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READING FOR TODAY

TOPICS

5

FIFTH EDITION

LORRAINE C. SMITH

NANCY NICI MARE

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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 5: Topics**Fifth Edition**

Lorraine C. Smith and Nancy Nici Mare

Publisher: Sherrise Roehr

Executive Editor: Laura Le Dréan

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SCOPE & SEQUENCE

Unit & Theme	Chapter & Title	Reading Skills	Vocabulary Skills	Critical Thinking Skills
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	CHAPTER 2 Retirement Home Meets Day Care at Providence Mount St. Vincent Page 27 College students are living rent-free in a Cleveland retirement home Page 41	Previewing a reading Recalling information Scanning for information Summarizing information Reading Skill Focus: Organizing information in a chart	Understanding meaning from context Word Forms: Recognizing the suffix <i>-ment</i> Using synonyms	Assessing viewpoints from quoted speech Evaluating the benefits of retirement communities Inferring information from different reading passages Assessing the author’s bias.
	CHAPTER 3 Tablet Computers in School: Educational or Recreational? Page 49 Classroom Aid: Learning Scientific Concepts with iPads Page 65	Previewing a reading Recalling information Scanning for information Summarizing information Reading Skill Focus: Using headings to create an outline	Understanding meaning from context Word Forms: Recognizing the suffix <i>-ness</i> Understanding content-specific vocabulary: <i>computer technology</i>	Proposing ways that two different goals can be met Explaining opinions Assessing the reasons for adapting new technology Developing an opinion based on research Explaining the author’s tone
UNIT 2 Influences on Our Lives: Nature vs. Nurture Page 72	CHAPTER 4 What makes a child prodigy? Page 75 The Role of Families Page 76 How does insight help gifted children? Page 87	Previewing a reading Recalling information Scanning for information Summarizing information Reading Skill Focus: Organizing information in a chart	Understanding meaning from context Word Forms: Recognizing the suffix <i>-al</i> Understanding phrasal verbs	Explaining an opinion Speculating what might prevent child prodigies from being discovered Comparing research goals between studies Determining the author’s viewpoint

SCOPE & SEQUENCE

Unit & Theme	Chapter & Title	Reading Skills	Vocabulary Skills	Critical Thinking Skills
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	<p>CHAPTER 6</p> <p>Who lives longer? Page 117</p> <p>The Real Secrets to a Longer Life Page 130</p>	<p>Previewing a reading</p> <p>Scanning for information</p> <p>Recalling information</p> <p>Summarizing information</p> <p>Reading Skill Focus:</p> <p>Using headings to create a chart</p>	<p>Understanding meaning from context</p> <p>Word Forms:</p> <p>Recognizing the suffixes <i>-ion</i> and <i>-tion</i></p> <p>Using synonyms</p>	<p>Analyzing the results of an experiment</p> <p>Discussing the reasons for longevity</p> <p>Comparing two sample groups</p> <p>Explaining differences in information between two readings</p> <p>Determining author's purpose</p>
<p>UNIT 3</p> <p>Issues in Health</p> <p>Page 138</p>	<p>CHAPTER 7</p> <p>Assisted Suicide: Multiple Perspectives Page 141</p> <p>The Lure of Assisted Dying Page 142</p> <p>Should doctors be allowed to help terminally ill patients commit suicide? Page 156</p>	<p>Previewing a reading</p> <p>Scanning for information</p> <p>Recalling information</p> <p>Summarizing information</p> <p>Reading Skill Focus:</p> <p>Using a graphic organizer to compare viewpoints</p>	<p>Understanding meaning from context</p> <p>Word Forms:</p> <p>Recognizing word forms: verbs and nouns</p> <p>Understanding phrasal verbs</p>	<p>Speculating on rationales for doctors' actions</p> <p>Supporting personal viewpoint with reasons</p> <p>Evaluating pros and cons of assisted suicide</p> <p>Discussing a case study</p> <p>Assessing authors' perspectives on a controversial issue</p>
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SCOPE & SEQUENCE

