

2

Stages of Reading

EXERCISE 1

To get an overview of this chapter, look at the learning questions at the opening of the chapter. Read the Summary Points on page 49 and scan the headings, subheadings, and the boldfaced and italicized words. Spend a few moments reviewing the contents of the Reader's Tip boxes. Now, answer the following questions:

1. What are the three stages of reading? Preview, Integrate Knowledge, and Recall
2. What is the purpose of previewing? Previewing helps you assess reading material, your knowledge of the subject, and your goals for reading.
3. List the six thinking strategies that good readers use during reading. Predict, picture, relate, monitor, correct, and annotate
4. What is meant by recall? Recall is your review of what you have read. Recall is self-testing and can be a silent, oral, or written recitation. When you recall, you take a few minutes to tell yourself what you have learned before you lose the book.
5. How do good readers reflect? Good readers evaluate the significance of what they have read by answering questions such as *Do I agree or disagree with the author? Why or why not? How can I use this material?*

EXAMPLE

Notice how marking the text makes the major details stand out.

1990s rap
(2 common techniques)

In the 1990s one of the elements of rap music shifted toward the DJs or turntablists who created sounds by manipulating the turntables on which LPs were played. The most commonly used technique involves moving the record rapidly back and forth while it is being played. DJs battle each other in displays of virtuosity. They work with two turntables simultaneously, cutting in and out of the sound made by scratching, while the other LP is playing. . . .

Sampling involves the use of a short extract of a previous recording as a musical element in a new recording. The most commonly used samples are those of a recognizable riff or a catchy instrumental introduction from a song. Sung or spoken extracts can also be sampled. . . .

—From *Understanding Music*, Fifth Edition,
by Jeremy Yudkin

EXPLANATION As you read the text, did you notice that the passage describes a term, *turntablists*, and two characteristics of rap music? By circling the term and underlining its meaning, they are made visually clear. Similarly, circling the two characteristics and underlining the most important parts of their descriptions make the information stand out from the minor details. The marginal notes serve as labels for the marking. This process keeps the reader active and thinking. Plus, the annotations serve as a great aid to recall in the after-reading stage. Whether you circle, underline, make marginal notes, or use some combination of these methods depends on the material itself and your purpose for reading.

EXAMPLE

Which of the six thinking strategies do the handwritten, marginal notes represent?

Attempts to prevent
floods might cause
them?
What is a levee?
Like the flooding in
New Orleans during
Hurricane Katrina?
I can see this in my
mind.

PREVENTING FLOODS: FOR BETTER OR WORSE?

Human interference with the stream system can worsen or even cause floods. A prime example is the failure of a dam or an artificial levee. These structures are built for flood protection. They are designed to contain floods of a certain magnitude. If a larger flood occurs, the dam or levee is overtopped. If the dam or levee fails or is washed out, the water behind it is released to become a flash flood. The bursting of a dam in 1889 on the Little Conemaugh River caused the devastating Johnstown, Pennsylvania, flood that took some 3,000 lives. A second dam failure occurred there again in 1977 and caused 77 fatalities.

—From *Earth Science*, Thirteenth Edition, by Edward J. Tarbuck and Frederick K. Lutgens

EXPLANATION The handwritten comments demonstrate the reader's use of several thinking strategies: Predicting, monitoring and recognizing the need to correct, relating, and picturing. Using these strategies improves comprehension and demonstrates *metacognition*—awareness and control of the reading process.

EXERCISE 2

For the following passages, answer the questions and make a conscious effort to use the six strategies as you read:

1. Predict (develop hypotheses)
2. Picture (develop images)
3. Relate (link prior knowledge with new ideas)
4. Monitor (notice ongoing comprehension using metacognition)
5. Use corrective strategies (fix comprehension problems)
6. Annotate (mark the text)

Passage 1

ONCE UPON A SEPTEMBER DAY

Another meeting! One after another without coming up with a proposal that would fly.

This one took place in early September and (not surprisingly) only a few people showed up—12, to be precise. And so they talked for some days and finally came up with a plan for still another meeting, eight months hence. It was hoped this would offer sufficient time to generate interest in the matter.

They also moved the location. It was not that the September site had been unpleasant—on the contrary, the facilities were quite good—but variety in meeting places might induce more individuals to attend.

They were a relatively young group; the average age was 42. The youngest was 30 and the oldest 82 and prone to nod during long meetings. Although some were lackluster in ability, most were able and would later move to high executive positions.

They were together for 116 days, taking off only Sundays and 12 other days. And you might have guessed it: During a very hot summer they were without air conditioning. In addition to the formal sessions of the entire group, much of their work was done in committee and after hours.

There was still criticism of the final proposal. It was much too short, some argued—only 4,000 words. Four months of work and only 4,000 words! It was scarcely enough to fill a few sheets of paper. But 39 of them felt it was the best they could come up with. It was good enough to sign, which they did on the 17th day of September, 1787.

And they called their proposal the Constitution of the United States.

