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Issues

for Today

# 大学英语泛读教程

原著

Lorraine C. Smith

Nancy Nici Mare

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## 前 言

《大学英语泛读教程》系列教材是在美国Heinle, Thomson出版公司2004年出版的*Reading for Today Series*的基础上改编而成的。本系列教材保留了原版教材新颖独特的设计模式和先进的编写理念,并根据我国大学英语教学的实际,改编了部分练习,增编了中英文双语释义的词汇表。

《大学英语泛读教程》系列教材共分5级,适合从初级到高级不同水平的学生使用:

《大学英语泛读教程·预备级》(*Themes for Today*) 初级·低起点

《大学英语泛读教程1》(*Insights for Today*) 初级·高起点

《大学英语泛读教程2》(*Issues for Today*) 中级

《大学英语泛读教程3》(*Concepts for Today*) 中高级

《大学英语泛读教程4》(*Topics for Today*) 高级

本书是《大学英语泛读教程2》(*Issues for Today*),适合非英语专业一年级下半学期的学生使用。本教材共4个单元(Unit),每个单元由3章(Chapter)组成。

本教材的特点主要体现在以下几个方面:

**重视培养学生阅读文献的能力和技巧。**本教材不仅训练学生阅读文章的技巧,还重视培养学生从各类图表、曲线图、插图和图片中获取信息的能力,为学生今后阅读文献打基础。

**教材编写贴近学生的现实生活,真实、丰富、有趣。**本教材的主要内容有家庭、语言与文化、锻炼与健康、发明家、历史、科学技术等,与学生的生活联系紧密。此外,学生还可通过形式多样的练习,以口头和书面的方式讨论自身经历、本国风俗文化及与美国和其他国家的差异等。

**重视词汇的复现和反复操练。**实践表明,初学者尤其需要对生词进行反复练习。通过不断复现所学词汇,学生可更好地理解、记住这些词汇。本教材中,每篇文章中的大多数词汇不仅在该单元中进行了大量操练,而且在其他单元中反复运用,有助于学生掌握所学词汇。

**重视学习与现实生活、新技术的联系,培养学习能力。**本教材每个单元都配有一段CNN录像资料,并有配套练习帮助学生理解录像内容。此外,每个单元都有网络学习内容,鼓励学生通过互联网获取更丰富的内容和知识,进一步提高学习能力。

总之,《大学英语泛读教程2》(*Issues for Today*)旨在提高学生的阅读能力、巩固所学词汇、激发学生对不同话题的兴趣,为今后阅读学术、技术文献奠定基础。

《大学英语泛读教程》系列教材由贵州大学王健芳教授任总主编。《大学英语泛读教程2》(*Issues for Today*)由贵阳医学院朱华章教授任主编,贵州财经学院丁小康、贵州医学院张肖鹏任副主编,编者有龙云、罗运琴和赵忆。在此,主编向他们一并表示谢意。