Unit & Theme	Chapter & Title	Reading Skills	Vocabulary Skills	Critical Thinking Skills
	CHAPTER 9 Writing Recipes Instead of Prescriptions: Health through Diet Page 187 The future of medicine is food Page 188 Six Basic Principles of Using Food as Medicine Page 202	Previewing a reading Scanning for information Recalling information Summarizing information Reading Skill Focus: Using a graphic organizer to understand problems and solutions	Understanding meaning from context Word Forms: Recognizing word forms: verbs and nouns Using a Dictionary	Discussing ways that doctors might motivate patients to change their lifestyles Analyzing data and predicting trends Theorizing reasons for current programs and whether they may change Determining different authors' viewpoints
UNIT 4 Our World and Beyond Page 210	CHAPTER 10 What is sustainable living? Page 213 A Model of Efficiency: NASA's Sustainability Base Page 229	Previewing a reading Scanning for information Recalling information Summarizing information Reading Skill Focus: Understanding bar graphs and pie charts	Understanding meaning from context Word Forms: Recognizing the suffixes <i>-ion</i> and <i>-tion</i> Understanding content-specific vocabulary: <i>environmental issues</i>	Assessing the benefits of sustainable living Predicting the consequences of not adopting a sustainable lifestyle Considering the challenges of sustainable living Drawing on one article to evaluate information in a second article Determining the author's purpose
	CHAPTER 11 Bringing Extinct Species Back to Life: Is it a good idea? Page 237 Extinction: Is it really that bad? Page 251	Previewing a reading Scanning for information Recalling information Summarizing information Reading Skill Focus: Understanding a graphic	Understanding meaning from context Word Forms: Recognizing the suffix <i>-ity</i> Using a dictionary	Analyzing the motives of others Discussing ways that extinctions of endangered species can be prevented Deciding what ethical issues are connected to bringing species back from extinction Explaining reasons for a writer's beliefs Establishing whether an author expresses bias
	CHAPTER 12 Life Beyond Earth: Almost within Reach Page 259 Hello? Anyone out there? Page 273	Previewing a reading Scanning for information Recalling information Summarizing information Reading Skill Focus: Organizing information in a chart	Understanding meaning from context Word Forms: Recognizing adjectives and nouns: <i>-t</i> becomes <i>-ce</i> Using antonyms	Speculating about other life in the universe Assessing the risks of making our presence on Earth known to any beings that exist beyond Earth Analyzing statements Inferring an author's opinion Determining the author's viewpoint

PREFACE

Topics for Today, Fifth Edition, is a reading skills text intended for advanced, college-bound students of English-as-a-second or foreign-language. The passages in this book are original articles drawn from a range of publications, thus allowing students the opportunity to read authentic materials from a wide variety of sources. As they engage with the materials in each chapter of this book, students develop the kinds of extensive and intensive reading skills they will need to achieve academic success in English.

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

- | | |
|--|-------------------|
| • <i>Reading for Today 1: Themes for Today</i> | beginning |
| • <i>Reading for Today 2: Insights for Today</i> | high-beginning |
| • <i>Reading for Today 3: Issues for Today</i> | intermediate |
| • <i>Reading for Today 4: Concepts for Today</i> | high-intermediate |
| • <i>Reading for Today 5: Topics for Today</i> | advanced |

Topics for Today, Fifth Edition, consists of four thematic units, each containing three chapters that deal with related subjects. Organizing the chapters into thematic units provides for a natural recycling of content-specific vocabulary and concepts, and discipline-specific sentence structure and rhetorical patterns. At the same time, each chapter is independent in content from the other chapters in that unit. This approach gives teachers and students the option of either completing all three chapters in a unit, in any order they wish, or choosing individual chapters as a focus in class.

Each chapter includes a second reading that relates to the topic of the main reading(s) and provides another perspective on the subject matter of that chapter. All of the chapters provide students with essential practice in the types of reading skills they will need in an academic environment. This requires students not only to read text, but also to examine information from various forms of charts, illustrations, and photographs. Furthermore, students are given the opportunity to speak and write about their own experiences, countries, and cultures in English and to compare these experiences and ideas with those of people from the United States and other countries.

The initial exercise preceding each reading helps activate the students' background knowledge of the topic and encourages the students to think about the

ideas, facts, and vocabulary that will be presented in the passage. Discussing unit and chapter illustrations in class helps students visualize what they are going to read about and gives them cues for the new vocabulary they will encounter. The exercises and activities that follow the reading passage are intended to develop and improve reading proficiency, including the ability to learn new vocabulary from context and to develop comprehension of English sentence structure, as well as study skills such as outlining, creating charts, and understanding graphics, tables, and charts. The *Topics for Discussion and Writing* and *Critical Thinking* sections provide students the opportunity to master useful vocabulary encountered in the articles through discussion and group work and lead students to a comprehension of main ideas and specific information.

