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### Appendix

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Introduction

To the Teacher

Advanced Reading Power 4 is unlike most other reading textbooks. First, the book is organized in a different way. It has four separate parts that correspond to four important aspects of proficient reading, and, therefore, it is like four books in one.

Teachers should assign work in all four parts of the book every week.

The four parts of Advanced Reading Power 4 are:

- Part 1: Extensive Reading
- Part 2: Vocabulary Building
- Part 3: Comprehension Skills
- Part 4: Reading Fluency

The focus of Advanced Reading Power 4 is also different. While most books focus on content, this book directs students’ attention to their own reading processes. The aim is for students to develop a strategic approach to reading, so that they learn to view reading in English as a problem-solving activity rather than a translation exercise. This will enable them to acquire good reading habits and skills and build confidence for dealing with college or university-level reading requirements.

Advanced Reading Power 4 is designed to meet the needs of students who are enrolled in pre-college or university programs, or upper-intermediate to advanced classes at the post-secondary level (Common European Framework of Reference for Languages: B2–C1). Emphasis has been placed on the development of skills necessary for academic success, including building academic vocabulary.

To encourage awareness of reading and thinking processes, students are often asked to work in pairs or small groups. Discussion with others not only provides students with opportunities to practice speaking and consolidate vocabulary learning, but it can also help them formulate and articulate their ideas more precisely and acquire new ways of talking and thinking about a text. Furthermore, including pair and group work enlivens the reading class and helps dispel views of reading as a tedious and solitary activity.

In this second edition of Advanced Reading Power 4, the approach remains the same as in the first edition, with updated content and exercise types in response to recent research and feedback from teachers. The major changes in this edition include:

**Part 1: Extensive Reading**—new fiction and nonfiction passages; more guidance for dealing with new vocabulary in extensive reading; additional activities for evaluating and sharing reading experiences

**Part 2: Vocabulary Building**—more guidance in vocabulary learning methods and students’ own selection of useful vocabulary; additional dictionary work; new collocations exercises; a new word list that includes both academic and general vocabulary

**Part 3: Comprehension Skills**—new activities in many units; a genre-based approach to reading longer passages and a new approach to skimming; new content with related themes and more passages from authentic academic contexts

**Part 4: Reading Faster**—new and updated content and new question types
Note: A separate Teacher’s Guide contains the Answer Key, a rationale for the approach taken in Advanced Reading Power 4, specific suggestions for using it in the classroom, a sample syllabus to aid teachers in planning their courses, the Pearson Academic Collocations List, and the Phrasal Expressions List (Martinez and Schmitt).

**To the Student**

Reading is an essential skill for study at school, college, or university. Improving your reading ability in English will benefit your academic performance in many ways.

1) You will be able to complete reading assignments and deal with reading comprehension tasks more efficiently and effectively.

2) Improving your reading ability will allow you to read more in English.

3) Reading more in English will help you expand your knowledge of vocabulary, develop the thinking skills necessary for study in English, and improve your writing skills in English.

In *Advanced Reading Power 4*, you will work on reading in four ways in the four parts of the book:

- **Part 1: Extensive Reading**—reading a lot in books that you choose
- **Part 2: Vocabulary Building**—learning how to study vocabulary
- **Part 3: Comprehension Skills**—understanding and following ideas in English
- **Part 4: Reading Fluency**—learning to read faster with understanding

Work on all four parts of the book every week to improve your reading ability in English.
In this unit, you will learn and practice ways to get information quickly from a text.

**Scanning**

Scanning is a type of very fast reading. You use scanning when you need to get specific information from a text, such as a name, a date, or a number. When you scan, you move your eyes very quickly over the page until you find what you are looking for. You don’t need to read many words, just enough to find the necessary information in the text.

You may already scan for information in English or in your first language, for example, when you are looking for information on a website, in a newspaper events listing, or on the bus schedule.

Practice in scanning helps you improve your reading ability in two important ways.

1. It leads to faster word recognition, a key aspect of the reading process and a significant factor in reading rate (speed).
2. It helps you develop more flexibility in your eye movements as you read. Many students move their eyes from left to right along the lines, and line by line down the page. This limits both reading rate and comprehension. Proficient readers often move their eyes along the lines, but they also skip words and look ahead or back, depending on their purpose for reading, the type of text, and their understanding of it.

There are two sets of exercises in this section:

- Scanning for information
- Scanning for key words

For all these exercises, you should focus on finding the answers to the questions. You do not need to be concerned about the ideas in the passages in Exercises 3 and 4. You will have an opportunity to think about them and discuss them in later exercises.

If you find unfamiliar words in the passages, skip them or try to guess them, but do not stop to look them up. You may go back to the passages later for vocabulary work.

**Scanning for Information**

In these exercises, you will scan to find the answers to “Wh-” questions (who, what, why, where, when, and how). Use any bold headings to help you find the right place on the page. Focus your search on the kind of information indicated by the question. For example:

- “When . . . ?” Look for a time, day, or date.
- “How many . . . ?” Look for a number.
- “Where . . . ?” Look for the name of a place.
EXERCISE 1

A. Read the questions. Then scan the food festival events on the next page and underline the answers. You will have two minutes.

1. Where can you go for a traditional New England-style clambake?
2. When can you try West African benne cake?
3. Which places include wine in the price of the meal?
4. How much does the Turkish feast cost?
5. Where can you learn about environmental sustainability?
6. Which is the most expensive event?
7. At which events can you listen to music?
8. Which events offer entertainment for children and families?

