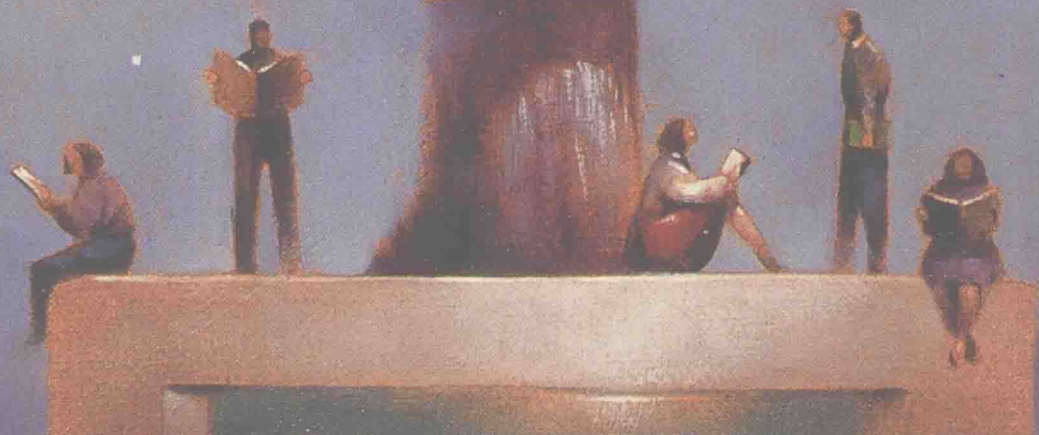


A Community of Readers

A Thematic Approach to Reading

Second Edition

Roberta Alexander
Jan Lombardi



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San Diego City College

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We would like to dedicate this text to
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and
Veronica and Francis Ryan

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A Community of Readers, Second Edition, provides college students with guided, in-depth instruction in all segments of the reading and learning process: reading, discussing, writing, and critical thinking. Organized around high-interest, motivational, and contemporary themes, *A Community of Readers* is a reading text that emphasizes student involvement in the stages of the *reading process* (prereading, active reading, postreading activities, and critical reflection). Each chapter presents an essential reading skill and challenges students to master it with readings and exercises focused on a unifying theme. The first chapter focuses on **PRO**, the reading process, and on “Celebrating Self and Community” in a college setting. Each of the following chapters then presents a reading skill, such as vocabulary building, main ideas, inferences, reading literature, and critical thinking. As students progress through each chapter, they learn, practice, and review all the reading skills required to succeed in their college courses. Because each chapter of the text builds on a single theme, students have the time to develop schema and exchange knowledge on a particular theme or issue. Themes include working and choosing a career, gender issues, living in a diverse society, staying healthy, and computer technology. *A Community of Readers* also provides great accessibility for students from various language and academic backgrounds.

Features

This second edition of *A Community of Readers* offers a number of innovative features to enhance the learning experience:

- *Thematic organization.* Each chapter focuses on one theme so that students can work with the ideas long enough to begin to understand and use complex material. Readings, as well as the examples used for skills explanations and exercises, further explore the chapter theme.
- *Abundant reading selections.* In this second edition, we have replaced more than a third of the readings, drawing new selections from both academic and popular sources. We’ve chosen readings that encourage students to learn and practice their skills in the context of the ideas and issues presented in each chapter. In addition to selections from textbooks, readings from magazines, newspapers, and other books are included.

- **NEW! Integration of reading, vocabulary, and learning strategies.** The second edition presents an entirely new chapter on vocabulary skills, and the reinforcement of vocabulary skills is integrated throughout the text. Learning strategies (including outlining, summarizing, and mapping) are also introduced (with ample practice material).
- **Critical thinking skills.** By focusing on one theme at a time, students have the opportunity to understand the topic in more depth and can apply critical thinking skills more effectively in class discussions and assigned writings. Chapter exercises consistently encourage students to apply background knowledge and to evaluate ideas, to reflect, and to make connections among various approaches and points of view.
- **Focus on the reading process.** The essential steps to teaching reading—*prereading activities, active reading, and postreading tasks*—are built into each chapter. Students are led to apply the new skills learned within the context of the reading process.
- **Collaborative work.** Exercises throughout the text encourage students to collaborate with their peers. Group problem-solving skills will help students in their academic work as well as in their future careers.

