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# READING FOR TODAY INSIGHTS 2

FIFTH EDITION

LORRAINE C. SMITH

NANCY NICI MARE

# READING FOR TODAY INSIGHTS<sup>2</sup>

FIFTH EDITION

LORRAINE C. SMITH  
AND  
NANCY NICI MARE

English Language Institute  
Queens College  
The City University of New York



Australia • Brazil • Mexico • Singapore • United Kingdom • United States

**Reading for Today 2: Insights**  
**Fifth Edition**

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# SCOPE & SEQUENCE

Unit & Theme	Chapter	Reading Skills	Vocabulary Skills	Critical Thinking Skills
<b>UNIT 1</b> <b>Education in Today's World</b> Page 2	<b>CHAPTER 1</b> Work and College: You can do both! Page 4 A Different Kind of College Student 15	Previewing a reading Recalling information Scanning for information Skimming for main idea <b>Reading Skill Focus:</b> Using headings to create an outline	Understanding meaning from context <b>Word Forms:</b> Identifying parts of speech: nouns and verbs Understanding word connections	Creating a list Identifying reasons Developing ideas for the future Preparing a schedule Comparing schedules
	<b>CHAPTER 2</b> A New Way to Apply to College Page 20 The Right College for You 28	Previewing a reading Recalling information Scanning for information <b>Reading Skill Focus:</b> Organizing information in a chart	Understanding meaning from context <b>Word Forms:</b> Recognizing the suffixes <i>-ion</i> and <i>-tion</i> Understanding content-specific vocabulary	Explaining opinions Comparing colleges Developing future plans Designing a nontraditional college Creating a video
<b>UNIT 2</b> <b>Family Life</b> Page 32	<b>CHAPTER 3</b> How alike are identical twins? Page 34 Diary of a Father of Triplets 45	Previewing a reading Recalling information Scanning for information Skimming for main idea <b>Reading Skill Focus:</b> Understanding a bar graph	Understanding meaning from context <b>Word Forms:</b> Recognizing the suffix <i>-ness</i> Understanding antonyms	Categorizing information Describing personality traits Explaining opinions Assessing advantages and disadvantages Preparing interview questions Discussing questions related to the chapter topic
	<b>CHAPTER 4</b> A Healthy Diet for You and Your Family Page 52 Why do I eat when I'm not hungry? 63	Previewing a reading Using a chart to answer questions Activating prior knowledge Scanning for information Skimming for main idea <b>Reading Skill Focus:</b> Creating a flowchart	Understanding meaning from context <b>Word Forms:</b> Recognizing the suffix <i>-ment</i> Understanding synonyms	Discussing reasons Creating and comparing lists Writing about personal experiences Planning a healthy diet Comparing diets Evaluating a menu Reporting on a restaurant meal

# SCOPE & SEQUENCE

Unit & Theme	Chapter	Reading Skills	Vocabulary Skills	Critical Thinking Skills	
<b>UNIT 3</b> <b>Making a Difference</b> Page 70	<b>CHAPTER 5</b> Volunteer Vacations Page 72	Previewing a reading Using a diagram to answer questions Scanning for information Recalling information <b>Reading Skill Focus:</b> Organizing information in a chart	Understanding meaning from context <b>Word Forms:</b> Recognizing the suffix <i>-tion</i> Recognizing word connections	Evaluating volunteer organizations Explaining reasons Recording experiences Creating a list Preparing interview questions Discussing questions related to the chapter topic	
	<b>CHAPTER 6</b> Improving Lives with Pet Therapy Page 88 A New Way to Relieve Student Stress 99	Previewing a reading Scanning for information Recalling information <b>Reading Skill Focus:</b> Understanding a pie chart	Understanding meaning from context <b>Word Forms:</b> Recognizing the suffix <i>-ful</i> Prepositions that follow verbs	Describing pets Writing about relaxation techniques Choosing pets for people Writing about past experiences Analyzing information Assessing needs and costs	
	<b>UNIT 4</b> <b>Technology Today and Tomorrow</b> Page 104	<b>CHAPTER 7</b> Robots: The Face of the Future Page 106 An Unusual Teacher 117	Previewing a reading Making a list to answer questions Predicting content Skimming for main idea <b>Reading Skill Focus:</b> Understanding a pie chart	Understanding meaning from context <b>Word Forms:</b> Recognizing the suffix <i>-ment</i> Recognizing connecting words	Predicting outcomes Considering advantages and disadvantages Illustrating a fictional robot Explaining opinions Designing an advertisement Creating and comparing lists
		<b>CHAPTER 8</b> A blind man sees again! Page 122 A Bionic Hug 131	Previewing a reading Scanning for information Understanding types of questions Recalling information <b>Reading Skill Focus:</b> Understanding a graphic	Understanding meaning from context <b>Word Forms:</b> Recognizing the suffix <i>-ness</i> Understanding antonyms	Identifying types of technology Explaining opinions Writing about experiences Researching medical technology Creating and comparing lists

