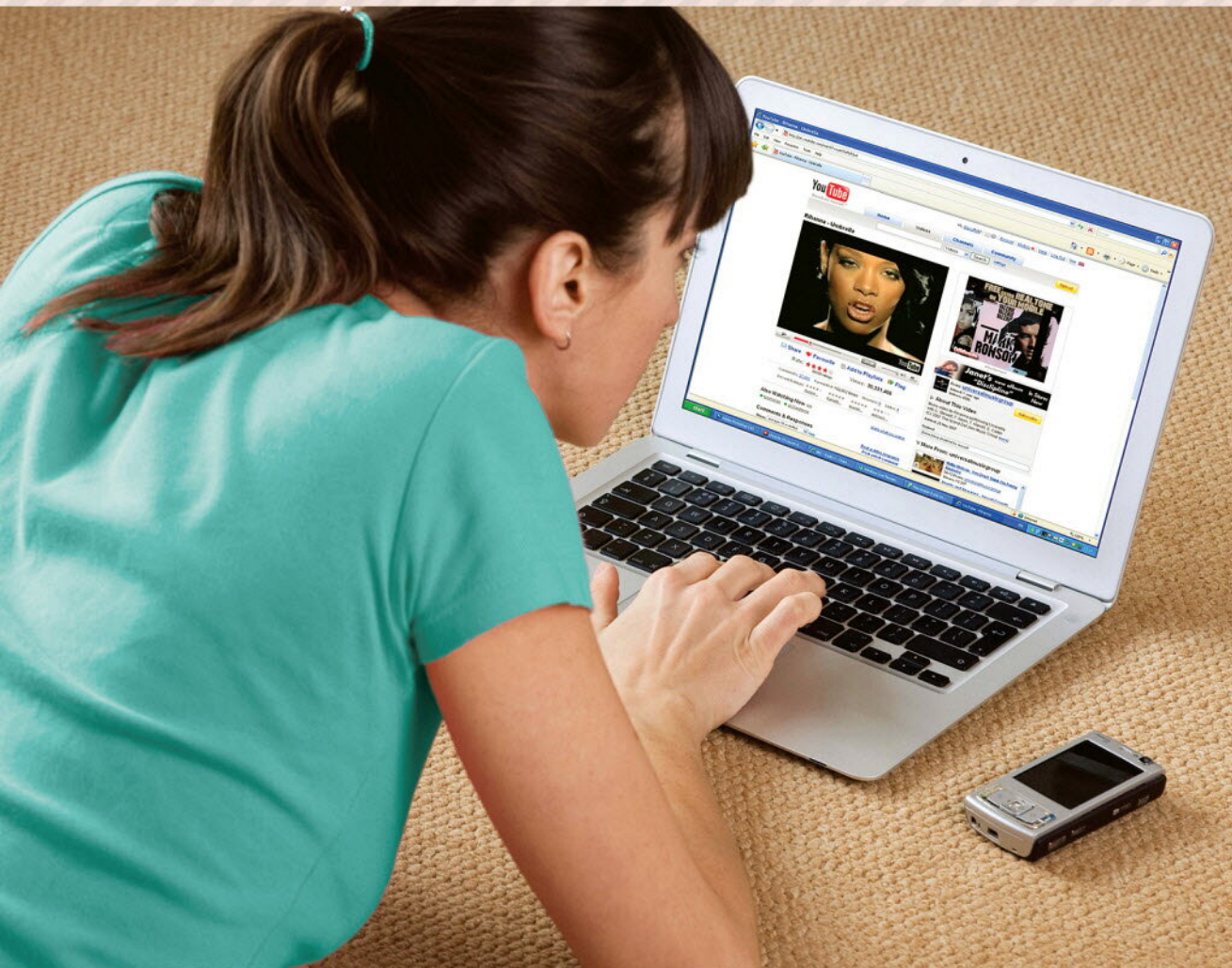
How two young men created the most popular video website in the world

READING SKILL

Identifying main ideas

BUILDING VOCABULARY

Understanding compound nouns



“Luck is a matter of preparation meeting opportunity.”

— Oprah Winfrey, television host and philanthropist (1954–)

Before You Read

A. Connect with the topic. In the chart below, list two more ways you interact with friends online. Then list the ways you do each activity.

Things You Do with Friends Online	How do you do it?
1. <i>share pictures</i>	<i>by e-mail</i> <i>on social networking sites</i> <i>on my blog</i>
2.	
3.	

B. Pair work. Compare answers to Activity A. How would you interact with friends if you didn't have access to e-mail or the Internet?

C. Preview the reading. Look quickly over the article on pages 3–5 to complete the Previewing Chart below.

Previewing Chart	
1. Title of the reading: _____	
2. Names of people and companies in the reading. (List 3 more.)	3. Key words. (What words appear several times? List 3 more.)
<i>Steve Chen</i> _____	<i>business</i> _____
_____	_____
4. I think this reading is probably about	

The Youngsters Behind YouTube: Steve Chen and Chad Hurley

by Evan Carmichael

1 “Everybody aspires to be a star,” says Steve Chen, a Taiwanese immigrant who came to the United States with his family in hopes of a better life. Chen’s aspirations became a reality when he, along with Pennsylvania-born Chad Hurley, created what is today the world’s largest
5 online video website. YouTube has now become a global sensation, propelling both Hurley and Chen to the top of *Business 2.0*’s list of “The 50 People Who Matter Now.” YouTube was also named **TIME magazine’s** 2006 “Invention of the Year.” When Hurley and Chen decided to sell their company, they did so for a hefty price tag of \$1.65 billion.

10 Steve Shih Chen was born in August 1978 in Taiwan, where he lived until he was eight years old. His family then emigrated to the U.S., where Chen attended John Hersey High School and later the Illinois Math and Science Academy. After graduating from high school, Chen enrolled in the University of Illinois at Urbana-Champaign to pursue a degree
15 in computer science. But it would be a part-time job he was hired for at a small e-commerce start-up called **PayPal** that would change his life forever.

Chad Meredith Hurley was born in 1977 as the middle child¹ of parents Donald and JoAnn Hurley. His father was a financial consultant, while
20 his mother worked as a local schoolteacher. Chad, along with his older sister and younger brother, grew up near Birdsboro, Pennsylvania. After graduating from Twin Valley High School in 1995, where his mother continues to teach in the gifted program,² Hurley enrolled in the Indiana University of Pennsylvania to pursue a bachelor’s degree in fine art.

25 Before graduating from the university, Hurley also applied for a job at PayPal. He was flown to California and, as part of his job interview, was asked to design a logo for the young company that would demonstrate his artistic abilities. Hurley got the job, and the logo he designed remains PayPal’s official logo to this day.



 Maps
pages 161–162

Culture and
Language Notes
page 145

¹ **the middle child** the second-born child in a family with three children

² **gifted program** a program of study designed for exceptionally intelligent students

30 It was while working at PayPal that Hurley and Chen became fast
friends.³ They began to spend their free time discussing several different
business ideas. When **eBay** purchased PayPal for \$1.54 billion, the
two received large bonuses for their role in growing the small start-up.
They decided to use their money to create their own venture. With
35 Chen's engineering skills and Hurley's creativity, they thought forming
a company together was a plausible idea.

In January 2005, Hurley and Chen attended a friend's dinner party
in San Francisco. They had taken a few digital videos of the event and
wanted to share them with each other the next day, but could not find a
40 good means to do so. The files were too big to e-mail, and posting them
online would take hours. With that, Hurley and Chen had their first idea
for a sustainable business. Using the money they had received from the
PayPal buyout, Chen and Hurley decided to create YouTube, to make
uploading and sharing videos online as easy as anyone could want. It
45 was the birth of a revolution.⁴

"We're not in a hurry," Hurley once said. "We're interested in building
our community. We're trying to improve discovery. We're trying to
improve the experience for people on our site." They might not have been
in a hurry, but their site sure grew in one. Today, YouTube has almost half
50 of the online video market, and it is still growing. How did a university
dropout and a boy who loved to draw become the industry leaders they
are considered now?

User-Oriented: Hurley and Chen knew from personal experience how
difficult it was to upload and share videos online. And that was why they
55 decided to create YouTube. They wanted to create a website that others
like themselves would find useful. By prioritizing its users' needs and
being as easy and interactive as possible, YouTube was able to find a loyal
audience that numbers in the millions.

Unique: When you visit YouTube.com, you are most likely searching
60 for something that you cannot find anywhere else. From long-lost '80s
music videos, to political speeches, to the current events of today, you are
almost guaranteed to find it on YouTube. And that is why people keep
coming back for more.

³ **fast friends** very good friends

⁴ **the birth of a revolution** beginning of a dramatic change in the way things are done

Viral: Both YouTube's marketing strategy and growth as a result have
65 been viral in nature. From holding promotions such as the iPod Nano
daily giveaway to having an external video player that can be placed on
any website and can link back to their own, Hurley and Chen created
a platform that continues to grow at an exponential rate.⁵

Well-Timed: Some have suggested that YouTube's success was due to a
70 perfect storm⁶ of environmental factors. More to the point, it was Hurley
and Chen's ability to not only notice, but also take advantage of that storm
that pushed them to the top. From the lessening of the cost of bandwidth
and digital cameras to the growth of online social networks, Hurley and
Chen created a company that was right for the times.

Focused: Hurley and Chen were never out to create a money-making
75 machine. They wanted to create a sustainable business, but also one that
meant something to its users. And so, instead of overloading its pages
and videos with advertisements, Hurley and Chen are being careful and
testing the waters as to which ads will work, and where. They are refusing
80 to lose sight of⁷ their number one priority, their user.

YouTube put the right technology out there to meet a need, but it did
so much more than that. It created a simple and unique way for people to
connect with each other. It has become the fastest-growing video sharing
site of all time, all the while outliving the critics' claims that it is just
85 another teenage fad that will soon die down. With the **Google buyout**, the
company faces a more uncertain future in terms of how it will operate and
who will call the shots.⁸ One thing is for sure, however, and that is that
Hurley and Chen are still here, and their business is still booming.



Word Count: 1,018

Reading Time: _____
(Minutes)

Words per Minute: _____
(Word Count/Reading Time)

⁵ **exponential rate** extremely fast rate

⁶ **perfect storm** situation in which a number of events occur at once to produce a dramatic result

⁷ **lose sight of** forget about

⁸ **call the shots** make the important decisions

After You Read

Understanding the Text

A. Comprehension

For each item below, fill in the correct circle.

- 1. Identifying the Author's Purpose** The author probably wrote the article in order to ____.
 - Ⓐ explain how to create a start-up
 - Ⓑ tell the story of the success of YouTube
 - Ⓒ share his opinion about Steve Chen and Chad Hurley
 - Ⓓ describe how people can use the Internet to share videos
- 2. Scanning for Details** Chen and Hurley ____.
 - Ⓐ spent over \$1 billion building YouTube
 - Ⓑ bought YouTube for over \$1 billion
 - Ⓒ sold YouTube for \$1.54 billion
 - Ⓓ sold YouTube for \$1.65 billion
- 3. Scanning for Details** Steve Chen is ____.
 - Ⓐ an artist
 - Ⓑ an engineer
 - Ⓒ a student
 - Ⓓ a teacher
- 4. Scanning for Details** Chad Hurley is ____.
 - Ⓐ an investor
 - Ⓑ an engineer
 - Ⓒ an artist
 - Ⓓ a programmer
- 5. Scanning for Details** Chen and Hurley got the idea for creating YouTube because they ____.
 - Ⓐ enjoyed working together at PayPal
 - Ⓑ had received bonuses from the PayPal buyout
 - Ⓒ needed to get new jobs after they quit working at PayPal
 - Ⓓ wanted to share videos they took at a dinner party

- 6. Scanning for Details** According to the article, two reasons that YouTube is successful are that ____.
- Ⓐ it's easy to use, and it came at the right time
 - Ⓑ it's viral, and posting videos is free
 - Ⓒ you can find almost anything on it, and the company donates money to charity
 - Ⓓ people like seeing themselves and their friends online, and it's the only video-sharing website on the Internet

B. Vocabulary

Underline these words in the reading passage on pages 3–5. Then match the words with their definitions.

- | | |
|-----------------------|---|
| 1. ____ user-oriented | a. becoming popular very quickly, especially online |
| 2. ____ bandwidth | b. how much information can be sent at once |
| 3. ____ start-up | c. a new company, especially an Internet company |
| 4. ____ e-commerce | d. can continue for a long time |
| 5. ____ viral | e. designed with users' needs in mind |
| 6. ____ sustainable | f. business done on the Internet |

C. Consider the Issues

Work with a partner to complete the chart below.

Popular Websites	What can you do on this website?	Other Similar Websites
1.		
2.		
3.		
4.		
5.		

Building Vocabulary

Understanding Compound Nouns

Compound nouns are nouns that are made up of two or more words. Most compound nouns consist of a *noun* + *noun* or an *adjective* + *noun*. Compound nouns can be open (two or more separate words), closed (two words together), or hyphenated.

Examples: video blog website brother-in-law

The first word in a compound noun usually modifies the second noun. For example, in the compound noun *video blog*, the word *video* identifies the type of blog.

As a compound word becomes more common, it often changes and simplifies. For example, *electronic mail* became *e-mail*. The open compound noun *web log* became the closed *weblog* and then was shortened into a single noun: *blog*. To check the spelling of a compound noun, it's best to check a current dictionary.

- A. Find and circle these compound nouns in the article on pages 3–5. Then use five of them to complete the sentences below.

financial consultant	music videos	fine art
schoolteacher	price tag	free time
bachelor's degree	high school	video player
current events	part-time job	

1. When I checked the _____ on that laptop, I realized it wasn't as expensive as I had expected.
2. Alan reads the news online every day so he can keep up with _____.
3. What do you like to do in your _____? I like to read and play my guitar.
4. Kim wants to get a _____ at the computer store so she can get discounts on computer equipment.
5. I have a _____ in psychology, and now I'm going back to school to study psychiatry.

B. Each pair of words below makes a compound noun. Look up each compound noun in a dictionary to see whether it should be open, closed, or hyphenated.

1. book + mark _____
2. home + page _____
3. search + engine _____
4. world + wide + web _____
5. dry + cleaning _____
6. high + light _____
7. hanger + on _____
8. passer + by _____
9. three + year + old _____
10. black + board _____
11. feed + back _____
12. soft + ware _____
13. break + down _____
14. child + hood _____
15. health + care _____

C. Choose five nouns from Activity B and write a sentence using each one.

1. _____
_____.
2. _____
_____.
3. _____
_____.
4. _____
_____.
5. _____
_____.

Reading Skill

Identifying Main Ideas

In a typical piece of writing, the author expresses two or three main ideas, or general messages, about a topic.

When you are looking for the main ideas in a piece of writing, consider the author's purpose.

Examples

- If the author's purpose is to tell the story of how a company was created, like in the article on pages 3–5, the main ideas will probably be about the steps that led to the creation of the company.
- If the author wants to explain why a company is successful, like in the article on pages 3–5, the main ideas will be about the reasons behind the success.
- If the author wants to express an opinion or examine multiple sides of an issue, the main ideas will be the general arguments about the issue.

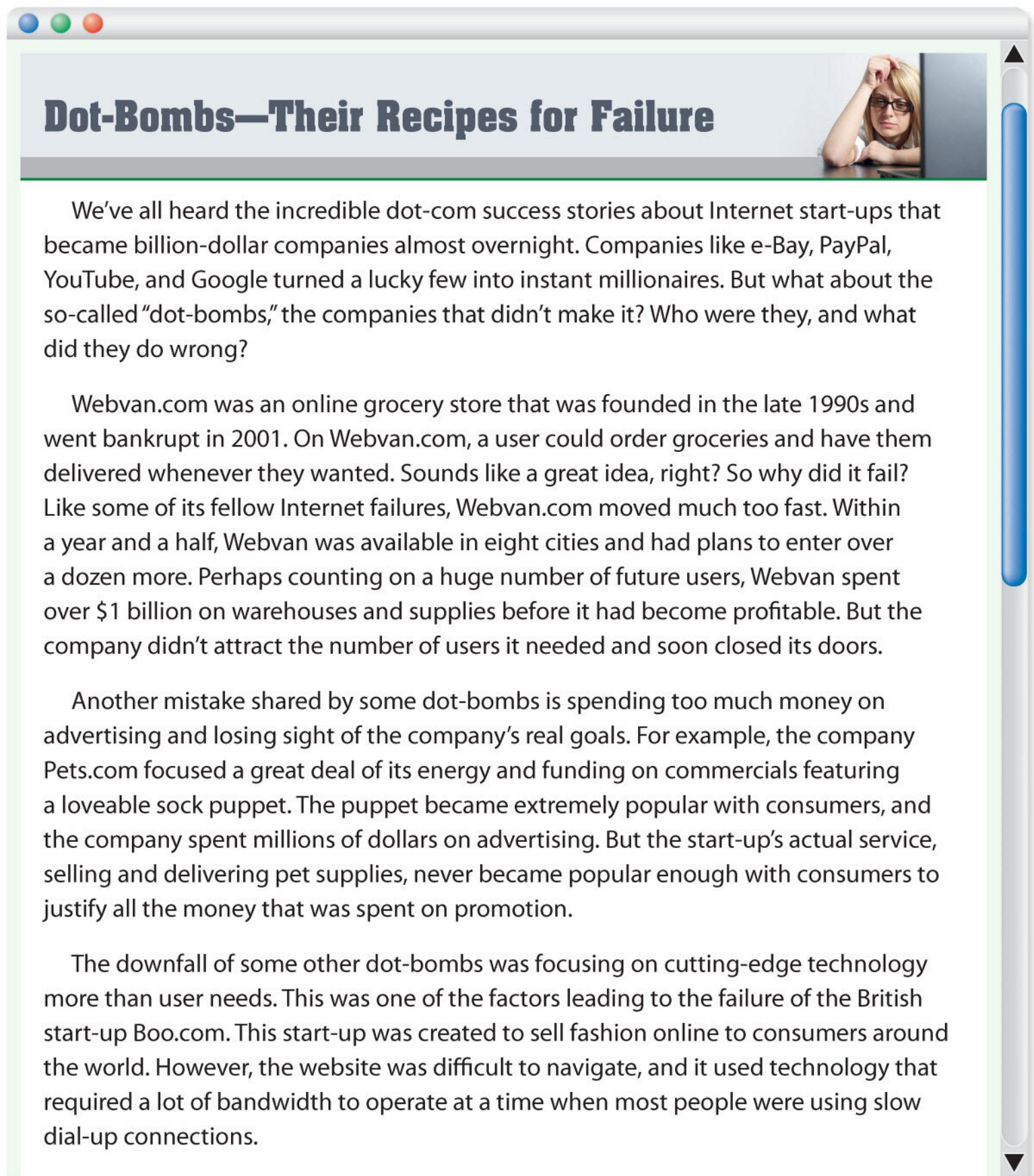
A. Analyze the Reading

Which of the following statements express the author's main ideas about YouTube, Steve Chen, and Chad Hurley? Check (✓) five statements.


1. ___ Steve Chen was born in Taiwan, and Chad Hurley was born in Pennsylvania.
2. ___ Steve Chen and Chad Hurley created the world's largest online video website.
3. ___ Chen and Hurley started talking about business ideas while they were working at PayPal together.
4. ___ PayPal was purchased for \$1.54 billion, and Chen and Hurley received large bonuses.
5. ___ Chen and Hurley's bonuses from the PayPal buyout enabled them to start a business.
6. ___ In 2005, Hurley and Chen went to a dinner party.
7. ___ The idea for creating YouTube was born when Chen and Hurley realized they couldn't easily upload videos online.
8. ___ YouTube is an industry leader for several reasons, including the facts that it's user-oriented and was well-timed.
9. ___ YouTube is successful not only because it meets a need, but also because it is a way for people to connect.
10. ___ The critics thought YouTube was a teenage fad that wouldn't last.

B. Apply the Reading Skill

Read the article below. Underline the author's main ideas.



Dot-Bombs—Their Recipes for Failure



We've all heard the incredible dot-com success stories about Internet start-ups that became billion-dollar companies almost overnight. Companies like e-Bay, PayPal, YouTube, and Google turned a lucky few into instant millionaires. But what about the so-called "dot-bombs," the companies that didn't make it? Who were they, and what did they do wrong?

Webvan.com was an online grocery store that was founded in the late 1990s and went bankrupt in 2001. On Webvan.com, a user could order groceries and have them delivered whenever they wanted. Sounds like a great idea, right? So why did it fail? Like some of its fellow Internet failures, Webvan.com moved much too fast. Within a year and a half, Webvan was available in eight cities and had plans to enter over a dozen more. Perhaps counting on a huge number of future users, Webvan spent over \$1 billion on warehouses and supplies before it had become profitable. But the company didn't attract the number of users it needed and soon closed its doors.

Another mistake shared by some dot-bombs is spending too much money on advertising and losing sight of the company's real goals. For example, the company Pets.com focused a great deal of its energy and funding on commercials featuring a loveable sock puppet. The puppet became extremely popular with consumers, and the company spent millions of dollars on advertising. But the start-up's actual service, selling and delivering pet supplies, never became popular enough with consumers to justify all the money that was spent on promotion.

The downfall of some other dot-bombs was focusing on cutting-edge technology more than user needs. This was one of the factors leading to the failure of the British start-up Boo.com. This start-up was created to sell fashion online to consumers around the world. However, the website was difficult to navigate, and it used technology that required a lot of bandwidth to operate at a time when most people were using slow dial-up connections.

Compare the information from this article with the article on pages 3–5. What did the creators of YouTube do right that these other companies did wrong? Discuss your answers with a partner.

Discussion & Writing

1. With a partner, discuss ideas for a new Internet company. Write at least four ideas.

- _____
- _____
- _____
- _____

2. Evaluate each of the ideas. Which ones are unique? Which ones would probably be the most profitable? Which ones best fulfill a need?

3. Choose one of your ideas and complete the chart below.

What product or service will the website provide?	
Why do people need this?	
How will the website be unique?	
How will people find out about the website?	
How will we make money?	
What problems might we encounter while building this company?	

4. Use the information from the chart to write a paragraph about your plans for the Internet company.

Words to Remember

NOUNS

aspiration
bandwidth
bonus
e-commerce
logo
market
platform
promotion
sensation
start-up
venture

VERBS

aspire
boom
demonstrate
launch
prioritize
pursue

ADJECTIVES

hefty
plausible
sustainable

When to Use Female Nouns

Chapter

2

Chapter Focus

CONTENT

Gender-specific nouns

READING SKILL

Supporting main ideas

BUILDING VOCABULARY

Using female and
gender-neutral nouns



**“An actress can only play a woman. I’m an actor—
I can play anything.”**

— Melissa Gilbert, American actor (1964–)

Before You Read

A. **Connect with the topic.** Put each noun below into the correct column in the chart.

mailman	prince	waiter
policeman	princess	mail carrier
waitress	police officer	firefighter
stewardess	fireman	flight attendant

Male Noun	Female Noun	Gender-Neutral Noun

B. **Pair work.** Compare answers to Activity A above. Which of these words do you think are not often used in contemporary English? Add at least one more word to each column above.

C. **Preview the reading.** Look quickly over the article on pages 15–17 to complete the Previewing Chart below.

Previewing Chart	
1. Title of the reading: _____	
2. Key words. (What words appear several times? List 3 more.)	3. Female nouns. (Find 3 more female nouns in the reading.)
<i>nouns</i> _____	<i>actress</i> _____
_____	_____
_____	_____
4. I think this reading is probably about	

When to Use Female Nouns

by Mignon Fogarty

- 1 Today's topic is the use of **feminine nouns** such as “actress” and “comedienne.” These days, people often see such terms as sexist, but it's also common to hear at least some of them. So what exactly are the modern rules for using such terms? Actually, this isn't a matter of
- 5 grammar. It's about writing to minimize the potential for readers to draw conclusions¹ you don't want to convey.



Other Languages Have More Feminine Nouns

- It could be worse. In some languages, most nouns have different forms for different sexes. For example, in Spanish, a male lawyer is an *abogado*,
- 10 and a female lawyer is an *abogada*. Furthermore, in some languages, even verbs can have different forms, depending on the sex of their subject. In Hebrew, *raa* means “saw” for masculine subjects, while *raata* means “saw” for feminine subjects. In **Mandarin Chinese**, a man can “marry” a woman, but a woman can only “be married to” a man.

- 15 Even in English, there used to be more female-specific nouns than there are now. Centuries ago, people used now-obsolete² nouns such as “teacheress,” “soldieress,” and “mistress.” The fact that English has mostly abandoned female-specific nouns like these is probably part of the reason that the remaining ones tend to attract attention.

Culture and
Language Notes
page 146

¹ **draw conclusions** reach an opinion or belief about something

² **obsolete** no longer used because it is out of date

20 Paired Nouns Are OK

Sometimes male- and female-specific nouns don't suggest problematic messages. Pairs such as "prince" and "princess," "duke" and "duchess,"³ "abbot" and "abbess"⁴ are unobjectionable.⁵ In these pairs, the male-specific term never refers to both males and females. Even though it might be convenient to have a word to refer to any child of a king or queen, "prince" can only mean a king or queen's son. So, if the sexes are treated equally, each one having its own term, the female-specific term is probably OK.

Some Gender-Neutral Nouns, Such as "Flight Attendant,"

30 Have Become Standard

The next-easiest cases are those where a gender-neutral term has become popular. In recent decades, gender-neutral terms, such as "firefighter," "police officer," "mail carrier," and "flight attendant" have gained currency.⁶ Definitely use these.

35 Problems Arise When a Noun Exists to Call Out Only One Sex

The troublesome cases are when we have one term that can refer to either sex, and another that refers only to women. Take the word "author." It can refer to men or women in a sentence such as, "Our agency represents many authors." But if you use "author" to refer to writers of either sex, and the exclusively feminine "authoress" to refer to female authors, you now have a way of referring specifically to female authors, but no way of referring specifically to male authors. The implication is that most authors are male, and that it's worth pointing out when one of them isn't. As *The Cambridge Grammar of the English Language* says, "The marked term suggests some difference in status and may imply lower standards or achievement."

Is There Ever a Good Reason to Write "Female Doctor"?

This issue comes up even when there aren't gender-specific terms. For example, "doctor" can be either masculine or feminine. Sally McConnell-Ginet, a linguist at [Cornell University](#) who specializes in language and gender, advises, "If you write 'female doctor,' then ask yourself why you want to emphasize that a certain doctor is a woman. Do you write 'male doctor' in similar contexts?" Her point is that sexism in society makes it easy to send messages in our word choice that we don't intend to send.

³ **duke / duchess** a man / woman with a noble or very high rank

⁴ **abbot / abbess** the leader of a group of monks / nuns

⁵ **unobjectionable** not offensive

⁶ **gained currency** started being believed, accepted, or used by many people

55 **Make Sure Your Words Are Relevant**

The guideline suggested in *Garner's Modern American Usage* and *The Merriam-Webster Dictionary of English Usage* is to avoid using a gender-specific noun unless sex is relevant to the discussion. Usually it isn't. Sex doesn't typically matter when you're talking about doctors or authors, for example.

60 But what about when sex is relevant? Another case in point: "actress." Male and female actors usually play different kinds of roles, so it's useful for people in show business to make this distinction. If "actress" saves them from having to use "female actor," why not use it?

Unfortunately, even if you follow this guideline of using gender-neutral
65 noun forms in most cases, and gender-specific nouns only when sex is relevant, the problem remains. You'll end up using female-specific terms to talk specifically about women, but where's the analogous⁷ male-specific term? If there isn't one, you may still be sending a message that a woman doing some job is surprising news. And indeed, although
70 there is sometimes a good reason to use the word "actress," that hasn't stopped it from acquiring negative connotations,⁸ as we're told by a contact in the industry.

In cases like these, where linguistic change is ongoing, the usage of the audience you're writing for can be a good guide. If a certain community
75 uses "actress" where they are clearly not devaluing⁹ women's acting, feel free to do likewise. If they insist on "actor" across the board, you may want to follow suit.¹⁰

Summary

If there's a gender-neutral term in general use, use it. If there's not, but
80 the masculine and feminine nouns each stay in their own territory, then use them. Be careful when one term can refer to either sex, another term refers only to women, and no term refers only to men. In these cases, avoid referring to a person's sex if possible, and if it's not, carefully assess the usage of your audience. But remember that these "rules" are just
85 shortcuts: what matters is getting across the messages you want to send and trying to block those you don't.



Word Count: 922

Reading Time: _____
(Minutes)

Words per Minute: _____
(Word Count/Reading Time)

⁷ **analogous** similar

⁸ **connotations** impressions that a word gives in addition to its meaning

⁹ **devaluing** reducing the value of something

¹⁰ **follow suit** do as other people are doing

After You Read

Understanding the Text

A. Comprehension

For each item below, fill in the correct circle.

- Identifying the Author's Purpose** The purpose of the article is to ____.
 - educate
 - persuade
 - entertain
 - tell a personal story
- Finding the Main Idea** A main idea of this article is that ____.
 - many languages have feminine nouns
 - you should never use a feminine noun instead of a masculine or gender-neutral noun
 - you should use the type of noun that best expresses your meaning
 - in English, there used to be more feminine nouns than there are now
- Scanning for Details** According to the reading, in ____, the form of a verb can depend on the gender of its subject.
 - English
 - Hebrew
 - Japanese
 - Spanish
- Scanning for Details** An equivalent noun pair like “prince” and “princess” ____.
 - is always OK to use
 - is never OK to use
 - is not common in most languages
 - has gained currency recently
- Scanning for Details** Using a term like “authoress” to refer to female authors can cause problems because ____.
 - some people might not know the word
 - the term may become obsolete
 - it's not a common term
 - it suggests that female authors have lower status

6. **Scanning for Details** According to the author, when you aren't sure whether it's OK to use a female noun, you should ____.
- Ⓐ always use the male-specific term
 - Ⓑ think about your audience
 - Ⓒ try to find a different word to use
 - Ⓓ ask your audience what they're comfortable with

B. Vocabulary

Underline these words in the reading passage on pages 15–17. Then complete each sentence with the correct word.

potential imply relevant exclusively avoid gender-neutral

1. Using the term “female doctor” instead of simply “doctor” can _____ that there is a difference between male and female doctors.
2. Before using a female noun, you should always consider whether or not it conveys your message correctly. Otherwise, you have the _____ to express the wrong message.
3. _____ terms like “flight attendant” are always acceptable.
4. Female nouns do not occur _____ in English. They also exist in other languages.
5. Sometimes it's OK to use terms like “actress.” That's when the gender of the person is _____ to the discussion.
6. Try to _____ using gender-specific nouns when you are not trying to differentiate between men and women.

C. Consider the Issues

Work with a partner to answer the questions below.

1. The author says, “Even in English, there used to be more female-specific nouns than there are now. Centuries ago, people used now-obsolete nouns such as ‘teacheress,’ ‘soldieress,’ and ‘ministress.’” Why do you think English speakers use female-specific nouns less frequently now than they used to? List your ideas below.
 - _____
 - _____
 - _____
 - _____
2. Do you ever use gender-specific nouns in English? Why or why not? Do you agree with the author that these words can be offensive?
3. Does your first language have gender-specific nouns or verbs? Share some examples.

Building Vocabulary

Using Female and Gender-Neutral Nouns

Some nouns that used to be common, like *weatherman* and *stewardess*, are gender-biased. Gender-neutral terms were created to replace them. Look at this list of gender-biased nouns and their gender-neutral forms.

Gender-biased term	Gender-neutral term
weatherman	meteorologist
businessman	businessperson, business executive
fireman	firefighter
waiter/waitress	server
steward/stewardess	flight attendant
congressman	congressperson, congressional representative
salesman	salesperson, sales associate
repairman	repairperson
foreman	boss, leader, foreperson
mankind	humankind

- A. Replace each boldfaced noun with the appropriate gender-neutral noun. Use the plural form of the noun when necessary.
1. Have you seen any **salesmen** _____ in this store? I've been in here for 15 minutes, and I can't find anyone to help me.
 2. The invention of the automobile had an enormous effect on the development of **mankind** _____.
 3. Our **congressman** _____ gave a speech in front of city hall to encourage people to vote for her in the election next month.
 4. John is the **foreman** _____ here. He'll show you around when you start work tomorrow.
 5. The **stewardesses** _____ have asked us to stay seated until the plane comes to a complete stop.

B. Match each gender-biased term with its gender-neutral form.

- | | |
|--------------------|-----------------------|
| 1. ___ chairman | a. news reporter |
| 2. ___ brotherhood | b. prehistoric person |
| 3. ___ anchorman | c. childcare provider |
| 4. ___ cowboy | d. kinship |
| 5. ___ manning | e. chairperson |
| 6. ___ caveman | f. rancher |
| 7. ___ nanny | g. staffing |

C. Complete each sentence with a noun from the box on page 20 or from Activity B. Use the plural form of the noun when necessary.

1. My neighbor's kitchen caught fire yesterday. Ten _____ came and put the fire out.
2. Will you call a _____? The washing machine is broken again.
3. You'd better wear a warm coat. The _____ on the news said it's going to snow tonight.
4. Hi, I'm Alan and I'll be your _____ this evening. Can I start you off with something to drink?
5. Someone left a briefcase under the table. I saw three _____ having a meeting here a minute ago. It might belong to one of them.
6. We need to increase _____ in our warehouse. We don't have enough employees to keep up with the workload.
7. Jan decided to go back to work after she had a baby, so she hired a _____.
8. The archaeologists found evidence that _____ lived in the area over 10,000 years ago.
9. I need a _____ to help me with this dress. I'm not sure what size I wear.
10. I feel a strong _____ with my friend Elena. She's like a sister to me.

Reading Skill

Supporting Main Ideas

Writers usually focus on a few main ideas in a piece of writing. Then they use interesting details and examples to support these main points. These **supporting details** and **examples** help the reader to understand and appreciate the writer's main ideas.

Example

It could be worse. (*main idea*) In some languages most nouns have different forms for different sexes. (*supporting detail*) For example, in Spanish, a male lawyer is an *abogado*, and a female lawyer is an *abogada*. (*supporting example*)

A. Analyze the Reading

Find these sentences in the reading. Write *M* next to the main ideas and *S* next to the supporting details and examples.

1. ___ In Hebrew, *raa* means “saw” for masculine subjects, while *raata* means “saw” for feminine subjects.
2. ___ Furthermore, in some languages, even verbs can have different forms, depending on the sex of their subject.
3. ___ Even in English, there used to be more female-specific nouns than there are now.
4. ___ Take the word “author.”
5. ___ Her point is that sexism in society makes it easy to send messages in our word choice that we don't intend to send.
6. ___ Unfortunately, even if you follow this guideline of using gender-neutral noun forms in most cases, and gender-specific nouns only when sex is relevant, the problem remains.
7. ___ Another case in point: “actress.”
8. ___ In these cases, avoid referring to a person's sex if possible, and if it's not, carefully assess the usage of your audience.

