Longman Academic Reading Series
READING SKILLS FOR COLLEGE

Kim Sanabria
CONTENTS

To the Teacher ....................................................................................................................... v
Chapter Overview ................................................................................................................viii
Scope and Sequence ........................................................................................................... xvi
Acknowledgments ...........................................................................................................xxiv

CHAPTER 1 CULTURAL STUDIES: The Lessons of Travel ............1
  Reading One Tony the Traveller .................................................................................3
  Reading Two The Benefits of Studying Abroad ......................................................9
  Reading Three The Way of St. James: A Modern-Day Pilgrimage ....................16

CHAPTER 2 MULTICULTURAL LITERATURE:
  Writing about Cultural Identity ...............................................................................25
  Reading One Mangoes and Magnolias ...................................................................27
  Reading Two Poems about Personal Identity ........................................................34
  Reading Three Book Review of Mixed: An Anthology of Short
                Fiction about the Multiracial Experience ..............................................42

CHAPTER 3 HEALTH SCIENCE:
  High Tech, Low Tech, No Tech .............................................................................50
  Reading One Robots Improve Health Care, Helping Doctors,
             Nurses, and Patients .................................................................................52
  Reading Two A Simple Diagnosis ............................................................................61
  Reading Three Water Is Shown to Help People Lose Weight .........................67

CHAPTER 4 EDUCATION: The Task of the Teacher ..................77
  Reading One Bloom’s Taxonomy ..........................................................................78
  Reading Two The Mayonnaise Jar and Two Cups of Coffee ..............................87
  Reading Three A Teacher’s Lasting Impression ................................................93
<table>
<thead>
<tr>
<th>CHAPTER</th>
<th>READING</th>
<th>VOCABULARY</th>
</tr>
</thead>
</table>
| **1** CULTURAL STUDIES: The Lessons of Travel | • Skim a text to get an overview  
• Rank the benefits of studying abroad in order of importance  
• Preview a text using visuals  
• Find correlations between two texts  
• Decide if a main idea is true or false  
• Identify the main ideas of a text  
• Predict main ideas by writing questions  
• Understand the details that support the main ideas | • Understand and use synonyms, suffixes, definitions, and different word forms  
• Guess the meaning of words from the context  
• Use the Vocabulary list at the end of the chapter to review the words learned in the chapter  
• Use this vocabulary in the After You Read speaking and writing activities |
| Theme: What we can learn from travel  
Reading One: Tony the Traveller (an online article)  
Reading Two: The Benefits of Studying Abroad (a newspaper article)  
Reading Three: The Way of St. James: A Modern-Day Pilgrimage (a magazine article) | | |
| **2** MULTICULTURAL LITERATURE: Writing about Cultural Identity | • Visualize images to understand a story  
• Identify poetic devices  
• Scan a text for specific information  
• Find correlations between two texts  
• Decide if a main idea is true or false  
• Complete the main ideas of a text  
• Understand the details that support the main ideas | • Guess the meaning of words from the context  
• Use dictionary entries to learn different meanings of words  
• Understand and use expressions and synonyms  
• Study the usage of certain phrases and idioms  
• Use the Vocabulary list at the end of the chapter to review the words, phrases, and idioms learned in the chapter  
• Use this vocabulary in the After You Read speaking and writing activities |
| Theme: How to express and talk about cultural identity  
Reading One: Mangoes and Magnolias (a book excerpt)  
Reading Two: Poems about Personal Identity (a book excerpt)  
Reading Three: Book Review of Mixed: An Anthology of Short Fiction about the Multiracial Experience (a magazine article) | | |
| **3** HEALTH SCIENCE: High Tech, Low Tech, No Tech | • Predict the content of a text from its title  
• Predict the content of a text from its first paragraph  
• Find correlations between two texts  
• Decide if a main idea is true or false  
• Identify the main ideas of a text  
• Put the main ideas of a text in order  
• Understand the details that support the main ideas | • Guess the meaning of words from the context  
• Understand and use synonyms and word forms  
• Use the Vocabulary list at the end of the chapter to review the words learned in the chapter  
• Use this vocabulary in the After You Read speaking and writing activities |
| Theme: How technology in health care helps people  
Reading One: Robots Improve Health Care, Helping Doctors, Nurses, and Patients (a magazine article)  
Reading Two: A Simple Diagnosis (a textbook excerpt)  
Reading Three: Water Is Shown to Help People Lose Weight (a newspaper article) | | |
<table>
<thead>
<tr>
<th><strong>NOTE-TAKING</strong></th>
<th><strong>CRITICAL THINKING</strong></th>
<th><strong>SPEAKING/WRITING</strong></th>
</tr>
</thead>
</table>
| • Use a graphic organizer  
• Organize notes in columns | • Express opinions and support your opinions with examples from a text or from your own experience and culture  
• Use a chart to compare types of travel  
• Analyze and evaluate information  
• Infer information not explicit in a text  
• Draw conclusions  
• Find correlations between two texts  
• Make connections between ideas  
• Synthesize information and ideas | • Discuss your opinions on travel, your reactions to journal entries, and why someone might make a pilgrimage  
• Write questions before reading a passage to help you get the main ideas of a text  
• Write a two-paragraph journal entry about a travel experience  
• Discuss a number of topics about travel with a small group of classmates  
• Choose one of the topics about travel with a small group of classmates and write a paragraph about it |
| • Identify the basic parts of a story  
• Highlight the basic elements of a book review | • Answer questions based on information in a text or on your own experience and culture  
• Use a chart to compare the topics of two texts  
• Determine and explain your opinions on statements about a text  
• Analyze and evaluate information  
• Infer information not explicit in a text  
• Draw conclusions  
• Find correlations between two texts  
• Make connections between ideas  
• Synthesize information and ideas | • Discuss your reaction to visual images in a story  
• Write responses to two emails  
• Discuss your opinions on multiculturalism and cultural identity  
• Write two paragraphs about a personal experience  
• Discuss a number of topics about multiculturalism with a small group of classmates  
• Choose one of the topics about multiculturalism with a small group of classmates and write a paragraph or two about it |
| • Use an outline  
• Use a flowchart | • Use a chart to determine the disadvantages of using robots in health care  
• Determine and explain your opinions on statements about a text  
• Express opinions and support your opinions with examples from a text or from your own experience and culture  
• Use a chart to compare the topics of two texts  
• Analyze and evaluate information  
• Infer information not explicit in a text  
• Draw conclusions  
• Find correlations between two texts  
• Make connections between ideas  
• Synthesize information and ideas | • Discuss your reactions to the idea of using robots for health care and to a scientific study  
• Discuss advantages and disadvantages of robotic innovations, and how certain groups might benefit from them  
• Discuss your opinion on diagnosing illnesses  
• Discuss how different groups might benefit from health-care innovations  
• Organize a panel discussion on the topic of improving health care  
• Write a paragraph reacting to advice from an old wives’ tale  
• Discuss a number of topics about technology, health care, and healthy lifestyles  
• Choose one of the topics and write a paragraph or two about it |
<table>
<thead>
<tr>
<th>CHAPTER</th>
<th>READING</th>
<th>VOCABULARY</th>
</tr>
</thead>
</table>
| 4       | EDUCATION:  
The Task of the Teacher | Preview a text using visuals  
Predict the content of a text from its title and first paragraph  
Recognize the narrative structure of a text  
Find correlations between two texts  
Identify the main ideas of a text  
Evaluate the main ideas of a text  
Put the main ideas of a text in order  
Understand the details that support the main ideas | Guess the meaning of words from the context  
Use dictionary entries to learn different meanings of words  
Understand and use word forms, synonyms, suffixes, and literal and figurative meanings  
Use the Vocabulary list at the end of the chapter to review the words learned in the chapter  
Use this vocabulary in the After You Read speaking and writing activities |
| Theme:  Different approaches to education | Reading One:  
Bloom’s Taxonomy  
(a textbook excerpt) | Reading Two:  
The Mayonnaise Jar and Two Cups of Coffee  
(an online article) | Reading Three:  
A Teacher’s Lasting Impression  
(a magazine article) |

