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| **BUSINESS:** Steve Jobs, Innovator and CEO | • Understand and practice different reading strategies  
• Predict the author’s point of view from the title of a text  
• Predict the content of a text from the first paragraph  
• Skim a text by reading the topic sentence in each paragraph  
• Identify 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 the meanings of words  
• Understand and use synonyms and different word forms  
• 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 be successful in business  
Reading One: The Extraordinary Life of Steve Jobs (a magazine article)  
Reading Two: The Pixar Story (an online article)  
Reading Three: The Map of Innovation: Creating Something Out of Nothing (a book excerpt) | | |
| **PSYCHOLOGY:** Fears and Phobias | • Understand and practice different reading strategies  
• Scan a text to find specific information  
• Preview a text using visuals like charts and graphs  
• Understand scholarly references (in-text citations, bibliography)  
• Identify or complete the main ideas of a text  
• Understand the details that support the main ideas | • Understand and use synonyms, collocations, and different word forms  
• Guess the meaning of words from their Greek or Latin roots  
• Use dictionary entries to learn the 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 a phobia is and how phobias can be treated  
Reading One: When Does a Fear Become a Phobia? (a textbook excerpt)  
Reading Two: Case Studies (a textbook excerpt)  
Reading Three: Treatments for Phobias (a textbook excerpt) | | |
| **NUTRITION STUDIES:** Food Rules | • Understand and practice different reading strategies  
• Skim an interview by looking at the questions asked by the interviewer  
• Scan a text for specific answers to a question in the title  
• Understand the tone of a text and identify the author’s point of view  
• Identify 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 the meanings of words  
• Understand and use synonyms, prefixes, and antonyms  
• 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 we should eat to be healthier and how we should treat the animals we eat  
Reading One: An Interview with Michael Pollan (an online article)  
Reading Two: Bad Food? Tax It, and Subsidize Vegetables (a newspaper article)  
Reading Three: Humane Treatment for the Animals We Eat (a magazine article) | | |
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<tr>
<td>Use underlining and margin notes to identify and remember important facts in a story.</td>
<td>Express your opinions and support them with examples from a text or from your own experience and culture.</td>
<td>Role-play an interview with Steve Jobs and Kevin O’Connor about business.</td>
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<tr>
<td>Use circling and margin notes to identify and remember important people in a story.</td>
<td>Analyze and evaluate information.</td>
<td>Write two paragraphs about business management.</td>
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<tr>
<td>Fill out an organizer with study notes from the readings to prepare for a test.</td>
<td>Infer information not explicit in a text.</td>
<td>Discuss a number of topics about business with a small group of classmates.</td>
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<tr>
<td>Organize and categorize the material in the reading to understand it better.</td>
<td>Draw conclusions.</td>
<td>Choose one of the topics and write a paragraph or two about it.</td>
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<tr>
<td>Use a chart listing categories to organize your study notes.</td>
<td>Hypothesize about someone else’s point of view.</td>
<td>Discuss a list of questions about phobias in a small group. Then share your group’s answers with the class.</td>
</tr>
<tr>
<td>Use a chain of reasoning to list the arguments marshaled by the author.</td>
<td>Find correlations between two texts.</td>
<td>Write two paragraphs about a fear or a phobia.</td>
</tr>
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<td>Express your opinions and support them with examples from a text or from your own experience and culture.</td>
<td>Use a chart to contrast negative and positive thoughts.</td>
<td>Discuss a number of topics about psychology with a small group of classmates.</td>
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<tr>
<td>Analyze and evaluate information.</td>
<td>Make connections between ideas.</td>
<td>Choose one of the topics and write a paragraph or two about it.</td>
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<td>Infer information not explicit in a text.</td>
<td>Synthesize information and ideas.</td>
<td>Role-play an interview with Michael Pollan and Mark Bittman about American eating habits.</td>
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<tr>
<td>Draw conclusions.</td>
<td>Use a chart to compare the opinions of two authors.</td>
<td>Respond to a letter to the editor about food as though you were Pollan, Bittman, or Temple Grandin.</td>
</tr>
<tr>
<td>Find correlations between two texts.</td>
<td>Make connections between ideas.</td>
<td>Write one or two paragraphs to answer a question on an issue raised in the chapter.</td>
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<td>Use a chart to contrast negative and positive thoughts.</td>
<td>Synthesize information and ideas.</td>
<td>Discuss in a small group a number of issues about the way we eat.</td>
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<tr>
<td>Make connections between ideas.</td>
<td>Role-play an interview with Michael Pollan and Mark Bittman about American eating habits.</td>
<td>Choose one of the issues and write a paragraph or two about it.</td>
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<td><strong>4 MEDICINE: Pioneers and Heroes</strong></td>
<td>- Understand and practice different reading strategies&lt;br&gt;- Skim an oath to get an overview of its contents&lt;br&gt;- Scan a text for dates to understand the sequence of events&lt;br&gt;- Find the link between the title of a text and the first paragraph to focus on the most important idea&lt;br&gt;- Identify the main ideas of a text&lt;br&gt;- Understand the details that support the main ideas</td>
<td>- Understand and use synonyms and collocations&lt;br&gt;- Recognize and learn the connotations of words&lt;br&gt;- Understand the different usage of similar words&lt;br&gt;- Categorize words&lt;br&gt;- Use the Vocabulary list at the end of the chapter to review the words, phrases, and idioms learned in the chapter&lt;br&gt;- Use this vocabulary in the After You Read speaking and writing activities</td>
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<tr>
<td>Theme: Doctors whose discoveries helped mankind overcome terrible diseases</td>
<td>Reading One: <em>The Hippocratic Oath — A Modern Version</em> (an online article)&lt;br&gt;Reading Two: <em>The Invisible Enemy</em> (a textbook excerpt)&lt;br&gt;Reading Three: <em>That Mothers Might Live</em> (a book excerpt)</td>
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<tr>
<td><strong>5 AMERICAN LITERATURE: Ernest Hemingway’s “Indian Camp”</strong></td>
<td>- Understand and practice different reading strategies&lt;br&gt;- Understand the elements of fiction: characters, setting, and plot&lt;br&gt;- Identify the themes of a story&lt;br&gt;- Scan a text for “compare and contrast” words to find essential information quickly&lt;br&gt;- Complete charts about the sequence of events in a story&lt;br&gt;- Understand the main ideas and the details that support the main ideas</td>
<td>- Guess the meaning of words from the context&lt;br&gt;- Understand and use synonyms, phrasal verbs, and different word forms&lt;br&gt;- Recognize words of varying intensity&lt;br&gt;- Match “compare and contrast” words with their synonyms&lt;br&gt;- Use the Vocabulary list at the end of the chapter to review the words, phrases, and idioms learned in the chapter&lt;br&gt;- Use this vocabulary in the After You Read speaking and writing activities</td>
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<tr>
<td>Theme: A young boy’s “coming of age” experience and how it is conveyed by the author</td>
<td>Reading One: <em>Indian Camp—Part I</em> (a short story excerpt)&lt;br&gt;Reading Two: <em>Indian Camp—Part II</em> (a short story excerpt)&lt;br&gt;Reading Three: <em>Hemingway’s Style</em> (a textbook excerpt)</td>
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<td><strong>6 ART HISTORY: The Life and Letters of Vincent Van Gogh</strong></td>
<td>- Understand and practice different reading strategies&lt;br&gt;- Preview a text using visuals like paintings&lt;br&gt;- Skim letters for a quick overview (names, places, dates)&lt;br&gt;- Scan a text for dates to understand the sequence of events&lt;br&gt;- Identify or complete the main ideas of a text&lt;br&gt;- Understand the details that support the main ideas</td>
<td>- Guess the meaning of words from the context or from their Latin roots&lt;br&gt;- Understand and use synonyms and connotations&lt;br&gt;- Use dictionary entries to learn the meanings of words&lt;br&gt;- Use the Vocabulary list at the end of the chapter to review the words, phrases, and idioms learned in the chapter&lt;br&gt;- Use this vocabulary in the After You Read speaking and writing activities</td>
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<td>Theme: An artist’s life through his paintings and letters; the life of one of his paintings</td>
<td>Reading One: <em>A Biography of Vincent Van Gogh (1853–1890)</em> (a book excerpt)&lt;br&gt;Reading Two: <em>The Letters of Vincent Van Gogh</em> (a book excerpt)&lt;br&gt;Reading Three: <em>Portrait of Dr. Gachet: A Timeline</em> (an online article)</td>
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<td>NOTE-TAKING</td>
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<td>• Use a chart to categorize the main points of a text</td>
<td>• In your reaction to certain situations, discuss how a doctor should behave in</td>
<td>• Role-play situations involving Jenner and Semmelweis</td>
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<td>• Complete a short summary of the main points of a text</td>
<td>order to follow the Hippocratic Oath</td>
<td>• Write a portrait of someone you admire</td>
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<td>• Create a timeline to understand the sequence of events</td>
<td>• Express your opinions and support them with examples from a text or from your</td>
<td>• Discuss a number of topics about medicine with a small group of classmates</td>
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<td>own experience and culture</td>
<td>• Choose one of the topics and write a paragraph or two about it</td>
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<td></td>
<td>• Analyze and evaluate information</td>
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<td>• Infer information not explicit in a text</td>
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<td></td>
<td>• Draw conclusions</td>
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<td>• Interpret quotes and how they relate to a text</td>
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<td>• Make connections between ideas</td>
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<td>• Synthesize information and ideas</td>
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<tr>
<td>• Fill in a chart to identify the events that occurred in Van Gogh's life</td>
<td>• Interpret some of Van Gogh's paintings based on the information given in the</td>
<td>• Debate in a group of four whether art should be censored by the government</td>
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<td>in the different places where he lived</td>
<td>text</td>
<td>• Write two paragraphs about a painting by Vincent Van Gogh</td>
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<td>• Fill in a chart to identify details that support the four main topics in</td>
<td>• Analyze and evaluate information</td>
<td>• Discuss topics related to Van Gogh's life, work, and art in a small group</td>
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<tr>
<td>Van Gogh's letters</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>
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<td></td>
<td>• Draw conclusions</td>