B. Apply the Reading Skill

Read the article below. Fill in each blank with a supporting detail or example from the list.

- In English, there are certain terms that you may want to avoid when referring to people's ethnicities or economic status.
- There are also politically correct terms for different groups of people.
- Your audience may be less likely to want to hear what you have to say or read what you have to write if your language is potentially offensive.
- It's also important to refer to adult women as "women" rather than "girls."
- Instead, you should use the word "Asian," or the term for people from a specific country, such as "Japanese" or "Korean."

Watch Your Language

To communicate your ideas clearly, it's not only important to use the right vocabulary, it's also important *not* to use words that might offend your audience.

(1)

In recent decades, this fact has brought about the necessity of politically correct terminology.

(2)

For example, the term "oriental" is offensive to some people.

(3)

When referring to the native people of North America, the term "Indian" is considered politically incorrect and has been replaced with the term "Native American." And when referring to countries that don't have a lot of money or industry, the term "developing country" is preferred over "third-world country."

(4)

For example, people tend not to use the term "handicapped person" anymore. Instead, they use the phrase "people with disabilities." When referring to elderly people, it's more polite to say "seniors" than "old people."

(5)

Of course, sometimes you may find yourself talking to a group of people who aren't bothered by these terms that are considered politically incorrect, and you yourself might not find these terms offensive. But it's still useful to be aware of the differences for those times when your audience is sensitive to politically incorrect terminology.

Discussion & Writing

1. Language is constantly changing. New words are always being introduced, and existing words often start being used in new ways. For example, young people often use words and expressions that their parents don't understand. With a partner, make a list of these words and expressions. You can include examples from English or any other language that you know.

- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____

2. Write a paragraph about two or three words and expressions that are new. In your paragraph, explain what these words and expressions mean and when they are used.

Example

There are a few expressions that my friends and I use and my parents don't understand. For example, my friends and I often say "no drama" when someone apologizes for something. It means "that's OK" or "it's not a problem." My mother wanted to know what it meant, so I told her. Then she tried to use it once. It sounded so funny when she said it...

3. Read your paragraph to the class.

Words to Remember

NOUNS

conclusion
currency
distinction
guide
implication
message
potential
sexism

VERBS

abandon
avoid
convey
imply
refer

ADJECTIVES

convenient
ongoing
relevant

ADVERBS

definitely
exclusively
typically

Your Negative Attitude Can Hurt Your Career

Chapter

3

Chapter Focus

CONTENT

The importance of keeping a positive attitude

READING SKILL

Scanning for specific information

BUILDING VOCABULARY

Using synonyms and antonyms

“Good multiplies when focused upon. Negativity multiplies when focused upon. The choice is ours: Which do we want more of?”

— Julia Cameron, American author and playwright (1948–)

Before You Read

A. Connect with the topic. Look at the two photos below. In the chart, make notes to describe each person.



Person A



Person B

Person A	Person B
looks happy	

B. Pair work. Compare answers to Activity A above. Which person would you rather work with? Why?

C. Preview the reading. Look quickly over the article on pages 27–29 to complete the Previewing Chart below.

Previewing Chart
<p>1. Title of the reading: _____</p> <p>2. Key words. (What words appear several times? List 5 more.)</p> <p><i>negative</i> _____</p> <p>_____</p> <p>_____</p> <p>3. I think this reading is probably about</p> <p>_____</p> <p>_____</p> <p>_____.</p>

Your Negative Attitude Can Hurt Your Career

by Anthony Balderrama

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1 In any situation—a cafe, the subway, a movie theater—you don't want to be that guy (or gal). There is no strict definition of what it means to be that person, but usually it refers to the person who stands out for all the wrong reasons.

5 In a cafe, it's the guy who won't stop hitting on you.¹

In the subway, it's the woman who eats a cheeseburger and fries, filling the entire car with an onion aroma.

At the movies, it's the patron who leaves her cell phone ringer on.

Wherever you are, you don't want to be that person. Especially at work.

10 Of course, at work you'll find plenty of bad traits: the gossip, the chronically tardy person, the kiss-up,² and everyone else you try to avoid. Perhaps the one type you want to avoid (hanging around and being) more than any other is **the negative person**. The negative person hates everything. Every task is too lowly; every meeting lasts too long; every
15 co-worker is too dumb. Nary³ a word passes through his or her lips that's not dripping with sarcasm.

If you realize that you are this furrow-browed⁴ employee, the chorus of sighs and complaints, accented with eye rolls, will earn you the worst reputation of everyone. And whether or not you're aware, your boss will
20 notice, too.

First Impressions Count

One reason interviews cause job seekers so much anxiety is the need to make a favorable first impression. Although qualifications make up the bulk of the hiring decision, employers are also looking at the kind of
25 attitude you display to determine whether or not you'd be an asset to the organization. Lauren Milligan, host of the business radio show "Livin' the Dream," advises job seekers to temper any negativity they have involving their previous jobs.



Culture and
Language Notes
page 147

1 **hitting on you** trying to talk to you because he's attracted to you

2 **kiss-up** someone who is especially friendly to the boss in the hope of receiving special treatment

3 **nary** not one

4 **furrow-browed** always frowning and looking unhappy

“**During an interview**, a common question posed to the candidate is, 30 ‘What problems did you encounter in your previous job?’ A negative employee will use this time to talk about their boss, co-workers, job functions—anything that didn’t sit quite well with [him or her],”⁵ Milligan says. “Don’t do that! A positive employee will see this question as a chance to talk about a difficult situation and how they turned it into a good 35 experience.”

The **clichéd** business advice of bringing your boss solutions, not problems, is actually true.

“Negative employees think of how problems affect them, while positive employees think of how they can solve a challenge,” Milligan says.

40 **Everyday Behavior**

Of course, maintaining an upbeat attitude for 30 minutes or an hour during an interview is far easier than fighting off grumpiness every day. You’ll probably have to vent once in a while because some days will be bigger pains than others, and few people would hold that against you.⁶

45 Habitual negativity is a problem because it can quickly become your trademark⁷ and overshadow any accomplishments. And in a tough job market, when workers are feeling stressed and employers consider trimming head count,⁸ you don’t want to be remembered for being the local sourpuss.

50 “In this recession, people are having to do more with less—that’s just a fact,” Milligan says. “If you’re the employee that complains about clients or the workload or the commute or the manager—and you seek out opportunities to talk about your misery—this will definitely pose a problem with your employer and co-workers.” Just as damaging can be 55 your tendency to arrive late and leave early.

Helen T. Cooke is the marketing director of Cooke Consulting Group, where she coaches and teaches clients about team development. She agrees that behavior affects others’ perceptions of us.

60 “The nonverbals will always prevail if we’re trying to mask⁹ negativity. For example, the employee makes a comment that sounds OK, but the facial expressions and/or body language make it clear that she or he isn’t on board,”¹⁰ Cooke explains. “If you are not feeling enthusiastic in general, consider what is within your control, primarily, and secondarily what is within your ability to influence. Make positive changes in those 65 two arenas.”

⁵ **anything that didn’t sit quite well with [him or her]** anything he or she was unhappy or dissatisfied with

⁶ **hold that against you** think badly of you for that; judge you for that

⁷ **trademark** the quality or behavior that you are known for

⁸ **trimming head count** reducing the number of employees

⁹ **mask** hide

¹⁰ **on board** in agreement

In your quest to compensate for a lack of enthusiasm, you don't need to become the resident cheerleader, either. Your boss will probably sense insincerity if she tells you to report at 7 a.m. tomorrow for a meeting and you react with a cheer of approval. Learn to say, "Sure," without emitting
70 a long sigh as you walk away.

Remember, People Do Talk

Not everything you do should be dictated by other people's opinions, but when you work in a group environment, you can't ignore their influence on your career either. If every smile you flash to the boss
75 morphs¹¹ into a disgruntled rant to a co-worker, word of your attitude will get around. Some bosses might dismiss it as gossip, but others will take it to heart.

According to Cooke, a manager who senses that negativity is permeating the workplace will likely address the issue, which could hurt the naysayer's
80 salary increase, bonus, or chances for promotion.

"Management realizes that they can maximize their productivity and therefore their bottom line¹² by cultivating a healthy, robust organizational culture," Cooke says. "Negativity can poison the air in the workplace and create a downward spiral for the workers. This is exactly
85 what is not needed during already challenging times with the current state of the marketplace and the economy."

Milligan agrees with Cooke, and points out that most bosses hearing about a negative attitude will distinguish between petty gossip and a sincere concern about morale.

90 "No one likes a tattletale,¹³ whether it's in grade school or the workplace," Milligan explains. "However, if an employee's attitude is causing enough of a problem to where it needs to be addressed, then it becomes the manager's job to properly deal with it. Sometimes managers aren't in a position to witness negativity coming from their staff, which is why
95 the motives of the 'messenger' must be taken into consideration. A good manager who is cued in to the team will certainly not want one person's attitude affecting everyone else."

Remember that not every aspect of a job will be fun and exciting. And sometimes you will want to roll your eyes when the boss isn't looking,
100 but make it an exception, not a habit. After all, you don't want to be that person.



Word Count: 1,051

Reading Time: _____
(Minutes)

Words per Minute: _____
(Word Count/Reading Time)

¹¹ **morphs** changes, transforms

¹² **bottom line** line in a financial statement that shows the net income or profit

¹³ **tattletale** someone who tells an authority figure what someone else has done wrong

After You Read

Understanding the Text

A. Comprehension

For each item below, fill in the correct circle.

- 1. Identifying the Author's Purpose** The purpose of the article is to ____.
 - Ⓐ persuade
 - Ⓑ tell a personal story
 - Ⓒ entertain
 - Ⓓ educate
- 2. Finding the Main Idea** The main idea of the reading is that ____.
 - Ⓐ people don't like to be around negative co-workers
 - Ⓑ you should be positive at work if you want to be successful
 - Ⓒ your attitude isn't as important as your skills in the workplace
 - Ⓓ negative employees are not likely to get pay raises and promotions
- 3. Scanning for Details** The author says that when an interviewer asks you about problems at your previous job, you should ____.
 - Ⓐ be honest and tell him or her about the problems you had
 - Ⓑ say that you enjoyed your last job and you never had any problems there
 - Ⓒ talk about problems you had with job functions, but not about problems you had with your boss or co-workers
 - Ⓓ describe how you turned a problem into a positive experience
- 4. Scanning for Details** According to the author, it's OK to ____.
 - Ⓐ complain once in a while
 - Ⓑ gossip once in a while
 - Ⓒ be late for work as long as you have a positive attitude
 - Ⓓ be positive now and then
- 5. Scanning for Details** The author says that it's important to be positive in your ____.
 - Ⓐ speech, writing, and facial expressions
 - Ⓑ body language and speech
 - Ⓒ body language, speech, and writing
 - Ⓓ body language, speech, and facial expressions

- 6. Scanning for Details** The author suggests that if you are feeling negative about your job, you should ____.
- Ⓐ try to make changes where you can
 - Ⓑ look for a new job that you'll like better
 - Ⓒ tell your manager what you're unhappy about
 - Ⓓ ask your co-workers to help you create a more positive work environment

B. Vocabulary

Underline these words in the reading passage on pages 27–29. Then match the words with their definitions.

- | | |
|--------------------|--|
| 1. ____ attitude | a. the way that you think, feel, or behave |
| 2. ____ habitual | b. to reduce the bad effect of something; to make up for something |
| 3. ____ encounter | c. a likelihood or habit of behaving a certain way |
| 4. ____ reputation | d. to experience something |
| 5. ____ compensate | e. regular; done very often |
| 6. ____ tendency | f. an opinion that people in general have about what somebody or something is like |

C. Consider the Issues

Think about how your own or someone else's negativity can have an effect on different situations. Work with a partner to complete the chart below.

Situation	Effects of Negativity
1. You and your friends are trying to decide what to do over the weekend.	
2. You're on vacation with your family.	
3. You're in a busy store, paying for something.	
4. You are talking to a phone company representative to report an error on your bill.	
5. You're working in a group for a class project.	

Building Vocabulary

Using Synonyms and Antonyms

Synonyms are pairs of words that are similar in meaning. For example, *problem* and *difficulty* are synonyms.

Antonyms have opposite or nearly opposite meanings. For example, *positive* and *negative* are antonyms.

Writers often use synonyms to avoid repeating the same word several times.

Example

A positive employee will ... talk about a difficult **situation** and how they turned it into a good **experience**.

Writers sometimes use antonyms to contrast two ideas.

Example

The clichéd business advice of bringing your boss **solutions**, not **problems**, is actually true.

A. Number the paragraphs in the article from 1 to 23. Then find the words below.

1. Find a synonym for *problem* in paragraph 11. _____
2. Find a synonym for *positive* in paragraph 12. _____
3. Find an antonym for *positivity* in paragraph 12. _____
4. Find a synonym for *actions* in paragraph 15. _____
5. Find an antonym for *negative* in paragraph 16. _____
6. Find a synonym for *complaint* in paragraph 18. _____
7. Find an antonym for *habit* in paragraph 23. _____
8. Find two synonyms for *negative person* in paragraphs 13 and 19.
_____, _____

B. Complete the chart with the words in the box.

achievement	complete	inquiry
answer	conceal	insecure
boring	funny	make
clear	impact	self-assured
common	inadequate	spend

Word	Synonym	Antonym
1. success		failure
2. question		
3. confusing	puzzling	
4. confident		
5. amusing		
6. show	express	
7. effect		cause
8. earn		
9. thorough		
10. familiar		strange

C. Replace each word in parentheses with its synonym or antonym. Pay attention to the context of the sentences to decide which is necessary.

1. It's important to be positive at work. If you're (positive) _____ all the time, you can hurt your chances for a promotion or raise.
2. Don't think that you can (show) _____ your negativity by saying things you don't mean. If you're not happy about something, it will be apparent in your body language.
3. Pay attention to your co-workers' opinions of you. The way they feel about you can have a big (effect) _____ on your job.
4. Employers like workers who can come up with (challenges) _____ better than workers who just complain about problems.
5. You want people to recognize your (achievements) _____ at work, not your negative attitude.

Reading Skill

Scanning for Specific Information

When you need to find specific information in a text, you should *scan* the text rather than read every word. In other words, move your eyes very quickly across the text, stopping only to “pick up” the information you are looking for.

For example, scan the paragraph below to find four types of people. Notice that you don’t need to read every word to find this information.

“Of course, at work you’ll find plenty of bad traits. The gossip, the chronically tardy person, the kiss-up, and everyone else you try to avoid. Perhaps the one type you want to avoid (hanging around and being) more than any other is the negative person. The negative person hates everything.”

A. Analyze the Reading

Scan the reading on pages 27–29 to answer the questions below. Remember to look quickly over the text without reading every word.

1. What is one reason interviews make job seekers anxious?

2. Who is Lauren Milligan?

3. What is a common interview question?

4. Why can habitual negativity become a problem?

5. What is Helen T. Cooke’s job?

6. What does Cooke do at her job?

7. What do Milligan and Cooke agree about?

B. Apply the Reading Skill

Scan the article below to find answers to these questions.

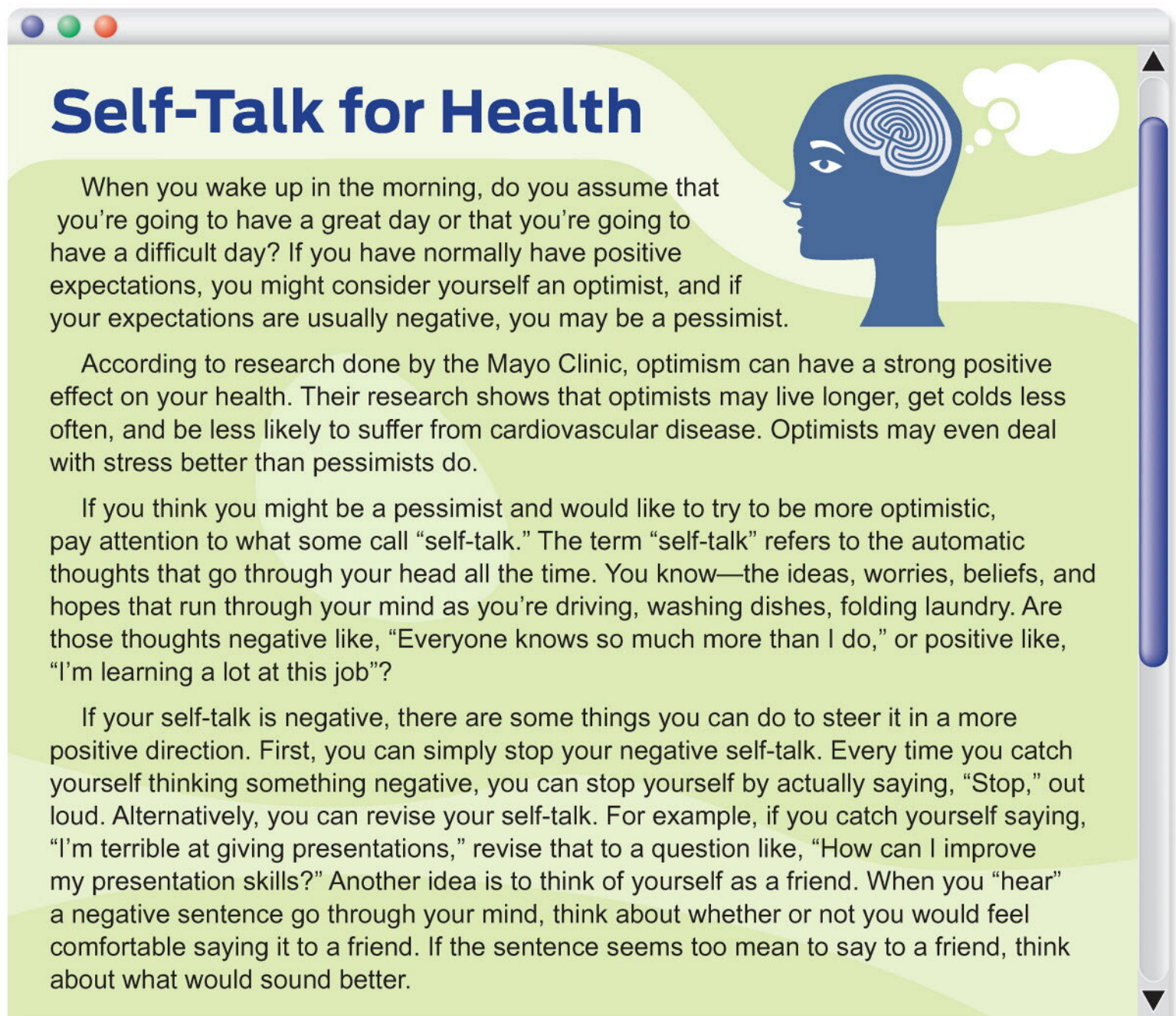
1. Who did research on positive thinking?

2. What are four health benefits of optimism?

3. What does the term “self-talk” refer to?

4. What is one example of positive self-talk?

5. What is one example of negative self-talk?



Self-Talk for Health

When you wake up in the morning, do you assume that you're going to have a great day or that you're going to have a difficult day? If you normally have positive expectations, you might consider yourself an optimist, and if your expectations are usually negative, you may be a pessimist.

According to research done by the Mayo Clinic, optimism can have a strong positive effect on your health. Their research shows that optimists may live longer, get colds less often, and be less likely to suffer from cardiovascular disease. Optimists may even deal with stress better than pessimists do.

If you think you might be a pessimist and would like to try to be more optimistic, pay attention to what some call “self-talk.” The term “self-talk” refers to the automatic thoughts that go through your head all the time. You know—the ideas, worries, beliefs, and hopes that run through your mind as you're driving, washing dishes, folding laundry. Are those thoughts negative like, “Everyone knows so much more than I do,” or positive like, “I'm learning a lot at this job”?

If your self-talk is negative, there are some things you can do to steer it in a more positive direction. First, you can simply stop your negative self-talk. Every time you catch yourself thinking something negative, you can stop yourself by actually saying, “Stop,” out loud. Alternatively, you can revise your self-talk. For example, if you catch yourself saying, “I'm terrible at giving presentations,” revise that to a question like, “How can I improve my presentation skills?” Another idea is to think of yourself as a friend. When you “hear” a negative sentence go through your mind, think about whether or not you would feel comfortable saying it to a friend. If the sentence seems too mean to say to a friend, think about what would sound better.

Discussion & Writing

1. Think about a time when someone else's negative attitude had an effect on you or the group you were with. Then complete the chart.

Where were you? What were you doing?	
What kind of negative behavior did the person display?	
How did this person's negative attitude affect you or your group?	
What could you have done to make the situation more positive?	

2. **Pair work.** Describe the situation from the chart above to a partner.
3. Use the information in your chart to write a paragraph about the situation.

Words to Remember

NOUNS

aspect
attitude
motive
qualification
reputation
sarcasm
tendency
trait

VERBS

compensate
complain
encounter
ignore
maximize
refer

ADJECTIVES

damaging
enthusiastic
favorable
habitual
negative
positive
tough

ADVERBS

primarily

Mini-Dictionary
page 163

The Colorful World of Synesthesia

Chapter

4

Chapter Focus

CONTENT

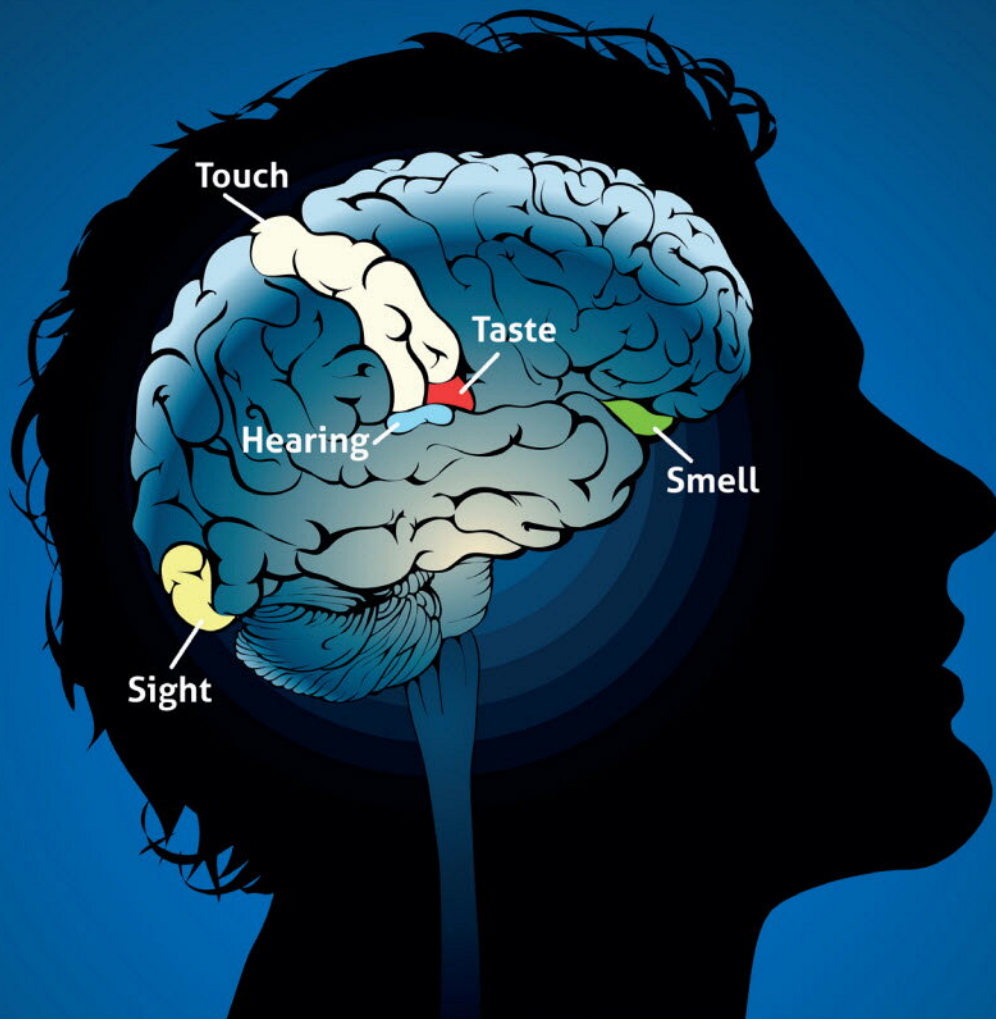
A sensory condition called synesthesia

READING SKILL

Making inferences

BUILDING VOCABULARY

Understanding verb-forming suffixes



“We don’t live in the world of reality; we live in the world of how we perceive reality.”

— Bryan Singer, American movie director and producer (1965–)

Before You Read

A. Connect with the topic. Look at the picture on page 37. What are the five senses? How do you use them? Complete the chart below. Include at least three answers for each sense.

The Five Senses	How do you use this sense every day?
1. <i>hearing</i>	<i>listen to music, watch TV, use cell phone</i>
2.	
3.	
4.	
5.	

B. Pair work. Compare your answers to Activity A. Then discuss some things you do that require the use of two or more senses at the same time.

C. Preview the reading. Look quickly over the article on pages 39–41 to complete the Previewing Chart below.

Previewing Chart	
1. Title of the reading: _____	
2. Key words. (What words appear several times? List 3 more.) <i>senses</i> _____ _____	3. Read the title and the first and last paragraph. What is the topic of this article? Check (✓) your answer. <input type="checkbox"/> science <input type="checkbox"/> music <input type="checkbox"/> art <input type="checkbox"/> diet
4. I think this reading is probably about _____ _____ _____.	

The Colorful World of Synesthesia

by Susan Gaidos
from *Science News*

1 The number “6” is a bright shade of pink. Listening to a cello smells like chocolate. And eating a slice of pizza creates a tickling sensation on the back of your neck.

5 If you have experiences like this, you may be one of the special people with an unusual sensory condition called synesthesia (pronounced sin-uhs-THEE-zha).

10 People with synesthesia experience a “blending” of their senses when they see, smell, taste, touch, or hear. Such people have specially wired brains, so that when something stimulates one of the five senses, another sense also responds. This blending can cause people to see sound, smell colors, or taste shapes.

Dozens of different sensory combinations exist. In the most common form of synesthesia, numbers, letters, or even days of the week appear in their own distinct color.

15 If you’ve encountered these types of events, you’re not alone. Scientists say as many as one in every 200 people may be a synesthete, as a person with this condition is called.

20 The phenomenon is known to run in families and may occur more often among women than men. Many **famous people have had synesthesia**, including Russian writer **Vladimir Nabokov** and physicist **Richard Feynman**.

One thing is certain: most synesthetes treasure their unusual ability to take in the world with an additional sense. After all, who wouldn’t want to experience the world in full, glorious color or sound?

25 “It’s absolutely a positive experience,” says Patricia Lynn Duffy, a synesthete who has talked to hundreds of others with the condition while writing a book on the subject. “If you proposed to take away someone’s synesthetic ability, I think they would say, ‘No, I like it this way.’”

What Color Is My “I”?

30 Most synesthetes learn about their amazing gift by accident. They are surprised to learn that everyone does not experience the world as they do.

Though it may sound strange to many people, Duffy says the experiences are not scary. The people who have synesthesia have always experienced life that way.



Culture and
Language Notes
page 148

35 “For as long as I could remember, each letter of the alphabet had a different and distinct color. This is just part of the way alphabet letters look to me,” says Duffy. “Until I was 16, I took it for granted¹ that everyone shared those perceptions with me.”

Synesthetes do not actively think about their perceptions—they just
40 happen. Some synesthetes report that they see such colors internally, in “the mind’s eye.” Others, such as Duffy, see their visions projected in front of them, like watching an image on a movie screen.

Scientists know that in synesthesia, those colors are real, not just figments of an active imagination.² How? Studies show that the colors
45 synesthetes see are highly specific and consistent over time. If the letter “b” is lime green, it will always be lime green.

Studies done in the mid-1990s showed that synesthesia also can be measured by brain-scanning techniques.³ For synesthetes who perceive colors when hearing words, a certain part of the brain involved with
50 vision is active in response to sound. That type of activity didn’t occur in non-synesthetes.

Making Connections

So how can the sound of a musical instrument lead to color? Scientists are still trying to discover exactly how information from the senses
55 merges together in the brain. But this much is known:

Messages gathered from the eyes, ears, mouth, nose, and nerves involved in the sense of touch travel to the brain for processing. Much of this sensory processing occurs in an area of the brain called the cortex, the outermost part of the brain that organizes and enables us to respond
60 to the incoming messages.

Information from each of the senses is first processed in its own special region. It’s then sent on to “higher” regions in the cortex for further processing. At certain points in the brain, these various senses converge.

One theory is that synesthesia may be caused by “cross-wiring”
65 between areas of the brain that process different sensations, such as color, sound, or taste. This theory draws on the fact that children are born with many nerve connections between nearby parts of the brain.

“During our first few years of life, our brain makes more connections than it needs, and then eventually prunes⁴ some of those away,” says
70 Edward Hubbard, a post-doctoral researcher at the French National Institute for Health and Medical Research who studies what causes synesthesia.

¹ **took it for granted** assumed something was true without evidence or proof

² **figments of an active imagination** imaginary things that someone believes are real

³ **brain-scanning techniques** ways of taking pictures of the brain to look at brain activity

⁴ **prunes** cuts away unnecessary parts to help growth

One thing that may happen in synesthesia, Hubbard says, is that some of these connections don't get pruned away. If so, then people may see
75 specific colors with particular letters because they have extra connections between the brain areas involved in word and color perception.

Last summer, a group of scientists in the Netherlands found direct evidence of these types of extra connections.

The researchers used a method called DTI to scan the brains of
80 18 people with synesthesia. They also looked at the brains of 18 non-synesthetes. DTI (which stands for diffusion tensor imaging) measures how water flows in the brain. Within certain brain tissues, or nerve fibers, water flows more freely in one direction than the other. This is especially true in a type of nerve fiber, or axon, that carries messages from brain
85 cell to brain cell. Commonly called "white matter," these axons connect different parts of the brain to each other.

By measuring the water flow through these tissues, the scientists could measure how many of these axons there were in each brain region. Brain regions that are highly connected will have more white-matter axons.

90 In synesthetes who saw colored letters, the scientists found higher levels of white matter in three different brain regions. One was in the letter and word region of the brain, known as V4. The other highly connected areas were found in brain regions involved in consciousness—the awareness that you're thinking, feeling, seeing, hearing, or doing any
95 number of other things your brain enables you to do.

"We have lots of things impinging⁵ upon our senses, and some of them become conscious and some of them don't," says Hubbard. "Activity in this area might make a person more consciously aware of a synesthetic experience."

100 These findings don't rule out other possible causes of synesthesia, says Hubbard. Still, he is now working to see if this type of "cross-wiring" occurs in other forms of synesthesia. Other scientists are looking to see whether other parts of the brain are also involved in synesthesia.

Hubbard is also developing better ways to identify the various
105 processing regions of the brain. "Everybody's brain differs a little bit in its exact organization," he says. Duffy notes that these variations in nerve connections occur not only in synesthetes, but in all people. "Everybody develops a neural pattern that's kind of unique, just like a fingerprint," she says. "That's why no two people are seeing the world
110 in exactly the same way."



Word Count: 1,144

Reading Time: _____
(Minutes)

Words per Minute: _____
(Word Count/Reading Time)

⁵ **impinging** intruding; interfering with

After You Read

Understanding the Text

A. Comprehension

For each item below, fill in the correct circle.

- 1. Identifying the Author's Purpose** The purpose of the article is to ____.
 - Ⓐ entertain
 - Ⓑ persuade
 - Ⓒ educate
 - Ⓓ tell a personal story
- 2. Finding the Main Idea** The main idea of the reading is:
 - Ⓐ Scientists have just begun studying a sensory condition called synesthesia.
 - Ⓑ People with synesthesia experience a blending of their senses, so some see sound, smell colors, or taste shapes.
 - Ⓒ Synesthesia is an unusual but harmless condition that affects the brain, and most synesthetes enjoy having the condition.
 - Ⓓ Scientists have made some progress in determining the causes of a sensory condition called synesthesia.
- 3. Scanning for Details** Most synesthetes ____.
 - Ⓐ see numbers, letters, and days in specific colors
 - Ⓑ taste specific foods when they hear certain kinds of music
 - Ⓒ smell specific odors when they touch certain textures
 - Ⓓ hear music when they taste certain flavors
- 4. Scanning for Details** In a group of 400 people, you can probably find ____.
 - Ⓐ one person with synesthesia
 - Ⓑ two people with synesthesia
 - Ⓒ four people with synesthesia
 - Ⓓ six people with synesthesia
- 5. Scanning for Details** Scientists have found that synesthetes who see numbers in specific colors ____.
 - Ⓐ always see a number in the same color
 - Ⓑ see different colors depending on whether the number is written or spoken
 - Ⓒ don't see colors when numbers are spoken
 - Ⓓ see the same colors as other synesthetes

6. **Scanning for Details** A lot of sensory processing happens in ____.

- Ⓐ nerve fibers
- Ⓑ the cortex
- Ⓒ the axons
- Ⓓ white matter

B. Vocabulary

Underline the words in the box below in the reading passage on pages 39–41. Then complete each sentence with the correct word.

perceptions theory variations consciously rule out take in

1. There were a lot of people talking in the hallway, but I wasn't _____ aware of them until one of them called my name.
2. The first time a doctor told me I had synesthesia, it was a lot to _____. He gave me so much information to read about my condition.
3. One _____ about synesthesia is that it is the result of connections between different parts of the brain.
4. There are several _____ of the condition. For some people, numbers and letters appear in certain colors. For others, the sound of music makes them smell particular foods.
5. The doctors did a brain scan to _____ brain damage. They didn't think there was any danger of that, but they wanted to make sure.
6. We can never be sure that two people's _____ of something are the same. For example, how can we ever be certain that two people are seeing identical shades of blue when they look at the same sky?

C. Consider the Issues

Work with a partner to answer the questions below.

1. According to the reading, there are dozens of sensory combinations that come with synesthesia. The reading also states that most synesthetes consider their condition to be a gift. What sensory combination do you think would be the most enjoyable? Check two senses in the list below.
 - sight taste touch
 - smell hearing
2. Explain how you imagine the senses you chose would blend. For example, would you see numbers in certain colors? Would you smell certain odors when you heard music?
3. Why do you think this combination of senses would be enjoyable? Would there be any negative consequences of having this combination?

Building Vocabulary

Understanding Verb-Forming Suffixes

Understanding suffixes can help you with reading comprehension. Often, you can recognize whether a word is a noun, verb, or adjective based on its suffix, even if you don't know the word.

Some suffixes often signal that a word is a verb. These suffixes are *-ize*, *-ate*, *-fy*, and *-en*.

