



热门话题新闻英语

Hot Topics

1



北京大学出版社
PEKING UNIVERSITY PRESS



免费光盘



热门话题新闻英语 (1)

Hot Topics 1

[美] C.帕夫里克

宋 军 秦铁力



北京大学出版社

PEKING UNIVERSITY PRESS

著作权合作登记 图字: 01-2006-0482

热门话题新闻英语.1 / (美) C.帕夫里克等著.—北京:北京大学出版社,2006.4
(CNN 热门话题新闻英语系列)
ISBN 7-301-10307-7

I. 热… II. C… III. 新闻—英语—阅读教学—教材 IV. H319.4

中国版本图书馆 CIP 数据核字(2005)第 145681 号

CHERYL PAVLIK

Hot Topics 1

EISBN: 1-4130-0702-3

Copyright © 2006 by Thomson Heinle, a division of Thomson Learning

Original edition published by Thomson Learning. All rights reserved.本书原版由汤姆森学习出版集团出版。版权所有,盗印必究。

Peking University Press is authorized by Thomson Learning to publish and distribute exclusively this English language reprint edition. This edition is authorized for sale in the People's Republic of China only (excluding Hong Kong, Macao SARs and Taiwan). Unauthorized export of this edition is a violation of the Copyright Act. No part of this publication may be reproduced or distributed by any means, or stored in a database or retrieval system, without the prior written permission of the publisher.

本书英文影印版由汤姆森学习出版集团授权北京大学出版社独家出版发行。此版本仅限在中华人民共和国境内(不包括中国香港、澳门特别行政区及中国台湾)销售。未经授权的本书出口将被视为违反版权法的行为。未经出版者预先书面许可,不得以任何方式复制或发行本书的任何部分。

981-265-874-2

Thomson Learning (A division of Thomson Asia Pte Ltd)
5 Shenton Way, # 01-01 UIC Building Singapore 068808

书 名: 热门话题新闻英语(1)

著作责任者: [美] C.帕夫里克 宋 军 秦铁力

组稿编辑: 张 冰

责任编辑: 姜 军

标准书号: ISBN 7-301-10307-7/H·1600

出版发行: 北京大学出版社

地 址: 北京市海淀区成府路 205 号 100871

网 址: <http://cbs.pku.edu.cn> 电子信箱: zbing@pup.pku.edu.cn

电 话: 邮购部 62752015 发行部 62750672 编辑部 62767347

排 版 者: 兴盛达打字服务社 58745033

印 刷 者: 北京飞达印刷有限责任公司

850 毫米×1168 毫米 16 开本 12.25 印张 371 千字

2006 年 4 月第 1 版 2006 年 4 月第 1 次印刷

定 价: 22.00 元(附赠光盘)




TO THE TEACHER

In the 30 years that I have been in English language training (ELT), I have despaired of the lack of stimulating reading texts, accompanied by activities written specifically to energize and inspire the mature English learner. Why aren't many ESL reading texts sufficient? Although ESL learners may not yet have mastered English syntax, they still have interests beyond the mundane, and they certainly have ample reasoning ability. And while many reading texts are written about subjects of broad appeal, virtually all of them avoid topics that are deemed "too controversial" for the classroom setting. Unfortunately, many of those neglected topics are of great interest and relevance to adult lives. By steering course themes away from controversy, the instructor also steers students away from motivating and stimulating topics.

Hot Topics 1 is different from other reading and discussion texts because it dares to deal with demanding subjects such as *gluttony* and *cultural ideas of beauty*. These topics have not been chosen to shock students, but merely to give them a chance to talk about matters that people discuss every day in their first language. That said, not every topic will be appropriate for every classroom. Some themes such as *intelligence* will probably be acceptable in any classroom. Others such as *Las Vegas* or *Drug Trends* might prove problematic in some teaching situations. To assist, each chapter in the table of contents is rated by the amount of controversy it is likely to cause. Of course, teachers should read the articles in each chapter carefully and decide if their students would feel comfortable having a discussion on a particular topic. Another way to determine which chapters to use in class might be to have students

look through the book and then vote on specific topics they are interested in reading and discussing. Even though the chapters at the beginning of each book are generally easier than the chapters at the end, the text has been designed so that chapters can be omitted entirely or covered in a different order.

Series Overview

Hot Topics is a three-level reading discussion series written for inquisitive, mature students of English language learners. Each chapter contains several high-interest readings on a specific controversial and thought-provoking topic.