# SCOPE & SEQUENCE

Unit & Theme	Chapter	Reading Skills	Vocabulary Skills	Critical Thinking Skills
<b>UNIT 5</b> <b>International Scientists</b> Page 136	<b>CHAPTER 9</b> Alfred Nobel: A Man of Peace Page 138 Choosing Nobel Prize Winners 148	Previewing a reading Activating prior knowledge Scanning for information <b>Reading Skill Focus:</b> Creating a chart to summarize a reading	Understanding meaning from context <b>Word Forms:</b> Recognizing the suffixes -ion and -ation Recognizing the prefix un-	Preparing instructions Describing Nobel Prize nominees and winners Recording an autobiography Developing a fictional Nobel Prize category Evaluating Nobel Prize categories Researching past Nobel Prize winners
	<b>CHAPTER 10</b> Marie Curie: Nobel Prize Winner Page 154 Irène Curie: Following in Her Mother's Footsteps 165	Previewing a reading Predicting content Scanning for information Skimming for main idea <b>Reading Skill Focus:</b> Understanding a timeline	Understanding meaning from context <b>Word Forms:</b> Recognizing the suffixes -ance and -ence Understanding synonyms	Examining reasons Preparing an autobiography or biography Describing experiences Predicting experiences Researching a historical figure Assessing discoveries
	<b>CHAPTER 11</b> Oil as an Important World Resource Page 172 Fresh Water for the World 183	Previewing a reading Creating a list to answer questions Recording answers in a flowchart Scanning for information Skimming for main idea <b>Reading Skill Focus:</b> Understanding a bar graph	Understanding meaning from context <b>Word Forms:</b> Recognizing the suffix -tion Understanding synonyms	Considering advantages Describing scientific processes Evaluating scientific advances Inferring potential scenarios Creating and comparing lists Evaluating a process Researching energy types
<b>UNIT 6</b> <b>Earth's Resources and Dangers</b> Page 170	<b>CHAPTER 12</b> Earthquakes: Powerful and Deadly Page 190 A Survivor's Story 200	Previewing a reading Scanning for information Recalling information <b>Reading Skill Focus:</b> Using an illustration and text to create a flowchart	Understanding meaning from context <b>Word Forms:</b> Recognizing the suffix -ment Understanding antonyms	Interviewing people Writing about experiences Developing a plan of action Describing an earthquake Labeling a map Analyzing statistics in a chart Creating a plan of action Researching natural disasters

# PREFACE

*Insights for Today, Fifth Edition*, is a reading skills text intended for high-beginning English-as-a-second or foreign-language (ESL/EFL) students. The topics in this text are fresh and timely, and the book has a strong global focus.

*Insights for Today* is one in a series of five reading skills texts. The complete series, *Reading for Today*, has been designed to meet the needs of students from the beginning to the advanced levels and includes the following:

- *Reading for Today 1: Themes for Today* beginning
- *Reading for Today 2: Insights for Today* high-beginning
- *Reading for Today 3: Issues for Today* intermediate
- *Reading for Today 4: Concepts for Today* high-intermediate
- *Reading for Today 5: Topics for Today* advanced

*Insights for Today, Fifth Edition*, provides students with essential practice in the types of reading skills they will need in an academic environment. It requires students not only to read text but also to extract basic information from various kinds of charts, graphs, illustrations, and photos. Beginning-level students are rarely exposed to this type of reading material. In addition, they are given the opportunity to speak and write about their own cultures and compare their experiences with those of students from other countries. The text includes real-life activities that give students tasks to complete outside the classroom. These tasks provide students with opportunities to practice reading, writing, speaking, and listening to English in the real world. Thus, all four skills are incorporated into each chapter.

*Insights for Today, Fifth Edition*, has been designed for flexible use by teachers and students. The text consists of six units. Each unit contains two chapters that deal with related topics. At the same time, though, each chapter is entirely separate in terms of content from the other chapter in that unit. This gives the instructor the option of either completing entire units or choosing individual chapters as the focus in class. Although the chapters are organized by level of difficulty, the teacher and students may choose to work with the chapters out of order, depending on available time and the interests of the class. The activities and exercises in each chapter have been organized to flow from general comprehension—including main ideas and supporting details—through vocabulary in context, to critical thinking skills. However, the teacher may choose to work on certain exercises in any order, depending on time and on the students' abilities.

The opening photos and the *Prereading* section before each reading help activate the students' background knowledge of the topic and encourage them to think about the ideas, facts, and vocabulary that will be presented in the reading passage. In fact, discussing photos in class helps lower-level students visualize what they are going to read about and gives them cues for the new vocabulary they will encounter. The exercises that follow the reading passage are intended to develop and improve reading proficiency, including the ability to learn new vocabulary from context and better comprehend English sentence structure. The activities also give students the opportunity to master useful vocabulary encountered in the reading passages through pair work and group discussions that lead them through comprehension of main ideas and specific information.