B. Write three more questions about the list of events. Then ask another student to scan for the answers.

C. Discuss these questions with your partner.

1. If you could attend the Southport Food Festival, which event(s) would you attend?
2. Have you ever been to an outdoor festival? If so, where? What was it like? What kind of food was offered?
3. What is your favorite kind of street food or festival food?
**Barbecue on the Pier**

**At the Seaton Pier**

The Seaton Pier hosts a barbecue on the pier, prepared by chef Jane Shute and her team.

**Where:** 11 Hamilton Road

**Cost:** $10 per person

**When:** September 6; noon–3pm

**Inquiries:** 929-3999

**International Barbecue**

**At Queen’s Wharf**

The barbecue goes global: from Japanese teppanyaki to the Polynesian spit roast.

**Where:** Linden Street

**Cost:** $15 per dish

**When:** September 13; noon–5pm

**Inquiries:** qwi.com

**The Pendleton Pub**

**At Pendleton Square**

Treat yourself to classic pub fare—fish and chips, shepherd's pie, ploughman’s lunch, and more—at one of five participating Pendleton pubs.

**Where:** 252 Pendleton Road

**Cost:** $15 per dish

**When:** September 6; noon–3pm

**Inquiries:** 929-4144

**Clambake**

**At the Brigade**

A fresh, fun take on a traditional New England-style clambake: clams, mussels and lobster baked in the sand, and salads. Served with premium table wines.

**Where:** 200 Shoreline Drive

**Cost:** $65 per person (includes wine)

**When:** September 13; 2–4pm

**Bookings:** 929-4144

**Harvest Lunch**

**At Madam G’s**

A bountiful spread of local seasonal offerings—from eggplant appetizers, to sweet pepper pasta, to pumpkin pie. Something for everyone, mostly (but not entirely) vegetarian menu.

**Where:** 155 Victory Street

**Cost:** $75 per person, includes wine

**When:** September 20; 12.30–3pm

**Bookings:** 937-1220

**Ashford’s Tastes of Asia**

**At Ashford Arcade**

Savor the exotic flavors of Ashford’s Asian food outlets. Featuring Shanghai Chinese, Japanese, Korean, Thai, Vietnamese, Indian, Nepalese, and Sri Lankan cuisine. Street stalls serve tasting plates from local restaurants.

**Where:** Ashford Arcade, Center Street

**When:** September 20; 6–9pm

**Inquiries:** 928-1920; ashfordarcade.com

**Mexican**

**At Sol Azteca**

There’s a lot more to Mexican food than tacos and burritos. Discover chilaquiles, lengua, mole, and more—from the famous chef José Villazón.

**Where:** 27 Charter Street

**Cost:** $15 per person

**When:** September 27; noon–4pm

**Turkey Feast**

**At Efendy**

A Turkish feast of hot and cold mezze, and kebabs from the wood fire charcoal barbecue followed by the very best Turkish pastries and ice cream.

**Where:** 79 Endeavor Street

**Cost:** $45 per person

**When:** Saturdays; noon–3pm

**Inquiries:** 929-5466

**Culinary Carnivale**

**At Falmouth Square**

A street party at Falmouth Square to celebrate South American food culture with an asado barbecue as the centerpiece. Dancers and drummers at this free family event.

**Where:** Falmouth Square

**When:** September 20; 11am–4pm

**Inquiries:** 1927-3187

**South Street Italian Festa**

**At South and Canning Streets**

South Street celebrates all things Italian with regional food stalls, street performers, concerts, carnival rides, and a children’s masquerade.

**Where:** South Street and Canning Streets

**When:** September 27; 10am–5pm

**Inquiries:** 926-9308; southstreetfesta.com

**Food ‘N Fun**

**At Baxter Park**

A free, family-friendly festival of world music, food, and dance. Featuring multicultural entertainment, global cuisine, cooking demonstrations, children’s rides, and information stalls with a focus on environmental sustainability.

**Where:** Baxter Park

**When:** September 27; noon–5pm

**Inquiries:** 929-1666; baxterfoodnfun.com

**Duck to Dumplings**

**At Song**

Newly opened Song takes you on a Cantonese journey. From roast duck to delicious dumplings, this is a chance to sample the highlights from Song’s menu. Minimum four people bookings.

**Where:** 3 Tower Lane

**Cost:** $55 per person

**When:** Saturdays; noon–3pm

**Bookings:** 928-3000

**Sweet Tooth Festival**

**At Howell House Arts Center**

Sample sweet treats from a range of cultures, including Turkey (lokum), Malaysia (ais kacang), West Africa (benne cake), India (gulab jamun), and China (nian gao). With locally produced tea and coffee, and live entertainment.

**Where:** 1 Charter Street

**Cost:** $10 per person

**When:** Saturdays; 10am–5pm

**Inquiries:** 928-1121; howellhousearts.com
EXERCISE 2

A. Read the questions. Then scan the results of the study about fast food on the next page and underline the answers. You will have two minutes.

1. Which is the only fast food restaurant in the study that routinely provides healthy choices?
2. How many of the 3,039 possible kids’ meal combinations met nutrition criteria for preschoolers?
3. What percentage of parents reported that their child asks to go to McDonald’s at least once a week?
4. How many calories did teens between the ages of 13 and 18 order in an average fast food visit?
5. What is the name of the association that makes recommendations about calorie intake?
6. Which ethnic and minority groups are targeted by fast food advertising?
7. What do restaurant employees serve with kids’ meals 84% of the time?
8. Which websites are mentioned in the study?

B. Write three more questions about the study results. Then ask another student to scan for the answers.

C. Discuss these questions with your partner.

1. How often do you eat at fast food restaurants? Other kinds of restaurants?
2. When you choose fast food, what are your reasons?
3. Which fast food restaurant(s) do you prefer? Why?
4. What do you usually order at your favorite fast food restaurant?
5. Have you ever looked at the nutritional information for fast food?
Youth-targeted marketing has spread to company websites and other digital media.