| 5 | PSYCHOLOGY: Theories of Intelligence | Understand and identify a text’s purpose  
Use the KWL method to get the most out of a text  
Retell a text to monitor understanding  
Find correlations between two texts  
Decide if a main idea is true or false  
Complete the main ideas of a text  
Put the main ideas of a text in order  
Understand the details that support the main ideas | Guess the meaning of words from the context  
Understand and use word forms  
Use dictionary entries to learn different meanings of words  
Study the usage of certain phrases and idioms  
Use the Vocabulary list at the end of the chapter to review the words, phrases, and idioms learned in the chapter  
Use this vocabulary in the After You Read speaking and writing activities |
| Theme:  What intelligence is and how we learn | Reading One:  
Types of Intelligence  
(an online article) | Reading Two:  
Transforming Students’ Motivation to Learn  
(a textbook excerpt) | Reading Three:  
The Extraordinary Abilities of Daniel Tammet  
(a magazine article) |
<table>
<thead>
<tr>
<th>NOTE-TAKING</th>
<th>CRITICAL THINKING</th>
<th>SPEAKING/WRITING</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Use underlining to identify factual information</td>
<td>● Evaluate lower-order and higher-order skills, according to Bloom's Taxonomy</td>
<td>● Discuss your opinions on learning, a good education, what makes a good teacher, and your reaction to learning skills</td>
</tr>
<tr>
<td>● Use color coding to distinguish different types of information</td>
<td>● Express opinions and support your opinions with examples from a text or from your own experience and culture</td>
<td>● Role-play Benjamin Bloom, the professor (from the reading), and Mrs. Monell (from the reading)</td>
</tr>
<tr>
<td>● Use a chart to evaluate information in a text</td>
<td>● Determine and explain your opinions on statements about a text</td>
<td>● Write two paragraphs about a favorite teacher</td>
</tr>
<tr>
<td>● Complete a diary to determine the educational purpose behind a teacher’s lessons</td>
<td>● Interpret quotes and how they relate to a text</td>
<td>● Discuss a number of topics about education with a small group of classmates</td>
</tr>
<tr>
<td>● Analyze and evaluate information</td>
<td>● Infer information not explicit in a text</td>
<td>● Choose one of the topics and write a paragraph or two about it</td>
</tr>
<tr>
<td>● Infer information not explicit in a text</td>
<td>● Draw conclusions</td>
<td></td>
</tr>
<tr>
<td>● Find correlations between two texts</td>
<td>● Make connections between ideas</td>
<td></td>
</tr>
<tr>
<td>● Make connections between ideas</td>
<td>● Synthesize information and ideas</td>
<td></td>
</tr>
<tr>
<td>● Synthesize information and ideas</td>
<td>● Discuss your opinions on intelligence debates, what you think a cartoon means, and types of intelligence</td>
<td></td>
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<tr>
<td>● Fill in a chart</td>
<td>● Complete a chart to correlate types of intelligences with the questions in an intelligence quiz</td>
<td>● Take an intelligence quiz and then discuss your reactions</td>
</tr>
<tr>
<td>● Make triple entry notes</td>
<td>● Express your opinions and support them with examples from a story</td>
<td>● Write two paragraphs about intelligence</td>
</tr>
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<td></td>
<td>● Hypothesize about someone else’s point of view</td>
<td>● In a small group, discuss topics related to intelligence</td>
</tr>
<tr>
<td></td>
<td>● Analyze and evaluate information</td>
<td>● Choose one of the topics and write a paragraph or two about it</td>
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<tr>
<td>CHAPTER</td>
<td>READING</td>
<td>VOCABULARY</td>
</tr>
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<tr>
<td><strong>BUSINESS:</strong> The Changing Workplace</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Theme: Different career choices in today’s workplace</td>
<td></td>
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<tr>
<td>Reading One: The One Week Job: 52 Jobs in 52 Weeks (an online article)</td>
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<td>Reading Two: Flip Flops and Facebook Breaks: Millennials Enter the Workplace (a newspaper article)</td>
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<td>Reading Three: Eight Keys to Employability (a magazine article)</td>
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</tr>
<tr>
<td>● Preview a text by reading section headings</td>
<td>● Guess the meaning of words from the context</td>
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<tr>
<td>● Use the 3-2-1 strategy to review a text</td>
<td>● Understand and use word forms, synonyms, word usage, and prefixes</td>
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<tr>
<td>● Deal with difficult words or expressions</td>
<td>● Study the usage of an idiom</td>
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<tr>
<td>● Find correlations between two texts</td>
<td>● Use the Vocabulary list at the end of the chapter to review the words and idiom learned in the chapter</td>
<td></td>
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<tr>
<td>● Complete the main ideas of a text</td>
<td>● Use this vocabulary in the After You Read speaking and writing activities</td>
<td></td>
</tr>
<tr>
<td>● Identify the main ideas of a text</td>
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<td></td>
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<tr>
<td>● Decide if a main idea is true or false</td>
<td></td>
<td></td>
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<tr>
<td>● Understand the details that support the main ideas</td>
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| **MATH:** Developing a Love of the “Language of Science” | | |
| Theme: What can be done to increase interest in math | | |
| Reading One: A Mathematician’s Lament (a book excerpt) | | |
| Reading Two: What’s Wrong with Math Education? (an online article) | | |
| Reading Three: Angels on a Pin (a magazine article) | | |
| ● Understand an author’s point of view | ● Understand and use definitions, word forms, and word usage |
| ● Understand an author’s purpose | ● Guess the meaning of words from the context |
| ● Scan a text for time markers to understand the sequence of events | ● Use the Vocabulary list at the end of the chapter to review the words learned in the chapter |
| ● Scan a text to identify an author’s purpose | ● Use this vocabulary in the After You Read speaking and writing activities |
| ● Find correlations between two texts | |
| ● Identify the main ideas of a text | |
| ● Decide if a main idea is true or false | |
| ● Understand the details that support the main ideas | |
| ● Skim by reading topic sentences | |
| ● Understand rhetorical modes | |
| ● Examine footnotes | |
| ● Find correlations between two texts | |
| ● Identify the main ideas of a text | |
| ● Use paraphrasing to explain the main ideas | |
| ● Decide if a main idea is true or false | |
| ● Complete the main ideas of a text | |
| ● Understand the details that support the main ideas | |

