

Global Connections

INTERNATIONAL
COOKING CONTEST

.....
ONLY on the World Food Network
.....

“We... have a cultural phenomenon: the emergence of a global culture, or of cultural globalization.”

Peter L. Berger
Austrian-American sociologist

Who in the world is the best chef?

Famous chefs from 15 countries will come together, seeking the title of

WORLD'S BEST CHEF."

Using the freshest ingredients, these chefs and their assistants will compete to assemble the most creative, surprising, and delicious dish. *Who will win?*

Be watching on Channel 7, April 23-25!

In this CHAPTER

In Part 1, you will read about changes in the global food supply that influence what we eat. In the rest of the chapter, you will read about, discuss, and explore globalization—the spreading and mixing of the world's cultures due to travel, trade, and technology.



Connecting to the Topic

- 1 What foods do you see in this brochure? Who do you think these people are?
- 2 What foods do you eat that come from other countries? Do you sometimes watch cooking shows on TV?
- 3 In what ways does the world now have a "global culture?" In what ways do you have access to other cultures? For example, do you know of any TV shows that come from other countries?

Globalization and Food

Before You Read



1 Previewing the Topic In small groups, discuss the questions.

1. What are some differences between the foods that you eat and foods that your great-great grandparents probably ate?
2. What foods can you find at a food court*? Which ones are from other countries? Make a list. What are your favorite international foods?
3. Do you think that people today have access to a greater or smaller variety of foods than in the past? Why?



2 Previewing Vocabulary Read the words and phrases below. Listen to the pronunciation of each word. Put a check mark (✓) next to the words you don't know. Don't use a dictionary.

Nouns

- | | |
|-------------------------------------|------------------------------------|
| <input type="checkbox"/> benefit | <input type="checkbox"/> nutrients |
| <input type="checkbox"/> consumer | <input type="checkbox"/> obstacle |
| <input type="checkbox"/> extinction | <input type="checkbox"/> shift |
| <input type="checkbox"/> fuel | <input type="checkbox"/> staples |
| <input type="checkbox"/> livestock | |

Verbs

- | |
|-------------------------------------|
| <input type="checkbox"/> contribute |
| <input type="checkbox"/> shift |

Adverb

- | |
|--|
| <input type="checkbox"/> approximately |
|--|

Expression

- | |
|----------------------------------|
| <input type="checkbox"/> in turn |
|----------------------------------|

Adjectives

- | |
|-------------------------------------|
| <input type="checkbox"/> endangered |
| <input type="checkbox"/> processed |



3 Previewing the Reading Look over the reading on pages 119–121. Discuss these questions with a partner.

1. What is the topic of the whole reading? (Look at the title of the reading.)
2. What are the five subtopics? (Look at the heading of each paragraph B–F.)
3. Which foods in this article does your country import? Which foods does your country export?

Read



4 Reading an Article As you read the following article, think about the answer to this question: *How—and why—is our diet changing?*

Read the selection. Do not use a dictionary. Then do the exercises that follow the reading.

*The photo on page 119 shows a food court.

Globalization and Food

A We often hear about the world's "changing diet," and we think of this as a modern concept, but in a sense, the human diet has *always* been changing. The banana, for example, whose origins appear to be in the region that today is Malaysia, traveled to India, where Alexander the Great first tasted it; his soldiers brought it back to Greece in about 350 B.C. The potato had been grown in South America for thousands of years before the Spanish brought it back to Europe in 1570. Increasing travel and trade, **in turn**, took both the banana and the potato to all corners of the world. It is true, however, that globalization is changing our diet faster than ever before.



▲ An international food court

Our Diet Today

B In several ways, our modern diet differs from that of our great-great grandparents. Today, we have access to more kinds of foods from other countries. (The favorite food of many people worldwide? Pizza.) These days, we also have more fast foods and more take-out foods than in the

Favorite Cuisines Worldwide	Top Food Commodities
• Italian	• Rice 
• Chinese	• Wheat 
• Indian	• Maize (corn) 
• Mexican	• Bananas 

past. More people are moving to urban areas, where they spend a lot of time both working and commuting to work, so there is less time to cook. Buying fast food and take-out food saves **consumers** time, and it also saves the cost of cooking **fuel**. Another change in the modern diet is a **shift** from traditional **staples** (basic, important foods) to more **processed** foods, which have chemicals or colorings added to preserve them, improve the taste, or make them look attractive. In many countries, foods

that were staples in the past, such as tubers and root vegetables, are often replaced by rice—and rice, in turn, is replaced by wheat products, like ready-made bread, which doesn't have as many **nutrients** as the traditional tubers.

Loss of Variety

C Visit an international food court in almost any country, and it might *seem* that we have a greater variety of foods than in the past. You'll find foods from Mexico, Thailand, Japan, Italy, India, Korea, China, the United States, and so on. Our great-great grandparents did not have access to so many cuisines. Surprisingly, though, there are far *fewer* varieties of many foods than in the past. Imagine—our great-great grandparents may have tasted types of rice, corn, potatoes or bananas that we will never experience.

Did You Know?

- Almost 96% of the commercial vegetable varieties available in 1903 are now extinct.
- Today, 75% of the world's food comes from only 12 plants and five animal species.
- Humans rely on just three plant crops—rice, wheat, and maize—for more than half of the world's food.

Source: FAO (Food and Agriculture Organization of the United Nations)

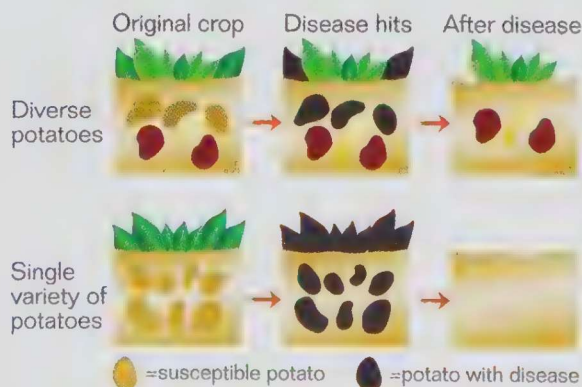
For example, according to primalseeds.org, there were 8,000 traditional varieties of rice in China in 1949. By 1970, there were only 50. In the Philippines, too, thousands of kinds of rice have been lost. Mexico has lost approximately 80% of its varieties of maize. There are also *thousands* of other food crops—fruits, vegetables, nuts, and honey—and varieties of **livestock** (such as sheep and chickens) that are on the path to **extinction**. Unlike our ancestors, we might never have the opportunity to taste Melipona bee honey from Argentina, a Masakari pumpkin from Japan, a Ribera vanilla orange from Italy, or Dominique chicken from the United States. As Jeff Bentley, of the BBC, puts it, “Our generation” is killing ancient crops “which fed the Incas, the Mayans, the Sumerians, and the Tang dynasty.”

Causes of Disappearing Varieties

Why are varieties of so many foods disappearing worldwide? The key reason is that farmers are replacing traditional varieties with modern ones—partly because these modern varieties are popular and partly because they are easy to ship to distant countries. Big industrial agriculture **contributes** to the problem: huge international companies are buying small family farms and **shifting** to newer—and fewer—crops but in great quantities. According to the Rainforest Conservation Fund, in the past, agriculture in different regions of the world was “independent and local. Now, however, much of it has become part of the global exchange economy.” The seed industry contributes to the problem, too. Much of the seed that farmers plant is now produced by only three huge companies, and they sell only a few varieties. The difficulty of finding a variety of seeds is an **obstacle** to farmers who want to plant traditional crops.

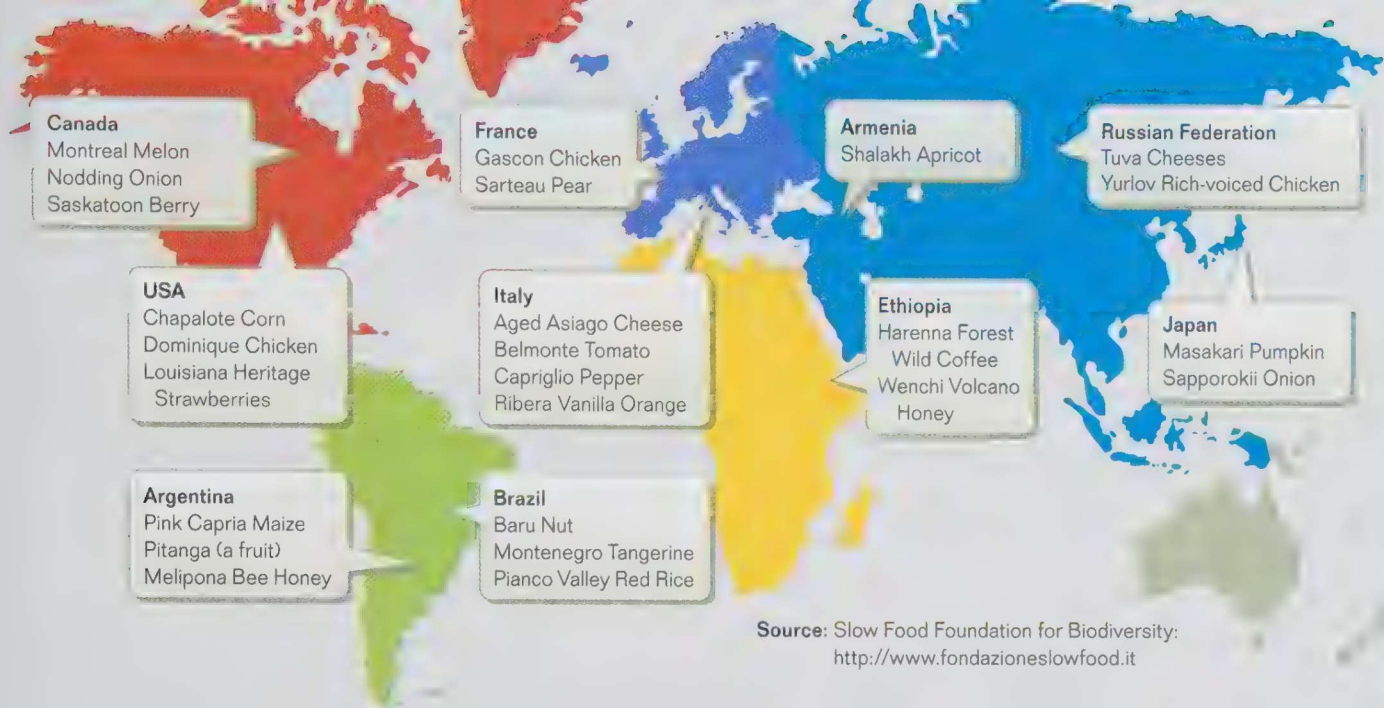
The Story of Two Crops

Why should we be concerned? Two crops—the potato and the banana—illustrate the root of the problem. In the 19th century, much of Europe—



especially poor people—became dependent on potatoes as their main food source. However, only a few of the thousands of varieties of potato in the Americas had been introduced in Europe. When a terrible plant disease swept through western Ireland in 1845, the potato crop failed. There was no other, healthy variety to replace it. Over the next seven years, **approximately** one million people died of starvation. Hunger

drove over one million more to emigrate from Ireland. Today, industrial agriculture might be causing a similar problem with the banana. There are about 300 varieties of banana, but in much of the world, people have access to exactly one—the Cavendish. If disease sweeps through the Cavendish crop, people in many countries will no longer have bananas on their breakfast table.



Source: Slow Food Foundation for Biodiversity: <http://www.fondazione Slow Food.it>

▲ A Sample of Endangered Foods from the Ark of Taste

Localization—The Solution

F It's not too late, however, to save some of these **endangered** crops. The "Buy Local" movement is encouraging people to support farmers near their home. These are farmers who often grow less common varieties of food. An additional **benefit** for consumers at farmers' markets is that the food is fresh and full of nutrients because it hasn't been shipped around the world. Also, a **priority** of several organizations, such as the Slow Food Foundation, is to collect seeds of endangered varieties and encourage local farmers to plant them. If they are successful, we have hope that one day we will be able to taste "forgotten flavors" such as a Shalakh apricot or a Saskatoon berry.

After You Read

- 5 **Finding the Main Idea** Write *T* on the lines before the statements that are true, according to the reading. Write *F* before the statements that are false.
- _____ The human diet has always been changing, but now it's happening faster than ever.
 - _____ Our modern diet is very different from the diet of our great-great grandparents.
 - _____ There are far more varieties of many foods than in the past.
 - _____ Farmers are replacing traditional varieties of many food crops with modern ones.
 - _____ The situation of the banana today is very different from the situation of the potato in the 19th century.
 - _____ Local farmers and several organizations are working to save food crops from disappearing.



Strategy

Understanding the Literal and Figurative Meanings of Words

Many words with one basic *literal* meaning have other *figurative* meanings.

Example

The diseased **seeds** in the farmer's hand planted a **seed** of worry in his mind.

The first usage of the noun *seeds* is literal and means "small objects from which plants grow." However, the second usage of the noun *seed* is figurative and means "the beginning of something that continues to develop."

6 Understanding the Literal and Figurative Meanings of Words The underlined words in the sentences below are used figuratively. For each sentence, choose the appropriate meaning for the underlined word in that context.

1. The Spanish brought the potato to Europe. Travel and trade, in turn, took it to all corners of the world.

- (A) points where two walls meet
- (B) points where two roads meet
- (C) distant places
- (D) difficult positions from which there is no escape
- (E) edges

2. Thousands of food crops are on the path to extinction.

- (A) track that people walk or run on
- (B) area in front of a moving thing or person
- (C) field in which a farmer grows plants
- (D) way, direction, movement toward
- (E) line that something (e.g. an arrow) moves along

3. This is the key reason that varieties of many foods are disappearing.

- (A) metal instrument that opens a door
- (B) main, primary, most important
- (C) something that helps to find an answer
- (D) part of a piano or a computer
- (E) list of answers to exercises in a textbook

4. Two crops illustrate why we should worry.

- (A) decorate with pictures
- (B) have no equal
- (C) are photographs
- (D) are examples of
- (E) make diagrams or drawings

5. The possibility of crop failure is the root of the problem.
- (A) part of a plant that grows in the soil
 - (B) cause or source
 - (C) solution
 - (D) feeling of belonging to one place
 - (E) part of a tooth or hair that holds it to the rest of the body
6. A terrible plant disease swept through Ireland in 1845.
- (A) removed dirt or dust with a broom
 - (B) became suddenly popular
 - (C) pushed or carried with great force or power
 - (D) was felt suddenly
 - (E) moved or passed quickly
7. Hunger drove one million people to emigrate from Ireland.
- (A) caused
 - (B) took (someone) in a car
 - (C) made (something) work
 - (D) directed the movement of a car, truck, bus, etc.
 - (E) owned and used a car, truck, bus, etc.

7 Checking Vocabulary Find the words and expressions in the reading selection "Globalization and Food" that have the following meanings and write the words on the lines.

1. advantage = benefit
2. change = _____
3. helps to cause something to happen = _____
4. something that produces heat or power = _____
5. after that = _____
6. something that prevents success = _____
7. people who buy things = _____
8. substances (such as vitamins) in foods = _____
9. the situation when something such as a plant or animal dies out completely = _____
10. something that is more important than other things = _____
11. animals used for food = _____

- 8 Checking Your Understanding** Turn back to the beginning of Activity 4 on page 118 and answer the question: *How—and why—is our diet changing?*



Strategy

Understanding Outlines

Many reading selections follow an outline. The outline is the plan, or the organization, of the material. It shows the relationship of the topics, main ideas, supporting details, and examples. Outlining reading material after you read can help you see clearly the relationships between and among ideas. You can also write an outline to organize your ideas when you are preparing to write an essay.

In an outline, the general ideas are labeled with Roman numerals such as I, II, III. The more specific ideas are labeled with capital letters (A, B, C) and are written below the general ideas. If there are more details or examples, they are labeled with numbers (1, 2, 3) and written below the specific idea. More specific ideas are indented to the right.

Example

The outline below is of the reading on pages 119-121.

Globalization and Food

- I. Introduction: The World's Changing Diet
 - A. Always changing
 1. Banana from India to Greece, about 350 B.C.
 2. Potato from South America to Europe, 1570
 3. From there to the rest of the world
 - B. Globalization changing our diet faster now
- II. Our Diet Today—how it differs from our great-great grandparents'
 - A. Foods from other countries
 - B. Fast foods, take-out foods
 - C. A shift from traditional staples to more processed foods
- III. Loss of Variety
 - A. An *apparent* greater variety of foods today (international foods)
 - B. But fewer *varieties* of many foods than in the past
 1. Rice, corn, potatoes, bananas
 - a. e.g., 8,000 varieties of rice in China in 1949 vs. 50 in 1970
 - b. e.g., loss of 80% of varieties of maize in Mexico
 2. Other food crops and livestock
- IV. Causes of Disappearing Varieties
 - A. Farmers replacing traditional varieties (key reason)

- B. Big industrial agriculture
- C. Seed industry
- V. The Story of Two Crops
 - A. Potato—in the past
 1. 1845 in Ireland, potato crop failed
 2. No other, healthy variety to replace it
 3. One million people died of hunger
 - B. Banana—today
 1. 300 varieties
 2. But only *one* variety in much of the world
- VI. Localization—the Solution
 - A. The “Buy Local” movement
 - B. Organizations collecting seeds of endangered varieties

9 Understanding Outlines Answer these questions about the outline.

1. What is the topic of the whole outline?

2. What are two examples of foods that moved from one part of the world to another?

3. What are three reasons that food varieties are disappearing?

4. What are two foods that illustrate why we should be concerned?

5. What are two solutions to the problem of disappearing food varieties?

10 Finding the Main Idea What is the one main idea of the reading selection, “Globalization and Food”?

- (A) Today, we have access to international foods, fast foods, and take-out foods that our great-great grandparents did not.
- (B) Worldwide, there are fewer varieties of many foods than in the past.
- (C) One problematic change in our diets is loss of food varieties worldwide, but there are attempts to save endangered crops.
- (D) The history of the potato illustrates why loss of variety is a problem, and we might have the same problem with the banana.
- (E) Organizations such as the Slow Food Foundation are collecting seeds of endangered varieties and encouraging local farmers to plant them.



11 Discussing the Reading Talk about your answers to these questions.

1. Think of a country that you know well. What international foods and cuisines are available there?
2. Go to the Ark of Taste on the Slow Food Foundation for Biodiversity website: http://www.slowfoodfoundation.org/pagine/eng/arca/cerca.lasso?-id_pg=36. Find your country or a country you know. List the endangered foods in this country.
3. Are most of the fruits and vegetables that you buy *local*—or *from other countries*? In your city, do you go to farmers' markets to buy local produce? Why or why not? Where do you buy produce?
4. What are ways in which the human diet is changing worldwide, according to "Globalization and Food"? In your opinion, does the writer think that these changes are more beneficial (good) or more harmful (bad)? Why do you think this?

PART 2

Main Ideas and Details

Life in a Fishbowl: Globalization and Reality TV

Before You Read



1 Thinking Ahead Discuss your answers to these questions.

1. What are your favorite TV programs? Why?
2. What are some examples of reality TV? What are characteristics of reality TV?
3. Why do you think these programs are popular in so many countries?
4. How is YouTube similar to reality TV?

Read



2 Skimming for Main Ideas Read the following paragraphs quickly, without using a dictionary. After each paragraph, choose the sentence that best expresses the main idea.

Life in a Fishbowl: Globalization and Reality TV

^A Increasingly, we have a rich global culture in which countries influence each other's food, music, education, technology, fashion, and entertainment.



One popular form of entertainment that has spread to all corners of the world is reality TV. It's not clear when and where reality TV actually began. Perhaps its roots are in a 1970s TV series called *An American Family*, which followed a real California family through several years of daily life and explored topics that had been taboo before then, such as divorce. For the family members, it was life in a fishbowl: they gave up their privacy. Anyone with a TV in the U.S. could

▲ Life in a fishbowl: no privacy

watch the smallest details of their lives—details that were often embarrassing and sometimes tragic. However, the concept of reality TV as we know it today probably began in the 1990s with several European TV shows. These shows took real people and put them in difficult situations to see what would happen—and this is the essence of reality TV.

What is the main idea of Paragraph A?

- (A) Countries influence each other's culture in various ways.
- (B) It's not clear for certain where and when reality TV actually began.
- (C) In one TV series from the 1970s, an American family agreed to give up their privacy and allow TV viewers to follow the details of their daily life.
- (D) Reality TV probably began in the 1990s, in Europe.
- (E) Reality TV, which probably began in Europe in the 1990s and has spread worldwide, involves real people in difficult situations.

B The most typical reality TV shows are competitions. They combine elements of several kinds of TV programs: game shows, talent shows,



and drama. *Idol*, originally from Britain, is a combination of a talent show and a singing competition. There are elements of drama, too, as the audience learns about the life stories of the contestants. Some of these stories are real tearjerkers! Judges select the contestants, and audience members at home choose the

◀ Puerto Rico Idol: Drama, talent, and competition

winner. *Survivor*, from Sweden, where it was called *Expedition Robinson*, sends teams of contestants (“tribes”) to rough it in out-of-the-way tropical locations. It tests their ability to survive with very few—or no—tools and almost no food. Contestants vote each week to decide who gets kicked out. On *Fear Factor*, which began in the Netherlands, contestants battle each other by doing extremely dangerous stunts such as you see in movies. Other stunts don’t involve danger but do involve something disgusting or painful: swallowing live insects, sitting in a tub of snakes, walking on broken glass with bare feet, and so on. It goes without saying that there is a good deal of drama on this program!

What is the main idea of Paragraph B?

- (A) There is danger for contestants on most reality TV shows.
- (B) Reality TV shows began in three European countries: Britain, Sweden, and the Netherlands.
- (C) Reality TV shows are competitions that combine elements of other types of TV programs.
- (D) Three examples of reality TV shows are *Idol*, *Survivor*, and *Fear Factor*.
- (E) Reality TV involves discomfort, pain, and danger.

- c Have you ever seen a reality TV program? Chances are you have. If you haven’t, at least you’ve heard about such shows because they’re spreading like wildfire. Versions of the original shows now exist in many countries, on all continents. For example, you can see *Canadian Idol*, *Malaysian Idol*, *Vietnam Idol*, *Nouvelle Star* (France), *Super Idol* (in the Arab world), or *World Idol* (well, everywhere). In an attempt to localize the concept, some countries have created programs that follow the same format (contestants who overcome difficulties in competing for a prize) but are specific to that culture. There was *Australian Princess*, for example, which trained twelve young Australian women to handle themselves in the highest of society (if they were ever to become a royal). There was *Space Korea*, which chose the first Korean astronaut. And in the United States, there was *The Biggest Loser*, which taught overweight people about healthy diets and put them through hours of daily exercise. Some programs that were aimed at local audiences, though, quickly became popular in other countries, too. For example, *The Biggest Loser* now has versions in the Arab world, Asia, and Scandinavia, among other areas. It seems that “local” can become “global” very quickly in today’s world! Will we soon see *Brazilian Princess* or *Space Norway*?



▲ Countries that show a version of *Idol*

What is the main idea of Paragraph C?

- (A) The concept of reality shows has spread worldwide.
- (B) Versions of *Idol* now exist in many countries.
- (C) The basic format of reality TV shows is that contestants overcome difficulties in competing for a prize.
- (D) Some reality TV shows were aimed at a local audience but have now become global.
- (E) Some reality shows are popular in only certain countries; others are popular worldwide.

D Back in the 1970s, you could follow the intimate details in the life of one California family, but only for one hour each week, and you had to be sitting in front of a TV in the United States. Today, in Canada, Global Reality Channel provides round-the-clock programming of many popular reality TV shows. And anywhere in the world, if you have access to the Internet, you can watch almost anything. For example, *Ultimate Cheapsters* was an Internet series for college students in the difficult economic times of 2011-2012. Contestants were challenged to see how little money they could spend on food, clothing, and rent. They fought tooth and nail to be the “ultimate cheapster”—the person who spent the least money. Another trend in reality shows is toward 24/7, live broadcasts. No series does this better than *Big Brother*, in which a group of people lives for several months in a house with cameras following their every action and every word. There are versions of

Big Brother in 81 countries. Viewers who want more than an hour a week—or an hour each evening—can now subscribe monthly and watch anytime, day or night, on their TV, computer, or cell phone. (Even as the participants in the house are sleeping, the cameras are not!) Today, the Internet and social media make it possible for just about anyone to be a “producer” of a sort of reality show. Anyone can post a video on YouTube. Anyone can create a blog. Sometimes, these catch on and go viral—become wildly popular.