Examples

- ize*: memorize, visualize
- ate*: differentiate, educate
- fy*: magnify, terrify
- en*: strengthen, shorten

Note that some adjectives and nouns can also end in *-ate*: *carbohydrate*, *certificate*, *fortunate*, *passionate*. So pay attention to context when you read an unfamiliar word that ends in *-ate* to determine its part of speech.

A. Complete each sentence with the correct form of a verb from the box.

stimulate	organize	identify	verify	strengthen
-----------	----------	----------	--------	------------

1. The cortex _____ the messages that come into our brain so that we can understand and respond to them.
2. Scientists have _____ that synesthetes who see numbers in color actually see those colors; they don't just imagine them.
3. In the brains of synesthetes, when something _____ one sense, another sense also responds. For example, when a synesthete sees red, she might also smell chocolate.
4. Brain scans have _____ the argument that synesthetes really experience a blending of senses because now scientists have evidence that multiple parts of the brain respond at once.
5. Scientists have _____ a nerve fiber in the brain that carries messages from cell to cell. They call it "white matter."

B. Use a dictionary to choose the correct verb-forming suffix to turn each word below into a verb.

1. symbol *symbolize* _____
2. personal _____
3. nausea _____
4. simple _____
5. length _____
6. moist _____
7. active _____
8. sweet _____
9. critic _____
10. cheap _____
11. horror _____
12. civil _____
13. worse _____
14. equal _____
15. motive _____

C. Choose five verbs from Activity B and write a sentence using each one.

1. _____
_____.
2. _____
_____.
3. _____
_____.
4. _____
_____.
5. _____
_____.

Reading Skill

Making Inferences

When you make an inference, you make a judgment based on clues in the reading. Making inferences is sometimes called “reading between the lines.”

For example, the author writes, “Scientists say as many as one in every 200 people may be a synesthete.” From this, we can infer that most people probably know at least one synesthete, whether they’re aware of it or not, since most people know at least 200 people.

A. Analyze the Reading

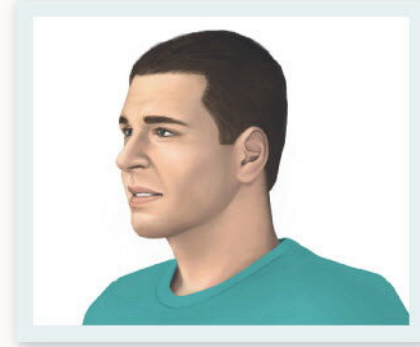
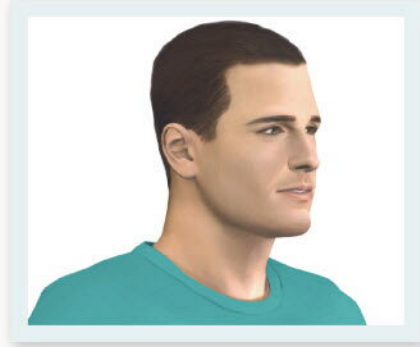
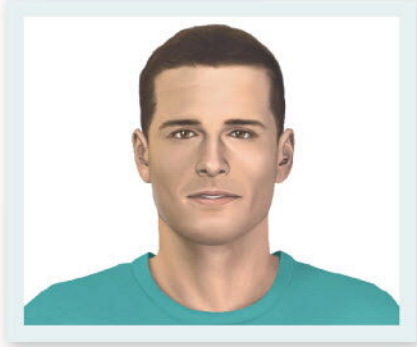
What can you infer from each of the following statements from the reading? Fill in the correct circle.

1. “This is just part of the way alphabet letters look to me,” says Duffy. “Until I was 16, I took it for granted that everyone shared those perceptions with me.”
 - Ⓐ Duffy probably went to a doctor when she was 16 because she was afraid of her perceptions.
 - Ⓑ Duffy may have told someone about her perceptions when she was 16.
 - Ⓒ Before Duffy turned 16, she knew a lot of people who saw letters the same way she did.
2. This is especially true in a type of nerve fiber, or axon, that carries messages from brain cell to brain cell. Commonly called “white matter,” these axons connect different parts of the brain to each other.
 - Ⓐ The scientists who conducted the research on synesthesia made up the term “white matter.”
 - Ⓑ Only synesthetes have white matter in their brains.
 - Ⓒ Scientists knew about white matter before they conducted their research on synesthesia.
3. In synesthetes who saw colored letters, the scientists found higher levels of white matter in three different brain regions.
 - Ⓐ The scientists expected to find lower levels of white matter in these regions of the synesthetes’ brains.
 - Ⓑ The scientists found lower levels of white matter in these regions of the brains of non-synesthetes.
 - Ⓒ Non-synesthetes had no white matter in these regions of their brains.

B. Apply the Reading Skill

Read the article about face blindness. Check (✓) the statements below that can be inferred from the reading.

Have We Met Somewhere Before?



Look at these three pictures. Can you identify the two pictures that are of the same person? If you can't, you may have a syndrome called prosopagnosia, also known as face blindness. A lot of us have trouble recognizing people, but people with prosopagnosia can't recognize their close friends and family members by looking at their faces. People with severe prosopagnosia can't even recognize themselves.

Many people who suffer from face blindness have developed strategies for recognizing people. For example, they pay attention to people's hairstyles, voices, and clothing in order to figure out who they are. But what happens if a friend gets a new haircut or waves hello without speaking?

For Ayla Bahar, her face blindness presented a new hazard when she had a baby. After her daughter was born, Ayla realized that she could not pick her baby out from the other babies in the maternity ward. Recognizing a newborn baby might be difficult for anyone, but Ayla became terrified, thinking of what might happen in the future when she had to pick her daughter up from daycare or from school. So Ayla bought a bracelet for her daughter that she could easily differentiate from a bracelet another child might wear.

Prosopagnosia can be an effect of brain damage from an accident, a stroke, or some other event, or it can have genetic causes. Unlike people who lose their face recognition ability as a result of brain damage, those with genetic prosopagnosia are often unaware that they have an impairment. They often don't find out that there is such a thing as face recognition until they learn that others can pick people out of a crowd just by looking at their faces.

- 1. Prosopagnosia can make everyday activities challenging.
- 2. If a man with face blindness sees a friend with a new haircut, he probably won't recognize the friend.
- 3. Ayla Bahar didn't know she had prosopagnosia until her daughter was born.
- 4. Ayla Bahar's daughter's bracelet is probably unusual.
- 5. People who develop face blindness because of brain damage are aware that they have lost their face recognition ability.

Discussion & Writing

1. Look at the quotation at the beginning of this chapter. What do you think Bryan Singer means when he says, “We live in the world of how we perceive reality”?
2. Imagine that two people are in the same situation: they are both stuck in a traffic jam. Person A is very upset about the traffic jam. Brainstorm reasons why Person A is upset.

- _____
- _____
- _____
- _____

Person B is very happy about the traffic jam. Brainstorm reasons why Person B is happy.

- _____
- _____
- _____
- _____

3. Think of a time when you and another person had a different perception of the same situation. Write a paragraph describing the situation and why you saw it differently.

Example

Once a co-worker and I were laid off from our jobs. I was so worried. I didn't know how I was going to pay my rent or my tuition. But my co-worker was actually happy that he got laid off. He reminded me that we didn't really like our jobs. He saw the situation as an opportunity to look for a better job...

Words to Remember

NOUNS

consciousness
gift
perception
phenomenon
region
shade
technique
theory
variation

VERBS

converge
project
rule out
stimulate
take in
treasure

ADJECTIVES

conscious
distinct

ADVERBS

absolutely
consciously

What Is Creative Thinking?

Chapter

5

Chapter Focus

CONTENT

Suggestions for learning to think creatively

READING SKILL

Using context

BUILDING VOCABULARY

Understanding figures of speech



“Happiness lies in the joy of achievement and the thrill of creative effort.”

— Franklin Roosevelt, American president (1882–1945)

Before You Read

A. Connect with the topic. The figure below can be seen in three different ways. Which ways can you see? How is this an example of creative thinking?



B. Pair work. Compare your answers to Activity A. (Possible answers are on page 150.)

C. Preview the reading. Look quickly over the article on pages 51–53 to complete the Previewing Chart below.

Previewing Chart

1. Title of the reading: _____

2. Names of people and places in the reading. (List 3 more.)

Carl Ally _____

3. Key words. (What words appear several times? List 3 more.)

creative _____

4. I think this reading is probably about

_____.

What Is Creative Thinking?

by Roger von Oech

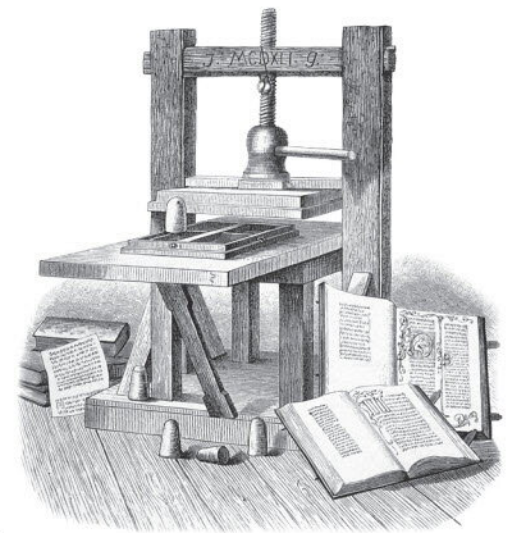
from *A Whack on the Side of the Head: How You Can Be More Creative*

1 I once asked advertising legend¹ **Carl Ally** what makes the creative person tick.² Ally responded, “The creative person wants to be a know-it-all. He wants to know about all kinds of things: ancient history, 19th century mathematics, current manufacturing techniques, flower
5 arranging, and hog futures.³ Because he never knows when these ideas might come together to form a new idea. It may happen six minutes later or six years down the road. But he has faith that it will happen.”

I agree wholeheartedly. Knowledge is the stuff from which new ideas are made. Nonetheless, knowledge alone won't make a person creative.
10 I think that we've all known people who knew lots of facts and nothing creative happened. Their knowledge just sat in their crania⁴ because they didn't think about what they knew in any new ways. The real key to being creative lies in what you do with your knowledge.

Creative thinking requires an attitude that allows you to search
15 for ideas and manipulate your knowledge and experience.⁵ With this outlook,⁶ you try various approaches, first one, then another, often not getting anywhere. You use crazy, foolish, and impractical ideas as stepping stones to practical new ideas. You break the rules occasionally, and explore for ideas in unusual outside places. In
20 short, by adopting a creative outlook, you open yourself up both to new possibilities and to change.

A good example of a person who did this is **Johann Gutenberg**. What Gutenberg did was combine two previously unconnected ideas: the wine press and the coin punch. The purpose of the coin
25 punch was to leave an image on a small area such as a gold coin. The function of the wine press was, and still is, to apply force over a large area to squeeze the juice out of grapes. One day, Gutenberg, perhaps after he'd drunk a goblet or two of wine, playfully asked himself, “What if I took a bunch of these coin punches and put them under the force of the wine
30 press so that they left their image on paper?” The resulting combination was the printing press and **movable type**.



Culture and
Language Notes
page 149

¹ **advertising legend** a person who has become famous in the field of advertising

² **make a person tick** make a person behave the way he or she does

³ **futures** shares in the stock market that are bought or sold in advance of delivery

⁴ **crania** (plural form of cranium) skulls

⁵ **manipulate your knowledge and experience** use your knowledge and experience in different ways

⁶ **outlook** point of view

Navy Admiral⁷ **Grace Hopper** had the task of explaining the meaning of a nanosecond to some non-technical computer users. (A nanosecond is a billionth of a second, and it's the basic time interval of a supercomputer's internal clock.) She wondered, "How can I get them to understand the brevity of a nanosecond? Why not look at it as a space problem rather than a time problem? I'll just use the distance light travels in one billionth of a second." She pulled out a piece of string 30 centimeters long (11.8 inches) and told her visitors, "Here is one nanosecond."

In 1792, the musicians of **Franz Joseph Haydn's** orchestra got mad because the **Duke** promised them a vacation but continually postponed it. They asked Haydn to talk to the Duke about getting some time off. Haydn thought for a bit, decided to let music do the talking, and then wrote the "Farewell Symphony." The performance began with a full orchestra, but as the piece went along, it was scored⁸ to need fewer and fewer instruments. As each musician finished his part, he blew out his candle and left the stage. They did this, one by one, until the stage was empty. The Duke got the message and gave them a vacation.

Then there's **Pablo Picasso**. One day, he went outside his house and found an old bicycle. He looked at it for a little bit and took off the seat and the handlebars. Then he welded them together to create the head of a bull.

Each of these examples illustrates the creative mind's power to transform one thing into another. By changing perspective and playing with our knowledge, we can make the ordinary extraordinary and the unusual commonplace. In this way, wine presses squeeze out information, string is transformed into nanoseconds, labor grievances become symphonies, and bicycle seats turn into bulls' heads.

The **Nobel Prize** winning physician **Albert Szent-Györgyi** put it well⁹ when he said: "Discovery consists of looking at the same thing as everyone else and thinking something different."

Here are two quick exercises to give you a chance to "think something different."

Exercise 1: An eccentric¹⁰ old king wants to give his throne to one of his two sons. He decides that a horse race will be run and the son who owns the slower horse will become king. The sons, each fearing that the other will cheat by having his horse run less fast than it is capable, ask the **court fool** for his advice. With only two words the fool tells them how to make sure that the race will be fair. What are the two words?

⁷ **Navy Admiral** an officer of very high rank in the navy who commands a group of ships

⁸ **scored** written in musical notation format with specific parts for each instrument

⁹ **put it well** expressed the idea well; made the point

¹⁰ **eccentric** having some strange or unusual ideas or ways of doing things

Exercise 2: Can you think of a way in which you put a sheet of
70 newspaper on the floor so that when two people stand face to face on it,
they won't be able to touch one another? Cutting or tearing the paper is not
allowed. Neither is tying up the people or preventing them from moving.

Why don't we "think something different" more often? There are
several main reasons. The first is that we don't need to be creative for
75 most of what we do. For example, we don't need to be creative when we're
driving on the freeway,¹¹ or riding in an elevator, or waiting in line at a
grocery store. We are creatures of habit when it comes to the business of
living—everything from doing paperwork to tying our shoes to haggling¹²
with telephone solicitors.

80 For most of our activities, these routines are indispensable. Without
them, our lives would be in chaos, and we wouldn't get much accomplished.
If you got up this morning and started contemplating the bristles on your
toothbrush or questioning the meaning of toast, you probably wouldn't
make it to work. Staying on routine thought paths enables us to do the
85 many things we need to do without having to think about them.

Another reason we're not more creative is that we haven't been taught
to be. Much of our educational system is an elaborate game of "guess what
the teacher is thinking." Many of us have been taught to think that the
best ideas are in someone else's head. How many of your teachers asked
90 you, "What original ideas do you have?"

There are times, however, when you need to be creative and generate
new ways to accomplish your objectives. When this happens, your own
belief systems may prevent you from doing so. Here we come to a third
reason why we don't "think something different" more often. Most of us
95 have certain attitudes that lock our thinking into the status quo¹³ and keep
us thinking "more of the same." These attitudes are necessary for most of
what we do, but they can get in the way when we're trying to be creative.



Word Count: 1,159

Reading Time: _____
(Minutes)

Words per Minute: _____
(Word Count/Reading Time)

About the Source

From *A Whack on the Side of the Head: How You Can Be More Creative* by Roger von Oech. This best-selling book has been praised by business leaders, educators, artists, and anyone hoping to unlock the power of the mind to think creatively. It has been translated into eleven languages and used in seminars around the world.

¹¹ **freeway** a large highway with no tolls

¹² **haggling** arguing, usually over money

¹³ **status quo** (from Latin) the way things are; what is considered normal

After You Read

Understanding the Text

A. Comprehension

For each item below, fill in the correct circle.

- Identifying the Author's Purpose** The main purpose of the reading is to ____.
 - explain how the printing press was invented
 - teach readers how to think creatively
 - explain why Haydn wrote the "Farewell Symphony"
 - criticize teachers and educational systems
- Identifying the Author's Purpose** By giving readers some quick exercises to do, the author gives them an opportunity to ____.
 - learn some interesting facts
 - argue with his main point
 - question the meaning of life
 - think something different
- Finding the Main Idea** The main idea of this reading is that ____.
 - a creative mind can transform one thing into another in an original way
 - the key to being creative is to have a lot of knowledge about different things
 - creative people can understand what people are thinking
 - creative people sometimes break the rules to explore new ideas
- Scanning for Details** According to the author, people who think creatively do all of the following except ____.
 - stay on routine thought paths
 - try to learn everything they can about a wide range of topics
 - look at the same thing as everyone else and think something different
 - use crazy, foolish, and impractical ideas
- Making Inferences** After reading this article, you can infer that the author would probably approve of teachers who ____.
 - ask students about their original ideas
 - have students guess what they are thinking
 - give students more knowledge
 - transfer their own attitudes to students

6. **Identifying the Author's Purpose** The purpose of including the conversation with Carl Ally is to ____.
- Ⓐ give an example of poor thinking skills
 - Ⓑ illustrate how to think creatively
 - Ⓒ introduce a definition of creative people that the author agrees with
 - Ⓓ make an argument against Ally's definition

7. **Understanding Tone** The overall tone of the reading is ____.

- Ⓐ serious
- Ⓑ sad
- Ⓒ amusing
- Ⓓ angry

B. Vocabulary

Underline these words in the reading passage on pages 51–53. Then match the words with their definitions.

- | | |
|---------------------|--|
| 1. ____ techniques | a. particular ways of doing things |
| 2. ____ perspective | b. not very exciting or unusual; ordinary |
| 3. ____ manipulate | c. delayed |
| 4. ____ consists of | d. is made up of |
| 5. ____ commonplace | e. use or control something with skill |
| 6. ____ postponed | f. the way that you think about something;
your point of view |

C. Consider the Issues

Work with a partner to answer the questions below.

1. The author claims that through creative thinking, “we can make the ordinary extraordinary and the unusual commonplace.” Give an example from the reading of how an ordinary thing was made into something extraordinary. Then give an example of how something unusual was made into something commonplace.
2. Try to think of possible solutions to Exercises 1 and 2 (lines 63–72). Compare your solutions with the ones on page 150. Did these exercises encourage you to think creatively? Explain how.
3. The author claims that most people do not think creatively because they have not learned to do so in school. Do you agree? In your experience, do teachers ask about their students' original ideas? Should they?

Building Vocabulary

Understanding Figures of Speech

A figure of speech is a way of using words creatively. Some figures of speech (metaphors and similes) make a comparison between two unlikely things.

Metaphor: He has a *heart of stone*.

Simile: She can *run like the wind*.

In a simile, the words *like* and *as* are used to compare two things. In a metaphor, one thing can refer to another thing without the use of *like* or *as*.

Another type of figure of speech (personification) gives human traits to non-human things:

The moonlight danced on the surface of the water.

- A. Choose the best interpretation of each figure of speech in bold. For each item below, fill in the correct circle.
1. Knowledge is **the stuff** from which new ideas are made.
 - Ⓐ the hardware
 - Ⓑ the raw material
 - Ⓒ the creativity
 2. You use crazy, foolish, and impractical ideas as **stepping stones** to practical new ideas.
 - Ⓐ answers to problems
 - Ⓑ keys to happiness
 - Ⓒ ways to achieve a goal
 3. We are creatures of habit when it comes to **the business** of living—everything from doing paperwork to tying our shoes to haggling with telephone solicitors.
 - Ⓐ the profession or occupation
 - Ⓑ the process or activity
 - Ⓒ the topic or subject

B. Reread the author’s story about Franz Joseph Haydn’s orchestra (lines 40–48). Then answer the questions below.

1. The composer decided to “let music do the talking.” What did the orchestra want to say to the Duke?

2. In what way did the music “talk” to the Duke?

C. Complete each figure of speech with your own idea.

1. It rained so hard yesterday. The sky was like _____.

2. My mind was _____ after six hours of studying.

3. I finally took a vacation after five years. I felt like _____.

4. I received a huge unexpected bonus from my employer. The big check was _____.

5. The movie I saw last night was so boring. It was _____.

6. The five-year-olds at the birthday party were screaming and laughing like _____.

7. My feet were _____ after the ten-mile hike. It was exhausting!

8. My friend John writes such long e-mails. Every e-mail from him is like _____.

D. Pair work. Share your ideas from Activity C with a partner. Are they similar? Can you understand your partner’s figures of speech?

Reading Skill

Using Context

When you are reading, you will often encounter figures of speech you don't know. Pay attention to the context (the words surrounding the figure of speech) to guess its meaning. It's also useful to consider the literal meanings of the words if you know them.

Example

You use crazy, foolish, and impractical ideas as stepping stones to practical new ideas.

The literal meaning of *stepping stones* is “stones that you step on to cross a stream or river.” You can tell from the context of the sentence that the writer is talking about progressing from one thing to another. So you can guess that *stepping stones* are points on a path from one place to another.

A. Analyze the Reading

For each sentence, write the literal meaning of the boldfaced figure of speech. Then use context to guess the figurative meaning. Underline the words that helped you understand the figurative meanings.

1. I once asked advertising legend Carl Ally what makes the creative person **tick**. Ally responded, “The creative person wants to be a know-it-all.”

literal meaning: _____

figurative meaning: _____

2. Their knowledge just **sat in their crania** because they didn't think about what they knew in any new ways.

literal meaning: _____

figurative meaning: _____

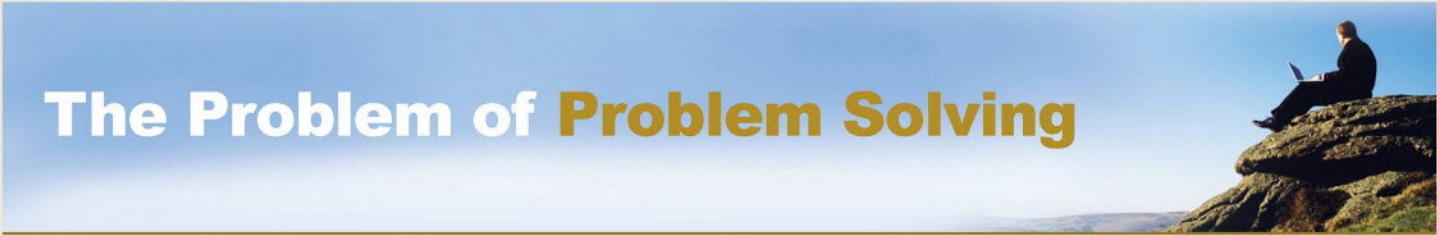
3. By changing perspective and playing with our knowledge, we can make the ordinary extraordinary and the unusual commonplace. In this way, wine presses **squeeze out information**.

literal meaning: _____

figurative meaning: _____

B. Apply the Reading Skill

Read the article. Then write the figurative meaning of each numbered figure of speech below. Underline the words that helped you guess the meaning.



The Problem of **Problem Solving**

We're all faced with difficult problems on a regular basis. In fact, sometimes you might feel like you'll be ⁽¹⁾crushed by the weight of your problems. But how many of us use special creative problem-solving techniques to tackle these problems? "I didn't know there were special techniques," you say. Believe it or not, many experts have given a lot of thought to the problem of problem solving.

The obvious first step to solving a problem is to ⁽²⁾churn out possible solutions, right? Well, some experts say that the first thing you should do is define the problem in detail, even if it seems obvious. Write the problem down on a piece of paper and start asking yourself questions about it: *Why is this a problem for me? What is the source of the problem? What will happen if I don't solve the problem? What do I really want to accomplish?* Keep asking questions until the ⁽³⁾well has run dry.

Once you've asked these questions and answered them, potential solutions may start ⁽⁴⁾popping up like popcorn. Or they may not. If you're still stuck, some experts recommend going for a walk. That's right—you should literally walk away from the problem. A change of scenery can inspire new ideas, and not focusing on the problem can actually open your mind to new possibilities.

If you still ⁽⁵⁾come up empty-handed at this point, you might try an unusual technique that some experts recommend. Open a dictionary, or any book or magazine, and pick out the first word you see. Write down anything that word makes you think of. Then look at your problem again. Something that you've written down may change your perspective and help you see the problem ⁽⁶⁾in a different light.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Discussion & Writing

1. In a small group, choose one of the options below to discuss and write about.
 - a. Design a machine or device that would make your life easier or more fun (for example, an electric page-turner).
 - b. Create a piece of junk art from two or more pieces of junk, such as old computer parts and an automobile tire.
2. Discuss the task you chose with your group. As you discuss, draw your machine, device, or junk art on paper.
3. Present your ideas to the class. Allow each group member to describe or explain a part of your design or junk art.
4. Work individually to write a paragraph.
 - If you chose *a*, describe your machine or device, what it does, and why it's useful or fun.
 - If you chose *b*, describe what your piece of art looks like, what it's made of, and how you came up with the idea.
5. **Pair work.** The author of *A Whack on the Side of the Head* is president of a consulting firm that has conducted creativity seminars for many international companies. Why do you think they are interested in his ideas? Do you think the information from this reading would be helpful for businesses? Why or why not?

Mini-Dictionary
page 163

Words to Remember

NOUNS

approach
function
legend
outlook
perspective
status quo
technique

VERBS

consist of
enable
generate
manipulate
postpone
transform

ADJECTIVES

capable
commonplace
eccentric
elaborate
foolish
impractical

Listen Up

Chapter

6

Chapter Focus

CONTENT

Becoming an effective listener

READING SKILL

Recognizing sentence transitions

BUILDING VOCABULARY

Using adverbs and intensifiers



“We have two ears and one mouth so that we can listen twice as much as we speak.”

— Epictetus, Greek philosopher and teacher (55–138 CE)

Before You Read

A. Connect with the topic. Complete the chart below. First, check (✓) the characteristics that you think a good listener should have. Then check the things that you do as a listener.

If someone talks to you about a problem,	you should...	Do you do this?
maintain eye contact.		
take interest in the speaker's needs.		
ask a lot of questions right away.		
summarize what the speaker said.		
get personally involved.		
say things like "uh-huh" and "I see" as the speaker is talking.		
defend/explain yourself and your actions.		
look around while the person is talking.		
pay attention to the person's gestures and other body language.		

B. Pair work. Compare answers to Activity A above. Then discuss some ways you could improve your listening skills.

C. Preview the reading. Look quickly over the reading on pages 63–66 to complete the Previewing Chart below.

Previewing Chart
<p>1. Title of the reading: _____</p> <p>2. Key words. (What words appear several times? List 5 more.)</p> <p><i>listening</i> _____</p> <p>_____</p> <p>_____</p> <p>3. Look at the boldfaced headings. What do you think this reading is probably about?</p> <p>_____</p> <p>_____</p> <p>_____</p>

Listen Up

by Madelyn Burley-Allen
from *Human Resource Magazine*

1 Imagine the following supervisor-employee exchange at your workplace:

Bill (employee): **Dave**, I'm really discouraged about the way things have been going¹ on the job. It just never goes the way I expect it to. And it seems like you're never around² anymore.

5 Dave (supervisor): Sounds as though you've been doing quite a bit of thinking about this. Go ahead.

Bill: Well, we are a week behind in production, and our supplies are not coming in on time. I feel swamped³ and unable to catch up. And when I have tried to find you lately to see about getting some extra help
10 down there, you are not available.

Dave: Seems that you feel cut off from any support from me.

You have just read an example of good listening. Listening is probably the most essential component of being a successful supervisor. The one attribute most often stated about a well-liked boss is, "he or she really
15 listens to me." As Dave illustrated in the above brief scenario, he was on his way to clearing up a misunderstanding, building rapport,⁴ developing respect, and establishing a feeling of cooperation.

Dave was establishing a caring and understanding environment with Bill. He did this by having the attitude about people that included the
20 following values:

- "I'm responsible for my actions, feelings, and behavior."
- "I don't have the power to change others, only myself."
- "Refraining from judging others will assist me in listening to them effectively."
- 25 • "I allow others to be on an equal level with myself."

These values influence Dave to listen empathetically,⁵ communicate openly, describe behavior nonjudgmentally,⁶ and assume responsibility for his feelings and behavior, and, in turn, this enhances the self-esteem of people around him.



Culture and
Language Notes
page 151

1 **the way things have been going** recent events

2 **you're never around** you are not here

3 **I feel swamped** I have too much work; I am overwhelmed

4 **building rapport** establishing a good working relationship

5 **listen empathetically** listen in a way that shows understanding of a person's situation and feelings

6 **nonjudgmentally** openly; without having an opinion beforehand

30 **Listening Is a Skill**

Effective listening is a learned skill; it doesn't happen automatically for most people. In addition, there are few rewards for listening, but there are punishments for not listening. How do you feel when listeners are not paying attention to you by looking at their watches, doing some activity, 35 or not acknowledging what you've said? You probably felt put down⁷ or, even worse, you felt like you were talking to a wall. Listeners have a lot more power and impact on the talker than most people realize.

In addition, many people tend to assume listening is basically the same thing as hearing—a dangerous misconception that leads to believing that 40 effective listening is instinctive. As a result, supervisors make little effort to develop listening skills and unknowingly neglect a vital communication function. Research shows that the average person on the job spends 40 percent of his time listening, 35 percent talking, 16 percent reading, and nine percent writing.

45 On average, people are only about 35 percent efficient as listeners. This lack of effective listening often results in missed opportunities to avoid misunderstandings, conflict, poor decision-making, or a crisis because a problem wasn't identified in time.

Three Levels of Listening

50 Awareness of your listening behavior will go a long way in helping you become an effective listener. Listening can be divided into three levels, which are characterized by certain behaviors that affect listening efficiency.

Most often, people have difficulty listening effectively when in a conflict situation, when dealing with emotional people, when having criticism 55 directed at them, when being disciplined, or when feeling anxious, fearful, or angry.

The following descriptions of the three levels will help you understand the distinction between how each level is expressed:

Level 1. A person at Level 1 demonstrates the characteristics of a good 60 listener. These listeners look for an area of interest in the talker's message; they view it as an opportunity to gather new and useful information. Effective listeners are aware of their personal biases,⁸ are better able to avoid making automatic judgments about the talker, and to avoid being influenced by **emotionally charged words**.⁹ Good listeners suspend 65 judgment and are empathetic to the other person's feelings. They can see things from the other person's point of view and inquire about, rather than advocate, a position.

⁷ **put down** insulted

⁸ **personal biases** their own views and opinions

⁹ **emotionally charged words** words that make people feel upset

Level 1 listeners use extra thought time to anticipate the talker's next statement, to mentally summarize the stated message, evaluate what was said, and to consciously notice nonverbal cues.¹⁰ Their overall focus is to listen with understanding and respect. In the example at the beginning of this article, Dave did an excellent job responding to Bill at Level 1. Read the brief scenario again with the description of Level 1 in mind and you will see how Dave illustrates these characteristics.

Level 2. At this level, a person is mainly listening to words and the content of what is being said, but does not fully understand what the words mean. This results in a semantic barrier¹¹—the meaning of words. There are thousands of words in the English vocabulary. The average adult in the United States uses 500 of these words most often. However, each one of these words has between 20 and 25 meanings. This means that we are using 500 words with the possibility of 12,500 different meanings. Adding to the confusion is the **variety of slang**¹² Americans use, double meanings of many words, and on and on.

The important factor in all of this is that words don't communicate. It's the meaning and the understanding of words that make communication work. For instance, Level 2 listeners are zeroing in on¹³ words, but many times, they miss the intent, such as what is being expressed nonverbally through tone of voice, body posture, etc.

As a result, Level 2 listeners hear what the speaker says but make little effort to understand the speaker's intent. Needless to say, this can lead to misunderstandings and a variety of negative feelings. In addition, since the listener appears to be listening by nodding his head in agreement and not asking clarifying questions,¹⁴ the talker may be lulled into a false sense of being understood.

Level 3. At this level, people are tuning out the speaker, daydreaming, or faking attention¹⁵ while thinking about unrelated matters. This causes relationship breakdowns, conflicts, and poor decision-making because the person is busy finding fault, responding defensively, or becoming overly emotional. All of this influences either the talker or the listener to move into the flight-or-fight mode.¹⁶

As you examine these three levels, you can imagine how different groups and individuals would work together based on which level they are activating.

¹⁰ **nonverbal cues** ways people communicate in addition to words, for example, eye movement, gestures, tone of voice, etc.

¹¹ **semantic barrier** breakdown in communication based on the meaning of words

¹² **slang** very casual language used by a particular group, often containing many newly invented terms

¹³ **zeroing in on** focusing on

¹⁴ **clarifying questions** questions that help the listener understand what the speaker is saying

¹⁵ **faking attention** pretending to listen

¹⁶ **flight-or-fight mode** responding by walking away angrily or by arguing

Benefits of Level 1 Listening

105 There are many benefits for supervisors who listen effectively at Level 1. When employees know they are talking to a listener instead of a supervisor who sits in judgment, they openly suggest ideas and share feelings. When this happens, the two of them can work as a team creatively solving the problem instead of placing blame on each other.

110 As an effective listener, you set in motion a positive, mutually rewarding process by demonstrating interest in the employee and what he or she is saying. This empathetic listening encourages honesty, mutual respect, understanding, and a feeling of security in the employee. Listening also encourages employees to feel self-confident. This in turn can build their self-esteem and a feeling of being empowered.

115 Guidelines for Empathetic Listening

- Be attentive. You will create a positive atmosphere through your **nonverbal behavior**, for instance, eye contact, an open relaxed posture, a friendly facial expression, and a pleasant tone of voice. When you are alert, attentive, and relaxed, the other person feels important and more secure.
- 120 • Be interested in the speaker's needs. Remember listening at Level 1 means you listen with understanding and mutual respect.
- Listen from a caring attitude. Be a sounding board by allowing the speaker to bounce ideas and feelings off of you. Don't ask a lot of questions right away. Questions can often come across as if the person is being "grilled."¹⁷
- 125 • Act like a mirror. Reflect back what you think the other person is feeling. Summarize what the person said to make sure you understand what he's saying.
- Don't let the other person "hook you." This can happen when you get personally involved. Getting personally involved in a problem usually results in anger and hurt feelings or motivates you to jump to conclusions and be judgmental.
- 130 • Use verbal cues. Acknowledge the person's statement using brief expressions such as, "uh-huh," "I see," or "interesting." Encourage the speaker to reveal more by saying, "tell me about it," "let's discuss it," or "I'd be interested in what you have to say."
- 135

Following these guidelines will help you be a successful listener. It's critical to create the habit of being a Level 1 listener by applying these guidelines on a daily basis so that they are internalized as part of your listening behavior. You can do this by taking time each day to carry out these skills successfully in a specific situation. You will be surprised at the results.

140



Word Count: 1,474

Reading Time: _____
(Minutes)

Words per Minute: _____
(Word Count/Reading Time)

¹⁷ **grilled** (slang) made to feel uncomfortable by being asked a series of tough questions

After You Read

Understanding the Text

A. Comprehension: Scanning for Details

Read the statements below and write *T* (True) or *F* (False).