—From “Once Upon a September Day” by Thomas V. DiBacco,
The Los Angeles Times, September 28, 1983

1. What did you predict to be the purpose of the meeting? (Answers will vary.)
2. Who did you picture as the attendees of the meeting? (Answers will vary.)
3. The passage mentions that the site of the meeting place had been changed with the hope that more individuals would attend. Have you experienced this same problem (a meeting at which not too many people showed up)? What sort of incentives are used to induce people to attend meetings?
(Answers will vary.) Students might mention the use of refreshments and even door prizes to encourage attendance at events. Instructors sometimes award extra credit if their students attend events of this nature.
4. Why do you suppose the meeting was continued so many times?
At times, there may not have been enough participants to proceed.
Likewise, there were differences of opinion regarding the document;
it is difficult to get a number of people to agree on something.
5. Underline any part of the passage that you found confusing or that you needed to reread.
6. Did you annotate as you read? Now that you know the topic, go back and circle the clues.

Passage 2

CARBON FOOTPRINT

A person’s—or a nation’s—carbon footprint is a measure of the amount of CO₂ entering the atmosphere as a result of that person’s—or nation’s—daily activities. It includes the carbon emissions directly from our activities as well as those from the whole life cycle—production through waste disposal—of the products we use.

REDUCING YOUR DIRECT CARBON FOOTPRINT

We have the most control over carbon emissions from our own activities. How can you reduce the size of your carbon footprint? One way is to walk, ride a bicycle, or take public transportation instead of driving. When driving is necessary, carpool with others whenever possible. When you purchase appliances, choose energy efficient ones. Minimize the use of heating or cooling systems in your home by programming your thermostat and wearing clothing suited to the season. Turn off the lights when you leave a room, and shut down your computer after using it. In short, conserve energy. The environment will benefit, the exercise will improve your health, and you will save money.

—From *Biology of Humans: Concepts, Applications, and Issues*,
Sixth Edition, by Judith Goodenough and Betty McGuire

1. Had you heard the term *carbon footprint*? What did you think or predict it meant? Answers will vary.

2. According to the passage, what is the definition of *carbon footprint*?
The amount of CO₂ entering the atmosphere from a person's or nation's daily activities.

3. Which of the activities mentioned do you currently try to do?
Answers will vary.

Which can you honestly say you will try to do? Answers will vary.

4. In what other ways can a person reduce his or her carbon footprint?
Answers will vary but might include buying locally grown foods to reduce transportation costs and buying an electric or hybrid car.

5. Was there anything in the passage you didn't understand? Write it here.
Answers will vary.

6. Did you annotate the passage? _____. What label best describes the details that you underlined? Answers will vary but might include "definition" and "ways to conserve energy."

EXERCISE 3

Read the following passages and decide whether you agree or disagree with their messages. You are giving your *reactions* to the ideas, so there are no right or wrong answers. Think and react.

Passage 1

GENDER DIFFERENCES

Men and women differ with respect to gossip, according to Deborah Tannen in *You Just Don't Understand: Women and Men in Conversation*. It isn't that one group gossips and the other does not. It is the subjects of their talks. "When most men talk to their friends or on the phone," Tannen says, "they may discuss what's happening in business, the stock market, the soccer match, or politics. For most women, getting together and talking about their feelings and what is happening in their lives is at the heart of friendship."

Men and women differ when it comes to lecturing and listening. Experimental studies support Tannen in finding that "men are more comfortable than women in giving information and opinions and speaking in an authoritative way to a group, whereas women are more comfortable than men in supporting others."

—From *You Just Don't Understand: Women and Men in Conversation*
by Deborah Tannen

1. What is the message? Men and women differ in their approach to gossip, lecturing, and listening.
2. Why do you agree or disagree with these assertions of gender differences on gossip, lecturing, and listening?
 - (a) Gossip? (Answers will vary.)
 - (b) Lecturing? (Answers will vary.)
 - (c) Listening? (Answers will vary.)

Passage 2

MY LIFE IS GONE: ONE CRANK USER'S STORY

Twenty-five-year-old Jennifer Smith hasn't a clue whether it is night or day. A regular user of "crank" or methamphetamine, Smith has been wide awake for five days.

On Monday night, she left her three-year-old daughter at a friend's house, promising to be back before long. Then the drug ride started. Crank produces a high that keeps the user madly active to the point of forgetting about time, ignoring food, and even neglecting children.

Now Jennifer sits on a barstool, gulping shots of bourbon in the hope that the drinks will calm her nerves. She looks around for her boyfriend, forgetting that he ditched her two days ago. She wonders, too, what happened to her purse, in which she had a child support check she hoped would pay for more drugs.

Smith strikes up a conversation with a man she has known for several years. "Crank makes you lose everything," she stammers, reaching for the rest of her bourbon.

What has she lost? The list begins with her purse and her boyfriend and includes her good looks, her job, her hopes for the future, and most important, the child she calls her "little angel."

“I’m not afraid, though,” she says, shaking her head. “I’ve cranked for seven years. . . . I’m getting pretty used to losing everything.”

—From *Social Problems*, Fifth Edition, by John J. Macionis
Pearson Education, Inc.

1. What is the message? Jennifer has a drug problem that has serious, negative influences on her life.
2. Do you have any sympathy for Jennifer? Explain. (Answers will vary.)
3. Do you think of Jennifer’s situation mainly as a personal problem or a social problem? Why? (Answers will vary.)

1240L/1140 words

INTELLIGENCE: WHAT MATTERS IN EARLY ADULTHOOD?

