Key Features of
University Success Reading

UNIQUE PART STRUCTURE

University Success employs a unique three-part structure, providing maximum flexibility and multiple opportunities to customize the flow of content. Each part is a self-contained module allowing teachers to focus on the highest value skills and content. Parts are aligned around science, technology, engineering, arts, and mathematic (STEAM) content relevant to mainstream academic areas of study.

Part 1 and Part 2 focus on the fundamental and critical thinking skills most relevant for students preparing for university degrees. Part 3 introduces students to extended practice with the skills. Students work directly with the authentic content created by top professors in their academic fields.
PART 1 AND PART 2

A Unit Profile outlines the content.

Outcomes aligned with the Global Scale of English (GSE) are clearly stated to ensure student awareness of skills.

Getting Started questions explore the content, develop context, and engage students’ prior knowledge.

Why It’s Useful highlights the purpose for developing the Fundamental Skill or Critical Thinking Skill and supports transfer of the skill to mainstream class content.

A detailed presentation contextualizes the skill’s value in academic study.

A Noticing Activity allows students to see the skill demonstrated within the context of an authentic academic reading.

Online activities encourage students to personalize content with collaborative research activities.

An online self-assessment identifies students’ confidence with skills and helps them create personal learning objectives.

Professors greet students at the beginning and end of each part, providing a preview and a wrap-up of the content.
Each skill is divided into discrete Supporting Skills.

Multiple exercises encourage application of the skills and build fundamental and critical thinking skills.

A variety of reading types represent "real-life" university experiences.

**SUPPORTING SKILL 1**

**IDENTIFYING SENTENCE FUNCTIONS**

A sentence is the building block of paragraphs, performing specific functions. In the reading "Comparative Advantage," on the previous page, you will identify the types of sentences that make up the paragraph, and all paragraph in all the following kinds of sentences, and sentences from different sources, will do the same thing.

- a topic sentence — sentences to introduce a set of questions, that set the context for the subject of the paragraph
- an introductory sentence — sentences that introduce a topic or express the main idea
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**EXERCISES**

A. Read the title of the following passage. What does the title suggest about the importance of comparative advantage?

B. Read the passage for general meaning. Then read it again, concentrating on the functions of sentences. Notice the example signals in Paragraphs 3 and 4. Write similar labels for the sentence in Paragraphs 3 and 4. If a sentence is a topic sentence, write both labels.

**COMPARATIVE ADVANTAGE THEORY IN A GLOBAL ECONOMY**

A study in the modern, globalized economy in a complex collection of nations and industries. From the 18th century, it has been demonstrated that comparative advantage can be used to improve the efficiency of production. In the 19th century, it was recognized that comparative advantage allows nations to specialize in the production of goods and services that they can produce more efficiently. The study of comparative advantage provides insights into the factors that influence the allocation of resources in the global economy. Today, comparative advantage is recognized as a fundamental principle in international trade and investment.

**READING-WRITING CONNECTION**

**SUMMARIZING**

A summary is a concise version of the main points of a text. It should capture the main ideas, the key information, and the overall message of the text.

**EXERCISE**

A. Read the title and the paragraphs. Then write a summary of the text. In your summary, be sure to include the main points of the text and the key information. In your summary, be sure to include the main points of the text and the key information.

**LANGUAGE SKILL**

**USING DICTIONARIES TO STRENGTHEN VOCABULARY**

In building your English vocabulary, being able to look something up in a dictionary is key. Understanding the definitions of words and phrases will help you communicate more effectively.

**EXERCISE**

A. Read the text and underline any words you don't know. Then look them up in a dictionary. Write the definitions in your own words. For example, "broaden" means to make something wider or more extensive.

**Gift Exchange**

Economic systems to trade, barter, and sell. If you don't know the value of something, you can trade it for something else.

**EXERCISE**

A. Read the paragraph and underline any words you don't know. Then look them up in a dictionary. Write the definitions in your own words. For example, "broaden" means to make something wider or more extensive.

**Reading-Writing Connection**

aligns the Reading and Writing strands establishing how strategies apply across language skills and using authentic academic content relevant to mainstream study.

The Language Skill study provides support for complex lexical and grammatical skills.
An Apply Your Skills section at the end of Part 1 and Part 2 functions as a formative assessment.

An extended Reading aligned with the academic content allows students to apply skills practiced in the unit.

Critical Thinking and Language activities challenge students to dig deeper.
Part 1 is designed to build fundamental skills step by step through the exploration of rigorous, academic content. Practice activities tied to specific learning outcomes in each unit focus on understanding the function and application of the skills.
SOCIOLOGY

Active Reading

UNIT PROFILE
You will consider the subject of sociology—specifically, the ideas of identity, goals, and strategy. As you read about topics such as games, sports, and war, you will see that identity plays a significant role in which “battles” individuals engage in.

Preview the reading “Sports as the Moral Equivalent of War” on page xx. Skim the whole reading. What is the gist? Scan Paragraph 4. Which two countries were in a dispute about an island—a dispute that led to a demonstration at a soccer game?