<p>| <strong>PUBLIC SPEAKING:</strong> Messages and Messengers | | |
| Theme: The importance of public speaking and public speeches | | |
| Reading One: The Power of Public Speech (a magazine article) | | |
| Reading Two: The Best Way to Structure a Speech (an online article) | | |
| Reading Three: Famous American Speeches (a textbook excerpt) | | |
| ● Skim by reading topic sentences | ● Guess the meaning of words from the context |
| ● Understand rhetorical modes | ● Understand and use word forms and word usage |
| ● Examine footnotes | ● Use dictionary entries to learn different meanings of words |
| ● Find correlations between two texts | ● Use the Vocabulary list at the end of the chapter to review the words learned in the chapter |
| ● Identify the main ideas of a text | ● Use this vocabulary in the After You Read speaking and writing activities |
| ● Use paraphrasing to explain the main ideas | |
| ● Decide if a main idea is true or false | |
| ● Complete the main ideas of a text | |
| ● Understand the details that support the main ideas | |</p>
<table>
<thead>
<tr>
<th>NOTE-TAKING</th>
<th>CRITICAL THINKING</th>
<th>SPEAKING/WRITING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Label paragraphs</td>
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<td>Discuss your career interests, the changing workplace, and characteristics of</td>
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<tr>
<td>Write margin notes</td>
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<td>good employees</td>
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<td>Write a paragraph about careers and work</td>
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<td></td>
<td>Discuss topics related to careers and work</td>
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<td>Choose one of the topics and write a paragraph or two about it</td>
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<tr>
<td>Identify topic sentences</td>
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<td>Discuss your feelings about math and math education</td>
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<tr>
<td>Paraphrase</td>
<td></td>
<td>Discuss how math is related to a number of other areas</td>
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<td>Discuss your reactions to comments about math education and an anecdote about a math exam</td>
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<td>“Freewrite” a paragraph or two answering a question about math education</td>
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<td>Discuss in a small group topics related to math</td>
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<td></td>
<td>Choose one of the topics and write a paragraph or two about it</td>
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<tr>
<td>Research a person or topic</td>
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<td>Discuss the qualities of public speakers and issues addressed in speeches</td>
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<tr>
<td>Use a chart to group ideas</td>
<td></td>
<td>Discuss your experience as a public speaker</td>
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<td>Write a one-page speech on an issue you feel strongly about</td>
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<td></td>
<td>Discuss in a small group topics related to public speaking</td>
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<td></td>
<td>Choose one of the topics and write a paragraph or two about it</td>
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<tr>
<td>CHAPTER</td>
<td>READING</td>
<td>VOCABULARY</td>
</tr>
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<td>---------</td>
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| 9 PEACE STUDIES: The Change Makers | - Find definitions in a text  
- Understand pronoun references  
- Read case studies  
- Find correlations between two texts  
- Complete the main ideas of a text  
- Identify the main ideas of a text  
- Understand the details that support the main ideas | - Guess the meaning of words from the context  
- Understand and use word forms and synonyms  
- Use dictionary entries to learn different meanings of words  
- Use the Vocabulary list at the end of the chapter to review the words learned in the chapter  
- Use this vocabulary in the After You Read speaking and writing activities |
| Theme: People and organizations who are promoting peace and social justice | **Reading One:**  
Social Entrepreneurship  
(a textbook excerpt)  
**Reading Two:**  
A Poverty-Free World  
(an online article)  
**Reading Three:**  
The Barefoot College  
(a magazine article) |  |
| 10 URBAN STUDIES: Living Together | - Read a fact sheet  
- Read aloud to determine the main idea of a text  
- Recognize the difference between narration and opinion  
- Find correlations between two texts  
- Identify the main ideas of a text  
- Put the main ideas of a text in order  
- Understand the details that support the main ideas | - Guess the meaning of words from the context  
- Use dictionary entries to learn different meanings of words  
- Understand and use positive and negative meanings of words  
- Use the Vocabulary list at the end of the chapter to review the words learned in the chapter  
- Use this vocabulary in the After You Read speaking and writing activities |
| Theme: How cities develop and how people react in urban environments | **Reading One:**  
City Fact Sheet  
(an online article)  
**Reading Two:**  
The Future of Cities  
(a magazine article)  
**Reading Three:**  
Won’t You Be My Neighbor?  
(a newspaper article) |  |
<table>
<thead>
<tr>
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<th><strong>SPEAKING/WRITING</strong></th>
</tr>
</thead>
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| ● Take notes on numbers in a text  
● Take notes to prepare for a test | ● Express your opinions and support them with examples from a text or from your own experience and culture  
● Identify what numbers refer to in a text  
● Analyze and evaluate information  
● Infer information not explicit in a text  
● Draw conclusions  
● Hypothesize about someone else’s point of view  
● Find correlations between two texts  
● Make connections between ideas  
● Synthesize information and ideas | ● Discuss your opinions on social entrepreneurship and on the meaning of a nursery rhyme  
● Write a paragraph about an organization promoting positive change  
● Discuss topics related to social entrepreneurship in a small group  
● Choose one of the topics and write a paragraph or two about it |
| ● Use abbreviations and symbols to take notes  
● Take notes on a timeline | ● Express your opinions and support them with examples from a text or from your own experience and culture  
● Use a chart to compare the main ideas of two texts  
● Express your opinions on information presented in a text  
● Interpret quotes and how they relate to a text  
● Analyze and evaluate information  
● Infer information not explicit in a text  
● Draw conclusions  
● Find correlations between two texts  
● Make connections between ideas  
● Synthesize information and ideas | ● Discuss the differences between and your opinions on life in the city and life in a town  
● Discuss your relationships with your neighbors  
● Write a short essay on life in the city or a neighbor  
● Discuss in a small group topics about cities and urban life  
● Choose one of the topics and write a paragraph or two about it |
To read academic texts, you need to master certain skills.