Chapter Organization

Each chapter in *A Community of Readers* is designed to teach specific reading and study skills within the context of learning about an issue, reflecting on that issue, and generating possible solutions to the issue. To accomplish this progression, each chapter contains the following features:

- *An opening illustration and quotation* introduce the theme of the chapter and provide prereading questions that ask students to explore their background knowledge and opinions on the topic.
- *Skills instruction* is carefully interwoven with readings about the topic of the chapter. Examples, readings, and exercises all focus on the chapter theme.
- *Work with Words* sections present vocabulary skills relevant to the strategies taught in the chapter. Emphasis is given to learning vocabulary in context, recognizing word parts, knowing when and how to use the dictionary, and mastering specialized vocabulary.
- *A Chapter Review* summarizes the issues and skills of the chapter and provides postreading extension activities for collaborative group work and writing assignments.
- **NEW! Mastery Tests.** Two new mastery tests at the end of each chapter give students further opportunities to master the skills for each chapter.
- **NEW! Websites.** Each chapter in the second edition ends with a list of websites, which provide additional information on the chapter issues and themes. In addition, a book-specific website is available at <http://www.awl.com/alexander>.

- *Extend Your Thinking* refers students and instructors to an exciting collection of additional readings found at the end of the text, which correspond directly to the themes found in the text.
- **NEW!** *A Reader's Toolkit* at the end of the text contains information on the Cornell note-taking system, test-taking, writing tips for readers, reader response journals, and suggested reading for book reports.

The Teaching and Learning Package

Book-Specific Supplements

A Community of Readers comes with a fully array of supplements designed to ensure that the course is rewarding for both students and instructors.

The **Annotated Instructor's Edition** (AIE) is an exact replica of the student text, with the answers provided on the write-in lines in the text. (0-321-04595-5)

The **Instructor's Manual**, prepared by the authors, offers teaching tips, sample syllabi, transparency masters, and other teaching resources. (0-321-04596-3)

The printed **Test Bank** for *A Community of Readers* offers a series of skill and reading quizzes for each chapter, formatted for ease of copying and distribution. (0-321-04597-1). An **Electronic Test Bank** for reading is also available. To be published in December 2000, the electronic test bank offers more than 3,000 questions in all areas of reading, including vocabulary, main idea, supporting details, patterns of organization, language, critical thinking, analytical reasoning, inference, point of view, visual aids, and textbook reading. With this easy-to-use CD-ROM, instructors simply choose questions from the electronic test bank, then print out the completed test for distribution. (0-321-08179-X)

For additional quizzes, readings, and Internet-based activities, be sure to visit *A Community of Readers Online* at <http://www.awl.com/alexander>. On this website you will find a series of **PowerPoint Presentations** for each chapter in the textbook, which can be downloaded and used for classroom presentations.

The Longman Developmental Reading Package

In addition to the book-specific ancillaries discussed above, Longman offers many other supplements to instructors and students. All of these supplements are available either free or at greatly reduced prices.

For Additional Reading and Reference

The Dictionary Deal. Two dictionaries can be shrinkwrapped with any Longman Reading title at a nominal fee. *The New American Webster Handy College Dictionary* is a paperback reference text with more than

100,000 entries. *Merriam Webster's Collegiate Dictionary*, Tenth Edition, is a hardback reference with a citation file of more than 14.5 million examples of English words drawn from actual use. For more details on ordering a dictionary with this text, please contact your Addison Wesley Longman sales representative.

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

The Pocket Reader, First 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. 0-321-07668-0

The Longman Textbook Reader. This supplement, for use in developmental reading courses, offers five complete chapters from AWL textbooks: computer science, biology, psychology, communications, and business. Each chapter includes additional comprehension quizzes, critical thinking questions, and group activities. Available FREE with the adoption of any Longman text. For information on how to bundle *The Longman Textbook Reader* with *A Community of Readers*, please contact your Addison Wesley Longman sales representative.

Newsweek Alliance. Instructors may choose to shrinkwrap a 12-week subscription to *Newsweek* with any Longman text. The price of the subscription is 57 cents per issue (a total of \$6.84 for the subscription). 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. For further information on the *Newsweek* alliance, please contact your Addison Wesley Longman sales representative.