Reading Selections

Each level of *Hot Topics* consists of 14 chapters. The readings in *Hot Topics* are crafted to present students with challenging reading material including some vocabulary that one might not expect to find in a low-level text. The reason for this is twofold. First, it is almost impossible to deal with these "hot" topics in a meaningful way without more sophisticated vocabulary. Second, and more importantly, it is ineffective to teach reading strategies using materials that provide no challenge. In the same way that one would not use a hammer to push in a thumbtack, readers do not need reading strategies when the meaning of a text is evident. Reading strategies are best learned when one *has to* employ them to aid comprehension.

Each chapter in the book is composed of two parts. Part I will contain two short readings on a topic. These readings are preceded by activities that help students make guesses about the genre, level, and

content of the material, activating student schemata or bases of knowledge before reading the text. The readings are followed by extensive exercises that help students thoroughly analyze the content and the structure of the readings.

Part II consists of a single, more challenging reading. Although more difficult, the readings in Part II have direct topical and lexical connection to the readings in Part I. Research shows that the amount of background knowledge one has on a subject directly affects reading comprehension. Therefore, these readings will move the students to an even higher reading level by building on the concepts, information, and vocabulary that they have acquired in Part I. Complete comprehension of the text will not be expected, however. For some students this will prove a difficult task in itself. However, learning to cope with a less than full understanding is an important reading strategy—probably one of the most useful ones that nonnative readers will learn.

Chapter Outline and Teaching Suggestions

PART I

Preview

This section contains prereading questions, photographs, and activities that introduce the topic and some of the vocabulary. This section is best completed as group work or class discussion.

Predict

In this section, students are directed to look at certain features of the text(s) and then make predictions. These predictions include areas such as content, genre, level of difficulty, and reliability of the information.

Read It

This section is generally composed of two readings centered on a particular “hot” topic. In each reading, the topic is approached in a different style, chosen so that students will be able to experience a variety of genres such as newspaper and magazine articles, interviews, pamphlets, charts, and advertisements. Photographs occasionally serve as prompts to assist comprehension, or to stimulate curiosity and conversation about the topics.

Reading Comprehension

The reading comprehension section is composed of three sections.

- **Check Your Predictions**—Students are asked to evaluate their predicting ability.
- **Check the Facts**—Students answer factual questions. This is meant to be fairly simple and the exercise can be completed individually or in groups.
- **Analyze**—This section will include more sophisticated questions that will have students make inferences, as well as analyze and synthesize the information they have read.

Vocabulary Work

Vocabulary Work has two sections.

- **Guess Meaning from Context**—Exercises highlight probable unknown vocabulary words that students should be able to guess using different types of contextual clues. Some of the most common clues students should be looking for include: internal definitions, *restatement* or synonyms that precede or follow the new word, and examples. However, one of the most powerful ways to guess is to use *real world* knowledge. Students must learn to trust their own ability to make educated guesses about meaning based on their own experience.
- **Guess Meaning from Related Words**—This section focuses on words that can be guessed through

morphological analysis. Although morphology is a “context clue,” it is so important, that it requires a chapter section of its own. The more students learn to recognize related words, the faster their vocabularies will grow. Students who speak languages such as Spanish—a language that has a large number of cognates or words that look similar to their English counterparts—should also be encouraged to use their native language knowledge as well.

Reading Skills

This section focuses on helpful reading skills and strategies, such as analyzing organization, understanding tone, understanding the author’s purpose, and identifying referents and transitional expressions.

Discussion

Questions in this section are designed to encourage class or group discussion. For instructors wishing to follow-up the readings with writing responses, it would be helpful for students to first discuss and then write their individual opinions and/or summarize those of their peers.

PART II

Readings in Part II have been written to be more challenging than those in Part I, so students are asked to read only for the most important ideas. The readings are written so that

- important ideas are stated more than once.
- important ideas are not obscured by difficult vocabulary and high-level structures.
- vocabulary from Part I readings is “built in” or recycled.
- some “new” vocabulary words are forms of words already seen in Part I.

Two activity sections follow the Part II reading. The first consists of questions that will help

students pinpoint the main ideas. The second asks students to make educated guesses about vocabulary they encountered in Part I.

Idea Exchange

Each chapter ends with a comprehensive discussion activity called Idea Exchange. This activity has two steps.

- **Think about Your Ideas**—This section is a structured exercise that helps students clarify their thoughts before they are asked to speak. By filling out charts, answering questions, or putting items in order, students clarify their ideas on the topic.

- **Talk about Your Ideas**—The language in this activity is directly applicable to the discussion questions in the step above.

CNN[®] Video Activities

The CNN video news clip activities at the back of the student text are thematically related to each chapter. Activities are designed to recycle themes and vocabulary from each chapter, and to encourage further class discussion and written responses.