In this chapter, you will:

• Find definitions in a text
• Understand pronoun references
• Read case studies
• Guess the meaning of words from the context
• Understand and use word forms and synonyms
• Use dictionary entries to learn different meanings of words
• Take notes on numbers in a text and take notes to prepare for a test
A  Consider These Facts

How much do you know about world poverty? Read the facts below and fill in the blanks with your guess. Then check your answers at the bottom of the page.

1. There is no sanitation in _____________ percent of the world.
2. Women in developing countries have to walk _____________ miles to get water each day.
3. Globally, women earn _____________ percent less than men.
4. The richest 20 percent of the world’s population earns _____________ percent of the world’s income.
5. Worldwide, _____________ children die from poverty every day.

B  Your Opinion

Answer the questions. Check (✓) the appropriate box. Then discuss your answers with a partner. If you answered yes, give more details.

Have you ever . . .

1. felt strongly about a serious world problem? □ □
2. been involved in a group project? □ □
3. taken on a leadership role? □ □
4. had an idea about how to improve the lives of others? □ □
A Warm-Up

An entrepreneur is a person who operates a business, especially a new one. A social entrepreneur approaches a social problem with a business model. Read the list of qualities of a good social entrepreneur. Rank them in order of importance (1 being the most important) in solving serious social problems. Then share your ideas with a partner.

___ knowing powerful people
___ having close friends
___ being idealistic
___ being young and energetic
___ having innovative ideas
___ having a lot of money
___ being creative
___ your own idea: ____________________________

B Reading Strategy

Finding Definitions

If you are unfamiliar with an important word or concept in a text, especially if it is in the title or appears more than once, scan the text carefully to find whether it is defined. You will often find an explanation of important words immediately before or after them.

Look at the title of the reading and then scan the text to find answers to the questions.
1. Who are social entrepreneurs, and what do they do?
2. What characteristics do social entrepreneurs have?

Now read the text. If you come across unfamiliar words, scan the text to find the definitions.
At the age of 80, sculptor Henry Moore said: “The secret of life is to have a task, something you do your entire life, something you bring everything to, every minute of the day for your whole life. And the most important thing is: It must be something you cannot possibly do.” With these words, he captured the idealism and determination of one of the fastest growing programs of study: social entrepreneurship. Although this term was not commonly used until the 1970s, today there are programs in the field in some of the highest-ranking universities in the world.

Social entrepreneurs identify daunting world challenges. For example, they may see the need to protect the environment, provide universal health care, or promote literacy. They look for creative new ideas to implement large-scale, long-term change in the world. Many social entrepreneurs have a background in business, but they also have persistence, vision, courage, and commitment. Their projects typically involve large numbers of people working in their own communities.

Social entrepreneurs are people who are trying to improve the lives of others, especially those living in underserved communities. The Skoll Foundation, an organization committed to peace and sustainability, defines them as “society’s change agents: creators of innovations that disrupt the status quo and transform our world for the better.”

Social entrepreneurs are said to share various characteristics: Ambitious: They tackle major social issues. These might include increasing the college enrollment rate of low-income students or fighting poverty in developing countries. Mission-Driven: Although their projects may be profitable, they measure their success in terms of the social progress they are able to make. Strategic: They improve systems, create solutions, and invent new approaches. They are intensely focused and relentless in their pursuit of a social vision. Resourceful: Because they have limited access to capital, social entrepreneurs are exceptionally skilled at gathering and mobilizing human, financial, and political resources. Results-Oriented: Ultimately, social entrepreneurs produce measurable returns. These results transform existing realities, open up new pathways for the marginalized and disadvantaged, and unlock society’s potential to effect social change.

Of course, the idea of innovation and social transformation is not new, but the models used by social entrepreneurs are fresh and exciting.

