

CHAPTER

1

New Challenges

“We don't remain good if we don't always strive to become better.”

Gottfried Keller
Swiss writer



In this
CHAPTER

In Chapter 1, we look at the challenges that cities face because of overpopulation. The first reading selection talks about megacities (cities with a population of over 10 million) and how they are coping with the massive migration of people from lesser-populated areas. Then we look at climate change. The second selection deals with how climate change affects the tourist industry. This chapter also offers a section on a personal challenge—how to meet and greet people from different countries and backgrounds.



Connecting to the Topic

- 1 Look at the photo of Seoul, Korea, one of the world's largest cities with a population of over 25 million. What are some of the problems of such huge cities?
- 2 Many people believe that the temperature of Earth is rising. Has there been much climate change recently in the place where you live? Explain. Do you think there are positive effects of this global warming? What could they be?
- 3 Look at the quote on the previous page. What do you think *to strive* means? Do you agree with the idea expressed in this quote? Why or why not?

Overpopulation Fuels Megacities, for Better or Worse

Before You Read



Strategy

Reading Without Knowing Every Word

The articles in this book contain many words that you know and also some words that you might not know. This is not surprising. Scholars tell us that, for historical reasons, English is one of the languages that have a very large vocabulary. However, it is not necessary to know every word in a reading to understand it. Practice the important skill of reading without knowing the meaning of every word by following these three steps:

- Look at the title, the headings, and any photos or illustrations and try to get a general idea of what the article is about.
- Read the article rapidly for the main ideas. Certain words have been highlighted for you to work on later, but for now, skip them and any other words you don't know. Keep on going to the end. Then, go back and read the article a second time.
- Do the exercises, referring back to the article and rereading all or parts of it as necessary. Two or three quick readings are better for comprehension than one slow one.



1 Reading Without Knowing Every Word Look over the article on pages 5–6 quickly. Then, by yourself or with a partner, answer the following questions.

1. The first and third words of the title are *compound words* because each contains two smaller words. *Overpopulation* contains *over* and *population*. Do you think it means “too many people” or “too few people”? Why? *Megacities* contains *mega* and *cities*. If you think of *megabytes* in computer programs, can you guess what *mega* means? What kind of cities are *megacities*?
2. The second word, *fuel*, is generally used as a noun when referring to something that gives power, like gasoline for a car. Here, *fuel* is not used as a noun. What part of speech is it? What do you think it means in this context? What does the whole title mean?
3. Look at the three section headings. What do you expect to learn in each section? If you want to find out about solutions to urban problems, in which section should you look?

Introduction

The population of planet Earth is exploding and its people are on the move. Where are we going? What are we leaving behind? How are our lifestyles changing? The following article discusses these questions and the good and bad consequences that may lie ahead in the future.



Overpopulation Fuels Megacities, for Better or Worse

- A In October of 2011, the world population hit an estimated seven billion for the first time in history. Not only are more babies being born, but people in the 21st century are healthier and they are living longer than ever before. Will we have the resources—food, water, energy—to sustain this ever-growing population? Where are all of these people going to live? 5

The Urban Explosion

- B Well, not in the countryside. The speed of urbanization—the rate at which the rural population of the world is moving to larger cities—is amazing. In 1950, only one in three people lived in urban areas, while the rest lived on farms or in towns and small communities. At the same time, only two cities in the world—Tokyo and New York City—were considered megacities: cities with a population of over 10 million. Now, there are 26 megacities and more are being added yearly. Over 180,000 people a day migrate from rural areas to cities. The number of megacities is expected to double over the next ten to twenty years.* Already well on their way to becoming megacities are Belhai in China, Palembang in Indonesia, Chittagong in Bangladesh, Toluca in Mexico, and Ghaziabad, Surat, and Faridabad in India. 10 15
- C The traditional pattern has been that industrial revolutions prompt people to abandon the countryside. North America and Europe experienced their industrial revolutions in the 1800s. This was a time when new machines for farming and manufacturing changed human life forever. Farming became more mechanized and this mechanization meant that fewer people were needed to run a farm. Many country dwellers moved to cities in search of better jobs, higher wages, and an easier life. 20
- New Problems in Many Places**
- D In China, the recent industrial revolution is the most rapid the world has ever seen. The Chinese economic explosion brought millions of people to the big cities. In January of 2012, China officially announced that more than half 25

of its population was now urban: 51%, or 690.79 million, were living in cities, compared to 656.56 million residing in rural areas. Chengdu, for instance, a smaller city that previously had been almost unknown except for its panda bears and teahouses, is now a thriving industrial and business center of 14 million inhabitants and moving rapidly toward the 20-million mark. 30

E Rapid urbanization creates problems related to housing, education, jobs, clean water supply, sewage treatment, and crime. Infrastructure—such as roads, railroads, trains, and metros—needs to be built or enlarged to move the ever-increasing population from place to place. Slums have sprung up around many of the great cities of the world—Rio de Janeiro, Mexico City, Cairo, Mumbai, Beijing, Johannesburg—just to name a few places. An estimated 1 billion people—almost one-seventh of the world’s population—live in shanty towns mainly in Africa, Latin America, and Asia. 35 40