OUTCOMES
• Read actively
• Skim for the gist
• Scan for details
• Annotate and take notes
• Use dictionaries to strengthen vocabulary

GETTING STARTED

Go to MyEnglishLab to listen to Professor Greenberg and to complete a self-assessment.

Discuss these questions with a partner or group.

1. Think of a time when you were part of a group trying to accomplish a task or produce a result—for example, a group doing a class project, a club trying to reach a goal, or even an organization trying to help your community. What strategies did your group use to work together effectively? How were those strategies different from what you might have done individually?

2. Think about sports in your home country or some other country you know well. Is there a sport that is considered the “national sport”? Why are so many people interested in that sport? Do people think the sport somehow relates to the strengths and virtues of that country?

3. What are examples of different “teams” that people play on and “battles” that they engage in?

For more about SOCIOLOGY, see 2. See also [W] and [OC] SOCIOLOGY 1 2 3.
FUNDAMENTAL SKILL

READING ACTIVELY

WHY IT’S USEFUL By reading actively—using high-level mental activities such as questioning, evaluating an author’s claims, and keeping track of ideas to explore further—you create a deeper understanding of a passage.

Reading is an active, not passive, process. A reader does more than simply receive information that a writer has laid out. Good readers begin forming ideas about the topic as soon as they see the simplest features of a reading, such as the title and any images. Before they read, active readers skim the reading to get a general idea of its main ideas. While they read, they continually ask themselves questions about what they read, and many of them take notes either in the margins, in a notebook, or on a computer. After they read, readers review their notes and perhaps do classroom exercises that require scanning back for facts or even rereading certain sections.

This unit breaks active reading down into two supporting skills:

- skimming for gist
- scanning for details

NOTICING ACTIVITY

As you read the following passage, be aware of questions that form in your mind about the topic. Write five questions that you asked yourself about the topic. Use these lists of words to help you express your thoughts.

<table>
<thead>
<tr>
<th>Question Words / Phrases</th>
<th>Topic Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>How, Who, How many / How much</td>
<td>advantage, Japanese</td>
</tr>
<tr>
<td>When, Why, What does X mean</td>
<td>competition, lateral thinking</td>
</tr>
<tr>
<td>Where, What is an example of</td>
<td>domination, tactical</td>
</tr>
<tr>
<td></td>
<td>market</td>
</tr>
</tbody>
</table>

The Game of Go

1. The ancient Chinese game Go is comparable to the classic Western game of chess in terms of the games’ long histories, labyrinthine techniques, ardent fan bases, and seemingly infinite possibilities for winning. Go, however, teaches a manner of strategic thinking different from chess that might offer a particular advantage in the sphere of business. Where chess is a game of strategy with tactical threats, attacks, and eventual domination over the other player’s pieces, Go seeks to control territory on a board through a combination of patience, balance, and lateral thinking that leads to an eventual comparative advantage over the opposing player.

2. In fact, many Japanese business executives compare the vast number of possibilities on the board of Go to the international market, and find Go board-placement strategy akin to resource allocation. In addition, players in Go may concede tactical losses in the interest of presenting a strategic advantage, and parallels may be drawn between this aspect of the game and competitive business behavior. For example, Nissan settled for a 30 percent share of the Japanese economy car market, yielding a 40 percent share to competitor Toyota in order to strengthen its hold on particular target markets, including the sale of luxury vehicles, sports cars, and minivans.

Go to MyEnglishLab to complete a vocabulary exercise and skill practice, and to join in collaborative activities.
SUPPORTING SKILL 1
SKIM FOR THE GIST

WHY IT'S USEFUL A good first step in active reading is to **skim for the gist**—that is, look briefly at the whole passage to formulate a guess about its overall meaning. With the gist in mind, you can put other ideas into perspective and mentally organize them into a whole.

**Skimming** is the act of running your eyes quickly over a reading to get a basic mental picture of the main ideas. Skimming (unlike **scanning**; see Supporting Skill 2, p. 7) does not target individual pieces of information. Instead, it is meant to pick up general meaning, creating a basic overview.

Skimming is a prereading activity; you are not yet trying to read the piece. As you skim, keep going at a steady pace, though you might slow down for certain features (see list below). A steady, fast skimming process will ensure that you avoid getting caught on small ideas. **Remember:** Your goal is to pick up the gist.

The skimming process should involve the whole reading. Make sure you skim the entire text, with special attention to these elements:

- the title and any subheadings
- the first one or two sentences of each paragraph
- pictures and their captions (the words under or next to them)
- graphics (tables, graphs, etc.)
- words in bold type
- words that begin with capital letters (e.g., names of people and places, titles of books)

Since skimming goes very fast, you can do more than one pass through a short reading without wasting too much time. If you like, you can organize your efforts by skimming in stages. For example, focus on one set of features (headings, pictures, etc.) during one pass. Then focus on others (first sentences of paragraphs, capitalized words, etc.) in another.