Your year on the job has been generally favorable. Performance ratings for your department are at least as good as they were before you took over and perhaps even a little better. You have two assistants. One is quite capable. The other just seems to go through the motions and is of little real help. Even though you are well liked, you believe that there is little that would distinguish you in the eyes of your superiors from the nine other managers at a comparable level in the company. Your goal is rapid promotion to an executive position.

HOW DO YOU MEET YOUR GOAL?

The way young adults answer this question has a great deal to do with their future success, according to psychologist Robert Sternberg. The question is one of a series designed to assess a particular type of intelligence that may have more impact on future success than the type of intelligence measured by traditional IQ tests.

Traditional intelligence tests, which yield an IQ score, tend to focus on the ability to use data and previously learned information to solve problems. Yet increasing evidence suggests that a more useful measure than IQ tests, particularly when looking for ways to compare and predict adult success, is the component relating to the context—the aspect of intelligence that has come to be called practical intelligence.

PRACTICAL AND EMOTIONAL INTELLIGENCE

According to researcher Robert Sternberg, the IQ score that most traditional tests produce relates quite well to academic success. However, IQ seems to be unrelated to other types of achievement, such as career success. For example, although it is clear that success in business settings requires some minimal level of the sort of intelligence measured by IQ tests, the rate of career advancement and the ultimate success of business executives are only slightly related to IQ scores.

1 type of intelligence

2 more types

Def 25 Sternberg contends that success in a career necessitates a type of intelligence—called practical intelligence—that is different from that involved in traditional academic pursuits. While academic success is based on knowledge of particular types of information, obtained largely from reading and listening, **practical intelligence** is learned primarily by observing others and modeling their behavior. People who are high in practical intelligence have a good “social radar.” They are able to understand and handle even new situations effectively, reading people and circumstances insightfully, based on their previous experiences.

Def 30 Related to this sort of mental ability is another type of intelligence involving emotional domains. **Emotional intelligence** is the set of skills that underlies the accurate assessment, evaluation, expression, and regulation of emotions. Emotional intelligence is what gives some people the ability to get along well with others, to understand what others are feeling and experiencing, and to respond appropriately to the needs of others. It permits person to tune into others’ feelings, allowing an individual to respond appropriately. Emotional intelligence is also of obvious value to career and personal success as a young adult.

* Young adults

Another type?

CREATIVITY: NOVEL THOUGHT

40 The hundreds of musical compositions of Wolfgang Amadeus Mozart, who died at the age of 35, were largely written during early adulthood. The same is true of many other creative individuals: Their major works were produced during early adulthood.

* Young adults

45 One reason for the higher productivity of early adulthood may be that *after* early adulthood, creativity can be stifled by a situation that psychologist Sarnoff Mednick described as “familiarity breeds rigidity.” By this he meant that the more people know about a subject, the less likely they are to be creative in that area. According to such reasoning, people in early adulthood may be at the peak of their creativity because many of the problems they encounter on a professional level are novel—or at least new *to them*. As they get older, however, and become more familiar with the problems, their creativity may be stymied.

50 Not everybody, however, seems to have this problem. Many people do not reach their height of creativity until much later in life. For instance, Buckminster Fuller did not devise his major contribution, the geodesic dome, until he was in his 50s. Frank Lloyd Wright designed the Guggenheim Museum in New York at age 70. Charles Darwin and Jean Piaget were still writing influential works well into their 70s, and Picasso was painting in his 90s. Furthermore, when we look at overall productivity, as opposed to the period of a person’s most important output, we find that productivity remains fairly steady throughout adulthood, particularly in the humanities.

Def 60 Overall, the study of creativity reveals few consistent developmental patterns. One reason for this is the difficulty of determining just what constitutes an instance of **creativity**, which is defined as the combination of responses or ideas in novel ways. Because definitions of what is “novel” may vary from one person to the next, it is hard to identify a particular behavior clearly as creative.

65 That problem hasn’t stopped psychologists from trying. For instance, one important component of creativity is a person’s willingness to take risks that may result in potentially high payoffs. Creative people are like successful stock market investors, who try to follow the “buy low, sell high” rule. Creative people develop and endorse ideas that are unfashionable or regarded as unwise. They assume that eventually others will see the value of the ideas and embrace them. According to this theory, creative adults take a fresh look at ideas or problem solutions that might initially be discarded, particularly if the problem is a familiar one. They are flexible enough to move away from the way they have typically done things and to consider new approaches and opportunities.



Profound events such as the birth of a child or the death of a loved one can stimulate cognitive development by offering an opportunity to reevaluate our place in the world. What are some other profound events that might stimulate cognitive development?

Harmful or helpful effects?

LIFE EVENTS AND COGNITIVE DEVELOPMENT

75 Marriage. The death of a parent. Starting a first job. The birth of a child. Buying a house. The course of life comprises many events such as these important milestones on the path through the life span. Such occurrences, whether they are welcome or unwanted, clearly may bring about stress. But do they also cause cognitive growth?

80 Although the research is still spotty, some evidence suggests that major life events may lead to cognitive growth. For instance, the birth of a child—a profound event—may trigger fresh insights into the nature of one’s relationships with relatives and ancestors, one’s broader place in the world, and the role one has in perpetuating humanity. Similarly, the death of a loved one may cause people to reevaluate what is important to them and to look anew at the manner in which they lead their lives.