Lower-level language students need considerable visual reinforcement of ideas and vocabulary. Therefore, this text includes many photos and graphics that illustrate the ideas and concepts from the reading passages. In addition, many of the follow-up activities enable students to manipulate the information from the reading passages and other content from the chapter. In fact, the teacher may want the students to complete the charts and lists in the activities on the board.

Vocabulary is recycled throughout any given chapter. Experience has shown that low-level students especially need a lot of exposure to the same vocabulary and word forms. Repetition of vocabulary in varied contexts helps students not only understand the new vocabulary better, but also remember it.

A student-centered approach facilitates learning. Wherever possible, students should be actively engaged through pair work or small group work. Except during the actual process of reading, students should be actively engaged in almost all of the activities and exercises with a partner or in a small group. By working with others, students have more opportunities to interact in English. Student group work also allows the teacher to circulate in the classroom and give more individual attention to students than would be possible if the teacher were to direct the class work from the front of the room.

As students work through *Insights for Today*, they will learn and improve their reading skills and develop more confidence in their increasing proficiency in English. At the same time, teachers will be able to observe students' steady progress toward skillful, independent reading.

## New to the Fifth Edition

The fifth edition of *Insights for Today* maintains the effective approach of the fourth edition with several significant improvements.

The fifth edition of *Insights for Today* incorporates a number of revisions and new material. Three completely new chapters have been added: *Work and College: You can do both!* and *A New Way to Apply to College* in Unit 1, and *A blind man sees again!* in Unit 4. In addition, the *Another Look* sections in Chapters 1, 2, 8, and 11 feature new readings. All other readings throughout the text have been updated as well. The first exercise in the *Vocabulary Skills* section, *Recognizing Word Forms*, has been revised to put the items in the context of the reading, making a clearer connection between the reading passage and the exercise. A second exercise has been added to this section that focuses on various vocabulary skills, including antonyms, synonyms, and sentence connectors. A new *Reading Skill* section focuses on a specific reading skill, for example, understanding graphs and charts, and creating flowcharts and timelines. Also new to the fifth edition is a *Critical Thinking* section. The activities in this section encourage students to use the information and vocabulary from the reading passage both orally and in writing, and to think beyond the reading passage and form their own opinions. In addition, the fifth edition includes new photos, graphs, and charts, all of which are designed to enhance students' comprehension of the readings.

These enhancements to *Insights for Today, Fifth Edition*, have been made to help students improve their reading skills, to reinforce vocabulary, and to encourage interest in the topics. These skills are intended to prepare students for academic work and the technical world of information they will soon encounter.

## How to Use This Book

Every chapter in this book consists of the following sections:

- *Prereading*
- *Reading Passage*
- *Fact Finding*
- *Reading Analysis*
- *Vocabulary Skills*
- *Vocabulary in Context*
- *Reading Skill*
- *Another Look*
- *Topics for Discussion and Writing*
- *Critical Thinking*
- *Crossword Puzzle*

The format of each chapter in the book is consistent. Although each chapter can be done entirely in class, some exercises may be assigned for homework. This, of course, depends on the individual teacher's preference as well as the availability of class time. Each chapter consists of the following sections.

### **Prereading**

The *Prereading* activity is designed to activate students' background knowledge, stimulate their interest, and provide preliminary vocabulary for the passage itself. The importance of prereading activities should not be underestimated. Studies have shown the positive effects of prereading in motivating students and in enhancing reading comprehension. In fact, prereading discussion of topics and visuals has been shown to be very effective in improving reading comprehension. Students need to spend time describing and discussing the photos and the prereading questions. Furthermore, students should try to relate the topic to their own experience and try to predict what they are going to read about. The teacher can facilitate the students' discussions by writing their guesses and predictions about the reading on the board. This procedure helps motivate students by providing a reason for reading. This process also helps the teacher evaluate the students' knowledge of the content

they are about to read in order to provide any necessary background information. After they have read the passage, students can check their predictions for accuracy. The important point to keep in mind is not whether the students' guesses are correct, but rather that they think about the reading beforehand and formulate predictions about the text. Once students have considered the title, the accompanying photos, and the prereading questions, they are ready to read the passage.

## The Reading Passage

As students read the passage for the first time, they should be encouraged to pay attention to the main ideas and important details. After students read the passage to themselves, the teacher may want to read the passage aloud to them. At lower levels, students are very eager to learn pronunciation and feel that this practice is helpful to them. Moreover, reading aloud provides students with an appropriate model for pronunciation and intonation, and it helps them hear how words are grouped together by meaning. Students can also listen to the readings on the audio CD.

Students may wish to maintain individual records of their reading rate. They can keep track of the time it takes them to read a passage for the first time and then record the length of time it takes them to read it a second time. Students should be encouraged to read a text from beginning to end without stopping and to read at a steady pace, grouping words and phrases in meaningful chunks. Once they have established a base time for reading, they can work to improve their reading rate as they progress through the book.