New to the Fifth Edition

Topics for Today, Fifth Edition, maintains the effective approach of the fourth edition with several major improvements. This enhanced edition takes a more in-depth approach to vocabulary development and application by consistently introducing, practicing, and assessing vocabulary in context while teaching valuable vocabulary-building skills that are recycled throughout the series.

The fifth edition of *Topics for Today* contains ten completely new chapters: “Helicopter Parenting” Hysteria: Is it as widespread as we think?, Retirement Home Meets Day Care at Providence Mount St. Vincent, and Tablet Computers in School: Educational or Recreational? in Unit 1, What makes a child prodigy? and Tragic Mistakes: When Children Are Switched as Babies in Unit 2, Organ Shortage Fuels Illicit Trade in Human Parts and Writing Recipes Instead of Prescriptions: Health through Diet in Unit 3, What is sustainable living?, Bringing Extinct Species Back to Life: Is it a good idea?, and Life Beyond Earth: Almost within Reach in Unit 4. In addition, the two original remaining chapters, Who lives longer? and Assisted Suicide: Multiple Perspectives, have been completely updated, and include new readings.

Several extensive changes have also been made throughout the text in the approaches to learning vocabulary and acquiring specific reading skills, and several new exercises have been added. The first is a new *Vocabulary Skills* section consisting of two parts. The first is a *Word Forms* exercise through which students practice vocabulary within the context of the readings. The second section emphasizes various vocabulary skills, for example, content-specific vocabulary, antonyms, synonyms, phrasal verbs, and dictionary skills. A third new exercise, *Vocabulary in Context*, gives students additional practice in language from the chapter in a new context. A new *Reading Skill* section focuses on a specific reading skill, for example, understanding graphics, charts, and tables, and creating outlines, charts, timelines, and chains of events. Also new to the fifth edition is an expanded *Critical Thinking*

section, which includes questions about an author's purpose, tone, viewpoint, and/or bias. The activities in this section encourage students to use the information and vocabulary from the reading passages 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. Finally, there is a crossword puzzle at the end of each chapter to reinforce vocabulary in the readings.

These revisions and enhancements to *Topics for Today, Fifth Edition*, have been designed to help students improve their reading skills and develop confidence as they work through the text. At the same time, the fifth edition is structured so that teachers can observe students steadily progressing toward skillful, independent reading.

How to Use This Book

Every chapter in this book consists of the following:

- *Prereading*
- *Reading*
- *Statement Evaluation*
- *Reading Analysis*
- *Vocabulary Skills*
- *Vocabulary in Context*
- *Reading Skill*
- *Information Recall*
- *Another Perspective*
- *Questions for Another Perspective*
- *Topics for Discussion and Writing*
- *Critical Thinking*
- *Crossword Puzzle*

The format of the chapters 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.

Prereading

The prereading activity is designed to stimulate student interest and provide preliminary vocabulary for the passage itself. The importance of prereading should not be underestimated. Studies have shown the positive effect of prereading in motivating student interest, activating background knowledge, and enhancing reading comprehension. Time should be spent describing and discussing both unit and chapter photographs and illustrations as well as discussing the title and the prereading questions. Furthermore, the students should consider the source of the article, relate the topic to their own experiences, and predict what they are going to read.

Reading

Research has demonstrated the value of multiple readings, especially where each reading serves a specific purpose. The students will read each passage several times. As they read the passage(s) for the first time, they should be encouraged to read *ideas*. In English, ideas are in groups of words in sentences and in paragraphs, not in individual words. During subsequent readings, students will note headings, identify supporting details, look for inferences, and work on learning vocabulary from context.

Statement Evaluation

After the first reading, students will read the statements in the exercise, then go back to the passage and scan for the information that will clarify whether each is true or false, or whether it is an inference or not mentioned. If the statement is false, the students will rewrite the statement so that it becomes true. This activity can be done individually or in groups.

Reading Analysis

The students will read each question and answer it. This exercise deals with vocabulary from context, transition words, punctuation clues, sentence structure, sentence comprehension, and pronoun referents. The teacher should review personal and relative pronouns before doing this section. This exercise may be assigned for homework, or it may be done in class individually or in groups, giving the students the opportunity to discuss reasons for their answers.

Vocabulary Skills

This section consists of two parts. Part 1 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 verb form 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 in the exercise students will look at the verb and noun forms of these words. 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 helps 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 the new 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 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, such as content-specific vocabulary, antonyms, synonyms, phrasal verbs, and dictionary usage.