85 Experiencing the ups and downs of life events may lead young adults to think about the world in novel, more complex and sophisticated, and often less rigid ways. Rather than applying formal logic to situations—a strategy of which they are fully capable—they apply the broader perspective of postformal thought, seeing trends and patterns, personalities and choices. Such thinking allows them to deal more effectively with the complex social worlds of which they are a part.

(1,140 words)

—From *Development across the Life Span*, Eighth Edition,
by Robert S. Feldman

Name _____

Date _____

COMPREHENSION QUESTIONS

Answer the following with *a*, *b*, *c*, or *d*, or fill in the blank. To help you analyze your strengths and weaknesses, the question types are indicated.

- Main Idea d 1. Which of the following best states the main point of the selection?
- Traditional IQ tests are good predictors of adult success.
 - The best predictor of career success is creativity.
 - Researchers are developing a series of tests that measure practical and emotional intelligence.
 - Several types of intelligence and early adult experiences influence success and cognitive growth.

- Detail b 2. Which type of intelligence do traditional IQ tests best measure?
- Practical intelligence
 - Academic intelligence
 - Creative intelligence
 - Emotional intelligence

- Inference a 3. The term *social radar* likens the ability to detect _____ to the more familiar radar that detects an object like an incoming airplane.
- another person's emotions
 - a person's knowledge of facts
 - creativity
 - practical abilities

- Author's Purpose d 4. What is the primary purpose of this selection?
- To convince employers to consider characteristics other than academic intelligence in hiring
 - To assure readers that academic intelligence is not necessarily a predictor of career success
 - To promote the development and use of intelligence tests other than traditional IQ tests
 - To inform readers of recent findings about types of intelligence and life events and the roles they have in early adulthood.

- Inference c 5. The information in the selection suggests that perhaps the most important intelligence to look for in a spouse is _____.
- practical intelligence
 - academic intelligence
 - emotional intelligence
 - creativity

- Detail** c 6. The selection specifically mentions which types of intelligence as especially helpful for personal and career success in early adulthood?
- a. Practical and academic intelligence
 - b. Academic and emotional intelligence
 - c. Emotional and creative intelligence
 - d. Practical and creative intelligence

- Main Idea** b 7. Which sentence best states the main point of the section “Life Events and Cognitive Development”?
- a. Marriage, starting a first job, and the death of a parent are typical life events of early adulthood.
 - b. Events such as marriage, the birth of a child, and a new job are stressful but can create cognitive growth in early adulthood.
 - c. Happy life events such as marriage or the birth of a child can be as stressful as unwelcome events such as a death in the family.
 - d. Formal logic is the best way to approach stressful life events.

Answer the following with *T* (true) or *F* (false).

- Detail** F 8. According to the article, everyone reaches his or her peak of creativity in early adulthood.
- Inference** T 9. Researcher Robert Sternberg is most likely a psychologist.
- Detail** T 10. The lives of Pablo Picasso, Charles Darwin, and Frank Lloyd Wright show that high creative productivity is not necessarily limited to early adulthood.

VOCABULARY

Answer the following with *a*, *b*, *c*, or *d* for the word or phrase that best defines the boldface word used in the selection. The number in parentheses indicates the line of the passage in which the word appears. In addition to the context clues, use a dictionary to define the technical terms more precisely.

- | | |
|--|--|
| <u> a </u> 1. “is the component ” (14) | <u> b </u> 3. “emotional domains ” (31) |
| a. part | a. home territories |
| b. combination | b. areas of influence |
| c. concept | c. powers |
| d. idea | d. skills |
| <u> c </u> 2. “relating to the context ” (14) | <u> a </u> 4. “higher productivity ” (41) |
| a. definition | a. output |
| b. academic language | b. fertility |
| c. surrounding conditions | c. employability |
| d. happiness | d. energy |

- d 5. “can be **stifled**” (42)
 a. encouraged
 b. grown
 c. developed
 d. quieted
- a 6. “familiarity breeds **rigidity**” (43)
 a. inflexibility
 b. creativity
 c. inventiveness
 d. boredom
- c 7. “are **novel**” (46)
 a. entertaining
 b. difficult
 c. new
 d. written
- a 8. “may be **stymied**” (48)
 a. blocked
 b. unwelcome
 c. enhanced
 d. improved
- d 9. “in the **humanities**” (56)
 a. world
 b. population
 c. sciences
 d. liberal arts
- c 10. “**cognitive** growth” (75)
 a. physical
 b. creative
 c. relating to thinking
 d. emotional

Your instructor may choose to give a brief vocabulary review.

1270L/834 words

RUN THE RACE . . . IT'S YOURS TO RUN



While working on my doctoral degree, I learned many different aspects of fluid dynamics, material processing, and hydrodynamic stability, but more importantly I learned a lot about myself and about life. The myopic view which accompanies our youth presents us with a Superman-type attitude of invincibility that is assisting in our daily defeat academically, socially, and psychologically. Education is a lifelong process that does not end with the presentation of a sheepskin after a finite time of instruction and examinations. After 10 years of college and four technical degrees, I had the virtues of sacrifice and perseverance instilled in me. Matriculation at two institutions has taught me that life is a race; not a 100-yard dash, but a marathon with hills and hurdles that challenge you physically and mentally. To run and win a marathon, one must continue to train, because the course is never the same, and the challenges are forever increasing.