What is the main idea of Paragraph D?

- (A) Watching a reality show forty years ago was very different from watching one today.
- (B) *Big Brother* is the reality show that best provides access to viewers any time of the day or night, but they must subscribe monthly.
- (C) These days, almost anyone can create a “reality show” in which they participate and which they put online.
- (D) There is a TV channel in Canada on which viewers can watch many different reality shows at any time.
- (E) Today, the Internet and social media make it possible both to view live broadcasts of reality TV shows and to produce one’s own reality show.



▲ *Survivor*: Who will hold on the longest?

E What explains the huge popularity of reality TV? On the surface, it might seem that it allows viewers an escape into fantasy, drama, and rags-to-riches stories. It also gives people something to talk about with their friends or co-workers. If we dig deeper, though, psychological research suggests darker reasons. It appears that many viewers of reality shows are competitive, with a desire for high status. Is it possible that they confuse status with fame?

After all, contestants on reality programs are ordinary people who become suddenly famous. Perhaps many viewers imagine that they, too, could become celebrities if they were on such a show. Other research suggests that people who watch reality TV place a high value on revenge—punishment for doing harm. Do they enjoy watching the failure of a contestant whom they greatly dislike? It’s quite possible. When a contestant’s character flaws—faults or imperfections in their basic nature—lead to their failure (e.g., they are “voted off the island” and lose the competition), it is the essence of drama and of tragedy. The desire to see the “good guy” win and the “bad guy” lose seems to reflect universal human values.

What is the main idea of Paragraph E?

- (A) Reality TV gives viewers an escape into fantasy.
- (B) Most people enjoy reality TV because it gives them a topic of conversation.
- (C) Psychology suggests two, darker, reasons for the popularity of reality TV.
- (D) Viewers of reality TV shows have a desire to have high status or be famous.
- (E) The character flaws of contestants usually lead to their failure.

After You Read

FOCUS

Understanding Idioms

An idiom is a word or phrase that means something different from the individual words in it. Idioms are most common in informal English but are found everywhere. The reading selections in this chapter contain several. Some phrases have both a literal meaning and an idiomatic (figurative) meaning.

Example

For the family on a reality TV show, it was life in a fishbowl.

In this case, *in a fishbowl* is an idiom that means "without any privacy." The context usually helps you figure out if the expression has a literal meaning or is an idiom, and you can often guess the meaning of an idiom from the context. Sometimes, as in the preceding example, it helps to visualize ("see" in your mind) the literal meaning of the idiom.

3 Understanding Idioms and Figurative Language For each of the following items, find an idiom or word used figuratively in the reading selection "Life in a Fishbowl: Globalization and Reality TV" that has a similar meaning and write it on the line. The letters in parentheses indicate the paragraphs where the idioms appear.

1. stories that are sad and make people cry (B) = tearjerkers
2. live in a simple, uncomfortable way (B) = _____
3. far away and difficult to reach (B) = _____
4. is eliminated, removed (B) = _____
5. compete with each other (B) = _____
6. It's obvious/It's unnecessary to say, but... (B) = _____
7. a lot (B) = _____
8. probably (C) = _____
9. fast (C) = _____
10. competed with great energy (D) = _____
11. become wildly popular, especially online (D) = _____
12. situations where people move fast from poor to rich (E) = _____

- 4 Summarizing** Choose one of the following paragraphs to summarize. Remember that a summary is shorter than the original.

- Any one of the paragraphs from Part 1, pages 119-121
- Any one of the paragraphs from Part 2, pages 126-130

In order to summarize this in your own words, make sure that you read and understand the paragraph. Then write the summary, but *don't look at the original paragraph as you write*. When you finish writing, compare your summary with those of other students who summarized the same paragraph.

- 5 Writing Your Own Ideas** Choose *one* of the two topics below. Write two paragraphs about it. Each paragraph should answer one of the questions. In the second paragraph, try to convince the reader of your opinion.

Topic 1: Food

Questions:

1. Where in your city do people buy different kinds of food?
2. What's your favorite place to buy food (a specific store, restaurant, farmers' market, etc.)? Why?

Topic 2: Reality TV

Questions:

1. Describe one reality TV show. What happens on it?
2. What's your opinion of this show? Why?



- 6 Discussing the Reading** Talk about your answers to these questions.

1. What kinds of TV programs are most interesting to you? Why?
2. Think of a country that you know well. Are reality shows popular? If so, which ones? Why do you think people like them?
3. Would you ever like to be a contestant on a reality show? Why or why not?



- 7 Searching the Internet** Search the Internet to find either:

- an unusual reality program in another country
- an article about the psychology of people who watch or are contestants on reality programs.

Tell your group what you learn. Then each group chooses the most interesting information to share with the whole class.

- 1 **Focusing on Words from the Academic Word List** Fill in the blanks with words from the Academic Word List in the box. (You'll use one word twice.)

access	chemicals	consumers	processed	shift
areas	concept	globalization	region	traditional

We often hear about the world's "changing diet," and we think of this as a modern _____, but in a sense, the human diet has *always* been changing. The banana, for example, whose origins appear to be in the _____ that today is Malaysia, traveled to India, where Alexander the Great first tasted it; his soldiers brought it back to Greece in about 350 B.C. The potato had been grown in South America for thousands of years before the Spanish brought it back to Europe in 1570. Increasing travel and trade, in turn, took both the banana and the potato to all corners of the world. It is true, however, that _____ is changing our diet faster than ever before.

In several ways, our modern diet differs from that of our great-great grandparents. Today, we have _____ to more kinds of foods from other countries. (The favorite food of many people worldwide? Pizza.) These days, we also have more fast foods and more take-out foods than in the past. More people are moving to urban _____, where they spend a lot of time both working and commuting to work, so there is less time to cook. Buying fast food and take-out food saves _____ time, and it also saves the cost of cooking fuel. Another change in the modern diet is a _____ from _____ staples (basic, important foods) to more _____ foods, which have

_____ or colorings added to preserve them, improve the taste,
 10
 or make them look attractive. In many countries, foods that were staples in
 the past, such as tubers and root vegetables, are often replaced by rice—and
 rice, in turn, is replaced by wheat products, like ready-made bread, which 25
 doesn't have as many nutrients as the _____ tubers.
 11

- 2 Expressions and Idioms** Complete each sentence with the missing words.
 Choose from the expressions and idioms in the box. You will use only eight of them.

a good deal	tearjerkers	went viral
spread like wildfire	all corners of the world	fight tooth and nail
out-of-the-way	round-the-clock	Chances are
It goes without saying	roughing it	raggs-to-riches

- I don't like to go camping because I don't like _____ . I prefer to stay in a comfortable hotel.
- The news _____ . Within minutes, people everywhere knew about it. (two possible answers)
- People in _____ -from Alaska to Zamboanga-seem to enjoy one reality show or another.
- _____ you have seen at least one reality show at some time because they are so popular in so many places.
- _____ that many people would not want to be contestants on *Fear Factor*, where they would need to do such things as sitting in a tub of snakes or walking on broken glass. (two possible answers)
- It's a real _____ story: she's from a poor family, but then she won \$1,000,000 on a reality show.
- For our next vacation, we want to find a(n) _____ place, not some crowded tourist resort.
- The contestants on that show _____ to win the final prize.

Using Participles as Adjectives

Some adjectives come from verbs:

interest → *interesting/interested* *bore* → *boring/bored* *tire* → *tiring/tired*.

Present participles (-ing) are used for the cause of an emotion. (The book is *interesting*.)

Past participles (-ed) are used for the result or effect. (I'm *interested* in that book.)

Examples

Contestants on *Fear Factor* have to complete many **frightening** tasks.

I have no desire to be on *Fear Factor*. I'd be too **frightened** to do most of those things.

(These participles come from the verb *frighten*.)

3 Using Participles as Adjectives Read the verbs in the box and the sentences below it. Fill in the blanks with the present or past participles of the verbs in the box. (Use a dictionary if necessary.) You will have opinions on which words to choose, but each word must fit the context of the sentence(s).

challenge	embarrass	entertain	horrify
disgust	encourage	excite	interest

1. A lot of viewers seem to be _____ by *Fear Factor*. They enjoy watching contestants do things like eat live insects. But I don't think that's _____ at all! I think it's just _____! Yuck!
2. The death of one million Irish because of the failure of the potato crop was truly _____. It's important to prevent something similar from happening today, with other crops. It's _____ that some organizations are working to collect and save seeds of many endangered varieties.
3. I'm _____ in trying different kinds of food from different countries, but sometimes it's _____ for me to find unusual foods because I live in a small city without a great variety of restaurants.
4. I guess some people think that a chance to be a contestant on a reality show would be _____. They would do almost anything for such an opportunity. But other people couldn't get _____ about being on one of these shows. They don't want to live in a fishbowl. They'd be _____ if millions of people watched them do stupid things.

FOCUS

Understanding Inferences

In previous chapters you learned about and practiced making inferences. This skill is important to help you understand the meaning of reading passages. It is also important for test taking because questions about implied meaning are common on tests. In this section there are three exercises—two from the first reading in this chapter and one from the second—which will help you practice your inferencing skills.

- 1 Practice** Complete each sentence by choosing the answers that the reading selection "Globalization and Food" on pages 119-121 either states or implies. Note: each item has more than one answer.
- The human diet _____.
 - has changed only in modern times
 - has always been changing
 - is influenced by travelers
 - is better than it was in the past
 - is changing faster than before because of globalization
 - Today, our diet _____.
 - is different from the diet in the past
 - includes more international food, fast foods, and take-out foods than in the past
 - is healthier than it was in the past
 - has more tubers and root vegetables than in the past
 - might not be as healthful as in the past because of ready-made bread
 - Varieties of many foods are disappearing because _____.
 - farmers want to plant popular varieties and varieties that are easy to ship
 - small family farms are disappearing
 - agriculture these days is mostly independent and local
 - big international companies are buying small farms and planting fewer varieties
 - seed companies don't sell many varieties of seeds
 - The potato _____.
 - is an example of a food with many nutrients
 - was introduced to Europe from the Americas
 - was an inexpensive food source in Europe in the 19th century
 - is an example of the problem of lack of variety
 - illustrates what might happen with other crops today, such as the banana



2 Distinguishing Stated from Inferred Information Look back at the answers you chose in Activity 1. Which of this information was clearly stated in the reading? Which was inferred? Discuss this with a partner.

3 Critical Thinking: Identifying Inferences Read the statements below about the article "Life in a Fishbowl: Globalization and Reality TV" on pages 126-130. Put a check mark (✓) by the statements that you can infer from the reading selection. Do not check the other statements, even if you think they are true. Then, on the line after each inference, write the phrases from which you inferred the information. Leave the other statements blank.

Paragraph A

1. _____ Global culture these days does not have much variety.

2. Countries influence each others' cultures in several ways.
countries influence each others' food, music, education, technology, fashion, and entertainment
3. _____ Reality TV can be found everywhere in the world. _____
4. _____ The people in the series called *An American Family* did not enjoy being famous. _____

Paragraph B

1. _____ All reality TV shows are talent shows. _____
2. _____ Competition is usually part of a reality TV show.

3. _____ Viewers don't know anything about the personal lives of contestants on reality TV. _____
4. _____ The writer of this paragraph probably doesn't want to be a contestant on *Fear Factor*. _____

Paragraph C

1. _____ Most people have probably not seen or heard of reality TV shows.

2. _____ Versions of *Idol* are better in some countries than in others.

3. _____ A reality TV show is a good way to choose astronauts.

4. _____ Ideas for a program in one country can spread fast to other countries.

Paragraph D

1. _____ People who enjoyed watching a TV program about a California family in the 1970s probably needed to have some patience.

2. _____ These days, viewers of many reality shows don't need much patience.

3. _____ Every reality program is now on the Internet. _____

4. _____ Today, you can probably watch a reality program at almost any time, in almost any place. _____

Paragraph E

1. _____ All contestants on reality TV are poor, but many become rich because of the program.

2. _____ All viewers of reality programs would like to become famous.

3. _____ Viewers of reality TV like to watch unpleasant contestants lose.

4. _____ People in all cultures seem to want good to win over evil.

Self-Assessment Log

Read the lists below. Check (✓) the strategies and vocabulary that you learned in this chapter. Look through the chapter or ask your instructor about the strategies and words that you do not understand.

Reading and Vocabulary-Building Strategies

- Finding the main idea
- Understanding the literal and figurative meanings of words
- Understanding outlines
- Understanding idioms and figurative language
- Using participles as adjectives
- Understanding inferences

Target Vocabulary

Nouns

- access*
- areas*
- benefit*
- chemicals*
- concept*
- consumer*
- extinction
- fuel
- globalization*
- livestock
- nutrients
- obstacle
- region*
- shift*
- staples

Verbs

- contribute*
- shift*

Adjectives

- endangered
- processed*
- traditional*

Adverbs

- approximately*

Expression

- in turn

* These words are from the Academic Word List. For more information on this list, see www.victoria.ac.nz/lals/resources/academicwordlist/.

7 Language and Communication

“Language shapes the way we think and determines what we can think about.”

Benjamin Lee Whorf
American linguist



In this
CHAPTER

In Part 1, you will read about research on how animals communicate. In the rest of the chapter, you will read about, explore, and discuss both animal and human communication.



Connecting to the Topic

- 1 What two species do you see in the photo?
- 2 How does each species communicate?
- 3 What do you think they are “saying” to each other?

If We Could Talk with Animals...

Before You Read



1 **Previewing the Topic** Look at the photos and discuss the questions.

1. What might be some ways in which these animals communicate?
2. In your opinion, what is the difference between communication and language?
3. Do you think animals can learn language? Can they learn grammar?



▲ Primatologist Jane Goodall with chimps in the wild



▲ Working with dolphins



▲ A whale in the ocean

▲ How do ants communicate?



2 Previewing Vocabulary Read the words and phrases below. Listen to the pronunciation of each word. Put a check mark (✓) next to the words you don't know. Don't use a dictionary.

Nouns

- brain
- chatter
- creatures
- degree
- echo
- gender
- gestures
- grin
- lexigrams
- mammals
- organs
- pod
- prey
- primates
- species
- subjects
- swagger

Verbs

- acquire
- claims
- coin
- echoes
- feeds
- reassure
- vocalize
- wagging

Adverb

- upright

Idioms and Expressions

- head (of something)
- head back
- picked up
- shedding light on



3 Previewing the Reading Look over the reading on pages 143–147. Answer these questions with a partner.

1. What is the topic of the reading? (Look at the title.)
2. What are the seven subtopics? (Look at the heading of each paragraph.)
3. What do the pictures in the article lead you to expect?
4. What are at least three questions you have about the reading after previewing it?

Read



4 Reading an Article As you read the following article, think about the answer to these questions: *How do animals communicate? Do animals have the capacity to learn language? Do not use a dictionary. Then do the exercises that follow the reading.*

If We Could Talk with Animals...

A In a famous children's story, Dr. Doolittle is able to talk to—and understand—animals. This has long been a dream of many people—to be able to communicate with animals and know what they're thinking. For almost as long, scientists have wondered if animals actually have language. It seems clear to anyone who has a dog or cat or who closely observes animals that there is certainly communication going on. But how do animals communicate? What do they "say"? And is it truly language? Recent research into everything from ants to chimpanzees is **shedding light on** animal communication.

The “Language” of Smell

- B Many animals produce chemicals called pheromones, which send “smell-messages” to other animals of the same species. These odors have different meanings. One odor attracts a mate. Another sends a warning. Another marks a territory. A honeybee, for example, makes over thirty-six different pheromones to communicate such information as where to find good flowers. An ant that has found food will take a bit of it and then **head back** “home” to the anthill. As it carries the food, it wipes its stomach on the ground. This leaves a chemical trail or path so that other ants will know where to go for more food.

Body Language

- C Just as humans do, animals communicate with body language and sometimes **gestures**. In addition to using odors, for example, a honeybee uses



▲ What is this dog “saying”?

its entire body in a complex “dance” to give other bees exact directions to flowers. A dog expresses happiness by **wagging** his tail, as most people know. But what is the dog in the photo “saying”? His stomach is on the ground; his rear end is up in the air, and his tail is **wagging**. This means “I want to play.” Chimpanzees in the wild communicate a wide variety of gestures and facial expressions, as we learn from the research of primatologist Jane Goodall. To express anger, for example, a chimp stands **upright** on two legs, moves with a **swagger**—a proud walk, swinging from side to side—and

waves her arms or throws branches. A nervous chimp who is afraid of a more powerful chimp will lower himself to the ground. Then he either holds out his hand or shows his rear end to the other chimp. Interestingly, when a chimp “smiles,” it is not a smile of happiness. Instead, it is an expression similar to the nervous, fearful **grin** that a human makes in a tense or stressful situation. A powerful chimp will **reassure** a nervous, fearful chimp by touching, hugging, or kissing him.

Vocalizations

- D Like humans, many animals **vocalize**, but we are only beginning to understand the meaning of these sounds. As they move through the ocean, some whales make use of echolocation: first they make clicking noises that travel through the water as sound waves. When these sound waves encounter an object such as a boat or **prey** such as fish, they rebound

or **echo**. The whales use these **echoes** to 50
locate and identify the objects the echoes
are bouncing from, even in cloudy water,
where it's difficult to see. Some whales
also produce mysterious "songs." These are
probably calls to communicate with other 55
members of their **pod**, or group, and to
know where each member is. So far, we
don't know much more than that. Research
into whale communication is especially
difficult because different populations of 60
whales have different songs—even if those
whales are of the same **species**.

E We have a better understanding of
the **chatter** of prairie dogs. A professor
at Northern Arizona University, Con 65
Slobodchikoff, has spent over ten years
studying one colony of prairie dogs in the wild. He records their sounds. He
also carefully observes their actions and all events that happen at the same
time as the sounds. He then **feeds** the data into a computer. The computer
puts together the chatter—the "talking"—and the actions. By utilizing 70
the computer in this way, Slobodchikoff **claims** that he has identified
about 50 words. So what are these prairie dogs



▲ Can prairie dogs really communicate?

talking about? They often alert each other
when they spot danger from such **creatures**
as a human, dog, or coyote. Surprisingly, 75
in their chatter, they can apparently
distinguish shapes, colors, and sizes.
They might "say," for example, "There's
a tall blue human coming from the 80
north" about a person wearing blue
clothes. Slobodchikoff believes that
they can distinguish **gender** (a man
from a woman) and a dog from
a coyote. Their chatter also varies

according to the **degree** of danger: Is this creature very dangerous or just 85
something to be careful about?

The Use of Symbols by Dolphins

F Many scientists wonder about animals' capacity to understand a system
of symbols, such as language. At the University of Hawaii, studies with
dolphins have been going on since 1979. Researchers are teaching these
ocean **mammals** a language of hand signals that includes nouns (*ball*, 90
basket, *pipe*), adjectives (*big*, *small*, *red*), directions (*left*, *right*), verbs (*go*,
take), and prepositions (*in*, *under*). The dolphins prove that they understand

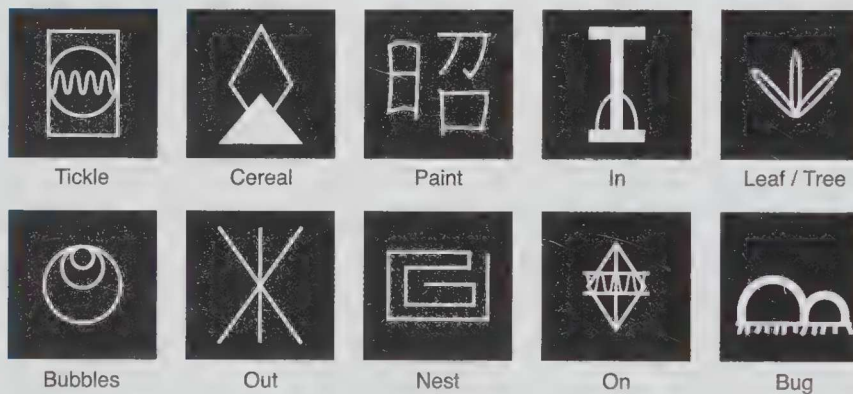


▲ What might this gesture mean?

by following commands such as “Go to the ball on your right and take it to the basket.” There is even clear evidence that dolphins understand the grammatical difference between subjects and objects. The **head** of the research program, Dr. Louis Herman, says that with a vocabulary of about 50 words, the dolphins demonstrate their intelligence by following new commands that they have never before experienced or practiced. 95

The Use of Symbols by Primates

G Since the 1970s, other researchers have been studying the capacity for language among **primates**—especially among chimpanzees. Because chimps don’t have vocal **organs** that allow them to form spoken words, researchers decided to teach them other types of language. One of the earliest **subjects**, a chimp named Washoe, began to learn ASL (American Sign Language, the hand signals of deaf Americans) when she was less than a year old. By age 100



▲ Lexigrams

four, she understood and used 132 ASL signs. In other studies, researchers have been communicating with chimps by using a keyboard with special symbols called **lexigrams**. One chimp named Kanzi **picked up** this language naturally; in other 105 110 115

words, he watched as people tried (unsuccessfully) to teach this language to his mother.

H How much can chimps understand? And what can they do with these words? They understand the difference between “take the potato outdoors” and “go outdoors and get the potato.” They understand adjectives such as *good*, *funny*, *hungry*, and *stupid*. They can combine words into 120



▲ What kind of birds are these?

short sentences: “You me out”; or “Me banana you banana me you give.” Perhaps most interestingly, they can **coin** new words or phrases when they don’t know a word—for example, “water bird” for a swan and “green banana” for a cucumber. And they can express emotion: “Me sad.” 125 130

Language?

But is this language? What distinguishes communication from true language? Do chimps actually

have the capacity for language? There is much disagreement about this. Some people argue that chimps can **acquire** the vocabulary of only a 135 2 ½-year-old human. They also point out that a sentence such as “Lana tomorrow scare snake river monster” is not exactly Shakespearean English. It goes without saying that there is a gap between the language ability of chimps and humans. But clearly, this gap is not as wide as we used to think it was. Recent research is now focusing on the structures and activity of the 140 brain. Biologists have looked at one small area of the **brain**, the *planum temporale*, which humans use to understand and produce language. In chimps, this is larger on the left side of the brain than on the right. In the journal *Science*, researchers tell us that this is “essentially identical” to the *planum temporale* in humans. This is not surprising to people who believe 145 that chimps do have the capacity for language. After all, they say 99 percent of the genetic material in chimps and humans is identical, making chimps our closest relative.

Conclusions

J It is clear, then, that animals certainly communicate in various ways. However, the question “Is it language?” is still open. The famous linguist 150 Noam Chomsky believed that what distinguishes communication from true language is *syntax*—that is, the use of grammar and word order, so he believed that only humans can have language. However, now we know that some animals (dolphins, chimps) have at least simple syntax. Louis Herman suggests, “Some people think of language like pregnancy—you either have it or 155 you don’t.” But he and other researchers prefer to see language as “a continuum of skills.” In other words, some animals simply have more than others.

After You Read

5 **Getting the Main Ideas** Write *T* on the lines before the statements that are true, according to the reading. Write *F* on the lines before the statements that are false. Write *I* before the statements that it is impossible to identify as true or false from the reading.

1. _____ Some animals communicate by producing odors for other animals to smell.
2. _____ Chimpanzees, like humans, smile when they are happy.
3. _____ We know a lot about the communication of whales.
4. _____ With their vocalizations, prairie dogs can warn each other of specific dangers.
5. _____ Dolphins can understand only sentences that they have memorized.
6. _____ Chimps can understand much more vocabulary and grammar than researchers previously thought they could.
7. _____ Researchers agree that all animals communicate but that only humans have a capacity for language.



6 Checking Your Understanding What did you learn from the reading? Answer these questions with a group.

1. What are ways in which animals communicate in the wild (that is, in their natural environment)? List them.
2. What are ways in which dolphins and chimps have been taught by humans to communicate? List them.
3. What are examples of the body language of dogs and chimps, and what do these specific movements mean?
4. What is evidence that indicates the similarity of chimpanzees to humans?