- McDonald’s web-based marketing starts with children as young as 2 at Ronald.com.
- McDonald’s and Burger King created sophisticated websites with 60 to 100 pages of advergames and virtual worlds to engage children (McWorld.com, HappyMeal.com, and ClubBK.com).
- McDonald’s thirteen websites attracted 365,000 unique child visitors and 294,000 unique teen visitors on average each month in 2009.

Fast food marketing also targets teens and ethnic and minority youth—often with less healthy items.

- Taco Bell TV and radio advertising reached more teens than adults and Burger King advertised teen-targeted promotions. Dairy Queen, Sonic, and Domino’s also reached more teens with ads for their desserts and snacks.
- Hispanic preschoolers saw 290 Spanish-language fast food TV ads in 2009 and McDonald’s was responsible for one quarter of young people’s exposure to Spanish-language fast food advertising.
- African American children and teens saw at least 50% more fast food ads on TV than their white peers. That translated into twice as many calories viewed in fast food ads daily compared to white children.
- McDonald’s and KFC specifically targeted African American youth with TV advertising, websites, and banner ads. African American teens viewed 75% more TV ads for McDonald’s and KFC compared to white teens.

Fast food marketing works.

- Eighty-four percent of parents reported taking their child to a fast food restaurant at least once in the past week; 66% reported going to McDonald’s.
- Forty-seven percent of parents who went to McDonald’s reported that the main reason they went there was because their child likes it.
- Forty percent of parents reported that their child asks to go to McDonald’s at least once a week; 15% of preschoolers ask to go every day.

Most restaurants do offer some healthful and lower-calorie choices on their regular and children’s menus, but unhealthy options are the default inside the restaurants.

- Just 12 of 3,039 possible kids’ meal combinations met nutrition criteria for preschoolers; 15 met nutrition criteria for older children.
- Just 17% of regular menu items qualified as healthful choices. Most of these items were low or no-calorie beverages (e.g., coffee and diet soft drinks). Twelve percent of lunch/dinner sides met nutrition criteria, and 5% or less of lunch/dinner main dishes and breakfast items met the criteria.

Snacks and dessert items contained as many as 1,500 calories, which is five times more than the 200 to 300 calorie snack recommended by the American Dietetic Association for active teens.

- The average restaurant had 15 signs promoting specific menu items, but just 4% promoted healthy menu items.
- When ordering a kids’ meal, restaurant employees at McDonald’s, Burger King, Wendy’s, and Taco Bell automatically served French fries or another unhealthy side dish more than 84% of the time.
- Subway offered apple slices or yogurt and low-fat plain milk or 100% juice with their kids’ meals 60% of the time, making it the only fast food restaurant in our study to routinely provide healthy choices.

As a result,

- At McDonald’s, Burger King and Wendy’s, approximately two-thirds of parents who ordered a kids’ meal for their child ordered French fries and one-third to one-half ordered a soft drink. In contrast, two-thirds ordered fruit or yogurt and juice or plain milk with a kids’ meal at Subway.
- Parents of elementary school-age children were more likely to order a combo meal or dollar/value menu items for their child than a kids’ meal.
- Teens between the ages of 13 and 18 ordered 800 to 1,100 calories in an average fast food visit. This age group ordered many of the highest-calorie, nutrient-poor items on fast food menus, including large and extra-large french fries and soft drinks and large-sized burgers.
- Teens were also more likely to visit a fast food restaurant for an afternoon or evening snack compared to any other age group; and they purchased the most desserts, breads and sweet breads.

- At least 30% of calories in menu items ordered by children and teens were from sugar and saturated fat. At most restaurants, young people ordered at least half of their maximum daily recommended sodium intake in just one fast food meal.

Jennifer L. Harris, Ph.D., M.B.A., Marlene B. Schwartz, Ph.D., Kelly D. Brownell, Ph.D.
http://fastfoodmarketing.org/media/FastFoodFACTS_Report.pdf
A. Read the questions. Then scan the article about the Amish community on the next page and underline the answers. You will have three minutes.

1. What university was involved in the study?
2. What percentage of the general population of the United States is obese?
3. When did the Old Order Amish immigrate to the United States?
4. What do the Amish consume far less than the average American?
5. How many adults were involved in the study?
6. In the study, how many steps did Amish women accumulate per day?
7. What U.S. organization makes recommendations about activity?
8. What obesity-related diseases are mentioned?

B. Write three more questions about the article. Then ask another student to scan for the answers.

C. Discuss these questions with another pair of students.

1. Do you know anything more about the Amish community in the United States?
2. Could you imagine living like the Amish, without a car or modern conveniences?
3. Do you do any activities for exercise (sports, dance, etc.)?
4. In the regular course of your day, how much physical activity do you do?
5. Without a major change in lifestyle, could you increase the amount of physical activity you do every day?
A new study confirms previous reports that physical activity provides important health benefits, including weight management, and finds that lifestyle physical activity is one way to achieve a healthy level of activity. Lifestyle activity refers to physical activity performed in the regular course of daily work or routines.

Researchers at the Department of Exercise and Health Science at the University of Tennessee, Knoxville, studied an Old Order Amish community to examine the influence of modern technology on physical activity. The Old Order Amish population of Lancaster County, PA, immigrated to the United States from Western Europe in the late 1700’s. There are now approximately 30,000 Amish individuals in the Lancaster area, nearly all of whom can trace their ancestry back 12–14 generations to a small number of founder families. The Amish have a high degree of consanguinity, well-documented genealogies, and a predominantly rural lifestyle. These features make this population attractive for genetic analysis and health studies.