## Fact Finding

After the first reading, students will have a general idea of the information in the passage. The purpose of the *Fact Finding* exercises is to check students' general comprehension. Students will read the *True/False* statements and check whether the information is true or false. If the statement is false, the students will go back to the passage and find the line(s) that contain the correct information. They will then rewrite the statement so that it is true. This activity can be done individually or in pairs. Doing this exercise in pairs allows students to discuss their answers with their partner and to explain their reasons for deciding if a statement is true or false. When all the students have finished the exercise, they can report their answers to the class.

## Reading Analysis

At this point, students have read the passage at least two times, and they should be familiar with the main idea and the content of the reading. The *Reading Analysis* exercise gives students an opportunity to learn new vocabulary from context. In this exercise, students read questions and answer them. This exercise requires students

to think about the meanings of words and phrases, the structure of sentences and paragraphs, and the relationships of ideas to each other. This exercise is very effective when done in pairs or in groups. Students can also work individually, but working together provides an excellent opportunity for students to discuss possible answers.

## Vocabulary Skills

This section consists of two parts. The first part focuses on recognizing word forms.

As an introduction to this exercise, it is recommended that teachers first review parts of speech, especially verbs, nouns, adjectives, and adverbs. Teachers should point out the position of each word form in a sentence. Students will develop a sense for which part of speech is missing in a given sentence. Teachers should also point out clues to tense and number, and whether an idea is affirmative or negative. Each section has its own instructions, depending on the particular pattern that is being introduced. For example, in the section containing words that take *-tion* in the noun form, teachers can explain that students will look at the verb and noun forms of these words in the exercise. Teachers can use the examples in the directions for each chapter's *Recognizing Word Forms* section to see that the students understand the exercise. All of the sentences in this exercise are content specific, which helps not only reinforce the vocabulary, but also check the students' comprehension of the passage. This activity is very effective when done in pairs because students can discuss their answers. After students have a working knowledge of this type of exercise, it can be assigned for homework. The focus of Part 2 of the *Vocabulary Skills* section varies. The purpose of this section is to provide students with a range of ways to learn and practice new vocabulary, and to make logical connections by working with words that are commonly paired or that are related to a particular topic. The exercises in this section focus on a variety of important vocabulary-related topics, including antonyms, synonyms, sentence connectors, common collocations, topic-specific vocabulary, and prefixes.

## Vocabulary in Context

This is a fill-in exercise designed as a review of the vocabulary items covered in the *Reading Analysis* and/or *Recognizing Word Forms* exercises. In this exercise, the target words are used in new sentences, giving the students the opportunity to practice the new vocabulary. It can be assigned for homework as a review or done in class as group work.

## Reading Skill

Each chapter includes a new *Reading Skill* section, which provides instruction and practice with a specific reading skill, such as understanding pie charts, line graphs, bar graphs, or timelines. Students are also asked to create a flowchart or an outline.

This section is very effective when done in pairs or small groups. The exercises in these sections may also be done individually, but group work gives the students an opportunity to discuss their work.

## Another Look

The second reading in each chapter provides another point of view or additional information related to the main reading. Students should focus on improving general comprehension, relating this reading to the primary reading, and considering the ideas and information as they engage in the *Topics for Discussion and Writing* and *Critical Thinking* activities. It is not necessary to spend additional time on unfamiliar vocabulary unless it interferes with students' ability to respond to the questions.

## Topics for Discussion and Writing

This section provides ideas or questions for students to think about and work on alone, in pairs, or in small groups. Students are encouraged to use the information and vocabulary from the passages both orally and in their writing. The writing assignments may be done entirely in class, started in class and finished at home, or done entirely for homework. The last activity in this section is a journal-writing assignment that provides students with an opportunity to reflect on the topic of the chapter and respond to it in some personal way. Students should be encouraged to keep a journal and to write in it regularly. The students' journal writing may be purely personal, or students may choose to have the teacher read their entries. If the teacher reads the entries, the journals should be considered a free writing activity and should be responded to rather than corrected.

## Critical Thinking

This section contains various activities appropriate to the information in the passages. Some activities are designed for pair and small group work. Students are encouraged to use the information and vocabulary from the passages both orally and in writing. The critical thinking questions and activities provide students with an opportunity to think about some aspect of the chapter topic and to share their own thoughts and opinions about it. The goal of this section is for students to go beyond the reading itself and to form their own ideas and opinions on aspects of the topic. Teachers may also use these questions and activities as homework or in-class assignments. The activities in the *Critical Thinking* sections help students interact with the real world as many exercises require students to go outside the classroom to collect specific information.

## **Crossword Puzzle**

The *Crossword Puzzle* in each chapter is based on the vocabulary used in that chapter. Students can go over the puzzle orally if pronunciation practice with letters is needed. Teachers can have the students spell out their answers in addition to pronouncing the words themselves. Students invariably enjoy doing crossword puzzles. They are a fun way to reinforce the vocabulary presented in the various exercises in each chapter. Crossword puzzles also require students to pay attention to correct spelling. At the same time, students need to connect the meaning of a word and think about the word itself. If the teacher prefers, students can do the *Crossword Puzzle* on their own or with a partner in their free time, or after they have completed an in-class assignment and are waiting for the rest of their classmates to finish.