朱华章

2005年8月5日



Unit	Chapter and Title	Reading Skills Focus	Structure Focus	Follow-up Activities Skills Focus
CNN® Video Report and Internet Topics				
<b>Unit 1</b> <b>Trends in Living</b>	<b>Chapter 1</b> <b>A Cultural Difference: Being on Time</b> Page 2	<ul style="list-style-type: none"> <li>Preview reading through title and prereading questions</li> <li>Understand True/False, Multiple Choice, Short Answer questions</li> <li>Use context clues to understand and use vocabulary</li> <li>Identify main ideas and details</li> <li>Organize information using an outline</li> <li>Use outline to recall and summarize information</li> </ul>	<ul style="list-style-type: none"> <li>Identify and compare parts of speech in context: nouns, verbs, and adjectives</li> <li>Recognize nouns by the suffixes: <i>-ing</i> and <i>-ation</i></li> <li>Use singular and plural nouns; affirmative and negative verb forms appropriately in sentences</li> </ul>	<ul style="list-style-type: none"> <li><b>Speaking:</b> Express opinions supported by examples; predict</li> <li><b>Writing:</b> Write a journal entry; React personally to a reading; Use a graphic organizer to develop ideas</li> </ul>
	<b>Chapter 2</b> <b>Changing Lifestyles and New Eating Habits</b> Page 20	<ul style="list-style-type: none"> <li>Preview reading through title and prereading questions</li> <li>Understand True/False, Multiple Choice, Short Answer questions</li> <li>Use context clues to understand and use vocabulary</li> <li>Identify main ideas and details</li> <li>Organize information using a flowchart</li> <li>Use flowchart to recall and summarize information</li> <li>Read and interpret bar graphs</li> <li>Make inferences</li> <li>Assert opinions</li> </ul>	<ul style="list-style-type: none"> <li>Identify and compare parts of speech in context: nouns, verbs, and adjectives</li> <li>Recognize the suffix: <i>-er</i></li> <li>Use singular and plural nouns; affirmative and negative verb forms appropriately in sentences</li> </ul>	<ul style="list-style-type: none"> <li><b>Listening:</b> Share information and support opinions by example</li> <li><b>Writing:</b> Write an explanatory paragraph using description and examples; Write a journal entry expressing likes and dislikes; Use a graphic organizer to list ideas</li> </ul>
<ul style="list-style-type: none"> <li><b>Listening and Viewing:</b> CNN® Video Report: Nutrition Survey Page 55</li> <li><b>Viewing and Research:</b> Internet Search: USDA Food Pyramid Page 55</li> </ul>	<b>Chapter 3</b> <b>Dreams: Making Them Work for Us</b> Page 37	<ul style="list-style-type: none"> <li>Preview reading through title and prereading questions</li> <li>Understand True/False, Multiple Choice, Short Answer questions</li> <li>Use context clues to understand and use vocabulary</li> <li>Identify main ideas and details</li> <li>Organize information using an outline</li> <li>Use outline to recall and summarize information</li> </ul>	<ul style="list-style-type: none"> <li>Identify parts of speech in context: adjectives and nouns; verbs and nouns</li> <li>Recognize the suffix: <i>-ness</i></li> <li>Use the simple present tense</li> </ul>	<ul style="list-style-type: none"> <li><b>Listening:</b> Develop interview questions and conduct an interview</li> <li><b>Writing:</b> Write a journal entry expressing likes and dislikes</li> </ul>