- ___ 1. According to the author, listening is one of the most important skills a person needs to be a good supervisor.
- ___ 2. The article states that good listening skills come naturally to most people.
- ___ 3. In the author's breakdown of listening efficiency, Level 1 is the most effective and Level 3 is the least effective.
- ___ 4. The fact that most English words have many meanings supports the idea that people do not communicate with words alone.
- ___ 5. A Level 1 listener looks for an area of interest in the talker's message.
- ___ 6. A Level 2 listener pretends to listen but is really thinking about something else.
- ___ 7. A Level 2 listener listens mainly to words but does not really try to understand what the speaker is getting at.
- ___ 8. A Level 3 listener responds defensively or becomes overly emotional.
- ___ 9. A Level 3 listener listens with both understanding and respect.

B. Comprehension: Identifying the Author's Purpose

For each item below, fill in the correct circle.

1. The author's main purpose in writing this article was to ____.
 - Ⓐ help people become better listeners
 - Ⓑ entertain readers
 - Ⓒ explain why some people are better listeners than others
 - Ⓓ complain about the fact that some people are bad listeners
2. The purpose of including the opening conversation between Bill and Dave was to ____.
 - Ⓐ give readers an example of poor communication on the job
 - Ⓑ entertain readers with an example of good communication on the job
 - Ⓒ provide an example of the good listening skills mentioned in the article
 - Ⓓ give an example of a conversation that the writer had with an employee

C. Vocabulary

Underline these words in the reading passage on pages 63–66. Then complete each sentence with the correct word.

anticipate internalized mutually acknowledge assume attitude

1. Alan doesn't _____ me in meetings. Even if I raise my hand to ask a question, he just ignores me.
2. If you _____ what someone is going to ask for, you're more prepared to understand what they want.
3. Being a good listener can be _____ beneficial for the listener and the speaker. The speaker trusts and respects the listener, and the listener truly understands what the speaker needs and wants.
4. If you have the _____ that what your employees say doesn't matter, your employees won't respect or trust you.
5. I practiced summarizing what people were saying to me, and after about a month, I had _____ the skill.
6. Don't _____ someone didn't hear what you said if they don't answer right away. They may be taking a moment to think about their reply.

D. Consider the Issues

Work with a partner to answer the questions below.

1. Do you agree or disagree with each of the statements below? Check (✓) your answers. Then write why you agree or disagree.
 - a. I am responsible for my own actions, feelings, and behavior.
 Agree _____
 Disagree _____
 - b. I don't have the power to change others, only myself.
 Agree _____
 Disagree _____
 - c. Refraining from judging others will assist me in listening to them effectively.
 Agree _____
 Disagree _____
 - d. I allow others to be on an equal level with myself.
 Agree _____
 Disagree _____
2. Based on the article, do you think you are usually a Level 1, 2, or 3 listener? Why?

Building Vocabulary

Using Adverbs and Intensifiers

Adverbs of manner usually follow a verb. These words usually end in *-ly* and tell how or in what way something is done, happens, or is true.

Example

These values influence Dave to listen *empathetically*, communicate *openly*, and describe behavior *nonjudgmentally*.

An **intensifier** shows to what degree something is true. Intensifiers can modify adjectives or adverbs.

Example

I'm *really* discouraged. (How discouraged are you?)

He was speaking *too* quickly for me to understand. (How quickly...?)

Other words used as intensifiers include: *very, quite, totally, pretty, seriously, absolutely, partly, somewhat, moderately, extremely, completely*.

A. Read the conversation below and underline the intensifiers.

Joe (employee): Jane, I'm totally discouraged about the way things have been going on the job. It never goes the way I expect it to. And it seems like you're almost never around anymore.

Jane (supervisor): That's completely ridiculous! You're imagining things. I'm the first to get here in the morning and the very last to leave at night. Who told you that you have the right to criticize the boss? If you're not extremely careful, you could get fired.

B. Complete the following statements using as many adverbs as you can think of. Refer back to the article if you need inspiration.

1. A good supervisor listens _____

_____.

2. An effective communicator speaks _____

_____.

Reading Skill

Recognizing Sentence Transitions

Sentence transitions are words and phrases that build bridges between sentences to help readers follow the writer's ideas. Here are three ways to make a sentence transition:

- 1) Repeat a word (or a word with almost the same meaning) from the previous sentence:

You have just read an example of good *listening*. *Listening* is probably the most essential component of being a successful supervisor.

- 2) Use a pronoun to refer to a word or phrase in the previous sentence:

Good listeners suspend judgment and are empathetic to the other person's feelings. *They* can see things from the other person's point of view.

- 3) Use a connecting word or phrase, such as *however*, *on the other hand*, *for example*, *as a result*, *needless to say*, *in addition*, or *therefore*:

Effective listening is a learned skill; it doesn't happen automatically for most people. *In addition*, there are few rewards for listening, but there are punishments for not listening.

A. Analyze the Reading

Underline the words or phrases that connect each of the following pairs of sentences from the reading.

1. Dave was establishing a caring and understanding environment with Bill. He did this by having the attitude about people that included the following values.
2. On average, people only are about 35 percent efficient as listeners. This lack of effective listening often results in missed opportunities.
3. Don't let the other person "hook you." This can happen when you get personally involved.
4. Many people tend to assume listening is basically the same thing as hearing—a dangerous misconception that leads to believing that effective listening is instinctive. As a result, supervisors make little effort to develop listening skills and unknowingly neglect a vital communication function.
5. There are thousands of words in the English vocabulary. The average adult in the United States uses 500 of these words most often.

B. Apply the Reading Skill

Read the article below. Complete the sentences with words or phrases from the box.

in addition	as a result	however	for instance	therefore
needless to say	gestures	she	this	resistant

“Listening” to Body Language



When people communicate, they not only use words, they also use body language, whether they're aware of it or not. (1) Therefore, paying attention to a person's body language can help you determine whether or not they are listening to you.

If your listener mirrors your movements, that may indicate that she is interested in what you are saying and wants to establish a connection with you. If she leans toward you and maintains eye contact, it may also indicate that she wants to hear what you have to say. (2) _____, if a speaker is standing with her hands on her hips, (3) _____ may be feeling impatient and may not have time to listen carefully. If (4) _____ happens, you may want to wait until she has more time to listen to you. (5) _____, if your listener tilts her head to the side, she may be confused. And if your listener crosses her arms, this may indicate that she is resistant to whatever you are saying.

If you find that listeners are often (6) _____ to what you say, you may want to pay attention to your own body language. (7) _____, if you often look away from your listener, it may indicate that you are lying. (8) _____, your listener might be suspicious that what you're saying isn't true. If you keep your head down while you're speaking, it might make your listener think you are trying to hide something. Also, if your fists are clenched or you are holding your lips tightly together, your speaker may think you are angry, which might make them feel defensive about what you are saying.

Paying attention to other people's body language as well as your own can improve your communication skills by helping you become both a better listener and a more effective speaker. (9) _____, people from different cultures have different "vocabularies" when it comes to body language. But some (10) _____ are common among many different cultures.

Discussion & Writing

1. **Pair work.** Read the conversations on pages 63 and 69 aloud. One student is the supervisor and the other is the employee. Then switch roles and read the conversations again.
2. With your partner, write a new conversation that demonstrates Level 2 or Level 3 listening. Choose from these roles or come up with your own:
 - supervisor / employee
 - parent / child
 - student / teacher
 - friend / friend

Example

Son: It's so unfair that I can't go to Alex's party. Everyone else is going to be there!

Dad: Who is "everyone?" I highly doubt that everyone from your school is going to be at Alex's party.

Son: Well, everyone important will be there! I feel like you never listen to me. You treat me like a little kid.

Dad: I treat you like a child? Maybe you should start helping around this house or getting a part-time job. If you want to be treated like an adult, act like one.

Practice reading your conversation aloud. Use appropriate nonverbal cues like facial expressions and gestures.

3. Act out your conversation for the class.

Words to Remember

NOUNS

attitude
attribute
bias
component
conflict
distinction
impact

VERBS

acknowledge
anticipate
assume
enhance
establish

ADJECTIVES

anxious
critical
essential
relaxed

ADVERBS

automatically
consciously
mentally
mutually

Mini-Dictionary
page 163

Students Won't Give Up Their French Fries

Chapter

7

Chapter Focus

CONTENT

American students' obsession with food

READING SKILL

Summarizing

BUILDING VOCABULARY

Learning idiomatic expressions



“In general, humankind, since the improvement in cookery, eats twice as much as nature requires.”

— Benjamin Franklin, American politician and inventor (1706–1790)

Before You Read

A. Connect with the topic. Answer the questions about each food and beverage in the chart.

Food/Beverage	Does it contain a lot of fat?	Does it contain a lot of sugar?	How often do you eat/drink this?
1. french fries			
2. apples			
3. potato chips			
4. cheeseburgers			
5. salads			
6. energy drinks			
7. soda			
8. spinach			
9. ice cream			
10. pizza			

B. Pair work. Compare your answers from Activity A. Do you and your partner have healthy diets?

Example

A: I never eat french fries.

B: Really? I eat them at least twice a week!

C. Preview the reading. Look quickly over the article on pages 75–78 to complete the Previewing Chart below.

Previewing Chart			
1. Title of the reading: _____			
2. Names of people and places in the reading. (List 3 more.)		3. Key words. (What words appear several times? List 3 more.)	
<i>Dairy Queen</i>	_____	<i>foods</i>	_____
_____	_____	_____	_____
4. I think this reading is probably about			

_____.			

Students Won't Give Up Their French Fries

by Elizabeth F. Farrell
from *The Chronicle of Higher Education*

1 On a recent summer night at the local **Dairy Queen** in Moorhead, Minnesota, Debra Lee-Cadwell, the director of dining services at Concordia College, felt a tap on her shoulder. She turned around to find a young man she didn't recognize holding up an ice-cream cone.

5 "He asked me if it was a red, yellow, or green," says **Ms. Lee-Cadwell**, who realized the young man was a student at Concordia, where she has added color-coded labels to all dining-hall foods to inform students of fat content. Yellow means low fat (less than five grams), green indicates medium fat content (five to 13 grams), and red is for high-fat foods
10 (more than 13 grams).

"I told him it was a red, but that was OK, as long as it was in moderation," says Ms. Lee-Cadwell, who is a **registered dietitian**.

Perhaps it is an attempt to avoid gaining the dreaded "freshman 15,"¹ but students around the country are demanding more information about
15 the foods they're served in dining halls, and they're asking for a greater variety of healthy fare, according to college officials. Over the past few years, colleges have responded by hiring more dietitians and nutritionists and going to greater lengths² to provide students with information about the caloric and fat content of the food they eat.

20 But despite the wealth of information, students don't appear to be eating any healthier than their predecessors.

"They may be more health conscious, but that doesn't necessarily mean they're eating healthy," says Robin L. Porter, the president of H. David Porter Associates Inc., an independent food consulting business based in
25 Crofton, Maryland that works with 70 colleges. "They talk the talk, but don't really walk the walk³—french fries outsell apples by thousands and thousands of pounds."

Some even worry that the feast of information can be harmful by feeding some students' obsession with food.



 Map page 162

Culture and
Language Notes
page 152

¹ **the dreaded freshman 15** 15 pounds (6.8 kilograms) that American students fear they will gain during their first year at university

² **going to greater lengths** trying much harder

³ **they talk the talk, but don't really walk the walk** (slang) they don't do what they say they are going to do

30 **Information and Options**

Several colleges have recently purchased software called NetNutrition from the Ithaca-based company CBord, which allows students to click through the dining-hall menus on their college's website and learn the preparation method, ingredients, nutrients, and health information for every dish served.

For example, a student at the **University of Southern California** using the website one day this month could have chosen among Thai beef salad (144 calories,⁴ 4.2 grams of fat), vegetarian sloppy joes⁵ (362 calories, 5.1 grams of fat), and Japanese spinach (47 calories, 1.9 grams of fat), or opted for classic American favorites like cheeseburgers (436 calories, 35.8 grams of fat) and pepperoni pizza (241 calories, 18 grams of fat), to name a few dishes. USC has even set up kiosks⁶ in one of its dining halls to allow students to check the website with their dinner trays in hand, and other colleges are installing similar kiosks.

Even at USC, however, pizza is still the most popular item, says Michael P. Gratz, the director of hospitality services. He says burgers and fries are being consumed as much as ever.

More Variety

It's not that students lack food options. The university's 29 dining halls boast condiment⁷ bars with **kimchi** and four different types of mayonnaise.

"Ethnic⁸ foods and ingredients are also increasingly popular," says Haddon Reines, vice president of health care and education for U.S. FoodService Inc., a food distributor based in Columbia, Maryland. "Students have grown up eating a wider array of foods, and it's no longer uncommon for sushi to be in dining halls."

Fries and a Coke

Still, the three items that top U.S. FoodService's list of most frequently ordered foods are chicken tenders,⁹ french fries, and carbonated beverages.¹⁰

"Some days I feel like I'm banging my head against a wall,"¹¹ says Ms. Lee-Cadwell of Concordia, which is also setting up electronic kiosks. "The students talk out of both sides of their mouths. They say they want nutrition and variety, but then they gravitate to their familiar favorites—the pizza, the burgers, and the fried chicken strips."

⁴ **calories** units for measuring the energy that a certain amount of food will provide

⁵ **sloppy joes** sandwich made of ground beef mixed with tomato sauce; vegetarian style is made with soy

⁶ **kiosk** a small counter or booth with computers where students can get information

⁷ **condiment** an extra substance like sauce or seasoning added to food to improve its flavor

⁸ **ethnic** of a particular racial or cultural group

⁹ **chicken tenders** breaded and fried strips of chicken meat

¹⁰ **carbonated beverages** flavored drinks with chemically produced bubbles (such as Coca-Cola, Pepsi, etc.)

¹¹ **banging my head against a wall** trying without success

65 Or they take an opposite approach, nutrition experts say, and become so preoccupied with food that they barely eat anything.

“There definitely seems to be two extremes,” says Stephanie Horvath, a senior at the **University of North Carolina** at Chapel Hill. “A lot of people eat the burgers and fries...and then there are people who grasp
70 onto what they think is healthy and don’t eat balanced meals.”

Ms. Horvath recalls that her two roommates freshman year would brag about how “good” they had been on a given day because they ate nothing but a piece of bread. Another friend ate only salads, and “couldn’t figure out why she always had stomach aches and digestive problems,” says
75 Ms. Horvath.

What Ms. Horvath and many college dietitians and nutritionists observe is part of a national trend. Although it is difficult to say what percentage of college students have eating disorders¹² or struggle with obesity,¹³ many college nutritionists say they notice a growing number of students splitting
80 into two camps of unhealthy eaters: overweight fast-food junkies or obsessive dieters, who either binge and purge¹⁴ or nearly starve themselves.

“It’s sort of like everything else in our country,” says Christine D. Economos, an assistant professor of nutrition at **Tufts University** who specializes in the study of college students’ eating habits. “There’s a public
85 health crisis with obesity, and there’s also more eating disorders, and in both cases the underlying cause is the same in that it’s emotional and started before they set foot on campus.”

Striving for Moderation

The problems of compulsive overeating and undereating¹⁵ have the
90 same underlying cause, health officials say: They both show an inability to eat in moderation. Consequently, experts like Ronda Bokram, the staff nutritionist at the student health center at Michigan State University, say the availability of nutritional information does little or nothing to influence students’ eating habits.

95 The students who should be paying attention to nutritional information are ignoring it, Ms. Bokram says, while the ones that pay attention care too much.

“I would do anything to get rid of things like kiosks,” says Ms. Bokram. “I have students say they won’t eat foods that have a certain amount of
100 fat grams in them, and that’s just unhealthy. I think giving students that information sends the wrong message. It’s important to teach people to eat without labels.”

12 **eating disorders** serious medical conditions related to food and body image

13 **obesity** condition of being overweight

14 **binge and purge** overeat and then make themselves vomit

15 **compulsive overeating and undereating** unable to resist eating too much or eating too little all the time

Students tend to disagree. Lindsey McAdams, a senior at Meredith College, in Raleigh, N.C., says that she wishes the dining halls at her college provided such information. If it had been available, she adds, it might have helped her make more informed eating decisions her freshman year, when she gained more than 30 pounds.

And Ms. Horvath, at Chapel Hill, points out that such information is no different from labels on foods in the supermarket.

“If they’re going to make it mandatory for you to be on meal plan, they have an obligation to tell you what’s in the food they’re serving,” she says.

Meanwhile, college nutritionists and dietitians will continue to emphasize moderation as a key to healthy eating, both at college and beyond.

As Nancy Ellson, a nutritionist at William Paterson University, in Wayne, N.J., puts it: “It’s easy to give the students nutritional information, but it’s hard to impart to them the understanding that food is the one thing they have to make peace with in their lives. Unlike other things they may develop addictions to, food is the one thing they can’t give up for the rest of their lives.”



Word Count: 1,247

Reading Time: _____
(Minutes)

Words per Minute: _____
(Word Count/Reading Time)

About the Source

The Chronicle of Higher Education is a weekly newspaper that features news about American colleges and universities. With a circulation of approximately 450,000, *The Chronicle* also reports on the latest developments in research, information technology, and on government policies that affect colleges and their students.

After You Read

Understanding the Text

A. Comprehension

For each item below, fill in the correct circle.

- 1. Finding the Main Idea** The main idea of this reading is:
 - Students in some American universities have bad eating habits.
 - College students can do several things in order to avoid gaining weight.
 - There are pros and cons to informing students about nutrition.
 - American university students have eating disorders for a variety of reasons.
- 2. Scanning for Details** Colleges have responded to students' concerns about gaining weight by ____.
 - decreasing the prices of nutritious foods
 - making fewer burgers and fries available in the dining halls
 - providing diet and exercise programs to help students lose weight
 - hiring more dietitians and nutritionists
- 3. Making Inferences** Based on the fact that french fries outsell apples by thousands of pounds, you can infer that despite students' apparent interest in eating healthy foods, ____.
 - they still eat fatty foods once in a while
 - they are beginning to enjoy more ethnic foods
 - they are not cutting down on fatty foods
 - they are not eating fatty foods as much as they used to
- 4. Scanning for Details** The ways colleges and universities provide nutrition information to students include ____.
 - adding color-coded labels to dining-hall foods
 - creating smart phone applications that students can use to check the fat content of their meals
 - adding a wide variety of international and ethnic foods
 - playing videos in the dining halls that promote healthy living
- 5. Scanning for Details** Recent studies of eating habits of American college students indicate that many young people have problems with ____.
 - their roommates
 - poor health
 - eating disorders
 - money

6. **Scanning for Details** Public health experts agree that eating disorders ____.
- Ⓐ are caused by poor nutrition
 - Ⓑ are caused by emotional problems
 - Ⓒ are caused by gaining weight
 - Ⓓ begin when students arrive on campus

B. Vocabulary

Underline these words in the reading passage on pages 75–78. Then match the words with their definitions.

- | | |
|----------------------|--|
| 1. ___ obsession | a. not too much and not too little |
| 2. ___ predecessors | b. something you can't stop thinking about |
| 3. ___ in moderation | c. people who came before |
| 4. ___ consumed | d. things that are completely opposite from each other |
| 5. ___ extremes | e. required |
| 6. ___ mandatory | f. ate |

C. Consider the Issues

Work with a partner to answer the questions below.

1. According to the article, what are the positive and negative effects of making information about nutrition available to students? Complete the chart with information from the reading. Then add two of your own ideas to each side.

Positive Effects	Negative Effects

2. Do you think universities should provide nutrition information to students? Why or why not?
3. Considering the wide variety of food options available at colleges and universities in the United States (lines 36–55), do you think students there have the opportunity to eat well? Why or why not?
4. In lines 89–91, the author states that the problems related to overeating and undereating are caused by the inability to eat in moderation. Why do you think that so many American students have this problem?

Building Vocabulary

Learning Idiomatic Expressions

Newspaper and magazine articles often include idiomatic expressions that people use in ordinary conversation. When you see a new expression, pay careful attention to the sentence you find it in. You may also find clues to the meaning of the expression in the sentences that come before or after it. Paying close attention to the context that surrounds a new expression can help you figure out its meaning and remember it.

A. Choose the best meaning for each boldfaced idiomatic expression. Fill in the correct circle.

1. “The students **talk out of both sides of their mouths**. They say they want nutrition and variety, but then they gravitate to their familiar favorites.”
 A talk while they are eating
 B support each other
 C say one thing but do another
2. “A lot of people eat the burgers and fries...and then there are people who **grasp onto** what they think is healthy and don’t eat balanced meals.”
 A give up
 B strongly believe in
 C don’t care

B. Match each boldfaced food idiom with its correct definition.

- | | |
|---|---|
| 1. ___ The test was a piece of cake .
I’m sure I got an A on it. | a. a very lazy person |
| 2. ___ I was a couch potato all weekend.
I didn’t do anything but watch TV. | b. two things that are completely different |
| 3. ___ Jack is really upset about his grade.
We’ve been walking on eggshells around him all day. | c. being very careful not to upset someone |
| 4. ___ I have a lot on my plate right now.
I’m taking six classes this semester,
and I work 20 hours a week. | d. extremely easy |
| 5. ___ College is nothing like high school.
They’re like apples and oranges . | e. many things going on at once |

Reading Skill

Summarizing

Summarizing a long reading or lecture is a way of taking notes. It can help you remember the most important parts of what you read or heard.

When you summarize, you paraphrase the main points. Using your own words makes you think about what you've just learned. Include only the most important ideas in a summary. Don't include small details or quotes.

To write a good summary, follow these steps:

- 1) Read the passage and identify its main idea.
- 2) Write the main idea in your own words.
- 3) Complete the summary with the most important points in the passage.

A. Analyze the Reading

Read these summaries of the “Fries and a Coke” section of the reading on pages 76–77. Circle the number of the best summary.

1. Some students talk out of both sides of their mouths. They say that they want a variety of nutritious foods, but they continue to eat fatty foods and become overweight. The most popular items on the U.S. FoodService's list are chicken tenders, french fries, and sodas. Other students become so obsessed with what's good and what's bad that they eat very little. They might eat nothing but a piece of bread and then brag about how good they were.
2. Providing students with nutrition information does not necessarily make them eat better. Some students can't stop thinking about food and are so concerned about getting fat that they don't eat enough. Other students say that they want nutritious foods, but they continue to eat foods that are bad for them. “It's sort of like everything else in our country,” says Christine D. Economos, who specializes in the study of college students' eating habits. College students are battling with both obesity and eating disorders like bingeing and purging.
3. Providing students with nutrition information does not necessarily make them eat better. Some students say that they want a variety of nutritious foods, but they continue to eat fatty foods like pizza and fried chicken strips and become overweight. Other students become so obsessed with what's good and what's bad that they eat very little and starve themselves. According to many college nutritionists, these kinds of eating disorders are a big problem in American universities, and they are caused by emotional problems that started before the students arrived at school.

Discuss your answer with a partner. Do you have the same answer? Why do you think the summary that you chose is the best? What is wrong with the other summaries?

B. Apply the Reading Skill

Read the article below. Then write a summary of it. Follow the steps you learned on page 82.

ETRO

W22

The Truth about Eating Disorders

Over the past couple of decades, we've become more aware of the dangers of eating disorders. Two of the most common eating disorders are anorexia nervosa and bulimia nervosa. People with anorexia starve themselves and become dangerously thin but continue to think they are overweight. The starvation often causes damage to their hearts and kidneys and causes their bones to become brittle and easily breakable. Approximately 20% of people who suffer from anorexia die from their illness. People who suffer from bulimia binge, or eat excessive amounts of food, and then purge. The purging damages their teeth and throats. Bulimia can also result in heart failure, internal bleeding, damage to the kidneys and liver, and death.

The United States has the highest rate of eating disorders in the world. Because of this fact, many people believe that anorexia and bulimia are strictly American diseases. They might be surprised to learn that people all over the globe are being treated for these problems. Treatment centers for eating disorders can be found in Europe, Asia, the Middle East, and Africa.

Another common misconception is that only girls and young women suffer from eating disorders. It's true that the majority of people with eating disorders are female, but boys and men can also have eating disorders. In fact, some studies report that 5-15% of people with anorexia and bulimia are male. If you're concerned that you or someone you know may have an eating disorder, there are many resources online that list common signs of eating disorders and places you can go for help.

Police say they arrested the couple on Sept. 19 after they were allegedly spotted stealing property during an open

Discussion & Writing

1. Work with a small group of your classmates. Do one of the following:
 - a. Look through a popular magazine for teenagers or young adults. What types of food are advertised? Choose one ad and describe it to the class.
 - b. Compare the nutritional information on the two labels below. Report your findings to the class.

Vanilla Ice Cream	
Nutrition Facts	
Serving Size 4 oz. (450 g)	
Amount Per Serving	
Calories	100
Fat	3 g
Cholesterol	35 mg
Sodium	10 mg
Carbohydrate	13 g
Protein	2 g

Nori-Maki	
Nutrition Facts	
Serving Size 6 pieces (100 g)	
Amount Per Serving	
Calories	97
Fat	3 g
Cholesterol	20 mg
Sodium	72 mg
Carbohydrate	12 g
Protein	6 g

2. Write a paragraph comparing the nutritional information on the labels or describing the ad you chose.
3. **Pair work.** Based on what you read in the article on pages 75–78, would you want to live at a college or university in the United States? Why or why not?

Words to Remember

NOUNS

dietitian
eating disorder
extreme
ingredient
moderation
nutrient
obesity
obsession
predecessor

VERBS

brag
consume
demand
emphasize
impart
starve

ADJECTIVES

balanced
compulsive
ethnic
mandatory
obsessive
preoccupied
underlying

ADVERBS

frequently

Mini-Dictionary
page 163

Why I Quit the Company

Chapter

8

Chapter Focus

CONTENT

An employee's decision to resign

READING SKILL

Paraphrasing

BUILDING VOCABULARY

Understanding phrasal verbs



“Work is good, provided you do not
forget to live.”

— Bantu proverb

Before You Read

A. Connect with the topic. How do you spend an average week? Complete the chart below.

How many hours a week do you spend...	Number of Hours
working or going to school?	
with friends?	
with family?	
with co-workers outside of work?	
watching TV?	
going online?	
exercising?	
other? _____	
other? _____	

B. Pair work. Compare answers to Activity A. Do you think you have a good balance between your work life and your personal life? What would you like to spend more time or less time doing?

Example

A: I spend about 60 hours a week working and going to school.

B: I spend about 20 hours a week at school.

C. Preview the reading. Look quickly over the reading on pages 87–90 to complete the Previewing Chart below.

Previewing Chart	
1. Title of the reading: _____	
2. Names of people and places in the reading. (List 3 more.)	3. Key words. (What words appear several times? List 3 more.)
<i>Japan</i> _____	<i>working</i> _____
_____	_____
4. I think this reading is probably about	

Why I Quit the Company

by Tomoyuki Iwashita
from *New Internationalist*

1 When I tell people that I quit working for the company after only a year, most of them think I'm crazy. They can't understand why I would want to give up a prestigious and secure job. But I think I'd have been crazy to stay, and I'll try to explain why.

5 I started working for the company immediately after graduating from university. It's a big, well-known trading company with about 6,000 employees all over the world. There's a lot of competition to get into this and other similar companies, which promise young people a wealthy and successful future. I was set on course to be
10 a Japanese “yuppie.”

I'd been used to living independently as a student, looking after myself¹ and organizing my own schedule. As soon as I started working, all that changed. I was given a room in the company dormitory, which is like a fancy hotel, with a 24-hour hot bath service and all meals laid on.²

15 Most single company employees live in a dormitory like this, and many married employees live in company apartments. The dorm system is actually a great help because living in Tokyo costs more than young people can afford—but I found it stifling.³

20 My life rapidly became reduced to a shuttle between⁴ the dorm and the office. The working day is officially eight hours, but you can never leave the office on time. I used to work from nine in the morning until eight or nine at night, and often until midnight. Drinking with colleagues after work is part of the job; you can't say no. The company building contained cafeterias, shops, a bank, a post office, a doctor's office, a barber's... I never
25 needed to leave the building. Working, drinking, sleeping, and standing on a horribly crowded commuter train for an hour and a half each way: This was my life. I spent all my time with the same colleagues; when I wasn't involved in entertaining clients on the weekend, I was expected to play golf with my colleagues. I soon lost sight of the world outside
30 the company.



 Map page 161

Culture and
Language Notes
page 153

1 **looking after myself** taking care of myself

2 **laid on** provided without charge; free

3 **stifling** difficult to live in; oppressive

4 **shuttle between** repeated travel back and forth over the same route

This isolation is part of the brainwashing process.⁵ A personnel manager said: “We want excellent students who are active, clever, and tough. Three months is enough to train them to be devoted businessmen.” I would hear my colleagues saying: “I’m not making any profit for the company, so I’m not contributing.” Very few employees claim all the overtime pay due to them. Keeping an employee costs the company 50 million **yen** (\$600,000) a year, or so the company claims. Many employees put the company’s profits before their own mental and physical well-being.

Overtiredness and overwork leave you little energy to analyze or criticize your situation. There are shops full of “health drinks,” cocktails of caffeine and other drugs, which will keep you going even when you’re exhausted. *Karoshi* (death from overwork) is increasingly common and is always being discussed in the newspapers. I myself collapsed from working too hard. My boss told me: “You should control your health; it’s your own fault if you get sick.” There is no paid sick leave;⁶ I used up half of my fourteen days’ annual leave⁷ because of sickness.

We had a **labor union**, but it seemed to have an odd relationship with the management. A couple of times a year I was told to go home at five o’clock. The union representatives were coming around to investigate working hours; everyone knew in advance. If it was “discovered” that we were all working overtime in excess of 50 hours a month, our boss might have had some problem being promoted, and our prospects⁸ would have been affected. So we all pretended to work normal hours that day.

The company also controls its employees’ private lives. Many company employees under 30 are single. They are expected to devote all their time to the company and become good workers; they don’t have time to find a girlfriend. The company offers scholarships to the most promising young employees to enable them to study abroad for a year or two. But unmarried people who are on these courses are not allowed to get married until they have completed the course! Married employees who are sent to train abroad have to leave their families in Japan for the first year.

In fact, the quality of married life is often determined by the husband’s work. Men who have just gotten married try to go home early for a while, but soon have to revert to the norm of late-night work. They have little time to spend with their wives and even on the weekend are expected to play golf with colleagues. Fathers cannot find time to communicate with

⁵ **brainwashing process** program designed to force people to accept new beliefs; indoctrination

⁶ **sick leave** time allowed away from work because of illness

⁷ **annual leave** time permitted away from work each year for any reason, usually vacation

⁸ **prospects** chances for advancement

their children, and child rearing is largely left to mothers. Married men posted abroad will often leave their family behind in Japan; they fear that their children will fall behind in the fiercely competitive⁹ **Japanese**

70 **education system.**

Why do people put up with this? They believe this to be a normal working life or just cannot see an alternative. Many think that such personal sacrifices are necessary to keep Japan economically successful. Perhaps saddest of all, Japan's education and socialization¹⁰ processes do
75 not equip people with the intellectual and spiritual resources to question and challenge the status quo.¹¹ They stamp out even the desire for a different kind of life.

However, there are some signs that things are changing. Although many new employees in my company were quickly brainwashed, many
80 others, like myself, complained about life in the company and seriously considered leaving. But most of them were already in fetters of debt.¹² Pleased with themselves for getting into the company and anticipating¹³ a life of executive luxury, these new employees throw their money around. Every night they are out drinking. They buy smart clothes and take a taxi
85 back to the dormitory after the last train has gone. They start borrowing money from the bank, and soon they have a debt growing like a snowball rolling down a slope.¹⁴ The banks demand no security for loans; it's enough to be working for a well-known company. Some borrow as much as a year's salary in the first few months. They can't leave the company
90 while they have such debts to pay off.

I was one of the few people in my intake of employees¹⁵ who didn't get into debt. I left the company dormitory after three months to share an apartment with a friend. I left the company exactly one year after I entered it. It took me a while to find a new job, but I'm working as a journalist
95 now. My life is still busy, but it's a lot better than it was. I'm lucky because nearly all big Japanese companies are like the one I worked for, and conditions in many small companies are even worse.

9 **fiercely competitive** very competitive; involving people trying to be more successful than others

10 **socialization** the process of learning to adapt to the rules of a society

11 **challenge the status quo** dare to question the way things are

12 **fetters of debt** restraints on one's freedom caused by owing money

13 **anticipating** looking forward to

14 **like a snowball rolling down a slope** very, very quickly

15 **intake of employees** group of new workers hired at the same time

100 It's not easy to opt out of a lifestyle that is generally considered to be prestigious¹⁶ and desirable, but more and more young people in Japan are thinking about doing it. You have to give up a lot of superficially attractive¹⁷ material benefits in order to preserve the quality of your life and your sanity. I don't think I was crazy to leave the company. I think I would have gone crazy if I'd stayed.



Word Count: 1,220

Reading Time: _____
(Minutes)

Words per Minute: _____
(Word Count/Reading Time)

After You Read

Understanding the Text

A. Comprehension: Sequencing

Number the events from “Why I Quit the Company” from first (1) to last (9).

- ___ After three months, he left the dormitory to share an apartment with a friend.
- ___ He graduated from university.
- ___ He found a new job as a journalist.
- ___ As a student, Tomoyuki Iwashita lived independently.
- ___ As soon as he started work, he moved to the company dormitory and commuted to work.
- ___ He has a busy life now but feels happier.
- ___ While he was living in the dorm, he worked very hard during the week and played golf with colleagues on the weekends.
- ___ He quit the company after one year.
- ___ Immediately after that, he started working for a large trading company.

B. Comprehension: Scanning for Details

Check (✓) which of the following were not part of Iwashita's life as a company employee.

- ___ commuting for an hour and a half each day
- ___ falling into debt
- ___ collapsing from working too hard
- ___ taking a lot of paid sick leave
- ___ playing golf with clients

¹⁶ **prestigious** respected or admired because of success or high quality

¹⁷ **superficially attractive** pleasing, but only on the surface

C. Vocabulary

Underline these words in the reading passage on pages 87–90. Then complete each sentence with the correct word.

isolation anticipating alternative contributing secure enable

1. I wasn't _____ a long workday, but I've been here for twelve hours!
2. There are many ways of _____ to your company even if you don't have a direct effect on the profits.
3. Does your job _____ you to spend a lot of time with your family, or do you have to work all the time?
4. Everyone wants a _____ job—one that they can depend on.
5. Tomoyuki Iwashita didn't know what was going on in the outside world, and he realized that the _____ was part of the brainwashing process.
6. Many people stay in jobs that they don't like because they don't think they have an _____.

D. Consider the Issues

Work with a partner to answer the questions below.