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<td></td>
<td>• Hypothesize about someone else's point of view</td>
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<td></td>
<td>• Find correlations between two texts</td>
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<td></td>
<td>• Analyze a writer's style</td>
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<td>• Make connections between ideas</td>
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<td></td>
<td>• Synthesize information and ideas</td>
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<tr>
<td>• Use circling and margin notes to identify the themes of a story</td>
<td>• Answer questions based on information in a story or on your own experience and</td>
<td>• In a small group, explain a point of style or theme with quotes and scenes from</td>
</tr>
<tr>
<td>• Organize your study notes to compare and define a writer's style</td>
<td>culture</td>
<td>the story</td>
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<td>• Express your opinions and support them with examples from a story</td>
<td>• Write two paragraphs to summarize the story and give your opinion</td>
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<td>• Infer information not explicit in a story</td>
<td>• In a small group, discuss topics related to the story</td>
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<td></td>
<td>• Draw conclusions</td>
<td>• Choose one of the topics and write a paragraph or two about it</td>
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<td>• Synthesize information and ideas</td>
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<td><strong>7 FORENSICS: Science and Fiction</strong></td>
<td><strong>Reading One:</strong> Basic Principles of Forensics (a textbook excerpt)</td>
<td><strong>Understand and practice different reading strategies</strong></td>
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<tr>
<td>Theme: What forensic science is and how its real-life practice differs from what is shown in popular TV series</td>
<td><strong>Reading Two:</strong> The “CSI Effect” Is a Mixed Blessing for Real Crime Labs (an online article)</td>
<td><strong>Understand and use synonyms, idioms, and collocations</strong></td>
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<td><strong>Reading Three:</strong> The Forensic Use of DNA (a book excerpt)</td>
<td><strong>Predict the content of a text from the title and subheadings</strong></td>
<td><strong>Recognize the different forms, meanings, and usage of a word</strong></td>
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<td><strong>Read the last paragraph first to understand the point of a text</strong></td>
<td><strong>Match courtroom and legal vocabulary with their definitions</strong></td>
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<td><strong>Get the main ideas of a text from the keywords in the topic sentences</strong></td>
<td><strong>Use the Vocabulary list at the end of the chapter to review the words, phrases, and idioms learned in the chapter</strong></td>
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<td><strong>Understand the details that support the main ideas</strong></td>
<td><strong>Use this vocabulary in the After You Read speaking and writing activities</strong></td>
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<p>| <strong>8 PREHISTORY: From Wolf to Dog</strong> | <strong>Reading One:</strong> More Than Man’s Best Friend (a journal article) | <strong>Understand and practice different reading strategies</strong> |
| Theme: When, where, why, and how wolves evolved into dogs and our best friends | <strong>Reading Two:</strong> Domesticating Wolves (a book excerpt) | <strong>Guess the meaning of words from the context or from their Greek or Latin roots</strong> |
| <strong>Reading Three:</strong> Frisky to the Rescue in Hurricane Katrina (an online article) | <strong>Understand the type of text from the title</strong> | <strong>Understand and use synonyms, homonyms, and suffixes</strong> |
| | <strong>Use paraphrasing to identify the main ideas</strong> | <strong>Recognize idioms, phrasal verbs, and compound words</strong> |
| | <strong>Complete the main ideas of a text</strong> | <strong>Use the Vocabulary list at the end of the chapter to review the words, phrases, and idioms learned in the chapter</strong> |
| | <strong>Understand the details that support the main ideas</strong> | <strong>Use this vocabulary in the After You Read speaking and writing activities</strong> |</p>
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<td>• Use underlining and margin notes to identify who said what in a text</td>
<td>• Express your opinions and support them with examples from a text or from your own experience and culture</td>
<td>• Role-play an interview: a professor interviewing a student applying to the forensic science program; OR a student reporter interviewing a lawyer from the Innocence Project</td>
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<td>• Organize study notes chronologically to clarify the sequence of events in a story</td>
<td>• Analyze and evaluate information</td>
<td>• Write a letter to apply for a job as a crime scene investigator</td>
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<td>• Infer information not explicit in a text</td>
<td>• Discuss in a small group topics related to forensics and career choice</td>
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<td></td>
<td>• Draw conclusions</td>
<td>• Choose one of the topics and write a paragraph or two about it</td>
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<td></td>
<td>• Hypothesize about someone else’s point of view</td>
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<td>• Relate broad themes to specific situations</td>
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<td>• Find correlations between two texts</td>
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<td>• Make connections between ideas</td>
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<td>• Synthesize information and ideas</td>
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<tr>
<td>• Fill in an organizer to review details to help you remember</td>
<td>• Recognize facts from opinions</td>
<td>• Role-play a panel discussion about the evolution of dogs from wolves; the panel features the experts mentioned in the chapter</td>
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<td>• Prepare for a test by filling in a list of questions and answers about each paragraph of a reading</td>
<td>• Express your opinions and support them with examples from a text or from your own experience and culture</td>
<td>• Write a two-paragraph anecdote about a family pet</td>
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<td></td>
<td>• Analyze and evaluate information</td>
<td>• Discuss in a small group topics related to dogs, wolves, and humans</td>
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<td>• Infer information not explicit in a text</td>
<td>• Choose one of the topics and write a paragraph or two about it</td>
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<td><strong>9 EDUCATION STUDIES: Overcoming Inequalities</strong>&lt;br&gt;<strong>Theme:</strong> How to overcome the inequalities in the American education system&lt;br&gt;<strong>Reading One:</strong> Savage Inequalities: Children in America’s Schools (a book excerpt)&lt;br&gt;<strong>Reading Two:</strong> The Autobiography of Malcolm X (a book excerpt)&lt;br&gt;<strong>Reading Three:</strong> Where I Learned to Read (a magazine article)</td>
<td>• Understand and practice different reading strategies&lt;br&gt;• Identify the issues discussed in an essay by reading the first paragraph&lt;br&gt;• Understand the most important idea of a text by reading the last paragraph first&lt;br&gt;• Skim a text by reading the topic sentence in each paragraph&lt;br&gt;• Identify or complete the main ideas of a text&lt;br&gt;• Understand the details that support the main ideas</td>
<td>• Understand and use synonyms, antonyms, and different word forms&lt;br&gt;• Guess the meaning of words from the context and use them in a new context&lt;br&gt;• Use dictionary entries to learn the meanings of words&lt;br&gt;• Use the Vocabulary list at the end of the chapter to review the words, phrases, and idioms learned in the chapter&lt;br&gt;• Use this vocabulary in the After You Read speaking and writing activities</td>
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<td><strong>10 SOCIOLOGY: Crime and Punishment</strong>&lt;br&gt;<strong>Theme:</strong> All aspects of crime: its types; where, how often, and why they occur; their effects on society, and what rehabilitation methods work best&lt;br&gt;<strong>Reading One:</strong> The Global Context (a textbook excerpt)&lt;br&gt;<strong>Reading Two:</strong> Sociological Theories of Crime (a textbook excerpt)&lt;br&gt;<strong>Reading Three:</strong> Prison Programs That Work (a textbook excerpt)</td>
<td>• Understand and practice different reading strategies&lt;br&gt;• Predict the content of a text from the first sentence or from the title and subheadings&lt;br&gt;• Learn strategies for dealing with scientific names&lt;br&gt;• Identify or complete the main ideas of a text&lt;br&gt;• Understand the details that support the main ideas</td>
<td>• Guess the meaning of words from the context&lt;br&gt;• Understand and use synonyms, suffixes, “scientific” verbs, different word forms, and words of different intensity&lt;br&gt;• Use dictionary entries to learn the meanings of words&lt;br&gt;• Use the Vocabulary list at the end of the chapter to review the words, phrases, and idioms learned in the chapter&lt;br&gt;• Use this vocabulary in the After You Read speaking and writing activities</td>
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<td>SPEAKING/WRITING</td>
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<tr>
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</tr>
<tr>
<td>• For each paragraph of the text, write a one-sentence summary of the author’s argument (reasons for his point of view)</td>
<td>• Analyze the author’s argument and respond to it with three reasons for or against</td>
<td>• Role-play an interview with Jonathan Kozol and Malcolm X about educational issues</td>
</tr>
<tr>
<td>• Fill in an organizer to identify important details about the three stages of the author’s education (high school/college/post-college)</td>
<td>• Express your opinions and support them with examples from a text or from your own experience and culture</td>
<td>• In a small group, discuss the meaning of quotations from famous thinkers; decide how Kozol, Malcolm X, and Scibona would respond to each one</td>
</tr>
<tr>
<td>• Use a map outline to remember the details of a text</td>
<td>• Infer information not explicit in a text</td>
<td>• Write a report about a book you read or were forced to read</td>
</tr>
<tr>
<td>• Write a summary of a text to understand the main ideas and remember details</td>
<td>• Draw conclusions</td>
<td>• Discuss in a small group issues related to schools and teaching</td>
</tr>
<tr>
<td>• Express your opinions and support them with examples from a text or from your own experience and culture</td>
<td>• Hypothesize about someone else’s point of view</td>
<td>• Choose one of the topics and write a paragraph or two about it</td>
</tr>
<tr>
<td>• Analyze and evaluate information</td>
<td>• Find correlations between two texts</td>
<td>• In a small group, discuss rehabilitation programs and how their success can be linked to crime theories</td>
</tr>
<tr>
<td>• Infer information not explicit in a text</td>
<td>• Make connections between ideas</td>
<td>• Write a short essay to answer this question: “How can a society reduce crime?”</td>
</tr>
<tr>
<td>• Draw conclusions</td>
<td>• Synthesize information and ideas</td>
<td>• Discuss in a small group topics about crime theories and rehabilitation programs</td>
</tr>
<tr>
<td>• Hypothesize about someone else’s point of view</td>
<td>• Relate specific situations to the perspectives or theories mentioned in a text</td>
<td>• Choose one of the topics and write a paragraph or two about it</td>
</tr>
<tr>
<td>• Find correlations between two texts</td>
<td>• Find correlations between two texts</td>
<td></td>
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</tbody>
</table>
PREHISTORY: From Wolf to Dog