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1 underserved: inadequately provided with essential services

2 the status quo: the way things are

3 capital: wealth or financial assets
A  Main Ideas

Complete the sentences with a phrase from the box. Check your answers with a partner.

a. is an organization committed to promoting peace
b. is an important world challenge
c. was a sculptor who had big life lessons
d. is a growing field of study
e. are two qualities many social entrepreneurs have
f. may have a background in business

1. Henry Moore __________.
2. Social entrepreneurship ____________.
3. Social entrepreneurs ____________.
4. The Skoll Foundation ____________.
5. Protecting the environment ____________.
6. Being ambitious and strategic ____________.

B  Close Reading

Read each statement. Cross out the one answer that does not complete the statement correctly.

1. According to Henry Moore, the secret of life is _____. (paragraph 1)
   a. becoming involved in something very interesting
   b. finding a difficult challenge to solve
   c. finding the easiest way to make a living

2. Social entrepreneurs try to do things that _____. (paragraph 2)
   a. can be used on a big scale
   b. have obvious solutions
   c. require creative thinking

(continued on next page)
3. Social entrepreneurs are committed to _____. \textit{(paragraph 3)}
   a. improving the lives of others
   b. changing the world for the better
   c. staying out of underserved communities

4. The Skoll Foundation defines social entrepreneurs as people who _____. \textit{(paragraph 3)}
   a. make large profits
   b. promote positive change
   c. improve the lives of others

5. Characteristics of social entrepreneurs include _____. \textit{(paragraph 4)}
   a. the ability to define an issue and work hard toward it
   b. the knowledge that most problems can be easily overcome
   c. the ability to promote change that can be measured

\begin{center}
Jeff Skoll, founder of the Skoll Foundation, accepts an award from the Environmental Media Association.
\end{center}
Guessing from Context

Read the conversation and guess the meanings of the words in bold from the context. Then match the words with their meanings.

BILL: I’m trying to decide on a major. What do you think about social entrepreneurship? What I’m really interested in is climate change. You know, people talk about protecting the environment all the time, but then nothing changes. I really want to do something to change the status quo.

NIGEL: Wow. That’s no small goal. Protecting the environment is a daunting challenge. How would you go about that?

BILL: Look, Nigel, we have to begin somewhere. We should be looking at more creative ways to cut down on waste, as well as trying to recycle everything we use. We can’t give up—we have to be relentless at educating people about the risks of climate change.

NIGEL: But it’s such a hopeless situation. Do you really think there is anything one person can do?

BILL: I know what you mean, but I’m not talking about only one person making a change. I’m interested in mobilizing a lot of people to work together. I mean, think about the future. What kind of world do you want to leave to your children and grandchildren? We have to think about the sustainability of the projects we design to protect the environment.

NIGEL: Well, good for you. I think that’s an exceptionally good major.

1. daunting  a. very
c. very difficult or challenging

2. relentless  b. putting into motion
d. extremely determined or committed

e. the process of keeping something alive for a long time

3. mobilizing  c. the process of keeping something alive for a long time

d. extremely determined or committed

4. sustainability  e. the process of keeping something alive for a long time

5. exceptionally  a. very

c. very difficult or challenging

### Word Forms

1. Fill in the chart with the correct word forms. Some categories can have more than one form. Use a dictionary if necessary. An X indicates there is no form in that category.

<table>
<thead>
<tr>
<th></th>
<th>NOUN</th>
<th>VERB</th>
<th>ADJECTIVE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>courage</td>
<td>X</td>
<td>courageous</td>
</tr>
<tr>
<td>2.</td>
<td>literacy</td>
<td>X</td>
<td>literate/</td>
</tr>
<tr>
<td>3.</td>
<td>pursuit</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>resource</td>
<td>X</td>
<td>skilled/</td>
</tr>
<tr>
<td>5.</td>
<td></td>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>

2. Complete the paragraphs with the correct form of the words. Choose from the forms in the chart.

   Maria Montessori was the first female doctor in Italy. She was not only a ____________ doctor, but a person who wanted to change educational methods so that individual children’s needs were recognized. She was particularly interested in promoting a high level of ____________ among the children she worked with, since many of them could not read. She ________________ her mission so relentlessly that her success is still evident a century later.

   Jane Addams was a strong supporter of women’s rights. She concentrated her efforts in a poor neighborhood in Chicago, which was a ________________ task for a woman to undertake in 1889. Although at first she did not have much money, she was very ________________, and she managed to do a lot with very little. As a result of her efforts, laws were passed to protect women and children.
Using the Dictionary

1 Read the dictionary entry for resource.

resource n. 1 a place where you can get something you need, or a person who helps you get what you need 2 money 3 natural sources of essential elements, such as fossil fuels

2 Read the sentences. Determine which meaning (1,2, or 3) is being used. Compare answers with a partner.

   ____ a. The world’s resources are disappearing.
   ____ b. I can’t go to the party. I don’t have the resources.
   ____ c. I’m doing some research on economic development, and the library is a great resource.
   ____ d. I’m trying to find someone who has experience working with poor people. Can you ask your sister to help me? She would be a great resource.

CRITICAL THINKING

Discuss the questions with a partner. Be prepared to share your ideas with the class.

1. Have you ever heard of a college program in social entrepreneurship? Do you think this would be an interesting field of study? Why or why not?

2. What lessons do you think social entrepreneurs can learn from the business world? How do you think social entrepreneurship is similar and different from business entrepreneurship?

3. Why do you believe social change is interesting to young people? Do you believe that young people tend to be idealistic, creative, and energetic? If so, why?
A  Warm-Up

Read the nursery rhyme about how small things can make a big difference. Then discuss the questions with a partner.

For want of a nail, the shoe was lost;
For want of a shoe, the horse was lost;
For want of a horse, the battle was lost;
And all for the want of a horseshoe nail.