Some readers skim quickly and take only mental notes. Others make written notes. Taking notes can help you clarify your expectations before you read. You may also want to compare your prereading notes with notes you took while reading. This can show you how your ideas have evolved.

EXERCISE 1

A. Do not read the following passage yet. To organize your efforts, skim it in two stages, as described here:

**Stage 1**
- Run your eyes quickly over
  - the title
  - subheadings
  - the heading of the sidebar
  - the photograph and its caption
- Take notes about the thoughts that come to you. What main ideas do you expect in the reading? Discuss your ideas with a partner.

**Stage 2**
- Run your eyes quickly over
  - the first two sentences of every paragraph
  - the first sentences of the sidebar
  - any words with capital letters
  - any numbers
- Take notes about additional ideas that have come to you. Discuss these with a partner.
Memories That Define the Self

1. A sense of self-identity allows an individual to distinguish himself or herself from others, both individually and en masse. The realization of self-identity begins in childhood and is first demonstrated when toddlers exuberantly explore new abilities. It progresses through adolescence when young adults experience life-shaping events that lead to the refinement of the self. Through all of this personality formation, one takes on markers of self-identity, including biological features such as being female or male, old or young, and social status features such as being married or single, employed or unemployed, and so forth. Significant events in a person’s life—times of great joy, sorrow, accomplishment, disappointment—also shape identity by yielding self-defining memories, which are vivid, intense recollections that an individual associates with his or her personality.

2. These self-defining memories are the autobiographical coding of a person, and researchers have found that when measured objectively, these memories correspond to aspects of an individual’s personality. Through clinical studies conducted at the end of the 20th century, psychologist Jefferson Singer, Professor of Psychology at Connecticut College, and his colleagues created a method for measuring self-defining memories and a system of categorization. Singer’s schema involves listing approximately ten self-defining memories and then breaking each one down according to the following categories: specificity, meaning, and emotions.

Specificity

3. Specificity of memory in this context refers to the time period of the memory. There are three levels of specificity. A highly specific memory is a memory clearly defined in time, such as a particular day, week, or even single event, such as a car crash or a week at a summer camp. A nonspecific memory is an episodic recollection of events that fit into a single, lengthy time period, such as a semester abroad, a war, or a period of illness. Finally, a generic memory is a memory that occurs repeatedly in time, when the settings, characters, and emotions are the constant factors. Examples of generic memories include an annual family vacation and helping with a yearly crop harvest.

Meaning

4. In terms of meaning, there are two kinds of self-defining memories: integrative and nonintegrative. An integrative memory is a memory from which a person draws significant meaning. Singer’s study cites an example of a person who remembers a friend who tried to commit suicide and what it was like to be a friend during that time. Nonintegrative memories do not have this significance and may not carry as much weight in defining the self.

Memories of the Old, Memories of the Young

Psychological studies show that adults over the age of 50 recall self-defining memories quite differently from young adults.

1. Older adults tend to
   • view remembered events more positively.
   • remember things in a more abridged, nonspecific fashion.
   • have memories that are integrative—meaning that they involve considerations of personal growth.

2. In contrast, college students tend to
   • view remembered events more negatively.
   • remember things in greater detail.
   • have memories that are nonintegrative.

Brain image studies show significant neural changes, depending on one’s age, in the hippocampal region of the brain, which is associated with the recall capacity of specific memory. Interestingly, no difference in brain image scans shows up between the old and the young when recalling semantic memories, such as the names of colors and other basic facts, as opposed to memories drawn from personal experience.

Continued
like to visit that friend in the hospital every day. The recognition of personal growth as a result of the episode makes the memory integrative. The second type of memory is a nonintegrative memory, which is a memory that may be significant but has not been interpreted or defined as promoting self-growth.

**Emotions**

5 The emotions of self-defining memories can be positive or negative. A positive memory is associated with positive emotions like pride, happiness, and love. A negative memory is associated with adverse emotions like disgust, shame, fear, and sadness.

6 Among self-defining memories, most people have in common certain experiences, including relationships, life-threatening events, and achievements. Notably, however, when Singer and other psychologists compared memories of older adults to those of college students (see sidebar), they found significant differences in meaning and emotion. These findings suggest that self-identity is somewhat fluid, depending on your age and life conditions.

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**B. Now read the entire passage. Discuss the questions with a partner.**

Look back at the notes you took in Part A, just after skimming. How accurate were your impressions? Which main ideas did you anticipate from skimming?

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**C. Answer the questions. Use information and examples from the passage to support your answers.**

1. In skimming, you saw a picture of Jefferson Singer, so you knew he would be important in the reading. Now that you’ve completed the reading, describe Dr. Singer’s importance in the area of self-defining memories.

2. In skimming, you saw a sidebar about age and memories. How does Singer’s schema—involving specificity, meaning, and emotions—apply differently to older and younger adults?