PREHISTORY: the scientific study of history before the time of written records, including the study of archaeology, anthropology, paleontology, genetics, and other fields

OBJECTIVES

To read academic texts, you need to master certain skills.

In this chapter, you will:

● Preview a text using visuals
● Predict the type of text from the title
● Use paraphrasing to identify the main ideas
● Guess the meaning of words from the context or from their Greek and Latin roots
● Understand and use synonyms, homonyms, and suffixes
● Recognize idioms, phrasal verbs, and compound words
● Use note-taking to review and remember details, and to prepare for a test
Consider These Facts

There were no dogs on earth 20,000 years ago, only wolves. Somewhere and sometime after this point, a new animal evolved from the wolf — the dog. In a sense, dogs are domesticated wolves. Were the wolves tamed by humans, or did some wolves tame themselves to survive better?

Look at the timeline showing two eras of the past: the Paleo[1]lithic and the Neolithic. Read some of the characteristics of each era.

2.5 million years ago 12,000 years ago Present

**Paleolithic Era** (Old Stone Age)
- **hunter-gatherers**
  - take food they find
  - go from place to place following animals (nomadic)
  - use stone tools
  - hunt animals
  - started use of fire

**Neolithic Era** (New Stone Age)
- **farmers**
  - grow their own food
  - live in one place (settling down in permanent homes)
  - use digging tools and plows
  - herd animals
  - started domestication of animals

Now read each statement. Decide if the activity mentioned was more common in the Paleo[1]lithic or the Neolithic era. Check (✓) the appropriate box. Discuss your answers with a partner.

<table>
<thead>
<tr>
<th></th>
<th>PALEOLITHIC</th>
<th>NEOLITHIC</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Humans hunted for food and primarily ate meat.</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>2. Humans began to eat wheat and other grains.</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>3. Humans lived in permanent settlements.</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>4. Humans began to cook their food.</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>
A  Warm-Up
Discussthequestionswithapartner.
1. Thousands of years ago, human beings dreamed about animals as protectors and allies, even as the ancestors of their clans. Why do you think animals had this important place in the human imagination? Do you know any myths about wolves?
2. Do you think there is a special bond between dogs and man? Can you describe it? Why do we say that dogs are “man’s best friend”? 
3. Do you have a pet? Would you like to have a pet? What pets, if any, are popular with people you know?