Vocabulary in Context

This is a fill-in exercise designed as a review of the vocabulary items covered in the *Reading Analysis* and/or the previous *Vocabulary Skills* exercises. In this exercise, the target words are used in new contexts, giving students the opportunity for additional practice. 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 graphics, tables, pie charts, line graphs or bar graphs, or creating a chart, a chain of events, 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.

Information Recall

This section requires students to review the passage again, in some cases along with the *Reading Skill* exercise, and answer questions that test the students' overall comprehension of the chapter. In addition, students must also write a short summary of the passage using no more than five sentences. In early chapters, the first sentence is given as a guide.

Another Perspective

The second reading in each chapter provides another point of view, or an additional topic, related to the main reading. The students should focus on general comprehension and on relating this reading to the primary reading.

Questions for Another Perspective

These questions are designed to check general comprehension of the second reading. They also provide the students with an opportunity to critically think about the topic of the chapter and formulate and express their opinions.

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. Additionally, students are asked to consider and discuss the author's purpose, tone, viewpoint, and/or bias. 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 addressed 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. 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 words and phrases from all the chapters for easy reference. This index can help students 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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L.C.S. and N.N.M.

Dedication:

To our parents: Peg and Smitty; Anthony and Antoinette

UNIT 1

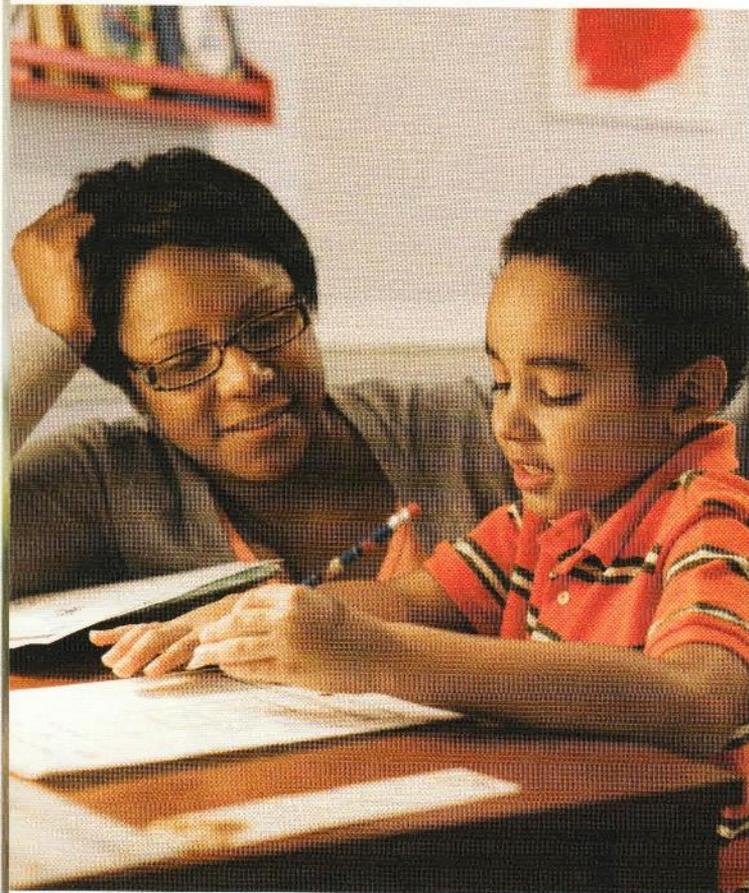
Trends in Society





1. Are your parents very involved in your life? How much do you depend on your parents to help you make decisions?
2. Do most elderly people have a lot of contact with children? Do you think this is important? Why or why not?
3. Do you think it is important for teachers and children to use computers in the classroom? Why or why not?

CHAPTER 1 "Helicopter Parenting" Hysteria: Is it as widespread as we think?



Prereading

1. Look at the two photos.
 - a. What is the parent doing in the first photo?
 - b. What are the parents doing in the second photo?
 - c. What might be the difference between the parent in the first photo and the parents in the second photo? Why do you think so?
2. What is "helicopter parenting"?
3. Read the title of the article. Do most people think that helicopter parenting is very common? Does the author think it's very common?