Real model not a role model?

In any race, inspiration, endurance and models are needed. I am not speaking of a role model but a real model, someone who has run the race and fought the battles and won! Presently, we live in an information age where corporate takeovers and downsizing are staples of Corporate America's culture. Advances in computers, communications, and transportation are transforming national markets into global markets, and the number of employees necessary to perform identical tasks of 10 years ago is continuously decreasing. At the end of the day, at the end of the race, who will be the last one standing? Real models of perseverance, strength, and character are needed not only to demonstrate how to run the race of life, but also to present us with functional, honest reasons why we should run this race.

Impressive accomplishment!

Who is my real model?

25 Today many of our youth are choosing not to run in any race. Many of us are questioning the necessity or validity of a college degree or post-baccalaureate studies. When I graduated from high school with an 800 Scholastic Aptitude Test (SAT) score and began Morehouse College in remedial reading, there were not too many people betting that four years later I would graduate number one in mathematics, number five in the graduating class, magna cum laude, and a member of Phi Beta Kappa National Honor Society. Well, as a little “happy-headed boy” growing up in the inner city of New Orleans, I spent endless hours searching for someone, a real model, that I could emulate, model myself after, and call my hero. After years of searching, I found a person whom I could hold responsible for the successful course that my life has taken. This man took me, unformed and shapeless, and molded me into a young man who is physically and psychologically prepared to take on the trials and tribulations that life has in store for me. This remarkable person, this remarkable man, is my father. Through his life experiences, he transformed my line of thinking, value system, and motivation.

40 The son of a sharecropper and one of 14 children, he could not attend school regularly because he had to pick cotton from sun up to sun down to help support his family in St. Francisville, Louisiana. Although he only completed junior high school, he is the co-owner of a successful business. He often tells me how each day on his way to the fields he would cry and pray that tomorrow he would be able to attend school. We often laugh together when he tells me that the only time he made an “A” or a “B” in school was when he received an “A” for absent or a “B” for boy. Therefore, when I think of his accomplishments and all of the adversity he had to overcome, I realize that the seemingly impossible is actually possible. He has made me realize that an education is something that everyone does not have the opportunity to obtain. It is an opportunity that all of us should cherish! Over the years, people often wondered why I study so hard and so long. The reason is that a long time ago I realized that I am not attending school just for Calvin Mackie; I am attending school for my mother, my father, and everyone else who did not have that opportunity.

55 Every Sunday, I anxiously wait for his call to inspire me to take on the world and all of its challenges. No, during our conversations his subjects and verbs do not always agree. No, he does not have a M.D., Ph.D., J.D. or D.D.S., but he is the greatest man that I know and love. So, this is one man’s story, proof that the race of life is not won by the swiftest or the strongest, the smartest or the slickest, but by those who endure to the end. So straight from the heart, brothers and sisters, run the race and shun not the struggle, for you have been the lucky ones chosen to run. Run the race of life—for it’s yours to run!

(834 words)

—From *The Black Collegian*, by Calvin Mackie, PhD

Name _____

Date _____

COMPREHENSION QUESTIONS

Answer the following with *a*, *b*, *c*, or *d*, or fill in the blank. To help you analyze your strengths and weaknesses, the question types are indicated.

- Main Idea b 1. The best statement of the main idea of this selection is
- Dr. Mackie’s father did not have a college education, but he became a successful businessman.
 - With inspiration, endurance, and a “real model,” you can succeed in the race of life.
 - Every person faces difficulties in life.
 - Dr. Mackie’s father provided inspiration and confidence for his son.

- Detail c 2. Dr. Mackie graduated college with what distinction?
- a. First in his graduating class
 - b. Fourth in his graduating class
 - c. Fifth in his graduating class
 - d. Last in his graduating class
- Detail d 3. How long was Dr. Mackie in college and graduate school?
- a. Four years
 - b. Five years
 - c. Eight years
 - d. Ten years
- Inference a 4. Based on the selection, which of the following would Dr. Mackie consider to be the best “real model”?
- a. A person who struggled in school and graduated
 - b. The owner of a company handed down through his or her family
 - c. The smartest person in the high school class
 - d. A good looking, successful teen idol
- Main Idea c 5. The main point of the second paragraph is which of the following?
- a. Advances in technology are reducing the number of jobs available.
 - b. Corporate takeovers and downsizing are part of corporate America.
 - c. Models of strength and character are needed to show how and why to try our best.
 - d. Be the last one standing at the end of the race.
- Detail b 6. Dr. Mackie’s father finished which level of schooling?
- a. Fourth grade
 - b. High school
 - c. One year of college
 - d. Junior high school
- Inference d 7. We can infer from the selection that
- a. Dr. Mackie found that high school was fairly easy.
 - b. Dr. Mackie was not a strong student in high school.
 - c. Dr. Mackie found that college was fairly easy.
 - d. Dr. Mackie’s greatest academic strength was reading.