B  Reading Strategy
Previewing Using Visuals
Looking at the pictures (drawings or photographs) that illustrate a text first, before you read the text, can help you predict what the text is about.

1  Look at the pictures of a wolf and a dog that illustrate the reading. List the ways that dogs differ from wolves. Share your answers with a partner.

<table>
<thead>
<tr>
<th>Wolves</th>
<th>Dogs</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Wolves have a long, narrow “nose”</td>
<td>Dogs have a shorter, wider “nose”</td>
</tr>
<tr>
<td>2. ____________________________</td>
<td>_____________________________</td>
</tr>
<tr>
<td>3. ____________________________</td>
<td>_____________________________</td>
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<tr>
<td>4. ____________________________</td>
<td>_____________________________</td>
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<tr>
<td>5. ____________________________</td>
<td>_____________________________</td>
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</tbody>
</table>

2  Look again at the pictures in the reading. What do you think you will learn from this reading? Discuss your answer with a partner. Write it on the line.

________________________________________________________________________

Now read the text to find out if the pictures that illustrate it give you a good idea of its contents.
More Than Man’s Best Friend

By Jarrett A. Lobell and Eric A. Powell, *Archaeology*

---

1 Today there are some 77 million dogs in the United States alone. But 20,000 years ago, it’s possible there wasn’t a single animal on the planet that looked like today’s *canis lupus familiaris*. All scientists today accept the fact that dogs descend from the gray wolf, *canis lupus*. But biologists and archaeologists still debate when, where, and how gray wolves first evolved into dogs. Were the dogs first domesticated in China, the Middle East, or possibly Africa? The answers are important since dogs were the first animals to be tamed by man. They probably played an important role in what is called the “Neolithic Revolution,” the time when human beings began to settle down in permanent homes and grow their own food instead of wandering around from place to place as they did in the Paleolithic era.

---

2 What is it that tells us this animal is a “dog” and that one is a “wolf”? Modern wolves and dogs can be easily identified by their appearance. The most important difference is in the snout or nose area. In almost all dogs, the snout is shorter and wider than wolf snouts. Another crucial difference is the animal’s manner and attitude toward humans. Dogs are genetically predisposed to want human attention and approval and to accept human leadership. Wolves are not.

---

3 Because early dogs looked more like wolves than dogs do today, it can be difficult to distinguish between wolf and dog skeletons from the far past. But recently, a team led by paleontologist Mietje Germonpré of the Royal Belgian Institute of Natural Sciences reported a stunning new finding in the February 2009 issue of *Journal of Archaeological Science*. Her team found a nearly complete fossil dog skull dating back 31,700 years ago. The skull, found in the Goyet Cave in Belgium, could represent the change from wolf to dog. However, there is a large gap in time between the age of the Goyet Cave “dog” and the next oldest dog-like skeletons from western Russia dating from 14,000 years ago. Was the appearance of the Goyet skull just an isolated event? What happened in between? We don’t know.

---

4 Another way to estimate when and where domestic dogs originated is to study the genetic differences between dogs and wolves from different locations. In 2009, Peter Savolainen of the Royal Institute of Technology in Sweden published a genetic analysis of DNA indicating that dogs were first
domesticated 16,300 years ago south of the Yangtze River in China. This was about the same time and place as the beginning of rice agriculture.

In 2010, another team led by biologist Robert Wayne of the University of California, Los Angeles, came to a different conclusion. Using a larger sample of dog and wolf DNA, their genetic analysis showed that DNA from dogs overlaps most closely with that of Middle Eastern wolves, not those in China. “We know that dogs from the Middle East were closely associated with humans because they were found in ancient human burial sites,” Wayne said. “In one case, a puppy is curled up in the arms of a buried human.” Wayne and his colleagues suggested that dogs were first domesticated somewhere in the Middle East and then mated with other gray wolves across the globe.

University of Victoria (Canada) archaeozoologist Susan Crockford, who did not take part in either study, suspects that searching for a single moment when dogs were domesticated is not useful. The process probably happened more than once. “We have evidence that there was a separate origin of North American dogs, different from the Middle Eastern origin,” says Crockford. This supports the idea of at least two “birthplaces.” “I think we need to think about dogs becoming dogs at different times in different places,” states Dr. Crockford.

1 archaeozoologist: someone who analyzes animal bones at archaeological sites

COMPREHENSION

A Main Ideas

Read each statement. Decide if it is True or False according to the reading. Check (✓) the appropriate box. If it is false, change it to make it true. Discuss your answers with a partner.

<table>
<thead>
<tr>
<th>TRUE</th>
<th>FALSE</th>
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<tbody>
<tr>
<td>☐</td>
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<td>☐</td>
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</tbody>
</table>
**Close Reading**

Read the quotes from the reading. Circle the statement that best explains each quote. Share your answers with a partner.

1. “Dogs are genetically predisposed to want human attention and approval and to accept human leadership. Wolves are not.” (paragraph 2)
   a. Wolves want human leadership.
   b. Dogs are born with a desire for human contact.
   c. Dogs can get human approval when they show leadership.

2. “In one case, a puppy is curled up in the arms of a buried human.” (paragraph 5)
   a. This shows that human beings and dogs had a close intimate relationship.
   b. This shows that humans were buried with their families.
   c. This shows that dogs have always aimed to please their masters.

3. “This supports the idea of at least two ‘birthplaces.’” (paragraph 6)
   a. This proves that different breeds of dogs were born in different places.
   b. This attests to the fact that it would be easier to agree on one moment in time when dogs were domesticated.
   c. This confirms the idea that there may be two or more origins for the domestication of dogs.

**VOCABULARY**

**A  Guessing from Context**

Read the essay and guess the meanings of the words in bold from the context. Write these meanings above the words.

The Domestication of Dogs: Making Dogs into Friendly Helpers

We do not know exactly when human beings first walked on the earth. Biologists and archaeologists believe we have to go back **some** six million years. They **estimate** the number of years based on the fossils and stone tools that have been found at certain archaeological **sites**.

The information that different scientists have gathered about when the **domestication** of dogs took place is also not exact. Nevertheless, despite the **gaps** that exist between one finding and another, all the information we have is **crucial** to our understanding of the evolution of both human beings and animals.
It is generally agreed that dogs were first *tamed* by man in the Neolithic *era*, when human beings started to abandon the nomadic life and settle in one place. The fact that dogs evolved from wolves is commonly accepted. However, since wolves still exist, it is important to understand that only those wolves *predisposed to* enter into relationships with humans eventually became the dogs that we have today.

As research shows, when and where this transformation occurred is not clear because it is difficult to *distinguish* between early dogs and wolves in the fossils record. Their physical difference was not as obvious in prehistoric times as it is now. Without *stunning* proof to the contrary, it seems reasonable to accept the idea that dogs may have emerged in many different places on earth.

Now match the words with their meanings.