Furthermore, the particular beliefs of the Amish make them an ideal population for the study of the health benefits of regular physical activity. Most Amish forgo the use of modern technology, including gasoline-powered vehicles, electricity, and most household conveniences. The men plow the fields of their farms with horses or oxen; the women do all the washing and housework by hand and produce most of the food consumed by their families.

The researchers hoped to discover how the lack of technology in the Amish lifestyle affects their levels of physical activity and rates of obesity. During the study, 98 adults wore a step counter for a period of 7 days. They recorded their steps and listed three of the physical activities they performed each day. Each activity was categorized as a vigorous, moderate, walking, or sitting activity.

The results indicate that the levels of physical activity by the Amish far exceeded those reported in other parts of North America. Amish men averaged 18,425 steps per day, while Amish women accumulated approximately 14,196 steps per day. Furthermore, both Amish men and women performed a large amount of moderate to vigorous physical activity.

The researchers estimate that the amount of physical activity performed by Amish farmers is similar to that of distance runners, though their activity is performed at lower intensities over a longer duration. Of the Amish people studied, 100% surpassed the recommendation by the U.S. Centers for Disease Control and Prevention to perform at least 30 minutes of moderate physical activity per day on most days of the week. In comparison, only 60% of Americans achieve even the limited amount of moderate activity.

In addition, when the researchers looked at the health statistics in the Amish community, they found a low rate of obesity and overweight adults. Only 4% of the adults were obese, and 26% were overweight, whereas the rate of obesity among adults in the general population of the United States is almost 31%, and a staggering 64.5% is overweight. The researchers concluded that the high levels of physical activity by the Amish adults contribute to their low rate of obesity. Not surprisingly, the Amish also have lower rates of obesity-related diseases such as type-2 diabetes and heart disease.

A decline in physical activity due to a more sedentary lifestyle has been identified as one factor in the recent significant increases in the rates of obesity, type-2 diabetes, and related health problems in the United States today.

Previous studies by the same researchers focusing on the diet of the Amish community found that it is comparable in many ways to the typical American diet. The Amish consumption of fat (including saturated animal fats) is average or above-average, as is their consumption of carbohydrates. The main difference lies in the fact that the Amish consume far less industrially prepared food than the average American, relying instead on products from their farms and on traditional methods for conserving food.
EXERCISE 4

A. Read the questions. Then scan the article about fast food in Singapore on the next page and underline the answers. You will have three minutes.

1. When was the study launched?
2. What kind of fat do western-style fast food restaurants use in Singapore?
3. How long was the follow-up to the study?
4. How much did the risk of heart disease increase among people who ate fast food often?
5. What was discovered about people who ate the most Western-style fast food?
6. What journal published a paper about “Big Food” in Brazil?
7. Who is the lead author of the study?
8. How many participants ate fast food more than four times a week?

B. Write three more questions about the article. Then ask another student to scan for the answers.

C. Discuss these questions with another pair of students:

1. How do traditional foods from your country compare to American fast food?
2. What types of food do you prefer when you go out to eat? Why?
3. How prevalent is Western-style fast food in your country?
4. In your country, how often do you eat western-style fast food? Your family?
5. Are people in your country concerned about the effects of fast food on health?
Western-style fast food has had a dramatic health impact on people living in Singapore, according to a new study from researchers at the University of Minnesota's School of Public Health. And, as you might guess, it hasn’t been a good impact.

Singapore residents who ate Western-style fast food at least twice a week were found to be 27 percent more likely to develop type 2 diabetes and 56 percent more likely to die from heart disease than those who avoided fast food and stuck with their traditional foods. For people who ate Western-style fast-food items four or more times each week, the heart disease risk increased by almost 80 percent. (There was no change in the diabetes risk.)

The study was published earlier this week in the American Heart Association’s journal Circulation.

Past investigations into an association between fast food and type 2 diabetes and heart disease have been surprisingly few, and those that have been done focused almost exclusively on U.S. populations, said Andrew Odegaard, a U of M post-doctoral researcher and the study’s lead author, in a phone interview Tuesday.

“Despite all the allusions to people having all these terrible health problems when you eat at McDonald’s, there’s really not a lot of research to substantiate that,” he said. To help fill that research gap, Odegaard and his colleagues decided to turn to Singapore, which has recently witnessed a significant increase in diabetes and heart disease. For example, some 11.3 percent of Singapore’s adults have diabetes, according to the Diabetic Society of Singapore—a number now as high as that in the United States.

Working with researchers at the National University of Singapore, the U of M researchers analyzed 16 years of dietary and other data from 52,584 participants in the Singapore Chinese Health Study, which was launched in 1993. All the participants were Chinese residents of Singapore who by the 1990s had found themselves suddenly able to buy Western-style fast food for the first time—things like burgers, French fries, hot dogs and pizza.

The data was collected from questionnaires filled out by the participants themselves. To confirm a diabetes diagnosis, the researchers used physician records and a separate questionnaire. A national death registry was used to determine deaths from heart disease. During the study’s 16-year follow-up, 2,252 of the participants developed diabetes and 1,397 died of heart attacks or other heart-related illnesses. Of the 811 participants in the study who ate Western-style fast-food four or more times a week, 17 died of heart disease. This group, therefore, had a nearly 80 percent greater relative risk of dying of heart disease than others in the study who avoided the Western food.

In addition to its major findings about the increased risk of diabetes and heart disease, the U of M study made two other interesting discoveries. One was the finding that the people in the study who were eating the most Western-style fast food tended to be younger, more educated, less likely to smoke and more physically active—just the kind of profile that is usually associated with a lower risk of type 2 diabetes and heart disease [in the United States]. The other interesting finding was that the study turned up no association between cardio-metabolic risk and Eastern-style snacks and fast food, such as dim sum.