Answer the following with *T* (true) or *F* (false).

- Inference F 8. Dr. Mackie knew as a young child that his father was his best “real model.”
- Detail T 9. Dr. Mackie scored 800 on the SAT.
- Detail T 10. Dr. Mackie was a member of Phi Beta Kappa.

VOCABULARY

Answer the following with *a*, *b*, *c*, or *d* for the word or phrase that best defines the boldface word used in the selection. The number in parentheses indicates the line of the passage in which the word appears. In addition to the context clues, use a dictionary to define the technical terms more precisely.

- b 1. “the **myopic** view” (4)
a. farsighted
b. nearsighted
c. optimistic
d. immature
- a 2. “attitude of **invincibility**” (5)
a. unable to be defeated
b. weakness
c. uncertainty
d. snobbery
- b 3. “presentation of a **sheep-skin**” (8)
a. coat
b. grade
c. rug
d. diploma
- c 4. “sacrifice and **perseverance**” (10)
a. loyalty
b. kindness
c. determination
d. honesty
- b 5. “**Matriculation** at two institutions” (11)
a. failure
b. admission
c. success
d. graduation
- b 6. a **marathon** with hills (12)
a. short run
b. easy task
c. 100-yard dash
d. long-distance race
- c 7. “all of us should **cherish**” (49)
a. attack
b. fear
c. treasure
d. respect
- a 8. “**adversity** he had to overcome ” (46)
a. hatred
b. hardships
c. prejudice
d. disabilities
- d 9. “model that I could **emulate**” (32)
a. admire
b. respect
c. love
d. follow
- d 10. “won by the **swiftest**” (56)
a. most determined
b. smartest
c. strongest
d. fastest

Your instructor may choose to give a brief vocabulary review.

SILENT SPRING

What is the purpose of this paragraph?

5

There was once a town in the heart of America where all life seemed to live in harmony with its surroundings. The town lay in the midst of a checkerboard of prosperous farms, with fields of grain and hillsides of orchards where, in spring, white clouds of blossom drifted above the green fields. . . . The countryside was, in fact, famous for the abundance and variety of its bird life, and when the flood of migrants was pouring through in spring and fall, people traveled from great distances to observe them. . . . So it had been from the days many years ago when the first settlers raised their houses, sank their wells, and built their barns.

Why did Carson choose this chapter title?

10

These are words from the classic book *Silent Spring*, written by biologist Rachel Carson to open her first chapter, which she titled “A Fable for Tomorrow.” After painting this idyllic picture, the chapter goes on to describe “a strange blight” that began to afflict the town and its surrounding area. Fish died in streams, farm animals sickened and died, families were plagued with illnesses and occasional deaths. The birds had disappeared, their songs no longer heard—it was a “silent spring.” And on the roofs and lawns and fields remnants of a white powder could still be seen, having fallen from the skies a few weeks before.

15

Rachel Carson explained that no such town existed, but that all of the problems she described had already happened somewhere, and that there was the very real danger that “. . . this imagined tragedy may easily become a stark reality we all shall know.” She published her book in 1962, during an era when pesticides and herbicides were sprayed widely on the landscape to control pests in agricultural crops, forests, towns, and cities. In *Silent Spring*, Carson was particularly critical of the widespread spraying of DDT. This pesticide was used to control Dutch elm disease, a fungus that invades trees and eventually kills them. The fungus is spread by elm bark beetles, and DDT was used to kill the beetles. In towns that employed DDT spraying, birds began dying off, until in some areas people reported their yards were empty of birds. Thousands of dead songbirds were recovered and analyzed in laboratories for DDT content; all had toxic levels in their tissues. DDT was also employed in spraying salt marshes for mosquito control, and the result was a drastic reduction in the fish-eating bald eagle and osprey.

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25



A worker in Korat, Thailand, sprays DDT to kill mosquitoes that carry malaria, encephalitis, Dengue fever, and the Zika virus.

FALLOUT

30 Rachel Carson brought two important qualities to her work: she was very careful to document every finding reported in the book, and she had a high degree of personal courage. She was sure of her scientific claims, and she was willing to take on the establishment and defend her work. In spite of the fact that her work was thoroughly documented, her book ignited a firestorm of criticism from the chemical and agricultural establishment. Even respected institutions such as the American Medical Association joined in the attack
35 against her.

Why such strong objections?

Results of Carson's book

ACTION

40 Despite this criticism, *Silent Spring* caught the public's eye, and it quickly made its way to the President's Science Advisory Committee when John F. Kennedy read a serialized version of it in the *New Yorker* magazine. Kennedy charged the committee with studying the pesticide problem and recommending changes in public policy. In 1963, Kennedy's committee made recommendations that fully supported Carson's thesis. Congress began holding hearings, public debate followed, and Carson's voice was joined by others who called for new policies to deal not only with pesticides, but also with air and water pollution and more protection for wild areas.

45 Finally, in 1969, Congress passed a bill known as the Environmental Policy Act, the first legislation to recognize the interconnectedness of ecological systems and human enterprises. Shortly after that, a commission appointed by President Richard Nixon to study environmental policy recommended the creation of a new agency that would be responsible for dealing with air, water, solid waste, the use of pesticides, and radiation standards. The new agency, called the Environmental Protection Agency (EPA), was given
50 a mandate to protect the environment, on behalf of the public, against pressures from other governmental agencies and from industry. The year was 1970, the same year that 20 million Americans celebrated the first Earth Day.