Electronic and Online Offerings

Reading Road Trip Multimedia Reading and Study Skills Software, Version 2.0. This innovative and exciting multimedia reading CD-ROM 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. To order Reading Road Trip 2.0 with *A Community of Readers*, use ISBN 0-201-71567-8.

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

The Longman Electronic Newsletter. Twice a month during the spring and fall, instructors who have subscribed receive a free copy of the Longman Developmental English E-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 website at <http://www.awl.com/basicskills>, or send an e-mail to 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. Available free when shrinkwrapped with any Longman Reading text. Contact your local Addison Wesley Longman sales consultant for information on how to order.

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 with any Longman English title. 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 with any Longman English title. Reproducible sheets: 0-321-01959-8. Computerized IBM version: 0-321-01985-7. Computerized Mac version: 0-321-01984-9.

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Rose Yesu, *Massasoit Community College*

Roberta Alexander

Jan Lombardi

Welcome to *A Community of Readers*

You have probably bought this book because you need to strengthen your reading skills and strategies to be ready for the demands of college reading. If you are prepared to take responsibility for your own learning, and if you are ready to commit yourself to the work involved, you will learn the strategies and skills that you need to become an effective, thoughtful reader. You need these skills not only to pass this course, but for success in college and, even more important, for success in the workplace of the twenty-first century.

Why Is Reading So Important?

Read any newspaper today, talk to any employer or human resources manager, and you will realize that the demands of today's society—not only of college study—require that you be a literate person, that you be able to learn new skills and even new jobs or professions. During your lifetime, you will probably be faced with the need to change jobs or professions three, four, or more times. And even if you are one of the lucky few who stay in one position or who are successful at creating your own business, you will constantly face the need to upgrade your skills. Professionals of all kinds must stay current in their field. This is true of office professionals, medical professionals, teachers, engineers, auto mechanics, managers, computer programmers, and even industrial workers.

Learning cannot stop when you get your degree; learning is a lifelong endeavor. But there is one ability that will not become outdated and that can serve you for the rest of your life—the ability to learn and grow. In writing this text, we have addressed the basics that will help you become a strong reader and student, be prepared for the challenges of lifelong learning for the workplace, and be an effective, fulfilled adult and citizen of the modern world.

The skills and strategies that you will need to use to become an effective reader and successful student are the same skills that you will need in the workplace. A Department of Labor survey concluded that the workplace basics to learn in school are:

1. *Learning to learn.* *A Community of Readers* will show you how to become active in your own reading and learning process (Chapter 1

and “A Reader’s Toolkit”). You will learn how you study best and whether you are putting your study time to good use.

2. *Listening and oral communications.* As a college reader, you will learn that the act of reading is reinforced and made more meaningful when you listen to other people’s ideas about a subject and when you orally express your own ideas to your peers (all chapters).
3. *Competence in reading, writing, and computation.* As you work through this course, your reading competence will constantly improve. You will learn, review, and practice all the basic skills necessary to be a strong reader: prereading (Chapter 1); active reading (Chapter 1); building your vocabulary (Chapter 2); monitoring your comprehension; recognizing main ideas and supporting details (Chapters 3 and 4); reviewing what you have read; remembering what you have read (Chapters 4 and 5); making connections between what you know and what you read (all chapters); and organizing what you read so that you can retain information and understanding for tests and future needs (Chapters 3–9).
4. *Adaptability based on creative thinking and problem solving.* As a member of your classroom and a community of readers, you will be involved in bringing what you already know and what you learn through reading and discussion to a variety of issues, and you will practice thinking creatively and problem solving (all chapters). You will learn how to take notes (“A Reader’s Toolkit”); how to interpret what an author is saying and how to make inferences (Chapter 8); and how to think critically to evaluate an author’s position (Chapters 8 and 9 and in the “Reflect” exercises throughout the text).
5. *Group effectiveness characterized by interpersonal skills, negotiation skills, and teamwork.* You will learn to work with your peers—other students—sharing your strengths and learning from each other (all chapters).
6. *Organizational effectiveness and leadership.* You will develop your organizational and leadership skills in the process of working with classmates toward a common goal.

If you are ready to tackle the material of this course, you will be taking a big step toward a successful college career. Can you answer “yes” to the following key questions?