Reading



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

“Helicopter Parenting” Hysteria: Is it as widespread as we think?

by Alfie Kohn, *alfiekohn.org*

Parents who are overly involved in the lives of their college-age children are the folks we love to scorn. A steady stream of articles and blog posts bristle with indignation over dads who phone the dean about a trivial problem or moms who know more than we think they should about junior’s love life. But it may be a good time to ask just how common such incidents really are—and whether “helicopter parenting” (HP), when it does occur, is as damaging as we’ve been led to believe.

When you track down hard data, the results contrast sharply with the conventional wisdom. Yes, most parents are in touch with their college-age kids on a regular basis. But communicating isn’t the same thing as intervening on a child’s behalf, and the latter seems to be fairly rare. The National Survey of Student Engagement (NSSE), which reached out to more than 9,000 students at 24 colleges and universities, found that only 13 percent of college freshmen and 8 percent of seniors said a parent had frequently intervened to help them solve problems.

As one university administrator told the *Chronicle of Higher Education*, “The popular image of modern parents as high-strung nuisances who torment college administrators doesn’t match reality.” In any case, the students themselves certainly don’t seem to be tormented by their parents. An overwhelming majority of the 10,000-plus University of California students contacted in a separate survey said their parents weren’t involved in their choice of courses or their major.

Alarming media reports have also claimed that parents hover once their young-adult children enter the workplace, but there’s little basis for that claim either. Michigan State University researchers discovered that 77 percent of the 725 employers they surveyed “hardly ever witnessed a parent while hiring a college senior.” As for grown children outside of college and the workplace, the only study on the topic I could find, published in 2012, reported that just one in five or six parents seemed to be intensely involved in their children’s lives.

But what about the effects of such parenting on individual young people when it does occur? Here, too, a look at empirical findings yields surprising conclusions. For starters, some research has actually made a case in favor of parents’ being very actively connected—and, yes, even involved—with their young-adult children. That NSSE survey, for example, didn’t find a lot of HP going on, but where it was taking

place, such students actually reported “higher levels of [academic] engagement and more frequent use of deep learning activities.” Jillian Kinzie, a researcher involved with that project, confessed that when she saw those results, her first reaction was, “This can’t be right. We have to go back and look at this again.” But the benefits did indeed prove impressive. As the survey’s director, George Kuh, told a reporter, “Compared with their counterparts, children of helicopter parents were more satisfied with every aspect of their college experience, gained more in such areas as writing and critical thinking, and were more likely to talk with faculty and peers about substantive topics.”

Meanwhile, in the 2012 study of grown children, “frequent parental involvement, including a wide range of support, was associated with better well-being for young adults.” Support (not limited to money) from one’s parents may be helpful, if not critical, when students graduate with uncertain employment prospects and, perhaps, a crushing load of debt. A fair-minded appraisal of the subject suggests that denunciations of HP are based less on evidence than on a disparaging attitude about young people or on the value judgment that kids *ought* to become independent as soon as possible. That judgment may seem like common sense, but maturity isn’t the same as self-sufficiency. Most developmental psychologists have concluded that the quality of parent-child relationships continues to matter even past childhood. Good parenting is less about pushing one’s offspring to be independent at a certain age than being responsive to what a particular child needs.

But doesn’t research show that HP can be psychologically damaging at least to some young people? A handful of small studies have shown that extreme versions of HP sometimes go hand-in-hand with anxiety or a diminished sense of well-being. In each of these studies, however, questionnaires were given to students only at a single college, and the strength of the results weren’t particularly impressive. Look closer, in fact, and you’ll find two caveats to all of this research that are even more damning. First, the findings offer no support for the conclusion that HP *caused* the problems with which it was associated. One set of researchers admitted that “when parents perceive their child as depressed, they may be more likely to ‘hover.’” Those in another study acknowledged that unhappy students “may view their parents as more intrusive.” Here, in other words, we have two alternative, perfectly plausible explanations for the (weak) correlation. One: if the parents are hovering, it’s because the kids already have issues. Two: students who are struggling may be more likely than their peers to interpret whatever their parents are doing as excessive involvement. Either way, the evidence doesn’t prove that HP *makes* kids unhappy.

The second major caveat is truly intriguing; its implications extend to the heart of what’s meant by “overparenting” of children of all ages. When you read the research closely, it turns out that what’s classified as over-, intrusive, or helicopter parenting might more accurately be described as excessive *control* of children. This offers a very different lens through which to view all those warnings that parents do too much for

their children and are overly involved in their lives. If the problem is actually control rather than indulgence, we're forced to rethink the "coddled kids" narrative offered
75 by most critics of HP, a narrative that fits with current claims that frustration and failure are good for children, that they have things too easy and need to develop more grit and self-discipline.