F The highest rate of urban migration is in Sub-Saharan Africa. Due to armed conflicts among different groups, failing crops, droughts, and floods, people are fleeing to cities at twice the rate of other countries. Because they are not economically sound, these cities are unable to incorporate the huge populations moving into them. Richard Kollodge, editor of the United Nations Population Fund report released in October 2011, noted that many countries in Sub-Saharan Africa have high birth rates but low economic growth rates. “The population is growing faster than the government’s ability to meet the need for services, education, and health. Economic growth isn’t keeping up with population growth,” said Kollodge. The result is that the countries are rapidly becoming poorer. 45 50

Looking to the Future

G Is there any hope for the future? Experts in many fields are working on the problems of overpopulation and overcrowded cities. The two problems are closely tied. Education of women and access to birth control can lead to fewer and healthier children. City planners and architects can devise cities that make optimal use of the finite land of the earth. Engineers can work on ways to develop new water sources and improve the infrastructure of cities and the public transportation. Scientists are finding new types of clean energy and ways to reduce carbon emissions. Agricultural expertise can help grow the food to feed the masses. All of this will take international cooperation and vast sums of money. 55 60

H And how does all of this relate to megacities? Joel Cohen, a professor of population studies at Columbia University in New York, suggests that well-designed smaller cities of about 1 million could provide a better future for urban life. But at the rate the population is growing now, Cohen said, “We are going to need to construct a city of a million people every five days for the next 40 years.” 65

Source: “Overpopulation Fuels Megacities, for Better or Worse” (Miki Knezevic)

* The statistics in this paragraph are taken from “The Challenges Facing an Urban World,” by Mark Kinver, BBC News, 6/13/2011.

After You Read

2 Recalling Information Mark each statement with *T* (for true) or *F* (for false). Then correct the false statements to make them true. Remember to read the article (or parts of it) again if necessary. If you can do this activity successfully, then you have read well enough for your present purpose.

1. F In the year 2011 the world population reached seven billion, which means that fewer people are being born now than in the past.
It's the opposite. More people (not fewer people) are being born now than in the past...
2. _____ In 1950 there were only two megacities, but now there are over 25, almost all of them in Europe and North America.
3. _____ Traditionally, an industrial revolution causes people to leave rural areas and go to live in the cities.
4. _____ What is happening now in China is the most rapid industrial revolution that the world has known.
5. _____ More than half of the Chinese population now lives in the countryside.
6. _____ Rapid urbanization creates a great need for infrastructure to be built, such as roads and subways.
7. _____ In Sub-Saharan Africa today, people are not moving to the cities but are staying in the rural areas and practicing agriculture.
8. _____ When the population is growing very fast and the economy is not, a country becomes poor.
9. _____ Some solutions that experts are working on for the problem of overpopulation are educating women, developing new water sources, and improving public transportation.



Strategy

Finding the Main Idea of a Reading

It is often useful to find the main idea (the most important concept) of an article. Sometimes the main idea is expressed right at the beginning in a topic sentence. Then the rest of the article gives details to support the idea or explanations or subordinate (secondary) ideas that relate to it. Usually, however, the main idea is not stated in one sentence, and you have to read through the whole article to find it. Do not confuse the main idea with a subordinate idea that relates to only one part of the article.

3 Finding the Main Idea of a Reading Look at the following statements.

Then choose the one that you think best expresses the main idea of *Overpopulation Fuels Megacities, for Better or Worse*, and mark it with *M* for Main Idea. Two of the statements express secondary ideas; mark those with *S* for Secondary. One of the statements expresses an idea that is not included in the article at all; mark that one as *NI* for Not Included.

1. _____ Because of armed conflicts and bad weather conditions, many people in Africa and other parts of the world are leaving rural areas and going to live in cities that can not support them.
2. _____ The urbanization now happening in China is a great success because the country is industrializing very fast, and so its cities have no slums around them and offer good jobs for everyone.
3. _____ In recent years the world's huge population is going through a time of rapid urbanization that in many places is presenting new problems that need to be solved for the good of humanity.
4. _____ In 1950, there were just two "megacities" (cities with more than 10 million inhabitants) on the planet, New York and Tokyo; now there are at least 26 and every year more are added.



Strategy

Understanding the Meaning of Words from Context

The *context* of something is its surroundings or situation. The context of a word is what goes before it and after it. You can often guess the meaning of a new word by reading past it to the next sentence. If the meaning is still unclear, read the sentence before the word. If necessary, read the whole paragraph. Then go back and try to understand the word again.

4 Understanding the Meaning of Words from Context Choose the best definition or synonym for each of the italicized words. If necessary, go back to the article and re-read the word in its larger context. If you are unsure, try putting the synonym you have chosen into its place in the sentence and see if it makes sense.

1. _____ In October of 2011, the world population hit *an estimated* seven billion...
(**Hint:** How do people get a number like this?)

(A) a calculated	(C) a large
(B) an exact	(D) an imaginary
2. _____ Will we have the *resources*—food, water, energy—to sustain this ever-growing population? (**Hint:** Items inside of dashes are often examples.)