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**D. Compare your answers to the notes you took after skimming.**

Go to *MyEnglishLab* to complete a vocabulary exercise and skill practice, and to join in collaborative activities.
SUPPORTING SKILL 2
SCANNING FOR DETAILS

WHY IT’S USEFUL. By scanning for details, you can quickly find necessary information without wasting time on sentence-by-sentence reading (or on rereading). This is valuable, for example, when taking tests or trying to find the best hits found by a search engine.

Sometimes your purpose in reading is to find very specific pieces of information. You might be trying to answer questions on a test, find a specific fact to use in writing, or check your understanding of specific points in a reading. You don’t need to read, or reread, an entire passage. You only need to scan for details—very specific pieces of information. Your eyes should zero in on the essential information and filter out all the rest.

BASIC SCANNING TECHNIQUES

- For the name of a place, person, or organization, scan for capital letters. Many organizations are referred to first by their whole names (the United Nations, the American Cancer Society) and later by an abbreviation or acronym (the UN, the ACS). Scanning for the abbreviation or acronym is a good strategy, but also scan backwards after the first abbreviation for the full name of the organization.
- For the name of a book, movie, game, song, and so on, scan for both capital letters and a typographical clue, such as quotation marks or italics.
- For a year, date, amount, proportion, and so on, scan for numerals. When you scan for numbers, keep the following in mind:
  - Numerals are the figures 1, 2, 3, and so on. However, numbers less than 11 are usually spelled out as words, although different publications use different style rules.
  - Very large numbers (hundreds of thousands and higher) may be expressed in a combination of words and numerals, e.g., 345 thousand or 345,000, 12 million or 12,000,000. Scan for both kinds of expressions.
- For information that is not signaled by unusual type or by numerals, select keywords or phrases to scan for. Imagine you are scanning to try to answer the question “Which of the following subject areas fall under ‘liberal arts’?” The most important keywords in this question are subject areas and liberal arts, so you should scan for these keywords to find the answer.
- Use your skills at annotation or taking notes (see Reading-Writing Connection, p. 11) to keep track of the information you find as you scan.

TIP
Work forwards and backwards. Many readers can scan more efficiently if they go in two directions. They scan through a passage once in the normal way, from the beginning of the reading to the end. If they still haven’t found their target, they scan again, but they start at the end and work toward the beginning. A piece of information that was hard to see when scanning forwards might become obvious when seen from the opposite direction.
In this example, notice how with a quick scan, key information such as dates, names, and titles stand out: at the end of the 20th century, Jefferson Singer, and Professor of Psychology.

**Excerpt from Memories That Define the Self**

These self-defining memories are the autobiographical coding of a person, and researchers have found that when measured objectively, these memories correspond to aspects of an individual’s personality. Through clinical studies conducted at the end of the 20th century, psychologist Jefferson Singer, Professor of Psychology at Connecticut Colleague, and his colleagues created a method for measuring self-defining memories and a system of categorization. Singer’s schema involves listing approximately ten self-defining memories and then breaking each one down according to the following categories …

**EXERCISE 2**

A. Read each question. Choose the kind of information you need to scan for to answer the question. Then answer the questions by scanning the passage “Nationalism and Sports” on the next page for the information you need.

1. In 1988, what did South Korea host?
   a. Name of an event
   b. Name of a person
   c. Name of a place
   d. Name of an organization

2. Which has sought to revive its national character?
   a. Name of an organization
   b. Name of a place
   c. A year
   d. An amount

3. During what period did the Canadian government increase funding for sports threefold?
   a. Years
   b. People
   c. Proportions
   d. Amounts

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**TIP**

One of the keys to scanning is the ability to do it quickly. Periodically time yourself to see that you’re refining your scanning skills. For example, before you start Part B, set a timer or use the stopwatch function on your cell phone to mark your starting time. Then turn off the timer / stopwatch when you finish. Note how long it took you to complete the scanning. Divide the number of seconds by the number of questions to get a per-question time.
B. Read the passage.

NATIONALISM AND SPORTS

1 Athletic games can buoy patriotism and nationalism, particularly when territorial disputes exist within a nation or with an opposing nation. Sports also have the dual effect of aiding a nation in unification and projecting that unity and identity outward to gain recognition in the world. This phenomenon is common among many nations, including South Korea, which is still technically at war with North Korea; Canada, which has faced domestic tensions; and Britain, which has sought to redefine its national character.

2 Nations define themselves by a number of methods, including the establishment of state symbols, such as a flag, a currency, an anthem, and an armed force. In addition, leaders of nations engage in relational activities by taking up membership in international organizations and international sporting events, all of which invigorate nationalistic pride. Since World War II, both industrialized nations and developing nations have increased funding for sports at a rate faster than other services, and some researchers believe that this is for the express purpose of fostering nationalism and asserting nations' identities in an increasingly globalized world.