Language Tip

The **context** of a reading can give clues to the meaning of vocabulary words. Use information between commas, dashes, or parentheses, or after connecting expressions such as **in other words** or **that is (i.e.)**. Also, use information in another sentence or sentence part and your own logic.

7 Getting Meaning from Context Read the definitions below and write the correct words and expressions from the reading "If We Could Talk with Animals..." that fit the definitions.

1. making (something) clear = shedding light on
2. moving a tail = _____
3. movements that communicate meaning = _____
4. return (verb) = _____
5. straight up; standing on two feet = _____
6. group of whales = _____
7. a smile = _____
8. make someone feel better = _____
9. make sounds = _____
10. an animal that another animal hunts = _____
11. a proud walk, from side to side = _____
12. animals of the same type = _____
13. the part of the body with which we think = _____
14. says; expresses an opinion = _____
15. male or female = _____
16. animals with warm blood = _____
17. get; obtain; learn = _____
18. rapid "talk" = _____

8 Categorizing On each line, write the category that the items are examples of. The letters in parentheses refer to the paragraphs in the reading.

1. humans, dogs, coyotes (E) = _____
2. chimpanzees (G) = _____



Strategy

Understanding Words with Multiple Meanings

As you saw in Chapter 5, many words have more than one meaning. Be aware of this as you read. If you think you understand a word but something seems strange about its use, it is possible that in *that* context, the word might have a different meaning.

Example

I was feeling **blue**, so I called my friend.

(In this context, *blue* does not refer to a color. If you can't guess its meaning from the context, check a dictionary. You will see that *blue* can mean "sad, depressed.")

9 Understanding Words with Multiple Meanings Write a word from the reading that fits both definitions. The letters in parentheses refer to the paragraph in the reading.

- gives food to; puts (information) into (E) = _____ *feeds* _____
- amount; title that a university gives students who have completed their studies (E) = _____
- part of the body; director or leader (F) = _____
- musical instruments in churches; parts of the body (G) = _____
- topic; person or animal in an experiment (G) = _____
- lifted from a lower place; learned (G) = _____
- piece of metal money; create a word or term (H) = _____

FOCUS

Understanding Italics and Quotation Marks (Quotes)

Writers use *italics* (slanted letters) in English for several reasons:

- for emphasis—to stress an important word
- to mean *the word* _____, or *the term* _____ (Example: *Red* sounds the same as the past tense verb *read*.)
- for the title of a magazine, newspaper, or book
- for words in foreign languages

Writers use quotation marks for two main reasons:

- to quote direct speech—someone's exact words
- to show that the meaning of the word in quotes is not literal

Examples

There is certainly communication going on. But *how* do animals communicate? What do they "say"?

(The word *how* is in italics for emphasis. The word *say* is in quotation marks because the writer believes that animals don't really say anything.)

10 Understanding Italics and Quotations Look through the reading on pages 143–147 beginning with Paragraph B. Highlight every example of italics and quotation marks. In each case, decide why the writer used them. Then compare your answers with those of other students.

11 Finding Details Read the types of communication in the chart below. Go back to the article and find examples of each type. Fill in this information to complete the chart.

Types of Communication	Examples
smell	<i>Smells have different meanings: to attract a mate, send a warning, mark a territory, or communicate where to find food.</i>
gestures	
vocalizations	
chatter (by prairie dogs)	
symbols (used by dolphins)	
symbols (used by primates)	



12 Checking Your Vocabulary Turn back to Previewing Vocabulary on page 143. How many words do you know now? Work with a small group. Go through the list and briefly explain each word in one of these possible ways:

- Give a synonym or definition.
- Use gestures or body language.
- Give an example.
- Point to a picture in this chapter.



13 Discussing the Reading Discuss your answers to the question in the last paragraph of the reading: *Is it language?* Specifically, discuss the following: *What is the difference between communication and language?*

1. Brainstorm possible kinds of communication. Then brainstorm the characteristics of language. List them in the T-chart on the next page.

Communication	Language

2. Now discuss three species. Complete the chart below.

Species	Do they have capacity for language? (yes/no/not sure)	Evidence
prairie dogs		
dolphins		
chimps		

Culture Note

Animal Sounds

In every language, we imagine that animals make certain sounds. We create words for these sounds. These are words that you often see in children's books. Below are some in English.

Animal	What This Animal "Says" in English	What This Animal "Says" in Another Language
cat	meow	
dog	bow-wow (or woof-woof)	
pig	oink	
small bird	cheep! cheep! (or tweet! tweet!)	
duck	quack	
owl	whoo (or hoot)	
rooster	cock-a-doodle-doo	

It's sometimes fun to compare these in different languages. What do animals "say" in another language you know? Write these sounds in the chart.

“Parentese”

Before You Read



1 Previewing the Topic Discuss your answers to these questions.

1. In your opinion, who talks more—men or women?
2. In school, who is better at language skills—boys or girls?
3. Do parents talk differently with their sons than they do with their daughters? Do mothers talk differently to their children than fathers do? If so, how?
4. What kinds of toys do parents usually give to their sons? What kinds of toys do parents usually give to their daughters?
5. In your opinion, what is more important in determining what we are—genetics (biology) or our education and environment?



2 Identifying the Main Ideas The following paragraphs are about the language that parents use with their young children—what some people call “parentese.” Read these paragraphs without using a dictionary. After each paragraph, choose the sentence that best expresses the main idea.

“Parentese”

A Who talks more—men or women? Most people believe that women talk more. However, linguist Deborah Tannen, who has studied the communication style of men and women, says that this is a stereotype. According to Tannen, women *are* more verbal, or talk more, in private situations, where they use conversation as the “glue” to hold relationships together. But, she says, *men* talk more in public situations, where they use conversation to exchange information and gain status. Tannen points out that we can see these differences even in children. Little girls often play with one “best friend”; their play includes a lot of conversation. Little boys often play games in groups; their play usually involves more *doing* than talking. In school, girls are often better at verbal skills; boys are often better at mathematics.

What is the main idea of Paragraph A?

- (A) Women talk more than men.
- (B) Women talk more in private, and men talk more in public.
- (C) Little girls and little boys have different ways of playing.
- (D) Men and women have different styles of talking, which may begin in childhood.

- B A recent study at Emory University helps to shed light on the roots of this difference. Researchers studied conversation between children age 3–6 and their parents. They found evidence that parents talk very differently to their sons than they do to their daughters. The startling conclusion was that parents use far more language with their girls. Specifically, when parents talk with their daughters, they use more descriptive language and more details. There is also far more talk about emotions, especially sadness, with daughters than with sons. 15

What is the main idea of Paragraph B?

- (A) Researchers have studied the conversations of children and their parents.
 - (B) A research study found that parents talk differently to their sons and daughters.
 - (C) An Emory University study found that parents talk more with their daughters than with their sons.
 - (D) Parents don't talk about emotions with their sons.
- C Most parents would be surprised to learn this. They certainly don't plan to talk more with one child than with another. They don't even realize that this is happening. So why do they do it? Interestingly, it begins when the children are newborn babies. It is a known fact that at birth, males are a little less developed than females are. They don't vocalize, or make noises, as much as girls do, and they don't have as much eye contact. Female babies vocalize, look at their parents, and remain alert longer. The result? Parents respond by talking more to the baby girls, who seem to be paying attention and "talking" back to them. Apparently, then, biology determines the amount of language that parents use. 20 25

What is the main idea of Paragraph C?

- (A) Parents who talk more to their baby girls are responding to the fact that girls are a little more developed at birth than boys are.
- (B) Most parents don't know that they talk more with their girls and would be surprised to learn this.
- (C) Baby girls make noises and make more eye contact than baby boys do.
- (D) Baby boys don't remain alert as long as baby girls do.

D There is always this question: What determines our character, personality, and behavior—nature (biology) or nurture (environment and education)? The research with babies seems to suggest that *nature* causes the amount and quality of language use. However, a study from the University of California at Santa Cruz provides evidence that the *situation* or *context* also influences the conversation. For example, parents usually give gender-stereotyped toys to their children. A boy gets a car that he can take apart and put back together, for instance. A girl gets a toy grocery store. The type of talk depends on the toy the child is playing with. A toy grocery store naturally involves more conversation than a take-apart car does. If we consider this, we might decide that *nurture* determines language ability because we *choose* which toys to give our children.

What is the main idea of Paragraph D?

- (A) The toys that parents give their son or daughter may influence the child's language ability.
- (B) From research with babies, we know that biology determines language use.
- (C) Parents usually give gender-stereotyped toys to their children.
- (D) Education determines language ability.

E Campbell Leaper, a researcher at the University of California, believes that the choice of toys is important. Both boys and girls, he says, need “task oriented” toys such as take-apart cars. With these toys, they practice the language that they will need, as adults, in work situations. Both boys and girls also need “social, interactive” toys such as a grocery store. With these toys, they practice the kind of conversation that is necessary in relationships with friends and family. The data suggest that biology does not have to be a self-fulfilling prophecy. Leaper concludes that verbal ability is the result of both nature and nurture. Parents might naturally respond to their baby's biology, but they can choose a variety of toys and can choose how to talk with this child.

What is the main idea of Paragraph E?

- (A) Boys usually receive toys with which they practice language that they will use in work situations.
- (B) Girls usually receive toys with which they practice language that is necessary in relationships.
- (C) Biology is not a self-fulfilling prophecy.
- (D) Biology influences language ability, but environment also does, so parents need to give both their boys and girls a variety of types of toys.

After You Read

- 3 Getting Meaning from Context** For each definition, find a word in the reading that has a similar meaning and write it on the line.

Paragraph A

1. connected with the use of spoken language = _____
2. sticky liquid that joins things together = _____

Paragraph B

3. feelings = _____

Paragraph C

4. understand and believe = _____
5. to act in return or in answer = _____
6. it seems that = _____

Paragraph D

7. biology = _____
8. environment and education = _____
9. proof; support for a belief = _____

- 4 Critical Thinking: Identifying Inferences** Read the statements below about the article "Parentese" on pages 152–154. Put a check mark (✓) by the statements that you can infer from the reading. Do not check the other statements, even if you think they are true. Then, on the line after each inference, write the phrases from which you inferred the information. Leave the other statements blank. The first one has been done for you as an example.

Paragraph A

1. According to Deborah Tannen, the belief that women talk more is partly right but mostly wrong and oversimplified.
Most people believe that women talk more... but this is a stereotype.

2. Women talk more in some situations; men talk more in others.

Paragraph B

3. Parents enjoy talking more with their daughters than with their sons.

4. Girls have more practice discussing sadness than boys do.

Paragraph C

5. _____ Vocalization and eye contact are evidence of development in babies.

6. _____ Little girls, like baby girls, are more alert than little boys.

Paragraph D

7. _____ People naturally talk more in some situations than in others.

8. _____ A toy car probably doesn't involve boys in much conversation.

Paragraph E

9. _____ According to Campbell Leaper, we should prepare both boys and girls for the adult world of work and relationships.

10. _____ If parents choose their child's toys carefully, biology won't influence the child's verbal ability.



Strategy

Distinguishing Facts from Assumptions

In reading textbooks, students need to be able to determine the difference between a fact (information that has been proven to be accurate) and an assumption (an idea that might or might not be true but whose accuracy has not been proven). One way to do this is to be aware of certain "signal words."

Some words and expressions that indicate a **fact** are:

found proof a known fact evidence

Some words that indicate an **assumption** are these:

believe suggest
apparently may/might
seem

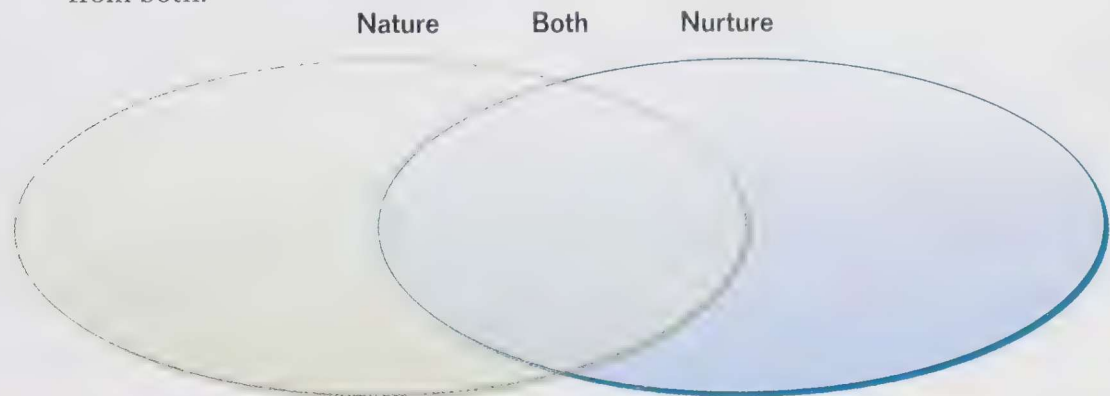
5 Distinguishing Facts from Assumptions For each statement below, write *fact* or *assumption*, according to the presentation of information in the reading "Parentese." (Look back at the reading for words that indicate a fact or an assumption.)

- _____ Women talk more than men.
- _____ Parents talk very differently to their sons and daughters.
- _____ At birth, males are a little less developed than females are.
- _____ The situation in which conversation takes place—in addition to a child's gender—influences the amount of talk.
- _____ The choice of toys that parents give their children is important.
- _____ Biology does not have to be a self-fulfilling prophecy.



6 Discussing the Reading Talk about your answers to these questions.

- According to the reading, what might cause some schoolchildren to be better at language skills than other children?
- Did anything in the reading "Parentese" surprise you? If so, what?
- Complete this diagram with information from both the reading and your own experience. What makes us the people we are? In other words, which of our characteristics come from nature? Which come from nurture? Which come from both?



Responding in Writing

7 Summarizing Choose one paragraph from "Parentese" on pages 152–154. Write a short summary of it (two or three sentences). Follow these steps:

- Make sure that you understand the paragraph well.
- Identify the topic, main idea, and supporting details.
- Find the most important details.

In order to summarize it in your own words, *don't look at the original paragraph as you write*. When you finish writing, compare your summary with those of other students who summarized the same paragraph.

8 Writing Your Own Ideas Choose one of these topics to write about.

- animal communication
- “parentese”
- the influence of toys on children

What did you learn about this topic from Part 1 or 2? Write two paragraphs. In the first, tell what you learned about your topic. In the second paragraph, write about one of the following:

- something that especially interested you or surprised you about this topic (and why)
- an experience in your own life that is related to your topic

What is the main idea of each paragraph? _____

Talk it Over



9 Toys Make a list of the toys that you played with most often as a child. What were they? What kind of conversations did they involve you in? (Task-oriented? Social and interactive?) Do you think these toys influenced your language ability? Discuss your answers with a small group.

PART 3

Building Vocabulary and Study Skills

1 Focusing on Words from the Academic Word List Fill in the blanks with words from the Academic Word List in the box. You will use one word twice.

acquire	focusing	percent
capacity	identical	research
communication	journal	structures

But is this language? What distinguishes _____₁ from true language? Do chimps actually have the _____₂ for language? There is much disagreement about this. Some people argue that chimps

can _____³ the vocabulary of only a 2 ½-year-old human. They also point out that a sentence such as “Lana tomorrow scare snake river monster” is not exactly Shakespearean English. It goes without saying that there is a gap between the language ability of chimps and humans. But clearly, this gap is not as wide as we used to think it was. Recent _____⁴ is now _____⁵ on the _____⁶ and activity of the brain. Biologists have looked at one small area of the brain, the *planum temporale*, which humans use to understand and produce language. In chimps, this is larger on the left side of the brain than on the right. In the _____⁷ *Science*, researchers tell us that this is “essentially” _____⁸ to the *planum temporale* in humans. This is not surprising to people who believe that chimps do have the _____⁹ for language. After all, they say 99 _____¹⁰ of the genetic material in chimps and humans is identical, making chimps our closest relative.

FOCUS

Prefixes and Suffixes

Below is a partial list of word **prefixes** and their approximate meanings. On the next page are **suffixes**. These were all introduced in previous chapters.

Prefix	Meaning
com-/con-	together; with
im-/in-/un-/dis-	not
inter-	between; among
mis-	wrong
pre-	before; first
re-	again; back

Suffix	Part of Speech	Meaning
-al	adjective	having the quality of
-ar	adjective	of or relating to; resembling
-(an)	noun	belonging to; characteristic of
-ed	adjective	passive participle
-en	verb	to make; to become
-ence/-ance	noun	state; quality
-ent/-ant	adjective	having the quality of
-er	adjective	comparative form
-er/-or/-ist	noun	a person who
-ess	noun	a person (female)
-est	adjective	superlative form
-ful	adjective	full of
-ible/-able	adjective	having the quality of; able to be
-ic	adjective	having the quality of; affected by
-ing	noun, adjective	active participle; gerund
-ion	noun	state; condition
-ive	adjective	having the quality of; relating to
-less	adjective	without
-ly	adverb	manner (how)
-ment/-ness/-ship	noun	state; condition; quality
-(i)ous	adjective	full of
-ure	noun	state; result
-y	adjective	having the quality of; full of

2 Working with Prefixes and Suffixes In the parentheses after each word, write the word's part of speech (n. = noun; v. = verb; adj. = adjective; adv. = adverb). Then complete the sentences that follow with the appropriate words.

- converse (v.), conversation (n.), conversational (adj.) Recent studies show that there is more conversation between parents and their daughters than with their sons. This begins at birth, when parents converse more with baby girls, who tend to have more eye contact and make more noises than baby boys do. It continues in childhood, when girls' play is more _____ than boys' is.
- linguist (_____), linguistic (_____), linguistics (_____)
The field of _____ has several branches. In one of these, _____ s study how children acquire language. In another branch, they work to discover if some animals have _____ ability.
- reassurance (_____), reassure (_____), reassuringly (_____)
The mother chimp hugged her frightened baby to _____ him. Then she kissed him to give him further _____. These actions are similar to those of a human, who, in addition, speaks _____ to a fearful child.

4. able (), ability (), ably ()

Many people wonder if animals have the _____ to learn language. Studies with dolphins and chimps indicate that they are _____ to learn a certain amount of vocabulary. They also _____ follow a number of directions.

5. appear (), apparent (), apparently ()

_____, both nature and nurture decide a child's linguistic ability. It is _____ that boys and girls vocalize to a different degree from birth. However, it also _____ s that parents can influence the amount and type of conversation that their children have.

6. simple (), simplify (), simplified ()

When humans _____ their language, chimps are able to understand a certain amount. The chimps can also use _____ grammar to put together _____ sentences.

7. vocal (), vocalize (), vocalization ()

Members of a pod of whales frequently _____ with each other. We believe they are _____ in this way to make sure where each member is, but we really don't know much, yet, about their _____ s.

3 Understanding Words in Phrases As you read, it's important to notice words that often go together. Go back to the reading on pages 152-154. Find words to complete the following phrases.

- Paragraph A** 1. hold relationships _____
2. _____ status
3. points _____ that
4. are often better _____ (mathematics)

Paragraph B 5. shed _____

- Paragraph C** 6. a _____ fact
7. _____ contact
8. _____ attention

- Paragraph D** 9. _____ evidence
10. take _____ and put _____

11. depends _____

Paragraph E 12. a _____ - _____ prophecy



Strategy

Learning New Vocabulary: Making a Vocabulary Log

While you are reading, you need to understand vocabulary, but you do not need to learn it actively. Sometimes, however, you may want to remember new vocabulary for use in conversation and writing. A vocabulary log may prove useful. Follow these steps to create one:

1. Divide a sheet of paper into three columns. (This will become your Vocabulary Log.) Write these headings at the top of the three columns: Word, Definition, Example. Write the new word or expression and its pronunciation in the first column. In the middle column, write the definition and the part of speech. In the third column, write a sentence that illustrates the meaning of the item. (You can find these sample sentences in the readings in this book.)
2. Look up the words in a dictionary and write related words on the same piece of paper.
3. Pronounce the words to yourself. Try to “see” their spelling in your mind as you learn them. Repeat examples to yourself and make up other examples.
4. Cover the words and examples and try to remember them when you read the definitions.
5. Review your list regularly.

Pay special attention to *how* the word is used. For example, if the word is a verb, is it transitive? (Does it need an object?) Is a preposition used after the word? If it is a noun, is it a count noun (like *teacher*) or a noncount noun (like *water*)?

Example

Word	Definition	Examples
respond (rĭ-spōnd')	(v.) answer	Parents respond to their baby's vocalizations.
response (rĭ-spōns')	(n.) answer	Her response was immediate.
responsive (rĭ-spōn'sĭv)	(adj.) answering willingly with words or actions	They were responsive to their child's needs.

- 4 Making a Vocabulary Log** Choose a few words from Chapters 1 to 7 in this book. Follow the directions in the Strategy box on page 162 to make your own Vocabulary Log. Focus on the words that you had a hard time learning or are having a hard time remembering. Each day, as part of your homework, spend a few minutes adding new words to your Vocabulary Log.



- 5 Searching the Internet** Search the Internet for information about one of the topics below. Share the information you find with a small group.

- Communication among animals and people
How do they communicate? What words do they know?
(Tip: You can look up Jane Goodall, chimps in the wild; Con Slobodchikoff, prairie dog communication; Louis Herman, dolphin communication; or Deborah Tannen, human male-female communication.)
- Popular toys
Find out what the five most popular toys are these days. Which of these toys are task-oriented? Which are social or interactive?

PART 4

Focus on Testing

FOCUS

TOEFL IBT

Comprehension Questions About Details

Standardized tests often give a reading passage followed by questions about it. Many of these questions are about details. You'll be able to answer some from memory, after one quick reading. You'll need to look back and scan for the answers to others.

Hints

- You can usually find the items in the same order in which they appear in the selection, so look for the answer to number 1 near the beginning.
- It usually helps to quickly look over the questions before reading, if possible.

- 1 Practice** First, read the questions that follow the article. Then read the article. Try to keep some of the questions in mind as you read and highlight the answers. Don't worry if you don't understand every word. When you finish reading, answer the questions. Work as quickly as possible, as you would on a test. Your teacher may give you a time limit.

As English Spreads, Speakers Morph It into World Tongue

“English is probably changing faster than any other language,” says Alan Firth, a linguist at the University of Aalborg in Denmark, “because so many people are using it.”

More than 2 billion people are believed to speak some form of English. For every native speaker, there are three nonnative speakers. Three-quarters of the world’s mail is in English and four-fifths of electronic information is stored in English. 5

As more nonnative speakers converse with each other, hundreds of varieties of English are taking on lives of their own around the world.

But the uncontrolled, global germination of so many “Englishes” has some worried. English purists, led by Britain’s Prince Charles, bemoan the degradation of the language as they see it. 10

Multiculturalists, meanwhile, say the spread of English effectively commits “linguistic genocide” by killing off dozens of other languages.

These differing views lead to the question: Is the world taking English by storm or is English taking the world by storm? 15

Tom McArthur, editor of the *Oxford Companion to the English Language*, says that in 20 to 30 countries around the world, English is merging with native languages to create hybrid Englishes.

“The tensions between standard English and hybrid Englishes are going to become very, very great,” says Mr. McArthur, who calls the process neither good nor bad. “We are going to have to keep on our toes. Some standard form of English [should be maintained]... as a tool of communication.” 20

Prince Charles recently warned of a creeping degradation of the English language, lashing out at Americans for cheapening it with bad grammar. 25

“People tend to invent all sorts of nouns and verbs and make words that shouldn’t be,” said Prince Charles at the March launching of a five-year British effort to preserve “English English.”

“I think we have to be a bit careful, otherwise the whole thing can get rather a mess,” he added. 30

Danish Professor Firth, who studies conversations between nonnative speakers when they conduct business, says businessmen tend to... use

simplified grammar and develop and use their own English terms to cut a deal.

“People develop their own ways of doing business with each other, of talking and even writing ... that native speakers might not understand,” Firth says. “And native speakers join in and start to speak that way also.” 35

But those who seek to preserve native cultures warn that in many parts of the world, English is taking more than it is giving. Some linguists attending a global Cultural Diversity Conference held in Sydney warned of accelerating global “linguicide.” 40

Schools in former European colonies still use English or French to assimilate ethnic populations, eradicating dozens of native languages, they warn.