## **Index of Key Words and Phrases**

The Index of Key Words and Phrases is at the back of the book. This section contains a list of words and phrases from all of the reading passages in the chapters for easy reference. The *Index of Key Words and Phrases* may be useful to students to help them locate words they need or wish to review. The words that are part of the Academic Word List are indicated with an icon.

## **Skills Index**

The *Skills Index* lists the different skills presented and/or practiced in the book.

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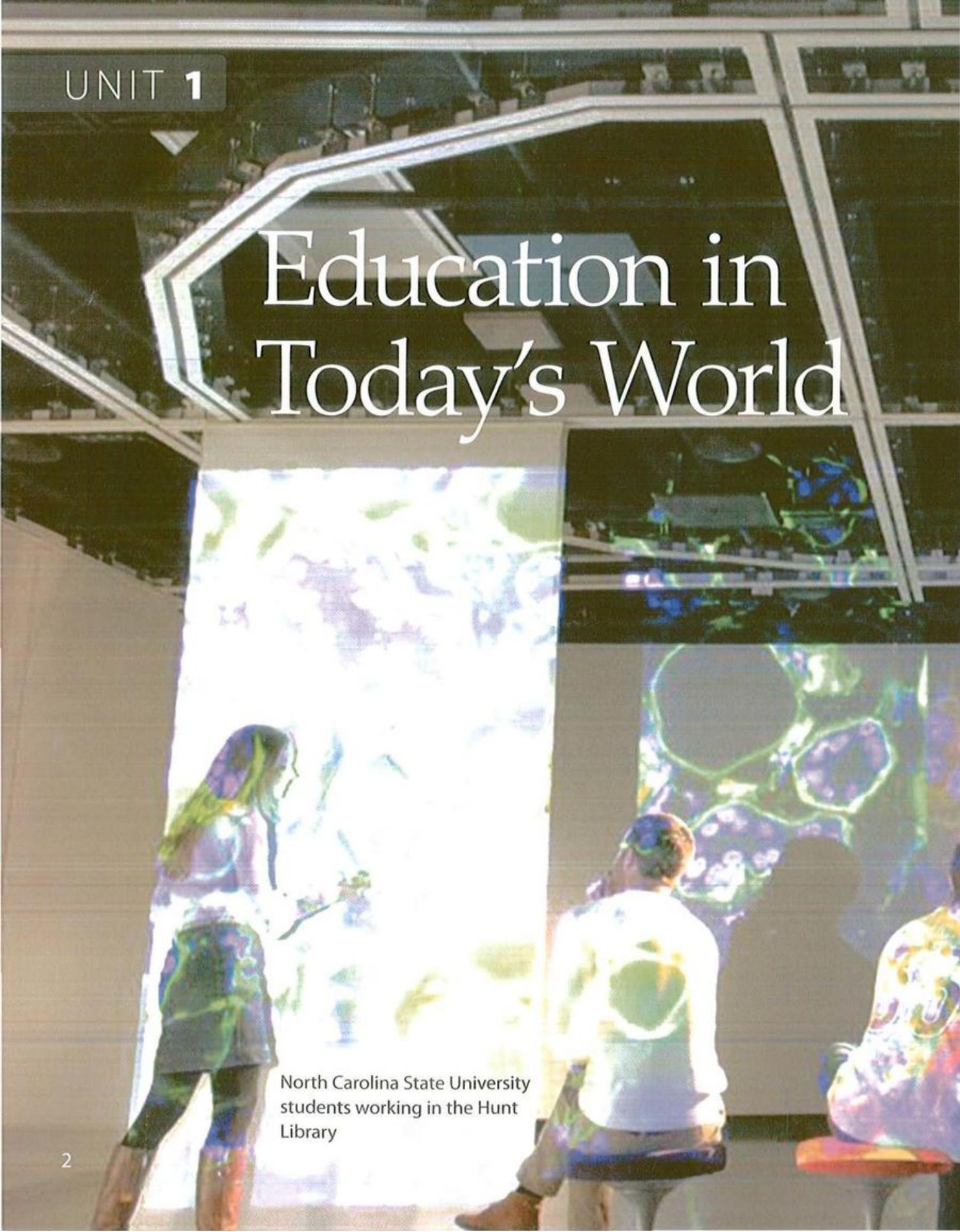
## **Dedication:**