3 Territory-defining behavior plays a symbolic role in such sporting contests. For example, South Korea's 1988 hosting of the Olympic Games achieved, among many objectives, the reinforcement of the division of territory between South Korea and North Korea. Similarly, in 1990, shortly after the fall of the Berlin Wall, a national marathon crisscrossed the line of demarcation between the two Germanys, purposely using the sporting event to highlight the new territory of the country.

4 Athletics serve not only to define territory among nations but also to unite disparate peoples within a nation. The Canadian government increased funding for sports threefold between 1978 and 1987 as a way to promote unification between many of the nation’s disparate peoples in the diverse country. For example, ice hockey served as a shared symbol of identity among the divided English Canadians and French Canadians in the mid-20th century. That Canada’s national identity is tied up in ice hockey was never more evident than in the uproar over star hockey player Wayne Gretzky’s move to Los Angeles in the late 1980s, which provoked accusations of Gretzky defecting from his country.

5 Some social scientists argue that sports act as a metaphor for culture, revealing the character of a nation, its value system, and elements of its social structure. Undoubtedly, sports foster a sense of loyalty and purpose among citizens. Britain, in contrast to South Korea, Germany, and Canada, has had little need to seek international definition for itself. As a nation, Britain comprehensively achieved recognition during its centuries as a political superpower. However, the policies of the government of the United Kingdom from 1990 to 1997 reveal efforts to try to redefine the country’s national identity through the promotion of sports. One aim was to focus on traditional English sports, such as soccer, cricket, and swimming, in order to reinforce a sense of national identity and pride, particularly during a time of decline in Britain’s economic and diplomatic status. National policymakers redesigned school physical education curricula to emphasize the playing of traditional team sports, rather than the study of physical education, as another way of infusing the programs with moral values and strengthening ties to the nation’s past. The establishment of the Department of National Heritage in 1992—renamed the Department for Culture, Media, and Sport in 1997—and the restructuring of the Sports Councils that took place at the time also sought to bring more emphasis to the nation’s traditional sports.
C. Scan “Nationalism and Sports” for the information in the categories. Check (✓) the categories you find and mark the information as indicated. Then, with another student, discuss the information you found from each category that you scanned for.

**Categories of Information:**
- name of a person, place, event, or organization (Circle each.)
- name of a book, movie, game, song (Underline each.)
- year, date, amount, proportion (Draw a box around each.)

**D. Answer the questions.** Then discuss your answers with another student. Use information and examples from the passage to explain and support your answers.

1. Scan for a symbol that some countries use to display their identity.
   - a. Relational activities
   - b. National marathons
   - c. A currency
   - d. Value system

2. Why might countries have increased their funding in sports since World War II?
   - a. To put themselves on the political stage
   - b. To promote national pride and character
   - c. To help develop their athletes' skills
   - d. To compete with other countries

3. What indication of identity united English Canadians and French Canadians?
   - a. Sports funding
   - b. Ice hockey
   - c. Wayne Gretzky
   - d. Domestic tensions

4. What was the end result of South Korea's hosting of the Olympic Games in 1988?

5. Which country is NOT characterized as having a great need to define itself internationally?
   - a. Canada
   - b. Germany
   - c. South Korea
   - d. Britain

6. Scan for the original name of an organization founded by the British government.
   - a. Department of National Heritage
   - b. The Olympic Games
   - c. Department for Culture, Media, and Sport
   - d. Prime Minister

*Go to MyEnglishLab to complete a vocabulary exercise and skill practice, and to join in collaborative activities.*
READING-WRITING CONNECTION
ANNOTATING AND TAKING NOTES

WHY IT’S USEFUL. Note-taking helps you keep actively engaged with a text and strengthens your ability to write about what you read. The notes you take are often a first attempt at summarizing and paraphrasing, capturing the ideas of a text in words that are partially your own.

There are many ways to produce notes as you read. You can mark or highlight important parts of a reading. You can keep track of key vocabulary. You can write down questions that enter your mind as you read.

If you write or highlight directly on the page you are reading, you are annotating. If you are reading a print version, your annotations will probably go in the margins or maybe between lines. If you are reading an e-book, check whether your reader software has an annotation feature and learn how to use it. The advantage of annotating is that you don’t have to copy pieces of text into your notes. The text is right there. The biggest disadvantage is that the annotations mar the book. If you’ve borrowed your book from a library or a friend, annotations may not be an option.

Taking separate notes is the act of writing things like main ideas, questions, and definitions in a notebook or some other place outside the text. Sometimes you cannot annotate, so separate notes will be your only choice. At other times, you may choose to keep separate notes as well as to annotate in the text.

WHAT SHOULD YOU TAKE NOTES ABOUT?
Your annotations or separate notes depend on your relationship to the text you read. What will you have to remember from the text? What parts of the text do you have questions about? Are there any words you should look up? Will you have to integrate ideas from this text with ideas from somewhere else? Typical features of annotations and note-taking include

- highlighting, underlining, and circling vocabulary that needs to be looked up.
- marking points in the text that a reader disagrees with. A question mark or the word “no” might be used.
- using symbols and abbreviations to save space.
- using lines, arrows, and numbers to show relationships. For example, in the reading “Voting in the Jim Crow South” on the following page, all the points about Jim Crow laws in the United States might be marked with a circled JC, an asterisk (*), or another feature that shows commonality.
- marking similarities to material in other sources with comments like See also Jefferson, p. 162.
- writing separate notes, which often involves copying bits of text. However, this can be time-consuming. It’s more efficient to just refer to a page in the book instead.