“It’s only speculation, but it may be because of the fat that those foods are cooked in,” said Odegaard. Eastern-style fast foods tend to use vegetable-based oils, he explained, while the makers of Singapore’s Western-style fast foods may be using trans fat, which has been linked to poor health outcomes . . . “Trans fat is not regulated in Singapore, and the Western [fast-food] companies don’t share what they’re using in their foods online.”

The U of M study has several limitations. To begin with, it’s an observational study, which means it can show only an association between fast food and health outcomes, not a cause-and-effect. In addition, as the authors themselves point out, self-reported dietary data can be unreliable. People don’t always remember (or want to report) what they eat.

Still, the study is interesting, particularly in light of another paper published this week in the journal PLoS Medicine. As part of that journal’s excellent series on “Big Food” and its impact on the world’s health, two Brazilian epidemiologists, Carlos Monteiro and Geoffrey Cannon, describe how their country is trying to protect its traditional food system from the ultra-processed products made by transnational food corporations . . . Right now, the prevalence of diabetes in Brazil is 5.2 percent, half of what it is in the U.S. or Singapore. But that number is climbing, especially in Brazil’s cities.

(http://www.minnpost.com/second-opinion/2012/07/western-style-fast-food-linked-poorer-health-singapore-says-u-m-study)
Scanning for Key Words or Phrases

In these exercises you will continue to practice moving your eyes quickly as you look for key words and phrases. The key words or phrases can often be found in the title and are related to the important ideas in the passage.

Remember, you do not need to try to understand all of the ideas in the passages as you scan them. Do not worry about your comprehension or about unfamiliar words.

EXERCISE 5

A. Look back at the article about the Amish in Exercise 3 on page xxx. Scan it again for the key words or phrases below. Scan for one word or phrase at a time and circle that word every time you find it. Then write the number of times you found each key word.

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<tr>
<td>7. obese/obesity</td>
<td></td>
</tr>
<tr>
<td>8. lifestyle</td>
<td></td>
</tr>
</tbody>
</table>

B. Now go back to the article and read it carefully. Look up any words or phrases that are necessary for comprehension and write the definitions in the margin. Then answer these questions:

1. What was the main finding of the study?
2. Why did the study focus on the Amish?
3. How did the physical activity of the Amish compare with that of average Americans?
4. How did the health of the Amish compare with that of average Americans?
5. What was similar or different about the diet of the Amish compared with average Americans?

C. Compare answers with another student.
EXERCISE 6

A. Look back at the article on fast food in Singapore in Exercise 4 on page xxx. Scan it again for the key words or phrases below. Scan for one word or phrase at a time and circle that word or phrase every time you find it. Then write the number of times you found each key word or phrase.

<table>
<thead>
<tr>
<th>Key words/phrases</th>
<th>Number of times</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Singapore</td>
<td></td>
</tr>
<tr>
<td>2. fast food</td>
<td></td>
</tr>
<tr>
<td>3. western-style</td>
<td></td>
</tr>
<tr>
<td>4. study</td>
<td></td>
</tr>
<tr>
<td>5. researchers</td>
<td></td>
</tr>
<tr>
<td>6. health</td>
<td></td>
</tr>
<tr>
<td>7. diabetes</td>
<td></td>
</tr>
<tr>
<td>8. heart disease(s)</td>
<td></td>
</tr>
</tbody>
</table>

B. Now go back to the article and read through it carefully. Look up any words or phrases that are necessary for comprehension and write their definitions in the margin. Then answer these questions:

1. What is the “dramatic health impact” of fast food that the article mentions?
2. Why did Odegaard decide to do the study in Singapore?
3. What kind of people tend to eat fast food in Singapore?
4. What does Odegaard say might be the reason why Western-style fast foods have a negative effect on health, while Eastern-style fast foods do not?
5. What do you think is meant by “Big Food” in the last paragraph?

C. Compare answers with another student.

Previewing

When you preview a passage, you take a quick look at it to get a sense of what kind of text it is and what it is about. This will help you read it more quickly and with better understanding.

Previewing can help you with all of your reading, including course assignments and tests. It takes a small amount of time before you read, but that will help you save time later.

How you preview depends on the kind of text you are going to read. In this unit, you will practice previewing articles and excerpts from textbooks.
Americans used to cook and eat 98 percent of their meals at home. Not anymore. Now almost 50 percent of meals are eaten out, and the meals that are eaten at home are often bought ready-made. No one is spending much time in the kitchen anymore. Researchers now believe that this may be related to the dramatic rise in levels of obesity. The prevalence of obesity in the United States has doubled since the 1970s for both adults and children, and tripled for adolescents.

Changes in demographics are part of the story, according to an article by Craig A. Lambert, in *Harvard Magazine*. “Compared to the 1950s, there are now relatively more divorced adults, more single-parent and single-person households, and more two-income households whose earners haven’t time to cook dinner,” he explains.

As families have become more fragmented, so have their meal times. Many families rarely eat all together sitting down at a table. Each family member may eat...
a different microwaved “food” at a different time and gobble it down while watching television, fiddling with the phone, or sitting in the car. More meals are probably eaten in the family car than in the kitchen. And the foods most conveniently eaten in front of a screen or on the run are not the most healthy ones.

But the fault doesn’t lie entirely with families. The American food industry is also to blame—both fast food chains and industrial manufacturers of processed foods. They aim first and foremost for quantity, low cost, and immediate appeal to the taste buds, so foods are dosed heavily with fats, salt, sugar, corn syrup, and other unhealthy ingredients. These are cheap, first of all, which is why fast food and junk food can be sold at such low prices. Studies have also shown that a regular diet rich in these ingredients leads to a form of addiction, so that healthier foods with less fat, sugar, and salt don’t seem as tasty or satisfying.