Oxford Companion editor McArthur says the spread of English can’t be halted. The globalization of the world, mostly driven by economics, is inevitable. 45

“It’s the [world’s] need for a unified language of trade, politics, and culture,” he says. “We’re going to lose a lot of languages around the world, but if it’s not English, it would be something else.” 50

Source: Adapted from “As English Spreads, Speakers Morph It into World Tongue” from David Rohde, *The Christian Science Monitor*.

1. According to the article, how many people probably speak English?

- (A) three-fourths of the world
- (B) four-fifths of the world
- (C) more than 2 billion people
- (D) one in three people

2. Two groups of people with differing views are _____.

- (A) purists and multiculturalists
- (B) native speakers and nonnative speakers
- (C) businessmen and linguists
- (D) linguists and multiculturalists

3. People who believe that the spread of English is harming (hurting) English are _____.
- (A) linguists
 - (B) multiculturalists
 - (C) purists
 - (D) editors
4. The article indicates that Prince Charles _____.
- (A) leads the English purists
 - (B) does not like the changes in the English language
 - (C) does not appear to like American English
 - (D) all of the above
5. *Linguicide* (line 41) probably means _____.
- (A) the teaching of languages
 - (B) the preservation of languages
 - (C) the killing of languages
 - (D) the teaching of linguistics
6. Tom McArthur, editor of the *Oxford Companion to the English Language*, believes that _____.
- (A) English is joining with other languages to create something new
 - (B) it's not necessary to have a standard form of English
 - (C) the spread of English is unavoidable
 - (D) a and b

Beyond the Reading



- 2 **Interviewing** Choose one of these projects. When you finish, report your findings to the class.
- Interview ten people who are not native speakers of English. Ask them if the spread of English is having any effect on their culture or language, and if so, *what* effect?
 - Interview ten native speakers of English. Ask them if they notice any recent changes in the English language (vocabulary, grammar, etc.) due to the influence of other languages, and if so, *what* changes?

Self-Assessment Log

Read the lists below. Check (✓) the strategies and vocabulary that you learned in this chapter. Look through the chapter or ask your instructor about the strategies and words that you do not understand.

Reading and Vocabulary-Building Strategies

- Getting the main ideas
- Getting meaning from context
- Understanding words with multiple meanings
- Understanding italics and quotation marks
- Finding details
- Identifying the main ideas
- Identifying inferences
- Distinguishing fact from assumption
- Working with prefixes and suffixes
- Understanding words in phrases
- Making a vocabulary log

Target Vocabulary

Nouns

- brain
- capacity*
- chatter
- communication*
- creatures
- degree
- echoes
- gender*
- gestures
- glue
- grin
- journal*
- lexigrams
- mammals
- organs
- percent*
- pod
- prey
- primates
- research*
- species
- structures*
- subjects
- swagger

Verbs

- acquire*
- claims
- coin
- echo
- feeds
- focusing*
- reassure
- vocalize
- wagging

Adjective

- identical*

Adverb

- upright

Idioms and Expressions

- head
(of something)
- head back
- picked up
- shedding light on

* These words are from the Academic Word List. For more information on this list, see www.victoria.ac.nz/lals/resources/academicwordlist/.

8

Tastes and Preferences

Science and art belong to the whole world, and before them vanish the barriers of nationality.

Johann Wolfgang von Goethe
German philosopher and writer



In this
CHAPTER

In Part 1, you will read about the Silk Road and how trade affects world cultures. In the rest of this chapter, you will read about, explore, and discuss how people (including you) have viewed and view beauty.



Connecting to the Topic

- 1 Describe what you see in the photo. What kind of collection is this?
- 2 Do you collect anything? Clothes, objects, photos, technology, books, etc.? Why or why not?
- 3 What types of art and products do you like to look at? To buy?

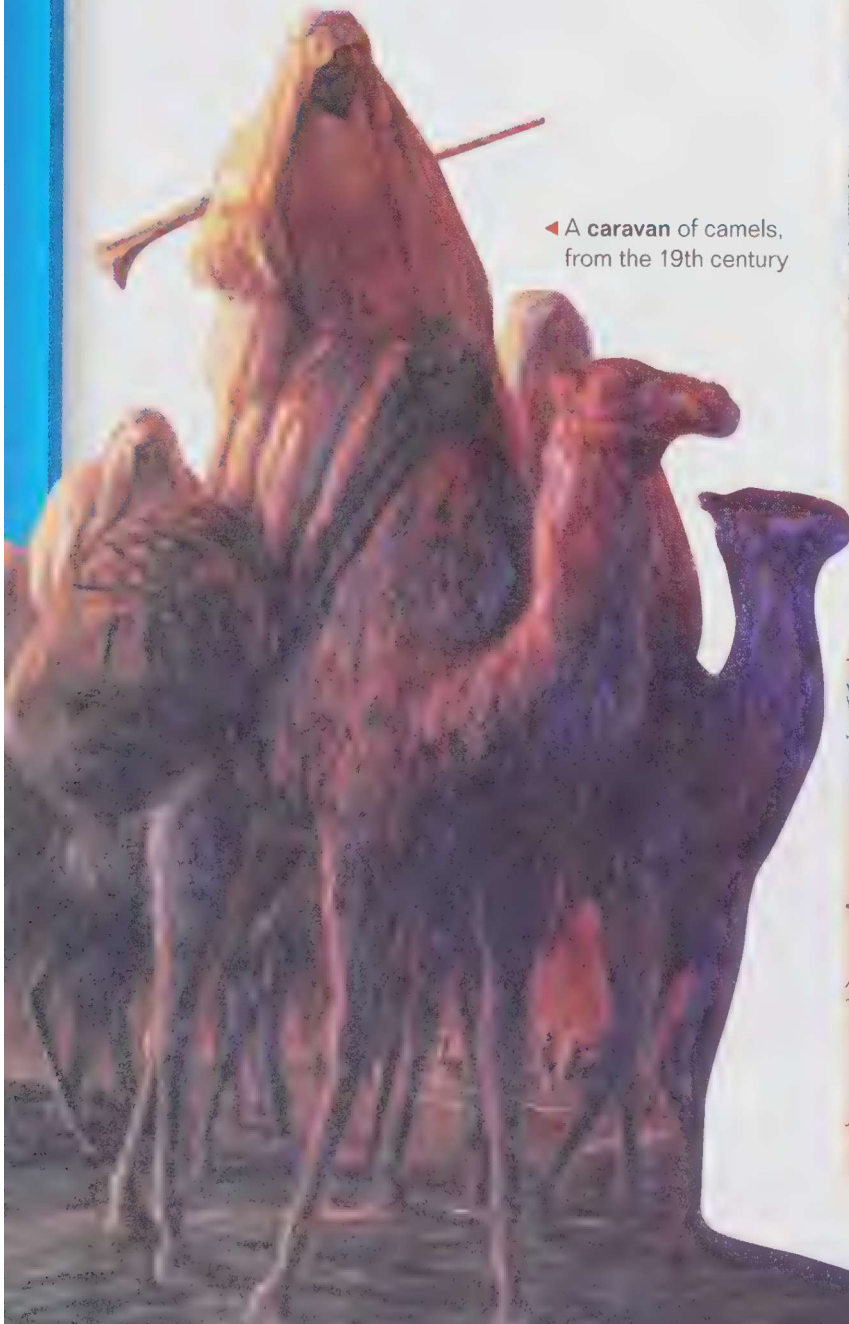
The Silk Road: Art and Archaeology

Before You Read



1 **Previewing the Topic** Look at the photos and discuss the questions.

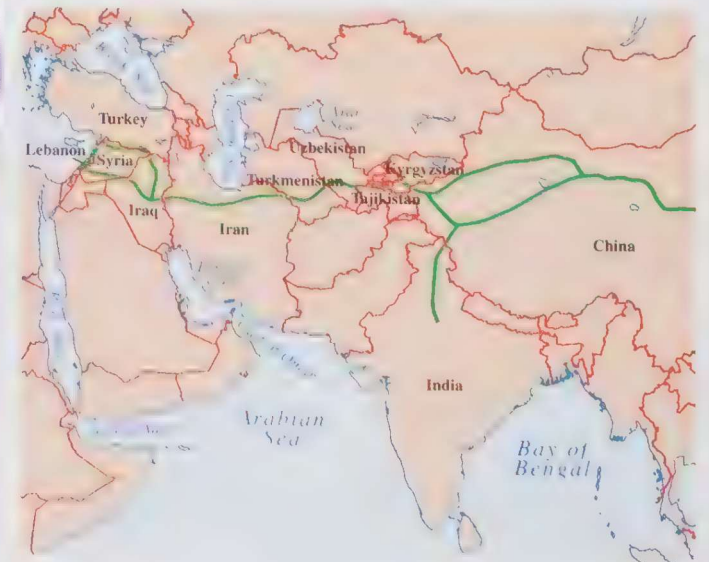
1. Compare the map of the ancient Silk Road to the modern map of the same area. What countries exist in this region today?
2. What was the purpose of caravans? Do people still have caravans today? Why or why not?



◀ A caravan of camels, from the 19th century



▲ A map of the Silk Road, from about 2000 years ago to about the 16th century



▲ A map of the Silk Road countries today



- 2 Previewing Vocabulary** Read the words and phrases below. Listen to the pronunciation of each word. Put a check mark (✓) next to the words you don't know. Don't use a dictionary.

Nouns

- archaeologists
- architecture
- armor
- calligraphy
- caravan
- caves
- destination
- documents
- fabric
- frescoes
- mausoleums
- merchants
- mosques
- network
- oasis
- pitcher
- silk
- spices
- statues

Verbs

- decorated
- depict
- flowered
- spread

Adjectives

- exquisite
- fertility
- holy
- significant
- vast

Expression

- to this end

- 3 Previewing the Reading** Look over the reading on pages 171–174.

1. What is the topic of the reading? (Look at the title.)
2. What are the five subtopics? (Look at the heading of each section.)
3. What do the photos in the article lead you to expect?

Read



- 4 Reading the Article** As you read the following article, think about the answer to these questions: *What was the Silk Road? What can we learn about ancient life in this region from a study of its art and archaeology?* Read the selection. Do not use a dictionary. Then do the exercises that follow the reading.

The Silk Road: Art and Archaeology

Cross-Cultural Evidence

A In the ruins of the ancient Roman city of Pompeii, which was destroyed by a volcano in the year 79 C.E.,* a mirror was found. It had an ivory handle in the shape of a female **fertility** goddess. The mirror was from India. In the tomb of Li Xian, a Chinese military official who died in 569 C.E., **archaeologists** found a water **pitcher** in the shape of a vase. The pitcher had a combination of different styles: the shape was from Persia (today's Iran), many details were from Central Asia, and the figures on the side were Greek stories from the Trojan War. In the Japanese city of Nara, the

*79 C.E. = the year 79 of our Common Era (79 A.D.)

8th century Shosoin Treasure House holds thousands of **exquisite** objects of great beauty—furniture, musical instruments, weapons, fabric, and military **armor**. These objects come from what is today Vietnam, western China, Iraq, the Roman Empire, and Egypt. Clearly, long before the globalization of our modern world, trade was going on between very distant lands, and the objects tell a story about a place and time.

What Was the Silk Road?

B From ancient times, cultures have influenced each other along the famous Silk Road, although it was not truly one continuous road. Instead, it was a 5,000-mile series or **network** of trails that connected East Asia to the Mediterranean. In ancient times, it was never called the “Silk Road.” The term *Silk Road* was coined in the 19th century by a German explorer. He was thinking of one of the goods that people in the West found especially desirable—**silk fabric** from China. For centuries, the Chinese kept as a secret the way in which silk is produced. They exchanged this fabric for Mediterranean glass, whose production was also kept secret by the Romans. However, **merchants** also moved many other goods along these trade routes: **spices** (such as cinnamon), musical instruments, tea, valuable stones, wool, linen, and other fabrics. Ideas and knowledge also moved along the Silk Road. Travelers to foreign regions took with them ideas about art, **architecture**, styles of living, and religion.

C In a sense, there were *two* Silk Roads—the literal, historical one and the figurative one. The historical network of trails was used from approximately 100 B.C.E.* until the 16th century C.E. Almost nobody actually made a complete



▲ A desert oasis

trip from one end to the other. Instead, merchants used to carry goods along one section of the road and sell them to other merchants at an **oasis** in the desert or a town in the mountains. These merchants, in turn, took the goods to the next stop, and so on. The figurative Silk Road is a symbol of the cross-cultural exchange of knowledge. This continues even today. In short, the Silk Road was the way that goods and ideas moved across a **vast** area of Asia and southeastern Europe.

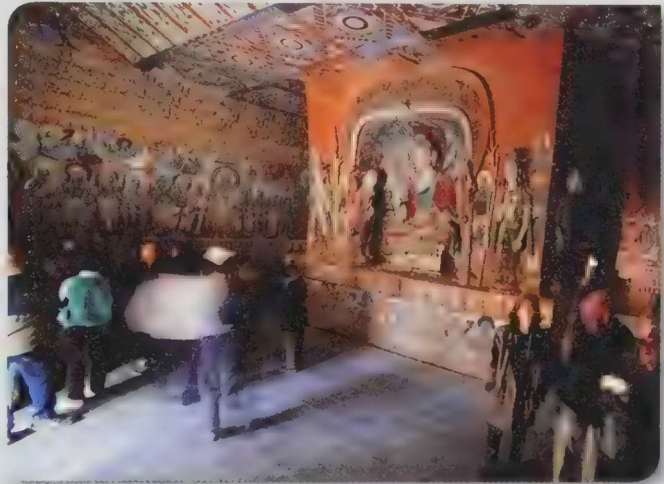
Art, Religion, and the Silk Road

D Art and architecture reflect the movement of religion from region to region. At various times, Buddhism, Zoroastrianism, Judaism, Christianity, and Islam, among other religions, **spread** along the Silk Road. Buddhism and Islam were an especially **significant** influence. Buddhism moved north

*100 B.C.E = 100 years before our Common Era (100 B.C.)

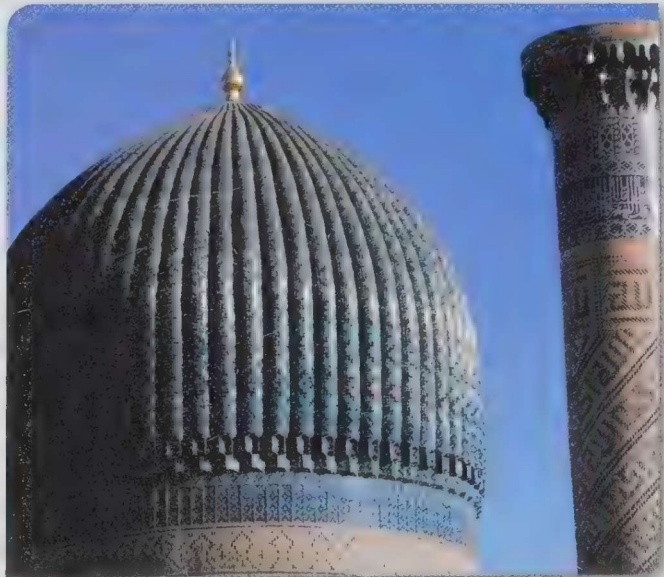
and east from India beginning in the 4th century c.e. When Buddhism entered China, the Buddhist love of painting and **statues** moved with it. However, there was at least one change in style: the bare chest of the figure of the Buddha in India was not considered proper by the Chinese, who created figures of the Buddha wearing a robe.

E As in many religions worldwide, **caves** deep inside mountains seem to have been important **holy** places for Buddhists. For example, in Dunhuang, China, a desert oasis far from towns or cities, Buddhists dug a series of caves and **decorated** them with exquisite **frescoes**—wall paintings—and statues. In these caves, called *Mogaoku* in Chinese, the frescoes are not all religious. Many **depict** scenes of daily life. Also, evidence of some of the many Silk Road cultures was discovered. In one cave, **documents** were found that were written in five languages: Chinese, Uigur, Sogdian, Tibetan, and Sanskrit.



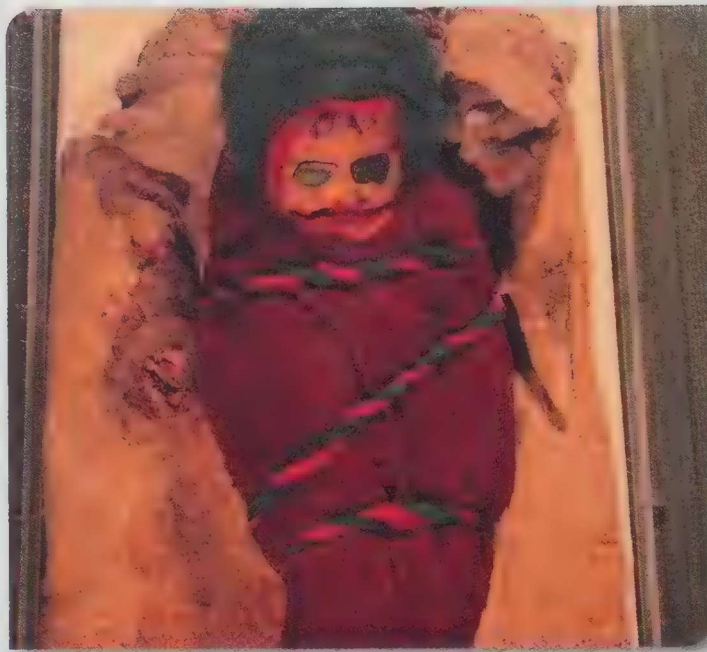
▲ The Mogaoku, "Peerless Caves," in Dunhuang, China

F The spread of Islam toward the east in the 7th century c.e. contributed to the disappearance of some art but the creation of other art. Islam played a role in the destruction of many Buddhist statues because the Koran (the book of Islam) taught that images of humans were unholy. However, during this period, Islamic art and architecture **flowered** in many areas along the Silk Road. For example, in Samarkand—in what is Uzbekistan today—the military leader Timur built **mosques** (for Islamic religious worship), **mausoleums** (in which to bury the dead), and palaces. The creators of such



▲ Gur-i Amir Mausoleum in Samarkand, Uzbekistan

buildings followed Islamic law by decorating them with arabesques—exquisite designs of great beauty with images of flowers, geometric forms (such as circles, squares, and triangles), and Arabic **calligraphy**, or writing.



▲ Mummy of a baby from 1000 B.C.E.; the bright colors of the clothing are due to the preserving powers of the very dry, salty land. Blue stones were placed on the eyes.

In brief, it is possible to follow the rise and fall of religions by studying the art and architecture along the Silk Road. 95

A Question of Time: Two Views

G Most historians have dated the Silk Road from about 100 B.C.E., when the Chinese emperor Wu Di first sent a representative, General Zhang Qian, with a **caravan** of 100 men on a long, dangerous trip. His **destination** was the Western Territories. Zhang returned 13 years later, with only one of his men but with much information. Recent discoveries, however, shed light on a period long *before* 110

this. These discoveries suggest that people were on the move and trading goods as early as 1000 B.C.E. Archaeologists have found tombs of people in the Takla Makan Desert, in Central Asia, in what is today the northwestern region of China. The dry, salty earth preserved the people's bodies and the goods that were buried with them in these tombs. We have learned that these people had horses and sheep. They ate bread, although wheat did not grow in this area. They had cowry shells from the ocean, although the region is landlocked. They wore brightly colored clothing. They wore leather boots and wool pants. Some were tall: a woman was 6 feet tall (1.83 meters), and a man 6 feet 6 inches (1.98 meters). Perhaps most astonishing, they had long noses and reddish hair, and the men wore beards. Thus, archaeologists are beginning to ask: Were people moving along the Silk Road long before we thought they were? 115 120

The Silk Road Today

H Today, there is new interest in the history and culture of the Silk Road, which the famous Chinese-American musician Yo-Yo Ma has called "the Internet of antiquity." New technology is helping us to learn more about this ancient "Internet." Special radar on the space shuttle allows archaeologists to "see" objects and ruined cities 1–2 meters under the dry desert sand, for example. Tourists now come from all over the world to follow the old trade routes. And people with a love of art and culture want to make sure that the customs in the vast region do not die out as the world modernizes. **To this end**, Yo-Yo Ma has founded the Silk Road Project, which encourages the living arts of these traditional lands. The result is that the people along the ancient Silk Road continue to learn from each other. 125 130



5 Checking Your Understanding What did you learn from the reading?
Answer these questions with a group.

1. Where are three pieces of evidence that indicate trade between distant lands was occurring before the 9th century?
2. Where were the two opposite ends of the Silk Road?
3. What were two goods whose method of production was kept a secret?
4. What was moved along the Silk Road?
5. How did merchants move goods along the Silk Road?
6. What is evidence of the movement of Buddhism to China?
7. What is evidence of the spread of Islam to the east?
8. What was found in tombs of people in the Takla Makan Desert in Central Asia?
9. What does Yo-Yo Ma's Silk Road Project encourage?

6 Getting Meaning from Context Read the sentences below. Answer the questions and write a definition for each underlined vocabulary word. When you finish, check your definitions in a dictionary.

1. Many of the wall paintings depict scenes of everyday life.

What part of speech is *depict* (noun, verb, adjective)? _____

In this example, what *depicts* these scenes? _____

What does *depict* mean? _____

2. Timur built mosques for Islamic religious worship.

What part of speech is *mosques*? _____

What did Timur do? _____

What happens in *mosques*? _____

What does *mosques* mean? _____



Strategy

Getting Meaning from Context

Sometimes you need to see a word in several different forms or contexts before you can guess the meaning.

Example

It was found in the **tomb** of Li Xian, who died in the year 569.

Archaeologists have found **tombs** of people in the desert. The dry, salty earth preserved the people's bodies.

(You can guess that **tombs** are places for dead people.)

- 7 Getting Meaning from Context** Read the sentences below. Highlight the words that give clues to the meanings of the underlined words. Then write a definition of the underlined word. When you finish, check your definitions in a dictionary.

1. As in many religions worldwide, caves **deep inside mountains** seem to have been important holy **places** for Buddhists.

People **dug** a series of caves and decorated them with exquisite **wall** paintings.

What are *caves*? _____

2. They were important holy places for Buddhists.

The Koran (the book of Islam) taught that images of humans were unholy, so many statues were destroyed.

What does *holy* mean? _____

3. In the Japanese city of Nara, the 8th century Shosoin Treasure House holds thousands of exquisite objects of great beauty.

The creators of such buildings followed Islamic law by decorating them with arabesques—exquisite designs of astonishing beauty with images of flowers and geometric forms.

What does *exquisite* mean? _____

- 8 Checking Your Vocabulary** Read the definitions below and write the correct words and expressions from the reading. The first one has been done for you as an example.

1. people who study ancient cultures = archaeologists
2. something that a soldier wears to protect the body in a battle = _____
3. any material (including silk) for clothing = _____

4. writing as an art form = _____
5. a place with water and trees in the desert = _____
6. in order to do this = _____
7. official papers with written information = _____
8. a place that someone is trying to reach = _____
9. buildings where dead people are buried = _____
10. beautiful decoration with images of flowers and geometric forms = _____
11. people who sell things = _____
12. grew and spread = _____
13. important = _____



Strategy

Recognizing Summaries in a Reading

Below are some common connecting words that indicate a summary will follow.

in short	in conclusion	to sum up
in brief	in summary	as we've seen
the result is	thus/therefore	clearly

- 9 Recognizing Summaries** Copy or paraphrase the sentences from the reading that begin with the connecting words below. Then circle the number of the sentence below that best expresses the main idea of the entire reading.

1. Clearly, _____

2. In short, _____

3. In brief, _____

4. Thus, _____

5. The result is _____

- 10 Understanding Outlines** Complete the outline below of the reading selection "The Silk Road: Art and Archaeology." The five general topics are filled in, but the reading also contains many subtopics that serve as supporting material. Write these specific topics in the correct places. Some are done for you. Use the list of subtopics on page 179. You will need to look back at the reading to see where they belong.

