

# Bridging the Gap



College Reading

SIXTH EDITION

Includes  
READING ROAD TRIP  
Multimedia  
CD-ROM

Brenda D. Smith

# **Bridging the Gap**

## College Reading

Sixth Edition

**Brenda D. Smith**

*Georgia State University*

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**LONGMAN**

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## PAIRED READINGS IN *BRIDGING THE GAP*, 6TH EDITION

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	Title/Source of End-of-Chapter Textbook or Academic Selection	Title/Source of Accompanying Contemporary Focus Article
<b>Chapter 1</b> <b>Active Learning</b>	<p>“The Internet,” by H. L. Capron, <i>Computers: Tools for an Information Age</i></p> <p>“Critical-Period Hypothesis,” by James V. McConnell, <i>Understanding Human Behavior</i></p>	<p>“Net Addiction,” from <i>Oracle Service: Humor Mailing List</i> (oracle-humor-subscribe@lyris.oraclehumor.com)</p> <p>“Maternal Instincts,” by Daniel J. Cox, <i>Life</i></p>
<b>Chapter 3</b> <b>Reading and Study Strategies</b>	<p>“Expressing Emotion,” by David Myers, <i>Psychology, fifth edition</i></p> <p>“The Story of Harley-Davidson Motorcycles,” from Thomas C. Kinnear et al., <i>Principles of Marketing</i></p> <p>“Unity in Diversity,” by Donald Light, Jr., and Suzanne Keller, <i>Sociology, fourth edition</i></p>	<p>“Finding the Flow,” by Mihaly Csikszentmihalyi, <i>Psychology Today</i></p> <p>“Motorcyclists in Cross-Hairs,” by Jim Jensen, <i>Rocky Mountain News</i></p> <p>“It’s What You Say and Do,” by Marcia Pounds, <i>Sun Sentinel</i></p>
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<b>Chapter 5</b> <b>Organizing Textbook Information</b>	<p>“Pregnancy and Birth,” by Robert Wallace, <i>Biology: The World of Life</i></p> <p>“Women in History,” by Leonard Pitt, <i>We Americans</i></p> <p>“Nutrition, Health, and Stress,” by Barbara Brehm, <i>Stress Management</i></p>	<p>“Umbilical Cord Blood Helps Fight Cancer,” by Renee Twombly, <i>Duke Comprehensive Cancer Center Notes</i></p> <p>“Evita Stylish, Thieving Diva of Cult Politics,” by Jim Pinkerton, <i>USA Today</i></p> <p>“Best and Worst Cafeteria Foods,” by Lisa M. Flores, <i>Muscle &amp; Fitness</i></p>

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<b>Chapter 7 Point of View</b>	<p>"Elderly Parents: A Cultural Duty," by Ta Thuc Phu, <i>The Orlando Sentinel</i></p> <p>"Only Daughter," by Sandra Cisneros, <i>Women's Voices From Borderlands</i></p> <p>"Understanding the Legal Context of Business," by Ricky Griffin and Ronald Ebert, <i>Business, fourth edition</i></p>	<p>"The New Family Dinner," by Carol Wallace, <i>Parents</i></p> <p>"San Antonio Journal: Novelist's Purple Palette Is Not to Everyone's Taste," by Sara Rimer, <i>The New York Times</i></p> <p>"Tort Reform: Excessive Litigation by Trial Lawyers," by William S. Stavropoulos</p>
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<b>Chapter 10 Rate Flexibility</b>	<p>"Passive Smoking," by Curtis Byer and Louis Shainberg, <i>Living Well</i></p> <p>"The Baby Boomers and the Generation Xers," by Philip Kotler and Gary Armstrong, <i>Principles of Marketing</i></p> <p>"The Sanctuary of School," by Lynda Barry, <i>The New York Times</i></p>	<p>(No Contemporary Focus readings in this chapter.)</p>
<b>Chapter 12 Textbook Application</b>	<p>"Race and Ethnicity," by Alex Thio, <i>Sociology: A Brief Introduction</i></p>	<p>"A No-Fault Holocaust," by John Leo, <i>U.S. News and World Report</i></p>

*To*  
*My Mother and Father*

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# Preface

With *Bridging the Gap*, my objective has always been for students to become capable readers and thinkers who take ownership of their learning. More than ever, this sixth edition focuses on developing schema by connecting textbook reading to real-world issues. In an exciting new feature called *Contemporary Focus*, excerpts from recent magazine and newspaper articles are paired with the longer end-of-chapter textbook reading selections. The purpose of these brief and engaging articles is to increase interest in reading, to activate the reader's schema by linking a current issue to a concept within the longer textbook selections, to stimulate classroom discussion, and to promote critical thinking. This sixth edition contains nineteen of these new introductory articles.