55 In what must be seen as a triumph of Rachel Carson's work, DDT was banned in the United States and most other industrialized countries in the early 1970s. Unfortunately, Rachel Carson did not live long after her world-shaking book was published; she died of breast cancer in 1964. Her legacy, however, is a lasting one: she is credited with initiating major reforms in pesticide policy as well as an environmental awareness that eventually led to the modern environmental movement and the creation of the EPA.

(787 words)

—From *Environmental Science: Toward a Sustainable Future*, Thirteenth Edition, by Richard T. Wright and Dorothy F. Boorse

Name _____

Date _____

COMPREHENSION QUESTIONS

Answer the following with *a*, *b*, *c*, or *d*, or fill in the blank. To help you analyze your strengths and weaknesses, the question types are indicated.

- Main Idea c 1. Which of the following best states the main point of the entire selection?
- a. DDT was banned and the Environmental Protection Agency was formed as a result of *Silent Spring*.

- b. *Silent Spring* stirred up strong controversy.
- c. Rachel Carson's book, *Silent Spring*, led to important changes in environmental policy.
- d. Rachel Carson should be remembered as a devoted supporter of the environment.

- Author's Purpose — a 2. What was Carson's purpose in describing the imaginary town in the first paragraph?
- a. To set up a strong emotional contrast between the town before and, in a later paragraph, after the use of DDT
 - b. To make readers want to live in a place like she described
 - c. To inform readers of the factual details of the town before DDT
 - d. To entertain readers with a description of an ideal American town, possibly like their own towns

- Inference — b 3. What does the chapter title "A Fable for Tomorrow" suggest?
- a. That this is a true story
 - b. That this is a story about what might happen in the future
 - c. That this will be an essay designed to persuade
 - d. That the chapter is intended to be read by children

- Inference — d 4. Which of the following is the strongest scientific evidence mentioned in the selection that connects DDT to harmful environmental effects?
- a. Mosquito populations decreased in areas where DDT had been sprayed.
 - b. Large numbers of dead fish were found in areas where DDT was widely used.
 - c. Dutch elm disease was well controlled in areas sprayed with DDT.
 - d. The tissue of dead birds in areas where DDT was widely used contained high levels of DDT.

- Detail — d 5. Which of the following is NOT mentioned as publicly criticizing *Silent Spring*?
- a. The American Medical Association
 - b. The chemical industry
 - c. The agricultural establishment
 - d. The *New Yorker* magazine

- Main Idea — b 6. What is the main point of the section titled "Fallout"?
- a. Rachel Carson carefully documented every scientific finding in *Silent Spring*.
 - b. Carson was thorough in her work on *Silent Spring* and confidently defended it against strong resistance.
 - c. Criticism of the claims made in *Silent Spring* came from several factions.
 - d. Medical professionals were especially critical of the claims made in *Silent Spring*.

- Detail** c 7. Which of the following was NOT an outcome of Rachel Carson's book *Silent Spring*?
- In 1969, Congress passed the Environmental Policy Act.
 - In 1970, the Environment Protection Agency was established.
 - By the 1970s, Dutch elm disease was finally stopped in the United States.
 - In the early 1970s, DDT was banned in the United States and in other countries.

Answer the following with *T* (true) or *F* (false).

- Inference** T 8. The chemical and agricultural industries' resistance to Carson's claims in *Silent Spring* was probably due to fears of lost sales.
- Detail** F 9. The Environmental Protection Agency was established under President John F. Kennedy.
- Detail** T 10. Rachel Carson's work has been credited with beginning the environmental movement in the United States.

VOCABULARY

Answer the following with *a*, *b*, *c*, or *d* for the word or phrase that best defines the boldface word used in the selection. The number in parentheses indicates the line of the passage in which the word appears. In addition to the context clues, use a dictionary to define the technical terms more precisely.

- | | |
|--|---|
| <p><u> a </u> 1. "A Fable for <i>Tomorrow</i>" (10)</p> <ol style="list-style-type: none"> Story with a lesson Prediction of the future Warning of danger Demand for change | <p><u> d </u> b. mounds</p> <p>c. puddles</p> <p>d. flakes</p> |
| <p>2. "this idyllic picture" (10)</p> <ol style="list-style-type: none"> frightening rural imaginary peaceful | <p><u> c </u> 5. "pesticides and herbicides" (19)</p> <ol style="list-style-type: none"> chemicals used to treat disease plant and grass killers chemicals used to kill insects animal control product |
| <p><u> a </u> 3. "a strange blight" (11)</p> <ol style="list-style-type: none"> disease influence light criminal | <p><u> b </u> 6. "pesticides and herbicides" (19)</p> <ol style="list-style-type: none"> insect killers chemical weed and plant killers animal control product disease medications |
| <p><u> a </u> 4. "remnants of a white powder" (14)</p> <ol style="list-style-type: none"> small remaining amounts | |

c 7. “that **employed** DDT spraying” (24)
a. banned
b. started
c. used
d. approved

d 8. “take on the **establishment**” (31)
a. government
b. popular ideas
c. police force
d. people or groups in power

c 9. “given a **mandate**” (50)
a. an idea
b. a grant
c. an order
d. a committee

a 10. “Her **legacy**” (56)
a. gift
b. impression
c. research
d. career

Your instructor may choose to give a brief vocabulary review.