The Silk Road: Art and Archaeology

I. Introduction: Cross-Cultural Evidence

- A. _____
- B. _____
- C. _____
- D. trade between distant lands long before today's globalization

II. What Was the Silk Road?

- A. _____
 - 1. _____
 - 2. exchange of ideas and knowledge
- B. _____
 - 1. _____
 - 2. figurative

III. Art, Religion, and the Silk Road

- A. _____
- B. the spread of Islam toward the east

IV. A Question of Time: Two Views

- A. _____
 - 1. 100 B.C.E
 - 2. _____
- B. archaeological view
 - 1. _____
 - 2. _____

V. The Silk Road Today

- A. _____
- B. _____
- C. _____

1. the spread of Buddhism north and east from India
2. two Silk Roads
3. new technology
4. example: Indian mirror in Roman Pompeii
5. historical view
6. series or network of trails that connect East Asia to the Mediterranean
7. example: pitcher with styles from three cultures in a Chinese tomb
8. exchange of goods (silk, glass, spices, etc.)
9. 1000 B.C.E
10. tourism
11. example: the Shosoin Treasure House in Japan
12. literal
13. General Zhang Qian, sent by emperor
14. encouragement of living arts
15. tombs in the Takla Makan Desert

11 Checking Your Understanding Turn back to the beginning of Activity 4 on page 171 and answer the two questions in the instructions.

12 Making Inferences Look at Paragraph G on page 174 to answer these questions.

1. What were the physical characteristics of the people buried in the Takla Makan Desert?
2. What inference can you make about this? In other words, what does the reading not say directly but instead *imply*?



13 Discussing the Reading Talk about your answers to these questions.

1. Have you been to any places along the Silk Road? If so, tell your group about them.
2. Do you know of any other long road that connected distant places in ancient times? If so, tell your group about it.
3. What is one type of art from ancient times in your country? Tell your group about it.
4. What kinds of art do you like? Why?

Fashion: The Art of the Body

Before You Read



Strategy

Identifying Main Ideas by Analyzing Details

The main idea is not always clearly expressed in a paragraph. Instead, the details may *imply* the main idea, which sums up all the information in the paragraph.

Example

For various reasons, clothing of some type has been worn by human beings since the beginning of time. The Inuit (Eskimos) wear animal fur to protect them against the cold winter weather. Nomadic desert people wear long, loose clothing for protection against the sun and wind of the Sahara. But is clothing really essential for protection? Perhaps not. Scientists point out the absence of clothing among certain Indians of southern Chile, where the temperature is usually 43°F (7°C) and often colder. Similarly, the tribal people of Australia, where the weather is like that of the Sahara Desert, wear almost no clothing.

(The topic of the paragraph is clothing. The important details are that some groups wear clothing for protection against the weather, while others do not. Thus, the main idea of the paragraph is that protection is one function of clothing, but not an essential one.)



- 1 Identifying the Topic and Main Idea** Read each paragraph. Then to help you figure out the main idea, answer the three questions that follow each paragraph.

Fashion: The Art of the Body

- A The enormous and fascinating variety of clothing may express a person's status or social position. Several hundred years ago in Europe, Japan, and China, there were many highly detailed sumptuary laws—that is, strict regulations concerning how each social class could dress. In Europe, for example, only royal families could wear fur, purple silk, or gold cloth. In Japan, a farmer could breed silkworms, but he couldn't wear silk. In many societies, a lack of clothing indicated an absence of status. In ancient Egypt,



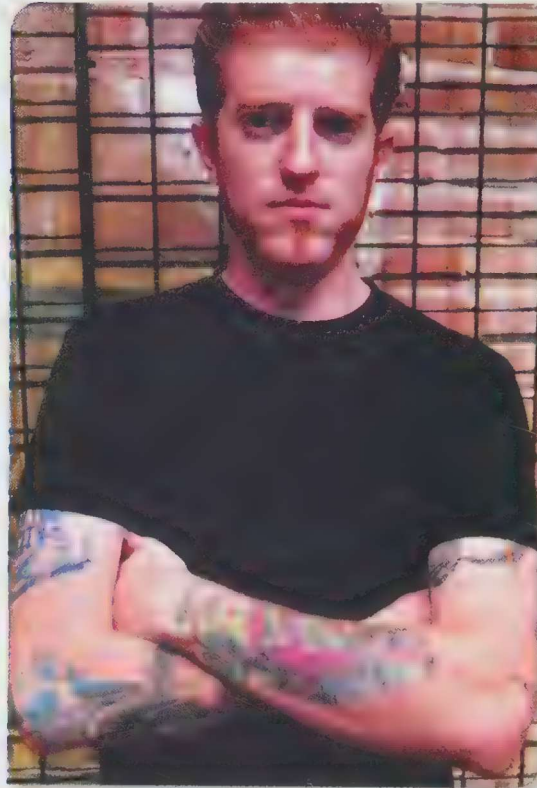
▲ A street in Paris

for instance, children—who had no social status—wore no clothes until they were about twelve. These days, in most societies (especially in the West), rank or status is exhibited through regulation of dress only in the military, where the appearance or absence of certain metal buttons or stars signifies the dividing line between ranks. With the exception of the military, the divisions between different classes of society are becoming less clear. The clientele of a Paris café, for example, might include both working-class people

and members of the highest society, but how can one tell the difference when everyone is wearing denim jeans?

1. What is the topic of Paragraph A?
 - (A) the military
 - (B) sumptuary laws
 - (C) uniforms
 - (D) status
2. What details about the topic does the paragraph provide? (Choose more than one answer.)
 - (A) Strict laws in some countries used to regulate what people of each social class could wear.
 - (B) Rich people wear more beautiful clothing than poor people do.
 - (C) In many societies, the absence of clothing indicated an absence of status.
 - (D) Today, the divisions between social classes are becoming less clear from the clothing that people wear.
3. What do the answers to numbers 1 and 2 have in common? That is, what is the main idea of Paragraph A?
 - (A) Today, the differences between various social classes can be seen only in military uniforms.
 - (B) Laws used to regulate how people could dress.
 - (C) Clothing (or its absence) has usually indicated status or rank, but this is less true in today's world.
 - (D) Clothing has been worn for different reasons since the beginning of history.

B Three common types of body decoration are *mehndi*, tattooing, and scarification. *Mehndi* is the art of applying dye (usually dark orange or dark brown) to the skin of women in Hindu and Islamic cultures in southern Asia and in Africa. The dye comes from the henna plant and is applied in a beautiful design that varies from culture to culture—fine, thin lines in India and large flower patterns in the Arab world, for example. A tattoo is also a design or mark made with a kind of dye (usually dark blue); however,



▲ Modern tattooing



◀ Scarification

unlike henna, it is put into a *cut* in the skin. In scarification—found mainly in Africa—dirt or ashes are put into the cuts instead of dye; the result is a design that is unique to the person's tribe. Three lines on each side of a man's face identify him as a member of the Yoruba tribe of Nigeria, for example. A complex geometric design on a woman's back identifies her as Nuba (from Sudan) and also makes her more beautiful in the eyes of her people. In the 1990s, tattooing became popular among youth in urban Western societies. Unlike people in tribal cultures, these young people had no tradition of tattooing, except among sailors and criminals. To these young people, the tattoos were beautiful and were sometimes also a sign of rebellion against older, more conservative, people in the culture. These days, tattooing has become common and is usually not symbolic of rebellion.

1. What is the topic of Paragraph B?
 - (A) the Yoruba people
 - (B) geometric designs
 - (C) dirt and ashes
 - (D) body decoration
2. What details about the topic does the paragraph provide? (Choose more than one answer.)
 - (A) *Mehndi*, tattooing, and scarification are types of body decoration.
 - (B) Tattoos and scarification indicate a person's tribe or social group, although youth in Western societies sometimes use tattoos as a form of rebellion.
 - (C) Scarification is very painful and is symbolic of strength.
 - (D) Designs on a person's face or body are considered beautiful.
3. Which idea below includes all the details that you chose in number 2? In other words, what is the main idea of the paragraph?
 - (A) Everyone who wants to be beautiful should get a tattoo.
 - (B) People decorate their bodies for the purposes of identification, beauty, and sometimes rebellion.
 - (C) *Mehndi* and tattoos are designs made by putting dye on or in the skin.
 - (D) Men more often decorate their faces; women often decorate their backs.

- c In some societies, women overeat to become plump because large women are considered beautiful, while skinny women are regarded as unattractive. A woman's plumpness is also an indication of her family's wealth. In other societies, by contrast, a fat person is considered unattractive, so men and women eat little and try to remain slim. In many parts of the world, people lie in the sun for hours to darken their skin, while in other places light, soft skin is seen as attractive. People with gray hair often dye it black, whereas those with naturally dark hair often change its color to blond or green or purple.

1. What is the topic of Paragraph C?
 - (A) hair
 - (B) skin
 - (C) body shape
 - (D) body changes
2. What details about the topic does the paragraph provide? (Choose more than one answer.)
 - (A) It is unhealthy to lose or gain too much weight.
 - (B) Some societies consider large people attractive; others, slim ones.
 - (C) Some people prefer dark hair or skin; others, light.
 - (D) Most wealthy people try to stay thin.

3. What is the main idea of Paragraph C?

- (A) Individuals and groups of people have different ideas about physical attractiveness.
- (B) Lying in the sun darkens the skin.
- (C) In some societies, thinness is an indication that a family is poor.
- (D) Dark-skinned people usually have dark hair.

D In most modern cultures, many people visit a dentist regularly for both hygiene and beauty. They use toothpaste and dental floss daily to keep their teeth clean. They have their teeth straightened, whitened, and crowned to make them more attractive to others in their culture. However, *attractive* has had quite a different meaning in the past and in some cultures today. In the past, in Japan, it was the custom for women to blacken, not whiten, the teeth. People in some areas of Africa and central Australia have the custom of filing the teeth to sharp points. And among the Makololo people of Malawi, the women wear a very large ring—a *pelele*—in their upper lip. As their chief once explained about *peleles*: “They are the only beautiful things women have. Men have beards. Women have none. What kind of person would she be without the *pelele*? She would not be a woman at all.” While some people in modern urban societies think of tribal lip rings as unattractive and even “disgusting,” other people—in Tokyo or New York or Rome—might choose to wear a small lip ring or to pierce their tongue and wear a ring through the hole.

1. What is the topic of Paragraph D?

- (A) dentistry
- (B) blackening or whitening the teeth
- (C) changes to the human mouth
- (D) *peleles* and beards

2. What details about the topic does the paragraph provide? (Choose more than one answer.)

- (A) White teeth are attractive to all cultures.
- (B) In the West, people visit dentists and have their teeth straightened, whitened, and crowned.
- (C) In some cultures, people blacken their teeth or file them to sharp points, and in other cultures young people wear lip rings or tongue rings.
- (D) Makololo women wear a large ring in their upper lip.

3. What is the main idea of Paragraph D?

- (A) People can easily change the color or shape of their teeth.
- (B) What is *attractive* has different interpretations.
- (C) The human mouth suffers change and abuse in many societies.
- (D) Some methods of changing the appearance of the mouth are dangerous, but others are safe.



▲ Papua New Guinean man wearing tribal face paint



▲ Woman wearing modern "face paint"

E Body paint or face paint is used mostly by *men* in preliterate societies in order to attract good health or to ward off disease. Anthropologists explain that it is a form of magic protection against the dangers of the world outside the village, where men have to go for the hunt or for war. When it is used as warpaint, it also serves to frighten the enemy, distinguish members of one's own group from the enemy, and give the men a sense of identity, of belonging to the group. *Women* in these societies have less need of body or face paint because they usually stay in the safety of the village. Women in Victorian society in England and the United States were expected to wear little or no makeup. They were excluded from public life and therefore didn't need protection from the outside world. In modern societies, however, cosmetics are used mostly by women, who often feel naked, unclothed, without makeup when out in public—like a tribal hunter without his warpaint.

1. What is the topic of Paragraph E?

- (A) body and face paint
- (B) men's warpaint
- (C) modern women's cosmetics
- (D) magic protection

2. What details about the topic does the paragraph provide? (Choose more than one answer.)

- (A) Body or face paint is usually worn by men in tribal societies.
- (B) People wear body or face paint to make them more attractive.
- (C) Makeup ("face paint") is usually worn by women in modern societies.
- (D) When women are excluded from public life, they wear little or no makeup.

3. What is the main idea of Paragraph E?

- (A) Body paint gives men a sense of identity.
- (B) Women in modern times wear makeup to be more beautiful.
- (C) In the past, men wore face paint, but in modern times, women wear it.
- (D) Body or face paint may be worn as a sort of protection by people who leave the home or village.

After You Read

- 2 Critical Thinking: Identifying Inferences** Read the statements below about the article "Fashion: The Art of the Body." Put a check mark (✓) by the statements that you can infer from the reading. Put an X by the other statements, even if you think they are true. Then, on the line after each inference, write the phrases from which you inferred the information. Leave the other statements blank. The first two are done for you as examples.

1. All people wear clothing to keep warm.

2. Fur provides warmth, while long, loose clothing is useful in hot weather.
The Inuit (Eskimos) wear animal fur to protect them against the cold winter weather. Nomadic desert people wear long, loose clothing for protection against the sun and wind of the Sahara.

3. Rich people wear more clothing than poor people do.

4. Social status might be less important now than it was in the past.

5. Some methods of body beautification may be uncomfortable or painful.

6. Body or face paint may make people feel protected.

7. Women are more interested in looking good than men are.

8. There are some similarities between tribal people and modern urban people in their views of body decoration.



3 Discussing the Reading Talk about your answers to these questions.

1. Why are people often unhappy with their bodies? What are their reasons for changing their appearance?
2. What do you think of the methods of body beautification that are described in the reading? Why?
3. What methods of “body art” are common in your culture (makeup? tattoos? ear piercing? hair dyeing? etc.)? What do you think of them?

Responding in Writing

4 Summarizing Choose one paragraph—B, F, or G—from the reading “The Silk Road: Art and Archaeology” on pages 171–174. Write a short summary of it (two or three sentences). To write this summary, follow these steps:

- Make sure that you understand the paragraph well.
- Choose the main idea.
- Find the most important details.

In order to summarize this in your own words, *don't look at the original paragraph as you write*. When you finish writing, compare your summary with those of other students who summarized the same paragraph.

5 Writing Your Own Ideas Choose one of these topics to write about:

- clothing and status
- your society's views on weight
- tattooing
- *mehndi* designs
- body piercing

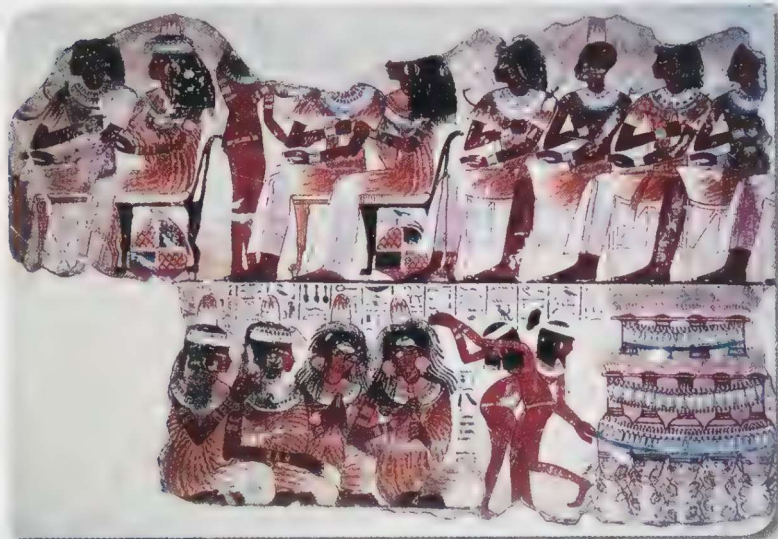
What is your opinion about the topic you chose? Write a one-paragraph letter to your teacher in which you explain your opinion.

What's the main idea of your paragraph? _____

Culture Note

Beauty and the Past

In ancient Egypt, both rich and poor people used many kinds of scented oils to protect their skin from the sun and wind and to keep it soft. These oils were a mixture of plants and the fat of crocodile, hippo, or cat. Many people shaved their heads and wore wigs. Other people dyed their hair black when it began to turn gray. Men, women, and children all wore **kohl**—black eye liner—both for beauty and to protect their eyes from disease. On special occasions, people wore exquisite jewelry, especially necklaces and earrings, and on top of their wigs wore a white cone made of sweetly scented ox fat. As the evening went on, the cone melted, and the fragrance dripped down over their wigs, faces, and clothes.



◀ Egyptians on a special occasion: notice the white cones on their heads.

Talk it Over



- 6 Art and Beauty** Below are some quotations about art and beauty. Read them and discuss your answers to each of the questions that follow.

Quotations

"Beauty is in the eye of the beholder." Margaret Hungerford

"Alas, after a certain age, every man is responsible for his own face." Albert Camus

"Remember that the most beautiful things in the world are the most useless: peacocks and lilies, for instance." John Ruskin

"I'm tired of all this nonsense about beauty being only skin-deep. That's deep enough. What do you want, an adorable pancreas?" Jean Kerr

"Form follows function." motto of the Bauhaus (a German school of design)

"Great artists have no country." Alfred de Musset

Questions

1. What does each quotation mean? (You might need to use a dictionary.)
2. Do you agree with any of them? Explain why you do or do not agree.
3. What are some proverbs or quotations about art or beauty in your language? Translate them into English and explain them.



- 7 Analyzing Advertisements** Go online to find advertisements about beauty treatments and methods (hairstyling salons, makeup, plastic surgery, etc.). Discuss the new vocabulary you find in the advertisements. Tell the class about the most interesting ads and your opinions of them.

PART 3

Building Vocabulary and Study Skills



Strategy

Recognizing Words with Similar Meanings

Although words with similar meanings can often be substituted for one another, they may have somewhat different definitions.

Example

I'm taking a geography **course**. The **class** meets twice a week and there is a different **lesson** at each meeting.

(*course* = series of lessons on a subject; *class* = a meeting of a course or the students who are taking a course; *lesson* = a separate piece of material on a subject or the amount of teaching at one time)

- 1 Recognizing Words with Similar Meanings** The words in each of the following groups have similar meanings, but they are not exactly the same. Match the words with their definitions by writing the letters on the lines as in the examples. If necessary, check your answers in a dictionary.

- | | |
|-----------------------|--|
| 1. <u> b </u> study | a. gain knowledge or skill in a subject |
| _____ memorize | b. make an effort to learn |
| _____ learn | c. to know something exactly from memory |
| 2. _____ depict | a. show in the form of a picture |
| _____ indicate | b. point out; make known |
| _____ express | c. put (thoughts, feelings) into words |

3. _____ target
_____ goal
_____ destination

- a. objective; purpose
b. the place where someone is going
c. an object or mark someone tries to reach or hit



Strategy

Understanding General and Specific Words

The meaning of one word can *include* the meanings of many others.

Example

Beautiful art can be found in different kinds of **structures**: churches, mosques, and palaces.

(Churches and mosques are religious buildings, and palaces are buildings for royalty. The word *structures* can mean “buildings,” so it includes the meanings of the three other words.)

- 2 Understanding General and Specific Words** In each of the following items, circle the one word that includes the meanings of the others. The first one is done for you as an example.

1. art statue painting

5. bus subway transportation

2. script calligraphy writing

6. cosmetics lipstick dye

3. architecture house building

7. hard rock music jazz

4. traveler tourist passenger

8. murder crime theft



Strategy

Understanding Connotations

Sometimes words with similar meanings have different connotations (implied meanings, “feelings”). Some of the meanings can be positive; some can be negative.

Example

In some societies, women overeat to become **plump** because **large** women are considered beautiful. In other cultures, a **fat** person is considered unattractive.

(The words *plump*, *large*, and *fat* all mean “over normal weight.” However, to say someone is *fat* is an insult, while *plump* and *large* are more polite ways of referring to the same characteristic.)

Some dictionaries provide information on the usage of words in different situations and on connotations of words with similar meanings.

3 Understanding Connotations Read the dictionary entries below and complete the following activities.

thin¹ /θɪn/ *adj.* comparative **thinner**, superlative **thinnest** **1** something that is thin is not very wide or thick [**≠ thick**]: *a thin slice of cheese* | *The walls here are paper-thin* (=very thin). **2** having little fat on your body [**≠ fat**]: *He's tall, very thin, and has dark hair.*

THESAURUS

slim and **slender** – used about someone who is thin in an attractive way

skinny – used about someone who is very thin in a way that is not attractive

lean – used about someone who is thin in a healthy way: *He has a runner's physique: long legs and a lean body.*

underweight – used, especially by doctors, about someone who is too thin, in a way that is not healthy

emaciated – used about someone who is extremely thin and weak because of illness or not eating

3 if someone has thin hair, they do not have very much hair [**≠ thick**] **4** air that is thin is difficult to breathe because there is not much OXYGEN in it **5** a substance that is thin has a lot of water in it [**≠ thick**]: *thin broth* —**thinness** *n.* [U]

beau-ti-ful /'byʊtɪfəl/ *adj.* **1** extremely attractive to look at: *She was the most beautiful woman I've ever seen.* | *a beautiful baby* | *The views from the mountaintop were beautiful.*

THESAURUS

attractive, good-looking, pretty, handsome, gorgeous, stunning, nice-looking, cute

→see Thesaurus box at ATTRACTIVE

2 very good or giving you great pleasure: *beautiful music* | *The weather was beautiful.*

Write a plus sign (+) before the words with positive connotations and a negative sign (–) before the words with negative ones.

- | | | |
|--------------------|------------------|---------------------|
| 1. _____ slim | 3. _____ skinny | 5. _____ fat |
| 2. _____ emaciated | 4. _____ slender | 6. _____ overweight |

Next, circle the words that have a polite connotation.

- | | | |
|----------------|-----------|----------|
| 1. underweight | 3. plump | 5. obese |
| 2. emaciated | 4. chubby | 6. heavy |

For each pair of words, circle the one with the stronger meaning. The first one is done for you as an example.

- | | |
|-----------------------------|---------------------------|
| 1. <u>beautiful</u> /pretty | 4. ugly/plain |
| 2. ugly/hideous | 5. beautiful/good-looking |
| 3. attractive/gorgeous | 6. unattractive/ugly |

4 Choosing the Appropriate Words Choose all of the possible polite answers for each blank to complete each sentence.

1. He's a very _____ man. 2. What a _____ baby!
- (A) skinny (A) beautiful
(B) handsome (B) handsome
(C) attractive (C) fat
(D) ugly (D) good-looking
3. This is a very _____ garden.
- (A) exquisite
(B) plain
(C) pretty
(D) attractive

5 Writing Words with Similar Meanings On a separate piece of paper, write words with meanings similar to the following words. Use your dictionary for help. Then write the lists of similar words on the board and discuss with your classmates differences in meanings, connotation, and usage.

1. woman 3. talk 5. old
2. thief 4. believe 6. small

6 Recognizing Words in Phrases As you read, it's important to notice words that often go together. Go back to the paragraphs on pages 171–174. Find words to complete the following phrases.

Paragraph A

_____ the shape _____ a female
fertility goddess

Paragraph B

a network _____ trails

Paragraph C

was used _____ approximately 100 B.C.E.
_____ the 16th century

Paragraph D

_____ region _____ region

Paragraph F

1. contributed _____ the disappearance of some art
2. _____ brief

Paragraph H

_____ end

7 Focusing on Words from the Academic Word List Fill in the blanks with words from the Academic Word List in the box. You will use one word twice.

continue
culture

founded
Project

region
routes

technology
traditional

Today, there is new interest in the history and _____¹ of the Silk Road, which the famous Chinese-American musician Yo-Yo Ma has called “the Internet of antiquity.” New _____² is helping us to learn more about this ancient “Internet.” Special radar on the space shuttle allows archaeologists to “see” objects and ruined cities 1–2 meters under the dry desert sand, for example. Tourists now come from all over the world to follow the old trade _____³. And people with a love of art and _____⁴ want to make sure that the customs in the vast _____⁵ do not die out as the world modernizes. To this end, Yo-Yo Ma has _____⁶ the Silk Road _____⁷, which encourages the living arts of these _____⁸ lands. The result is that the people along the ancient Silk Road _____⁹ to learn from each other.