But the U.S. food industry wouldn’t be selling such products if there weren’t a market for them. Culturally, most Americans value quantity over quality. When it comes to food, as with everything else, they look first at the price and the size of the servings (which have expanded along with American waistlines). They often don’t consider the quality of preparation, the nutritional content, or the social/cultural value (of traditional dishes, for instance). Not surprisingly, Americans spend less of their budget on food than Europeans, who place more value on quality and tradition (10% compared with 20%).

That might change, say the researchers, if Americans got back into their kitchens and prepared their own meals. Harvard researcher David Cutler and colleagues have studied cooking patterns across several cultures and found that the more time people spend preparing food, the lower the obesity rates in that culture. As Harry Balzer, author of *Eating Patterns in America 2012*, says, “Easy. You want Americans to eat less? I have the diet for you. It’s short, it’s simple. Here’s my diet plan: *Cook it yourself.* That’s it. *Eat anything you want—just as long as you’re willing to cook it yourself.*”

D. Discuss these questions with your partner. Do not look back at the article.

1. Did you find the answers to your questions?
2. Are there lots of names or numbers? Difficult words?
3. Will it be difficult to read?
4. What is the general idea of the passage?

E. Now read the article carefully. Underline the words that are unfamiliar. Look up the ones you think will be useful and write the definitions in the margin.

F. Discuss these questions with your partner:

1. Did reading carefully change your understanding of the article? If so, how?
2. When you were growing up, did your family usually eat at home? Who cooked the meals?
3. Do you eat at home now? Who cooks the meals?
4. When you go shopping, what kinds of foods do you buy?
EXERCISE 8

A. Read the heading of the passage from In Defense of Food, by Michael Pollan, and discuss these questions with another student.

1. What do you know about the Aborigines of Australia?
2. What ideas or information might you find in the passage?
3. What more do you want to know about the topic?

B. Work with your partner. Write three previewing questions on a separate piece of paper.

C. Preview the passage, following the guidelines. Do not read it carefully. Just look quickly for the answers to your questions.

The Aborigine in All of Us

In the summer of 1982, a group of ten middle-aged, overweight, and diabetic Aborigines living in settlements near the town of Derby, Western Australia, agreed to participate in an experiment to see if temporarily reversing the process of westernization they had undergone might also reverse their health problems. Since leaving the bush some years before, all ten had developed type 2 diabetes; they also showed signs of insulin resistance (when the body's cells lose their sensitivity to insulin) and elevated high levels of triglycerides in the blood—a risk factor for heart disease. “Metabolic syndrome,” or “syndrome X,” is the medical term for the complex of health problems these Aborigines had developed: Large amounts of refined carbohydrates in the diet combined with a sedentary lifestyle had disordered the intricate (complex) (and still imperfectly understood) system by which the insulin hormone regulates the metabolism of carbohydrates and fats in the body. Metabolic syndrome has been implicated not only in the development of type 2 diabetes, but also in obesity, hypertension, heart disease, and possibly certain cancers. Some researchers believe that metabolic syndrome may be at the root of many of the “diseases of civilization” that typically follow a native population's adoption of a Western lifestyle and the nutrition transition that typically entails follows.

The ten Aborigines returned to their traditional homeland, an isolated region of northwest Australia more than a day's drive by off-road vehicle from the nearest town. From the moment they left civilization, the men and women in the group had no access to store food or beverages; the idea was for them to rely exclusively on foods they hunted and gathered themselves. (Even while living in town, they still occasionally hunted traditional foods and so had preserved the knowledge of how to do so.) Kerin O'Dea, the nutrition researcher who designed the experiment, accompanied the group to monitor and record its dietary intake and keep tabs on check the members' health.

The Aborigines divided their seven-week stay in the bush between a coastal and an inland location. While on the coast, their diet consisted mainly of seafood, supplemented by birds, kangaroo, and the fatty larvae of a local insect. Hoping to find more plant foods, the group moved inland after two weeks, settling at a riverside location. Here, in addition to freshwater fish and shellfish, the diet expanded to include turtle, crocodile, birds, kangaroo, yams, figs, and bush honey. The contrast between this hunter-gatherer fare and their previous diet was stark: O'Dea reports that prior to the experiment “the main dietary components in the urban setting were flour, sugar, rice, carbonated drinks, alcoholic beverages (beer and port), powdered milk, cheap fatty meat, potatoes, onions, and variable contributions of other fresh fruits and vegetables”—the local version of the Western diet.

After seven weeks in the bush, O'Dea drew blood from the Aborigines and found striking improvements in virtually every measure of their health. All had lost weight (an average of 17.9 pounds) and seen their blood pressure drop. Their triglyceride levels had fallen into the normal range. The proportion of omega-3 fatty acids in their tissues had increased dramatically. “In summary,”
O’Dea concluded, “all of the metabolic abnormalities of type II diabetes were either greatly improved (glucose tolerance, insulin response to glucose) or completely normalized (plasma lipids) in a group of diabetic Aborigines by a relatively short (seven week) reversion to traditional hunter-gatherer lifestyle.”

O’Dea does not report what happened next, whether the Aborigines elected to remain in the bush or return to civilization, but it’s safe to assume that if they did return to their Western lifestyles, their health problems returned too. We have known for a century now that there is a complex of so-called Western diseases—including obesity, diabetes, cardiovascular disease, hypertension, and a specific set of diet-related cancers—that begin almost invariably to appear soon after a people abandons its traditional diet and way of life. What we did not know before O’Dea took her Aborigines back to the bush . . . was that some of the most deleterious effects of the Western diet could be so quickly reversed. It appears that at least to an extent, we can rewind the tape of the nutrition transition and undo some of its damage. The implications for our own health are potentially significant.