Another new sixth edition feature focusing on making connections is the *Search the Net* activity that follows each longer textbook reading selection. Electronic reading skills are becoming essential for college students. To support this need, the first *Search the Net* activity in Chapter 1 begins with an explanation of how to plan and conduct an effective Internet search. Subsequent activities pose questions that connect Internet exploration with the textbook topics in each longer reading selection. In many cases, relevant URLs are suggested to help launch the student's search.

The new *Reader's Tip* boxes in this edition give easy-to-access advice by condensing techniques for improving reading into practical hints for quick reference. Each chapter in this edition contains at least one (and usually several) of these key concepts boxes. New to the sixth edition, vocabulary development is presented in a complete chapter early in the book (Chapter 2). This edition also continues to include vocabulary words in context after most of the longer reading selections. In addition to the nineteen new *Contemporary Focus* articles, this edition contains eleven new longer end-of-chapter reading selections, including a piece about the Internet and a work by acclaimed author Sandra Cisneros.

The intent of the sixth edition, as with previous editions, is to personally involve the reader, to build and enrich the knowledge networks for academic reading, to stimulate engaging class discussion, and to foster independent learning and thinking. I hope students enjoy learning from this colorful new edition.

## CONTENT AND ORGANIZATION

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The sixth edition continues the tradition of previous editions by using actual college textbook material for teaching and practice. Designed for an upper-

level course in college reading, each chapter introduces a new skill, provides short practice exercises to teach the skill, and then offers practice through longer textbook selections.

Presentation of skills in the text moves from the general to the specific. Initial chapters discuss active learning, vocabulary, study strategies, main idea, and organization, while later chapters teach inference, point of view, critical thinking, graphic illustrations and rate flexibility. The reading and study skills discussions in the first portion of the book stress the need to construct the main idea of a passage and to select significant supporting details. Exercises encourage “engaged thinking” before reading, while reading, and after reading. Four different methods of organizing textbook information for later study are explained.

The critical thinking chapter is a culmination and application of main-idea, inference, and point-of-view skills. The chapter on test taking is designed to help students gain insights into text construction and the testing situation. The book concludes with an opportunity to apply all the skills to an actual chapter from a college textbook.

## SPECIAL FEATURES OF THE SIXTH EDITION

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- **Contemporary Focus** articles linked to the longer textbook readings are included to stimulate cognitive connections and to promote group discussion. Each Contemporary Focus article is drawn from a popular source, such as a magazine or newspaper, to demonstrate the textbook readings relevant to the “real world.”
- **Contemporary Link** questions promote critical thinking by demonstrating the relevance of the introductory articles to the textbook selections that they accompany. A list of textbook readings, along with their accompanying Contemporary Focus features, follows the Preface.
- **Search the Net** activities encourage students to amplify textbook study through Internet research. Instructions on how to use the Internet are presented in the first chapter. A book-specific Longman website is also available: <http://www.awlonline.com/SmithBTG>.
- **Reader’s Tip** boxes give easy-to-access advice for readers, condensing strategies for improving reading into practical hints for quick reference.
- **Eleven new longer reading selections** are included.
- A broad range of **vocabulary development** topics and corresponding exercises are presented in a separate chapter early in the book.
- For the instructor’s convenience, **critical thinking and collaborative study** opportunities are signaled throughout by means of decorative marginal icons.