1. Do you think the writer is happy he quit the company? Find at least two statements in the article that support your answer and write them below.

- _____

- _____

2. The writer describes parts of his typical day throughout the article. Write a schedule for a typical day in the writer's life. Make inferences to imagine what the writer did during his workday.

7:30 a.m.: _____

9:00 a.m.: _____

noon: _____

6:00 p.m.: _____

9:00 p.m.: _____

11:00 p.m.: _____

3. Would you like to work for the company described in the article? Why or why not?

Building Vocabulary

Understanding Phrasal Verbs

Phrasal verbs have two or three parts: a verb and one or two particles like *down*, *up*, *in*, *out*, *after*, *with*, or *of*. Phrasal verbs can be **separable** or **inseparable**.

Separable Phrasal Verbs

Rules	Examples
The object can come after the verb and the particle or between the verb and the particle.	Would you <i>look over</i> <u>my résumé</u> ? Would you <i>look</i> <u>my résumé</u> <i>over</i> ?
If the object is a pronoun, it comes between the verb and the particle.	Would you <i>look</i> <u>it</u> <i>over</i> ?

Inseparable Phrasal Verbs

Rules	Examples
The object must come after the particle.	Let's <i>go over</i> <u>your résumé</u> together.

Some separable phrasal verbs are:

use up, stamp out, pay off, give up, fill out, think over

Some inseparable phrasal verbs are:

look after, opt out of, get into, come around, count on

A. Complete each sentence with the words in parentheses. Some sentences have more than one possible answer.

1. A lot of employees couldn't quit because they had to pay off large debts (pay / large debts / off).
2. There's a lot of competition to _____ (get / into / these jobs).
3. The union representatives used to _____ (come / around / to investigate) working hours.

4. I got fourteen days of vacation leave last year, but I _____
(used / up / it) because of sickness.
5. There are a lot of superficially attractive material benefits to working in
a job like that, and it's hard to _____ (give / up / them).
6. I'd been used to living independently as a student, _____
(looking / after / myself) and organizing my own schedule.
7. Japan's education and socialization processes _____
(out / stamp / the desire for a different kind of life).
8. It's not easy to _____ (opt / of / out / a lifestyle) that is
generally considered to be prestigious and desirable, but more and more
young people in Japan are thinking about doing it.

B. Use context to match each phrasal verb from Activity A with its definition.

- | | |
|--------------------|--|
| 1. ___ pay off | a. visit |
| 2. ___ get into | b. no longer have something that was yours |
| 3. ___ come around | c. choose not to do or have something |
| 4. ___ use up | d. pay for completely |
| 5. ___ give up | e. be hired for |
| 6. ___ look after | f. eliminate, get rid of |
| 7. ___ stamp out | g. use completely |
| 8. ___ opt out | h. watch, keep safe, take care of |

C. Pair work. Compare answers from Activity B. Then write your own sentences using three phrasal verbs from this page.

1. _____
_____.
2. _____
_____.
3. _____
_____.

Reading Skill

Paraphrasing

Paraphrasing is saying the same thing with different words. You paraphrase when you take notes. You also paraphrase when you write summaries and research papers.

When you paraphrase a sentence, follow these steps:

- 1) Read the original sentence until you clearly understand the meaning.
- 2) Without looking at the original, write a paraphrase.
- 3) Compare your paraphrase to the original. Make sure that your paraphrase has the same meaning as the original. You may have to use some of the same words as the original, but be careful not to use all the same words or the same grammatical structure.
- 4) Make revisions to your paraphrase as necessary to adjust the meaning, words, or structure.

When you paraphrase, you may have to change the pronouns *I* and *we* to *he* or *she* and *they*. For example, use *he* or *she* where the author uses *I*.

Original sentence: I started working for the company immediately after graduating from university.

Good paraphrase: Right after college, he got a job with the company.

Bad paraphrase: He started working for the company right after graduating from university. (*too similar*)

Bad paraphrase: He got a job quickly. (*different meaning*)

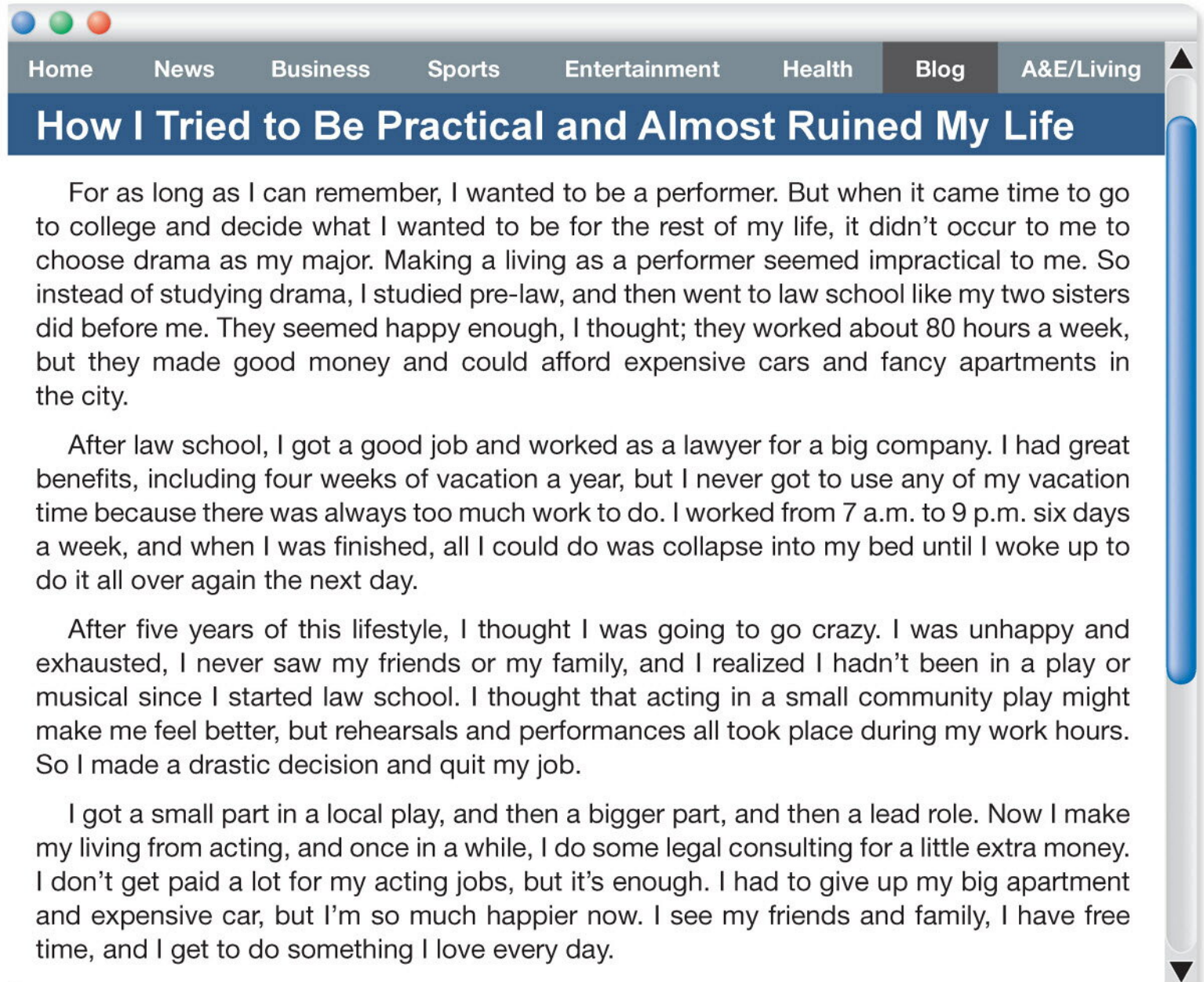
A. Analyze the Reading

Read the sentences from the reading and check (✓) *Good* or *Bad* for each paraphrase. For each bad paraphrase, write a new one on a piece of paper.

	Good	Bad
1. Original: Very few employees claim all the overtime pay due to them. Paraphrase: Most employees don't ask for all the overtime pay that they have earned.	<input type="checkbox"/>	<input type="checkbox"/>
2. Original: Many employees put the company's profits before their own mental and physical well-being. Paraphrase: Many workers became physically and mentally ill because they were working so hard to make a profit.	<input type="checkbox"/>	<input type="checkbox"/>
3. Original: Overtiredness and overwork leave you little energy to analyze or criticize your situation. Paraphrase: When you're too tired and working too hard, you don't have the time or energy to judge your situation.	<input type="checkbox"/>	<input type="checkbox"/>

B. Apply the Reading Skill

Read the blog. Then underline four sentences in the blog and paraphrase them below.



The screenshot shows a web browser window with a navigation menu at the top containing links for Home, News, Business, Sports, Entertainment, Health, Blog, and A&E/Living. The 'Blog' link is highlighted. Below the navigation is a blue header with the title 'How I Tried to Be Practical and Almost Ruined My Life'. The main content area contains three paragraphs of text. A vertical scrollbar is visible on the right side of the browser window.

Home News Business Sports Entertainment Health **Blog** A&E/Living

How I Tried to Be Practical and Almost Ruined My Life

For as long as I can remember, I wanted to be a performer. But when it came time to go to college and decide what I wanted to be for the rest of my life, it didn't occur to me to choose drama as my major. Making a living as a performer seemed impractical to me. So instead of studying drama, I studied pre-law, and then went to law school like my two sisters did before me. They seemed happy enough, I thought; they worked about 80 hours a week, but they made good money and could afford expensive cars and fancy apartments in the city.

After law school, I got a good job and worked as a lawyer for a big company. I had great benefits, including four weeks of vacation a year, but I never got to use any of my vacation time because there was always too much work to do. I worked from 7 a.m. to 9 p.m. six days a week, and when I was finished, all I could do was collapse into my bed until I woke up to do it all over again the next day.

After five years of this lifestyle, I thought I was going to go crazy. I was unhappy and exhausted, I never saw my friends or my family, and I realized I hadn't been in a play or musical since I started law school. I thought that acting in a small community play might make me feel better, but rehearsals and performances all took place during my work hours. So I made a drastic decision and quit my job.

I got a small part in a local play, and then a bigger part, and then a lead role. Now I make my living from acting, and once in a while, I do some legal consulting for a little extra money. I don't get paid a lot for my acting jobs, but it's enough. I had to give up my big apartment and expensive car, but I'm so much happier now. I see my friends and family, I have free time, and I get to do something I love every day.

1. _____

2. _____

3. _____

4. _____

Discussion & Writing

- Group work.** Tomoyuki Iwashita's job had some pros (good aspects) and some cons (bad aspects). Look back at the reading to complete the chart below.

Pros of the Job	Cons of the Job

- Discuss the following question with your group. Use the information in your chart to help you answer the question.
 What would you have done in Mr. Iwashita's position? Would you have quit the company, too? Explain why or why not.
- What do you think is more important, work or family? Write a paragraph explaining the reasons for your choice. Use the information from your discussion to help you.

Words to Remember

NOUNS	VERBS	ADJECTIVES	ADVERBS
alternative	affect	competitive	economically
benefit	anticipate	devoted	immediately
colleague	contribute	fancy	rapidly
fault	criticize	prestigious	
isolation	enable	secure	
resource	equip		
sick leave	investigate		
well-being	preserve		

Mini-Dictionary
page 163

East Meets West on Love's Risky Cyberhighway

Chapter

9

Chapter Focus

CONTENT

Finding a husband or wife
via the Internet

READING SKILL

Identifying points of view

BUILDING VOCABULARY

Using modifiers



**“It’s easy to fall in love. The hard part is finding
someone to catch you.”**

— Bertrand Russell, British philosopher (1872–1970)

Before You Read

A. Connect with the topic. Many people use online dating sites to meet potential partners. List five reasons why you think online dating is so popular.

1. _____
2. _____
3. _____
4. _____
5. _____

B. Pair work. Compare your answers to Activity A.

Example

A: I think one reason why online dating is so popular is...

B: I agree. Another reason might be that...

C. Preview the reading. Look quickly over the article on pages 99–102 to complete the Previewing Chart below.

Previewing Chart

1. Title of the reading: _____

2. Names of people and places in the reading. (List 3 more.)

Alevtina Ivanova _____ *men* _____

3. Key words. (What words appear several times? List 3 more.)

4. I think this reading is probably about

_____.

East Meets West on Love's Risky Cyberhighway

by Fred Weir

from *The Christian Science Monitor*

- 1 Alevtina Ivanova and other Russian bachelorettes¹ like her are looking for a few good men—abroad. “Unfortunately, in our collapsed economy, very few men are able to support a family properly,” she says. “Russian men lack confidence, they become fatalistic,² they drink, they die young.
5 It’s not surprising that Russian women pin their hopes elsewhere.”



Ms. Ivanova, a veteran of half-a-dozen serious **cyber-relationships** with European and American men, is among thousands of Russian women turning to the Internet to meet Westerners. The potential suitors³ are equally frustrated with the dating prospects in their home countries.

- 10 “American women are too independent, too demanding, too critical,” says Chris, a middle-aged U.S. businessman visiting Moscow to meet “several very nice ladies” he contacted over the Web. The visitor, who asked that his last name not be used, cites a joke often repeated here:
15 to get rid of you, and keep the house.”

 Maps
pages 160–162

Culture and
Language Notes
page 154

¹ **bachelorette** old-fashioned term for a young, unmarried woman

² **fatalistic** accepting of the idea that everything is determined in advance; that individuals have no control over what happens in their lives

³ **potential suitors** men they may meet who would like to form romantic relationships

Dozens of Web-based agencies are busy playing **match-maker**, for fees paid by both the women, who send in their pictures and bios⁴ for posting on international websites, and the men, who can obtain contact information for the women who pique their interest.⁵

20 Though there are no firm statistics, it is estimated that between 4,000 and 6,000 women from the **former USSR** marry U.S. citizens each year. One agency currently lists 25,000 women from Russia and other former Soviet republics seeking Western mates; there are dozens more agencies, each offering thousands of would-be brides.⁶ Some agencies have
25 branched into travel, translation, and other services to profit from what they say is an exploding traffic.

While some describe these international e-introductions as offering matches made in heaven,⁷ others see nightmares in cyberspace. “People bring their illusions as well as their dreams to this market,”⁸ says Tatiana
30 Gurko, head of the independent Center for Gender Studies in Moscow. “Like any physical place, the Internet has predators⁹ lurking about, and sometimes they may be hard to spot.”

Western men increasingly report being ripped off¹⁰ by wily Russian women, who write sweet e-mails, send sexy digital photos, hit them up
35 for cash,¹¹ and then disappear.

On the other side, tales filtering back to Russia of Internet marriages gone sour¹²—including the murder of a Russian e-mail-order bride in the U.S.—have put women on their guard.

But Ivanova, who now works as an adviser to DiOrtiz, a large Moscow
40 matchmaking agency, says that, although none of her cyber-relationships have led to marriage, she has had no regrettable experiences.

“You can find out everything you need to know about a man in five e-mails,” she says breezily. “Men are fairly obvious, you just need to question them properly.” To her, the requirements on both sides are clear:
45 “A woman need only be attractive and educated, but a man must have property, means, and a good job.”

⁴ **bio** short form of biography; a summary of someone's life

⁵ **pique their interest** attract them

⁶ **would-be brides** women who would like to get married

⁷ **matches made in heaven** ideal, perfect relationships

⁸ **this market** this place for them to contact each other

⁹ **predators** people who hurt others

¹⁰ **ripped off** cheated; swindled

¹¹ **hit (someone) up for cash** ask someone for money

¹² **gone sour** been ruined; ended in separation or divorce

Yelena Khronina, who plans to soon wed “a wonderful Norwegian man” she met via the Internet, says her dream has come true. “It’s so hard to be a woman in Russia,” Ms. Khronina sighs. “But then you visit this
50 beautiful, orderly, prosperous country and spend time with a man who treats you with kindness and respect. Why would anyone say no to that?”

The potential dangers of dabbling in cyberromance¹³ are dramatized in a film, *Birthday Girl*, in which Nicole Kidman plays a mail-order bride from Moscow who brings a gang of Russian **mafia** thugs¹⁴ crashing into
55 the life of her English bank-clerk beau. In real life, the sting is usually more mundane:¹⁵ An unsuspecting Western man falls in love after a few gushing¹⁶ e-mail exchanges with a false identity¹⁷ posted on a website—sometimes the photos are actually of a Russian actress or fashion model—
60 and is persuaded to wire cash for a ticket to visit him, or to meet some personal emergency.

“A woman can string a man along,¹⁸ playing on his emotions and sympathy and, in doing so, trick him into giving her money or expensive items,” says Paul O’Brien, a U.S. Web designer who has temporarily given up his search for a Russian wife after being burned¹⁹ by two women who
65 just wanted money from him.

Mr. O’Brien says he resorted to the Internet because of America’s fast-paced, impersonal, and workaholic²⁰ culture. “A lot of guys I know work many, many hours and do not have time for a social life,” he says. “So it seems particularly appealing to them when these agencies offer to
70 help them make contact with beautiful and single women,” he says, but warns: “Prospective suitors need to be very wary of the women out there who have no intention of developing a relationship with them.”

Russian women insist it is they who face the greatest hazards. Many have heard about Anastasia Solovyova, a Russian from the former Soviet
75 republic of Kyrgyztan, who was murdered by her American husband. She had been his second mail-order bride. Experts say there are many more tales of miserable, and sometimes tragic, mismatches.

13 **dabbling in cyberromance** experimenting with romance online

14 **thugs** violent criminals

15 **mundane** ordinary

16 **gushing** overly sweet and wordy

17 **false identity** fake person; someone who does not exist

18 **string a man along** fool him into believing she loves him

19 **burned** disappointed in love; heartbroken

20 **workaholic** addicted to work

“You come to a strange country to meet a man you’ve only corresponded with by e-mail,” says Ivanova. “There are issues of language, culture, and
80 personal morality. It takes a lot of trust, and for some women it goes badly wrong.”

While no one wants to go on the record²¹ criticizing love, some experts argue that the Westward outflow of Russian women must be viewed as a baneful social indicator.²²

85 “Russia has become the world’s leading exporter of wives, and this is a tremendously profitable business,” says Ms. Gurko.

“It may be a real supply-and-demand situation,” she says, “but let’s try to remember that this vast supply of terrific women is made up of individuals whose hopes have been crushed in Russia. It’s so sad that,
90 in order to seek a better life, a Russian woman has to leave.”



Word Count: 977

Reading Time: _____
(Minutes)

Words per Minute: _____
(Word Count/Reading Time)

About the Source

The Christian Science Monitor is an international daily newspaper published Monday through Friday in Boston, Massachusetts. Founded in 1908, *The CS Monitor* features international news stories and also contains U.S. news and human interest stories.

²¹ **go on the record** say publicly

²² **baneful social indicator** troubling sign that something is wrong in a society

After You Read

Understanding the Text

A. Comprehension: Finding the Main Idea

Read the three paragraphs below, then choose the one which best summarizes the main ideas of the article. Circle the number of your choice.

1. With the help of Web-based agencies, thousands of Russian women are seeking husbands abroad, primarily in the United States and Western Europe. While many of the relationships are reported to have happy endings, there are also risks involved on both sides. The fact that so many Russian women want to leave their country to get married is one indicator of the country's serious economic problems.
2. Alevtina Ivanova is a young Russian woman who has tried unsuccessfully to find a European or American husband with property, means, and a good job. She doesn't want to marry a Russian man, so she expects to keep looking until she finds her ideal husband. Ivanova is aware of the dangers, but she feels that the rewards far outweigh the risks.
3. The dangers of trying to find a romantic partner via the Internet are great for both Russian women and American men. There are many things that can go badly wrong. The case of the Russian woman who was murdered by her American husband is well known, and there are many more cyber-relationships that end in divorce. It is also common for Russian women to rip off American men.

B. Comprehension: Scanning for Details

Put a check (✓) next to the supporting ideas, details, and examples included in the article.

1. It is estimated that between 4,000 and 6,000 women from the former USSR marry U.S. citizens each year.
2. American women are increasingly fed up with American men and are looking for husbands in Western Europe.
3. Internet dating services are very popular in Asia.
4. Some Western men have been cheated out of money by Russian women who post beautiful photographs but have false identities.
5. Norwegians are the second largest group of men who marry Russian women.
6. One Russian e-mail-order bride was murdered by her American husband.
7. Some of the matchmaking agencies now operating in Russia are not licensed by the government and cannot be trusted.
8. Russia has become the world's leading exporter of wives.

C. Vocabulary

Underline these words in the reading passage on pages 99–102. Then complete the sentences.

statistics obtain resorted appealing corresponded

1. John and I have only _____ by e-mail and text message so far, but we are planning to meet in person next month.
2. Before you travel abroad, you have to _____ a passport.
3. I couldn't contact the company online or by phone, so I _____ to going to their office to talk to someone about my complaints.
4. Some _____ show that there are twice as many single women as there are single men in this city.
5. Online dating doesn't seem very _____ to me. I'd rather meet someone through a friend.

D. Consider the Issues

Work with a partner to answer the questions below.

1. Alevtina Ivanova is critical of Russian men's ability to support a family. Specifically, what does she not like about Russian men?
2. Based on your answer to question 1, what can you infer that Alevtina likes about Westerners? Do you agree that these are important qualities for a prospective husband?
3. Do you think Alevtina would approve of men in your country as potential husbands? Why or why not?
4. The reading states some benefits and possible dangers of meeting potential partners on the Internet. List the benefits and dangers from the article in the chart below. Then add two of your own ideas.

Benefits	Dangers

Building Vocabulary

Using Modifiers

Modifiers are descriptive words (adjectives) that often come before nouns. Modifiers answer questions like: *How many...?*, *How large...?*, *What kind...?*, *Where...from?*, and *How good...?*

Western men increasingly report being ripped off by *wily Russian* women, who write *sweet* e-mails, send *sexy digital* photos, hit them up for cash, and then disappear.

Modifiers may also come after the nouns they describe. Verbs such as *be*, *seem*, *appear*, *become*, or *feel* link modifiers to the nouns they describe.

A woman need only be *attractive* and *educated*...

Other modifiers are made from verbs (*exploding* traffic, *collapsed* economy) or from combinations of words connected by a hyphen (*e-mail-order* bride, *Moscow-based* agency).

A. In the following sentences, underline the words that modify nouns.

1. American women are too independent, too demanding, too critical.
2. The potential suitors are equally frustrated with the dating prospects in their home countries.
3. Russian men lack confidence, they become fatalistic, they drink, they die young.
4. But then you visit this beautiful, orderly, prosperous country and spend time with a man who treats you with kindness and respect.
5. In real life, the sting is usually more mundane.
6. Let's try to remember that this vast supply of terrific women is made up of individuals whose hopes have been crushed in Russia.

B. Complete the following sentences with your own adjectives.

1. I think women in my country are _____ and _____.
2. I think men in my country are _____ and _____.
3. A(n) _____ partner is not appealing to me.
4. I live in a(n) _____, _____, and _____ country.
5. In my opinion, online dating is a _____ idea.
6. I think a man should be _____, _____, and _____.
7. I think a woman should be _____, _____, and _____.

Reading Skill

Identifying Points of View

An author always has a **point of view**, a position from which he or she sees what is going on in the story. In newspaper and magazine articles, the author's point of view is often, but not always, neutral. That is, the writer does not openly express an opinion, but tries to share the points of view of other people. This allows readers to see what is going on from several angles and then draw their own conclusions. In some cases, however, such as blogs, the writer often does express personal ideas and thoughts.

A. Analyze the Reading

Look back at the reading and identify the person who expresses each point of view below. Where possible, give more information about the person.

1. People who use dating services sometimes fool themselves into thinking that their dreams will come true.

Tatiana Gurko, head of the independent Center for Gender Studies

2. My dream has come true. I am very happy to be leaving Russia to marry a Norwegian man.

3. I give up. I've tried to develop a relationship with a beautiful single woman over the Internet but have been burned twice.

4. American women are not my type. I'd prefer a Russian wife.

5. Although I have not met the husband of my dreams, I have no regrets.

B. Apply the Reading Skill

Read the article about online dating. Underline a sentence that shows each person's point of view. Then paraphrase each person's point of view below.

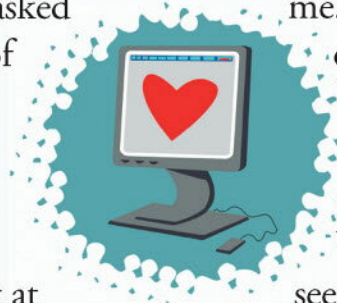
HALEY'S DAILY LIFE *by* Haley McDonald

Online Dating—Is It Here to Stay?

According to some sources, the first online dating services appeared in the mid-nineties. Different from international matching services that were already up and running, these sites were created to help the average busy person find someone to date and, perhaps eventually, someone to marry. For this week's column, I asked a few people what they thought of online dating.

Many who have tried online dating think it's the greatest invention since sliced bread.

Although he was hesitant to try it at first, Mitchell Waverton, a 25-year-old who's looking for love, gives online dating a thumbs-up. Waverton explains, "I don't have a lot of time to meet women. Some of my friends told me I should try online dating. I wasn't sure about it because it just seems weird—meeting someone online. But then I tried it, and it was a lot of fun." Jacqueline Cho agrees, "Before I tried online dating, I hadn't had a date in over a year. I just joined a dating site last month, and I've had three dates just this week!"



However, not everyone has the same opinion. Peter Wong explains, "A few of my friends tried to get me to join an online dating site. I only agreed to do it to prove to them that it wasn't going to work for me. After I went on five miserable dates, my friends were finally convinced that online dating wasn't for me." Teresa Simms was excited to try

online dating, until her second date ended in disaster. "I wanted to meet this guy for coffee," she says, "but he insisted on taking me to dinner.

Well, based on our e-mails, he seemed like a nice guy, and I thought he was very attractive, so I agreed. At dinner, he ordered the most expensive items on the menu and encouraged me to do the same. We had a great time talking and laughing, but when the check came, he excused himself to go to the restroom and never came back!"

I do believe that online daters are sometimes successful in their search for love, but I think success stories are the exception rather than the rule. Although online dating seems like it's here to stay, I've heard enough horror stories to keep me away from it.

Mitchell Waverton: _____

Jacqueline Cho: _____

Peter Wong: _____

Teresa Simms: _____

Haley McDonald (author): _____

Discussion & Writing

1. **Pair work.** In the reading, Alevtina Ivanova says you can find out everything you need to know about a man in five e-mails (lines 42–44). What do you think are the five most important things to know about a potential husband or wife? Write them in the list below.

- _____
- _____
- _____
- _____
- _____

2. Imagine that you are writing an e-mail to a prospective partner in another country. Choose one of the items from your list above and write an e-mail to find out this information. (*Hint: Keep in mind the cultural differences that might apply. For example, it is impolite in some cultures to ask direct questions about salary and property, so you may need to find indirect ways to find out the information you want to know.*)

3. Do you think a business that exports wives should be allowed by international law? Why or why not?

Words to Remember

NOUNS

economy
expert
exporter
fee
gender
indicator
individual
issue
prospect
statistic

VERBS

cite
correspond
dramatize
obtain
seek

ADJECTIVES

obvious
potential
temporary

ADVERBS

legally
temporarily

Mini-Dictionary
page 163

Don't Let Stereotypes Warp Your Judgment

Chapter

10

Chapter Focus

CONTENT

The harmful effects of stereotyping

READING SKILL

Recognizing sources

BUILDING VOCABULARY

Forming participial adjectives



“A person is a person because he recognizes others as persons.”

— Desmond Tutu, South African religious leader (1931–)

Before You Read

A. Connect with the topic.

1. Describe the person in the photograph on page 109. Where do you think she lives? What does she do for a living? What do you think of her appearance? Give reasons for your answers.
2. A stereotype is a very simple, standard overgeneralization that one group of people makes about another group. Stereotypes are often based on gender, age, nationality, race, or profession. In the chart below, list some adjectives that come to mind when you think about each group.

Group	Stereotypical Description
French men	
Chinese doctors	
American teenagers	
Elderly professors	

B. Pair work. Compare answers to question 2 above. Then discuss some ways in which stereotyping these groups of people could be harmful.

C. Preview the reading. Look quickly over the article on pages 111–114 to complete the Previewing Chart below.

Previewing Chart

1. Title of the reading: _____

2. Names of people and places in the reading. (List 3 more.)

Nebraska _____

3. Key words. (What words appear several times? List 3 more.)

stereotype _____

4. I think this reading is probably about

_____.

Don't Let Stereotypes Warp¹ Your Judgment

by Robert Heilbroner
from *Think Magazine*

- 1 Is a girl called Gloria apt to be better looking than one called Bertha? Are criminals more likely to be dark than blond? Can you tell a good deal about someone's personality from hearing his voice briefly over the phone? Can a person's nationality be pretty accurately guessed from his
5 photograph? Does the fact that someone wears glasses imply that he is intelligent?

The answer to all these questions is obviously, "No."

- Yet, from all the evidence at hand, most of us believe these things. Ask any college boy if he'd rather take his chances with a Gloria or a Bertha,
10 or ask a college girl if she'd rather blind-date² a Richard or a Cuthbert. In fact, you don't have to ask: college students in questionnaires have revealed that names conjure up the same images in their minds as they do in yours—and for as little reason.

- Look into the favorite suspects of persons who report "suspicious
15 characters" and you will find a large percentage of them to be "swarthy"³ or "dark and foreign-looking"—despite the testimony⁴ of criminologists that criminals do not tend to be dark, foreign, or "wild-eyed." Delve into the main asset⁵ of a telephone stock swindler⁶ and you will find it to be a marvelously confidence-inspiring telephone "personality." And
20 whereas we all think we know what an Italian or a Swede looks like, it is the sad fact that when a group of **Nebraska** students sought to match faces and nationalities of 15 European countries, they were scored wrong in 93 percent of their identifications. Finally, for all the fact that⁷ horn-rimmed glasses⁸ have now become the standard television sign of
25 an "intellectual," optometrists know that the main thing that distinguishes people with glasses is just bad eyes.



Maps
pages 160, 162

Culture and
Language Notes
page 155

-
- 1 **warp** bend or twist; influence in a negative way
2 **blind-date** go out on a date with someone you haven't met before
3 **swarthy** having dark skin and hair
4 **testimony** statements that support a claim
5 **delve into the main asset** find out the most useful skill
6 **telephone stock swindler** criminal who sells fake stocks over the telephone
7 **for all the fact that** even though
8 **horn-rimmed glasses** glasses with frames made of thick, dark-colored plastic

Stereotypes are a kind of gossip about the world, a gossip that makes us pre-judge people before we ever lay eyes on them. Hence it is not surprising that stereotypes have something to do with the dark
30 world of prejudice. Explore most prejudices (note that the word means *prejudgment*) and you will find a cruel stereotype at the core of each one.



Why is it that we stereotype the world in such irrational and harmful fashion? In part, we begin to typecast people in our childhood years. Early in life, as every parent whose child has watched a **TV Western** knows,
35 we learn to spot the Good Guys from the Bad Guys. Some years ago, a social psychologist showed very clearly how powerful these stereotypes of childhood vision are. He secretly asked the most popular youngsters in an elementary school to make errors in their morning gym exercises. Afterward, he asked the class if anyone had noticed any mistakes during
40 gym period. Oh, yes, said the children. But it was the *unpopular* members of the class—the “bad guys”—they remembered as being out of step.

We not only grow up with standardized pictures forming inside of us, but as grown-ups we are constantly having them thrust upon us. Some of them, like the half-joking, half-serious stereotypes of mothers-in-law, or
45 country yokels,⁹ or psychiatrists, are dinned into us¹⁰ by the stock jokes we hear and repeat. In fact, without such stereotypes, there would be a lot fewer jokes. Still other stereotypes are perpetuated by the advertisements we read, the movies we see, the books we read.

And finally, we tend to stereotype because it helps us make sense out of
50 a highly confusing world, a world which **William James** once described as “one great, blooming, buzzing confusion.” It is a curious fact that if we

⁹ **country yokels** people who live in rural areas, especially those without sophisticated manners

¹⁰ **dinned into us** fixed in our minds

don't *know* what we're looking at, we are often quite literally¹¹ unable to see what we're looking at. People who recover their sight after a lifetime of blindness actually cannot at first tell a triangle from a square. A visitor to
55 a factory sees only noisy chaos where the superintendent sees a perfectly synchronized¹² flow of work. As **Walter Lippmann** has said, "For the most part we do not first see, and then define; we define first, and then we see."

Stereotypes are one way in which we "define" the world in order to see it. They classify the infinite variety of human beings into a convenient
60 handful of "types" toward whom we learn to act in stereotyped fashion. Life would be a wearing process if we had to start from scratch¹³ with each and every human contact. Stereotypes economize on our mental effort by covering up the blooming, buzzing confusion with big, recognizable cut-outs.¹⁴ They save us the "trouble" of finding out what the world is
65 like—they give it its accustomed look.

Thus the trouble is that stereotypes make us mentally lazy. As **S.I. Hayakawa**, the authority on semantics, has written: "The danger of stereotypes lies not in their existence, but in the fact that they become for all people some of the time, and for some people all of the time,
70 *substitutes for observation.*"

Hence, quite aside from the injustice which stereotypes do to others, they impoverish ourselves. A person who lumps the world into simple categories, who type-casts all labor leaders as "racketeers,"¹⁵ all businessmen as "reactionaries,"¹⁶ all Harvard men as "snobs," and all
75 Frenchmen as "sexy," is in danger of becoming a stereotype himself. He loses his capacity to be himself—which is to say, to see the world in his own absolutely unique, inimitable,¹⁷ and independent fashion.

Impoverishing as they are, stereotypes are not easy to get rid of. The world we type-cast may be no better than a Grade B movie,¹⁸ but at least
80 we know what to expect of our stock characters. When we let them act for themselves in the strangely unpredictable way that people do act, who knows but that many of our fondest convictions will be proved wrong?

11 **quite literally** in fact; actually

12 **perfectly synchronized** smoothly coordinated

13 **start from scratch** begin all over again

14 **big, recognizable cut-outs** large pieces of paper cut to look like people

15 **racketeer** person who makes money illegally

16 **reactionaries** people who oppose change; extremely conservative people

17 **inimitable** impossible to imitate; one of a kind

18 **Grade B movie** a second-rate film

Nor do we suddenly drop our standardized pictures for a blinding vision of the Truth. Sharp swings of ideas about people often just
85 substitute one stereotype for another. The true process of change is a slow one that adds bits and pieces of reality to the pictures in our heads, until gradually they take on some of the blurriness of life itself.

Can we speed the process along? Of course we can.

90 First, we can become *aware* of the standardized pictures in our heads, in other peoples' heads, in the world around us.