(A) books	(C) materials
(B) knowledge	(D) money

3. _____ The traditional pattern has been that industrial revolutions prompt people to *abandon* the countryside.
- (A) appreciate (C) fear
(B) dislike (D) leave
4. _____ In January of 2012, China officially *announced* that more than half of its population was now urban...
- (A) denied (C) reported
(B) discovered (D) understood
5. _____ *Slums* have sprung up around many of the great cities of the world... (Hint: Look for a synonym in the next sentence in the article.)
- (A) vegetable gardens on very small parcels of ground
(B) free government housing developments
(C) high-tech companies offering low salaries
(D) extremely poor unplanned neighborhoods
6. _____ Due to armed conflicts... , failing crops, *droughts*, and floods, people are fleeing to cities... (Hint: Notice that in a list the items belong to the same category and also, often two items of opposite meaning are placed side by side to give a contrast.)
- (A) bad politics and corruption
(B) times of confusion
(C) times with no rain
(D) unemployment
7. _____ Because they are not economically *sound*, these cities are unable to incorporate the huge populations...
- (A) crowded (C) strong
(B) designed (D) weak
8. _____ City planners... can devise cities that make optimal use of the *finite* land of the earth.
- (A) extended (C) unlimited
(B) limited (D) wild
9. _____ Engineers can... *improve* the infrastructure of cities...
- (A) defend (C) learn about
(B) destroy (D) make better
10. _____ Agricultural *expertise* can help grow the food to feed the masses. (Hint: Think about the meaning of the smaller word inside of expertise.)
- (A) knowledge (C) machinery
(B) labor (D) wealth



Strategy

Understanding Compound Words

Some English words are called *compound words* because they are composed (made up) of smaller words joined together. Sometimes the smaller words are linked by hyphens, but most of the time they aren't. If you don't know whether to use a hyphen or not, look the word up in a dictionary or online.

To understand the meaning of compound words, break them into their smaller parts and look at the context. Then you can usually guess their meaning. You already saw two examples of compound words in the title of the article: *overpopulation* and *megacities*. Here are some more examples.

Examples

self-help (books): these are books that show you how to help or improve yourself

crosswalk: a place marked off where you cross a street by walking

underpaid: a description of someone who is not receiving enough money for his or her work

5 Understanding Compound Words The compound words, written in italics, are taken from the reading selection. Guess the meaning of each word by breaking it into the smaller words inside of it. If necessary, go back to the reading and look for clues to the word's meaning in its context. (The letter of the paragraph is given for each word to help you to locate it.) Write the meaning in the blank.

1. Will we have the resources... to sustain this *ever-growing* population? (A)

Here "ever" means always and "growing" means getting bigger so this is a population that is always getting bigger.

2. The traditional pattern has been that industrial revolutions prompt people to abandon the *countryside*. (C)

3. Chengdu... previously had been almost unknown except for its panda bears and *teahouses*... (D)

4. Infrastructure—such as roads, *railroads*, trains, and metros—needs to be built... (E)

5. ... needs to be built or enlarged to move the *ever-increasing* population from place to place. (E)

6. An estimated 1 billion people—almost *one-seventh* of the world's population... (E)

7. Experts... are working on the problems of overpopulation and *overcrowded* cities. (G)

8. ... a professor... suggests that *well-designed* smaller cities... could provide a better future for urban life. (H)



Strategy

Analyzing Words with Suffixes and Prefixes

A **suffix** is a group of letters added to the *end* of a word to make a new word. For example, take the noun *accident* and add the suffix **-al** to it, and you get the adjective *accidental*, as in the sentence *It was an accidental mistake*. Take the verb *read* and add the suffix **-er** and you get the noun *reader*.

Sometimes there is a spelling change. For example, if the word ends in a silent *-e*, sometimes you drop the *-e* before adding the suffix. Sometimes you change the *-e* to *-i* before adding the suffix. Take the noun *finance* and add the suffix **-al**, and you get the adjective *financial*.

Here are examples of some common suffixes:

- al** comic + **-al** = comical; finance + **-al** = financial
- er** teach + **-er** = teacher; write + **-er** = writer
- tion** connect + **-tion** = connection; educate + **-tion** = education
- ation** specialize + **-ation** = specialization; realize + **-ation** = realization

A **prefix** is a group of letters added to the *beginning* of a word (rather than to the end, like a suffix). Like compound words, words with prefixes sometimes have hyphens and sometimes don't. Two prefixes occur in the reading: **sub-** and **un-**.

Here are the meanings of these two prefixes:

- sub-** *under, below* **Sub-zero** temperatures means very cold temperatures below zero degrees.
- un-** *not* She was **unconscious** for six hours after the accident.

6 Building New Words with Suffixes and Prefixes Make words used in the reading by adding suffixes from the list in the strategy box to the words in italics. In some cases you will have to make a noun plural or change a letter. Check your answers by finding the words in the reading.

1. In many places rural people want to *urbanize*, but this process of _____ *urbanization* _____ often causes new problems.
2. In Europe, the *tradition* has been that people leave the farm and go to the city for a better life. But nowadays the _____ pattern does not always work.
3. In Europe and North America during the time of Queen Victoria of England, a great deal of *industry* was created. That's why this period is called the _____ revolution.
4. The invention of new machines caused farming to become *mechanized*, and this _____ ended the jobs of many farm workers.
5. Some people were happy to *dwell* in the countryside, but these country _____ had to move to the city when they could not feed their families.
6. Chengdu is a Chinese city *known* as a thriving business center, but it used to be _____ except for its panda bears and teahouses.
7. It is especially important to *educate* women because without _____ they will not find employment.
8. The need to find work is one of the main reasons that rural people *migrate*, and their _____ is often to a megacity.
9. The area of Africa *below the Sahara* desert suffers from lack of water and armed conflicts; that is why _____ Africa is the part of the world with the highest rate of people leaving the countryside.
10. Thousands of migrants every day are *able* to find their way to the cities, but the cities are _____ to give them the jobs and security they need.
11. Many experts in *agriculture* are searching for new methods to feed the masses, but will this _____ expertise be enough for the population of the future?
12. The governments of many nations will have to *cooperate* because only with this _____ will the world as we know it survive.