1. What do you think the nursery rhyme is trying to teach? _____________

2. How would you complete the sentences?
   a. If there had been a nail, ________________________________
   b. If we take care of small things, ________________________________
   c. Sometimes little details ________________________________

B  Reading Strategy

Understanding Pronoun References

As you read, it is important to make sure you understand who or what the pronouns (he, it, their, etc.) in the text refer to.

Example:
Almost half the world — over three billion people — live on less than $2.50 a day. They do not have access to basic needs.
They refers to almost half the world or over three billion people.

Read the sentences, paying attention to the pronouns in bold. Scan the reading to find the correct reference. Then match the pronouns with their references.

____ 1. She was trying to raise her children on next to nothing. (paragraph 2)
   a. the Grameen bank
   b. people in villages in Bangladesh
   c. Sufiya Begum, a basket maker

____ 2. He would go to people’s houses, trying to understand their life. (paragraph 2)

____ 3. More than 100 countries worldwide have been inspired by its success. (paragraph 4)

Now read the website and pay attention to the pronoun references.
A Poverty-Free World

1 According to official statistics, almost half the world—over three billion people—live on less than $2.50 a day. They do not have access to the basic needs of food, water, shelter, clothing, health care, and education, and they have little hope of ever escaping from their situation. Millions more live on much less than that.

2 Muhammad Yunus was troubled by the cycle of poverty1 in his native land, Bangladesh, one of the poorest countries on earth. He started visiting villages across the country, where he would go to people’s houses and talk to them, trying to understand their life. He was struck by the fact that a small amount of money could make so much difference in their lives. For example, he met a 21-year-old basket maker, Sufiya Begum, trying to raise her three children on next to nothing. He realized that if she could get a loan of just a few dollars, she could operate more efficiently and her business could be transformed, but no bank would lend her any money, saying she would never pay it back.

3 Yunus felt that, poor or not, people should be able to borrow money. He believed in human potential and thought that, given a chance, even the illiterate and the uneducated could build on the skills they had and pull themselves out of poverty. Yunus founded the Grameen Bank (“gram” means “village” in Bangla), to give small loans to the world’s poorest, especially women. In addition to microfinancing2, the bank also distributed educational information about health, farming, and innovative technological ideas so that people could take their destiny into their own hands. Respect, dignity, and opportunity were among the goals they envisioned for the world’s poorest citizens. Yunus and Grameen were awarded the Nobel Peace Prize in 2006. Incidentally, 97 percent of borrowers do pay back their loans.

4 Grameen has had an impact on many people. More than 100 countries worldwide have been inspired by its success and have created similar programs. Yunus is hopeful for the future. He said: “We have created a slavery-free world, a smallpox-free world, an apartheid3-free world. Creating a poverty-free world would be greater than all these accomplishments while at the same time reinforcing them. This would be a world that we could all be proud to live in.”

---

1 cycle of poverty: a set of events by which poverty, once it starts, is most likely to continue
2 microfinancing: making small amounts of money available temporarily
3 apartheid: an official policy of racial segregation, formerly practiced most notably in South Africa
COMPREHENSION

A  Main Ideas

Answer the questions based on the main ideas of Reading Two. Compare answers with a partner.

1. Reading Two begins with a shocking statistic. What is it?
   
   Almost half the world lives on less than $2.50 a day.

2. According to the reading, what are some basic human needs?

3. What did Yunus do to try to understand poor people’s situation better?

4. What is the Grameen bank?

5. How has Yunus been rewarded?

6. What world problems have we successfully overcome?

B  Close Reading

Read the quotes from Reading Two. Match the words that most closely correspond with the ideas. Share your answers with a partner.

<table>
<thead>
<tr>
<th>a. worried, upset, devastated</th>
<th>b. amazed, surprised, impressed</th>
<th>c. proud, happy, inspired</th>
<th>d. determined, hopeful, idealistic</th>
<th>e. trusting, sincere, serious</th>
</tr>
</thead>
</table>

1. “Muhammad Yunus was troubled by the cycle of poverty in his native land.” (paragraph 1)

2. “He was struck by the fact that a small amount of money could make so much difference in [poor people’s] lives.” (paragraph 2)

3. “He believed in human potential and thought that even the illiterate and the uneducated could pull themselves out of poverty.” (paragraph 3)

4. “Yunus and Grameen were awarded the Nobel Peace Prize.” (paragraph 3)

5. “He said: We have created a slavery-free world, a smallpox-free world, an apartheid-free world. Creating a poverty-free world would be greater than all these accomplishments.” (paragraph 4)
A  **Synonyms**

Cross out the word or phrase that is NOT a synonym for the word in bold. Use a dictionary if necessary. Compare answers with a partner.

1. shelter  
   house or home  
   factory or workplace  

2. loan  
   money made  
   available temporarily  
   finished project  

3. destiny  
   past project  
   future fate  

4. accomplishments  
   important goals  
   significant achievements  

5. envision  
   imagine  
   discuss  

B  **Word Forms**

1 Fill in the chart with the correct word forms. Use a dictionary if necessary. An X indicates there is no form in that category.

<table>
<thead>
<tr>
<th>NOUN</th>
<th>VERB</th>
<th>ADJECTIVE</th>
<th>ADVERB</th>
</tr>
</thead>
<tbody>
<tr>
<td>borrower</td>
<td>borrow</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td></td>
<td></td>
<td>X</td>
<td>incidentally</td>
</tr>
<tr>
<td>X</td>
<td>striking</td>
<td></td>
<td></td>
</tr>
<tr>
<td>transform</td>
<td></td>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>

2 Read the paragraph. Complete the paragraph with the correct form of the words. Choose from the forms in the chart.

When he was traveling through his native country, Bangladesh, a relatively insignificant _______________ seems to have had an enormous impact on Yunus. When he realized that a young mother’s life could be _______________ if she were able to _______________ a small amount of money, he began to think about the potential of microfinancing. He was _______________ by the far-reaching consequences of a minor loan.
NOTE-TAKING: Taking Notes on Numbers in a Text

When you take notes on an informational reading, make sure you correctly identify what any numbers in the reading refer to.