Second, we can become suspicious of all judgments that we allow exceptions to “prove.” There is no more chastening thought¹⁹ than that in the vast intellectual adventure of science, it takes but one tiny exception to topple a whole edifice of ideas.²⁰

95 Third, we can learn to be wary of generalizations about people. As F. Scott Fitzgerald once wrote: “Begin with an individual, and before you know it, you have created a type; begin with a type, and you find you have created nothing.”

100 Most of the time, when we type-cast the world, we are not, in fact, generalizing about people at all. We are only revealing the embarrassing facts about the pictures that hang in the gallery of stereotypes in our own heads.



Word Count: 1,184

Reading Time: _____
(Minutes)

Words per Minute: _____
(Word Count/Reading Time)

About the Author

Robert Heilbroner (1919–2005) received his Ph.D. from Harvard University and was professor emeritus of economics at The New School, a university in New York City. His many books and articles include philosophical reflections on human behavior as well as popular explanations of economic theory for the general public.

¹⁹ **chastening thought** a realization that makes one more humble or restrained

²⁰ **topple a whole edifice of ideas** disprove an entire system of thought

After You Read

Understanding the Text

A. Comprehension

For each item below, fill in the correct circle.

- 1. Identifying the Author's Purpose** The purpose of the questions in the first paragraph is to ____.
 - Ⓐ analyze some common stereotypes
 - Ⓑ cause readers to think about some common stereotypes
 - Ⓒ get information from readers about their stereotypes
 - Ⓓ make readers laugh at themselves
- 2. Scanning for Details** According to the author, the names “Bertha” and “Cuthbert” are ____.
 - Ⓐ less appealing than names like Gloria and Richard
 - Ⓑ more appealing than names like Gloria and Richard
 - Ⓒ very popular among college students
 - Ⓓ not an important factor in determining a person's image
- 3. Scanning for Details** From the testimony of criminologists, we can conclude that ____.
 - Ⓐ most suspicious characters have dark complexions
 - Ⓑ telephone swindlers have attractive personalities
 - Ⓒ not many criminals are swarthy
 - Ⓓ criminals look very different from ordinary people
- 4. Scanning for Details** According to the author, many people believe that wearing glasses is a sign of ____.
 - Ⓐ a person's nationality
 - Ⓑ the dark world of prejudice
 - Ⓒ watching too much television
 - Ⓓ intellectual ability
- 5. Scanning for Details** In general, media like movies, television shows, and advertisements has the effect of ____.
 - Ⓐ getting rid of stereotypes
 - Ⓑ forming and strengthening stereotypes
 - Ⓒ helping youngsters distinguish between good and bad
 - Ⓓ helping youngsters recognize their mistakes

6. **Making Inferences** From S.I. Hayakawa’s statement about stereotypes (lines 67–70), you can infer that he believes that ____.
- Ⓐ stereotypes are more harmful than they are helpful
 - Ⓑ there is no harm in jokes based on stereotypes
 - Ⓒ most intellectuals wear horn-rimmed glasses
 - Ⓓ stereotypes are more helpful than they are harmful

B. Vocabulary

Underline these words in the reading passage on pages 111–114. Then match the words with their definitions.

- | | |
|--------------------|---|
| 1. ____ imply | a. strong feeling of like or dislike that isn’t based on reason |
| 2. ____ irrational | b. suggest something in an indirect way |
| 3. ____ capacity | c. the ability to understand or do something |
| 4. ____ infinite | d. the way something is done |
| 5. ____ prejudice | e. not based on reason |
| 6. ____ fashion | f. without end or limits |

C. Consider the Issues

Work with a partner to answer the questions below.

1. The author of this article describes several stereotypes held by many Americans. List three additional examples in the chart below. On the right side of the chart, describe a stereotype held by people in your country about the same group.

Group	Stereotype Held by Americans	Stereotype Held by _____
criminals	swarthy	

2. Choose one example of a stereotype held by many people in your country. How do you think this stereotype was formed? Can you think of any exceptions?
3. Do you agree with the author that stereotypes can be harmful? Why or why not? Give at least one example to support your opinion.
4. Think of a time when someone prejudged you. What happened? How did they stereotype you? Were they right or wrong about you?

Building Vocabulary

Forming Participial Adjectives

Adjectives can be formed from many verbs by adding *-ing* or *-ed*. Note the difference in meaning:

I am always **confused** in my history class. (for a person who has a feeling)

My history class is very **confusing**. (for something that causes a feeling)

- A. Choose a word from the box to complete each sentence. Change the word into an adjective ending in *-ing* or *-ed* and write it in the sentence.

embarrass fascinate confuse standardize surprise annoy

1. One reason we use stereotypes is that they help us make sense of a _____ world.
 2. It is not _____ that stereotypes have something to do with prejudice because most stereotypes are negative and are not based on reason.
 3. It is not easy for people to drop the _____ pictures in their minds.
 4. Our stereotypes can reveal some _____ facts about ourselves. We may find that we dislike someone for no good reason.
 5. People always expect me to be smart just because I wear glasses. It's _____. I wish they would stop stereotyping me.
 6. I thought the lecture on stereotypes was _____. I learned a lot of interesting information.
- B. Use the ideas to write a sentence using each italicized adjective below.

1. something you find *confusing*: _____

2. a time when you were *surprised*: _____

3. someone you think is *fascinating*: _____

Reading Skill

Recognizing Sources

Writers often refer to other sources of information on a subject in order to support their main points. These sources may include other writers, research reports, or surveys.

Example

When a group of Nebraska students sought to match faces and nationalities of 15 European countries, they were scored wrong in 93 percent of their identifications. (reference to a research report)

A. Analyze the Reading

Complete the chart below with information from the article.

Information or Idea	Type of Source	Name or Title
failure of students in Nebraska to identify nationalities	research report	not given
stereotypes from childhood are very powerful		not given
	writer and philosopher	William James
		S.I. Hayakawa

B. Try the Reading Skill

Imagine that your partner is an important professor, writer, or researcher. Ask your partner the following questions. Take notes on his/her answers. Then write a sentence explaining your partner's best answer.

Example

A: Do you think that television is harmful to young children? Why or why not?

B: Yes, absolutely. Television keeps young children from learning to observe the world on their own.

According to (partner's name), a psychologist at (name of your school or university), television is definitely harmful to children because it keeps them from learning to observe the world on their own.

1. What is the most popular television show for children in your country?
2. Does the program stereotype one or more groups of people? How?
3. How can children and young people get rid of these stereotypes?

According to _____,

_____.

C. Apply the Reading Skill

Read the passage below. Underline the information that comes from sources other than the writer's own knowledge or opinions. Then check the correct boxes below.

The Truth About Men and Women

Do you believe that most men like to watch sports and that they get angry more often than women do? Do you believe that women talk more than men do and that men are bad listeners? These are typical gender stereotypes held by many people around the world. Those of us who consider ourselves open-minded might scoff at these ideas and say, "Of course I don't believe those things. They're just stereotypes." However, according to some studies, at least some of these stereotypes may be true.

First, let's look at the sports stereotype. According to a recent poll, about 75% of men do enjoy watching sports. Younger men like watching sports more than older men do, but it looks like there's a strong basis in fact for that stereotype.

According to another poll, people consider men to be generally quicker to get angry than women. However, a research study done at Florida State University shows that men and women can get equally angry. The difference is that a woman is less likely to express her anger, and a man is more apt to tell someone that he or she made him angry. So in this case, it may not be true that men are angrier than women are; men are simply more open about their anger.

It's not uncommon to hear men complain that their wives talk too much, or to hear women complain that their husbands don't listen to them. Well, these stereotypes are difficult to prove or disprove. Some researchers claim that women have a larger vocabulary than men do. Others claim that the language center of the brain is larger in women than it is in men. More research needs to be done to determine how extensive the verbal differences are in men and women.

	From the Writer	From Another Source
1. These are typical gender stereotypes held by many people around the world.	<input type="checkbox"/>	<input type="checkbox"/>
2. Some of these stereotypes may be true.	<input type="checkbox"/>	<input type="checkbox"/>
3. "Of course I don't believe those things. They're just stereotypes."	<input type="checkbox"/>	<input type="checkbox"/>
4. Younger men like watching sports more than older men do.	<input type="checkbox"/>	<input type="checkbox"/>
5. Women have a larger vocabulary than men do.	<input type="checkbox"/>	<input type="checkbox"/>
6. It's not uncommon to hear men complain that their wives talk too much, or to hear women complain that their husbands don't listen to them.	<input type="checkbox"/>	<input type="checkbox"/>

Discussion & Writing

- 1. Pair work.** Follow the process suggested by the author for getting rid of stereotypes.
 - a.** Brainstorm a list of stereotypes that many people believe. List at least four ideas.
 - _____
 - _____
 - _____
 - _____
 - b.** Choose one stereotype from your list. Discuss how people grew to believe this stereotype.
 - c.** Think of at least one exception to this stereotype.
 - d.** Explain how this stereotype might be harmful.
- 2.** Write a paragraph describing the stereotype you chose. Include the information that you discussed with your partner: why people believe this stereotype, at least one exception, and how the stereotype might be harmful.

Example

A lot of people I know think that all Americans are overweight and unhealthy. I think people have this stereotype because they watch American movies that show people overeating and enjoying fattening foods. My American friend Michael is an exception to this stereotype. He is very active and plays a lot of sports. He eats healthily and is aware of what makes up a healthy diet. I think this stereotype is harmful because many people today have body issues already, and assuming that one group of people is unhealthy is unfair and lowers self-esteem.

Words to Remember

NOUNS

authority
capacity
core
fashion
intellectual
prejudice
stereotype
suspect

VERBS

imply
recover
substitute
tend

ADJECTIVES

aware
infinite
irrational
suspicious
unpredictable

ADVERBS

accurately
hence
obviously

The Art of Reading

Chapter

11

Chapter Focus

CONTENT

Suggestions for becoming a skillful reader

READING SKILL

Recognizing analogies

BUILDING VOCABULARY

Learning word forms



“People who have read good literature have lived more than people who cannot or will not read.”

— S. I. Hayakawa, American professor and politician (1906–1992)

Before You Read

A. Connect with the topic. What are four of your favorite books? Complete the chart below.

Favorite Books and Their Authors	What did you like about the book?
1.	
2.	
3.	
4.	

B. Pair work. Compare answers to Activity A. Then discuss these questions.

1. Do you read a lot?
2. What types of materials do you usually read? Novels? Magazines? Blogs? Other?
3. Do you like to read? Why or why not?

C. Preview the reading. Look quickly over the essay on pages 123–126 to complete the Previewing Chart below.

Previewing Chart	
1. Title of the reading: _____	
2. Names of people and places in the reading. (List 3 more.) <i>Mencius</i> _____ _____ _____	3. Key words. (What words appear several times? List 3 more.) <i>reading</i> _____ _____ _____
4. I think this reading is probably about _____ _____ _____	

The Art of Reading

by Lin Yu T'ang

from *The Importance of Understanding*

1 Reading, or the enjoyment of books, has always been regarded among the charms of a cultured life and is respected and envied by those who rarely give themselves that privilege. This is easy to understand when we compare the difference between the life of a man who does no reading and that of

5 a man who does. The man who has not¹ the habit of reading is imprisoned in his immediate world, in respect to time and space. His life falls into a set routine; he is limited to contact and conversation with a few friends and acquaintances, and he sees only what happens in his immediate neighborhood. From this prison there is no escape. But the moment he

10 takes up a book, he immediately enters a different world, and if it is a good book, he is immediately put in touch with one of the best talkers of the world. This talker leads him on and carries him into a different country or a different age, or unburdens to him some of his personal regrets, or discusses with him some special line or aspect of life that the reader knows

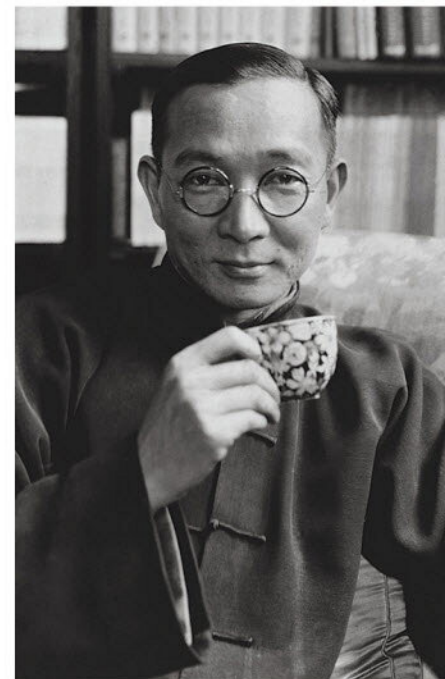
15 nothing about. An ancient author puts him in communion with a dead spirit of long ago, and as he reads along, he begins to imagine what that ancient author looked like and what type of person he was. Both **Mencius** and **Ssuma Ch'ien**, China's greatest historian, have expressed the same idea. Now to be able to live two hours out of twelve in a different world and

20 take one's thoughts off the claims of the immediate present is, of course, a privilege to be envied by people shut up in their bodily prison. Such a change of environment is really similar to travel in its psychological effect.

But there is more to it than this. The reader is always carried away into a world of thought and reflection. Even if it is a book about physical events,

25 there is a difference between seeing such events in person or living through them and reading about them in books, for then the events always assume the quality of the spectacle² and the reader becomes a detached spectator. The best reading is therefore that which leads us into this contemplative mood,³ and not that which is merely occupied with the report of events.

30 The tremendous amount of time spent on newspapers I regard as not reading at all, for the average readers of papers are mainly concerned with getting reports about events and happenings without contemplative value.



 Map page 161

Culture and
Language Notes
page 156

¹ **the man who has not** the person who does not have

² **spectacle** an impressive display

³ **contemplative mood** calm and thoughtful state of mind

The best formula for the object of reading, in my opinion, was stated by Huang Shanku, a **Sung poet** and friend of **Su Tungp'o**. He said, "A scholar
35 who hasn't read anything for three days feels that his talk has no flavor
(becomes insipid⁴), and his own face becomes hateful to look at (in the
mirror)." What he means, of course, is that reading gives a man a certain
charm and flavor, which is the entire object of reading, and only reading
with this object can be called an art. One doesn't read to "improve one's
40 mind," because when one begins to think of improving his mind, all the
pleasure of reading is gone. He is the type of person who says to himself,
"I must read Shakespeare, and I must read **Sophocles**, and I must read
the entire **Five-foot Shelf of Dr. Eliot** so I can become an educated man."
I'm sure that man will never become educated. He will force himself
45 one evening to read Shakespeare's **Hamlet** and come away, as if from a
bad dream, with no greater benefit than that he is able to say that he had
"read" *Hamlet*. Anyone who reads a book with a sense of obligation does
not understand the art of reading. This type of reading with a business
purpose is in no way different from a senator's reading up on files and
50 reports before he makes a speech. It is asking for business advice and
information, and not reading at all.

Reading for the cultivation of personal charm of appearance and
flavor in a speech is then, according to Huang, the only admissible kind
of reading. This charm of appearance must evidently be interpreted as
55 something other than physical beauty. What Huang means by "hateful to
look at" is not physical ugliness. There are ugly faces that have a fascinating
charm and beautiful faces that are insipid to look at. I have among my
Chinese friends one whose head is shaped like a bomb and yet who is
nevertheless always a pleasure to see. The most beautiful face among
60 Western authors, so far as I have seen them in pictures, was that of **G.K.
Chesterton**. There was such a diabolical conglomeration⁵ of mustache,
glasses, fairly bushy eyebrows, and knitted lines where the eyebrows met.
One felt there were a vast number of ideas playing about inside that
forehead, ready at any time to burst out from those quizzically penetrating
65 eyes. That is what Huang would call a beautiful face, a face not made up
by powder and rouge, but by the sheer force of thinking. As for flavor of
speech, it all depends on one's way of reading. Whether one has "flavor" or
not in his talk depends on his method of reading. If a reader gets the flavor
of books, he will show that flavor in his conversations, and if he has flavor
70 in his conversations, he cannot help also having a flavor in his writing.

Hence I consider flavor or taste as the key to all reading. It necessarily
follows that taste is selective and individual, like the taste for food. The
most hygienic⁶ way of eating is, after all, eating what one likes, for then

⁴ **insipid** dull; not interesting

⁵ **diabolical conglomeration** devilish, ugly, or evil-looking combination

⁶ **hygienic** clean; free from disease

one is sure of his digestion. In reading as in eating, what is one man's meat
75 may be another's poison.⁷ A teacher cannot force his pupils to like what he
likes in reading, and a parent cannot expect his children to have the same
tastes as himself.

There can be, therefore, no books that one absolutely must read. For
our intellectual interests grow like a tree or flow like a river. So long as
80 there is proper sap,⁸ the tree will grow anyway, and so long as there is
fresh current from the spring, the water will flow. When water strikes a
granite cliff, it just goes around it; when it finds itself in a pleasant low
valley, it stops and meanders there a while; when it finds itself in a deep
mountain pond, it is content to stay there; when it finds itself traveling
85 over rapids, it hurries forward. Thus, without any effort or determined
aim, it is sure of reaching the sea some day.

I regard the discovery of one's favorite author as the most critical event⁹
in one's intellectual development. There is such a thing as the affinity¹⁰ of
spirits, and among the authors of ancient and modern times, one must try
90 to find an author whose spirit is akin with his own. Only in this way can one
get any real good out of reading. One has to be independent and search out
his masters. Who is one's favorite author, no one can tell, probably not even
the man himself. It is like love at first sight. The reader cannot be told to love
this one or that one, but when he has found the author he loves, he knows
95 it himself by a kind of instinct. We have such famous cases of discoveries of
authors. Scholars seem to have lived in different ages, separated by centuries,
and yet their modes of thinking and feeling were so akin that their coming
together across the pages of a book was like a person finding his own image.
George Eliot described her first reading of **Rousseau** as an electric shock.
100 **Nietzsche** felt the same thing about **Schopenhauer**, but Schopenhauer was
a peevish¹¹ master and Nietzsche was a violent-tempered pupil, and it was
natural that the pupil later rebelled against the teacher.

It is only this kind of reading, this discovery of one's favorite author,
that will do one any good at all. Like a man falling in love with his
105 sweetheart at first sight, everything is right. She is of the right height, has
the right face, the right color of hair, the right quality of voice, and the
right way of speaking and smiling. This author is not something that a
young man needs to be told about by his teacher. The author is just right
for him; his style, his taste, his point of view, his mode of thinking are all
110 right. And then the reader proceeds to devour¹² every word and every line
that the author writes, and because there is a spiritual affinity, he absorbs

7 **what is one man's meat may be another's poison** what is good for one person may be bad for another

8 **sap** a liquid inside a plant that carries nutrients to its parts

9 **critical event** most important thing that can happen; a turning point

10 **affinity** natural liking or attraction

11 **peevish** bad-tempered; irritable

12 **devour** read eagerly

and readily digests everything. The author has cast a spell¹³ over him, and he is glad to be under the spell, and in time his own voice and manner and way of smiling and way of talking become like the author's own. Thus
115 he truly steep himself in his literary lover and derives from these books sustenance¹⁴ for his soul. After a few years, the spell is over and he grows a little tired of this lover and seeks for new literary lovers, and after he has had three or four lovers and completely eaten them up, he emerges as an author himself. There are many readers who never fall in love, like many
120 young men and women who flirt around and are incapable of forming a deep attachment to a particular person. They can read any and all authors, and they never amount to anything.

Such a conception of the art of reading completely precludes¹⁵ the idea of reading as a duty or as an obligation. In China, one often encourages
125 students to “study bitterly.” There was a famous scholar who studied bitterly and who stuck an awl¹⁶ in his calf when he fell asleep while studying at night. There was another scholar who had a maid stand by his side as he was studying at night to wake him up every time he fell asleep. This was nonsensical. If one has a book lying before him and falls asleep
130 while some wise ancient author is talking to him, he should just go to bed. No amount of sticking an awl in his calf or of shaking him up by a maid will do him any good. Such a man has lost all sense of pleasure of reading. Scholars who are worth anything at all never know what is called “a hard grind” or what “bitter study” means. They merely love books and read on
135 because they cannot help themselves.

What then is the true art of reading? The simple answer is to just take up a book and read when the mood comes. To be thoroughly enjoyed, reading must be entirely spontaneous.



Word Count: 1,827

Reading Time: _____
(Minutes)

Words per Minute: _____
(Word Count/Reading Time)

About the Author

Lin Yu T'ang (1895–1976) was born in China but received much of his education in the West—at Harvard University and at the University of Leipzig. He was a respected professor at Peking National University for many years and later was the chancellor of Nanyang University in Singapore. A writer of novels as well as nonfiction, he is known for pieces that explain modern China to readers from other cultures.

¹³ **cast a spell** used magic to influence

¹⁴ **sustenance** something, especially food, that supports life

¹⁵ **precludes** prevents something from happening

¹⁶ **awl** tool with a sharp point for punching holes in leather

After You Read

Understanding the Text

A. Comprehension

For each item below, fill in the correct circle.

- 1. Identifying the Author's Purpose** Lin Yu T'ang's purpose for writing this essay was probably ____.
 (A) to entertain
 (B) to inform
 (C) to complain
 (D) to compare two ideas
- 2. Making Inferences** Based on the reading, you can infer that Lin Yu T'ang probably ____.
 (A) didn't read newspapers very often
 (B) could read in several languages
 (C) learned how to read by reading great literature
 (D) read all of Shakespeare's plays
- 3. Making Inferences** Based on the reading, you can infer that Lin Yu T'ang probably ____.
 (A) preferred books about exciting events
 (B) was a fast reader
 (C) had only one favorite author
 (D) read something every day

B. Comprehension: Scanning for Details

Which of the following advice does the author give about reading? Check (✓) your answers.

- 1. Travel to different countries and learn new languages.
- 2. Read mainly to improve your mind.
- 3. Read mainly for the pleasure of reading.
- 4. Cultivate friendships with book lovers.
- 5. Begin with great books.
- 6. Search for your own favorite authors.
- 7. Study hard every night.
- 8. Punish yourself if you fall asleep while reading.
- 9. Take up a book and read when you are in the mood.

C. Vocabulary

Underline these words in the reading passage on pages 123–126. Then complete each sentence with the correct word.

privilege evidently modes nonsensical spontaneous obligation

1. Jack _____ loved the book he read for his class last week. He's been recommending it to everyone.
2. This story is _____. The characters are unrealistic, and the plot doesn't make any sense at all.
3. According to Lin Yu T'ang, reading can only be enjoyed if it is _____. It shouldn't be planned.
4. Some people think of reading as a(n) _____. They only view reading as something they have to do for work or school.
5. I consider reading to be a great _____. I'm grateful that I have the time to do it.
6. Often, readers enjoy books by authors who share their _____ of thinking. They can feel like they're communicating with someone who is similar to them.

D. Consider the Issues

Work with a partner to answer the questions below.

1. In the author's view, a person who is not in the habit of reading is like a person in prison (lines 5–9). What kind of prison does he mean? Do you agree or disagree?
2. Reread the second paragraph (lines 23–32). Why does the author prefer books to newspapers? Why does he regard reading newspapers as a waste of time? Do you agree or disagree?
3. In lines 87–102, the author advises readers to “fall in love” with an author. What does he mean by this? Do you think you will take his advice?
4. The author was a professor at Peking National University. What do you think it would have been like to take a class with him? Do you think you would have enjoyed having him as a professor? Why or why not?

Building Vocabulary

Learning Word Forms

When you learn a new word, you can easily expand your vocabulary by learning other forms of the same word.

For example, when you learn the noun *memory*, you can also learn that the verb form is *memorize*, the adjective form is *memorable*, and the adverb form is *memorably*.

You can find these forms in a dictionary.

- A. Complete the chart below by adding the missing word forms. In some cases, there are two forms. Then check your ideas by looking in a dictionary.

Noun	Verb	Adjective	Adverb
1. history, historian		_____	_____
2. _____	envy	_____ _____	enviably _____
3. immediacy		_____	_____
4. _____ _____		psychological	_____
5. spectacle	_____	spectacular	_____
6. _____ _____	inform	_____	informatively
7. _____	cultivate	_____	
8. _____	quiz	quizzical	_____

- B. Choose words from the chart above to complete these sentences. More than one answer may be possible.

- The author admired G. K. Chesterton's _____ eyes.
- When a person falls in love, he or she knows it _____.
- The _____ of good reading habits can take a lifetime.
- Reading for _____, in the author's view, is not as worthwhile as reading for pleasure.
- The author doesn't think that people should read only to learn about _____.
- I _____ people who have a lot of time to read. I never have enough time to read a whole book.
- According to the author, it's important to _____ a love of reading.
- I enjoy reading _____ stories because I like to learn about what life was like in the past.

Reading Skill

Recognizing Analogies

An analogy is a comparison between two things that are similar in some respects but different in others. Writers often use analogies to explain something in an interesting or entertaining way.

Example

Our intellectual interests grow like a tree or flow like a river. So long as there is proper sap, the tree will grow anyhow, and so long as there is fresh current from the spring, the water will flow.

(The way intellectual interests grow is compared to the way trees grow and the way rivers flow.)

By making this analogy, the author suggests that intellectual growth is a natural occurrence rather than something forced or mechanical.

A. Analyze the Reading

In the following analogies from the reading, identify the two things or activities that are being compared and explain how they are similar.

1. Now to be able to live two hours out of twelve in a different world and take one's thoughts off the claims of the immediate present is, of course, a privilege to be envied by people shut up in their bodily prison. Such a change of environment is really similar to travel in its psychological effect.

Reading is similar to _____ because

2. It necessarily follows that taste is selective and individual, like the taste for food. The most hygienic way of eating is, after all, eating what one likes, for then one is sure of his digestion.

Taste for reading is similar to _____ because

3. It is only this kind of reading, this discovery of one's favorite author, that will do one any good at all. Like a man falling in love with his sweetheart at first sight, everything is right.

Finding one's favorite author is similar to _____ because

B. Apply the Reading Skill

Underline the analogies in the reading below. Then identify the two things that each analogy compares. Explain how they are similar.



FROM COMICS TO NARNIA

When I was young, I read a lot, but I read only comic books. My mother, who was an avid reader, tried to get me to read regular books, but they seemed boring to me. Why would anyone want to read a book without pictures, I wondered? It would be like watching a movie with your eyes closed. And novels seemed like they'd be so long and boring! In my mind, a comic book was a rollercoaster ride while a novel was five hours in rush hour traffic.

Whenever she saw me with a comic book, my mother would complain, which totally ruined my comic book reading experience. One summer, she even threatened me. "If you don't read at least one book this summer, we're not going to go on our camping trip," she said. What could I do? I had been looking forward to that camping trip for months! My mother had become my own personal comic book villain!

"Fine," I agreed, "I'll read one book." Gleefully, my mother took me down to her evil dungeon, the local library, where the librarian recommended *The Lion, the Witch and the Wardrobe*, the first book of *The Chronicles of Narnia* by C. S. Lewis. I reluctantly accepted the book while my mother and the librarian exchanged a conspiratorial glance.

When we got home, I cracked the book open and started reading. I figured I'd read the first few pages then skip to the end because I knew my mother would quiz me about it. Imagine my surprise when my mother called me to dinner and I was halfway through the book! If a comic book was a rollercoaster ride, this novel was all the rides at Disney World rolled into one!

I ended up reading the entire *Chronicles of Narnia* series that summer, which I consider the start of my great friendship with books. Now I read an average of one book a week, and sometimes my wife complains that I read too much!

1. _____ is similar to _____ because

_____.

2. _____ is similar to _____ because

_____.

3. _____ is similar to _____ because

_____.

4. _____ is similar to _____ because

_____.

Discussion & Writing

1. Think of one of your favorite authors. Find the following information about this author and share it with a group of classmates. If possible, bring a piece of the writer's work to show the group.

Dates of birth and death: _____

Country of origin: _____

Major works: _____

One other interesting fact: _____

2. List four reasons why you like this author. You can write about the author in general, or you can write about what you like about one or two of the author's works.

- _____
- _____
- _____
- _____

3. Use the information from Activities 1 and 2 to write a paragraph about your favorite author. Try to convince the reader that he or she should get to know your "literary lover."

Words to Remember

NOUNS

aspect
attachment
charm
mode
obligation
privilege
reflection
regret

VERBS

absorb
derive
emerge
preclude
rebel

ADJECTIVES

critical
cultured
entire
nonsensical
occupied
selective
spontaneous

ADVERBS

bitterly
evidently

Mini-Dictionary
page 163

When E.T. Calls

Chapter

12

Chapter Focus

CONTENT

Exploring the possibility of extraterrestrial life

READING SKILL

Recognizing scenarios

BUILDING VOCABULARY

Understanding nouns derived from adjectives



“Many say exploration is part of our destiny, but it’s actually our duty to future generations and their quest to ensure the survival of the human species.”

— Buzz Aldrin, American astronaut and second person to set foot on the moon (1930–)

Before You Read

A. Connect with the topic. In the chart, make a list of movies and TV shows about space travel or aliens from other planets. Then check (✓) Liked It, Didn't Like It, or Haven't Seen It.

Movies and Shows	Liked It	Didn't Like It	Haven't Seen It
1.			
2.			
3.			
4.			
5.			

B. Pair work. Compare charts from Activity A. Then discuss these questions.

1. Which of these movies and shows did you enjoy? Why?
2. Do you think any of these movies and TV shows were realistic? Which ones? Why?
3. Do you believe that intelligent life exists on other planets? If “yes,” do you think trying to communicate with the extraterrestrials (E.T.) is worthwhile? Why or why not?
4. If intelligent beings exist on other planets, what do you think they might look like? How would they communicate with us?

C. Preview the reading. Look quickly over the reading on pages 135–138 to complete the Previewing Chart below.

Previewing Chart	
1. Title of the reading: _____	
2. Names of people and places in the reading. (List 3 more.)	3. Key words. (What words appear several times? List 3 more.)
<i>Hollywood</i> _____	<i>telescope</i> _____
_____	_____
4. I think this reading is probably about	

_____.	

When E.T. Calls

by Seth Shostak
from *Sharing the Universe*

1 If it happens, it will begin slowly and without warning in a radio telescope's cramped, cluttered control room. Here, under a hundred tons of steel faced off against the pinpoint gleams of the night sky, a back-burner experiment¹ could change the world.

5 We can imagine this future drama. The protagonist² is a lone astronomer, one of the two dozen or so who have gambled their careers on SETI. For weeks, she has been spending long nights seated in front of a bank of computer displays, nursing a cup of coffee³ and intermittently⁴ scribbling routine entries into a logbook. On the screens, blocks of slowly changing
10 text monitor the electronics that are sifting through the thick cosmic static⁵ collected by the telescope. She sips at her drink and scans the displays' laconic⁶ reports. There is no theatrical music, no high-tech sound effects, only the constant drone of fans in the electronics racks and the faint, distant grind of the telescope's tracking motor. This is not SETI as depicted by
15 **Hollywood**. No control room loudspeaker will suddenly break into a squeal or a rhythmic boom. There was a time, many years earlier, when listening for audible signals was practical. But modern SETI experiments monitor tens of millions of channels simultaneously. Computers do the listening.

20 With only a soft beep as herald, the computers have found that one channel in this multitude bears the hallmarks of extraterrestrial origin.⁷

25 On the screen, a single line of text tells the tale, a string of numbers giving the signal strength and exact frequency, terminated by the cryptic words, "confirmed by FUDD." The FUDD, or Follow Up Detection Device, is a specialized piece of electronics that orchestrates a two-telescope procedure to confirm that a signal is coming from deep space. The astronomer, while taking note, is not excited. After all, the system finds such candidate signals five or six times a week. So far, all have been traced to some sort of satellite interference or other man-made source. None has been extraterrestrial.

¹ **back-burner experiment** an experiment that is not considered very important

² **protagonist** central character

³ **nursing a cup of coffee** sipping a cup of coffee very slowly

⁴ **intermittently** from time to time

⁵ **thick cosmic static** electronic noise from space

⁶ **laconic** very brief

⁷ **bears the hallmarks of extraterrestrial origin** shows signs of coming from another planet



 Map page 162

Culture and
Language Notes
page 158

30 Without prompting, the observing software swings the telescope two
degrees away from the targeted star system. Ten minutes go by while the
receivers accumulate more data. The FUDD then reports that the signal
has disappeared, as would be expected if it came from the star itself. The
astronomer pays close attention, but her blood pressure doesn't change. It's
35 probably another satellite, briefly mimicking E.T. as it parades across the sky.

The telescope slews back⁸ on target. Another ten minutes drag by, and
the FUDD reports that the signal has returned. The astronomer puts her
coffee down. Her eyes fix upon the display screen. The telescope begins
its cycle of on-off observations anew, and the evidence that this signal
40 is extraterrestrial persists. She is now the first witness to a staggering⁹
sequence of events, a sequence that has never before occurred. Within
hours, she will call another radio observatory to enlist its help. A detection
at a distant telescope, by other people and other equipment, will rule out
fiendish interference,¹⁰ a bug in the system, or an ingenious college prank.
45 Within a few days, the signal will have been confirmed beyond reasonable
doubt. The drama begun by a computer's soft beep will have grown into
a worldwide din. We will finally have observational proof that other
thinking beings populate the Galaxy.¹¹

Society's Reaction

50 If SETI scientists find a signal, some people will challenge the detection,
claiming that it's a hoax. After all, there are several million people who still
doubt astronauts ever walked on the moon. But the reality of the result
will be firmly based. Unlike the incessant claims that **UFOs** are alien
spacecraft, belief in a SETI success won't depend on anecdotal evidence¹²
55 or shaky, amateur videos. Anyone with access to a suitable radio antenna
would be able to confirm the signal for himself, with his own equipment.
There would be no doubt of its legitimacy, and a SETI discovery would
immediately precipitate intense scientific inquiry. Every major telescope
would be cranked in the direction of E.T.'s signal, in the hope of learning
60 more. But would the discovery also provoke a dramatic response from
society at large? Would there be panic? Disbelief? A sudden eruption of
brotherly love and international goodwill?

Panic in the streets is unlikely. To be sure, **Orson Welles'** 1938
broadcast of *The War of the Worlds* did cause a certain amount of alarm.
65 But it's far less threatening to read of a signal from a distant star system
than to hear that aliens are afoot here on Earth.

8 **slews back** turns sharply

9 **staggering** amazing; awesome

10 **fiendish interference** obstruction with the intention to do harm

11 **populate the Galaxy** live on planets in the Milky Way Galaxy

12 **anecdotal evidence** proof based on individual reports and stories

A better example of the immediate reaction to the news that aliens exist is the public's response to the August 1996 announcement by **NASA** scientists that fossilized Martian microbes had been chipped out of a
70 meteorite. This was, after all, "life in space," even if it was very small and long dead. It was later acclaimed as the biggest science news story of the year, and yet it hardly affected anyone's daily routine. The announcement generated one week of headlines, after which the discovery dropped off the public's radar screen.

75 No matter how anemic¹³ the short-term reaction, most pundits¹⁴ assume that the long-term consequences of finding extraterrestrials will be profound.