CULTURE NOTE
Annotations: Readers’ Reflections
Some of the most expensive used books in the world owe their value to annotations written by a previous owner. Thomas Jefferson, who was an architect as well as one of the founders of the United States, sometimes wrote numbers and measurements in the margins of his technical books. The brilliant scientist and mathematician Sir Isaac Newton sometimes made annotations about whether he thought a device described in a text would really work. Countless readers who have picked up books of philosophy and science fiction have annotated these works of thought with additional ideas and questions of their own. The annotations are prized because they show what the reader was thinking as he or she actively engaged with the reading passage.

TIP
Note-Taking Style Just as everyone’s study methods are different, so the style and content of everyone’s notes will be very personal. Your teacher may recommend certain note-taking techniques, and some of these recommendations may be helpful for you. However, the most important thing is to find note-taking materials (a notebook, cards, a tablet app, a computer program, etc.) and a note-taking system that works for you personally. Find what works and use it often.

Active Reading 11
Voting in the Jim Crow South

Contrary to prevailing modern belief, voting by blacks was not illegal in most of the South during the Jim Crow era (1877–1954). Opponents of black voting did not need to outlaw it. They needed only to erect so many obstacles that voting was practically impossible, despite being legal. Some of the mechanisms for this suppression are well known. We have already seen how literacy tests were used to exclude blacks from the polls and how the tests were manipulated so that whites could pass whether they were literate or not. There were at least five other common practices that stunted political participation by blacks in many areas of the rural South (and often in cities as well).

The threat of violence—accompanied by the possibility of death—was a major deterrent. If blacks dared to vote, segregationists might make an example of them by beating, torturing, raping, or even lynching them as a warning to others who might get similar ideas. In the 21st century, readers casually concoct images of white-robed members of the Ku Klux Klan as the agents of such horrors, but in truth, the KKK’s actions were only the most extreme, highly institutionalized form of violent suppression. In many localities, a black voter’s own neighbors, or someone he or she had frequent commerce with, would be the ones committing the violence.
Athletics held a place of indisputable importance in ancient Greece and the Roman world, though the way citizens engaged in the games and how they viewed their purpose varied considerably. The Greeks imbued their culture with a competitive spirit that extended not just to sports but to other agons, or contests, in art, music, law, and nearly all areas of life. They are, famously, the originators of the Olympics, first held in 776 BCE on the Plain of Olympia on the Peloponnesian Peninsula. Likewise, in the Roman Empire, war and sport stand as defining aspects of the culture. Some of the games of antiquity, including boxing, wrestling, and discus, are still popular in the modern-day Olympics.
B. Answer the questions. Then discuss your answers with a partner.

1. Notice the blank oval with two arrows near the start of the paragraph. Fill the oval with a word or phrase that would make a good annotation relating the word classical to the phrase ancient Greece and the Roman world.

2. Notice the annotation main difference!! What does this annotation refer to? What two things are different, and what is that difference?

3. Notice that the word discus is underlined, and notice the annotation near it. Why is discus underlined?

4. What does the circle on the map probably indicate? Can you think of any other annotations you’d like to make to the map?

EXERCISE 4
A. Read the passage. Annotate (or take notes in a separate place) as you go.

**Athletics in Classical Times**

1. Athletics held a place of indisputable importance in ancient Greece and the Roman world, though the way citizens engaged in the games and how they viewed their purpose varied considerably. The Greeks imbued their culture with a competitive spirit that extended not just to sports but to other agonos, or contests, in art, music, law, and nearly all areas of life. They are, famously, the originators of the Olympics, first held in 776 BCE on the Plain of Olympia on the Peloponnesian Peninsula. Likewise, in the Roman Empire, war and sport stand as defining aspects of the culture. Some of the games of antiquity, including boxing, wrestling, and discus, are still popular in the modern-day Olympics.

2. Greek culture, which was at its peak from the 8th to the 6th centuries BCE, and the Roman Republic/Empire, which existed from 509 BCE to 476 CE, are considered the cradles of Western civilization. Though many features are common between Greek and Roman cultures, especially in the area of sports, there are major differences between them, most notably who participated in athletics. Free Greek citizens took part in sporting events and earned honor for their participation. Roman citizens, on the other hand, were nearly exclusively spectators; lower-class residents, foreigners, and slaves engaged in the games. The gladiators of the Roman playing arenas almost
never joined the ranks of the army. While the Greeks extended their competitive spirit to nearly all areas of society and viewed athletics as character-building, the Romans wrote that the Greeks placed too heavy an emphasis on athletics and not enough on the practice of arms; they believed this led to the downfall of Greek society.