## CONTINUING FEATURES

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Other classroom-tested features of the book include the following:

- Actual **textbook selections** are used for practice exercises.
- **Many academic disciplines** are represented throughout, including psychology, history, business, allied health, biology, sociology, nutrition, computer science, and English literature.
- Each longer textbook selection has both **explicit and inferential questions**.
- Selections include essay questions that elicit an organized **written response**.
- **Vocabulary is presented in context**, and exercises on prefixes, suffixes, and roots are included in each chapter.
- Although skills build and overlap, **each chapter can be taught as a separate unit** to fit individual class or student needs.
- **Pages are perforated** so that students can tear out and hand in assignments.
- A **Reader's Journal** activity appears at the end of each chapter so that students can learn about themselves, reflect on their strengths and weaknesses, and monitor their progress as learners.
- Discussion and practice exercises on **barriers to critical thinking** are included that include cultural conditioning, self-deception, and oversimplification.
- Practice is offered in **identifying fallacies** in critical thinking and in **evaluating arguments**.
- At the end of the text, a **chapter-length reading selection**, "Racial and Ethnic Minorities" explores the history of ethnic groups in America. Taken from a freshman sociology textbook, this longer selection provides the opportunity to practice the transfer of skills while still including study questions and strategy suggestions. Both multiple-choice and essay questions are provided.

## THE TEACHING AND LEARNING PACKAGE

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Each component of the teaching and learning package has been crafted to ensure that the course is a rewarding experience for both instructors and students.

The **Annotated Instructor's Edition** is an exact replica of the student edition, but includes all answers printed directly on the fill-in lines provided in the text. (0-321-04591-2)

The **Instructor's Manual** contains overhead transparency masters and additional vocabulary and comprehension questions for each reading selection. The true-false, vocabulary, and comprehension quizzes can be used as

prereading quizzes to stimulate interest or as evaluation quizzes after reading. For the sixth edition, a new vocabulary-in-context exercise has been added to reinforce the words in the longer textbook selections. To receive an examination copy of the Instructor's Manual, please contact your Addison Wesley Longman sales representative. You may also request an exam copy by calling 1-800-552-2499, or by sending your request via e-mail to [exam@awl.com](mailto:exam@awl.com) (0-321-04450-9)

The **Test Bank** includes additional reading selections, chapter tests, vocabulary tests, and midterm and final exams. To receive an examination copy of the Test Bank, please contact your Addison Wesley Longman sales representative. You may also request an exam copy by calling 1-800-552-2499, or by sending your request via e-mail to [exam@awl.com](mailto:exam@awl.com) (0-321-04593-9)

In addition to the book-specific supplements discussed above, a series of other skills-based supplements are available for both instructors and students. All of these supplements are available either free or at greatly reduced prices.

## Electronic and Online Offerings



**Reading Road Trip Multimedia Software.** This innovative and exciting multimedia reading software package takes students on a tour of 15 cities and landmarks throughout the United States. Each of the 15 modules corresponds to a reading or study skill (for example, finding the main idea, understanding patterns of organization, and thinking critically). All modules contain a tour of the location, instruction and tutorial, exercises, interactive feedback, and mastery tests. The *Reading Road Trip* is packaged free with this textbook.

**Bridging the Gap Text-Specific Website.** Free to adopters, this book specific Website offers chapter summaries, additional quizzes, and Internet activities and resources for students. In addition, it offers instructor ancillaries, a syllabus manager, and interactive chat. <http://longman.awl.com/smithBTG>.

**The Longman English Pages Web Site.** Both students and instructors can visit our free content-rich Web site for additional reading selections and writing exercises. From the Longman English pages, visitors can conduct a simulated Web search, learn how to write a resume and cover letter, or try their hand at poetry writing. Stop by and visit us at <http://longman.awl.com/englishpages>.

**The Basic Skills Electronic Newsletter**—Twice a month during the spring and fall, instructors who have subscribed receive a free copy of the Longman Basic Skills Newsletter in their e-mailbox. Written by experienced classroom instructors, the newsletter offers teaching tips, classroom activities, book reviews, and more. To subscribe, visit the Longman Basic Skills Web site at <http://longman.awl.com/basicskills>, or send an e-mail to [BasicSkills@awl.com](mailto:BasicSkills@awl.com).