8 Searching the Internet Search the Internet for one of the topics below. Explore one website and find something that interests you. Share what you find with a small group. Choose from these topics:

- tours of the Silk Road
- the meaning of tattooing or scarification among tribal peoples
- *mehndi* designs in different cultures
- the latest fashions in “body art”

FOCUS

TOEFL iBT

Questions About Basic Comprehension

In the Focus on Testing section of Chapter 1, the three types of reading questions on the TOEFL® Internet-Based Test (iBT) are listed. One type is the *basic comprehension question*, which focuses on the understanding of facts, what facts mean, and how language ties one fact to others. You must understand not only words and phrases but entire groups of sentences. You must also be able to find main ideas and recognize how they are supported in the reading.

Vocabulary questions make up 20 to 25 percent of all TOEFL® iBT reading questions. These are considered *basic comprehension questions*. To answer them, you have to understand the context, not just the words themselves.

- 1 Practice** Reread the Focus on Testing reading in Chapter 7, "As English Spreads, Speakers Morph It into World Tongue," on pages 164–165. Answer the basic-comprehension questions below. You may refer to the reading as often as you want. Try to answer all five questions in five minutes or less.
1. According to the article, which pair of groups both dislike the spread of "Englishes" around the world?
 - (A) purists and multiculturalists
 - (B) native speakers and nonnative speakers
 - (C) businesspersons and linguists
 - (D) linguists and multiculturalists
 2. According to the article, which of the following statements would Tom McArthur, editor of the *Oxford Companion to the English Language*, agree with?
 - (A) People invent too many new words.
 - (B) Hybrid Englishes are not really English.
 - (C) The spread of English is unstoppable.
 - (D) The British should stop the degradation of English.
 3. Professor Firth's comments indicate that people involved in international business often think which of the following?
 - (A) Any communication strategy is good if it helps business get done.
 - (B) Nonnative speakers of English invent terms so that native speakers won't understand them.
 - (C) Nonnative speakers of English should let native speakers cut most deals.
 - (D) English is changing too fast for businesses.

4. Which of the following is closest in meaning to *hybrid*, as it is used in this reading?
- (A) foreign (C) incorrect
 (B) mixed (D) grammatical
5. Which of these other terms from the reading is closest in meaning to *linguistic genocide*?
- (A) creeping degradation (C) linguicide
 (B) tension (D) global germination

Self-Assessment Log

Read the lists below. Check (✓) the strategies and vocabulary that you learned in this chapter. Look through the chapter or ask your instructor about the strategies and words that you do not understand.

Reading and Vocabulary-Building Strategies

- Getting meaning from context Critical thinking: identifying inferences
 Recognizing summaries in a reading Recognizing words with similar meanings
 Identifying main ideas by analyzing details Understanding general and specific words
 Understanding connotations

Target Vocabulary

Nouns

- | | |
|---|--------------------------------------|
| <input type="checkbox"/> archaeologists | <input type="checkbox"/> merchants |
| <input type="checkbox"/> architecture | <input type="checkbox"/> mosques |
| <input type="checkbox"/> armor | <input type="checkbox"/> network |
| <input type="checkbox"/> calligraphy | <input type="checkbox"/> oasis |
| <input type="checkbox"/> caravan | <input type="checkbox"/> pitcher |
| <input type="checkbox"/> caves | <input type="checkbox"/> project* |
| <input type="checkbox"/> culture* | <input type="checkbox"/> region* |
| <input type="checkbox"/> destination | <input type="checkbox"/> routes* |
| <input type="checkbox"/> documents* | <input type="checkbox"/> silk |
| <input type="checkbox"/> fabric | <input type="checkbox"/> spices |
| <input type="checkbox"/> frescoes | <input type="checkbox"/> statues |
| <input type="checkbox"/> mausoleums | <input type="checkbox"/> technology* |

Verbs

- | | |
|------------------------------------|---------------------------------------|
| <input type="checkbox"/> called* | <input type="checkbox"/> traditional* |
| <input type="checkbox"/> decorated | <input type="checkbox"/> vast |
| <input type="checkbox"/> depict | |
| <input type="checkbox"/> flower | |
| <input type="checkbox"/> found* | |
| <input type="checkbox"/> spread | |

Expression

- to this end

Adjectives

- exquisite
 fertility
 holy
 significant*

* These words are from the Academic Word List. For more information on this list, see www.victoria.ac.nz/lals/resources/academicwordlist/.

CHAPTER

New Frontiers

“If the brain were so simple [that] we could understand it, we would be so simple [that] we couldn’t.”

Lyall Watson
African biologist and author

In this
CHAPTER

In Part 1, you will read about the human brain and recent research on the mind. In the rest of this chapter, you will read about, explore, and discuss how genetics, parents, family, and society influence personality.



Connecting to the Topic

- 1 Describe what you see in the photo.
- 2 How are computers and brains similar? How are they different?
- 3 What kind of research do you think is important? Why?

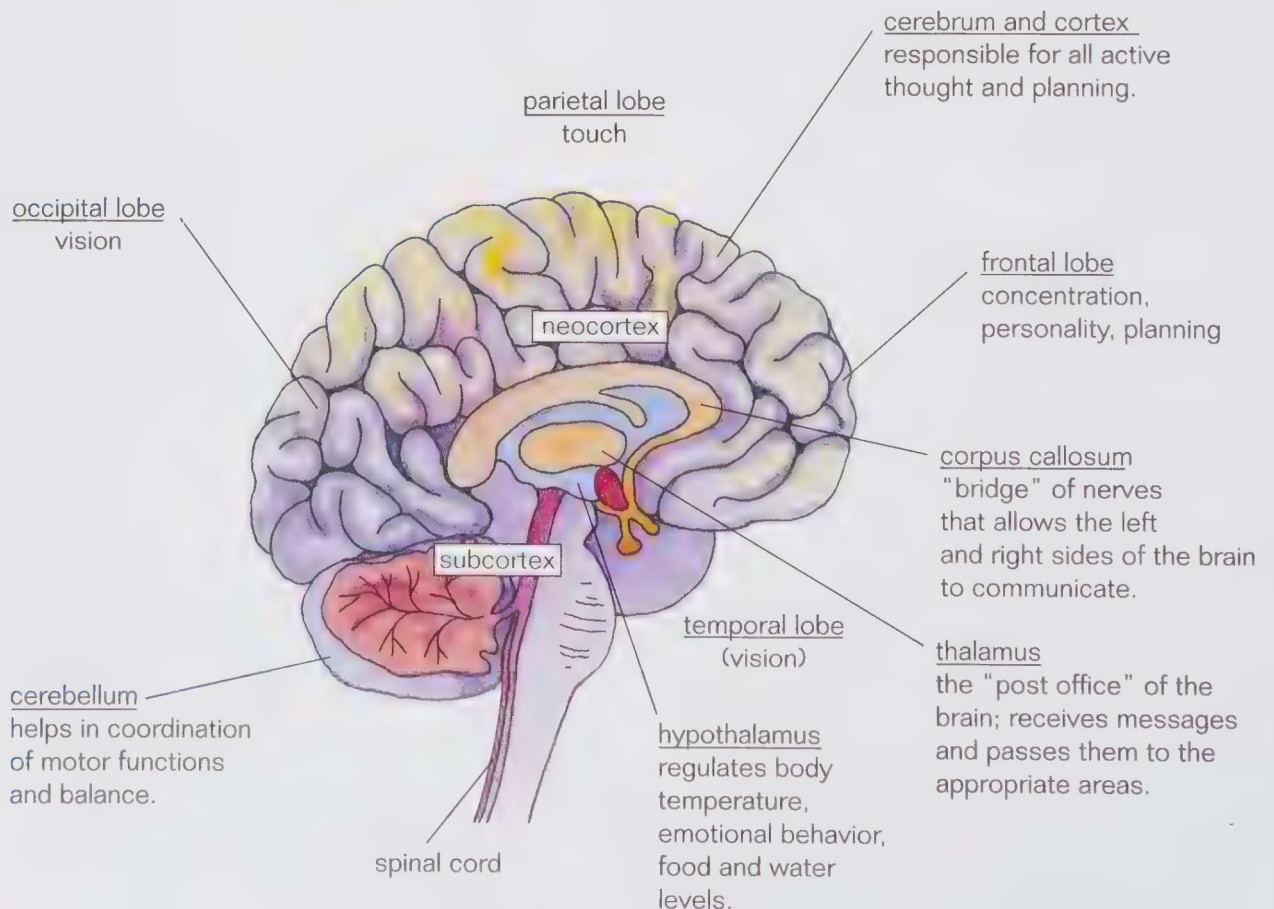


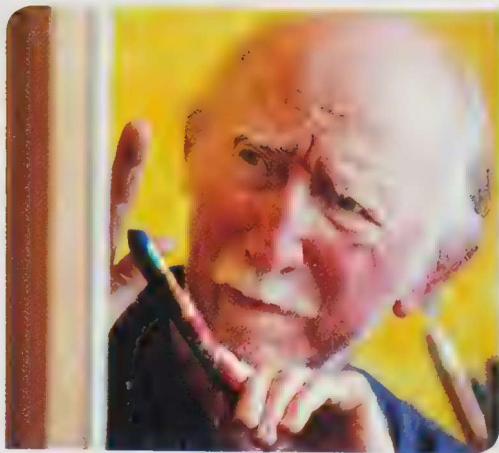
The Human Brain—New Discoveries

Before You Read



- 1 Getting Started** Look at the diagram of the human brain and the photos on the next page. Discuss these questions.
- Which areas of the brain might a person use to compose music? To throw a ball? To paint a picture?
 - If you feel cold and want to put on a sweater, which area of the brain is probably active?
 - Which area(s) of your brain might you be using when you have a memory of a beautiful sunset? Of a tennis game that you played last week?
 - Look at the diagram and at Photo A on page 199. Which areas of the brain is this artist probably using? What other activities require creative thinking? Do you think people can learn to be more creative?
 - Look at Photo B on page 199. Do you think that teenagers' brains are more similar to the brains of children or of adults? What might be some differences between the brains (and way of thinking) of males and females?





◀ Photo A



Photo B ▶



2 Previewing the Reading Look over the reading on pages 200–203 and answer these questions with a partner.

1. What is the topic of the reading?
2. What are the eight subtopics?
3. List three things that you expect to learn from the reading.

3 Preparing to Read Asking yourself questions before and during reading often helps you understand and remember the material. Look again at the illustration of the brain on page 198 and at the headings in the following reading. Then check (✓) the questions in the following list that you think the reading might answer.

1. _____ What is the function of different parts of the brain?
2. _____ How are human brains different from animal brains?
3. _____ Why do some people seem to be more creative than others?
4. _____ What is the difference between the left and right side of the brain?

5. _____ Are the happiest memories of most people's lives from their childhood?
6. _____ Is it possible to have a memory of something that never happened?
7. _____ How can we improve our memories?
8. _____ Are teenagers' brains different from adults' brains?
9. _____ How do men and women communicate with each other?
10. _____ What activities may make people less focused intellectually?
11. _____ What activity may make people more relaxed?



4 Previewing Vocabulary Read the words and phrases below. Listen to the pronunciation. Put a check mark (✓) next to the words you don't know. Don't use a dictionary.

Nouns

- blood vessels
- colleagues
- hemispheres
- insights
- intuition
- logic
- maturation
- maturity
- memory
- neuroscientists
- origins
- toxins
- wiring

Verbs

- rotate
- precise
- repressed

Adjectives

- cognitive
- exposed
- logical
- mature

Expression

- going into training

Read



5 Reading an Article As you read the following article, think about the answers to the questions that you checked in Activity 3. Read the selection. Do not use a dictionary. Then do the exercises that follow the reading.

The Human Brain—New Discoveries

A Most of us learn basic facts about the human brain in our middle or high school biology classes. We study the subcortex, the “old brain,” which is found in the brains of most animals and is responsible for basic functions such as breathing, eating, drinking, and sleeping. We learn about the neocortex, the “new brain,” which is unique to humans and is where complex brain activity takes place. We find that the cerebrum, which is responsible for all active thought, is divided into two parts, or **hemispheres**. The left hemisphere, generally, manages the right side of the body; it is responsible for **logical** thinking. The right hemisphere manages the left side of the body; this hemisphere controls emotional, creative, and artistic functions. And we learn that the corpus callosum is the “bridge” that connects the two hemispheres. Memorizing the names for parts of the

brain might not seem thrilling to many students, but new discoveries in brain function *are* exciting. Recent research is shedding light on creativity, **memory**, **maturity**, gender, and the possibility of changing the brain.

15

Left Brain/Right Brain: Creativity

- B Psychologists agree that most of us have creative ability that is greater than what we use in daily life. In other words, we can be more creative than we realize! The problem is that we use mainly one hemisphere of our brain—the left. From childhood, in school, we’re taught reading, writing, and mathematics; we are **exposed** to very little music or art. Therefore, many of us might not “exercise” our right hemisphere much, except through dreams, symbols, and those wonderful **insights** in which we suddenly find the answer to a problem that has been bothering us—and do so without the need for **logic**. Can we be taught to use our right hemisphere more? Many experts believe so. Classes at some schools and books (such as *The Inner Game of Tennis and Drawing on the Right Side of the Brain*) claim to help people to “silence” the left hemisphere and give the right a chance to work.

20

25

Memory—True or False?

- C In the 1980s in the United States, there were many cases of adults who suddenly remembered, with the help of a psychologist, things that had happened to them in childhood. These memories had been **repressed**—held back—for many years. Some of these newly discovered memories have sent people to prison. As people remember crimes (such as murder or rape) that they saw or experienced as children, the police have re-opened and investigated old criminal cases. In fact, over 700 cases have been filed that are based on these repressed memories.
- D However, studies in the 1990s suggested that many of these might be *false* memories. At a 1994 conference at Harvard Medical School, **neuroscientists** discussed how memory is believed to work. It is known that small pieces of a memory (sound, sight, feeling, and so on) are kept in different parts of the brain; the limbic system, in the middle of the brain, pulls these pieces together into one complete memory. But it’s certain that people can “remember” things that have never happened. Even a small suggestion can leave a piece of memory in the brain. Most frightening, according to Dr. Michael Nash of the University of Tennessee, is that “there may be no structural difference” in the brain between a false memory and a true one.

30

35

40

45

The Teen Brain

- E Parents of teenagers have always known that there is something, well, *different* about the teen years. Some parents claim that their teenage children belong to a different species. Until recently, neuroscience did not support this belief. The traditional belief was that by the time a child was eight to twelve, the brain was completely **mature**. However, very recent studies provide evidence that the brain of a teenager differs from that of

50

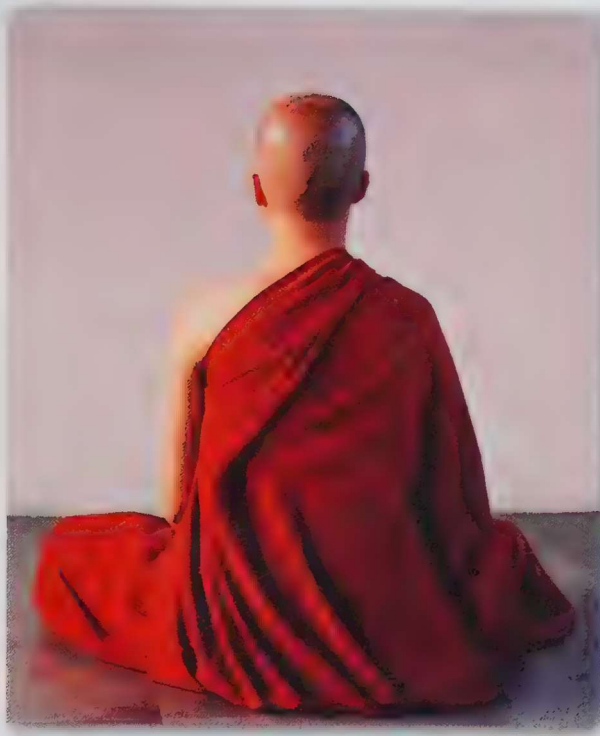
both children and adults. According to Jay Giedd of the National Institute of Mental Health, “**Maturation** does not stop at age ten, but continues into the teen years” and beyond. In fact, Giedd and his **colleagues** found that the corpus callosum “continues growing into your 20s.” Because, it is believed, the corpus callosum is involved in self-awareness and intelligence, the new studies imply that teens may not be as fully self-aware or as intelligent as they will be later. Other researchers, at McLean Hospital in Massachusetts, have found that teenagers are not as able (as adults are) to “read” emotions on people’s faces.

Differences in Male and Female Brains

- F Watch a group of children as they play. You’ll probably notice that the boys and girls play differently, speak differently, and are interested in different things. When they grow into men and women, the differences do not disappear. Many scientists are now studying the **origins** of these gender differences. Some are searching for an explanation in the human brain. Some of their findings are interesting. For example, they’ve found that more men than women are left-handed; this reflects the dominance of the brain’s right hemisphere. By contrast, more women listen equally with both ears while men listen mainly with the right ear. Men are better at reading a map without having to **rotate** it. Women are better at reading the emotions of people in photographs.
- G One place to look for an explanation of gender differences is in the hypothalamus, just above the brain stem. This controls anger, thirst, hunger, and sexual desire. One recent study shows that there is a region in the hypothalamus that is larger in heterosexual men than it is in women and homosexual men. Another area of study is the corpus callosum, the thick group of nerves that allows the right and left hemispheres of the brain to communicate with each other. The corpus callosum is larger in women than in men. This might explain the mystery of “female **intuition**,” which is supposed to give women greater ability to “read” and understand emotional clues.

A Change of Mind?

- H We all know the expression *to change your mind*. But is it possible *literally* to change your mind—or, to be more **precise**, to change your *brain*? Reports from 2005 say yes. First, the bad news, at least for smokers: a study from the University of Aberdeen and the University of Edinburgh, in Scotland, concludes that smoking makes people less intelligent. On **cognitive** tests (that is, tests that involve judgment), smokers did significantly worse than nonsmokers. The theory is that **toxins**—poisons—in the smoke enter the blood and damage **blood vessels** providing the brain with oxygen. And there is more bad news, for most of us: a study from the University of London says that “infomania”—the constant flood of information from cell phones, emails, and text messaging—can reduce intelligence by ten points on an IQ test.



▲ Does meditation change the brain?

However, there is also good news: meditation seems to change the “wiring” 95 in the brain in several positive ways. In a study that compared the brains of eight lifelong Buddhist meditators who work with the Dalai Lama with the brains of beginning meditators, scientists 100 discovered that there were significant differences. The expert meditators had higher levels of gamma brain waves, which improve memory, learning, and concentration. Meditation appears to do 105 for the brain what physical training does for the body. The researcher Richard Davidson said, “The trained mind, or brain, is physically different from the untrained one.” Perhaps we should 110 consider **going into training**.

After You Read

6 Getting the Main Ideas Read the statements below. Write T on the lines before the statements that are true, according to the reading. Write F on the lines before the statements that are false. Write I on the lines before the statements that are impossible to know from the reading.

1. _____ Different parts of the brain control different activities or parts of the body.
2. _____ Most people probably don't use all their creative ability.
3. _____ Newly discovered memories from childhood are false memories.
4. _____ The human brain is mature by the age of 12.
5. _____ There is no real difference between the brains of males and females.
6. _____ Certain activities might make us more or less intelligent.



7 Vocabulary Check Turn back to the vocabulary preview on page 200. Which words do you now know? Check them off (✓). With a partner, discuss what you think each word means. For words that you aren't sure of, look through the reading to find them in bold and try to guess their meaning.



Strategy

Distinguishing Facts from Assumptions

As you saw in Chapter 7, certain words or expressions in statements usually indicate the existence of facts—that is, information that has been proven accurate. Here are some more words that indicate facts:

certain	objective	scientific
clear	positive	show
know	prove	sure

Other words can indicate assumptions—that is, ideas that are believed by some people but have not been proven to be true. Here are some more words that indicate assumptions:

claim	imply	possibly	theorize
(dis)agree	likely	probably	think
doubt	possible	subjective	

8 Distinguishing Facts from Assumptions For each statement below, write *fact* or *assumption*, according to the presentation of information in the reading selection “The Human Brain—New Discoveries” on pages 200–203. (You’ll need to look back at the reading for words that indicate fact or assumption.)

- _____ Most of us have creative ability that is greater than what we use in daily life.
- _____ Many of us don’t “exercise” our right hemisphere much.
- _____ We can be taught to use our right hemisphere more.
- _____ Some books help people “silence” the left hemisphere and use the right hemisphere.
- _____ Over 700 cases have been filed that are based on newly discovered memories.
- _____ Many newly discovered memories are false.
- _____ Small pieces of memory are kept in different parts of the brain.
- _____ People “remember” things that have never happened.
- _____ There is no structural difference between a false memory and a true one.
- _____ The brain of a teenager differs from that of both children and adults.
- _____ Teens are not as fully self-aware as adults are.

12. _____ There is a region in the hypothalamus that is larger in heterosexual men than in women and homosexual men.
13. _____ Women have a greater ability to understand emotional clues because they have a larger corpus callosum than men do.
14. _____ In smokers, toxins damage the blood vessels that take oxygen to the brain, so the brain doesn't get enough oxygen.
15. _____ Meditation changes the wiring in the brain.

9 Checking Your Understanding Turn back to Activity 3 on pages 199–200 and answer the questions that are discussed in the reading.



10 Critical Thinking: Application If you want to improve your brain, what can you do? Turn back to the reading and find at least one way. In a small group, discuss what you can or will do to improve your brain.

PART 2

Main Ideas and Details

Personality: Nature or Nurture?

Before You Read



1 Identifying the Main Idea by Analyzing Details Read each paragraph and answer the questions that follow. Then combine the answers to express the main idea of each paragraph. Answers for Paragraph A are given as examples.

Personality: Nature or Nurture?

A The nature/nurture question is not a new one. Its roots go back at least several hundred years. In the 1600s, the British philosopher John Locke wrote that a newborn infant was a “blank slate” on which his or her education and experience would be “written.” In other words, Locke believed that environment alone determined each person’s identity. In the 1700s, the French philosopher Jean Jacques Rousseau claimed that “natural” characteristics were more important. Today, we realize that both play a role. The question now is, to what degree? To answer this question, researchers are studying identical twins, especially those who grew up in different environments.

1. What is the main topic of Paragraph A?
 - (A) John Locke
 - (B) Jean Jacques Rousseau
 - (C) newborn infants
 - (D) the nature/nurture question
 - (E) identical twins
2. What details about the topic does the paragraph provide? (Choose more than one answer.)
 - (A) People have just recently begun to discuss the nature/nurture question.
 - (B) John Locke believed in “nurture.”
 - (C) Jean Jacques Rousseau believed in “nature.”
 - (D) Today, we know that both nature and nurture determine a person’s identity.
 - (E) Researchers are studying identical twins to learn the degree to which nature and nurture determine personal characteristics.
3. The main idea of the paragraph is that both nature and nurture play a role in determining a person’s identity, but the question is to what degree.

B Jim Lewis and Jim Springer are identical twins who were separated 15
five weeks after birth. They grew up in different families and didn’t know
about each other’s existence. They were reunited at the age of 39. It is



▲ Pairs of identical twins

not surprising that they were 15
physically alike—the same 20
dark hair, the same height
and weight. They both had
high blood pressure and very
bad headaches. But they also
moved in the same way and 25
made the same gestures. They
both hated baseball. They both
drank the same brand of beer,
drove the same make of car,
and spent their vacations on the 30
same small beach in Florida.
They had both married women
named Linda, gotten divorced,
and then married women
named Betty. Studies of these
and other separated twins indicate that genetics (biology) plays a significant 35
role in determining personal characteristics and behavior.

1. What is the main topic of Paragraph B?
 - (A) a reunion
 - (B) twins
 - (C) similarities in twins who grew up in different environments
 - (D) genetics
 - (E) personal characteristics and behavior
2. What details about the topic does the paragraph provide? (Choose more than one answer.)
 - (A) Jim Lewis and Jim Springer were identical twins who grew up together.
 - (B) Jim Lewis and Jim Springer were identical twins who grew up separately.
 - (C) They have similar physical characteristics, interests, and preferences for specific products.
 - (D) They married the same woman.
 - (E) Their example indicates the significance of genetics in determination of identity.
3. The main idea of the paragraph is that _____

C Various research centers are studying identical twins in order to discover the “heritability” of behavioral characteristics—that is, the degree to which a trait is due to genes (“nature”) instead of environment. They have reached some startling conclusions. One study found, for example, that optimism and pessimism are both very much influenced by genes, but only optimism is affected by environment, too. According to another study, genes influence our coffee consumption, but not consumption of tea. Anxiety (nervousness and worry) seems to be 40 to 50 percent heritable. Another study tells us that happiness does not depend much on money or love or professional success; instead, it is 80 percent heritable! Among the traits that appear to be largely heritable are shyness, attraction to danger (thrill seeking), choice of career, and religious belief.