<table>
<thead>
<tr>
<th></th>
<th>1. some</th>
<th>a. trained a wild animal to obey</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2. estimate</td>
<td>b. very important</td>
</tr>
<tr>
<td></td>
<td>3. sites</td>
<td>c. approximately</td>
</tr>
<tr>
<td></td>
<td>4. domestication</td>
<td>d. recognize a difference</td>
</tr>
<tr>
<td></td>
<td>5. gaps</td>
<td>e. period in history</td>
</tr>
<tr>
<td></td>
<td>6. crucial</td>
<td>f. guess</td>
</tr>
<tr>
<td></td>
<td>7. tamed</td>
<td>g. very impressive</td>
</tr>
<tr>
<td></td>
<td>8. era</td>
<td>h. locations</td>
</tr>
<tr>
<td></td>
<td>9. predisposed to</td>
<td>i. differences, disparities</td>
</tr>
<tr>
<td></td>
<td>10. distinguish</td>
<td>j. the act of making a wild animal live with humans as a pet or worker</td>
</tr>
<tr>
<td></td>
<td>11. stunning</td>
<td>k. tending to behave in a particular way</td>
</tr>
</tbody>
</table>
Greek and Latin Names and Roots

The gray wolf is the *canis lupus* (*canis* = dog; *lupus* = wolf), the wolf that was most inclined to evolve into the *canis lupus familiaris* (*familiaris* = belonging to a family or household), or “domesticated dog.” The Latin names make the close relationship between wolves and dogs immediately clear.

Scientists classify plants and animals and many other things by using Greek and Latin names and roots. This tradition goes back to the Middle Ages when early scientists used Greek and Latin to communicate with each other.

<table>
<thead>
<tr>
<th>LATIN</th>
<th>ENGLISH</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>bi(s)</em></td>
<td>two</td>
</tr>
<tr>
<td><em>canis</em></td>
<td>dog</td>
</tr>
<tr>
<td><em>domesticus</em></td>
<td>relating to the home</td>
</tr>
<tr>
<td><em>erectus</em></td>
<td>erect, upright</td>
</tr>
<tr>
<td><em>familiaris</em></td>
<td>belonging to a family or household</td>
</tr>
<tr>
<td><em>gen-</em></td>
<td>create, produce, give birth to</td>
</tr>
<tr>
<td><em>habilis</em></td>
<td>handy, able</td>
</tr>
<tr>
<td><em>homo</em></td>
<td>man</td>
</tr>
<tr>
<td><em>lupus</em></td>
<td>wolf</td>
</tr>
<tr>
<td><em>ped-</em></td>
<td>foot</td>
</tr>
<tr>
<td><em>pedalis</em></td>
<td>a foot in length</td>
</tr>
<tr>
<td><em>sapiens</em></td>
<td>wise, able to reason</td>
</tr>
</tbody>
</table>

*The Greek root *ped-* means “child” and is part of words like *pediatrician* (a doctor for children).*

1. Work with a partner. Look at the timeline showing the stages of human development. Guess what characteristics these human beings had. Use the “Latin and English” chart for help.

- **homo habilis** (2.5–1.8 million years ago)
- **homo erectus** (0–0.5 million years ago)
- **homo sapiens** (150,000 years ago–present)

1. **homo habilis:**

2. **homo erectus:**

3. **homo sapiens:**
2. Guess the meanings of these English words with Latin roots. Use the “Latin and English” chart for help.

1. ability: __________________________________________________________

2. generate: __________________________________________________________

3. bicycle: __________________________________________________________

4. pedestrian: _________________________________________________________

5. familiarity: _________________________________________________________

3. Read the definitions of words using Greek and Latin roots.

---

**ACADEMIC FIELDS OF STUDY**
- anthropology: the study of primitive human social organization
- archaeology: the study of long-gone civilizations by examining what remains of their buildings, graves, tools, etc.
- archaeozoology: the study of animal remains from archaeological sites
- biology: the scientific study of living things
- genetics: the study of human reproduction
- paleontology: the study of prehistoric times by examining fossils (ancient animals and plants that have been preserved in rock)

**HISTORICAL PERIODS**
- The Neolithic: the more recent period of the Stone Age
- The Paleolithic: the earlier period of the Stone Age

---

Now match the roots with their meanings.

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<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>the study of</td>
<td>b. old</td>
<td>c. new</td>
<td>d. one who studies</td>
<td>e. life</td>
<td>f. source, beginning</td>
<td>g. human</td>
<td>h. produce, give birth to</td>
<td>i. stone</td>
</tr>
</tbody>
</table>
Go back to the reading and read it again. Circle each expert’s name and field of study. Underline his or her findings so far. Then fill in this organizer.

<table>
<thead>
<tr>
<th></th>
<th><strong>NAME</strong></th>
<th><strong>FIELD</strong></th>
<th><strong>FINDINGS</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Mietje Germonpré</td>
<td>Paleontology</td>
<td>Found dog skull in Goyet Cave in Belgium, indicating domesticated dogs dated back 31,700 years in Belgium</td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
<td></td>
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<td>4.</td>
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**CRITICAL THINKING**

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

1. Why do you think dogs were so much help in the Neolithic Revolution?
2. In this reading, experts disagree about the facts of the past. Does this mean that students can’t learn anything? What can you learn when experts disagree? In what ways might disagreements among experts lead to more insights about things than agreements would?
3. When can being able to say “We don’t know” or “I don’t know” be a sign of strength rather than one of weakness?
A  Warm-Up

Discuss the questions with a partner.

Wolves lift up their heads to howl. Dogs bark.

1. What are other differences in the way wolves and dogs behave?
2. Are there any similarities in their behavior?

B  Reading Strategy

Paraphrasing to Identify Main Ideas

A paraphrase is a statement that expresses something someone has said or written in a shorter, clearer way.

When a text is difficult, stopping to think after each paragraph may be useful on the first or second reading. It may also be useful to write a one-sentence paraphrase for each paragraph. The paraphrase will help you identify the main ideas.

**Example Paragraph:**

Paleolithic humans, as cave paintings show, were brilliant students of animal behavior. The first human hunters probably observed the wolves’ cooperative strategies for hunting. Wolves are watchful, too. Rather than compete with these new hungry hunters, wolves may have chosen to give them their trust and work with them. They would join these humans in their chase, combining their better sense of smell and speed with the deadly aim of human weapons. They may have hoped that these two-leggers would prove trustworthy and share with them.

**Example Paraphrase:**

Early humans and wolves may have joined together to hunt more efficiently and began to trust each other.

As you read the text, write a one-sentence paraphrase in the margin next to each paragraph.
Domesticating Wolves
By Meg Daley Olmert, from Made for Each Other

Paleolithic humans, as cave paintings show, were brilliant students of animal behavior. The first human hunters probably observed the wolves’ cooperative strategies for hunting. Wolves are watchful, too. Rather than compete with these new hungry hunters, wolves may have chosen to give them their trust and work with them. They would join these humans in their chase, combining their better sense of smell and speed with the deadly aim of human weapons. They may have hoped that these two-leggers would prove trustworthy and share with them.

Humans didn’t just hunt like wolves; they lived like them as well. Humans lived in “packs” or groups and cooperatively cared for their young. Besides being socially compatible, these two-legged carnivores cooked their kill, offering a smell that some wolves probably couldn’t resist. Those wolves that dared to come near discovered that these cooking animals threw away some of the best parts. (Early human hunters seem to have been more interested in bone marrow than meat). Scavenging the garbage from early human camps may be what lured wolves into cave dwellings as long as 400,000 years ago. That’s when wolf bones started appearing in the caves humans lived in.

If some wolves entered human dens voluntarily, they must have been the boldest, most genetically predisposed to be adventurous. It would have been the least nervous wolf, or the hungriest, who made the most successful cave raids. If their presence kept more dangerous animals away, humans may have repaid this service by throwing these adventurous animals a bone. Soon the animals would decide to stay. Eating leftovers doesn’t make a wolf into a dog, but it’s a start. A bone or two would have sent a powerful trust symbol to the wolf. What we do know is that perhaps as early as 40,000 years ago, something environmental, social, or both started some Eurasian wolves on their genetic journey toward dogdom.