- Is learning and practicing college reading skills a priority for you at this time?
- Are you willing to make the effort to be actively involved in your own learning?
- Have you decided that you can and will succeed, one small step at a time?
- Do you have the time to commit to being a student? Remember that as a student, you have a job. The payoff may seem to come with

passing grades and a degree, but, most important, the payoff of developing your reading and learning skills is for yourself and your future.

- Are you willing to share ideas and to work together with other students to reach your goals?
- Are you willing to learn new reading strategies, not just to pass this class, but to use whenever you must learn something new?
- Are you willing to open your mind to new ideas and ways of thinking?
- Are you willing to reflect on ideas and arguments, and to make conclusions and form opinions for yourself and with others?

Did you answer “yes” to all or most of the questions above? If so, this book will help you reach your goals by assisting you to become a lifelong reader and learner. Welcome to *A Community of Readers!*

BRIEF CONTENTS

Detailed Contents v

To the Instructor xv

To the Student xxi

Chapter 1	The Reading Process	<i>Celebrating Self and Community</i>	1
------------------	----------------------------	---------------------------------------	----------

Chapter 2	Working with Words	<i>Computer Technology</i>	51
------------------	---------------------------	----------------------------	-----------

Chapter 3	Topics and Main Ideas	<i>Living on Earth</i>	117
------------------	------------------------------	------------------------	------------

Chapter 4	Support for Main Ideas	<i>Staying Well</i>	179
------------------	-------------------------------	---------------------	------------

Chapter 5	Patterns of Organization	<i>Where We Live</i>	241
------------------	---------------------------------	----------------------	------------

Chapter 6	Interpreting Visual Aids	<i>Working and Choosing a Career</i>	303
------------------	---------------------------------	--------------------------------------	------------

Chapter 7	Inferences and Reading Literature	<i>Dealing with Gender</i>	379
------------------	--	----------------------------	------------

Chapter 8	Facts and Opinions	<i>Living in a Diverse Society</i>	451
------------------	---------------------------	------------------------------------	------------

Chapter 9	Critical Thinking	<i>Looking Back / Looking Forward</i>	509
------------------	--------------------------	---------------------------------------	------------

Extend Your Thinking

Additional Readings and Exercises **573**

A Reader's Toolkit 649

Note-Taking: The Cornell Note-Taking System **650**

Test-Taking **656**

Writing Activities **665**

Portfolio Project **666**

Book Reports **668**

Credits **671**

Index **675**

DETAILED CONTENTS

To the Instructor xv

To the Student xxi

Chapter 1 The Reading Process (PRO) *Celebrating Self and Community* 1

PREPARE TO READ 2

Purpose 2

Previous Knowledge 2

Preview and Predict 2

READING 1 “Becoming a Student”

Barbara Jordan 3

THE READING PROCESS (PRO) 5

Prepare to Read 6

Determining Your Purpose 6

Previewing 6

Using Previous Knowledge 10

Predicting What You Will Learn 10

READING 2 “Motives to Work”

Carole Wade and Carol Tavis 12

Reading Actively and Reflecting 16

Reading Actively 16

Reflecting 17

READING 3 “Models of Memory”

Carole Wade and Carol Tavis 21

Organizing to Learn 25

S: Select the Facts and Concepts You Need to Know 26

U: Use the Material You’ve Selected 26

R: Recite the Information You’ve Selected 26

E: Examine Yourself Periodically on the Material You Have Learned 27

READING 4 “What Is Collaborative Learning?”

Toni Haring-Smith 29

CHAPTER REVIEW 34

Reader’s Checklist 34

Critical Reflections 34

Writing Activity 35

Classroom Community 35

Extend Your Thinking 36

Visit the Web 36

MASTERY TEST 1A “How to Remember”
Carole Wade and Carol Tavris 37

MASTERY TEST 1B “Competence and Achievement Motivation”
Don H. Hockenbury and Sandra E. Hockenbury 43

Chapter 2 Working with Words *Computer Technology* 51

PREPARE TO READ 52**Purpose 52****Previous Knowledge 52****Preview and Predict 52**