*To Steven*

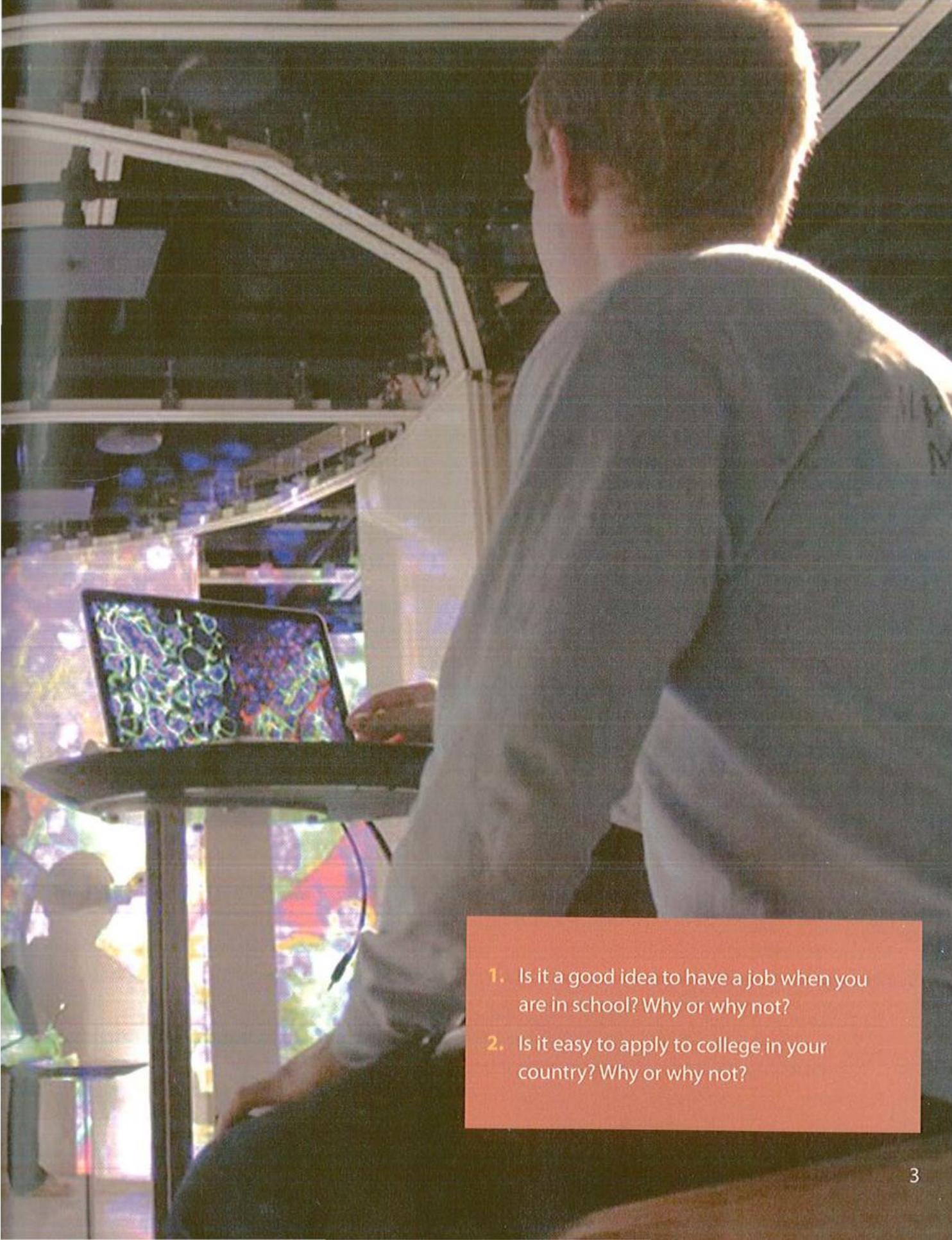
L.C.S. and N.N.M.