The gentlest wolves followed us into our new homes. The final transformation wouldn’t have taken long once we began to selectively mate our favorite — most cooperative — wolves and help raise their young. . . . Sometime between 40,000 and 15,000 years ago, genetic tuning knobs started turning and wolves became affectionate to people and youthful in their personality and bodies. They came to lick the hand that fed them. They also kept their best wolf manners, offering their services to their new human family.

---

1 **carnivores**: meat-eaters (humans are omnivores and will eat everything; most animals are either herbivores like cows and eat only plants, or carnivores like wolves and eat meat)

2 **bone marrow**: the soft tissue inside bones

3 Human societies eventually moved away from caves.

4 **lick the hand that fed them**: The expression is “Don’t bite the hand that feeds you,” which means “Don’t be ungrateful.” Daley Olmert is making a play on words meaning “love the hand that feeds you.”
As the most socially desirable wolves moved deeper and deeper into human society, they brought with them the wolf culture of respect and loyalty. Wolves need each other to survive. Belonging to a family is more important than their rank in the family. That wolf logic explains their devotion and submission to the humans they came to see as their parents, their betters. The primitive humans would no doubt have noticed that their pet wolves treated them with the deference shown a pack leader. . . . It’s fascinating to imagine our early ancestors’ amazement and thrill at being able to interact in friendly ways with wild animals. These cave dwellers found themselves in a completely new social arrangement with animals that brought a host of pleasing emotions. Wolves would teach us a new idea called “tame,” and it would change the world.

COMPREHENSION

A Main Ideas

Put these paraphrases into logical order (from 1 to 5) according to the paragraphs in the reading.

___ a. Through natural selective mating of the tamest wolves, genetic changes began to happen, causing differences in behavior and personality in the wolves closest to humans.

___ b. Early humans and wolves may have joined together to hunt more efficiently and began to trust each other.

___ c. The bravest wolves protected and cooperated with humans in return for food.

___ d. Domesticated wolves obeyed humans, becoming very valuable in human civilization.

___ e. Domesticated wolves formed a family with humans, showing deference and submission, opening the way to the further taming of animals.

B Close Reading

Read the quotes from the reading. Circle the statement that best explains each quote. Share your answers with a partner.

1. “[The wolves] would join these humans in their chase, combining their better sense of smell and speed with the deadly aim of human weapons.” (paragraph 1)
   a. Wolves did the killing, and humans organized the chase.
   b. Wolves led the chase, and humans did the killing.

2. “Scavenging the garbage from early human camps may be what lured wolves into cave dwellings as long as 400,000 years ago.” (paragraph 2)
   a. Wolves may have come to humans for food.
   b. Wolves may have been used as human food.

(continued on next page)
3. “What we do know is that perhaps as early as 40,000 years ago, something environmental, social, or both started some Eurasian wolves on their genetic journey toward dogdom.” (paragraph 3)
   a. We don’t know exactly when dogs first appeared.
   b. We know exactly when dogs first appeared.

4. “The final transformation wouldn’t have taken long once we began to selectively mate our favorite — most cooperative — wolves and help raise their young.” (paragraph 4)
   a. With each generation wolves became more dangerous.
   b. Cooperative wolves got tamer in each generation.

5. “Genetic tuning knobs started turning and wolves became affectionate to people and youthful in their personality and bodies.” (paragraph 4)
   a. The change from wolf to dog made the animal more loving and playful, with a different body size and shape.
   b. Humans became more affectionate to wolves and started tuning their genes.

6. “Wolves need each other to survive. Belonging to a family is more important than their rank in the family.” (paragraph 5)
   a. For a wolf, self is more important than the group.
   b. For a wolf, the group is more important than self.

**VOCABULARY**

**Guessing from Context**

Look at the list of words from the reading. Locate each word in the reading and try to guess its meaning from the context clues. Write down the clues, your guess, and then the dictionary meaning. Was your guess correct?

1. **cooperative**  
   (paragraph 1)
   Clues: rather than compete / work with / join / share
   Guess: working together
   Dictionary: willing to cooperate (work together)

2. **scavenge**  
   (paragraph 2)
   Clues: ____________________________
   Guess: ____________________________
   Dictionary: ____________________________

3. **lure**  
   (paragraph 2)
   Clues: ____________________________
   Guess: ____________________________
   Dictionary: ____________________________
4. dwelling
(paragraph 2)

Clues: ____________________________________________

Guess: ____________________________________________

Dictionary: ____________________________________________

5. rank
(paragraph 5)

Clues: ____________________________________________

Guess: ____________________________________________

Dictionary: ____________________________________________

6. devotion
(paragraph 5)

Clues: ____________________________________________

Guess: ____________________________________________

Dictionary: ____________________________________________

7. deference
(paragraph 5)

Clues: ____________________________________________

Guess: ____________________________________________

Dictionary: ____________________________________________

8. thrill
(paragraph 5)

Clues: ____________________________________________

Guess: ____________________________________________

Dictionary: ____________________________________________

B Synonyms

Complete each sentence with a word or phrase from the box. Use the synonym in parentheses to help you select the correct word or phrase. Compare answers with a partner.

<table>
<thead>
<tr>
<th>a host of</th>
<th>devotion</th>
<th>rank</th>
<th>trust</th>
</tr>
</thead>
<tbody>
<tr>
<td>deference lured thrilled</td>
<td></td>
<td></td>
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</tbody>
</table>

1. Even though Daley Olmert has no official _________ rank _________ in a university, she has been able to join university research groups because of her respected work.

2. According to her work, there is a physical basis for the _________ love _________ we feel for our dogs and cats. Oxytocin, the same hormone that prepares humans to bond to each other, is also at work in the relationship between today’s animal lovers and their pets.

(continued on next page)
3. Oxytocin produces ________________ positive physical and psychological changes: it calms stress hormones and makes you feel warmth and attachment.

4. Wolves may have been ________________ to us by food, but they have become “man’s best friend” in the process.

5. According to Daley Olmert, dogs show us ________________ because domesticated animals see us as one of them.

6. And humans were surely ________________ to be able to get closer to nature by gaining the friendship of helpful animals.

7. The bond of ________________ created between wolf and man and then dog and man was the beginning of a worldwide process of the domestication of animals — an essential step in civilization.

Suffix: -worthy

**Worthy** is an adjective that means “deserving.” It can be added as a suffix to certain nouns, creating an adjective: noun + worthy = adjective.

**Example:** trust + -worthy = trustworthy
- When you deserve trust, you are trustworthy.
- A trustworthy person would not betray a friend.

Make words to describe these qualities.

1. When you deserve praise, you are ________________.

2. When something deserves to be in the news, it is a ________________ item.

3. When something deserves to be noted (remembered), it is ________________.

4. Unacceptable behavior for which someone is to blame is ________________ behavior.

5. A ship that is well built for the sea is ________________.
Homonyms: site / sight / cite

**Homonyms** are words that sound alike but have different spellings and different meanings. For instance, *site*, *sight*, and *cite* all sound alike [sait] but are used differently:

- **site** *n.* a place; a location
- **sight** *n.* the ability to see; the act of seeing; the thing you see
- **cite** *v.* to mention something as an example that supports, proves, or explains a particular idea; to give someone's exact words

Complete the paragraph with *site*, *sight*, or *cite* in the appropriate places. Compare answers with a partner.