D. Discuss these questions with your partner.

1. Did you find the answers to your questions?
2. Are there a lot of names or numbers? Difficult words?
3. Will it be difficult to read?
4. What is the general idea of the passage?

E. Now read the passage carefully. Underline the words that are unfamiliar. Look up the ones you think will be useful and write the definitions in the margin.

F. Discuss these questions with your partner. Do not look back.

1. Did reading closely change your understanding of the passage? If so, how?
2. Do you know of other populations suffering from a high rate of metabolic syndrome?
3. What do you think the Aborigines did after the study?
4. What do you think are the implications for our own health mentioned in the last line?

EXERCISE 9

A. Read the title of the passage below from a sociology textbook and discuss these questions with another student:

1. What is meant by the term “solid waste”? The expression “a disposable society”?
2. What ideas or information might you find in the passage?
3. What more do you want to know about the topic?

B. Working with your partner, write three previewing questions on a separate piece of paper.
C.  Preview the passage, following the guidelines. Do not read it carefully. Just look quickly for the answers to your questions.

Solid Waste: The Disposable Society

Across the United States, people generate a massive amount of solid waste—about 1.3 billion pounds every day . . . As a rich nation of people who value convenience, the United States has become a disposable society. We consume more products than virtually any other nation, and many of these products have throwaway packaging. For example, fast food is served with cardboard, plastic, and Styrofoam containers that we throw away within minutes. Countless other products, from film to fishhooks, are elaborately packaged to make the products more attractive to the customer and to discourage tampering and theft.

Manufacturers market soft drinks, beer, and fruit juices in aluminum cans, glass jars, and plastic containers, which not only consume finite resources but also generate mountains of solid waste. Then there are countless items intentionally designed to be disposable: pens, razors, flashlights, batteries, even cameras. Other products, from light bulbs to automobiles, are designed to have a limited useful life and then become unwanted junk. As Paul Connett (1991) points out, even the words we use to describe what we throw away—waste, litter, trash, refuse, garbage, rubbish—show how little we value what we cannot immediately use. But this was not always the case, as the Seeing Sociology in Everyday Life box . . . explains.

Living in a rich society, the average person in the United States consumes about 500 times more energy, plastics, lumber, water, and other resources than someone living in a low-income country such as Bangladesh or Tanzania and nearly twice as much as people in some other high-income countries such as Sweden and Japan. This high level of consumption means not only that we in the United States use a disproportionate share of the planet’s natural resources but also that we generate most of the world’s refuse.

We like to say that we throw things “away.” But most of our solid waste never goes away. Rather, it ends up in landfills, which are, literally, filling up. Material in landfills can pollute underground water supplies. Although in most places laws now regulate what can be discarded in a landfill, the U.S. Environmental Protection Agency (2011) has identified 1,290 dump sites across the United States containing hazardous materials that are polluting water both above and below the ground. In addition, what goes into landfills all too often stays there, sometimes for centuries. Tens of millions of tires, diapers, and other items we bury in landfills each year do not decompose but will remain as an unwelcome legacy for future generations.

Environmentalists argue that we should address the problem of solid waste by doing what many of our grandparents did: Use less and turn “waste” into a resource. Part of the solution is recycling—reusing resources we would otherwise discard. Recycling is an accepted practice in Japan and many other nations, and it is becoming more common in the United States, where we now reuse about one-third of waste materials (U.S. Environmental Protection Agency, 2010). The share is increasing as laws require the recovery and reuse of certain materials such as glass bottles and aluminum cans and as the business of recycling becomes more profitable.

Seeing Sociology in Everyday Life: Why Grandma Macionis Had No Trash

Grandma Macionis, we always used to say, never threw anything away. Not food, not bottles or cans, not paper. Not even coffee grounds. Nothing.

Grandma was born and raised in Lithuania—the “old country”—where life in a poor village shaped her in ways that never changed, even after she came to the United States as a young woman and settled in Philadelphia.

In her later years, when I knew her, I can remember the family traveling together to her house to celebrate her birthday. We never knew what to get Grandma, because she never seemed to need anything. She lived a
simple life and had simple clothes and showed little interest in “fancy things.” She had no electric appliances. She used her simple tools until they wore out. Her kitchen knives, for example, were worn narrow from decades of sharpening. The food that was left over from meals was saved. What could not be saved was recycled as compost for her vegetable garden.

After opening a birthday present, she would carefully save the box, refold the wrapping paper, and roll up the ribbon—all of these things meant as much to her as whatever gift they contained. We all knew her routines, and we smiled together as we watched her put everything away, knowing she would find a way to use each item again and again.

As strange as Grandma sometimes seemed to her grandchildren, she was a product of her culture. A century ago, in fact, there was little “trash.” If socks wore thin, people mended them, probably more than once. When they were beyond repair, they were used as rags for cleaning or sewn with bits of other old clothing into a quilt. Everything had value—if not in one way, then in another.

During the twentieth century, as women joined men in working outside the home, income went up. Families began buying more appliances and other “timesaving” products. Before long, few people cared about the kind of recycling that Grandma practiced. Soon cities sent crews from block to block to pick up truckloads of discarded material. The era of “trash” had begun.

A. Discuss these questions with your partner. Do not look back.

1. Did you find the answers to your questions?
2. Are there a lot of names or numbers? Difficult words?
3. Will it be difficult to read?
4. What is the general idea of the passage?