Alien Message

80 Out of the inevitable chaos following a SETI discovery, the facts of the detection would soon emerge—at least for those who are interested in facts. In view of the known technological limitations of SETI experiments, one can dare to predict what we would learn in those first, exciting days.

To begin with, where is the signal coming from? This might sound as if the answer should be obvious, but it won't be. For SETI searches that scan
85 the heavens, the astronomers who first tune in E.T. will only know that the signal originates from a particular patch of sky. Many star systems could be camped out in such a patch. Fortunately, uncertainty about the source of the signal could be quickly dispelled. Observations with a massively large instrument, such as the 1,000-foot **Arecibo dish**, could substantially
90 narrow the piece of sky from which the transmission originates. A large constellation of telescopes, such as the **Very Large Array in New Mexico** (where Ellie Arroway first heard the aliens in the movie *Contact*), could zoom in more precisely on the spot where E.T. is broadcasting.

So within weeks of the discovery, we would likely know a few
95 astronomical facts about E.T.'s home turf. But such information would be, at least in the public's mind, secondary. First and foremost, the world will hanker to know what the aliens have to say. After all, the phone has rung, so what's the message?

100 Deciphering a message could take a long time. Indeed, it could take forever. As we've mentioned before, any signal we're likely to detect will come from a civilization that is enormously more advanced than we. The aliens' message might be impossible to unravel. Imagine **Aristotle's** puzzlement if he were faced with the task of decoding a modern color-television signal. And Aristotle was no dummy.

¹³ **anemic** weak; feeble

¹⁴ **pundits** experts in the field

105 In this case, or in the case that the signal turns out to be merely intercepted alien radar devoid of message, we still won't be left empty-handed. We will have proof, after all, of celestial company;¹⁵ we will know that intelligent beings exist. We just won't know much about their particulars.

A more interesting scenario is that they might try to help us.
110 A deliberate transmission might be for infant technologies such as our own. In that case, the alien senders might take pity on our cryptographers¹⁶ by sending simple directions for deciphering their broadcast, a kind of interspecies primer.¹⁷ Elementary mathematics is frequently suggested as a good first lesson. Indeed, the initial messages
115 received in the movie amounted to a bit of boring algebra. On the other hand, E.T. may figure that anyone able to eavesdrop on his signals will probably have already taken algebra, and send us pictures instead.

Given enough time and patience on the part of our extraterrestrial tutors, there's no certain limit to what they could teach us. Consequently,
120 if we can crack the code of an alien signal, with or without E.T.'s help, the impact on earthly society could be profound. We would be in touch with an ancient and sophisticated culture. We might skip eons of history¹⁸ and leap into what otherwise would be a far distant future.

Some consequences of this sort of contact are obvious. We could bone
125 up on¹⁹ physics, chemistry, and astronomy. The aliens might fill us in on how to get along. Perhaps they would even be considerate enough to divulge the cure for death (a good thing to know from the individual's point of view, although a real challenge for society). There would be cause for optimism on Earth, for if E.T.'s society could endure for countless
130 centuries without self-destructing, then presumably ours can as well.



Word Count: 1,481

Reading Time: _____
(Minutes)

Words per Minute: _____
(Word Count/Reading Time)

About the Author

Seth Shostak is a scientist, teacher, and film producer. He has degrees from Princeton University and the California Institute of Technology. For much of his career, he conducted radio astronomy research on galaxies, and he has published approximately 50 papers in professional journals. He has also produced many popular science films.

¹⁵ **proof of celestial company** evidence that other beings exist in the universe

¹⁶ **cryptographer** a person who figures out what codes mean

¹⁷ **interspecies primer** an introductory set of instructions on how to communicate with another species

¹⁸ **eons of history** periods of time too long to measure

¹⁹ **bone up on** study again after a long period of time; review

After You Read

Understanding the Text

A. Comprehension: Scanning for Details

Read the statements below and write *T* (True) or *F* (False). Correct the false statements.

- F 1. The author predicts that the first alien contact will ^{not} be very dramatic.
- ___ 2. Computers now monitor signals from space because the telescopes receive too many channels for humans to be able to hear.
- ___ 3. In the author's view, it is possible that civilizations on other planets are trying to make contact with people on Earth.
- ___ 4. So far, none of the signals received from space has been positively identified as an authentic communication from another planet.
- ___ 5. If a signal is "confirmed by FUDD," it is definitely recognized by scientists as a communication from outer space.
- ___ 6. There is hard scientific evidence that UFOs are alien spacecraft.
- ___ 7. The discovery of fossilized Martian microbes proves that intelligent life exists on other planets.
- ___ 8. Once a signal from outer space is detected, it will probably be easy for scientists to figure out where it is coming from and what it means.
- ___ 9. In general, Dr. Shostak thinks that making contact with intelligent life on other planets would have positive effects on human civilizations.

B. Comprehension: Making Inferences

For each item below, fill in the correct circle.

1. Based on the phrase, "one of the two dozen or so who have gambled their careers on SETI," you can infer that the author thinks that ____.
- (A) it's prestigious to work on SETI
 - (B) astronomers who work on SETI are interested in secure and stable careers
 - (C) astronomers who work on SETI might never find life on other planets
 - (D) people who work on SETI don't make a lot of money
2. Based on the sentences, "...the signal has returned. The astronomer puts her coffee down. Her eyes fix upon the display screen," you can infer that the astronomer ____.
- (A) doesn't want any more coffee
 - (B) is confused by what she sees on the screen
 - (C) is about to start working
 - (D) is interested in what is on the screen

C. Vocabulary

Underline these words in the reading passage on pages 135–138. Then match the words with their definitions.

- | | |
|---------------------|--|
| 1. ___ consequences | a. cannot be avoided or prevented from happening |
| 2. ___ monitor | b. first |
| 3. ___ inevitable | c. check, record, or watch something regularly |
| 4. ___ precisely | d. the effects or results of something |
| 5. ___ initial | e. clearly or exactly |
| 6. ___ confirm | f. to say or show that something is true |

D. Consider the Issues

Work with a partner to answer the questions below.

- Of the following statements, which is the most important argument for trying to detect signals from outer space? Discuss the reasons for your choice.
 - The discovery would interest more young people in mathematics and science.
 - Beings from an advanced civilization could teach us how to get along.
 - The aliens might give us a cure for death.
- With your partner, think of three good reasons why scientists should not search for signals from outer space. What do you think Dr. Shostak's reply to these arguments would be? Discuss your ideas and complete the chart.

Reasons Not to Search for Signals	Dr. Shostak's Possible Reply
1.	
2.	
3.	

Building Vocabulary

Understanding Nouns Derived from Adjectives

Many adjectives can also be used as nouns without changing form.
These nouns may be singular or plural.

Example

We don't know if *extraterrestrial* life exists. (adjective)

No scientist has ever met an *extraterrestrial*. (singular noun)

Some nouns derived from adjectives function as collective nouns that stand for groups of people. These do not have singular forms and are preceded by *the*.

The response from *the public* might be panic in the streets.

Many nouns that refer to a place of origin or nationality are derived from adjectives. Nouns that name languages are often the same as the nouns for whole groups, but do not take the article *the*.

individuals: African(s), American(s), Australian(s), Iraqi(s), Korean(s)

whole groups: the Chinese, the Japanese, the English, the French, the Dutch

languages: Japanese, Korean, English, French, Dutch

A. In the following sentences, underline the boldfaced adjectives and circle the boldfaced nouns.

1. On the screens, blocks of slowly changing text monitor the **electronics** that are sifting through the thick cosmic static collected by the telescope.
2. If **extraterrestrials** exist, they are almost certainly not **human** beings.
3. Thousands of people claim to have seen **alien** spacecraft and some even say they have spoken with **aliens** face-to-face.
4. After all, the system finds such **candidate** signals five or six times a week.
5. We just won't know much about their **particulars**.

B. Complete each sentence with the correct form of a word from the box at the top of the page.

1. If a group of _____ visited our world from another planet, they would probably want to know about all the different cultures on Earth.
2. We might explain to them that _____ live in France and speak _____.
3. We'd also have to explain that _____ live in England and _____ live in the United States, and people from both countries speak _____.
4. They might be really confused to learn that _____ live in the Netherlands, which is also called Holland, and speak Dutch.

Reading Skill

Recognizing Scenarios

A **scenario** describes an imaginary sequence of events. Writers sometimes use scenarios as a dramatic way of presenting what might happen.

Scenarios are usually written in the simple present tense. This makes readers feel as if they are actually there, observing the action. As in a real story, time and place connectors link ideas and events to each other in order to construct a clear picture in the reader's mind.

A. Analyze the Reading

1. Reread the scenario in the reading (lines 5–48). Fill in the following information.

Time: the present

Place: _____

Main characters: _____

Main events: 1. a computer detects a signal

2. _____

3. _____

4. _____

5. _____

2. Imagine your own scenario describing the first meeting between a human and a visitor from outer space.

Time: _____

Place: _____

Main characters: _____

Main events: 1. _____

2. _____

3. _____

4. _____

5. _____

Describe your scenario to a partner.

B. Apply the Reading Skill

Read the passage below. Then complete the activities.

Astronauts and Trekkies

Some television programs have devoted fans who watch and memorize every episode of their favorite show. The show *Star Trek* may have the most extreme fans. Trekkies, as the show's fans are called, attend conventions dressed as their favorite characters and even learn to speak Klingon, a language spoken by one of the alien races on the show.

In real life, space exploration does happen, but it is a very serious business. It's carried out by well-trained astronauts who study science and math and are paid by their respective governments to explore the unknown and come back and tell us what they've found.

How might trekkies and astronauts be born? Consider this scenario: two young children sit down to watch their favorite show, *Star Trek*. Both imagine themselves in the captain's chair, calling out orders to the crew to shoot down an enemy ship. Or they see themselves waiting to be beamed back up to the Starship *Enterprise* after exploring a strange planet. The two children get older, and for one, devotion to a television show leads to extreme fandom, but not to a career. For the other, the love of a television show inspires the study of science and the desire to explore space.

Trekkies are often mocked by non-believers, while astronauts are viewed by the general public as celebrities, and sometimes heroes. But are trekkies and astronauts so different? Perhaps they're just two sets of people cut from the same cloth.

1. Fill in the information for the scenario described above.

Time: the present

Place: _____

Main characters: _____

Main events: 1. two children watch Star Trek

2. _____

3. _____

4. _____

5. _____

2. **Pair work.** Why do you think the writer included the scenario about the two children? Discuss your answers with a partner.

Discussion & Writing

- 1. Pair work.** Imagine that SETI astronomers have received signals from outer space. The signals have been confirmed, and the evidence is beyond doubt. The communication is from a technologically advanced and peaceful civilization that has evolved on a planet in the Milky Way Galaxy. How might this event change things on Earth? Discuss the possibilities with your partner. List at least five specific changes that might occur.
- 2. Group work.** Work with a small group of classmates. Follow the steps below to discuss both sides of an issue.
 - a.** Identify a current world issue or problem you would like to discuss.
 - b.** Imagine that the government has a certain amount of money that it can spend either on your issue or on space exploration.
 - c.** Half of the group thinks of reasons to support space travel and the other half thinks of reasons to support the issue you've identified.
 - d.** After discussing the issue, reach a conclusion as a group and report it to the class.
- 3.** Write a persuasive essay supporting the conclusion that your group reached. Write at least three paragraphs, including as many details and examples as you can. Try to convince your readers to agree with your point of view.

Words to Remember

NOUNS

consequence
detection
interference
scenario
target
warning

VERBS

accumulate
confirm
monitor
originate
persist
trace

ADJECTIVES

immediate
inevitable
initial
likely
practical
threatening
unlikely

ADVERBS

consequently
immediately
precisely
presumably

Chapter 1 | Culture and Language Notes

TIME magazine *TIME* is the world's largest news magazine, with approximately 45 million readers around the globe. *TIME* was the first American weekly news magazine when it was created in 1923 by Briton Haden and Henry Luce. The magazine may be best known for its annual "Person of the Year" issue, which highlights an individual or group that has had a big influence on the year's news. On some occasions, the Person of the Year isn't actually a person, but a machine. For example, the Person of the Year in 1982 was the personal computer.

PayPal *PayPal* is an e-commerce business that enables people to make payments online without using checks, cash, or money orders. Consumers often use PayPal to buy items online or to make payments for work done. PayPal began as a merger of two companies in 2000, and it was purchased by eBay in 2002 for \$1.5 billion.

eBay An American Internet company with an online auction and shopping website, *eBay* was founded in 1995 in San Jose, California by Pierre Omidyar, a French-born Iranian computer programmer. One of the first items sold on eBay was a broken laser pointer. Curious about why anyone would pay \$14.83 for a broken item, Omidyar called the buyer, who explained, "I'm a collector of broken laser pointers." Currently, eBay is a multi-billion-dollar company that has local websites in more than 30 countries.

Google buyout *Google Inc.* is a multinational corporation best known for its search engine Google.com. In November of 2006, Google Inc. purchased YouTube for \$1.65 billion.

Chapter 2 | Culture and Language Notes

Feminine nouns In the recent past, English speakers used the masculine terms *he*, *him*, *his*, and *man* to refer to people in general. As a result, many expressions in English are gender-biased. For example, *every man for himself* means that each person is in charge of himself or herself. The expression *to each his own* means that everyone has his or her own specific tastes. And *for the good of mankind* means that something is done with the purpose of doing good for human beings. These days, English speakers try to avoid these gender-biased expressions by using the words *they*, *them*, *their*, and *people* in place of *he*, *him*, *his*, and *man*.

Mandarin Chinese Also known as simplified Chinese, *Mandarin Chinese* is a category of dialects that are spoken in northern and southwestern China. There are more native speakers of Mandarin Chinese dialects than of any other language in the world.

Cornell University *Cornell University* was founded in 1865 and has become one of the most well-respected universities in the United States. It is located in Ithaca, New York and has approximately 14,000 undergraduate and 7,000 graduate students. Many international students study at Cornell each year, and in 2004, the university opened an international medical campus in Qatar.

Chapter 3 | Culture and Language Notes

The negative person English speakers and writers sometimes refer to a general group of people by using the article *the* with a singular noun rather than a plural noun. For example, instead of saying “happy people,” you could say “the happy person.” Instead of “active children,” you could say “the active child.” And instead of “responsible students,” you could say “the responsible student.”

During an interview During interviews in the United States, interviewers often ask questions whose purpose is not only to gather information about a candidate, but also to evaluate the candidate’s ability to answer a question positively. The example given in the reading is, “What problems did you encounter in your previous job?” Here are some other common questions that an interviewee might hear: “What would you consider to be your biggest flaw?” “Why did you leave your last job?” “What do you think of your boss?” “Have you worked with someone you didn’t like? How did you handle it?” “Can you tell me about a time when you had a disagreement with a co-worker?”

Clichéd A *cliché* is an idea or expression that has become overused. A clichéd expression may at one time have been original or very meaningful, but after being repeated many times by many people, it becomes obvious and loses its meaning. Some examples of clichéd expressions are: “Love is never having to say you’re sorry,” “I could eat a horse,” and “He’s larger than life.” People often use clichés in speech, but good writers avoid using clichés in their writing because original phrases and statements are more effective.

Chapter 4 | Culture and Language Notes

Famous people have had synesthesia These include:

David Hockney, English artist (1937–)

Wassily Kandinsky, Russian artist (1866–1944)

Duke Ellington, American jazz musician (1899–1974)

Franz Liszt, Hungarian composer (1811–1886)

Nikola Tesla, Serbian inventor and engineer (1856–1943)

Vladimir Nabokov *Vladimir Nabokov* was a Russian-American writer (1899–1977). He was multilingual, speaking Russian, English, and French fluently. The political situation in Russia forced Nabokov and his family to leave Russia and go to Europe in 1919. After moving from place to place, the Nabokov family settled in Paris. But in 1940, the Nabokovs fled to the United States to escape German soldiers who were invading France. Vladimir Nabokov wrote many popular and well-received novels, novellas, short stories, and poems.

Richard Feynman An American physicist (1918–1988), *Richard Feynman* won the Nobel Peace Prize in Physics in 1965 for his work in quantum electrodynamics.

Chapter 5 | Culture and Language Notes

Carl Ally A well-known figure in the field of advertising, *Carl Ally* (1924–1999) started as a copywriter in New York, where he met art director Amil Gargano. The two partners started their own advertising agency in 1962, which quickly became wildly successful because of Ally’s brash and innovative style.

Johann Gutenberg The inventor of the printing press was born in the last part of the 14th century in Mainz, Germany. Having developed his skill as a metalworker, *Johann Gutenberg* spent most of his life in Germany and Strasbourg, France as a craftsman and inventor. After inventing the printing press, he spent many years trying to perfect his creation and fell into debt as a result. Eventually, he lost his invention to his creditors and ended up living most of his life operating a small printing shop. Gutenberg died on February 3, 1468.

Movable type This was an essential part of Gutenberg’s invention. To make *movable type*, he created a metal mold of each letter of the alphabet in capital and lowercase form. Then he collected the letters that he needed into a frame. By doing this, he was able to press out copies at an unprecedented rate. Before Gutenberg’s invention, books were copied by hand or printed using carved wooden blocks. These methods were extremely slow compared to Gutenberg’s new invention, which could press out approximately 300 copies each day.

Grace Hopper A pioneer in the field of computer science, *Grace Murray Hopper* (1906–1992), was also an officer in the United States Navy and a research mathematician. Her most famous invention was the *compiler*, a program that translates instructions from English into computer language.

Franz Joseph Haydn Born near Vienna, Austria in 1732, *Franz Joseph Haydn* became one of the most important and influential composers of his time. He wrote over 80 string quartets, at least 104 symphonies, and a number of cantatas and oratorios. Among his most famous works are the “Surprise” and “London” symphonies.

Duke A powerful local leader in European history, usually a member of the ruling family, and second in power to a prince. The title still exists in England for several members of the royal family. The wife of a *duke* is called a *duchess*, and their children are addressed as *lords* and *ladies*.

Pablo Picasso Regarded by many as the most important European artist of the 20th century, *Pablo Picasso* is known around the world for his imaginative paintings, drawings, and sculptures. Picasso was born in Spain in 1881 and moved to Paris in 1900, where he began experimenting with different styles of painting. His first original style has been called the *Blue Period*, after which he developed many other original ways of depicting life through art. He lived in France and continued producing masterpieces until his death in 1973.

Nobel Prize This is a prestigious award that is presented each year to individuals to honor their groundbreaking work in the fields of literature, medicine, physics, chemistry, economics, and international peace. The tradition of the *Nobel Prize* began in 1901 and was created in the will of the Swedish inventor Alfred Nobel, who wanted his assets and estate to be used to finance these prizes. Various committees in Norway and Sweden choose the annual winners of each prize.

Albert Szent-Györgyi Born in Budapest, Hungary in 1893, *Dr. Albert Szent-Györgyi* is best known for the discovery of actin, a muscle protein. His research also explained the role of vitamins in metabolism and the structure of muscle tissue. He received the Nobel Prize for medicine in 1937.

Court fool In the 16th and 17th centuries, the *court fool* was a person appointed by a ruler to entertain members of the royal families and their guests. A court fool, also known as a *jester*, often dressed in a coat of many colors and wore long, pointed shoes. Court fools specialized in telling jokes and riddles to keep their audiences amused.

Possible answers, page 50 If you look at the black shape, it's a bird. If you look at the white shape, it's a question mark. If you turn it upside down, it looks like a seal juggling a ball on its nose.

Possible answers, page 55 1. The two words are: *switch horses*. (That way, each brother will try to win the race, riding on the other brother's horse.)
2. Try putting the newspaper in a doorway—door closed—with one person standing on each side.

Chapter 6 | Culture and Language Notes

“Dave,” It is common in workplaces in the United States for employees to address their supervisors informally and directly, using only their first names.

Emotionally charged words There are several levels of such words, depending on the level of emotion that the speaker feels. For example, in the opening conversation between Bill and Dave, Bill tells Dave that he’s “never around anymore.” While this is a criticism, the level of emotion expressed in the words is relatively low. The words indicate that Bill is upset, but he is in control of his anger. If Bill were angrier, he might say, “Everybody knows you’re lazy.”

Variety of slang *Slang* is a form of very informal, sometimes playful language that is used among family, friends, and co-workers. The type of slang people in the United States use depends on many factors, including the region they live in, their ethnic group, social status, and age. The meaning of a slang term may easily change with time, or may have different meanings within different groups.

Nonverbal behavior Patterns of communicating nonverbally vary considerably from culture to culture. For example, in most Western cultures, looking at a person directly is considered a positive behavior when listening or speaking, whereas in many Eastern cultures, it is considered disrespectful or even rude. In some cultures, a friendly facial expression and pleasant tone of voice may be considered inappropriate for a supervisor because it signals a lack of proper respect for a person in that position.

Chapter 7 | Culture and Language Notes

Dairy Queen A fast-food chain based in Minneapolis, Minnesota, *Dairy Queen* drive-in restaurants feature soft-serve ice cream, milk shakes, and other desserts. Founded in 1940 as a small store selling ice cream, the menu now includes hamburgers, sandwiches, salads, and drinks. There are nearly 6,000 restaurants in the U.S., Canada, and in 20 other countries around the world.

Ms. Lee-Cadwell Since the rise of the feminist movement in the 1970s, it has become more common for American women to keep their family name after they marry. Some do not change their name at all, while others hyphenate their own last name with their husbands’.

Registered dietitian In order to become a *registered dietitian* (RD) in the United States, a person must complete a bachelor’s degree and pass a national examination.

University of Southern California *USC* is a large, private research university located in Los Angeles, California. In addition to 17 professional schools, *USC* has one of the country’s largest and most respected teaching hospitals.

Kimchi Pickled cabbage (or other vegetables) prepared according to ancient methods developed in Korea starting around the 7th century, *kimchi* is processed with a mixture of red pepper powder, garlic, ginger, green onion, and radish. *Kimchi* has become popular in Western countries as an appetizer or addition to a main course.

University of North Carolina *UNC* is the state’s public university and offers undergraduate and graduate degrees in over 100 fields, including liberal arts, sciences, and medicine. The main campus is located in Chapel Hill.

Tufts University As one of the leading private universities in the United States, *Tufts* has a reputation for academic excellence in several fields, including liberal arts, international relations, engineering, and veterinary science. *Tufts* is located in Medford, Massachusetts, a suburb of Boston, and has a student body of 8,500.

Chapter 8 | Culture and Language Notes

Yuppie This stands for *Young Urban Professional*. The term, which was first used in the 1980s, refers to a successful, young, professional person, who lives in or near a large city, earns a lot of money, and spends it on expensive things. This is often used in a critical way.

Yen The *yen* is the basic monetary unit of Japan. Coins worth 1, 5, 10, 50, 100, and 500 yen are used, and paper money is printed in denominations of 1,000, 5,000, and 10,000.

Labor union The main purpose of a *labor union* is to improve the lives of its members; however, the methods used to achieve this goal vary widely from country to country. A labor union begins by organizing workers into a group and establishing a leadership that meets with the employer to bargain for better pay and benefits.

Japanese education system In Japan, public school education is free for children from six to 14 or 15 years old. Public school students attend classes five days per week, and during the last two years of junior high school, often focus on gaining admission to a good high school. Admission to the most prestigious high schools is very competitive, and many students spend several hours a day at private academies preparing to take entrance exams. Their hope is that once they gain entry to an elite high school, they will have a much better chance of getting into one of the country's top universities.

Chapter 9 | Culture and Language Notes

Cyber-relationships This term refers to a new phase of human interactions that has become possible with the widespread use of computer technology. Through venues such as dating services, role-playing games, and chat rooms, people meet online and usually connect based on common interests or intentions. The development of this kind of relationship is different from traditional courting practices since people get to know each other well long before they meet face to face.

Match-maker In many cultures, *match-maker* has traditionally meant someone who arranges marriages. Often, this union is made for political or economic reasons, as demonstrated in history by the royal courts of Europe and the social structures of India and China. Matchmaking in the United States may be done informally by a mutual friend or, more formally, by a dating agency that pairs people based on their personalities and interests.

Former USSR Before its breakup in 1991, the *Union of Soviet Socialist Republics* (USSR), also known as the *Soviet Union*, covered more than half of Europe and nearly two-fifths of Asia. The former republics include Russia, Latvia, Belarus, and Kyrgyzstan. At its height, the USSR was an industrial giant and a leader in space exploration. The Soviet Union was considered one of two ranking superpowers, and its rivalry with the United States defined much of the history of the world between 1940 and 1990.

Mafia The *mafia*, also referred to as the *mob*, has had quite a famous history in the United States from the earliest part of the 20th century and the peak of the industrial period. The mafia creates a structure where crime is not committed by one person, but by a group of people working in a defined system. The mafia's hired men have leaders that are responsible for all the activity and very difficult to arrest because they never actually take part in any crime. Organized crime exists in many ethnic groups.

Chapter 10 | Culture and Language Notes

Nebraska A state with a population of approximately 1.5 million people, *Nebraska* is located in the central region of the United States.

TV Western A television show about life in the western region of the United States, sometimes known as the *Wild West*, *Westerns* are usually set in the 19th century. Many tell the stories of brave cowboys and pioneers as they face the challenges of settling in a wild and dangerous land. Others portray the conflict between unruly outlaws and the heroic defenders of law and order.

William James (1842–1910) *William James* was an important American philosopher and psychologist. He is considered one of the major thinkers in a philosophical movement known as *pragmatism*, which contends that the meaning of any idea lies in its practical results. In his major work, *Principles of Psychology* (1890), James explored the relationships among experience, thought, and action.

Walter Lippmann (1889–1974) *Walter Lippmann* was a well-known journalist and philosopher originally from New York City. After graduating from Harvard University in 1910 and working in several government positions, Lippmann began his career as a reporter and columnist. Several U.S. presidents asked him for advice, and in 1918, he helped President Woodrow Wilson draft his famous peace proposal known as *The Fourteen Points*. In his writings, Lippmann expressed the view that civilized societies must be governed by reason rather than emotion and economic self-interest.

S.I. Hayakawa (1906–1992) *Samuel Ichiye Hayakawa* was born in the Canadian province of British Columbia and studied English Literature at McGill University in Montreal. Soon after receiving his Ph.D. from the University of Wisconsin, Hayakawa wrote *Language in Action*, which became a best-selling college textbook in the field of semantics. In 1955, Dr. Hayakawa accepted a teaching position at San Francisco State College in California, where he later became acting president and became involved in politics. At the age of 70, Dr. Hayakawa was elected to the United States Senate, where he became well known for his conservative views.

Chapter 11 | Culture and Language Notes

Mencius This is one of the names of the famous Chinese philosopher whose ideas contributed to the philosophy known as *Confucianism*. His real name was *Meng Ke*, and *Mencius* is the Latin form of *Menzi*, a Chinese title that means *Master Meng*. Mencius was born in the state of Zou, in what is now Shandong Province, in the 4th century BCE and lived for approximately 80 years. He is best known for his teachings that human nature is essentially good and that people are justified in overthrowing a ruler who ignores their welfare.

Ssuma Ch'ien In the tradition of Confucius, *Ssuma Ch'ien* (145–85 BCE) demonstrated a deep respect for learning and believed that the rulers of ancient China were chosen by heaven. After extensive travels, he was appointed grand historian in the court of the emperor Han Wudi and proceeded to write the first comprehensive history of China.

Sung poet This term refers to poets who lived and wrote during the Sung (or Song) dynasty (960–1279 CE). Poets of this period were renowned for *ci*, a popular form of poetry that is often performed with music.

Su Tungp'o Another name for *Su Shi*, an important poet of the Sung period. His most famous poem, “Song by the River,” is still popular today and is recited or sung during the Mid-Autumn Festival.

Sophocles One of the great dramatists of ancient Greece, *Sophocles* (c. 496–406 BCE) wrote plays about the struggle of strong individuals against fate. Most of his dramas are tragedies in which the main characters (heroes) suffer from this struggle or die, but through their suffering become more heroic. Sophocles was almost 90 years old when he wrote his greatest tragedy, *Oedipus at Colonus*.

Five-foot Shelf of Dr. Eliot A well-respected list of books compiled by Harvard president Charles W. Eliot (1834–1926), the five-foot shelf consists of 50 volumes of classic literature which Dr. Eliot believed everyone should read in order to become educated.

Hamlet One of English literature's most famous tragedies by William Shakespeare (1564–1616), this play is best known for its eloquent language, especially for Prince Hamlet's famous speech on suicide, which begins, “To be, or not to be...”

G.K. Chesterton A popular English author who lived in London from 1874 to 1936, *G.K. Chesterton* is best known for his mystery stories, biographies, and essays.

George Eliot This was the pen name of *Mary Ann Evans*, an English writer who lived from 1819 to 1880. She is best known for her novels about English country people in which she touches on themes of moral and social responsibility. Her works include *Silas Marner* and *Middlemarch: A Study of Provincial Life*.

Rousseau *Jean-Jacques Rousseau* (1712–1778) was a French philosopher whose radical ideas helped shape the political events that led to the French Revolution. In his writing, Rousseau attacked the existing structure by charging that private property was the cause of inequality and oppression. In addition to his philosophical essays, Rousseau wrote novels, poetry, and a full-length opera.

Nietzsche *Friedrich Nietzsche* (1844–1900) was a German philosopher who is best known for his criticism of traditional religious beliefs and values. Nietzsche's ideal was to be able to control one's emotions and use them in a creative manner. His major works were *Thus Spake Zarathustra* and *Beyond Good and Evil*.

Schopenhauer The German philosopher *Arthur Schopenhauer* (1788–1860) became famous toward the end of his life for his ideas on how people experience the world. His theories about the true inner nature of human beings led to his suggestion that happiness can best be achieved through the contemplation of beauty.

Chapter 12 | Culture and Language Notes

SETI (search for extraterrestrial intelligence) This term most often refers to a private, nonprofit organization of scientists and educators known as the *SETI Institute*. Founded in 1984, SETI Institute is dedicated to exploring and explaining the origin and existence of life in the universe.

Hollywood *Hollywood, California* is a district of the city of Los Angeles with a population of approximately 280,000. Because of its mild climate and variety of natural scenery, Hollywood became a center for the film industry, and today it is known as the motion-picture capital of the world.

UFOs *UFOs* (unidentified flying objects) are unusual lights or objects people believe they see flying in the sky. Although many people report having seen alien spacecraft, investigators have usually discovered ordinary explanations for these sightings. For example, meteors that hit the earth's atmosphere can cause unusual light effects. However, a small number of UFO sightings have not been explained, and many people around the world continue to believe that the earth has already been visited by creatures from outer space.

Orson Welles (1915–1985) *Orson Welles* was a celebrated American actor and director. While still in his twenties, he acted in numerous radio plays and later became a prominent film actor. He was best known for his performance in the film *Citizen Kane*, which he also co-wrote and directed. Many critics regard it as the best movie ever made.

The War of the Worlds *The War of the Worlds* is the title of a novel about an invasion from Mars written in 1898 by British author H.G. Wells. In 1938, the novel was made into a realistic radio play starring Orson Welles. The broadcast caused widespread public panic by convincing many listeners that Martians were actually invading New Jersey, U.S.

NASA *NASA* (National Aeronautics and Space Administration) is a large agency of the U.S. government that coordinates scientific research on space flight. NASA projects have included *Apollo 11* in 1969, which was the first spacecraft to land human beings on the moon, as well as the *Columbia* and *Discovery* space shuttles. NASA has also sent unmanned probes to Mars and has worked with other nations on the construction of the International Space Station.

Arecibo dish The *Arecibo dish* is the huge metal reflector of the world's largest radio telescope, located in Puerto Rico. The dish is fitted with a transmitter that is able to send radio signals into deep space.

Very Large Array The *Very Large Array* (VLA) is a system of 27 movable radio telescopes built on railroad tracks in the shape of a "Y" and located in New Mexico. The movements of the telescopes are coordinated by astronomers seeking to detect and identify the radio waves sent out by celestial objects.

New Mexico A state in the southwestern United States on the border with Mexico, *New Mexico* has a population of over 2,000,000 people. New Mexico has been home to much scientific research, including astronomy, for many years.

Contact *Contact* is the title of a popular science-fiction movie (1997) based on the novel by Carl Sagan. In the film, a brilliant young scientist, Dr. Ellie Arroway (played by Jodie Foster), receives a radio message from the distant star Vega. The countries of the world work together to decode the aliens' message, and Ellie volunteers to be the person to make first contact with them. The movie differs from many other Hollywood versions of aliens in that they are depicted as intelligent beings with good intentions toward less-advanced civilizations.

Aristotle (384–322 BCE) *Aristotle* was a Greek philosopher and scientist who is considered to have had one of the greatest influences on Western culture. Among Aristotle's writings are the *Organon*, which investigates the nature of thought, and *Physics*, the study of things that change. As a scientist, he collected an enormous amount of information about the variety and structure of animals and plants. He was also interested in the movement of the stars and planets and recorded his observations in a book called *On the Heavens*.

Map 1 Europe



Map 2 Asia



Map 3 United States of America



Mini-Dictionary


All dictionary content is taken from the *Oxford American Dictionary for learners of English* © Oxford University Press.


AWL Academic Word List


The Academic Word List contains 570 words that are commonly used in academic English.