More than one archaeological **site** 1. has dug up wolf bones in caves. However, it is difficult to **cite** 2. accurate data about how the close relationship between humans and wolves evolved. It is believed that in the Stone Age, both humans and wolves caught **sight** 3. of one another hunting for food. A kind of companionship developed when the bravest wolves approached the **site** 4. of human dwellings. Within their **sight** 5. were the leftovers from the humans' meals. Humans may have rewarded the wolves for their protection with a bone; soon wolves and humans working together may have become a familiar **cite** 6.

To **cite** 7. the words of Meg Daley Olmert, author of *Made for Each Other: The Biology of the Human-Animal Bond*, “Eating leftovers doesn't make a wolf into a dog, but it's a start.”
NOTE-TAKING: Preparing for a Test

Go back to the reading and read it again. Read over your paraphrases. Then make up questions a teacher might ask on an exam. Make one question for each paragraph and then answer it for practice. Remember to answer in your own words.

1. Q: Why would wolves and humans find an advantage in working together?
   A: Wolves were faster and had a better sense of smell; humans could use their efficient tools for the kill. Together they could have more to eat.

2. Q: What attracted wolves to humans?
   A:__________________________________________________________

3. Q:________________________________________________________
   A:________________________________________________________

4. Q:________________________________________________________
   A:________________________________________________________

5. Q:________________________________________________________
   A:________________________________________________________

CRITICAL THINKING

Fact or Opinion?

Recognizing the difference between a fact and an opinion is an important reading skill.

Examples:

- The humans cooked their kill.
  *This is a fact because there is physical evidence of fire and bones of animals cooked for food.*

- The wolves would join the humans in their chase.
  *The author is expressing a professional opinion, based on logical reasoning. There is no physical evidence for this statement.*
Read each statement from the reading. Decide if it expresses a **Fact** or an **Opinion**. Check (✓) the appropriate box. Discuss your answers with a partner.

<table>
<thead>
<tr>
<th>FACT</th>
<th>OPINION</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. “Scavenging . . . may be what lured wolves into cave dwellings as long as 400,000 years ago.”</td>
<td>✓</td>
</tr>
<tr>
<td>2. “That’s when wolf bones started appearing in the caves humans lived in.”</td>
<td></td>
</tr>
<tr>
<td>3. “If some wolves entered human dens voluntarily, they must have been the boldest, most genetically predisposed to be adventurous.”</td>
<td></td>
</tr>
<tr>
<td>4. “It would have been the least nervous wolf, or the hungriest, who made the most successful cave raids.”</td>
<td></td>
</tr>
<tr>
<td>5. “Paleolithic humans, as cave paintings show, were brilliant students of animal behavior.”</td>
<td></td>
</tr>
<tr>
<td>6. “[The wolves] may have hoped that these two-leggers would prove trustworthy and share with them.”</td>
<td></td>
</tr>
</tbody>
</table>

**LINKING READINGS ONE AND TWO**

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

1. Anthropologists and archaeologists often have to piece together the story of the past like a puzzle. They have to draw logical conclusions from very limited remaining evidence. How is this “guessing” different from our guesses as nonexperts? Do you think this kind of speculation (guessing) and opinion has a place in prehistory books? Why or why not?

2. During class, professors often ask students if they have any questions about the readings. What questions would you ask about Readings One and Two?

3. In Reading One, there were contradictions because the experts don’t agree. In Reading Two there is another kind of contradiction. First, the author claims that only the bravest wolves would have dared to approach humans. Then the author says the most socially desirable wolves were gentle. Has she made a mistake? What might be her answer to such a question?

4. Genetic changes happen by chance as gene cells reproduce. If the changes improve the animal’s adaptation to the environment, the animal will have a better chance of survival. Those genes will be passed to future generations. In this way, over thousands and thousands of years genetic changes created dogs from their wolf ancestors. What traits [characteristics of personality] did these changes give dogs that helped them survive with humans better than wolves could?

5. At the beginning of this chapter you were asked this question: “Were the wolves tamed by humans, or did some wolves tame themselves to survive better?” After reading the information in Readings One and Two, how would you answer the question?
READING THREE: Frisky to the Rescue in Hurricane Katrina

A  Warm-Up

Discuss the questions with a partner.

1. How do you think dogs helped humans in the Neolithic period?
2. How do dogs help us today?
3. Is this help the same as in the past?

B  Reading Strategy

Predicting Type of Text from Title

The title of a reading reflects what type of text you are going to read. If, like the title of Reading Three, it includes a name like “Frisky,” you can guess that this text is going to be an anecdote.

An anecdote is a personal story that illustrates a larger point. An anecdote is often told in informal speech.

What else can you predict from the title of the reading? Answer the questions on the lines. Discuss your answers with a partner.

1. When someone is “frisky,” it means they are playful and full of energy. Can you guess who Frisky is?

2. If you were in a hurricane or a natural disaster, what would you do about your animals?

3. Do you think this is going to be a happy story or a sad one? (Look at the word “rescue.”)

Now read the text to find out if your guesses were correct.
Frisky to the Rescue in Hurricane Katrina
By Jennifer Wulff, People Magazine

1 His neighbors tried to get him to leave, but lifelong Biloxi, Mississippi resident George Mitchell, a widower, insisted on riding out the storm. Yes, that terrible storm Katrina. “I said, ‘Nope, Hurricane Camille was as bad as it gets,’ says Mitchell, ‘and I survived it.’” He turned 80 the day Katrina hit. Stubbornly, he took his schnauzer-poodle mix Frisky (who was a senior citizen himself for a dog at age 18) to an empty neighbor’s home and waited. Soon Mitchell was chest-deep in water. He put Frisky on an inflatable mattress and hung on to keep himself afloat. “It was like being in a washing machine,” says the retired Navy man turned real estate agent.

2 After treading water for hours, he began to fade. “I was ready to let go,” says Mitchell, who was on the verge of passing out. Not if Frisky had anything to do with it. The dog, which Mitchell found on his porch in 1987 as a stray puppy, went to the corner of the mattress and began frantically licking his master’s face. “He would not stop licking until I snapped out of it,” says Mitchell. Realizing his best friend’s own life would be in danger if he died, Mitchell fought to stay alive. Finally, at daybreak, the water began to recede, and Mitchell could once again stand.

3 He spent the next 12 days at a nearby hospital being treated for dehydration and cuts. Frisky was right by his side. “He slept on me the whole time,” says Mitchell, who now lives in a Biloxi retirement community with his pup. “He’s quite a boy. I wouldn’t give him up for a million dollars.”

---

1 Hurricane Camille was a category 5 hurricane that hit the Gulf states in 1969, killing more than 200 people and causing more than $8 billion of damage.

2 Hurricane Katrina, one of the worst hurricane disasters in U.S. history, hit the Gulf states in 2005, killing 1,800 people and causing $81 billion dollars of damage due to flooding. The river levees (walls) broke, and water flooded 80% of New Orleans and many cities along the Mississippi River.

3 Tread water: to stay floating upright in deep water by moving your legs as if you were riding a bicycle.

4 Dehydration: If you don’t drink enough water, you will suffer from dehydration.

5 Retirement community: a place where senior citizens choose to live together.
A  Main Ideas

Complete the sentences with information from the reading. Use your own words. Compare answers with a partner.