3 Though neither the Greeks nor the Romans used sports as specific wartime training, elements of the sports themselves mimicked warlike behavior in both cultures. Wars resembled prearranged athletic contests in Greece, with heavily armed, opposing armies made up of privileged citizens wealthy enough to arm themselves. Citizens earned status for participation in both wars and games, and often fought hand-to-hand until one side ceded victory. An example of a war that was very much like a Greek game is the prearranged conflict between Sparta and Argos in 546 BCE, when an equal number of evenly matched warriors—three hundred for each side—were sent to fight each other. (Both sides claimed victory.)

4 The most popular Greek athletics were often individualistic and combat-based. They included races, wrestling, fencing, jousting, archery, spear throwing, discus, and boxing. Many of these sports were also popular in Rome, especially boxing, which featured two competitors fighting until one boxer either ceded or was knocked out. Boxers in Greece wore leather on their knuckles to protect their own hands and increase the effects of their hits on the opponent, à la modern brass knuckles. The Romans similarly enjoyed boxing, and it was a favored sport of the Emperor Augustus. They held both Greek-style boxing matches and Roman-style, in which the boxers wore heavier gloves. The purpose of the heavier gloves was not to protect either the hitter or the opponent, however. Rather, iron and lead were sewn into the gloves, and unsuitably, bouts often concluded with the death of a player. Another sport that was even rougher and also occasionally led to death was pankration, a Greek game consisting of an unarmed fight between two men, with scarcely any rules.

5 Not all ancient Greek city-states participated in the bloodiest of the traditional athletic sports. Legendary Greek generals, including Alexander the Great, discouraged or even forbade soldiers from taking part in popular games. Similarly, Sparta, the most militaristic state in ancient Greece, discouraged boxing and pankration. Instead, games that promoted even more military efficacy were encouraged. Spartans regularly held team-based combative contests in which groups of young men fought each other on an island until one of the teams pushed the other into the water. Spartans also played team sports that centered on a ball. These Spartan sports are the only known occurrence of ball-oriented games in either ancient Greek or Roman cultures. In his book *Combat Sports in the Ancient World: Competition, Violence, and Culture*, Michael B. Poliakoff says, “It of course makes perfect sense that if play is to be at all useful for war, it should include corporate activity like that of a battle squadron.”

6 Team sports today, though they do not involve pushing players off an island, require physical strength and skill, as well as teamwork and strong group dynamics. By and large, modern sports do not resemble ancient sports, yet some parallels can be drawn between the Olympic Games of Greece and the modern Olympics. Thousands of years after the Greek originals, today’s Olympics still feature many of the same events, including long jump, foot races, shot put, and boxing.

B. Review your annotations and notes. Are any of them hard to understand? If so, look again at the reading and improve them. As you review, make additional annotations or notes that come to mind.

C. Compare annotations and notes with a partner.

Go to MyEnglishLab to complete a vocabulary exercise and skill practice, and to join in collaborative activities.

For more about TAKING NOTES, see [OCR SOCIOLOGY 1](#).
LANGUAGE SKILL

USING DICTIONARIES TO STRENGTHEN VOCABULARY

WHY IT’S USEFUL  By familiarizing yourself with three features of dictionary entries, you can work to further develop and strengthen your vocabulary.

In building your English vocabulary, being able to make full use of a dictionary and its features is key. Understanding the components of a dictionary entry will help you find the word you need at the next level. Three critical parts of dictionary entries and subentries are **multiple definitions** listed for some words, **collocations**, and **multiword units**.

- If you are relatively familiar with dictionaries, you will know from experience that one word often has **multiple definitions**. To find the one you need, first quickly scan all of the definitions, as well as the example phrases and sentences provided. If you cannot find the right definition by scanning, slow down and read each definition (plus examples) more carefully. Return to the original context where you found the word and determine which definition best fits that context.

**Example**

Original context: The *geography* of the countryside near my home is mountainous and replete with valleys.

Dictionary entry:

Here, the second definition best explains *geography* as it is used in the original context. In order to build your existing vocabulary, it is essential to develop the skill of determining the best definition from a multiple-definition entry.

- **Collocations** — the way in which some words are often used together, or a particular combination of words—may be indicated in a dictionary by being set in bold, italics, or within example sentences. Some dictionaries even highlight collocations in special boxes. Identifying collocations for a given word will help you with comprehension and writing. For example, the adjective *strong* collates with the word *principles* in this sentence: *The man has strong principles, always demonstrating honesty and truthfulness.* Strong cannot be replaced with a word that has a similar meaning, like *muscular.*

- A **multiword unit** is a vocabulary item made of two or more words that are very tightly bound to each other. Some familiar kinds of multiword units are phrasal verbs (*pass out, see something through, clean up*), compound nouns (*brass knuckles, space shuttle, USB port*), and idioms, in whole or in part (*odd man out, the last straw, a stitch in time*).
EXERCISE 5

A. Work alone or with a group. Use the dictionary entries to decide which collocation best completes each sentence. There may be more than one correct answer.