7 What's Your Opinion? Work with a partner to answer the following questions. Then be prepared to explain to the class what you and your partner decided and why.

1. Of all the cities in the world, which would you like to visit most? Why? How long would you want to stay there? What would you see and what activities would you enjoy?
2. Is urban life always better than rural life? What advantages are there to living in the country? Would it be nice to live in a small town where you know everyone and everyone knows you? Why or why not?
3. Would you like to live for a while in different places? If so, where and for how long? If not, why not? After all, there is a saying: "Variety is the spice of life."



8 Around the Globe Working with a classmate, look at the photos in each section below to find out more about customs in the United States and around the world. Take turns reading aloud the descriptions that accompany the photos. Then follow the directions and answer the questions after each section.

A. Meeting and Greeting

- A In some cultures, such as the Japanese and Korean cultures, people bow to each other when they meet. In others, they put their palms together in front of their faces and incline their heads. (This is called *namaste* in India and *wai* in Thailand.) In Russia, France, Italy, and many other parts of Europe, as well as in Latin America, people touch each other when they meet, embracing (hugging) and often exchanging a quick kiss on one or both cheeks. 5
- B Muslims greet each other with a *salaam* greeting. This can be with or without bowing, perhaps shaking right hands or even hugging and kissing

▼ Namaste

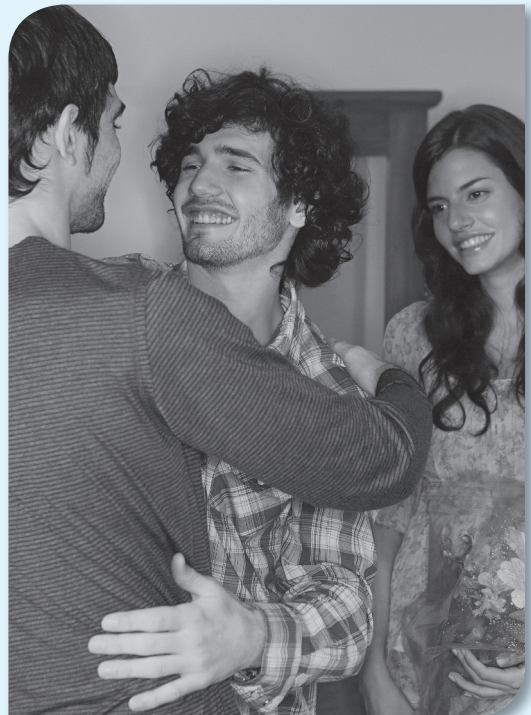


(men with other men and women with other women). They say “Salaam 10
Alaikum!” or a similar phrase wishing peace to each other. (*Salaam* means
peace.) In the English-speaking world (for example, Australia, Canada,



▲ Handshake

New Zealand, the United 15
Kingdom, Ireland, and
the U.S.), the usual
custom is to shake
hands, but sometimes
people don't, preferring
to just nod and smile. A
casual “Hi” or “How ya’ 20
doin’?” or “Hello, there”
often takes the place of
a formal handshake, but
it means the same thing.
If a person extends her or 25
his hand in greeting, then
it is polite to shake hands.



Hug ►

Look at the photos on pages 13–14 and discuss the following:

1. What is happening in each photo? Where is the greeting taking place?
2. What do you think of these ways of greeting?
3. Is one of the ways of greeting above similar to the customs in your culture?
4. With your partner, practice greeting each other as they do in English-speaking cultures, and also in some other way. Introduce yourself by saying, “My name is _____.” What’s your name?” This is acceptable and often appreciated in English-speaking cultures. After learning the name of a person, say “Pleased to meet you!”

B. Social Distance

A The “comfort zone,” or the distance people stand from each other when they talk, varies among different cultures. Asians stand quite far apart when they talk. Greeks, many Arabs, and South Americans stand quite close together. Often, they move closer as the conversation heats up. Americans and Canadians are somewhere in the middle. Studies show that they feel most comfortable in conversation when standing about 21 inches apart from each other.



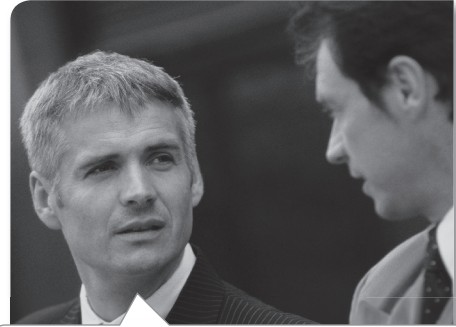
Look at the photos above and discuss the following:

1. What are the people doing and where do you think the conversation is taking place?
2. How far apart do people usually stand when having a conversation in your culture?
3. Stand up and play the role of two people talking about the weather. First, pretend you are in an Asian country, then in Greece, and then in the United States. Which distance feels most comfortable to you? Why?