**Example:**
3 billion (paragraph 1) = the number of people in the world who live on a very small amount of money.

Read the numbers in bold. Go back to Reading Two. Circle the numbers. In your own words, write down what the numbers refer to. Share your responses with a partner.

1. **half** (paragraph 1): fraction of the world that lives on a very small amount of money
2. **$2.50** (paragraph 1): ________________________________
3. **21** (paragraph 2): ________________________________
4. **2006** (paragraph 3): ________________________________
5. **97** (paragraph 3): ________________________________
6. **100** (paragraph 4): ________________________________

CRITICAL THINKING

Discuss the questions in a small group. Be prepared to share your opinions with the class.

1. Why do you think Yunus was interested in visiting people’s houses and speaking to them face to face? What was the value of this personal interaction?

2. How do you think microfinancing can help people succeed? Do you believe this is a good strategy? Explain.

3. Yunus refers to the elimination of slavery, smallpox, and apartheid. What other problems, in your view, do we need to end and why?

4. How does the nursery rhyme before the reading represent Yunus’s strategy?
LINKING READINGS ONE AND TWO

With a partner, fill in the mind map with as many ideas as you can from Readings One and Two. Then share your ideas with the class.

1. Who are they?
   - Reading One: Social entrepreneurs
   - Reading Two: Muhammad Yunus and the Grameen Bank

2. What are they working toward?
   - Reading One:
   - Reading Two:

3. Why are they doing it?
   - Reading One:
   - Reading Two:

4. What are the results?
   - Reading One:
   - Reading Two:

READING THREE: The Barefoot College

A Warm-Up

Look at the photo and describe what you see to a partner. Explain the feelings that you experience.
Reading Strategy

Reading Case Studies

Case studies are often used to illustrate course concepts. Case studies are generalized applications of theories that students encounter. When you read a case study, ask yourself: What information does it provide? What concepts does the case study illustrate?

Now read the case study and determine what information it provides and how it illustrates the concept of social entrepreneurship.

The Barefoot College

1 Rajasthan is a region in northern India where people face huge challenges, such as a lack of formal education, widespread poverty, hunger, and health problems that affect people on a daily basis.

2 Sanjit Bunker Roy felt devastated by these problems. He wanted to find a way to address famine and water shortage for those from backgrounds less affluent than his own. Roy did not accept the idea that illiteracy was an insurmountable barrier to progress. He did not think a lack of education should necessarily prevent people from developing their skills. Instead, he emphasized the idea that the very poor should have access to modern ideas that could help them address problems that were immediate and relevant to them. In addition, he saw potential in what local villagers did know. For example, in Rajasthan there are examples of rainwater-collecting mechanisms that are hundreds of years old. Roy showed that in an educational environment that targets concrete problems, people are capable of rapidly learning about new technology and combining it with their existing skills.

3 In 1972, he moved to Rajasthan to establish the Barefoot College, which teaches its students—many of them semi-literate older women—how to use solar power to generate electricity and how to harvest rainwater. The college has dirt floors and no chairs or other basic facilities. The students do not receive formal certificates. However, as a result of Roy’s visionary efforts, they do have demonstrable results. The “graduates” of the college have installed solar energy panels in 750 remote villages and made drinking water and sanitation available to over 2½ million children.

4 Roy’s critics thought he would not be able to succeed. He was inspired by the words of Gandhi, who said: “First they ignore you, then they laugh at you, then they fight you, and then you win.” The Barefoot College model has now spread to over 28 countries in the least developed parts of the world.

1 harvest: collect
2 Mahatma Gandhi (1869–1948) inspired Roy. He supported civil rights and freedom, and worked tirelessly to improve the situation of the poor.
A Main Ideas

Check (√) the ideas that are included in the reading.

☐ 1. an explanation of why Roy became interested in Rajasthan
√ 2. some details about Roy’s background
☐ 3. a story about a student who attended the Barefoot College
☐ 4. an example of local knowledge in Rajasthan
☐ 5. the date when the Barefoot College was opened
☐ 6. the reaction Roy’s family had to his plan
☐ 7. a description of the college’s graduation ceremony
☐ 8. a person who inspired Roy

B Close Reading

Read the statements. Cross out all the answers that are not correct. Share your answers with a partner.

1. According to the reading, problems in Rajasthan include ____.
   a. hunger
   b. a lack of formal education
   c. a high level of crime

2. Roy did not believe that ____.
   a. illiteracy was common in the area
   b. progress was possible in Rajasthan
   c. a lack of education should stop people from making progress

3. Students at the Barefoot College ____.
   a. do not receive formal certificates
   b. do not have demonstrable results
   c. enjoy few basic facilities at the college

4. Roy ____.
   a. was inspired by Gandhi
   b. listened to those who thought he would not succeed
   c. established a successful educational model
VOCABULARY

A  Guessing from Context

Read each sentence and guess the meaning of the word in bold from the context. Then match the word with its meaning.

1. In many areas of the world, food and water are not available. Widespread **famine** affected large areas of Africa last year.

2. In regions where there is poor **sanitation**, there is always a big risk of disease.

3. Social entrepreneurs often **target** large-scale problems and look for large-scale solutions to address them.

4. Although many of the world’s problems may seem **insurmountable**, people are making progress every day toward addressing them more creatively.

   ___ 1. famine           a. too big to overcome
   ___ 2. sanitation        b. a serious condition in which there is no food
   ___ 3. target            c. having a clean environment with an adequate supply of clean water
   ___ 4. insurmountable    d. to aim or direct your efforts

B  Using the Dictionary

1. Read the dictionary entries for **shortage** and **lack**.

   **shortage** *n.* a situation in which you cannot obtain enough of something you need

   **lack** *n.* a situation in which you do not have something

2. Now read each sentence. Decide whether you should use **lack**, **shortage**, or could use either one. Circle **lack**, **shortage**, or both words.