VOCABULARY LESSON

Not, Not, and Not

Study the following prefixes, words, and sentences.

Prefixes *in, im*: not *dis*: not *un*: not

Words with *in* or *im* = not

Can *invisible* fences restrain pets? Will the *inability* to type help you with the computer?

- inadequate: not enough

Having *inadequate* health care causes many flu victims to go untreated.

- inaccessible: not able to be reached

Some mountain areas are *inaccessible* except by foot.

- inclement: not mild

Keep an umbrella handy for *inclement* weather.

- intolerable: not bearable

Children learn by suffering consequences for their *intolerable* behaviors.

- inhospitable: not welcoming

The *inhospitable* island was cold, windy, and barren.

- insatiable: cannot be satisfied

Young readers have an *insatiable* desire for more Harry Potter books and movies.

- improbable: not likely to occur

Because of overbooking, a doctor’s appointment today is *improbable*.

- immoral: not conforming to accepted standards of right and wrong.
The politician's *immoral* actions were scorned by the voters.
- impassable: blocked
With the bridge washed out from the flood, the road was *impassable*.
- immortal: cannot die
An *immortal* flame burns to honor the assassinated president.
- immobilize: render unable to move
The zookeepers had to *immobilize* the lion before treating its infected foot.

Words with *dis* = *not*

Do the tabloids *dishonor* celebrities? Can you *disclaim* a relative?

- disarm: take weapons away
The troops were *disarmed* after the surrender.
- disadvantage: handicap
The major *disadvantage* of the sofa is that its light-colored fabric easily shows dirt.
- discredit: cause disbelief in
To *discredit* his character, the opposition circulated a rumor about drugs.
- disgrace: shame
With an indictment pending, the mayor resigned in *disgrace*.
- disloyal: unfaithful
The *disloyal* employee revealed company secrets.
- distrust: doubt
If you *distrust* the management, don't invest your money in the company.
- disconcerted: upset
The workers were *disconcerted* and even angry about the computer virus.
- disregard: not pay attention to
If you have already paid, please *disregard* this bill.
- dissolved: melted away
The sugar *dissolved* into the hot espresso.
- disinherit: to deny an inheritance
Few parents will *disinherit* a child.

Words with *un* = *not*

Is an *unsaid* rule clearly stated? Is an *uneducated* guess mostly luck?

- unable: not having the ability
Because of a shortage, the company was *unable* to ship the software.
- unabridged: not shortened
For the derivation of words, use an *unabridged* dictionary.

- unaffected: not touched
Although we saw the funnel, our house was *unaffected* by the tornado.
- unaltered: not changed
With no additional work, the original plans remain *unaltered*.
- untouchable: cannot be touched
The children were told that the food was *untouchable* until the guests arrived.

Review

Part I

Answer the following with *T* (true) or *F* (false).

- F 1. An abridged dictionary contains more than an unabridged dictionary.
- F 2. Counties seek inaccessible voting locations for citizens.
- T 3. A disinherited relative receives no gift from the deceased.
- F 4. An invisible correction can be easily detected.
- T 5. To discredit a source is to cast doubt on its worth.
- F 6. Renters usually desire intolerant landlords.
- T 7. An immobilized elephant is unlikely to charge.
- T 8. An unaltered proposal remains in its original format.
- F 9. Disloyal fans boost the morale of a team.
- T 10. Powdered milk will dissolve in water.

Part II

Choose the best word from the list to complete each of the following sentences.

inadequate	disregard	unaffected	immoral	disgrace
impassable	disarm	inclement	untouchable	disconcerting

11. The three-foot snow left the roads impassable .
12. Humor can disarm the anger of a complaining customer.
13. The inclement weather did not stop the snow skiers from skiing.
14. The immoral actions of the spouse were grounds for the divorce.
15. In a museum, signs indicate that the paintings are untouchable .
16. By not traveling, they were unaffected by the hotel shortage.
17. The disconcerting protesters rudely interrupted the speaker.
18. Spenders who disregard a budget may soon be in debt.

19. To get good grades, do not take tests with inadequate preparation.
20. When convicted of the crime, the defendant hung her head in disgrace.

EXERCISE 1

Refer to the preceding photo on page 75 to answer the following questions.

1. Do you think this book was on *The New York Times* Best Sellers list?
Yes, because it is part of an international bestselling trilogy of books by the author.
2. Who is the author? Stieg Larsson
3. What is the book's topic? Based on the testimonial on the cover of the book, this book is a thriller.
4. Is this book fiction or nonfiction? (See the definitions that follow if you are not sure.) Justify your response. This book is fiction because the testimonial on the cover says the book has a "gripping plot and deeply intriguing characters".

EXERCISE 2

Visit a local bookstore or log on to an online bookstore and pretend you have \$100 to spend on books. Review both fiction and nonfiction books, and make your choices. Record the title and author of each book you select, as well as a one- or two-sentence summary of what you think the book will be about and why you may want to read it.