***Teaching Online: Internet Research, Conversation and Composition, Second Edition.*** Ideal for instructors who have never surfed the Net, this easy-to-follow guide offers basic definitions, numerous examples, and step-by-step information about finding and using Internet sources. Free to adopters. 0-321-01957-1

***Researching Online, Third Edition.*** A perfect companion for a new age, this indispensable new supplement helps students navigate the Internet. Adapted from *Teaching Online*, the instructor's Internet guide, *Researching Online* speaks directly to students, giving them detailed, step-by-step instructions for performing electronic searches. Paperback version available free to students when the instructor adopts *Bridging the Gap*. 0-321-05802-X.

### For Additional Reading and Reference

**The Longman Textbook Reader.** This reader offers five complete chapters from freshman-level textbooks in the following disciplines: computer science, biology, psychology, communications, and business. Each chapter includes all the original features from the text, as well as additional comprehension quizzes, critical thinking questions, and group activities. Available free to students when instructors adopt *Bridging the Gap*. 0-321-04617-X

**The Dictionary Deal.** Two dictionaries can be shrinkwrapped with any Longman Basic Skills title at a nominal fee. *The New American Webster Handy College Dictionary* (0-451-18166-2) is a paperback reference text with more than 100,000 entries. *Merriam Webster's Collegiate Dictionary*, tenth edition (0-87779-709-9), is a hardback reference with a citation file of more than 14.5 million examples of English words drawn from actual use.

**Penguin Quality Paperback Titles.** A series of Penguin paperbacks is available at a significant discount when shrinkwrapped with any Longman Basic Skills title. Some titles available are: Toni Morrison's *Beloved* (0-452-26446-4), Julia Alvarez's *How the Garcia Girls Lost Their Accents* (0-452-26806-0), Mark Twain's *Huckleberry Finn* (0-451-52650-3), *Narrative of the Life of Frederick Douglass* (0-451-52673-2), Harriet Beecher Stowe's *Uncle Tom's Cabin* (0-451-52302-4), Dr. Martin Luther King, Jr.'s *Why We Can't Wait* (0-451-62754-7), and plays by Shakespeare, Miller, and Albee. For a complete list of titles or more information, please contact your Addison Wesley Longman sales consultant.

**80 Readings, Second Edition.** This inexpensive volume contains 80 brief readings (1-3 pages each) on a variety of themes: writers on writing, nature, women and men, customs and habits, politics, rights and obligations, and coming of age. Also included is an alternate rhetorical table of contents. 0-321-01648-3.

**Newsweek Alliance & Interactive Guide to Newsweek.** Instructors may choose to shrinkwrap a 12-week subscription to *Newsweek* with this text. The price of the subscription is greatly discounted from the cover price. Available

with the subscription is a free *Interactive Guide to Newsweek*—a workbook for students who are using the text. In addition, *Newsweek* provides a wide variety of instructor supplements free to teachers, including maps, Skills Builders, and weekly quizzes. *Newsweek* subscription card: 0-321-04759-1. Interactive Guide to *Newsweek*: 0-321-05528-4.

## For Instructors

**CLAST Test Package, Fourth Edition.** These two 40-item objective tests evaluate students' readiness for the CLAST exams. Strategies for teaching CLAST preparedness are included. Free to instructors. Reproducible sheets: 0-321-01950-4 Computerized IBM version: 0-321-01982-2 Computerized Mac version: 0-321-01983-0

**TASP Test Package, Third Edition.** These 12 practice pre-tests and post-tests assess the same reading and writing skills covered in the TASP examination. Free to instructors. Reproducible sheets: 0-321-01959-8 Computerized IBM version: 0-321-02623-3 Computerized Mac version: 0-321-02622-5

***Reading Critically: Texts, Charts, and Graphs, Second Edition.*** For instructors who would like to emphasize critical thinking in their courses, this brief book (65 pages) provides additional critical thinking material to supplement coverage in the text. Free to instructors. 0-673-97365-4

## For Students

***Learning Together.*** This brief guide to the fundamentals of collaborative learning teaches students how to work effectively in groups, how to revise with peer response, and how to co-author a paper or report. Shrinkwrapped free with any Longman Basic Skills text. 0-673-46848-8

## ACKNOWLEDGMENTS

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I am extremely happy to have worked on this sixth edition with Basic Skills Editor Steven Rigolosi. Steve has the creative vision to see new possibilities and the organizational skills to implement ideas. He is responsible for the new *Contemporary Focus* feature, the addition of four-color printing, and the *Annotated Instructor's Edition*.