Unit	Chapter and Title	Reading Skills Focus	Structure Focus	Follow-up Activities Skills Focus
CNN® Video Report and Internet Topics				
<b>Unit 2</b> <b>Issues in Society</b>	Chapter 4 <b>Language: Is It Always Spoken?</b> Page 58	<ul style="list-style-type: none"> <li>• Use prereading questions to activate background knowledge</li> <li>• Preview illustrations and title to aid comprehension</li> <li>• Understand True/False, Multiple Choice, Short Answer questions</li> <li>• Skim reading for main idea</li> <li>• Scan for information</li> <li>• Use context clues to understand vocabulary</li> <li>• Organize information using an outline</li> <li>• Use outline to recall and summarize information</li> <li>• Choose correct dictionary definitions</li> </ul>	<ul style="list-style-type: none"> <li>• Identify parts of speech in context: nouns, adjectives, and verbs</li> <li>• Use past, present, or future verb tenses in the affirmative or negative form</li> <li>• Recognize the suffixes: <i>-in</i>, <i>-t</i>, and <i>-ct</i> and use them correctly</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Discussion:</i> Describe nonverbal communication; Research ASL and discuss results</li> <li>• <i>Writing:</i> Write a brief biography of a famous person with hearing loss; Write a journal entry about learning sign language; List advantages and disadvantages of the choice to remain non-hearing or deaf</li> </ul>
	Chapter 5 <b>Loneliness: How Can We Overcome It?</b> Page 73	<ul style="list-style-type: none"> <li>• Use prereading questions to activate background knowledge</li> <li>• Preview illustration and title to aid comprehension</li> <li>• Understand True/False, Multiple Choice, Short Answer questions</li> <li>• Use context clues to understand vocabulary</li> <li>• Skim reading for main idea and scan for important details</li> <li>• Organize information using a flowchart</li> <li>• Use flowchart to recall and summarize information</li> <li>• Make inferences</li> <li>• Choose correct dictionary definitions</li> </ul>	<ul style="list-style-type: none"> <li>• Identify parts of speech in context: nouns, adjectives, and verbs</li> <li>• Use singular or plural nouns as required by context</li> <li>• Recognize the suffixes: <i>-ness</i> and <i>-ity</i> and use them correctly</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Discussion:</i> Discuss causes of loneliness and research on the subject; Discuss result with class about survey</li> <li>• <i>Writing:</i> Write a journal entry about loneliness; Take a survey about loneliness</li> </ul>
<ul style="list-style-type: none"> <li>• <i>Listening and Viewing:</i> CNN® Video Report: Grandparents as Parents Page 108</li> <li>• <i>Viewing and Research:</i> Internet Search: Sign Language Page 108</li> </ul>	Chapter 6 <b>The Importance of Grandmothers</b> Page 88	<ul style="list-style-type: none"> <li>• Use prereading questions to activate background knowledge</li> <li>• Preview title to predict reading topic</li> <li>• Understand True/False, Multiple Choice, Short Answer questions</li> <li>• Skim reading for main idea</li> <li>• Scan for supporting details</li> <li>• Make inferences</li> <li>• Organize information using a flowchart</li> <li>• Use flowchart to recall and summarize information</li> <li>• Use context clues to understand vocabulary</li> <li>• Read and interpret data in pie and bar charts</li> </ul>	<ul style="list-style-type: none"> <li>• Identify parts of speech in context: nouns, verbs, and adjectives</li> <li>• Recognize the suffixes: <i>-tion</i> and <i>-ce</i></li> <li>• Use the affirmative or negative of a past, present, or future verb tense</li> <li>• Use singular and plural forms of nouns</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Discussion:</i> Make comparisons about grandmothers and discuss reasons for opinions; Discuss unit themes and support ideas with examples</li> <li>• <i>Writing:</i> Conduct a survey and record answers in a chart; Write a journal entry about the treatment of grandchildren</li> </ul>