READING 1 “Living Without Computers”
George Beekman 53

WORKING WITH WORDS 54**Reading and Vocabulary 54****Context Clues 55**

Definition and Synonym Clues 55

Example Clues 57

General Information Clues 58

Contrast Clues 59

READING 2 “Living with Computers”
George Beekman 62

Word Parts 69

Prefixes 70

Roots 72

Suffixes 74

READING 3 “What Computers Do”
George Beekman 77

The Dictionary 82

Parts of a Dictionary Entry 82

Choosing the Correct Meaning from the Dictionary 84

READING 4 “Computers and Jobs”
George Beekman 88

Textbook Aids and Specialized Vocabulary 97**CHAPTER REVIEW 99****Reader’s Checklist 99****Critical Reflections 99****Writing Activity 100****Classroom Community 100****Extend Your Thinking 100**

	Visit the Web	100
MASTERY TEST 2A	“No Sacred Trust” <i>Connie Guglielmo</i>	101
MASTERY TEST 2B	“Ergonomics” <i>Timothy J. O’Leary and Linda L. O’Leary</i>	109
<hr/>		
Chapter 3	Topics and Main Ideas	<i>Living on Earth</i> 117
	PREPARE TO READ	118
	Purpose	118
	Previous Knowledge	118
	Preview and Predict	118
	READING 1	“Bedo Jaosolo: Biodiversity in Madagascar”
	<i>Neil A. Campbell, Lawrence G. Mitchell, and Jane B. Reece</i>	119
	TOPICS AND MAIN IDEAS	121
	Topics	121
	Main Ideas	122
	Stated Main Ideas in Paragraphs	123
	Restating Main Ideas	127
	Implied Main Ideas in Paragraphs	128
	Main Ideas in Short Passages	134
	Main Ideas in Articles and Longer Passages	139
	READING 2	“Conservation Biology”
	<i>Neil A. Campbell, Jane B. Reece, and Lawrence G. Mitchell</i>	140
	READING 3	“Population Dynamics”
	<i>Neil A. Campbell, Lawrence G. Mitchell, and Jane B. Reece</i>	147
	READING 4	“The Rapid Loss of Species”
	<i>Neil A. Campbell, Lawrence G. Mitchell, and Jane B. Reece</i>	153
	CHAPTER REVIEW	159
	Reader’s Checklist	159
	Critical Reflections	160
	Writing Activity	160
	Classroom Community	160
	Extend Your Thinking	161
	Visit the Web	161
MASTERY TEST 3A	“Water Pollution” <i>Robert A. Wallace</i>	162
MASTERY TEST 3B	“Deserts” <i>Robert A. Wallace, Gerald P. Sanders, and Robert Ferl</i>	171

Chapter 4	Support for Main Ideas	<i>Staying Well</i>	179
	PREPARE TO READ	180	
	Purpose	180	
	Previous Knowledge	180	
	Preview and Predict	180	
	READING 1	“Wellness: The New Health Goal”	
		<i>Paul M. Insel, Walton T. Roth, L. McKay Rollins, and Ray A. Peterson</i>	181
	SUPPORTING POINTS	183	
	Major Supporting Points	183	
	Minor Supporting Points	184	
	Distinguishing Between Major and Minor Supporting Points	184	
	ORGANIZE TO LEARN	187	
	Marking Texts	187	
	Making Bulleted Lists	190	
	Outlining	191	
	Summarizing	193	
	READING 2	“Nutritional Guidelines: Planning Your Diet”	
		<i>Paul M. Insel, Walton T. Roth, L. McKay Rollins, and Roy A. Peterson</i>	194
	READING 3	“Exercise for Health and Fitness”	
		<i>Paul M. Insel, Walton T. Roth, L. McKay Rollins, and Ray A. Peterson</i>	202
	READING 4	“How Stress Works”	<i>Bryan Williams and Sharon Knight</i> 209
	CHAPTER REVIEW	221	
	Reader’s Checklist	221	
	Critical Reflections	222	
	Writing Activity	222	
	Classroom Community	222	
	Extend Your Thinking	222	
	Visit the Web	223	
	MASTERY TEST 4A	“A Personal Stress Survival Guide”	
		<i>Dianne Hales</i>	224
	MASTERY TEST 4B	“Smoking”	
		<i>Dianne Hales</i>	233

Chapter 5	Patterns of Organization	<i>Where We Live</i>	241
------------------	---------------------------------	----------------------	-----

PREPARE TO READ	242
Purpose	242
Previous Knowledge	242