1. She has a __________________ conviction that all children should have equal opportunities in life.

2. Human Resources always checks to make sure that applicants do not have convictions __________________ before they are considered for a position.

3. “I will fight until I find my daughter,” the mother said __________________ conviction.

4. His spiritual beliefs led him to have strong __________________ convictions.

5. __________________ sentiment favors spending more money on road maintenance.

6. A(n) __________________ sentiment was felt throughout college campuses when war broke out.
B. Some dictionaries have separate sections below an entry with a list of collocations for a certain word. Decide which of the collocations listed below best completes each sentence. There may be more than one correct answer.

1. He ______________________ a very awkward situation when he asked me what my friend’s salary was.
2. The situation became quite ______________________ when riots broke out and people began to fight.
3. The ______________________ situation in several war-torn countries is extremely distressing.
4. My boss knew exactly how to ______________________ the situation when a customer complained.
5. She tried to ______________________ the situation to her employer, but he did not seem to understand.
6. The nation’s ______________________ situation worsened when the stock market crashed.
7. She is very outgoing and feels at home in ______________________ situations.
8. The situation ______________________ after a number of soldiers defected.
EXERCISE 6

A. Find multiword units in these excerpts from readings in this unit. Then write the words on the lines. Each item contains more than one multiword unit.

1. A **highly specific** memory is a memory clearly defined in time, such as a particular day, week, or even single event, such as a car crash or a week at a summer camp.

   *car crash; summer camp*

2. Among self-defining memories, most people have in common certain experiences, including relationships, life-threatening events, and achievements.

3. Sports also have the dual effect of aiding a nation in unification and projecting that unity and identity outward to gain recognition in the world.

4. This phenomenon is common among many nations, including South Korea, which is still technically at war with North Korea; Canada, which has faced domestic tensions; and Britain, which has sought to redefine its national character.

5. Since World War II, both industrialized nations and developing nations have increased funding for sports at a rate faster than other services, and some researchers believe that this is for the express purpose of fostering nationalism and asserting nations’ identities in an increasingly globalized world.

6. Similarly, in 1990, shortly after the fall of the Berlin Wall, a national marathon crisscrossed the line of demarcation between the two Germanys, purposely using the sporting event to highlight the new territory of the country.

7. Some social scientists argue that sports act as a metaphor for culture, revealing the character of a nation, its value system, and elements of its social structure.

8. James could not have known that his essay stood upon a ledge of history, overlooking two world wars that would shape the landscape of war and peace. Nor did James offer an activity he believed could fill the supposed void war would leave behind, were it eradicated.

9. There is no clear answer for why the world has fallen on such comparatively harmonious times, though scholars cite several theories, including the nuclear deterrent, increased international trade, and the interconnectedness of the world in the digital age.

B. Compare answers with a partner.

**Go to MyEnglishLab to complete a skill practice.**
APPLY YOUR SKILLS

WHY IT’S USEFUL  By applying the skills you have learned in this unit, you can successfully read this challenging text and learn about the relationship between sports and war, and how identity both informs and manifests in each.

BEFORE YOU READ

A. Discuss these questions with one or more students.
   1. Think of sports events you have watched in person, on TV, or online. Have you ever noticed the warlike language that is often used in sportscasting? What are some examples? Why do you think such language is used in sports?
   2. Can you think of any situations in which an athlete used his or her role on the world stage to promote a personal political or nationalistic viewpoint? Share what you know.
   3. Do you know of any efforts to implement a sports program with the aim of reducing violence among youth? Has it been successful in achieving that objective?

B. Imagine that you will be participating in a small group discussion about the passage “Sports as the Moral Equivalent of War,” which begins on the next page. Your group will be discussing the following questions. Keep these questions in mind as you read the passage.
   1. What qualities do sports and war have in common?
   2. What war themes do sportscasters often focus on in sports stories?
   3. What are some examples of specific events in history where sports were used to promote nationalism?
   4. What is the relationship between civil unrest and sports in a given society?
   5. Within sports, which group of people tends to be the most violent?

C. Review the Unit Skills Summary. As you read the passage, apply the skills you learned in this unit.

UNIT SKILLS SUMMARY

Be an active reader.
• Evaluate your understanding, question the author’s claims, and record ideas to investigate further.

Skim for gist.
• Move your eyes quickly over the reading to get a general mental image of the main points.

Scan for details.
• Use the strategies you learned to quickly identify details—like names of people, places, organizations, years, and dates—without reading every sentence.

Annotate and take notes.
• Write or highlight on the printed page or use the annotation feature in an e-book. Another option is writing notes, such as questions and definitions, in a notebook.

Use dictionaries well to strengthen your vocabulary.
• When faced with a word entry that has multiple definitions, analyze the text you are reading to choose the most appropriate definition. In dictionary entries, look for highlighted words to find common collocations, and read example phrases to identify multiword units.