 Oxford 3000™ word list


The orange Oxford 3000™ words are the words that are used most often across the widest range of contexts, so they are important words to know, and to know well.

a·ban·don  **AWL** /ə'bændən/ *verb* to leave someone or something that you are responsible for, usually permanently: *He abandoned his car in the snow.*


ab·so·lute·ly  *adv.* /'æbsəlutli/ completely; totally: *What you're saying is absolutely wrong.*


ab·sorb  /əb'sɔrb; əb'zɔrb/ *verb* to take something into the mind and understand it: *I found it impossible to absorb so much information so quickly.*


ac·cu·mu·late **AWL** /ə'kyumyəleɪt/ *verb* to collect a number or quantity of something over a period of time: *Over the years, I've accumulated hundreds of CDs.*

ac·cu·rate  **AWL** /'ækjərət/ *adj.* careful and exact; without mistakes: *That clock isn't very accurate.*


ac·cu·rate·ly  **AWL** *adv.*: *Your title must accurately reflect the substance of your paper.*


ac·know·edge  **AWL** /ək'nɒlɪdʒ/ *verb* to show that you have seen someone by raising your hand, smiling, etc.: *She refused to acknowledge him and walked straight past.*


af·fect  **AWL** /ə'fɛkt/ *verb* to make someone or something change in a particular way; to influence someone or something: *Her personal problems seem to be affecting her work.*

al·ter·na·tive  **AWL** /əl'tɜrnətɪv/ *noun* one of two or more things that you can choose between: *The senator suggested community service as an alternative to imprisonment.*

an·tic·i·pate  **AWL** /æn'tɪsəpeɪt/ *verb* to expect something to happen (and to prepare for it): *to anticipate a problem*


anx·ious  /'æŋkjəs/ *adj.* worried and afraid: *I started to get anxious when they still hadn't arrived at 9 o'clock.*

ap·proach  **AWL** /ə'prəʊtʃ/ *noun* a way of dealing with someone or something: *Parents don't always know what approach to take with teenagers.*


as·pect  **AWL** /'æspɛkt/ *noun* one of the qualities or parts of a situation, idea, problem, etc.: *This is the most important aspect of the debate.*

as·pir·a·tion /aspə'reɪʃn/ *noun* a strong desire to have or do something: *She has aspirations to become a model.*


as·pire /ə'spaɪər/ *verb* to have a strong desire to have or do something: *He aspired to become president of the company.*

as·sume  **AWL** /ə'sʊm/ *verb* to accept or believe that something is true even though you have no proof; to expect something to be true: *I assume that you have the necessary documents.*

at·tach·ment **AWL** /ət'tætʃmənt/ *noun* the feeling of liking someone or something very much: *I feel a strong attachment to this house.*


at·ti·tude  **AWL** /'ætɪtʊd/ *noun* the way that you think, feel, or behave: *She has a very positive attitude toward her work.*


at·trib·ute **AWL** /'ætrɪbyut/ *noun* a quality or feature of someone or something: *physical attributes*

au·thor·i·ty  /ə'θɔrəti; ə'θɑr-/ *noun* a person with special knowledge: *She's an authority on ancient Egypt.*

au·to·mat·ic  **AWL** /,ɔtə'mætɪk/ *adj.* done without thinking: *Breathing is an automatic function of the body.*


au-to-mat-i-cal-ly  **AWL** /-kli/ *adv.*:
The lights come on automatically when it gets dark.

a-void  /ə'vɔɪd/ *verb* to prevent something from happening or to try not to do something: *He always tried to avoid an argument if possible.*


a-ware  **AWL** /ə'weɪ/ *adj.* knowing about or realizing something; conscious of someone or something: *I am aware of the difficulties you face.*

bal-anced /'bælənst/ *adj.* consisting of parts that are in the correct or pleasing proportions: *A balanced diet plays an important part in good health.*


band-width /'bændwɪð; -wɪθ/ *noun* a measurement of the amount of information that a particular computer network, Internet connection, or a telephone wire can send in a particular time. It is often measured in bits per second.

ben-e-fit  **AWL** /'benəfɪt/ *noun* an advantage or useful effect that something has: *I can't see the benefit of doing things this way.*


bi-as **AWL** /'bi:əs/ *noun* a strong feeling of favor toward or against one group of people or one side of an argument, which is often unfair or not based on facts: *a bias against recent immigrants*

bit-ter-ly  /'bɪtərli/ *adv.* in an angry and disappointed way: *"I've lost everything," he said bitterly.*

bo-nus /'bɒnəs/ *noun* a payment that is added to what is usual: *to receive an annual bonus*

boom  /bum/ *verb* to grow very quickly in size or value: *Business is booming this year.*


brag /bræg/ *verb* to talk too proudly about something: *She's always bragging about how much she earns.*

ca-pa-ble  **AWL** /'keɪpəbl/ *adj.* able to do something; having the power to do something: *He's capable of passing the test if he tries harder.*

ca-pac-i-ty  **AWL** /kə'pæsəti/ *noun* the ability to understand or do something: *He has the mental capacity of a three-year-old child.*

charm /tʃɑ:m/ *noun* the quality of being pleasant or attractive: *The charm of the island lies in its unspoiled beauty.*


cite **AWL** /saɪt/ *verb* to mention something as an example to support what you are saying: *She cited the high unemployment figures as an example of the government's bad management.*

col-league  **AWL** /'kɒlɪg/ *noun* a person that you work with in a job, especially in a profession: *Professor Ahmad and her colleagues*

com-mon-place /'kɒmənpleɪs/ *adj.* not very exciting or unusual; ordinary: *Fax machines have become commonplace in recent years.*


com-pen-sate **AWL** /'kɒmpənseɪt/ *verb* to remove or reduce the bad effect of something; to make up for something: *His willingness to work hard compensates for his lack of skill.*


com-pet-i-tive  /kəm'petətɪv/ *adj.* involving people competing against each other: *The travel industry is a highly competitive business.*

com-plain  /kəm'pleɪn/ *verb* to say that you are not satisfied with or happy about something: *I wish you would quit complaining.*


com-po-nent  **AWL** /kəm'pəʊnənt/ *noun* one of the parts that together form something, especially a machine: *Fresh fruit and vegetables are essential components of a good diet.*


com-pul-sive /kəm'pʌlsɪv/ *adj.* (used about a bad or harmful habit) caused by a strong desire that you cannot control: *compulsive eating*

con-clu-sion  **AWL** /kən'klu:ʒn/ *noun* something that you decide when you have thought about all the information connected with the situation: *We came to the conclusion that he was right.*

con-firm  **AWL** /kən'fɜ:m/ *verb* to say or show that something is true; to make something definite: *Please confirm our agreement in writing.*

con-flict  **AWL** /'kɒnflɪkt/ *noun* a fight or an argument: *Sheila's aggressive personality often brought her into conflict with her boss.*

con-scious  /'kənʃəs/ *adj.* noticing or aware of something: *He suddenly became conscious that someone was following him.*

con-scious-ly  *adv.*: *I have never consciously harmed another human being.*

con-scious-ness /'kənʃəsnəs/ *noun* the state of being conscious; being able to see, hear, feel, etc. things: *As he fell, he hit his head and lost consciousness.*

con-se-quence  **AWL** /'kənsəkwəns/ *noun* something that follows as a result or effect of something else: *Many people lost their jobs as a consequence of the economic downturn.*


con-se-quent **AWL** /'kənsəkwənt/ *adj.* following as the result of something else: *The economy has benefited from new jobs and the consequent drop in the unemployment rate.*

con-sequently **AWL** *adv.*: *She didn't work hard enough, and consequently she failed the exam.*

con-sist **AWL** /kən'sɪst/ *verb* to be made up of something: *The band consists of a singer, two guitarists, a bass player, and a drummer.*


con-sume **AWL** /kən'sʌm/ *verb* to eat or drink something: *to consume calories*

con-trib-ute  **AWL** /kən'trɪbyut/ *verb* to help to make something happen: *Every member of the team contributed to the victory.*


con-ven-ient  /kən'vɪnyənt/ *adj.* suitable or practical for a particular purpose; not causing difficulty: *I'm willing to meet you on any day that's convenient for you.*


con-verge /kən'vɜːdʒ/ *verb* to move toward or meet at the same point from different directions: *People from the whole area converge on the town during the annual festival.*

con-vey /kən'veɪ/ *verb* to make ideas, thoughts, feelings, etc. known to someone; to communicate something: *The video conveys a lot of information, but in a fun way.*

core  **AWL** /kɔːr/ *noun* the central or most important part of something: *Our core business is installing computer systems, but we also offer computer training.*

cor-re-pond **AWL** /,kɒrə'spɒnd; ,kɑːr-/ *verb* to write letters to and receive them from someone: *They corresponded for a year while he was in prison.*

crit-i-cal  /'krɪtɪkl/ *adj.* very important; at a time when things can suddenly become better or worse: *The talks between the two leaders have reached a critical stage.*


crit-i-cize  /'krɪtəsaɪz/ *verb* to say what is bad or wrong with someone or something: *The doctor was criticized for not sending the patient to the hospital.*

cul-tured **AWL** /'kʌltʃəd/ *adj.* well-educated; showing a good knowledge of the arts, etc.: *a cultured manner/mind/person*


cur-ren-cy **AWL** /'kʌrənsi/ *noun* the state of being believed, accepted, or used by many people: *new ideas that soon gained currency*

dam-ag-ing /'dæmədʒɪŋ/ *adj.* having a bad effect


def-i-nite-ly  **AWL** /'defənətli/ *adv.* without doubt: *We definitely can't afford such a high price.*

de-mand  /dr'mænd/ *verb* to ask for something in a way that shows you expect to get it: *I walked into the office and demanded to see the manager.*

dem-on-strate  **AWL** /'dɛmənstreɪt/ *verb* to show clearly that something exists or is true; to prove something: *The prison escape demonstrates the need for greater security.*

de-rive  **AWL** /dr'rɪv/ *verb* to get something (especially a feeling or an advantage) from something: *I derive great satisfaction from my work.*

de-tec-tion **AWL** /dr'tɛkʃn/ *noun*: *The crime escaped detection for many years.*

de-vot-ed  **AWL** /dr'vɒtəd/ *adj.* loving or caring about someone or something very much: *a devoted husband/mother/son*

di-e-ti-tian /,daɪə'tɪʃn/ *noun* a person whose job is to advise people on what kind of food they should eat to keep healthy

dis-tinct **AWL** /dr'stɪŋkt/ *adj.* clearly different: *Her books fall into two distinct groups: the novels and the travel stories.*

dis-tinc-tion **AWL** /drɪ'stɪŋkʃn/ *noun* a clear or important difference between things or people: *We must make a distinction between classical and popular music here.*

dram-a-tize **AWL** /'dramətəɪz; 'dræ-/ *verb* to make a book, an event, etc. into a play: *The novel has been dramatized for television.*

e- /i/ prefix connected with the use of electronic communication, especially the Internet, for sending information, doing business, etc.: *e-mail, e-commerce*

eating disorder *noun* one of several medical conditions which involve not being able to eat in a normal and healthy way: *Anorexia is a serious eating disorder.*

ec-cen-tric /ɪk'sentɪk/ *adj.* strange or unusual: *People said he was crazy, but I think he was just slightly eccentric.*

ec-o-nom-ic **AWL** /,ɛkə'nɒmɪk; ,ɪkə-/ *adj.* connected with the supply of money, trade, industry, etc.: *the country's economic problems*

ec-o-nom-i-cal-ly **AWL** /-kli/ *adv.*: *Economically, the country was very underdeveloped.*

e-con-o-my **AWL** /ɪ'kɒnəmi/ *noun* the operation of a country's money supply, trade, and industry: *The economy of the country is based on agriculture.*

e-lab-o-rate /ɪ'læbərət; -brət/ *adj.* very complicated; done or made very carefully: *elaborate plans for the party*

e-merge **AWL** /ɪ'mɜrdʒ/ *verb* to appear or come out from somewhere: *She is likely to emerge as the top candidate for the job.*

em-pha-size **AWL** /'ɛmfəsaɪz/ *verb* to place importance on something: *They emphasized that healthy eating is important.*

en-a-ble **AWL** /ɛ'neɪbl/ *verb* to make it possible for someone or something to do something: *Computer technology enables us to predict the weather more accurately.*

en-coun-ter **AWL** /ɪn'kaʊntər/ *verb* to experience something (a danger, difficulty, etc.): *I've never encountered any discrimination at work.*

en-hance **AWL** /ɪn'hæns/ *verb* to improve someone or something or to make someone or something look better: *computer techniques that enhance images*

en-thu-si-as-tic **AWL** /ɪn,θuzi'æstɪk/ *adj.* full of excitement and interest in something: *He is very enthusiastic about his new job.*

en-tire **AWL** /ɪn'taɪər/ *adj.* including everything, everyone, or every part: *We invited the entire class to the party.*

e-quip **AWL** /ɪ'kwɪp/ *verb* to supply someone or something with what is needed for a particular purpose: *We will equip all schools with new computers in the next year.*

es-sen-tial **AWL** /ɪ'sɛnʃl/ *adj.* completely necessary; that you must have or do: *Essential medical supplies will be delivered to the area by plane.*

es-tab-lish **AWL** /ɪ'stæblɪʃ/ *verb* to start a formal relationship with someone or something: *We need to establish good relations with the local residents.*

eth-nic **AWL** /'ɛθnɪk/ *adj.* connected with a particular race, religion, culture, nation, etc.: *ethnic minority*

ev-i-dent-ly **AWL** /,ɛvə'dɛntli; 'ɛvədɛntli/ *adv.* clearly; that can be easily seen or understood: *She was evidently extremely shocked at the news.*


ex-clu-sive-ly **AWL** /ɪk'sklusɪvli/ *adv.* only; not including involving anyone/ anything else: *The swimming pool is reserved exclusively for members of the club.*


ex-pert **AWL** /'ɛkspɜrt/ *noun* a person who has a lot of special knowledge or skill: *He's an expert on the history of rock music.*

ex-port-er **AWL** /ɪk'spɜrtər; 'ɛkspɜrtər/ *noun* a person, company, or country that exports goods: *Japan is the largest exporter of electronic products.*


ex-treme **AWL** /ɪk'strɪm/ *noun* something that is completely different from or opposite to something else: *Alex used to be very shy, but now he's gone to the opposite extreme.*

fan-cy **AWL** /'fænsi/ *adj.* not simple or ordinary: *a fancy restaurant*


fash-ion  /'fæʃn/ *noun* the way you do something: *It should be possible to connect the parts in some fashion.*


fault  /fɔlt/ *noun* responsibility for a mistake: “*We’re going to be late.*” “*Well, it’s not my fault—I was ready on time.*”


fa-vor-a-ble /'feɪvərəbl; 'feɪvrəbl/ *adj.* showing liking or approval: *Did you get a favorable report on your work?*

fee  **AWL** /fi/ *noun* the money you pay for professional advice or services from doctors, lawyers, universities, etc.: *Some attorneys charge extremely high legal fees.*


fool-ish /'fu:lɪʃ/ *adj.* silly; not sensible: *I was foolish enough to trust him.*


fre-quent  /'frikwənt/ *adj.* happening often: *a frequent service*


fre-quent-ly  *adv.* *Buses run frequently from downtown to the airport.*

func-tion  **AWL** /'fʌŋkʃn/ *noun* the purpose or special duty of a person or thing: *The function of the heart is to pump blood through the body.*

gen-der **AWL** /'dʒendər/ *noun* the fact of being male or female: *traditional concepts of gender*

gen-er-ate  **AWL** /'dʒenəreɪt/ *verb* to produce or create something: *I think this idea will generate a lot of interest.*


gift  /gɪft/ *noun* a natural ability: *She has a gift for languages.*


guide  /gaɪd/ *noun* something that helps you plan what you are going to do: *As a rough guide, use twice as much water as rice.*

ha-bit-u-al /hə'brɪtʃuəl/ *adj.* doing something very often: *a habitual criminal*


heft-y /'hefti/ *adj.* strong, heavy, or big: *a hefty increase in food prices*

hence **AWL** /hɛns/ *adv.* for this reason: *The town was founded by William Clark—hence the name Clarksville.*

ig-nore  **AWL** /ɪg'nɔr/ *verb* to pay no attention to someone or something: *I said “Hi” to Debby, but she totally ignored me (= acted as if she hadn’t seen me).*


im-me-di-ate  /ɪ'midiət/ *adj.* nearest in time, position, or relationship: *They won’t make any changes in the immediate future.*

im-me-di-ate-ly  /ɪ'midiətli/ *adv.* now; without delay: *We need an ambulance immediately!*

im-pact  **AWL** /ɪmpækt/ *noun* an effect or impression: *Her speech made a great impact on the audience.*

im-part /ɪm'pɑrt/ *verb* to tell or teach something to somebody: *What kind of values are we imparting to our children?*

im-pli-ca-tion  **AWL** /ɪmplə'keɪʃn/ *noun* the effect that something will have on something else in the future: *The new law will have serious implications for our work.*

im-ply  **AWL** /ɪm'plai/ *verb* to suggest something in an indirect way or without actually saying it: *The article implied that the senator was involved in the scandal.*


im-prac-ti-cal /ɪm'præktɪkl/ *adj.* not sensible or reasonable; not practical: *an impractical suggestion*


in-di-ca-tor **AWL** /ɪndə'keɪtər/ *noun* something that gives information or shows something; a sign: *The leading economic indicators point to a strong recovery.*

in-di-vid-u-al  **AWL** /ɪndə'vɪdʒuəl/ *noun* one person, considered separately from others or a group: *Are the needs of society more important than the rights of the individual?*

in-ev-i-ta-ble  **AWL** /ɪn'evətəbl/ *adj.* that cannot be avoided or prevented from happening: *With more cars on the road, traffic jams are inevitable.*


in-fi-nite **AWL** /ɪnfənət/ *adj.* without end or limits: *Supplies of oil are not infinite.*

in-gre-di-ent  /ɪn'grɪdiənt/ *noun* one of the items of food that you need to make something to eat: *Mix all the ingredients together in a bowl.*

in-i-tial  **AWL** /ɪ'nɪʃl/ *adj.* happening at the beginning; first: *My initial reaction was to refuse, but I later changed my mind.*


in-tel-lec-tu-al /ɪntə'lɛktʃuəl/ *noun* a person who is interested in ideas, literature, art, etc.: *The cafe was a well-known meeting place for artists and intellectuals.*


in-ter-fer-ence /ɪntər'fɪərəns/ *noun* something, such as other signals, that prevents equipment from receiving clear radio, television, or telephone signals


in-ves-ti-gate  **AWL** /ɪnˈvestəɡeɪt/ *verb* to try to find out all the facts about something: *A murder was reported and the police were sent to investigate.*


ir-ra-tion-al **AWL** /ɪˈræʃənəl/ *adj.* not based on reason or clear thought: *an irrational fear of buttons*

i-so-la-tion **AWL** /ˌaɪsəˈleɪʃn/ *noun* away from other people or things: *She lived in complete isolation from the outside world.*


is-sue  **AWL** /ˈɪʃu/ *noun* a problem or subject for discussion: *I want to raise the issue of overtime pay at the meeting.*

launch  /lɒntʃ/ *verb* to start something new or to show something for the first time: *to launch a new product*

le-gal  **AWL** /ˈliːɡl/ *adj.* allowed by law: *It is not legal to own a gun without a license.*

le-gal-ly  **AWL** *adv.:* *Schools are legally responsible for the safety of their students.*


leg-end /ˈledʒənd/ *noun* a person who is famous for doing something extremely well: *baseball legend Mickey Mantle*

like-ly  /ˈlaɪkli/ *adj.* expected to happen: *Do you think it's likely to rain?*


lo-go /ˈloʊɡoʊ/ *noun* a symbol or design that is used as an advertisement by a company or organization: *A logo appears on the things a company owns and produces.*

man-da-to-ry /ˈmændəˌtɔri/ *adj.* that must be done by laws, rules, etc.: *mandatory drug testing for Olympic athletes*


ma-nip-u-late **AWL** /məˈnɪpyəleɪt/ *verb* to use or control something with skill: *to manipulate the levers of a machine*

mar-ket  /ˈmɑrkət/ *noun* business or commercial activity; the amount of buying or selling of a particular type of goods: *High interest rates can have a significant effect on the automobile market.*

max-i-mize **AWL** /ˈmæksəmaɪz/ *verb* to increase something as much as possible: *to maximize profits*


men-tal  **AWL** /ˈmentl/ *adj.* connected with or happening in the mind; involving the process of thinking: *a child's mental development*

mental-ly  **AWL** /ˈmentəli/ *adv.:* *a home for mentally ill people*

mes-sage  /ˈmesɪdʒ/ *noun* the main idea of a book, speech, etc.: *It was a funny movie, but it also had a serious message.*

mode **AWL** /moʊd/ *noun* a type of something or way of doing something: *a mode of transportation*


mod-er-a-tion /ˌmɑdəˈreɪʃn/ *noun* the quality of being reasonable and not being extreme: *Sweets should only ever be consumed in moderation (= in small quantities).*

mon-i-tor  **AWL** /ˈmɑnətər/ *verb* to check, record, or watch something regularly for a period of time: *Pollution levels in the lake are being monitored closely.*

mo-tive **AWL** /ˈmoʊtɪv/ *noun* a reason for doing something: *No one seemed to have a motive for the murder.*

mu-tu-al **AWL** /ˈmyʊtʃuəl/ *adj.* felt or done by both or all the people involved: *Harry left the company by mutual agreement (= both Harry and the company agreed).*

mu-tu-al-ly **AWL** /ˈmyʊtʃuəli; -tʃəli/ *adv.:* *The statements of the two witnesses were mutually exclusive (= they could not both be true).*

ne-ga-tive  **AWL** /ˈnegətɪv/ *adj.* only thinking about the bad qualities of someone or something: *I wish you wouldn't be so negative about everything —try to look on the bright side.*

non-sen-si-cal  *adj.:* *That was a completely nonsensical thing to say.*


nu-tri-ent /ˈnutriənt/ *noun* a substance that is needed to keep a living thing alive and to help it to grow: *Plants draw minerals and other nutrients from the soil.*


o-be-si-ty /oʊˈbisəti/ *noun:* *Obesity among children is on the increase.*


ob-li-ga-tion /ˌɑbləˈɡeɪʃn/ *noun* something that you must do because it is your duty or because you promised to do it: *We have a moral obligation to help people who are in need.*

ob-ses-sion /əbˈsɛʃn/ *noun* a person or thing that obsesses you: *Football is an obsession to some people.*

ob-ses-sive /əb'sesɪv/ *adj.* having or showing a way of thinking or behaving that you cannot stop: *He's obsessive about not being late.*

ob-tain  **AWL** /əb'teɪn/ *verb* to get something: *This book can now be obtained in paperback.*

ob-vi-ous  **AWL** /'ɒbvɪəs/ *adj.* easily seen or understood; clear: *It was obvious that he was not well.*

ob-vi-ous-ly  **AWL** /'ɒbvɪəsli/ *adv.* as can easily be seen or understood; clearly: *There has obviously been a mistake.*

oc-cu-pied **AWL** /'ɒkjuːpaɪd/ *adj.* being used: *Is this seat occupied?*


on-go-ing **AWL** /'ɒŋɡoʊɪŋ; 'ɒŋ-/ *adj.* continuing to exist now: *It's an ongoing problem.*

o-rig-i-nate /ə'riːdʒəneɪt/ *verb* to happen or appear for the first time in a particular place or situation: *The disease is thought to have originated in the tropics.*


out-look /'aʊtlʊk/ *noun* your attitude to or feeling about life: *an optimistic outlook on life*

per-cep-tion **AWL** /pə'sepʃn/ *noun* a particular way of looking at or understanding something; an opinion: *What is your perception of the situation?*


per-sist **AWL** /pə'sɪst/ *verb* to continue to exist: *If your symptoms persist, you should consult your doctor.*

per-spec-tive  **AWL** /pə'spektɪv/ *noun* the way that you think about something; your point of view: *If you go away for a few days, you will see everything from a new perspective.*


phe-nom-e-non **AWL** /fə'nɒmənən; -nən/ *noun* something that happens or exists (often something unusual): *Acid rain is not a natural phenomenon. It is caused by pollution.*


plat-form  /'plætfɔːrm/ *noun* a particular type of computer system and the way it operates: *This software operates on a UNIX platform.*


plau-si-ble /'pləʊzəbl/ *adj.* sounding as if it is true; reasonable: *a plausible excuse*


pos-i-tive  **AWL** /'pɒzətɪv/ *adj.* thinking about the good things in a situation; feeling confident that something good will happen: *I feel very positive about our team's chances.*

post-pon /pəʊst'pəʊn; pəʊs'pəʊn/ *verb* to arrange that something will happen at a later time than the time you had planned; to delay: *The wedding was postponed until August because the bride's mother was in the hospital.*

po-ten-tial  **AWL** /pə'tenʃl/ *adj.* that may possibly become something, happen, be used, etc.: *Wind power is a potential source of energy.*

po-ten-tial  **AWL** /pə'tenʃl/ *noun* the qualities or abilities that someone or something has but that may not be fully developed yet: *That boy has great potential as a pianist.*

prac-ti-cal  /'præktɪkl/ *adj.* concerned with actually doing something rather than ideas or theory: *A degree in agriculture is not very useful without practical experience working on a farm.*


pre-cise-ly  **AWL** /prɪ'saɪsli/ *adv.* clearly or exactly: *That's precisely what I mean.*

pre-clude /prɪ'klud/ *verb* to prevent something from happening or someone from doing something; to make something impossible: *Lack of time precludes any further discussion.*

pred-e-ces-sor /'predəsəsər/ *noun* the person who was formerly in the job or position that someone else is in now: *The new principal is much better than her predecessor.*


prej-u-dice /'preɪdʒəɪs/ *noun* a strong feeling of like or dislike toward someone or something that is not based on reason: *racial prejudice*

pre-oc-cu-pied /prɪ'ɒkjuːpaɪd/ *adj.* not paying attention because you are thinking or worrying about someone or something else

pre-serve  /prɪ'zɜːv/ *verb* to keep something safe or in good condition: *Efforts to preserve peace have failed.*


pres-ti-gious /prɛ'stɪdʒəs; -stɪdʒ-/ *adj.* respected or admired because of success, wealth, high quality, etc.: *a prestigious private school*

pre·sum·a·bly  **AWL** /prɪˈzʊməbli/ *adv.*
I imagine; I suppose: *Presumably, this rain means the parade will be canceled.*


pri·mar·i·ly  **AWL** /praɪˈmɛəri/ *adv.*
more than anything else; mainly: *The course will be aimed primarily at people who have no previous experience.*


pri·or·i·tize **AWL** /praɪˈɔːrətɪz; -'ɑː-/ *verb*
to put tasks, problems, etc. in order of importance, so that you can deal with the most important first: *You should make a list of all the tasks you have to do and prioritize them.*

priv·i·lege /ˈprɪvɪlɪdʒ; -vəlɪdʒ/ *noun*
a special advantage or opportunity that gives you great pleasure: *It was a great privilege to hear her sing in person.*


pro·ject  **AWL** /prəˈdʒekt/ *verb*
to make something (light, a shadow, a picture from a movie, etc.) fall on a surface: *Colored lights were projected onto the dance floor.*


pro·mo·tion  **AWL** /prəˈmouʃn/ *noun*
(the giving or receiving of) a higher position or more important job: *She's hoping to receive a promotion this year.*

pros·pect  **AWL** /ˈprɒspekt/ *noun*
the chance or hope that something will happen: *There's not much prospect of better weather before next week.*


pur·sue  **AWL** /pəˈsu/ *verb*
to continue with something; to find out more about something: *to pursue a career in banking*


qual·i·fi·ca·tion  /ˌkwɒləfəˈkeɪʃn/
noun
a skill or quality that makes you suitable to do something, such as a job: *She has all the right qualifications for the manager's job.*

rap·id  /ˈræpəd/ *adj.*
happening very quickly or moving with great speed: *She made rapid progress and was soon the best in the class.*


rap·id·ly  *adv.*: a rapidly growing economy


re·bel /rɪˈbɛl/ *verb*
to fight against authority, society, an order, a law, etc.: *She rebelled against her parents by dropping out of high school.*


re·cov·er  **AWL** /rɪˈkʌvər/ *verb*
to get back the use of your senses, control of your emotions, etc.: *He needs daily exercise if he's going to recover the use of his legs.*


re·fer  /rɪˈfər/ *verb*
to be used to describe someone or something: *The term "adolescent" refers to young people between the ages of 13 and 17.*

re·flec·tion /rɪˈflekʃn/ *noun*
thinking deeply about something, or a deep thought or thoughts that you express: *She wrote about her reflections on being an immigrant in a small town.*


re·gion  **AWL** /ˈrɪdʒən/ *noun*
an area of your body: *He's been having pains in his abdominal region.*


re·gret  /rɪˈgrɛt/ *noun*
a feeling of sadness about something that cannot now be changed: *Do you have any regrets that you didn't go to college?*

re·laxed  **AWL** /rɪˈlæksd/ *adj.*
calm or informal: *The relaxed atmosphere made everyone feel at ease.*

rel·e·vant  **AWL** /ˈrɛləvənt/ *adj.*
connected with what is happening or being talked about: *Please enclose all the relevant documents with your visa application.*

rep·u·ta·tion  /ˌrɛpyəˈteɪʃn/ *noun*
the opinion that people in general have about what someone or something is like: *The restaurant has a reputation for serving some of the finest food in the city.*

re·source  **AWL** /ˈrɪsɔːs; rɪˈsɔːs/
noun
a supply of something, a piece of equipment, etc. that is available for someone to use: *We do not have the resources (= money) to update our computer software.*

rule out  /rul aʊt/ *verb*
to say that someone or something is not thought to be possible: *The president has not ruled out sending troops to the area.*

sar·casm /ˈsɑːrkæzəm/ *noun*
the use of words or expressions to mean the opposite of what they actually say. People use sarcasm in order to criticize other people or to make them look stupid: *"No, you didn't take long to get ready. Only two hours," she said with heavy sarcasm.*

sce-nar-i-o **AWL** /sə'nəriou; -'nær-/ *noun* one way that things may happen in the future: *The worst-case scenario* (= the worst possible thing that could happen) *would be for the factory to be closed down.*

se-cure **AWL** /sə'kyʊr/ *adj.* not likely to be lost; safe: *Business is good, so his job is secure.*

seek **AWL** /sik/ *verb* to try to find or get something: *Politicians are still seeking a peaceful solution.*

se-lec-tive **AWL** /sə'lektiv/ *adj.* careful when choosing: *She's very selective about who she invites to her parties.*

sen-sa-tion /sɛn'seɪʃn/ *noun* a feeling of great excitement, surprise, or interest among a group of people or people in general; someone or something that causes this: *The young Canadian caused a sensation by beating the top seed.*

sex-ism **AWL** /'sɛksɪzəm/ *noun* treating a person unfairly because of his/her sex, for example thinking that only men can do certain jobs, such as being a police officer

shade **AWL** /ʃeɪd/ *noun* a type of a particular color: *a shade of green*

sick leave *noun* a period of time spent away from work, etc., because of illness: *Joe has been on sick leave for two weeks.*

spon-ta-ne-ous /span'teɪniəs/ *adj.* done or happening naturally; not planned: *a spontaneous burst of applause*

start-up *noun* a company that is just beginning to operate, especially an Internet company: *the fast-moving world of Internet start-ups*

starve /starv/ *verb* to suffer very badly or die from being hungry; to make someone or something suffer or die in this way: *You need to eat more—you're starving yourself.*

sta-tis-tic **AWL** /stə'tɪstɪk/ *noun* numbers that have been collected in order to provide information about something: *Statistics indicate that more than 95% of North American homes have a television.*

the status quo /,stætəs'kwou; ,steɪtəs-/ *noun* the situation that exists at a particular time

ster-e-o-type /'stɛriətaɪp/ *noun* a common idea about a type of person or thing, which is often not true in reality: *cultural/gender/racial stereotypes*

stim-u-late /'stɪmjəleɪt/ *verb* to make something active or more active: *Exercise stimulates the blood circulation.*

sub-sti-tute **AWL** /'sʌbstətut/ *verb* to put a person or thing in the place of someone or something else: *You can substitute milk for the cream in the recipe.*

sus-pect **AWL** /'sʌspekt/ *noun* a person who is thought to be guilty of a crime

sus-pi-cious **AWL** /sə'spɪʃəs/ *adj.* that makes you feel that something is wrong, dishonest or illegal: *The old man died under suspicious circumstances.*

sus-tain-a-ble **AWL** /sə'steɪnəbl/ *adj.* that can continue or be continued for a long time: *sustainable economic growth/recovery*

take in **AWL** /teɪk ɪn/ *verb* to understand what you see, hear, or read: *There was too much in the museum to take in at one time.*

tar-get **AWL** /'tɑrɡət/ *noun* a person or thing that you aim at when shooting or attacking: *Attacks have been launched on military targets such as army bases.*

tech-nique **AWL** /tek'nik/ *noun* a particular way of doing something: *new techniques for teaching languages*

tem-po-rar-y **AWL** /'tempərəri/ *adj.* lasting for a short time: *This arrangement is only temporary.*

tem-po-rar-i-ly **AWL** /,tempərərəli/ *adv.*: *We regret this service is temporarily unavailable.*


tend **AWL** /tɛnd/ *verb* to usually do or be something: *Women tend to live longer than men.*


ten-den-cy **AWL** /'tɛndənsi/ *noun* something that a person or thing usually does; a way of behaving: *He has a tendency to be late for appointments.*

the-o-ry **AWL** /'θɪri; 'θiəri/ *noun* an idea or set of ideas that try to explain something: *the theory about how life on earth began.*


threat·en·ing  /'θreɪnɪŋ/ *adj.*

expressing a threat of harm or violence:
She received a threatening e-mail.


tough  /tʌf/ *adj.* difficult: *It will be a tough decision to make.*

trace  **AWL** /treɪs/ *verb* to find out where someone or something is by following marks, signs, or other information: *The wanted man was traced to an address in Tacoma.*


trait /treɪt/ *noun* a quality that forms part of your character or personality: *personality traits*

trans·form  **AWL** /træns'fɔrm/ *verb* to change someone or something completely: *The arrival of electricity transformed people's lives.*


treas·ure /'treɪʒər/ *verb* to consider someone or something to be very special or valuable: *I will treasure those memories forever.*


typ·i·cal·ly  /'tɪpɪkli/ *adv.* in a typical case; that usually happens in this way: *New employees typically earn around \$9 an hour.*


un·der·ly·ing **AWL** /'ʌndərleɪɪŋ/ *adj.* important but hidden: *the underlying causes of the disaster*

un·like·ly  /ʌn'laɪkli/ *adj.* not likely to happen; not expected: *He is seriously ill and unlikely to recover.*

un·pre·dict·a·ble **AWL** /,ʌnpri'dɪktəbl/ *adj.* changing often so that you do not know what to expect: *unpredictable behavior*

var·i·a·tion  **AWL** /,veri'eɪʃn; 'vær-/ *noun* a difference in quality or quantity between a number of things: *There was a lot of variation in the test scores (= the scores were very different from each other).*

ven·ture  /'ventʃər/ *noun* a project which is new and often involves a risk, because you cannot be sure that it will succeed: *I wish you luck in your new business venture.*

warn·ing  /'wɔrnɪŋ/ *noun* something that tells you to be careful or tells you about something before it happens: *They ignored the warnings posted outside and entered the military base.*

well·being *noun* a feeling of being healthy and happy

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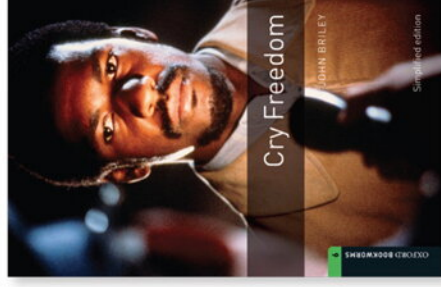
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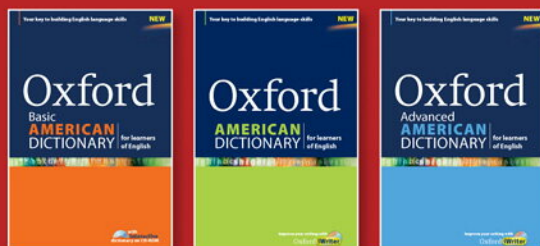
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