9 Asking Personal Questions What questions are polite for a first meeting?

This varies greatly depending on where you live. Look at the following questions and decide which ones would be polite and which would be impolite for a first meeting in your culture(s). Three of these questions would often be considered impolite in U.S. or Canadian culture, and a fourth one also, under certain circumstances. Can you guess which ones?

1. Where are you from?
2. How much did you pay for your jacket?
3. What do you do for a living?
4. How much do you earn?
5. Are you married?
6. How old are you?
7. Do you have any children?
8. What is your religion?



How much money do you make?

PART 2

Main Ideas and Details

Go with the Floe: Adventure Travel's Love-Hate Relationship with Climate Change

Before You Read



Strategy

Analyzing the Title of a Reading

In general, a title has two purposes: to give us an idea of what the article is about and to motivate us to read it by provoking our interest or curiosity. A good title is both informative and interesting, and helps to set the stage (prepare our mind) for a good reading. So, before you start, analyze the title by following these steps.

1. Look at the title to see what information it gives about the reading. What points or themes are mentioned? What parts aim to provoke interest or curiosity in the reader?
2. Decide what words or phrases you don't understand and try to clarify them (make them clear). Sometimes they depend on *prior knowledge* (what a reader should already know). In that case you may have to go to another source (dictionary, phrase book, Internet) to get the meaning.
3. Finally, *paraphrase* the title (expressing it in your own words).



1 Analyzing the Title of a Reading By yourself or with a partner, analyze the title of the article on page 19 by filling in the following blanks.

1. Write down the title. The article talks about a connection, or relationship, between two main themes. Circle the two main themes in the title.

2. What do you think a “love-hate relationship” is? Can you imagine a friend, family member, celebrity, or character in a movie or TV show who has a love-hate relationship with another person? Is it possible to have a love-hate relationship with a job, sport, or video game? Describe an example of this.

3. What reasons might cause people to feel a love-hate relationship between the two themes you circled in #1 above?

4. Write the first four words of the title. The last word *floe* is a *homophone*,² a word that sounds exactly like another word—in this case, *flow*—but has a completely different meaning. These first four words are a joke because the common saying *go with the flow*, which means “don’t resist the movement around you, be laidback and flexible,” has been changed to *Go with the Floe*. *Floe* means “a sheet of floating ice.” Why do you think that the author changed *flow* to *floe* here? Which of the two themes does it refer to? Or, does it refer to both? Explain.

2 Identifying Compound Words Look back at the Strategy box in Part 1 called “Understanding Compound Words” (page 10). Then read the article (pages 18–20) quickly to get the main idea. Then go back to the beginning of the article and find each compound word described below and write it in the blank. Remember that some compound words have hyphens and some do not. The words are presented here in the order of their appearance in the article.

1. a description of the age of a man from Scotland (Paragraph A)

_____ 55-year-old _____ (professional)

2. a description of the length of a journey (Paragraph A)

_____ (journey)

3. an area in rivers, lakes, or oceans through which boats may pass (Paragraph B)

4. a view of the visible aspects of an area including fields, mountains, etc. (Paragraph C)

²Other examples of homophones are *flour*, the kind used for making bread, and *flower*, the kind that grows in your garden; or *break*, to ruin or destroy (something), and *brake*, a stopping mechanism for a car. Jokes based on homophones are called *puns* and are very common in English.

5. the description of a industry that involves both excitement and tourism (Paragraph C)
_____ (industry)
6. a reference to the length of time one cruise will last (Paragraph C)
_____ (cruise)
7. a reference to the kind of diving that many scuba divers want to do (Paragraph C)
_____ (diving)
8. the kind of animal-watching that many tourists want to participate in (Paragraph C)
_____ (watching)
9. the season of the year when many travelers do nature walks (Paragraph E)

10. an area completely covered with snow (Paragraph E)

11. the group of animals that live far away from towns and cities (Paragraph F)

12. an animal living in the mountains of Canada and the U.S. that tourists want to catch sight of (Paragraph F)
_____ (sightings)

Read

Introduction

The following article is from *Time*, the world's largest weekly news magazine with a global distribution of 25 million.* *Time* is famous for its unique (different-from-all-others) style of writing that began with its first editor, Britton Hadden, in 1923. *Time* often includes unusual or surprising details, even inventing new words. Several of these have become part of the English language, like *tycoon*, meaning "a wealthy and powerful business person." *Time*'s style has been called lively, zippy, distinctive, quirky, excessive, and strange, but it has never been called dull or boring. This article from *Time* explores the connection between one section of the tourism industry, adventure-travel, and the recent phenomenon of global warming—the fact that the overall temperature of Earth is getting warmer and warmer.

* *Time*'s distribution numbers may go down since the appearance of Internet news services is now reducing the sales of almost all magazines and newspapers.