1. George Mitchell didn’t want to leave Biloxi because ____________________________

   ____________________________

2. He stayed at a neighbor’s house, and when he was chest-deep in water, _________

   ____________________________

3. He was too tired to hold on, but Frisky ____________________________

   ____________________________

4. Today Mitchell ____________________________

B  Close Reading

Read the quotes from the reading. Circle the statement that best explains each quote. Share your answers with a partner.

1. "‘I said, ‘Nope, Hurricane Camille was as bad as it gets,’ says Mitchell, ‘and I survived it.’" (paragraph 1)
   a. I need to evacuate.
   b. I don’t need to evacuate.

2. “Stubbornly, he took his schnauzer-poodle mix Frisky (who was a senior citizen himself for a dog at age 18) to an empty neighbor’s home and waited.” (paragraph 1)
   a. Advanced age was common to dog and owner.
   b. The dog was old but not his owner.

3. “It was like being in a washing machine.” (paragraph 1)
   a. The water was agitated.
   b. The water was deep.

4. “He began to fade. . . . Not if Frisky had anything to do with it.” (paragraph 2)
   a. Frisky couldn’t do anything to fade.
   b. Frisky wouldn’t let Mitchell die.

5. “Realizing his best friend’s own life would be in danger if he died, Mitchell fought to stay alive.” (paragraph 2)
   a. Mitchell fought to live in order to save his dog.
   b. His dog fought his owner to survive in the storm.
A  Words and Idioms

Work with a partner. Match the words and idioms with their meanings. If you need help, look back at the reading to find them in context.

1. ride out the storm  a. lost or without a home
2. as bad as it gets  b. start paying attention
3. on the verge of  c. just about to happen
4. frantically  d. a great dog
5. pass out  e. go back or down from a certain level
6. hang on  f. hold on tightly
7. stray  g. lose consciousness, faint
8. snap out of it  h. the worst
9. recede  i. wait for something to get better
10. quite a boy  j. with great agitation and worry

B  Phrasal Verbs with *pass* and *hang*

Read these sentences with phrasal verbs with *pass* and *hang.*

1. Many people **passed away** during Hurricane Katrina but could not be buried immediately.
2. Mitchell tried not to **pass out** and fall into the water.
3. In the storm, people lost precious things they wanted to **pass down** to their children and grandchildren.
4. Frisky never **passed up** an opportunity to lick or encourage his master.
5. Frisky encouraged his master to **hang on** and not let go.
6. Now Mitchell and his dog **hang out** together at the retirement home.

Now match the phrasal verbs with their meanings.

1. pass away  a. faint
2. pass out  b. lose a chance
3. pass down  c. give to the next generation
4. pass up  d. spend a lot of time
5. hang on  e. keep going
6. hang out  f. die
Compound Words with \(-long\)

**Compound words** ending in \(-long\) usually relate to a **time period**.

**EXAMPLES:**
- He was a **lifelong** resident of Biloxi. = He resided in Biloxi **all his life**.
- It was a **weeklong** vacation. = She was away on vacation **for a week**.

Rewrite each description, using a compound word with \(-long\).

1. A job that lasted a year = 
2. A class that lasted a month = 
3. A conversation that lasted an hour = 
4. A meeting that lasted the whole day = 

**CRITICAL THINKING**

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

1. This heartwarming story is an anecdote: a personal story to illustrate a point. What is the point Mitchell is trying to make? Why did the journalist think it was important to put this story in a magazine?
2. How does this story illustrate the traits dogs got from wolves? How does it show the bond between man and dog and also between dog and man? Why did Mitchell hang on so long in the storm?
3. Do you agree with Mitchell’s decision to try to ride out the storm? What would have happened to him without his dog? Explain.
4. Do you think dogs can be heroes? In what sense?

**AFTER YOU READ**

**BRINGING IT ALL TOGETHER**

Organize a panel discussion about the evolution of dogs from wolves. Follow these instructions:
- One student is the panel organizer who explains that this is a special panel allowing students to learn more about how dogs evolved from wolves.
- Some of the students play the roles of the people mentioned in the chapter (see page 185). Each person explains what he or she knows about the process of evolution from wolf to dog.
- The remaining students ask questions of the experts and offer their own contributions about dogs after the presentation.
TOPIC: The evolution of dogs from wolves

ROLES:
• Panel organizer
• Mietje Germonpré, Belgium
• Peter Savolainen, Sweden
• Robert Wayne, US
• Susan Crockford, Canada
• Meg Daley Olmert, US
• George Mitchell, US

Before starting the panel discussion, each student should look at the chapter vocabulary (for a complete list, go to page 186) and pick the words and idioms he or she will need for the discussion.

WRITING ACTIVITY

Write a two-paragraph anecdote about a family pet.
• First paragraph: Tell the story.
• Second paragraph: Explain the aspects of the animal-human bond demonstrated in the story.

Use at least five of the words and idioms you studied in the chapter.

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. Summarize orally or in writing the evolution of wolf to dog based on the scientific findings mentioned in the readings. Is this type of research important or not? What do we learn from this kind of research?

2. In the early 19th century, there were thousands of wolves in the western United States, but the government offered money to people who would kill wolves. As a result, their numbers were reduced to hundreds, and they became an endangered species. Why do some cultures hate and fear wolves? Can you think of stories from different cultures where wolves were the enemy?

3. Jack London wrote a very famous novel in which wolf howls were described as “the call of the wild.” What did he think wolves symbolized? Would this be a positive or negative symbol for you?

4. Some dogs are bred and trained to be cruel fighters. Do these characteristics come from wolves? Do you think it is a good thing to train dogs to be vicious?

5. Give other examples of the bond between animals and humans.
### Vocabulary

<table>
<thead>
<tr>
<th>Nouns</th>
<th>Verbs</th>
<th>Adjectives</th>
<th>Adverbs</th>
</tr>
</thead>
<tbody>
<tr>
<td>deference</td>
<td>distinguish</td>
<td>cooperative *</td>
<td>frantically</td>
</tr>
<tr>
<td>devotion *</td>
<td>domesticate *</td>
<td>crucial *</td>
<td>some</td>
</tr>
<tr>
<td>dwelling</td>
<td>estimate *</td>
<td>lifelong</td>
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<tr>
<td>era</td>
<td>lure</td>
<td>stray</td>
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</tr>
<tr>
<td>gap</td>
<td>recede</td>
<td>stunning</td>
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<tr>
<td>rank</td>
<td>scavenge</td>
<td>trustworthy</td>
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<tr>
<td>site *</td>
<td>tame</td>
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<tr>
<td>thrill</td>
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</tbody>
</table>

**Phrasal Verbs**

- hang on
- pass out

**Adjectives**

- crucial *
- lifelong
- stray
- stunning
- trustworthy

**Verbs**

- distinguish
- domesticate *
- estimate *
- lure
- recede
- scavenge
- tame

**Adverbs**

- frantically
- some

**Phrases and Idioms**

- a host of
- as bad as it gets
- be on the verge of
- (doing something)
- be predisposed to
- be quite a boy
- ride out the storm
- snap out of it

* = AWL (Academic Word List) item

### Self-Assessment

In this chapter you learned to:

- Preview a text using visuals
- Predict the type of text from the title
- Use paraphrasing to identify the main ideas
- Guess the meaning of words from the context or from their Greek and Latin roots
- Understand and use synonyms, homonyms, and suffixes
- Recognize idioms, phrasal verbs, and compound words
- Use note-taking to review and remember details, and to prepare for a test

What can you do well? 🌟

What do you need to practice more? 🌟