1. What is the main topic of Paragraph C?
 - (A) research centers
 - (B) optimism and pessimism
 - (C) behavioral characteristics
 - (D) happiness
 - (E) heritability of behavioral characteristics

2. What details about the topic does the paragraph provide? (Choose more than one answer.)
- (A) Researchers want to understand “heritability.”
 - (B) Researchers are studying identical twins.
 - (C) Most behavioral characteristics are the result of genes, not environment.
 - (D) A person who has money, love, and success will probably be happy.
 - (E) Examples of characteristics that are heritable to some degree are optimism, pessimism, happiness, thrill seeking, and choice of career.
3. The main idea of the paragraph is that _____
- _____

D It is not easy to discover the genes that influence personality. The acid that carries genetic information in every human cell, DNA, contains just 50 four chemicals: adenine, cytosine, guanine, and thymine. But a single gene is “spelled out” by perhaps a million combinations. As the Human Genome Project (which provided a “map” of human genes) was nearing completion in the spring of 2000, there were a number of newspaper headlines about 55 specific discoveries: “Gene Linked to Anxiety,” “Gay Gene!” and “Thrill Seeking Due to Genetics.” The newspaper articles led people to believe that a single gene is responsible for a certain personality trait, in the same way a single gene can be responsible for a physical characteristic or disease. However, one gene alone cannot cause people to become anxious or 60 homosexual or thrill seeking. Instead, many genes work together, and they direct the combination of chemicals in the body. These chemicals, such as dopamine and serotonin (which affect a person’s mood), have a significant influence on personality.

1. What is the main topic of Paragraph D?
- (A) the Human Genome Project
 - (B) the effect of genes on personality
 - (C) chemicals
 - (D) DNA
 - (E) thrill seeking
2. What details about the topic does the paragraph provide? (Choose more than one answer.)
- (A) It’s difficult to find out which genes influence personality.
 - (B) A single gene is responsible for each personality trait such as thrill seeking.
 - (C) Many genes work together.
 - (D) Genes direct the combination of chemicals in the body.
 - (E) Chemicals have a significant influence on personality.
3. The main idea of the paragraph is that _____
- _____

E If, indeed, personality traits are, on average, about 50 percent heritable, then environment still plays an important role. Unlike other animals, human beings have choice. If our genes “program” us to be anxious, we can choose a low-stress lifestyle or choose to meditate or do relaxation exercises. But because of the powerful influence of genes, most psychologists believe that there is a limit to what we can choose to do. Thomas Bouchard, a psychologist and the director of one twin study, says that parents should not push children in directions that go against their nature. “The job of a parent,” he says, “is to look for a kid’s natural talents and then provide the best possible environment for them.”

1. What is the main topic of Paragraph E?

- (A) the role of environment
- (B) personality traits
- (C) anxiety
- (D) psychologists
- (E) parenting

2. What details about the topic does the paragraph provide? (Choose more than one answer.)

- (A) Environment still plays an important role.
- (B) Human beings have choice.
- (C) Human beings can choose to do anything they want.
- (D) Psychologists say that parents should not push children against their nature.
- (E) Parents should provide their child with the best environment for the child’s natural talents.

3. The main idea of the paragraph is that _____

After You Read

2 Critical Thinking: Making Inferences Read the statements below and on the next page about the article “Personality: Nature or Nurture?” Put a check mark (✓) by the statements that you can infer from the reading. Put an X by the other statements, even if you think they are true. Then, on the line after each inference, write the phrases from which you inferred the information. Leave the other lines blank.

1. _____ The philosophical question of nature vs. nurture is an old one.

2. _____ The environments in which Jim Springer and Jim Lewis grew up had no effect on their behaviors or personalities.
- _____
- _____
3. _____ The goal of twin studies is to identify the amount of influence from genes and the amount from education and experiences that determine our identity.
- _____
- _____
4. _____ The possibility of being happy is mostly a result of our genes, not our situations in life.
- _____
- _____
5. _____ A single gene determines each personality characteristic.
- _____
- _____
6. _____ The genetic contribution to personality is complicated.
- _____
- _____
7. _____ Human beings are able to change their genetics.
- _____
- _____



3 Discussing the Reading Talk about your answers to these questions.

1. Do you know any identical twins? If so, how are they similar or different?
2. What characteristics are found in many of your family members or members of other families you know well? Think of characteristics such as the following:
 - interests
 - health
 - optimism or pessimism
 - anxiety
 - happiness
 - shyness
 - thrill seeking
 - choice of career
 - religious belief
 - artistic talent

Responding in Writing

4 Summarizing Choose one paragraph from pages 200–203 or one from pages 205–209. Write a short summary of it (two or three sentences). To write this summary, follow these steps:

- Make sure that you understand the paragraph well.
- Choose the main idea.
- Find the most important details.

In order to summarize in your own words, *don't look at the original paragraph as you write*. When you finish writing, compare your summary with those of other students who summarized the same paragraph.

5 Writing Your Own Ideas Choose one of these topics to write about:

- a memory you have that is different from a family member's memory of the same event
- what you can do to improve your brain
- how you and your brother or sister are similar (or different)
- how nature has influenced you and/or how your environment has influenced you

Write a one- to two-paragraph letter to one of your family members in which you explore your topic.

What is the main idea of your letter? _____

Talk it Over



6 Genes for Crime? It is highly possible that there is a genetic link or contribution to violence or criminality. In other words, our genes may contribute to the possibility of becoming a thief, murderer, or other type of criminal.

Psychologist David Lykken believes that people who want to become parents should be tested and given a license. If both the man and the woman have genes for violence or criminality, they should not be allowed to have a baby. He says that this will reduce crime in society. What do you think? Discuss this with a group.

PART 3

Building Vocabulary and Study Skills

1 Understanding Words with Similar Meanings The words in each of the following groups have similar meanings, but they are not exactly the same. Match the words with their definitions by writing the letters on the lines. If necessary, check your answers in a dictionary.

- | | |
|-------------------|---|
| 1. _____ brain | a. the faculty of thinking, reasoning, or feeling |
| _____ mind | b. the ability to remember |
| _____ memory | c. an organ of the body that controls thought and feeling |
| 2. _____ identity | a. the qualities of a person specific to him or her |
| _____ personality | b. the way a person is recognizable as a member of a particular group |
| _____ behavior | c. the way that someone acts |

Analyzing Word Roots and Affixes

It is often possible to guess the meanings of new words from affixes (prefixes and suffixes) and word roots (also called “stems”). There is a list of many affixes in Chapter 7 on pages 159–160. Below are more affixes and word roots and their meanings.

Prefix	Meaning
a-, an-	no, without
ante-	before
micro-	small
poly-	many

Suffix	Meaning
-ism	belief in; act or practice
-ist	a person who believes in or performs a certain action

Word Root	Meaning
anthro, anthropo	man, human
ced	go, move
chrom	color
chron	time
graph	write, writing
hetero	different
homo	same
metr, meter	measure; an instrument for measuring
morph	form
phil	love
psych	mind
somn	sleep
sphere	round; ball-shaped
tele	far
theo, the	god

3 Analyzing Word Roots and Affixes Without using a dictionary, guess the meaning of each underlined word. Use the list of word roots and affixes. (Not all the underlined words are common.)

1. It is believed that an earthquake antedeceded the fire.
 - a. caused
 - b. happened after
 - c. happened before
 - d. put out; worked against
 - e. was caused by

2. There were some amorphous clouds in the sky.
 - a. without form or shape
 - b. thick and dark
 - c. beautiful
 - d. related to rain
 - e. bright white

3. Movies often anthropomorphize creatures from other planets.
 - a. study
 - b. give human form or characteristics to
 - c. present in a terrible way
 - d. depict
 - e. try to imagine

4. The actors wore polychromatic body paint.
 - a. beautiful
 - b. symbolic
 - c. complex
 - d. made of natural dyes
 - e. of many colors

5. My teacher didn't appreciate my heterography.
 - a. talking a lot in class
 - b. different ideas in the speech that I gave in class
 - c. logic
 - d. spelling that was different from the rule
 - e. answers on my geography examination

6. She sometimes has a problem with somnambulism.
 - a. sleepwalking
 - b. drinking
 - c. lying
 - d. breathing
 - e. anxiety

7. He used a telemeter.
 - a. instrument for seeing something very small
 - b. instrument for finding directions
 - c. instrument for measuring time
 - d. instrument for measuring how far away an object is
 - e. instrument for measuring a person's level of anxiety

4 Focusing on Words from the Academic Word List Fill in the blanks with words from the Academic Word List in the box.

adults	imply	intelligent	mature	researchers
colleagues	Institute	involved	Mental	traditional
evidence	intelligence	maturation		

Parents of teenagers have always known that there is something, well, *different* about the teen years. Some parents claim that their teenage children belong to a different species. Until recently, neuroscience did not support this belief. The _____¹ belief was that by the time a child was 8 to 12, the brain was completely _____². However, very recent studies provide _____³ that the brain of a teenager differs from that of both children and adults. According to Jay Giedd of the National _____⁴ of _____⁵ Health, “_____⁶ does not stop at age 10, but continues into the teen years” and beyond. In fact, Giedd and his _____⁷ found that the corpus callosum “continues growing into your 20s.” Because, it is believed, the corpus callosum is _____⁸ in self-awareness and _____⁹, the new studies _____¹⁰ that teens may not be as fully self-aware or as _____¹¹ as they will be later. Other _____¹², at McLean Hospital in Massachusetts, have found that teenagers are not as able (as _____¹³ are) to “read” emotions on people’s faces.



5 Searching the Internet Choose one of the questions below and search the Internet for the most recent information. Share this information (and any new vocabulary that you learn) with a group of students who chose different questions.

- What are some techniques to improve your memory?
- What are some ways to reduce stress?
- Are there differences between the brain of a musician and a nonmusician?
- What are some other stories of twins who were separated at birth but reunited?
- When a man and woman are in love, do their brains “work” in different ways?

FOCUS

TOEFL iBT

Getting Meaning From Context

In the Focus on Testing section of Chapter 2, we saw some vocabulary questions like those on the TOEFL® Internet-Based Test (iBT). Those questions are all related to vocabulary that is defined or explained in a reading passage. Many of the TOEFL® iBT's vocabulary questions will be about words that are not defined or explained for you.

The TOEFL® Internet-Based Test, like many other tests, does not allow you to use a dictionary. If a term without an in-text definition or explanation comes up, you must use the context to figure out its meaning. Often, you need more than the information in one sentence to discover this meaning. You may need several sentences or even paragraphs to figure it out.

- 1 **Practice** Look again at the reading, "The Human Brain—New Discoveries" on pages 200–203. Answer the following TOEFL® iBT-style questions without using a dictionary.
- Which of the following is closest in meaning to *shedding light on*, as it is used in Paragraph A?
 - learning about
 - turning on a light
 - making understandable
 - experimenting
 - Which of the following statements is closest in meaning to the sentence in Paragraph B, *We are exposed to very little music or art*?
 - We cannot hear or see truly important music or art.
 - We are taught a little bit about music and art.
 - Music and art are uncovered for everyone to observe.
 - Music and art are not taught very much.
 - Which of the following is closest in meaning to *insights*, as it is used in Paragraph B?
 - the dreams we have while sleeping
 - moments when we suddenly understand something
 - moments when we are very logical
 - the abilities of the human eye
 - Which of the following pairs is closest in meaning to the two uses of *cases* (lines 28 and 34) in Paragraph C?
 - examples and memories
 - memories and crimes
 - examples and events that need police attention
 - crimes and people who belong in prison

5. Which of the following is closest in meaning to *rotate*, as it is used in Paragraph F?
- (A) change jobs (C) understand
(B) look at (D) turn around
6. Which of the following is closest in meaning to *intuition*, as it is used in Paragraph G?
- (A) mystery
(B) the ability to read quickly and accurately
(C) the ability to understand without using logic
(D) emotions
7. Which of the following is closest in meaning to *read*, as it is used in Paragraphs E, F, and G?
- (A) understand the meaning of (C) show to someone
(B) understand writings about (D) make announcements about

Self-Assessment Log

Read the lists below. Check (✓) the strategies and vocabulary that you learned in this chapter. Look through the chapter or ask your instructor about the strategies and words that you do not understand.

Reading and Vocabulary-Building Strategies

- | | |
|--|---|
| <input type="checkbox"/> Distinguishing facts from assumptions | <input type="checkbox"/> Understanding words with similar meanings |
| <input type="checkbox"/> Identifying the main ideas by analyzing details | <input type="checkbox"/> Putting words in categories |
| <input type="checkbox"/> Making inferences | <input type="checkbox"/> Understanding and analyzing word roots and affixes |

Target Vocabulary

Nouns

- | | |
|--|--|
| <input type="checkbox"/> adults* | <input type="checkbox"/> logic* |
| <input type="checkbox"/> blood vessels | <input type="checkbox"/> maturation* |
| <input type="checkbox"/> colleagues* | <input type="checkbox"/> maturity* |
| <input type="checkbox"/> evidence* | <input type="checkbox"/> memory |
| <input type="checkbox"/> hemispheres | <input type="checkbox"/> neuroscientists |
| <input type="checkbox"/> insights* | <input type="checkbox"/> origin |
| <input type="checkbox"/> institute* | <input type="checkbox"/> researchers* |
| <input type="checkbox"/> intelligence* | <input type="checkbox"/> toxins |
| <input type="checkbox"/> intuition | <input type="checkbox"/> wiring |

Verbs

- imply*
 rotate

Adjectives

- cognitive
 exposed*
 involved*
 logical*
 mature*

- mental*
 precise*
 repressed
 traditional*

Expression

- going into training

* These words are from the Academic Word List. For more information on this list, see www.victoria.ac.nz/lals/resources/academicwordlist/.

10 Ceremonies

“When humans participate in ceremony, they enter a sacred space. Everything outside of that space shrivels in importance. Time takes on a different dimension.”

Sun Bear
Medicine Chief of the Bear Tribe
Medicine Society



In this
CHAPTER

In Part 1, you will read about rites of passage, rituals such as weddings, funerals, and graduations. In the rest of this chapter, you will read about, explore, and discuss ceremonies from your country and from around the world.



Connecting to the Topic

- 1 What do you think these people are celebrating? Why?
- 2 Name ten adjectives to describe this photo.
- 3 What are some of your favorite ceremonies or celebrations? Describe one of them.

Rites of Passage

Before You Read



1 Getting Started Discuss these questions in small groups.

1. What are some ceremonies or rituals that you are familiar with?
2. What kinds of birthday celebrations have you been a part of? Do you know of any cultures that don't celebrate birthdays?
3. Is there any ceremony or ritual that people perform differently now from the way they performed it in the past? Explain.



2 Previewing the Reading Look over the reading and the photos on pages 221–224. Discuss the questions below with a partner.

1. What is the topic of the reading? What are the five subtopics?
2. Describe the photos. What is new or interesting to you in the photos?
3. Write six questions that you expect the reading to answer.



3 Previewing Vocabulary Read the words and phrases below. Listen to the pronunciation. Put a check mark (✓) next to the words you don't know. Don't use a dictionary.

Nouns

- bride
- coffin
- coming-of-age
- cremation
- deceased
- delivery
- funerals
- groom
- guidance

- incorporation
- monks
- negotiations
- pregnancy
- proposal
- pyre
- rite of passage
- ritual
- scriptures

- taboos
- trousseau
- vision
- vision quest

Verbs

- chant
- regain
- vary

Adjectives

- indigenous
- nomadic
- previous

Expression

- ask for (a woman's) hand



- 4 Reading an Article** As you read the following article, think about the questions that you wrote in Activity 2. Can you find the answers in the reading? Read the selection. Do not use a dictionary. Then do the exercises that follow the article.

Rites of Passage

A Among many **indigenous** peoples of North America, a 16-year-old boy leaves his family and experiences a ritual in which he spends four days and nights alone in a small cave dug into the side of a mountain. He experiences cold, hunger, thirst, fear, and sleeplessness. He has with him several objects of symbolic value. One of these is a pipe. The belief is that the smoke from the pipe goes up to the spirit world and allows power to come down. His hope is to have a **vision** in which he receives insight and **guidance** for his way in life. At the beginning of the ritual, he is a boy, with a boy's name. At the end, when he comes out of the cave, he is a man, with an adult name, and he knows what his livelihood will be. This ritual, called a **vision quest**, is an example of a rite of passage. Rites of passage are not found only in indigenous cultures. They are universal, found in all cultures, and include certain birthdays, **coming-of-age** rituals, weddings, and **funerals**.

What Are Rites of Passage?

B Anthropologists use the term **rite of passage** for a ceremony or **ritual** of transition that marks a person's change from one status or social position to another. Although such rites differ in details, they share certain characteristics. All rites of passage include three stages: separation, transition, and **incorporation** of the person back into the society. In the first stage, the person is separated from his or her **previous** status. Sometimes in this stage, as in a vision quest, the person is *literally* and *physically* separated from the community. In the transition stage, the person is in between—not in either status. In the last stage, the person rejoins the society, now with the new status.

Birth Rituals in Korea

C Many cultures have a rite of passage that marks the birth of a baby. In Korean tradition, the rituals begin during the woman's **pregnancy**. Some of these rituals are still practiced today, but some are not. There are food **taboos**—certain foods that pregnant women are not supposed to eat. These include hot and spicy foods and broken crackers or cookies. In the past, close to the time of birth, there were various symbolic actions that signified an easy **delivery** of the baby. For example, family members left doors open, and did not repair rooms, doors, or fireplaces in the kitchen. Today, as in the past,



▲ The first birthday celebration for a Korean baby

in front of a table with all kinds of objects on it. For example, they may include a bow and arrow (which represents the military), money (wealth), string (a long life), and a pencil and a book (knowledge). These days, people can add any object, such as a baseball, if they want their child to be a great baseball player. The parents encourage the baby to choose something. Everyone is very interested in which object the baby reaches for because the belief is that this object indicates something about the baby's future. Now the baby is truly a person, a member of the family and the community.

Islamic Weddings

E A wedding in any culture is an important rite of passage. In Islam, the specific stages of a wedding ceremony may **vary** from country to country, but most share certain characteristics. Typical is the traditional wedding of the Bedouin—**nomadic** Arabs who move from place to place (although these days many are settling in urban areas). A Bedouin wedding can last up to a week and reflects the ancient Arab belief that marriage is not just a joining of two people; it is the joining of two families.



▲ A Bedouin bride with henna

there is special care to keep the mother and baby well after the birth. The mother traditionally eats seaweed soup, full of iron, to **regain** her strength. She is also not supposed to drink cold water for 21 days.

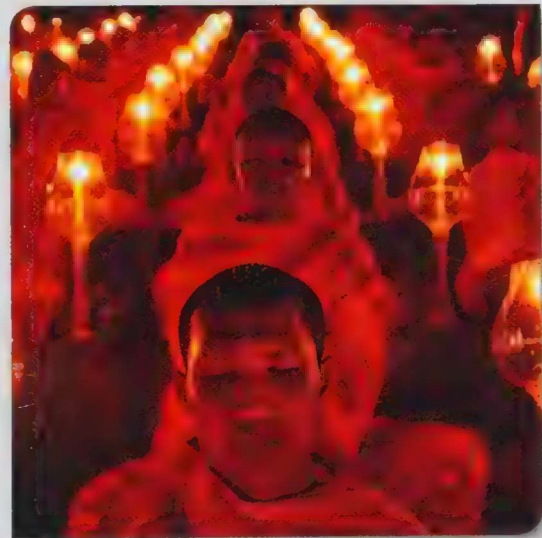
D At the age of 100 days, there is a special ceremony. Family, friends, and neighbors gather to admire the baby, give thanks for the baby's health, and have a big meal. More important is the first birthday. At this time, the baby, dressed in a traditional outfit, is seated

F The first step in a Bedouin wedding is the **proposal**, in which the father of the **groom** (the man) and their close relatives visit the home of the **bride** (the woman) to **ask for**

her hand in marriage. The next step involves **negotiations** between the two 75 families and a marriage contract—a formal, legal agreement. The third step is the henna party, for just the bride and her female friends and relatives. At this party, there is song and dance, and the bride's hands and feet are exquisitely decorated with henna, a dark brown paste. The henna is more 80 than just skin paint. It is associated with health, beauty, and luck. After this, the groom's relatives arrive at the bride's house. Men perform a special dance with swords while women admire the bride's **trousseau**—the personal objects that she will bring to her marriage such as clothing, gifts from the groom's family, and jewelry. The jewelry is usually large, made of silver and 85 expensive stones, and decorated with calligraphy. In the fifth step, the men and women sit separately, and guests bring gifts. In the last step, as the bride enters her new home, she and her new husband meet for the first time. They are officially married. Actually, there is perhaps one more step. One week 90 after the wedding, the bride visits her parents and brings them gifts. This is a symbol of her comfort in her new home.

Funerals in Thailand

G A person's final passage is death. Every culture has rituals in which the person and his or her family make this transition. In Thailand, a Buddhist country, people believe that after death, the person is born again, in another body. Everything the person did in life—both good and bad—determines whether the next life will be a good one or not. Of course, family members and friends want to achieve a good rebirth for the **deceased**, and this is a major goal of a Thai funeral.



▲ Buddhist monks chanting in front of a funeral pyre

H As a Thai person is dying, the family members encourage him or her to think about Buddhist **scriptures**—holy writing—or to repeat one of the names of the Buddha. Then, after the person dies, the family takes the deceased to the temple. They lay the body down, cover him or her, and place one hand outside of the blanket. The family and friends show respect by washing the hand of the deceased. Then they put the body in a **coffin**. People burn candles and sweet-smelling incense around the coffin, and Buddhist **monks** come to **chant**—recite prayers. In the next step, perhaps three days, one week, or 100 days later, friends, relatives, and monks take the coffin to the cemetery for the **cremation**, at which there is more chanting. The coffin is placed on a funeral **pyre**. At this point, people come up to

it with white paper flowers, candles, and incense. One by one, they light the pyre, and the body is burned. It is believed that when the body still exists, the spirit can benefit from the chanting; however, when the body is cremated, the spirit is cut off from the world. After the cremation, people go home. The family usually takes some of the ashes home, but some families keep the ashes at the temple. 120

The Timelessness of Rites of Passage

The origin of such rites of passage is unclear. However, there is reason to believe that such rites existed long before the beginning of history, before there was any system of writing to record the rituals. In caves and on rock walls all over the world, there are paintings from the Paleolithic Era (Old Stone Age)—exquisite art that may have been part of the people's rituals. In the graves of even these very ancient people, objects have been carefully placed. Anthropologists believe that this may be evidence of early religion and of the human need to mark the transitions from one stage to another in their lives—a universal, timeless need. 125

After You Read

- 5 Getting the Main Ideas** Fill in this chart with information from the reading about four rites of passage. The first one is done for you as an example. 130

Rite of Passage	Previous Status	Transition	New Status
vision quest	a boy	4 days isolated in a cave, not a boy —remain	a man with an adult name



6 Checking Vocabulary Turn back to the vocabulary preview on page 220. Which words do you now know? Check them off (✓). With a partner, discuss what you think each word means. For words that you aren't sure of, look through the reading to find them in bold and try to guess their meaning.

7 Making Inferences Put a check mark next to each statement below that you can infer from the reading. Do not check the other statements, even if you think they are true. Then, after the checked statements, write the phrases from which you inferred the information.

1. _____ In a vision quest, a boy finds out about his future career from his vision.

2. _____ Korean parents might put a soccer ball in front of their one-year-old if they want him or her to be a great soccer player.

3. _____ The Bedouin marriage contract involves money.

4. _____ People who put objects in the graves of the dead may have religious beliefs.

FOCUS

Understanding Chronology

Time words show the relationship between events and their order in time. Here are just a few examples.

first	beginning	after that	after	last	the next step
second	next	then	at this point	finally	

8 Understanding Chronology Look back at Paragraph H on pages 223–224. Quickly look for time words; mark them as you find them. Then use them to help you number these steps in order from first to last.