B. Now read the passage carefully. Underline the words that are unfamiliar. Look up the ones you think will be useful and write the definitions in the margins.

C. Discuss these questions with your partner:

1. Did reading carefully change your understanding of the passage? If so, how?
2. Compared with the United States, how much material is thrown away in your country?
3. Does recycling exist in your country? Is it informal, by individuals (like Grandma Macionis) or part of a recycling program?
4. Do you recycle things? If so, what things?
5. Besides recycling, what more do you think could be done about the problem of waste?
The words in these exercises are all included on the word list in the Appendix on page xxx. The phrases are found in most learner dictionaries.

**EXERCISE 10**

A. *Read these sentences from Exercise 8. For each underlined word or phrase, choose the one that is closest in meaning.*

1. In the summer of 1982, a group of ten middle-aged, overweight, and diabetic Aborigines living in settlements near the town of Derby, Western Australia, agreed to participate in an experiment to see if temporarily reversing the process of westernization they had undergone might also reverse their health problems.
   a. reviewing  
   b. strengthening  
   c. undoing

2. In the summer of 1982, a group of ten middle-aged, overweight, and diabetic Aborigines living in settlements near the town of Derby, Western Australia, agreed to participate in an experiment to see if temporarily reversing the process of westernization they had undergone might also reverse their health problems.
   a. experienced  
   b. influenced  
   c. expected

3. Some researchers believe that metabolic syndrome may be at the root of many of the “diseases of civilization.”
   a. related to  
   b. the main cause of  
   c. a small part of

4. From the moment they left civilization, the men and women in the group had no access to store food or beverages; the idea was for them to rely exclusively on foods they hunted and gathered themselves.
   a. had no money for  
   b. did not want any  
   c. could not get any

5. From the moment they left civilization, the men and women in the group had no access to store food or beverages; the idea was for them to rely exclusively on foods they hunted and gathered themselves.
   a. occasionally  
   b. only  
   c. mostly
6. Kerin O’Dea, the nutrition researcher who designed the experiment, accompanied the group to monitor and record its dietary intake and keep tabs on [check] the members’ health.
   a. went with   b. organized   c. sent

7. While on the coast, their diet consisted mainly of seafood, supplemented by birds, kangaroo, and the fatty larvae of a local insect.
   a. included mostly   b. was entirely   c. contained some

8. O’Dea reports that prior to the experiment “the main dietary components in the urban setting were flour, sugar, rice, carbonated drinks, alcoholic beverages (beer and port), powdered milk, cheap fatty meat, potatoes, onions, and variable contributions of other fresh fruits and vegetables.”
   a. additional   b. important   c. changing

B. Compare answers with another student. Then check your answers in the dictionary. Write any useful new words and phrases in your vocabulary notebook.

C. Read through the passage again on page xxx. Mark any other words or phrases you are still not sure about. Look them up and write them in the margin.

**EXERCISE 11**

A. Read these sentences from the passage in Exercise 9. Write a word from the box in each blank. You may need to change the form of the word.

convenience disproportionate finite legacy recovery
discard elaborately intentionally massive virtually

1. Across the United States, people generate a ________ amount of solid waste—about 1.3 billion pounds every day.
2. As a rich nation of people who value ________, the United States has become a disposable society.
3. We consume more products than ________ any other nation, and many of these products have throwaway packaging.
4. Countless other products, from film to fishhooks, are ________ packaged to make the products more attractive to the customer and to discourage tampering and theft.
5. Manufacturers market soft drinks, beer, and fruit juices in aluminum cans, glass jars, and plastic containers, which not only consume ________ resources but also generate mountains of solid waste.
6. Then there are countless items designed to be disposable: pens, razors, flashlights, batteries, even cameras.
7. This high level of consumption means not only that we in the United States use a share of the planet’s natural resources but also that we generate most of the world’s refuse.
8. Although in most places laws now regulate what can be in a landfill, the U.S. Environmental Protection Agency (2011) has identified 1,290 dump sites across the United States containing hazardous materials that are polluting water both above and below the ground.
9. Tens of millions of tires, diapers, and other items we bury in landfills each year do not decompose but will remain as an unwelcome for future generations.
10. The share is increasing as laws require the and reuse of certain materials such as glass bottles and aluminum cans and as the business of recycling becomes more profitable.

B. Compare answers with another student. Look back at the passage on page xxx to check them.

C. With your partner, give definitions for the words in the box (as they are used in the sentences). Look up any you are not sure about and write them in your vocabulary notebooks.

D. Read through the passage again on page xxx. Mark any other words or phrases you are not sure about. Look them up and write the meanings in the margin.

EXERCISE 12

A. Select six words or phrases from the passages in this unit which you think other students might not be familiar with (preferably words that are on the word list in the Appendix.)

B. On a separate piece of paper, make an exercise like Exercise 11:
   - Write the sentences where you found the words and phrases on your list, leaving a blank in place of the word or phrase.
   - Write the missing words/phrases in a box below the sentences—but not in order.

C. Exchange exercises with another student and complete your partner’s exercise.

D. Look back at the passage and check your answers.

E. With your partner, give the definitions for the words or phrases you selected for your exercises. Look up any you are not sure about.
Reflecting on Your Learning

1. Discuss these questions with a group of students:
   • How do you think scanning could be useful to you in your course work? In other ways?
   • How does your reading change after you preview a text?
   • How can you help yourself remember to preview before you read?

2. Select useful vocabulary from this unit:
   • On each page, cover the passages and read the definitions you wrote in the margin for the new words and phrases. Can you remember them?
   • Write the ones you cannot immediately remember in your vocabulary notebook, with the parts of speech, the definitions, and the sentences where you found them. Include synonyms and any helpful notes about usage.