I continue to appreciate the opportunity to work with Developmental Editor Susan Moss. In fact, I have come to believe that I could not do a book without Sue. She is intuitive about the needs of students and teachers, and I value her insights and opinions.

In this edition Karen Oates assisted with the instructions for using the Internet and the related exercises. Michelle Elbe helped locate many of the *Contemporary Focus* articles, and Chris LaBudda researched many of the *Search the Net* exercises. Both Kelly Daniels and Julie Smith assisted as researchers. Jackie Stahlecker served as technical reviewer. The book benefited from their excellent contributions.

Again, I feel extremely privileged to have received advice from so many learned colleagues in the college reading profession. I am particularly grateful to Malinda Shoemaker, Emily Johnson, and Mary Ann Errico from Georgia Perimeter College. The book is strengthened by their insightful, sincere, and constructive comments. I would also like to thank these knowledgeable and concerned instructors for their insights into the manuscript:

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Atlanta, Georgia

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## Representative Features in *Bridging the Gap*, 6th Edition

	Reading or Study Skills	Reader's Tip Boxes	Critical Thinking Topics	Internet Search Topics
<b>Chapter 1 Active Learning</b>	<ul style="list-style-type: none"> <li>• Accumulating and Interpreting Information, 2</li> <li>• Understanding Cognitive Processes, 2</li> <li>• Assessing Your Learning Style, 5</li> <li>• Improving Concentration, 7</li> <li>• Motivating Yourself, 10</li> <li>• Focusing on Successful Academic Behaviors, 13</li> <li>• Using a Syllabus, 15</li> </ul>	<ul style="list-style-type: none"> <li>• Improving Concentration, 12</li> <li>• Popular College Databases, 29</li> <li>• Manipulating the Internet Search, 30</li> </ul>	<ul style="list-style-type: none"> <li>• Internet Access From the Workplace: Ethical Issues, 24</li> <li>• Critical Future Steps in Internet Development, 24</li> <li>• Proving the Existence of a Critical Period in An Organism's Life, 38</li> <li>• Manipulating Maternal Instincts, 38</li> </ul>	<ul style="list-style-type: none"> <li>• Pivotal Historic Figures and Events in Internet Evolution, 32</li> <li>• Survival Value of Unusual Maternal Instinct in Birds, 41</li> </ul>
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	<b>Reading or Study Skills</b>	<b>Reader's Tip Boxes</b>	<b>Critical Thinking Topics</b>	<b>Internet Search Topics</b>
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<b>Chapter 3 Reading and Study Strategies</b>	<ul style="list-style-type: none"> <li>• Developing a Study System, 73</li> <li>• Previewing, 73</li> <li>• Integrating Knowledge, 77</li> <li>• Understanding Metacognition, 80</li> <li>• Recalling for Self-Testing, 84</li> </ul>	<ul style="list-style-type: none"> <li>• Asking Questions Before Reading, 74</li> <li>• Using Thinking Strategies While Reading, 79</li> <li>• Developing a Metacognitive Sense for Reading, 81</li> <li>• Recalling After Reading, 85</li> </ul>	<ul style="list-style-type: none"> <li>• Controlling Fear, Reducing Anger, and Promoting Happiness, 96</li> <li>• Real-World Examples of Csikszentmihalyi's "Flow," 97</li> <li>• Harley-Davidson's Success in Three Business Development Stages, 105</li> <li>• Transformation of a Dangerous Machine into a Lucrative Product, 106</li> <li>• Cultural Universals and Ethnocentrism in Our Society, 115</li> <li>• Importance of Knowledge of Values and Norms in the Corporate World, 116</li> </ul>	<ul style="list-style-type: none"> <li>• More About the Research of Csikszentmihalyi, 99</li> <li>• Riding Tips and the Harley-Davidson "Attitude," 109</li> <li>• Intercultural Communication Training, 118</li> </ul>
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