Unit	Chapter and Title	Reading Skills Focus	Structure Focus	Follow-up Activities Skills Focus
CNN® Video Report and Internet Topics				
<b>Unit 3 Justice and Crime</b>	<b>Chapter 7 Innocent Until Proven Guilty: The Criminal Court System</b> Page 110	<ul style="list-style-type: none"> <li>Preview visuals and title to aid comprehension and predict reading content</li> <li>Use prereading questions to activate background knowledge</li> <li>Understand True/False, Multiple Choice, Short Answer questions</li> <li>Skim reading for main idea</li> <li>Make inferences</li> <li>Organize information using a flowchart</li> <li>Use flowchart to recall and summarize information</li> <li>Use context clues to understand vocabulary</li> <li>Choose correct dictionary definitions</li> </ul>	<ul style="list-style-type: none"> <li>Identify parts of speech in context: nouns, verbs, and adjectives</li> <li>Recognize the suffixes: -ment and -ity</li> <li>Use the affirmative or negative of a past, present, or future verb tense</li> <li>Use singular and plural forms of nouns</li> </ul>	<ul style="list-style-type: none"> <li><b>Discussion:</b> Discuss process of arrest in small groups; Read different print media about a crime and conduct a trial</li> <li><b>Writing:</b> Write an opinion journal entry about participating in a jury; Write and compare advantages and disadvantages of justice systems in different countries</li> <li><b>Viewing:</b> Observe a courtroom trial and report observations to class</li> </ul>
	<b>Chapter 8 The Reliability of Eyewitnesses</b> Page 127	<ul style="list-style-type: none"> <li>Preview Visuals and title to aid comprehension and predict reading content</li> <li>Use prereading questions to activate background knowledge</li> <li>Understand True/False, Multiple Choice, Short Answer questions</li> <li>Skim reading for main idea</li> <li>Organize information using an outline</li> <li>Use outline to recall and summarize information</li> <li>Use context clues to understand vocabulary</li> <li>Choose correct dictionary definitions</li> </ul>	<ul style="list-style-type: none"> <li>Identify parts of speech in context: nouns and verbs, adjectives, prepositions</li> <li>Recognize the suffixes: -ence and -ance</li> <li>Use the affirmative or negative of a past, present, or future verb tense</li> <li>Use singular and plural forms of nouns</li> </ul>	<ul style="list-style-type: none"> <li><b>Discussion:</b> Discuss famous cases of mistaken identity</li> <li><b>Writing:</b> Write an opinion paragraph about eyewitness reliability; Write a journal entry about witnessing a crime</li> </ul>
<ul style="list-style-type: none"> <li><b>Listening and Viewing:</b> CNN® Video Report: Forensic Animation Page 167</li> <li><b>Viewing and Research:</b> Internet Search: Forensic Animation/Local Crime Statistics Page 167</li> </ul>	<b>Chapter 9 Solving Crime with Modern Technology</b> Page 147	<ul style="list-style-type: none"> <li>Use prereading questions to activate background knowledge about crime and technology</li> <li>Understand True/False, Multiple Choice, Short Answer questions</li> <li>Skim reading for main idea</li> <li>Scan for important details</li> <li>Make inferences</li> <li>Organize information using a chart</li> <li>Use chart to recall and summarize information</li> <li>Use context clues to understand vocabulary</li> <li>Choose correct dictionary definitions</li> <li>Study visual aids and make comparisons</li> <li>Read and interpret data in line graphs</li> </ul>	<ul style="list-style-type: none"> <li>Identify parts of speech in context: nouns and verbs</li> <li>Recognize the suffixes: -ment and -ity</li> <li>Use the affirmative or negative of a past, present, or future verb tense</li> <li>Use singular and plural forms of nouns</li> </ul>	<ul style="list-style-type: none"> <li><b>Discussion:</b> Explain your opinion about the reliability of evidence such as fingerprints; Discuss topics such as arrest, evidence, eyewitnesses, and crime technology</li> <li><b>Writing:</b> Make a list about crime-solving technology; Write a journal entry about technology and crime</li> </ul>