Go with the Floe: Adventure Travel's Love-Hate Relationship with Climate Change

- A In late July, Jock Wishart, a 55-year-old professional adventurer from Scotland who has been to the magnetic North Pole so many times that he has lost count, took off for the top of the world once again. This time, however, he packed a paddle for the 450-mile (725-km) journey. Why are Wishart and his crew attempting to become the first to row there? Because, rather suddenly, they can. 5
- B Climate change has finally melted enough ice and opened enough waterway for boats to reach that far north. “Ten years ago, we never would have thought this was remotely possible,” says Wishart.
- C His chilling quest is calling attention to the stunning things tourists can do and see, thanks to the earth’s changing landscape. Global warming hasn’t exactly led to a boom in the adventure-travel industry. Those exotic trips are expensive—one 26-day cruise across the Northeast Passage costs \$14,750—and tourists are feeling the economic strain. Plus, climate change has had an adverse effect on activities like coral-reef diving and polar-bear watching. 10 15
- D But as evidenced by Wishart’s extreme row to the pole, new adventures are emerging. “The reality is that there are more opportunities for travelers to disembark,” says Jorge Rodriguez, a marketing manager for Cruceros Australis, which operates cruises from the southern tip of South America. “It’s just easier to get to places.” 20

▼ People kayaking in glacial water



E Take hiking, for example. The Adventure Travel Trade Association, which offers resources to tourists, points out that even those who aren't super physically fit are doing springtime hiking in Greenland and eastern Tibet on mountain trails that had been covered in snow until summer. New trails are opening up in South America. "Due to the rapid glacial recession in the Andes of southern Peru, we are now doing treks over 17,000-ft. [5,000-m] passes on routes which until five years ago were snowfield," says Peter Robertson, president of Andean Treks, an operator based in Watertown, Mass. 30

F Climate change is also making it easier to see wildlife in some regions. At Glacier National Park in Montana, mountain guide Laurie Barnard reports more frequent bighorn-sheep sightings; with milder conditions, she suspects, the sheep can roam at higher elevations. Whale- and dolphin-gazing trips are becoming more popular in Ireland and South Africa, places where scientists think warmer waters could be increasing sightings. And in Antarctica, a massive wall that for years had been an obstacle to whale watchers receded in 2010 to reveal a shallow channel full of feeding humpbacks. With the wall gone, says Troy Glennon, founder of Go South Adventures, his group's inflatable boats got within 10 yd. [9 m] of the whales. "They were so close to us, it was ridiculous," he says. "Everyone's heart was swelling." 40



▲ Whale-watching

G But he and other adventure operators get a bit defensive when discussing climate change's impact on their business. They want you to know, often before you even bring it up, that they're in no way rooting for global warming. "We have a love-hate relationship with climate change," says Glennon. "It gives you access to places unseen and places unforeseen. But the loss of biodiversity, the loss of species—therein lies the hate." 45

H Yes, there's a lot to loathe about climate change. But if Wishart wants to promote a product after rowing to the pole, it's O.K. to cheer a little. He and many other adventurers are adapting to a changing world. 50

Source: *Time Magazine* (Sean Gregory)

After You Read

- 3 Checking Your Comprehension** Underline the correct phrase in parentheses that best completes each statement about the article.
1. The professional adventurer Jock Wishart and his crew are attempting to be the first ones to reach the magnetic North Pole (by dogsled / in a rowboat).
 2. Jock and his crew could not do this ten years before because (there was too much ice / they didn't have enough money).
 3. Global warming has had an adverse effect on some activities, such as (hiking in the high mountains of Tibet / scuba diving in the coral reefs).
 4. New trails have opened up in the Andes mountains of South America because the glaciers have become (larger / smaller).
 5. In Antarctica, a massive wall of ice melted down to reveal (humpback whales feeding in a channel of water / the ruins of an ancient city unknown to modern man).
 6. Adventure travel operators want everyone to know that they (have / do not have) an unconditional love of climate change.
 7. Climate change is now making the earth (warmer / cooler).
 8. There is a lot to loathe (hate strongly) about climate change, for example: the loss of (access to places unseen and places unforeseen / certain kinds of plants and animals).



Strategy

Identifying Common Phrases and Idioms

Learning to identify common phrases and idioms in English is a good way to improve your comprehension and fluency. A *common phrase* is a group of words often used together, such as *if all goes well* or *to be as busy as a bee*. Some common phrases are also idioms. An idiom is a group of words that means something completely different from the literal meaning of each word; for example: *We have to go to town on this project if we want to finish on time!* The idiom go to town doesn't mean to go anywhere; it means "to work very hard." Another example is that someone says, *I'm in a bind about whether to go to the party or not.* The idiom to be in a bind means "to have a problem with no easy answer."

Pay attention when you read to groups of words that are frequently used together to express a meaning. Look at the context they occur in and try to connect them to the idea they represent.

- 4 Identifying Common Phrases and Idioms** Fill in the blanks with the appropriate idiom or common phrase from the article that is listed in the box. The meaning of each item is in parentheses after the blanks.

get defensive	(to be) rooting for
has lost count of	take-off
in no way	top of the world
lead to a boom	

- The travelers will soon take off (*leave*) for a high mountain in Greenland.
- The leader has gone on this expedition so many times that he _____
_____ (*can't remember*) them all.
- When some of the group complain about the high price of this expedition, the leader begins to _____ (*react too strongly when it isn't necessary*) and asks them, "Could any of you plan a cheaper expedition?"
- He wants everyone to know that he is _____
_____ (*not at all*) happy about how expensive the trip is.
- All the members of the expedition have already traveled with him to the _____ (*North Pole*).
- This time their goal is to climb a very challenging mountain and they may not succeed, but all their friends are _____
_____ (*encouraging and supporting*) them.
- If they succeed and return safely, the news about their trip may _____
_____ (*cause a big increase in the popularity*) in this kind of adventure travel.