The ideal alternative, according to a growing body of research that I've written about elsewhere, isn't less parenting but better parenting. It's not standing back
80 and letting kids struggle, then kicking them out of the nest and demanding they make it on their own whenever we (or pop-culture scolds) say so. It's being responsive to what the child needs. That may be the right to make decisions. It may also be a continued close connection to Mom and Dad. What seems clear about HP in particular is that it's neither as pervasive nor as damaging as is commonly assumed.



Statement Evaluation

Read the passage again. Then read the following statements. Indicate whether each statement is True (T), False (F), or Not Mentioned (NM). If a statement is false, rewrite it so that it is true. Then go back to the passage and find the information that supports your answers.

1. ____ The results of a recent survey show that few parents of college freshmen actually intervene when their children have problems.

2. ____ Most college students want their parents to help them when they have problems.

3. ____ Helicopter parenting is a common occurrence.

4. ____ In a survey at the University of California, a majority of students stated that their parents do not try to influence them in their course of study.

5. ____ In the NSSE survey, college students whose parents are involved with them reported that they are very engaged in their academic work.

6. ____ Children of helicopter parents do not do as well academically as other college students.

7. ____ Most developmental psychologists believe that the adult children of helicopter parents are much happier than other adult children.

8. ____ Frustration and failure are not good experiences for children.

9. ____ Most parents want their adult children to leave home and go out on their own.

10. _____ Helicopter parenting may not be as common or as damaging as many people think.
-

Reading Analysis

Read each question carefully. Circle the letter or number of the correct answer, or write your answer in the space provided.

1. Read lines 1–4.
 - a. **Involved in** means
 1. thoughtful of.
 2. happy about.
 3. engaged with.
 - b. **Scorn** means
 1. admire.
 2. ridicule.
 3. imitate.
 - c. The first sentence means that
 1. we approve of parents who are overly involved in their college-age children's lives.
 2. we disapprove of parents who are overly involved in their college-age children's lives.
 - d. **Indignation** means
 1. displeasure.
 2. confusion.
 3. sympathy.
 - e. **Trivial** means
 1. ongoing.
 2. educational.
 3. unimportant.
2. Read line 5. **Incidents** means
 - a. events.
 - b. complaints.
 - c. calls.

3. Read lines 7–8.
- a. **Track down** means
 - 1. research.
 - 2. locate.
 - 3. ask about.
 - b. **Contrast** means
 - 1. confuse.
 - 2. agree.
 - 3. differ.
 - c. **Conventional wisdom** refers to
 - 1. a generally accepted belief.
 - 2. a cultural tradition.
 - 3. a medical conclusion.
4. Read lines 9–10.
- a. **Intervening** means
 - 1. speaking.
 - 2. reacting.
 - 3. interfering.
 - b. **Latter** refers to
 - 1. the first in a series of two.
 - 2. the second in a series of two.
 - c. In this sentence, **the latter** refers to
 - 1. communicating with a college-age child.
 - 2. intervening on a college-age child's behalf.
5. Read lines 14–16.
- a. **High-strung** means
 - 1. confused.
 - 2. nervous.
 - 3. angry.
 - b. Parents who are **nuisances** are
 - 1. popular.
 - 2. worried.
 - 3. annoying.
 - c. **Torment** means
 - 1. bother.
 - 2. criticize.
 - 3. visit.

6. Read lines 20–21.
 - a. **Alarming** means
 1. recent.
 2. disturbing.
 3. complex.
 - b. **Claim** means
 1. tell.
 2. prove.
 3. state.
 - c. **Hover** means
 1. watch over closely.
 2. listen to carefully.
 3. stay interested in.

7. Read lines 29–33.
 - a. **Young-adult** children are
 1. between 13 and 19 years old.
 2. about 18–23 years old.
 3. college students.
 - b. In the sentence, **engagement** means
 1. success.
 2. appointment.
 3. commitment.

8. Read lines 33–40.
 - a. When Jillian Kinzie saw the results of the NSSE survey,
 1. she did not believe the results were correct.
 2. she believed the results were correct.
 - b. **Impressive** means
 1. correct.
 2. remarkable.
 3. beneficial.
 - c. **Counterparts** refers to
 1. other college students who are also children of helicopter parents.
 2. other college students who are not children of helicopter parents.
 - d. **Peers** are
 1. your equals.
 2. your parents.
 3. your tutors.