Unit	Chapter and Title	Reading Skills Focus	Structure Focus	Follow-up Activities Skills Focus
CNN® Video Report and Internet Topics				
<b>Unit 4 Science and History</b>	<b>Chapter 10 Ancient Artifacts and Ancient Air</b> Page 170	<ul style="list-style-type: none"> <li>• Use background knowledge to understand reading through prereading questions</li> <li>• Understand True/False, Multiple Choice, Short Answer questions</li> <li>• Scan reading for main idea</li> <li>• Use context clues to understand vocabulary</li> <li>• Take notes and organize information using an outline</li> <li>• Use outline to recall and summarize information</li> <li>• Select accurate dictionary definitions</li> </ul>	<ul style="list-style-type: none"> <li>• Use parts of speech correctly in context: nouns, verbs, adjectives, and conjunctions</li> <li>• Use the affirmative or negative forms of the past, present, and future verb tenses</li> <li>• Recognize the suffixes: <i>-ion</i>, <i>-ation</i>, and <i>-y</i> and use them correctly</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Discussion:</b> Discuss issues regarding the discoveries and ethics of archeology</li> <li>• <b>Writing:</b> Make plans about a hypothetical archeological situation in a group and compare plans with other groups; Write a journal entry about an archeological decision</li> </ul>
	<b>Chapter 11 How Lunar Eclipses Have Changed History</b> Page 189	<ul style="list-style-type: none"> <li>• Preview chapter through title, diagram, and questions</li> <li>• Understand True/False, Multiple Choice, Short Answer questions</li> <li>• Use context clues to understand vocabulary</li> <li>• Scan reading for main ideas</li> <li>• Take notes and organize information using a chart</li> <li>• Use chart to recall and summarize information</li> <li>• Select accurate dictionary definitions</li> </ul>	<ul style="list-style-type: none"> <li>• Use parts of speech correctly in context: nouns, verbs, adjectives, and adverbs</li> <li>• Use the singular or plural forms of nouns</li> <li>• Recognize the suffixes: <i>-ity</i> and <i>-ous</i> and use them correctly</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Discussion:</b> Discuss superstitions and beliefs in small group</li> <li>• <b>Writing:</b> Write a journal entry about personal superstitions; Write a list about superstitions and compare with others; Describe a solar eclipse</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Listening and Viewing:</b> CNN® Video Report: Water on Mars? Page 224</li> <li>• <b>Viewing and Research:</b> Internet Search: The Planet Mars/Lunar Eclipse Page 225</li> </ul>	<b>Chapter 12 Mars: Our Neighbor in Space</b> Page 205	<ul style="list-style-type: none"> <li>• Preview photo and chapter art</li> <li>• Use prereading questions to activate background knowledge and predict topic of reading</li> <li>• Understand True/False, Multiple Choice, Short Answer questions</li> <li>• Use context clues to understand vocabulary</li> <li>• Scan reading for the main idea</li> <li>• Organize information using an outline</li> <li>• Use outline to recall and summarize information</li> <li>• Choose accurate dictionary definitions</li> </ul>	<ul style="list-style-type: none"> <li>• Identify parts of speech in context: nouns, adjectives, and verbs</li> <li>• Recognize the suffixes: <i>-al</i> and <i>-ify</i> and use them correctly</li> <li>• Use singular and plural forms of nouns</li> <li>• Use the affirmative or negative forms of the past, present, and future verb tenses</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Discussion:</b> Discuss opinions about extraterrestrial life; Compare space programs in different countries; Discuss technology and support opinions with examples</li> <li>• <b>Writing:</b> Research quantitative and qualitative details about other planets in the solar system; Record details in lists on a chart; Compare charts with other classmates; Write a journal entry about your opinion of life on other planets</li> </ul>
<b>Word List</b> Page 226				



# INTRODUCTION

## How to Use This Book

Each chapter in this book consists of the following:

Prereading Preparation

Reading the Passage

Fact-Finding Exercise

Reading Analysis

Information Organization

Information Recall and Summary

Word Forms

Vocabulary in Context

Topics for Discussion and Writing

Follow-Up Activities

Cloze Quiz

Chapters 7–12 also include a Dictionary Skill exercise. The discussion section at the end of each unit ties in the related topics of the three chapters. There are CNN® video and Internet activities at the end of each unit. The Word List is at the end of the book.

## Prereading Preparation

This prereading activity is designed to stimulate student interest and provide preliminary vocabulary for the passage itself. The importance of prereading preparation should not be underestimated. Studies have shown the positive effect of prereading preparation in motivating student interest, activating background knowledge, and enhancing reading comprehension. Time should be spent describing and discussing the photographs and illustrations as well as discussing the chapter title and the prereading questions. Furthermore, students should try to relate the topic to their own experiences and try to predict what they are going to read about!

## **Reading the Passage**

The students will read the passage for the first time. They should be instructed to time themselves and to try to aim for a higher reading speed the second time they read the passage. They should also be encouraged to read *ideas*, not just words.

## **Fact-Finding Exercise**

After reading the passage again, the students will read the True/False statements and check whether they are true or false. If the statement is false, the students will rewrite the statement so that it is true. They will then go back to the passage and find the line(s) that contain the correct answer. This activity can be done individually or in groups.

## **Reading Analysis**

The students will read each question and answer it. The first question in this section always refers to the main idea. There are three possible answers. Two answers are incorrect because they are too general or too narrow, they are not mentioned in the passage, or they are false. When going over the exercise, the teacher should discuss with the students why the other two answers are incorrect. The rest of this exercise requires the students to think about the structure of the sentences and paragraphs, and the relationships of ideas to one another. This exercise is very effective when done in groups. It may also be done individually, but if done in groups it gives the students an excellent opportunity to discuss possible answers.