- 5 Focusing on Words from the Academic Word List** Read the excerpts below taken from the reading in Part 2, and fill in each blank with the most appropriate word from the box. Do NOT look back at the reading right away; instead, try to choose the correct words from the context or your memory. Then check your answers on pages 19–20.

access	channel	evidenced	impact	reveal
adapting	emerging	founder	resources	routes

But as _____¹ *evidenced* by Wishart's extreme row to the pole, new adventures are _____²... Take hiking, for example. The Adventure Travel Trade Association, which offers _____³ to tourists, points out that even those who aren't super physically fit are doing springtime hiking in Greenland and eastern Tibet... New trails are opening _____⁴ which until five years ago were snowfield," says Peter Robertson... And in Antarctica, a massive wall that for years had been an obstacle to whale watchers receded in 2010 to _____⁵ a shallow _____⁶ full of feeding humpbacks. With the wall gone, says Troy Glennon, _____⁷ of Go South Adventures, his group's inflatable boats got within 10 yd. [9 m] of the whales... But he and other adventure operators get a bit defensive when discussing climate change's _____⁸ on their business... "We have a love-hate relationship _____⁹ to places unseen and unforeseen... But if Wishart wants to promote a product after rowing to the pole, it's O.K. to cheer a little. He and many other adventurers are _____¹⁰ to a changing world.



6 Guided Academic Conversation In small groups, discuss three of the following four topics. Make sure that everyone in the group contributes to the discussion. Choose one person for every selected topic to report the group's ideas to the class.

1. The Impact of Urbanization. Would you like to live in one of the world's 26 megacities? Why or why not? Which one would you choose as the best place to live, and why? Could you be happy living in the countryside? Explain. In general, what impact is rapid urbanization having on people today? Which areas of the world are benefiting the most and which ones are suffering the most? What are the reasons for this?

2. The Attraction of Adventure Travel. Why do you think adventure travel is popular even though it is dangerous and expensive? Who are these travelers? Are they mostly men? Where are they from? Do some cultures have a tradition of adventure travel? If you receive a prize some day and can go on any adventure trip you want, what will you choose? What wildlife would you like to see?

3. The Humor in Language. *Time* magazine isn't the only place to find playful language such as the pun on the homophones *flow* and *floe*.^{*} Many jokes in English are based on puns. Here is an old one:

— *That doctor will never be a success.*

— *Why not?*

— *Because he always loses his patience (patients)!*

Do you understand this joke? When and where do people in your culture tell jokes? Are some of them based on puns? Try to describe a joke from your culture in English. Try to find another joke in English based on a pun and tell it to the group.

4. Bringing the World Together. Many people think that the biggest threat to the world is not climate change but war and conflict between cultures. What can be done to decrease this terrible possibility? In your opinion, does aid to poor countries from rich countries and the UN help or not? Explain. Do you think that more urbanization will bring more cooperation, or will it cause more conflict? Why? What about adventure travel? In your opinion, what is the best way to achieve world peace?

FOCUS ON TESTING

TOEFL® iBT

Analyzing Points of Contrast on Tests

The TOEFL® iBT often asks questions about points of contrast in a reading. These contrasts are usually between two ideas. Questions might also be about differences between events, styles, or groups of people.

To analyze points of contrast:

1. Fix firmly in your mind the two things that are being considered.
2. Look carefully for the ways in which the two are different. These are the points of contrast.
3. For each point, ask yourself exactly how the two things are different from each other.
4. Try to see how the many points of contrast add up to an overall idea.

TOEFL® is a registered trademark of Educational Testing Service (ETS). This product is not endorsed or approved by ETS.

Practice

Analyze the points of contrast in the following paragraph written by a U.S. citizen who moved to Canada as an adult.* Read the paragraph. Then, on page 26, mark an X to indicate whether each point relates to Canadian or American society.

Two Different Styles of Democracy: A Personal Viewpoint

After moving to Canada from the U.S., I was surprised to discover a system of government quite different from that of my homeland. First of all, there is a Monarch, currently Queen Elizabeth II of England, who functions as a figurehead but has no real power, although her face appears on Canadian currency. Also, instead of just two major parties, there are usually three or four parties of importance. Instead of a Congress composed of Congressmen and Congresswomen, there is a Parliament, made up of MPs (short for Members of Parliament). Like the U.S., Canada has a Senate, but it is only an advisory body, not the powerful institution I was accustomed to, that can vote in or veto laws. Perhaps most strikingly, there is no President; the most important person, the Executive, is the Prime Minister. These differences, however, go deeper than just having distinct names because in Canada people actually vote for the party, not the person, and the leader of the party that gets the most MPs automatically becomes Prime Minister. The result? You never have the situation that so often plagues and paralyzes any attempts at new laws and reform in the U.S. when the President is from one party and the majority in the House of Representatives and the Senate are from another. As a consequence of this difference, there is more possibility of change in the Canadian style of democracy. Is this better or worse? That is something I am still trying to figure out!

▼ The Royal Canadian Mounted Police (RCMP) is a visible and important force for upholding the law in Canada.



*Written by Brenda Wegmann.