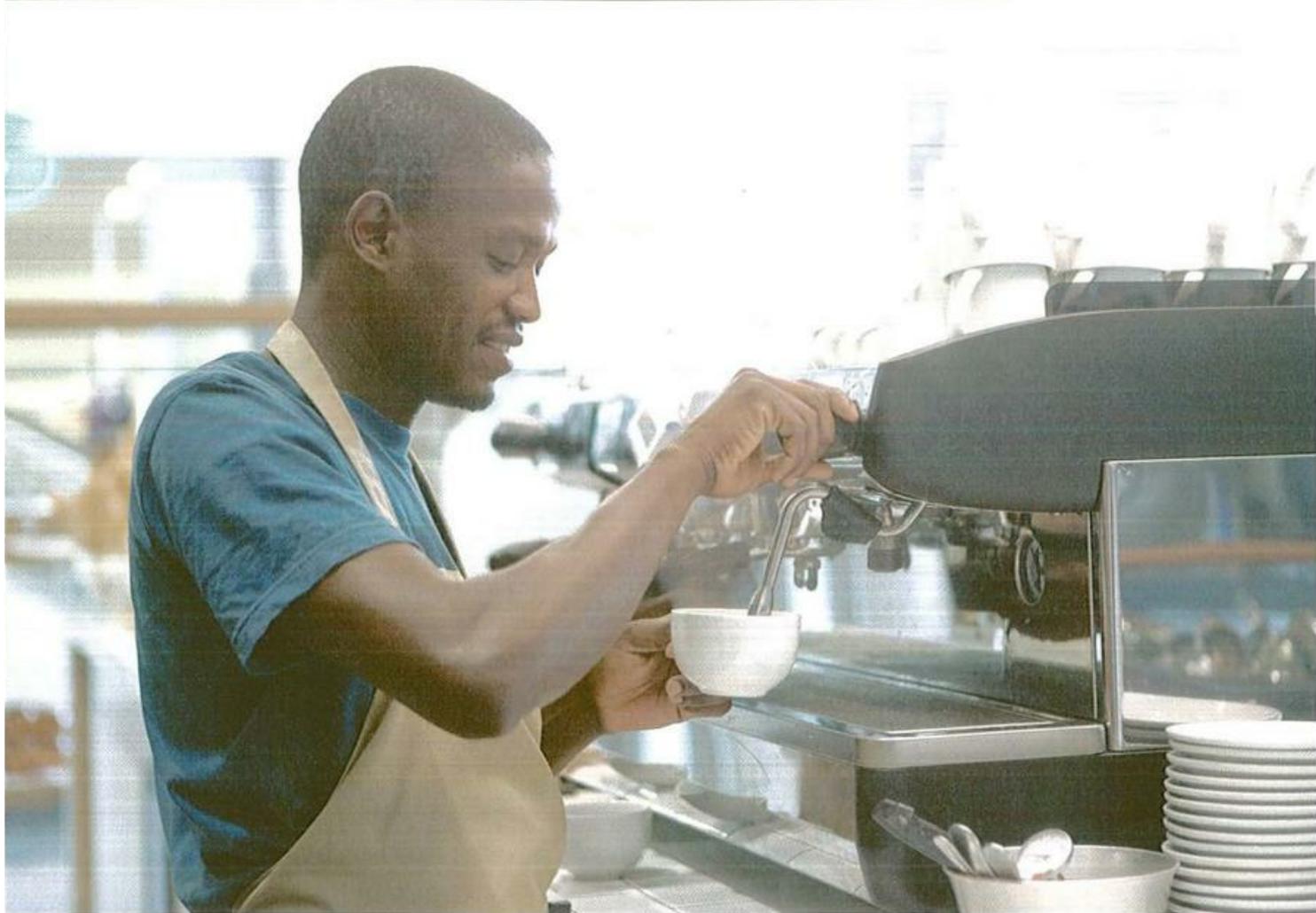
# Education in Today's World

A photograph of a modern library interior. The ceiling is a complex, geometric structure with recessed lighting. Large digital displays are mounted on the walls, showing vibrant, abstract patterns in shades of blue, green, and purple. A woman with long dark hair is standing on the left, looking at a display. A man in a white shirt is sitting on a stool in the center, also looking at a display. Another person is partially visible on the right. The overall atmosphere is one of high-tech learning and digital interaction.

North Carolina State University  
students working in the Hunt  
Library



1. Is it a good idea to have a job when you are in school? Why or why not?
2. Is it easy to apply to college in your country? Why or why not?



## Prereading

---

1. Look at the photo. This person is
  - a. a waiter.
  - b. a student.
  - c. a student and a waiter.
2. Look at the title of the chapter. In the United States, many college students go to school and have jobs, too. What kind of jobs do they have? Make a list and write your ideas in the chart on page 5. Share it with your classmates.

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## Reading



Read the following passage carefully. Then complete the exercises that follow.

### College and Work: You can do both!

1 Everyone knows that a college student's life isn't easy. Most students take four  
2 or five classes each semester. Students must study, do homework, and take tests for  
3 every class. They have very busy schedules. But for some students, their schedules  
4 can be even more difficult. In the United States, 80 percent of all college students work  
5 either part-time or full-time while they are in college. In other words, many students  
6 go to college and have a job at the same time.

#### Balance School and Work

7 Jobs can be important for college students. Of course, students earn money, but jobs  
8 can teach students other things, too. Students can get a lot of experience from their  
9 jobs. Students who work can also learn how to spend and save their money carefully.  
10 This experience can help them after they graduate from college. However, they also  
11 need to learn to balance school and work at the same time. Here are some suggestions  
12 that may help.

### **Find an Understanding Employer**

13 Be sure to tell your employer that you are a college student. Sometimes you might  
14 need to leave work early to prepare for a class. Sometimes you might need to take  
15 time off to study for an exam. A good boss will understand your situation.

### **Schedule Your Time Carefully**

16 Make a schedule of your classes and give yourself enough time to study. Plan your  
17 work hours carefully. Your classes are most important right now. Too much work can  
18 make you very tired. It's hard to do classwork when you feel this way.