## **Information Organization**

In this exercise, the students are asked to read the passage again, take notes, and organize the information they have just read. They may be asked to complete an outline, a table, or a flowchart. The teacher may want to review the concept of notetaking before beginning the exercise. The outline, table, or flowchart can be sketched on the blackboard by the teacher or a student and completed by individual students in front of the class. Variations can be discussed by the class as a group. It should be pointed out to students that in American colleges, teachers often base their exams on the notes that the students are expected to take during class lectures, and that they, too, will be tested on their notes.

## **Information Recall and Summary**

The questions in this exercise are based on the notes the students took in the Information Organization exercise. Students should be instructed to read the questions and then to refer to their notes to answer them. They are also asked to

write a summary of the article. The teacher may want to review how to summarize at the beginning of the class. This section can be prepared in class and discussed. Alternately, it can be assigned for homework.

## Word Forms

As an introduction to the word form exercises in this book, it is recommended that the teacher first review parts of speech, especially verbs, nouns, adjectives, and adverbs. Teachers should point out each word form's position in a sentence. Students will develop a sense for which part of speech is missing in a given sentence. Teachers should also point out clues to tense and number, and whether an idea is affirmative or negative. Each section has its own instructions, depending on the particular pattern that is being introduced. For example, in the section containing words which take *-tion* in the noun form, the teacher can explain that in this exercise the student will look at the verb and noun forms of two types of words that use the suffix *-tion* in their noun form. (1) Some words simply add *-tion* to the verb: *convict/conviction*; if the word ends in *e*, the *e* is dropped first: *execute/execution*; (2) other words can drop the final *e* and add *-ation*: *combine/combination*. This exercise is very effective when done in pairs. After students have a working knowledge of this type of exercise, it can be assigned for homework.

## Dictionary Skills

This exercise, in Chapters 7-12, provides students with much-needed practice in selecting the appropriate dictionary entry for an unknown word, depending on the context.

The sentence containing the dictionary word is provided above the entry. After selecting the appropriate entry, the student rewrites the sentence using the chosen definition. The students should write the answer in a grammatically correct form, as they may not always be able to copy verbatim from the dictionary. The students can work in pairs on this exercise and report back to the class. They should be prepared to justify their choices.

## Vocabulary in Context

This is a fill-in exercise designed as a review of the items in the previous exercises. This vocabulary has been covered either in the questions or the Reading Analysis section. It can be done for homework as a review or in class as group work.

## Topics for Discussion and Writing

In this section, students are encouraged to use the information and vocabulary from the passage both orally and in writing. The writing assignment may be done

in class or at home. There is a **Write in your journal** suggestion for every chapter. Students should be encouraged to keep a journal and respond to these questions. The teacher may want to read and respond to the students' journal entries, but not correct them.

### **Follow-Up Activities**

This section contains various activities appropriate to the information in the passages. Some activities are designed for pair and small-group work. Students are encouraged to use the information and vocabulary from the passages both orally and in writing. The teacher may also use these questions and activities as home or in-class assignments.

### **Cloze Quiz**

The Cloze quiz tests not only vocabulary, but also sentence structure and comprehension in general. The quiz is a modified version of the reading passage itself, with 20 items to be completed. At the top of the answer page, students are given the 20 words to be filled in the blank spaces. The quiz is placed at the end of each chapter. The quizzes can be done either as a test or as a group assignment.

### **CNN® Video and Internet Activities**

At the end of each unit are optional activities designed to accompany one of the topics presented in each unit. The authentic CNN videos were chosen to expand on concepts presented in the readings, to reinforce vocabulary learned, and to encourage individual interest as well as group discussion. The optional Internet activities provide encouragement to students to explore information learned in ***Issues for Today*** through the technology available to them at school, in the library and computer labs, and at home.

### **Word List**

This section contains new words, phrases and expressions, proper names from all the chapters. It is located after the last chapter.