   1. There is a **lack/shortage** of teachers in many cities.

   2. The class was out of control today. There was a complete **lack/shortage** of respect for the teacher.

   3. In some villages, there is a **lack/shortage** of drinking water.
Word Forms

1. Fill in the chart with the correct word forms. Some categories can have more than one form. Use a dictionary if necessary. An X indicates there is no form in that category.

<table>
<thead>
<tr>
<th>NOUN</th>
<th>VERB</th>
<th>ADJECTIVE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. affluence</td>
<td>X</td>
<td>affluent</td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td>demonstrable</td>
</tr>
<tr>
<td>3.</td>
<td>X</td>
<td>surmountable/</td>
</tr>
<tr>
<td>4.</td>
<td>emphasize</td>
<td></td>
</tr>
<tr>
<td>5. sanitation</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>6. shortage</td>
<td>short</td>
<td></td>
</tr>
</tbody>
</table>

2. Complete the sentences with the correct form of the words. Choose from the forms in the chart.

1. Power and ________ affluence ________ are two elements that are commonly associated with successful business executives.

2. Roy __________________ that a simple idea could have a far-reaching impact.

3. Roy was able to __________________ some of the challenges of rural areas and put a mechanism into place to address the regions’ problems.

4. The region’s residents live in conditions that are not very __________________. For example, they probably have no running water.

5. Drinking water in the region is in __________________ supply.

6. Roy __________________ that although a person is poor, with some education, that person can succeed.
NOTE-TAKING: Taking Notes to Prepare for a Test

One of the most important reasons for **taking notes** is to **prepare for a test**. A useful strategy is to make your own questions and then answer them based on your notes.

1. Go back to Reading Three and take notes. Use your notes to answer the questions. Share your notes with a partner.

   1. Where is Rajasthan? **Rajasthan is in northern India. It is a very poor region.**
   2. What is the Barefoot College? ____________________________
   3. Who is Sanjit Bunker Roy? ____________________________
   4. Who goes to the Barefoot College? ____________________________
   5. What have its graduates succeeded in doing? ____________________________

2. Write three other questions that the reading answers. Share your questions with a partner. Using your notes, answer each other’s questions.

   1. ____________________________
   2. ____________________________
   3. ____________________________

CRITICAL THINKING

Discuss the questions with a partner. Be prepared to share your thoughts with the class.

1. Roy says that a lack of education should not prevent people from being successful. Do you think this is realistic? Why or why not?
2. Compare the achievements of Sanjit Bunker Roy and Muhammad Yunus. What are the similarities and the differences?
3. Roy was inspired by Ghandi to help people. Has anyone ever inspired you? If so, how and to do what?
BRINGING IT ALL TOGETHER

Review the characteristics of social entrepreneurs that Reading One lists. Then work with a partner. Explain whether you believe Yunus and Roy have these characteristics. Give specific examples.

<table>
<thead>
<tr>
<th><strong>READING ONE:</strong> SOCIAL ENTREPRENEURS</th>
<th><strong>READING TWO:</strong> MUHAMMAD YUNUS</th>
<th><strong>READING THREE:</strong> SANJIT BUNKER ROY</th>
</tr>
</thead>
<tbody>
<tr>
<td>• ambitious</td>
<td></td>
<td>Sanjit Bunker Roy was very ambitious because he wanted to tackle a huge problem – famine.</td>
</tr>
<tr>
<td>• mission-driven</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• strategic</td>
<td>Muhammad Yunus was very strategic. His strategy was to make small amounts of money available to very poor people.</td>
<td></td>
</tr>
<tr>
<td>• resourceful</td>
<td></td>
<td></td>
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<tr>
<td>• results-oriented</td>
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</tr>
</tbody>
</table>
WRITING ACTIVITY

Read the examples of organizations that are promoting positive change in the world. Choose the one that interests you the most and write a paragraph explaining why. Use some of the vocabulary from the chapter (for a complete list, go to page 229). Share your paragraph with the class.

1. Free the Children is dedicated to eliminating child labor and to freeing young people all over the world from poverty, thirst, and disease.
2. *Cidade Saludable* (Healthy City) aims to educate the public and engage public officials to reduce the amount of garbage.
3. International Bridges to Justice has transformed legal systems in many developing countries and made torture illegal.
4. Citizen Schools uses volunteers to transform after-school programs in disadvantaged neighborhoods.

DISCUSSION AND WRITING TOPICS

Discuss these topics in a small group. Choose one of them and write a paragraph or two about it. Use the vocabulary from the chapter.

1. Why do you think social entrepreneurship is becoming more popular these days? Explain.
2. Do you think it is possible to combine making money with making social change? Explain.
3. There are many songs that reflect the spirit of social entrepreneurship, like “We Are the World” and “Heal the World.” Do you think that song is a good way to spread important ideas about social concerns, or do you believe that most people just listen to these kinds of songs without thinking about what they mean? Explain.
4. Yunus believed that everyone, rich or poor, should be able to borrow money. Do you agree? What other rights does everyone deserve to have? Explain.
<table>
<thead>
<tr>
<th>Nouns</th>
<th>Verbs</th>
<th>Adjectives</th>
<th>Adverbs</th>
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<td>mobilize</td>
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<td></td>
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<tr>
<td>destiny</td>
<td>target*</td>
<td>insurmountable</td>
<td></td>
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<tr>
<td>famine</td>
<td>transform*</td>
<td>relentless</td>
<td></td>
</tr>
<tr>
<td>literacy</td>
<td>strike</td>
<td>skilled</td>
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<td>lack</td>
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<td>pursuit*</td>
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<td></td>
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<tr>
<td>resource*</td>
<td></td>
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<tr>
<td>shortage</td>
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<tr>
<td>sustainability*</td>
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</tbody>
</table>

* = AWL (Academic Word List) item

**SELF-ASSESSMENT**

In this chapter you learned to:

- Find definitions in a text
- Understand pronoun references
- Read case studies
- Guess the meaning of words from the context
- Understand and use word forms and synonyms
- Use dictionary entries to learn different meanings of words
- Take notes on numbers in a text and take notes to prepare for a test

What can you do well? 🌟

What do you need to practice more? 🤔