### **Don't Work Too Many Hours**

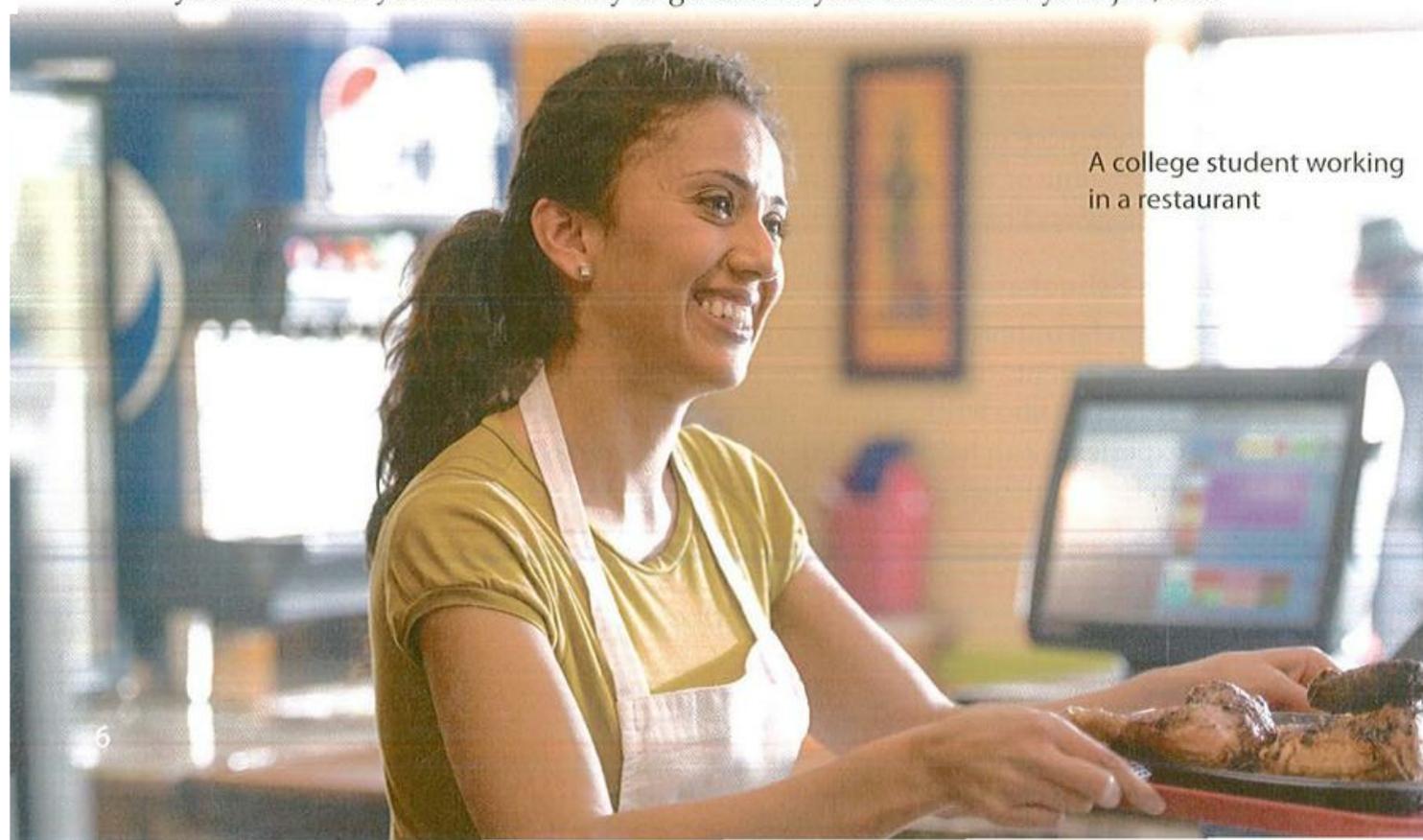
19 Perhaps you have classes for 12–18 hours per week. This might not sound like a  
20 lot of hours. However, you also need time to study and do homework. Because of  
21 this, college students cannot work more than 20 hours per week and still do their  
22 schoolwork well.

### **Work Weekends**

23 Weekends are a good time to work. You will have more time to study and prepare  
24 for your classes on weekdays.

### **Make Time for Fun**

25 A busy college student needs time to relax, too. Take breaks occasionally and  
26 schedule some time each week to relax and have fun. Go out with friends and enjoy  
27 yourself. Then you will feel ready to go back to your classes and your job, too!



A college student working  
in a restaurant

## Fact Finding

---

Read the passage again. Then read the following statements. Check (✓) whether each statement is True or False. If a statement is false, rewrite it so that it is true. Then go back to the passage and find the line that supports your answer.

1. \_\_\_\_ True \_\_\_\_ False In the United States, most college students have jobs.

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2. \_\_\_\_ True \_\_\_\_ False Students learn how to spend and save money carefully from their teachers.

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3. \_\_\_\_ True \_\_\_\_ False A good boss will help you study for your classes.

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4. \_\_\_\_ True \_\_\_\_ False Students' jobs are most important in college.

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5. \_\_\_\_ True \_\_\_\_ False It's a good idea for students to work on weekends.

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## Reading Analysis

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Read each question carefully. Circle the letter or the number of the correct answer.

1. In the United States, 80 percent of all college students work either part-time or full-time. **In other words**, many students go to college and have a job at the same time. The sentence after **in other words** tells you
- new information.
  - the same information.
  - different information.