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*Today, there are many improvements in crime technology. This modern technology helps solve crimes faster and better.*

**UNIT 4: Science and History 169**

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*Archeologists make important discoveries about people who lived a long time ago. This knowledge of the past can help us in the future.*

**Chapter 11 How Lunar Eclipses Have Changed History** 189

*People did not always understand how lunar eclipses happen. Because of this, superstitions about lunar eclipses had some important effects on history.*

**Chapter 12 Mars: Our Neighbor in Space** 205

*There are some surprising similarities between the Earth and Mars. Future missions to Mars may help us answer some interesting questions about our own planet, too.*

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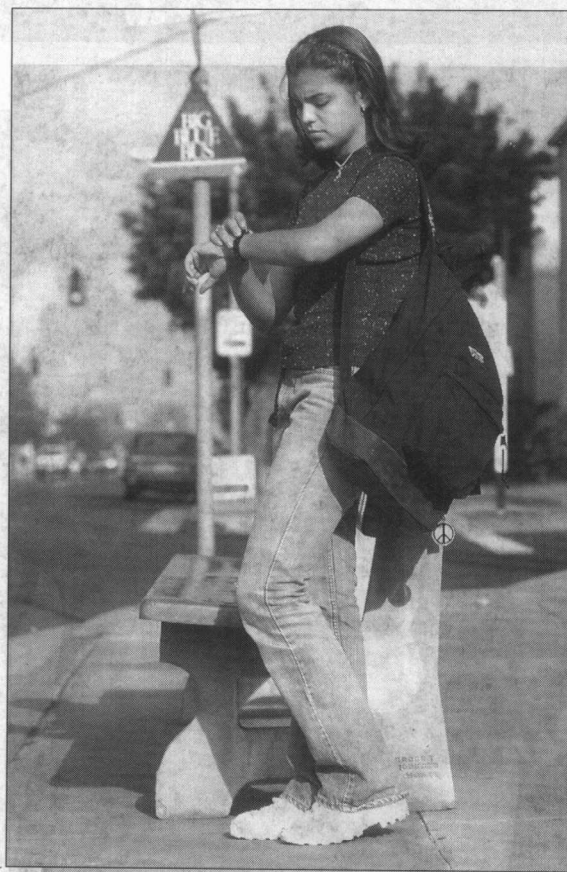
# UNIT

# 1

## TRENDS IN LIVING



## *A Cultural Difference: Being on Time*



### **Prereading Preparation**

1. What does **on time** mean?
2. Is it always important to be on time? Look at the table on page 3. How important is it to be on time for each appointment? Put a check mark in the box to show your answer. Discuss your answers with the class.



How Important Is It to Be on Time?				
Type of Appointment	Scheduled Time	Very Important	Slightly Important	Not Important
dentist	9 A.M.			
university class	11 A.M.			
lunch with a friend at school	12 P.M.			
job interview in a bank	2 P.M.			
dinner with your spouse	7 P.M.			
a friend's party	9 P.M.			

- Are you usually on time, or are you usually late? Why?
- Read the title of the article. What do you think this article is about?

### ***A Cultural Difference: Being on Time***

1 In the United States, it is important to be on time, or punctual, for an  
 2 appointment, a class, a meeting, etc. However, this may not be true in all  
 3 countries. An American professor discovered this difference while teaching a  
 4 class in a Brazilian university. The two-hour class was scheduled to begin at 10  
 5 A.M. and end at 12 P.M. On the first day, when the professor arrived on time, no  
 6 one was in the classroom. Many students came after 10 A.M. Several arrived after  
 7 10:30 A.M. Two students came after 11 A.M. Although all the students greeted the  
 8 professor as they arrived, few apologized for their lateness. Were these students  
 9 being rude? He decided to study the students' behavior.

10 The professor talked to American and Brazilian students about lateness in  
 11 both an informal and a formal situation: lunch with a friend and in a university  
 12 class, respectively. He gave them an example and asked them how they would  
 13 react. If they had a lunch appointment with a friend, the average American  
 14 student defined lateness as 19 minutes after the agreed time. On the other hand,  
 15 the average Brazilian student felt the friend was late after 33 minutes.