1. _____ People take the coffin to the cemetery.
2. _____ Friends and family show respect by washing the hand of the dead person.
3. _____ Family members encourage the person to think religious thoughts.
4. _____ People light the funeral pyre, and the body is cremated.
5. _____ Monks and relatives chant at the temple.

Understanding Symbols

In certain fields, such as anthropology, psychology, and literature, academic readings frequently include symbols. Symbols are actual, tangible objects; in other words, they are something that you can touch. They represent either a different object or—more often—an idea. For example, a flag is a symbol of a country; a road is symbolic of a person's life. Sometimes the reading interprets the symbols, but sometimes you, the reader, must make inferences and figure out what the symbols mean.

Here are some words that indicate the inclusion of a symbol:

symbolizes is symbolic of is associated with represents stands for

9 Understanding Symbols Read the questions below. Turn back to the reading to find the answers. Look for words that indicate symbols.

1. In a vision quest, what does the smoke from the pipe symbolize?
2. In a Korean home, what are some things that people might do as a pregnant woman nears the time of delivery? List them. What do these actions symbolize?
3. In Bedouin culture, what does henna on a woman's hands symbolize?

10 Checking Your Understanding Turn back to Activity 2 on page 220 and answer the questions that you wrote.

11 Applying the Reading Choose one rite of passage from your culture (but not one that was included in the reading). You will tell a group of classmates about this rite. To prepare for this, think about what happens in the rite and fill in information in the graphic organizer below.

The Rite of Passage: _____



Are there symbols? yes no

What are the symbols?

Steps (Details)

New Days, New Ways: Changing Rites of Passage

Before You Read



- 1 Identifying the Main Idea and Writing a Summary** For each paragraph that follows, practice what you have learned about finding the main idea and summarizing paragraphs. First, read each paragraph without using a dictionary. Mark the information in any way that helps you to understand it. (For example, you could highlight the main idea with one color and the supporting details with another.) Then write the main idea in one sentence. To summarize the paragraph, write the main idea and add the important details in as few words as possible. (You might need to write more than one sentence.) Paragraph A is done as an example.

New Days, New Ways: Changing Rites of Passage

Vision Quests for Everyone

- A For centuries, Native Americans have gone through vision quests in hopes of gaining guidance and direction. Several companies and organizations are now offering a similar experience for non-Indians. For a fee, anyone who is looking for a new direction in life can go to certain wilderness areas in Canada or the United States and go through such a ritual. The details may vary from one organization to another, but in most cases, experts in psychology or Native American culture help to prepare the person in advance. This preparation usually lasts for several days and includes meditation, natural vegetarian food, lessons in the meaning of a vision quest and perhaps dream groups, in which the seeker of the vision discusses his or her dreams with psychological analysts. As on a traditional vision quest, people on this new-age quest spend one to four days alone in the wilderness. However, a difference is that they might choose to sleep in a tent and to bring drinking water. Some Native Americans are angry that non-Indians are doing this. They see it as a fad and say that the quest is meaningless to a person outside the culture, tradition, and religion.

Main idea: Anyone can now experience a Native American vision quest, for a fee.

Summary: Although some Native Americans do not approve, several companies and organizations are offering non-Indians the opportunity (for a fee) to experience a vision quest that is similar to the traditional one.

A New Emirati Wedding

B In the United Arab Emirates, on the Arabian Peninsula, the traditional wedding seems to be changing, at least for some people. A typical Emirati



▲ Grooms at a mass wedding in the United Arab Emirates

wedding is extremely lavish—elegant, expensive, and huge. There might be 1,000 guests at the three-day celebration for the bride and groom. The groom has to pay these bills, and after such a wedding, the couple begins their marriage in terrible debt. Each wedding seems to be bigger than the one before it. Several years ago, the government decided that things were getting out of hand—out of control—so they started a Marriage Fund. This is money for young Emirati men who agree to marry Emirati women, not foreigners.

Many of these men agree to have a group celebration. At one such group celebration, at which the UAE president was the guest of honor, there were several of the components of a traditional wedding: a lavish feast of exquisite food and entertainment by Bedouin dancers waving their swords. The difference? There were 650 grooms. It was, one person pointed out, “a symbol of a new spirit of economy.”

Main idea: _____

Summary: _____

Getting Married—Japanese Style?

C In Japan, too, weddings are different these days. A popular wedding is a *seiyaku*, which means “sincere vow or promise.” Although less than one percent of all Japanese are Christian, 80 percent choose this Western-style Christian wedding. It certainly *looks* like a Western wedding; the bride wears a white gown, for example, and the groom wears a tuxedo. It also



▲ A Japanese *seiyaku*: more traditional than a Western wedding?

45 closely follows all the steps in a Christian wedding: there is the processional (in which the bride walks down the center aisle of the church to join the groom at the front), hymns (religious songs), readings of Christian scriptures, the exchange of vows, and of course the wedding kiss. In fact, some people say that this new Japanese-Christian wedding is more traditional than most Christian weddings in the West, except for the fact that the couple is usually careful to choose a “lucky day”

60 for the ceremony. So why do so many Japanese choose this style of wedding when the Japanese culture already has rich, beautiful marriage traditions? One answer may be that this is a trend, and the Japanese are somewhat famous for following new trends. Another reason may be that traditional Japanese weddings are even more expensive than those in the Western style.

Main idea: _____

Summary: _____

Weddings Anywhere, Any Way

D While most Japanese weddings these days are in a traditional Western style, many couples in Western countries are looking for a *non*-Western wedding experience that expresses something of their personal interests. It is now possible to get married in a helicopter, on a ski slope, in the ocean (with dolphins, in Florida), in a hot-air balloon, or in a drive-through in Las Vegas (in which the couple stays in their car for the ceremony). For couples who



want both to travel and have a traditional wedding (just not perhaps *their* tradition), it is possible to have a Hindu wedding in Goa, India. The groom wears an Indian *kurta*, and the bride wears a red sari and traditional Indian jewelry, with her hands decorated in henna. They walk around a pyre seven times and repeat their seven promises of love. The ceremony is conducted by a Hindu priest, either at a temple or on a beach.

◀ A wedding that literally flies—in a hot-air balloon

Main idea: _____

Summary: _____

Unique Ways of “Moving On”

E People are also designing unusual funerals. Several years ago, after the death of an American man who created a popular TV series, his body was cremated, and the ashes from this cremation were sent into space to spend eternity among the stars. In Britain, there are special funerals for people who love motorcycles; one company offers “slow, fast, and very fast funerals.” In Malaysia, a group called “33 Taiping Music Band” plays music at funerals. They perform at Buddhist, Christian, or Hindu funerals. The lead singer, Chan Yoke Cheong, speaks fluent English, Cantonese, and Mandarin, so it is not surprising that he also sings in these languages. But what might be surprising is that he also perfectly sings hymns in Tamil—an Indian language he does not speak—at Hindu funerals. The band wears white shirts, black pants, ties, and large leather cowboy hats. Maybe the strangest recent funeral, however, was held in Pennsylvania, in the United States. James Henry Smith had been a huge fan of an American football team, the Pittsburgh Steelers. At his funeral, the guests walked into the funeral home to find Mr. Smith’s body not in a coffin but instead in his favorite chair. The

deceased was sitting there, wearing the colors of the Steelers. On a small table next to the chair were a pack of cigarettes and a can of beer. In front of him, through the funeral, a TV played a video of a Steelers game. His friends and family knew that he would approve.

Main idea: _____

Summary: _____



Strategy

Identifying Opinions

It's important to be able to recognize the difference between facts and opinions. A fact can be checked and proven, even if you aren't sure if it is true or not. An opinion is an idea that people might disagree about. An opinion expresses a belief, idea, or feeling. One way to distinguish the two is to be aware of words that indicate an *opinion*. Some of these words are modals (*should, shouldn't, ought to*), but most are adjectives or adverbs.

Example

bad (-ly)	exquisite	good (well)	surprising
beautiful	favorite	horrible	too
brilliant	fun	interesting	wonderful (-ly)

Alternatively, instead of looking for specific words when you are trying to recognize opinions, you might try asking yourself, "Would some people disagree with this?" If your answer is yes, then it might be an opinion.

2 Distinguishing Facts from Opinions On the lines, write fact or opinion, according to what is stated or implied in the sentence.

- _____ Non-Indians can go through a rite of passage similar to the vision quest of Native Americans.
- _____ Non-Indians who go through a vision quest are not respectful of Native American culture.
- _____ The government of the United Arab Emirates is trying to encourage unmarried Emirati men to marry Emirati women.
- _____ Traditional Emirati weddings are too lavish.

5. _____ Traditional Japanese weddings are more beautiful than the new Western-style ones.
6. _____ A majority of Japanese couples choose a Western-style wedding.
7. _____ Many couples in Western countries are looking for a nontraditional wedding experience.
8. _____ It's very strange to get married in the ocean.
9. _____ Chan Yoke Cheong sings in perfect Tamil.
10. _____ People who don't approve of unusual funerals are too rigid.



3 Discussing the Reading: Conducting a Survey You are going to interview the students in your class and ask for their opinions on weddings. Then record their answers on another piece of paper.

1. Before you begin, think about your own answers to the questions and write them in the chart below.

Which do you prefer? (Choose *one*. Then follow the arrow to the next question.)

A. Traditional weddings

B. Nontraditional weddings

Why? What are your favorite parts of a traditional wedding?

What is your idea of a good nontraditional wedding? (What are the elements?)

2. After you have decided on your own answers, pick up your notebook and a pencil. Move around the room. Interview as many people as possible in the time that you have.
 - Record how many people answer "traditional" and how many answer "nontraditional."
 - For students who answer "traditional," ask them the question under A. Record their answers in note form.
 - For students who answer "nontraditional," ask them the question under B. Record their answers in note form.
3. When you finish, come together as a class and discuss your results. Do more people prefer traditional or nontraditional weddings? Did any answers surprise you?

FOCUS

Summarizing a Whole Reading

So far in this book, you've written summaries of single paragraphs. Here are some suggestions for summarizing a longer piece.

- Begin by highlighting key parts of the original piece. Mark the main ideas with one color and important details with another.
- Make sure that you truly understand the original article. It's not possible to write a good summary of something that you don't understand.
- Choose the main idea of each section or paragraph to include in your summary. Also choose a few of the most important details.
- Group some ideas from several sections or paragraphs together in one sentence.
- Remember that *summarizing is not translation*. It's usually easier to write a good summary if you put the original aside and not look at it as you write.
- In writing a summary, use your own words. Do not simply copy from the original. To use your own words, follow these steps:
 - Change sentence structure whenever possible. For example, change the active voice to the passive voice or the passive voice to the active.
 - Use synonyms whenever possible.
 - Do not try to find synonyms for technical terms or for words for which there is no synonym.



4 **Discussing the Reading** Choose one of the two readings from this chapter: "Rites of Passage" (pages 221–224) or "New Days, New Ways: Changing Rites of Passage" (pages 227–231). Summarize it in one paragraph. When you finish, compare your summary to that of another student who has summarized the same reading.

5 **Writing Your Own Ideas** Choose one of these topics to write about.

- a traditional rite of passage in your culture
- a new or changing rite of passage in your culture
- your reaction to one of the rituals that you have read about
- your opinion of one of the nontraditional rituals that you have read about
- your idea of the perfect wedding (or funeral)

Write a one-paragraph letter to your teacher in which you explore your topic.

What is the main idea of your paragraph? _____

1 Determining Categories Circle the words that typically belong in each underlined category.

1. actions at funerals

praying chanting dancing smiling

2. people in religion

priests colleagues monks merchants

3. words that are associated with death

trousseau coffin cremation deceased

4. groups of people

organization tribe community society

5. expressions of emotion

hug cry suppress shout

6. rites of passage

proposal wedding indigenous coming-of-age

FOCUS

Analyzing Word Roots and Affixes

In Chapters 7 and 9 you learned about word roots and affixes. Here are more word roots, prefixes, and their meanings.

Prefix	Meaning
im-	in; not
pro-	before; forward

Word Root	Meaning
corp	body
dox	opinion, belief
gam	marriage
mort	death
ortho	straight; correct
scribe; script	writing
spir	breathe

- 3 Focusing on Words from the Academic Word List** Fill in the blanks with words from the Academic Word List in the box.

community
incorporation

physically
previous

status
transition

vision

Anthropologists use the term *rite of passage* for a ceremony or ritual of _____¹ that marks a person's change from one _____² or social position to another. Although such rites differ in details, they share certain characteristics. All rites of passage include three stages: separation, transition, and _____³ of the person back into the society. In the first stage, the person is separated from his or her _____⁴ status. Sometimes in this stage, as in a _____⁵ quest, the person is *literally* and _____⁶ separated from the _____⁷. In the transition stage, the person is in between—not in either status. In the last stage, the person rejoins the society, now with the new status.



- 4 Searching the Internet** Choose one of these rites of passage to research, or select your own. Search the Internet for sites that discuss nontraditional ways to conduct it. Tell your group about either the strangest or the most interesting way that you found.

- a wedding
- a funeral
- an engagement
- a vision quest
- other: _____

FOCUS

TOEFL iBT

Topic-Sentence Patterns on the TOEFL® Internet-Based Test (iBT)

The reading “Rites of Passage” (pages 221–224) shows several interesting main-idea patterns. You can see that the main idea is not always stated in the first sentence of a paragraph.

For example, the main idea of Paragraph A in “Rites of Passage” is expressed at the end. Also, two sentences, not just one, form the main idea. Paragraph B has its main idea in a sentence in a familiar position, at the beginning. The main idea for Paragraph C can be found in the first two sentences of the paragraph.

- 1 **Practice** Read the following passage. Pay special attention to the main idea of each paragraph. Then do the exercise that follows.

Learning to Drive: An American Rite of Passage

- A Every society has rites of passage that fit its culture. In hunter-gatherer societies, passing into adulthood often means going out to a hunting ground to prove one’s strength and courage. In societies that value group cooperation over individual glory, the rite of passage may involve joining an organization like the army or a large company and adopting its discipline. American society is perfectly reflected in the rituals of learning to drive and getting one’s license.
- B This observation is not just a joke, a way of laughing at America’s car culture. Examine driving in relation to other well-known rites of passage. For one thing, most Americans learn how to drive at 15 or 16, about the age for ritually entering adulthood in other cultures. For another, objects that are significant in the culture, such as paperwork and money, are a crucial part of the rite. Other cultures might ritually use rice, water, or clothing instead. Also the values of American culture—such as mobility, independence, and individual responsibility—can be pursued through this rite. The values of other cultures (group loyalty, physical endurance, religious devotion, etc.) are supported by their own rites of passage.
- C Although a few Americans never learn to drive or learn how only in their later years, the vast majority learn in their mid-teens. The timing of the ritual has great significance. Most young Americans have, by this time, gone through puberty (the changes in their body chemistry that make them adults). Most 15-year-olds are tall enough to see clearly from the driver’s seat

and strong enough to turn a steering wheel. They also typically have enough coordination to operate windshield wipers, headlights, turn signals, and a car radio while safely steering. At earlier ages, they might not have been physically able to handle such tasks.

- D Also at this time, they are ready to move slowly from their homes and schools toward the wider world. Both family and school prepare teenagers for this transition. Many American parents take their children to an empty parking lot between the ages of 12 to 15 in order to let them safely get used to the layout and handling of a car. The parent sits in the passenger seat and tries not to show fear as the child learns how to work the accelerator pedal, the brakes, and other basic controls. The child is then put into the school's hands. Public high schools usually offer "driver's ed" classes to 15-year-olds. The familiar school environment comforts them as they learn about the world and its very serious driving requirements.
- E The ultimate goal for each driving student involves certification from the state that one is qualified to drive. This comes in the form of a temporary driver's permit, then a full driver's license, issued by the state in which the student lives. American society values such state-issued permits and respects the processes for obtaining them. Almost any profession, from hair-dressing to hotel operation to medicine, involves them. Learning to drive is the perfect introduction to this bureaucratic society. Insurance applications, approval slips, score sheets for driving tests—all of these are good preparation for a lifetime of petitioning the state and large companies for permission or fair treatment.
- F America's cultural preoccupation with money is also addressed in the ritual. For perhaps the first time in his or her life, a student faces significant short- and long-term expenses. Most middle-class Americans require a teenager to pay at least part of the cost of driving a car. Parents may help pay for the car itself, or the insurance, but teenagers usually have to buy their own gas and pay their own tickets if they have an encounter with the police. Teenagers who may have thought of money as a toy now see it as necessary to function in their daily lives. Indeed, a teenager may be motivated to get his or her first part-time job in order to pay the costs of driving a car.
- G A diverse place like the United States has several value systems operating alongside each other. It is fair to say, however, that some values are almost universal among Americans. One of these is mobility, the freedom to go where you want, when you want. Another is independence, the freedom to act as you see fit without needing help from any authority. Still another is personal responsibility, the sense that you take the credit or blame for your own successes or your own mistakes. Being a driver brings each of these deep-seated values into play.
- H Nothing promotes mobility like having a car and the fuel to run it. Teenagers who were used to staying within a mile or two of home gain the

ability to explore an entire city. They usually want to do so without having to explain themselves to their parents, so they independently learn directions, practice safe-driving techniques, and budget their money for travel. Failure to do so will require them to ask their parents for help, which they do not want to do. And driving is serious, literally a matter of life and death. Even though teenagers are often not as careful as they ought to be, they usually recognize that they are responsible for the lives and safety of themselves and others while they are on the road. This represents a true passage from the world of a child into that of an adult.

2 Identifying the Main Idea For each paragraph, write the main idea on the lines below. If a paragraph does not have its own topic sentence, write the main idea in your own words. Then compare your answers with those of one or two other students. There may be some disagreements about answers because different students will analyze the reading in different ways.

1. Paragraph A _____

2. Paragraph B _____

3. Paragraph C _____

4. Paragraph D _____

5. Paragraph E _____

6. Paragraph F _____

7. Paragraph G _____

8. Paragraph H _____

Self-Assessment Log

Read the lists below. Check (✓) the strategies and vocabulary that you learned in this chapter. Look through the chapter or ask your instructor about the strategies and words that you do not understand.

Reading and Vocabulary-Building Strategies

- | | |
|---|---|
| <input type="checkbox"/> Getting the main ideas | <input type="checkbox"/> Applying the reading |
| <input type="checkbox"/> Making inferences | <input type="checkbox"/> Distinguishing facts from opinions |
| <input type="checkbox"/> Understanding chronology | <input type="checkbox"/> Summarizing an entire reading |
| <input type="checkbox"/> Understanding symbols | <input type="checkbox"/> Analyzing word roots and affixes |

Target Vocabulary

Nouns

- | | |
|--|--|
| <input type="checkbox"/> bride | <input type="checkbox"/> incorporation* |
| <input type="checkbox"/> coffin | <input type="checkbox"/> monks |
| <input type="checkbox"/> coming-of-age | <input type="checkbox"/> negotiations |
| <input type="checkbox"/> community* | <input type="checkbox"/> pregnancy |
| <input type="checkbox"/> cremation | <input type="checkbox"/> proposal |
| <input type="checkbox"/> deceased | <input type="checkbox"/> pyre |
| <input type="checkbox"/> delivery | <input type="checkbox"/> rite of passage |
| <input type="checkbox"/> funerals | <input type="checkbox"/> ritual |
| <input type="checkbox"/> groom | <input type="checkbox"/> scriptures |
| <input type="checkbox"/> guidance | <input type="checkbox"/> status* |

- | |
|---------------------------------------|
| <input type="checkbox"/> taboos |
| <input type="checkbox"/> transition* |
| <input type="checkbox"/> trousseau |
| <input type="checkbox"/> vision* |
| <input type="checkbox"/> vision quest |

Verbs

- | |
|---------------------------------|
| <input type="checkbox"/> chant |
| <input type="checkbox"/> regain |
| <input type="checkbox"/> vary* |

Adjectives

- | |
|-------------------------------------|
| <input type="checkbox"/> indigenous |
| <input type="checkbox"/> nomadic |
| <input type="checkbox"/> previous* |

Adverb

- | |
|--------------------------------------|
| <input type="checkbox"/> physically* |
|--------------------------------------|

Expression

- | |
|--|
| <input type="checkbox"/> ask for
(a woman's) hand |
|--|

* These words are from the Academic Word List. For more information on this list, see www.victoria.ac.nz/lals/resources/academicwordlist/.

Vocabulary Index

Chapter 1

achieve
assignments*
challenging*
compare
competitive
credits*
curriculum
determine
discipline
drawback
effort
entire
exhaustion
finally*
global*
identical*
in contrast to
isolated*
obvious*
one-size-fits-all
on the one hand
on the other hand
rankings
reflect
required*
resources*
schedule*
secondary school
separate
status*
the best and the brightest
track
universal
values

Chapter 2

access*
affluent
agricultural operation
commute
creative*
crops
crowd
cultivate
developing countries
efficiently
environment*
established*

focus*
global*
gridlock
mass transit
pedestrian zone
pollution
predict*
priorities*
produce
recycling plant
residents*
solve
transportation*
trash
urban dwellers
worsening

Chapter 3

access*
anonymous
capacity*
character
collateral
common knowledge
consume*
consumer*
economy*
eradication
fund*
grants*
identical*
items*
invest*
literacy
logic*
microlending
peer pressure
poverty
requirement*
social
subsidiary*
target*
took (take) the initiative
worthless

Chapter 4

areas*
background
benefits*
career counselors
cell phones
computer*
construction
create*
distract
drawback
dream job
economy*
employment agency
enormous*
flexible*
globalization*
identity*
job hopping
job security
keep up with
labor*
leisure
livelihood
manufacturing jobs
on the move
outsourcing
overwork
passionate
pleasure
posts
rigid*
secure*
self-confidence
stress*
telecommuting
temporary*
traditionally*
upgrade
vary*
workaholism
workforce
worldwide

*These words are from the Academic Word List. For more information on this list, see <http://www.victoria.ac.nz/lals/resources/academicwordlist/>

Chapter 5

actually
areas*
balance
catch on
complex*
components*
concept*
constitution*
economic*
enthusiastically
environment*
essence
findings
gap
income*
life expectancy
measure
mental*
polls
psychological*
reasonable
researchers*
solidarity
sum total
trend*
well-being

Chapter 6

access*
approximately*
areas*
benefit*
chemicals*
concept*
consumer*
contribute*
endangered
extinction
fuel
globalization*
in turn
livestock
nutrients
obstacle
processed*
region*
shift*
staples
traditional*

Chapter 7

acquire*
brain
capacity*
chatter
claims
coin
communication*
creatures
degree
echo/echoes
feeds
focusing*
gender*
gestures
glue
grin
head (of something)
head back
identical*
journal*
lexigrams
mammals
organs
percent*
picked up
pod
prey
primates
reassure
research*
shedding light on
species
structures*
subjects
swagger
upright
vocalize
wagging

*These words are from the Academic Word List. For more information on this list, see <http://www.victoria.ac.nz/lals/resources/academicwordlist/>

Chapter 8

archaeologists
architecture
armor
called*
calligraphy
caravan
caves
cosmetics
culture*
decorated
depict
destination
documents*
exquisite
fabric
fertility
flower
found*
frescoes
holy
mausoleums
merchants
mosques
network
oasis
pitcher
project*
region*
routes*
significant*
silk
spices
spread
statues
technology*
to this end
traditional*
vast

Chapter 9

adults*
blood vessels
cognitive
colleagues*
evidence*
exposed*
going into training
hemispheres
imply*
insights*
institute*
intelligence*
intuition
involved*
logic*
logical*
maturation*
mature*
maturity*
memory
mental*
neuroscientists
origin
precise*
repressed
researchers*
rotate
toxins
traditional*
wiring

Chapter 10

ask for (a woman's hand)
bride
chant
coffin
coming-of-age
community*
cremation
deceased
delivery
funerals
groom
guidance
incorporation*
indigenous
monks
negotiations
nomadic
physically*
pregnancy
previous*
proposal
pyre
regain
rite of passage
ritual
scriptures
status*
taboos
transition*
trousseau
vary*
vision*
vision quest

*These words are from the Academic Word List. For more information on this list, see <http://www.victoria.ac.nz/lals/resources/academicwordlist/>