	Canadian	American
1. ceremonial Monarch	_____	_____
2. Parliament made up of MPs	_____	_____
3. powerful Senate	_____	_____
4. Executive is the President	_____	_____
5. Congressmen and Congresswomen	_____	_____
6. usually only two parties of importance	_____	_____
7. Executive is the Prime Minister	_____	_____
8. Senate with little power	_____	_____
9. money with a royal face on it	_____	_____
10. Executive and Congress can be from different parties	_____	_____
11. Executive and the largest group in Parliament are from the same party	_____	_____
12. more possibility for change	_____	_____



9 What Do You Think? Read the paragraph below and in small groups discuss the questions that follow.

Choosing a Career to Save the World



▲ What problems does a scientist solve?

The world has many challenges and problems, including economic, health, environmental, and educational. If you were to choose a job or career to help solve the problems, what would you choose? Would you be a politician, health-care worker, 5 businessperson, or social worker? Would you be a teacher or scientist? An engineer or a city planner? Which field would you go into and why? Could you make a living in this field? Would you be satisfied with this type of job? 10

▼ What problems do architects and city planners solve?



1. If you wanted to find out about training or education in your chosen field, where would you look?
2. In your native country, is it easy to change your job or profession? Is it easy or hard to open your own business? Explain.
3. In the future, which jobs do you think will be in the greatest demand? Explain.

PART 3

Tying It All Together



- 1 Making Connections** Read the questions below and choose one that interests you. Work by yourself to answer the questions by finding facts and opinions on the Internet or from other sources. Report your findings to your instructor or to the class. Be sure to write down your sources.
 1. Choose a country in which English is widely spoken, other than the United States or Canada; for example, Australia, the U.K, India, Ireland, New Zealand, or Australia, and find information about urban life in that country. Are there many big cities? Where are they located? Is there a lot of poverty, and if so, where? What kind of jobs do most of the people have? Are some cities wealthier than others? If so, why?
 2. Choose one of the countries listed in question 1 and describe rural life in that country. What percentage of the population lives in rural areas? What kinds of jobs do they have? How well are they doing economically? Are certain regions doing better than others? If so, why? How many people in rural areas are living in poverty? Is there a large migration now from the countryside to the cities?
 3. Research and describe the Industrial Revolution that occurred in England from approximately 1760 to 1850. Was it a good time or a bad time for most people, or was it both good *and* bad? Explain. How is the industrialization that is now taking place in China similar? How is it different?

Or, choose a different Asian or Latin American country that is now passing through a time of industrialization and tell how it is similar to or different from the Industrial Revolution that occurred in England.
 4. Look up the famous British author Charles Dickens. Several of his novels present a vivid picture of what London was like during the Industrial Revolution. What is the title of one of these novels and how does it show the challenges and difficulties caused by rapid industrialization?

FOCUS

Writing Tip: Using Details To Support Your Ideas

Details are small points. They serve as examples or illustrations of a larger idea and make it more convincing and understandable. For example, if you say, *Tornados can be very destructive*, you can then describe houses that have fallen down and trees with their roots in the air. These details support your main idea

2 Writing a Paragraph Using Details Write a clear paragraph in English about something you have learned in either Part 1 or Part 2 of this chapter. Follow these steps.

- Step 1:** Choose *one* of the following beginnings (depending on which part of the chapter you prefer to write about).
- A. From what I have learned in Part 1 of this chapter, I believe that urbanization is causing many problems in the world today because...
 - B. From what I have learned in Part 2 of this chapter, I believe that climate change is having a positive impact on adventure travel because...
- Step 2:** Complete the sentence you chose by stating the *main reason* or *reasons* why you think that urbanization is causing problems, or that climate change is having a positive impact on adventure travel, depending on the part of the chapter that you have chosen.
- Step 3:** Go back to the selection you are writing about and reread it quickly, making a list of the *details* (small points) that illustrate or give examples of your reason or reasons.
- Step 4:** Choose the three or four details that are the most interesting or convincing.
- Step 5:** Write a sentence about each one.
- Step 6:** Check over what you have written. Do all the sentences support your main idea? Change any that do not seem right.
- Step 7:** Look at the spelling, grammar, and vocabulary. Make your paragraph as correct, clear, and interesting as you can.

Self-Assessment Log

Read the lists below. Check (✓) the strategies and vocabulary that you learned in this chapter. Look through the chapter or ask your instructor about the strategies and words that you do not understand.

Reading and Vocabulary-Building Strategies

- Reading without knowing every word
- Finding the main idea of a reading
- Understanding the meaning of words from context
- Understanding compound words
- Analyzing words with suffixes and prefixes
- Analyzing the title of a reading
- Identifying common phrases and idioms

Target Vocabulary

Nouns

- access*
- channel*
- cooperation*
- countryside
- drought
- engineer
- expertise*
- founder*
- impact*
- infrastructure*
- landscape
- mechanization
- megacities
- migration
- overpopulation
- resources*
- routes*

- slums
- top of the world
- urbanization

Verbs

- abandon*
- adapting*
- emerging*
- evidenced*
- improve
- migrate
- promote*
- reveal*
- sustain*
- take off

Adjectives

- agricultural
- defensive
- estimated*
- finite*
- industrial
- overcrowded
- traditional*

Adverb

- in no way

Expressions

- has lost count of
- lead to a boom
- (to be) rooting for

* These words are from the Academic Word List. For more information on this list, see www.victoria.ac.nz/lals/resources/academicwordlist/