A Word on Methodology and Classroom Management

Class Work, Group Work, Pair Work, and Individual Work

One of the most basic questions a teacher must decide before beginning an activity is whether it is best done as class work, group work, or individual work. Each has its place in the language classroom. For some activities, the answer is obvious. Reading should always be an individual activity. Reading aloud to the class can be pronunciation practice for the reader or listening practice for the listeners, but it is not reading for comprehension.

On the other hand, many activities in this text can be done successfully in pairs, groups, or with the entire class working together. If possible, a mix of individual, pair, group, and class work is probably best. For example, two students may work together and then share their work with a larger group that then shares its ideas with the entire class.

Some rules of thumb are:

- Pair work is often most successful in activities that have one right answer. Pairs should be able to check their answers or at least share them with the class.

- Groups work best when one group member records the discussion, so that the group can then report to the class. In this way, everyone gets the maximum benefit.

- Think of yourself as the manager of a whole class activity rather than the focal point. Make sure that students talk to each other, not just to you. For example, you might appoint yourself secretary and write students' ideas on the board as they are talking.

Error Correction

Language errors are bound to occur in discussions at this level. However, the purpose of the discussions in this text is fluency not accuracy. Therefore, errors should not be dealt with unless they make comprehension difficult or impossible. Make unobtrusive notes about persistent errors that you want to deal with later. In those cases where it is difficult to understand what a student is trying to say, first give the student a chance to clarify. If they cannot do this, restate what you think they are trying to say.

Dictionaries

Frequent dictionary use makes reading a slow, laborious affair. Students should be taught first to try to guess the meaning of a word using context and

word form clues before they resort to a dictionary. In addition, although a good learner's English-English dictionary is helpful, bilingual dictionaries should be discouraged, as they are often inaccurate. Students should use a dictionary that supplies simple and clear definitions, context sentences, and synonyms. We recommend *Heinle's Newbury House Dictionary with CD-ROM, 3rd Edition*.

We would like to thank the following reviewers for their ideas and helpful suggestions regarding the Hot Topics series:

Chiou-Lan Chern

Taiwan Normal University, Taipei, Taiwan, China

C.J. Dalton

Institution Verbatim English, Belo Horizonte, Brazil

Judith Finkelstein

Reseda Community Adult School, Reseda, CA, United States

Patricia Brenner

University of Washington, Seattle, WA, United States

Renee Klosz

Lindsey Hopkins Technical Education Center,

Miami, FL, United States

Eric Rosenbaum

BEGIN Managed Programs, New York, NY, United States

Finally, thanks to all instructors who, by selecting the *Hot Topics* series, recognize that ESL students are mature learners who have the right to read about unconventional and provocative topics. By offering your students challenging reading topics that encourage curiosity and debate, their ideas and opinions will become essential and fruitful parts of their classroom experience.

CHERYL PAVLIK

最新推荐

《热门话题新闻英语》系列丛书

尊敬的老师：

您好！

为了方便您更好地使用本套教材，获得最佳教学效果，我们特向使用该套丛书作为教材教师赠送 CD-ROM 测试题库和 CNN DVD 教学录像。如有需要，请完整填写“教师联系表”，免费向出版社索取。

北京大学出版社



教师联系表

姓名：	性别：	职务：	职称：
E-mail	联系电话：	邮政编码：	
供职学校：	所在院系：		
学校地址：			
教学科目与年级：	班级人数：		
通信地址：			






填写完毕后，请将此表邮寄或 E-MAIL 给我们，我们将为您免费寄送 CD-ROM 测试题库和 CNN DVD 教学录像，谢谢！

北京市海淀区成府路 205 号
北京大学出版社外语编辑部负责人
邮政编码：100871
电子邮箱：zbing@pup.pku.edu.cn

邮购部电话：010-62534449
市场营销部电话：010-62750672
外语编辑部电话：010-62765014

BRIEF CONTENTS

Contents		ii
To the Teacher		iv
Chapter 1	Pampered Pets: Love me? Love my dog!	1
Chapter 2	Silly Sports: Can you really call this a sport?	13
Chapter 3	Modern Marriage: Until death do us part?	25
Chapter 4	Shopping: The new drug of choice	37
Chapter 5	Las Vegas: Sin City	49
Chapter 6	Shoplifting: Why is the price tag still on your hat?	61
Chapter 7	Gluttony: You are what you eat!	73
Chapter 8	Get-Rich-Quick Scams: Have I got a deal for <i>YOU!</i>	84
Chapter 9	Sports Doping: Does it matter if you win or lose?	96
Chapter 10	White-Collar Crime: When <i>A LOT</i> just isn't enough!	108
Chapter 11	The Homeless: It's not their choice	121
Chapter 12	Beauty Contests: The business of beauty	132
Chapter 13	Drug Trends: Legal but lethal	144
Chapter 14	Nature: Paradise Lost—Can we get it back?	156
Appendix	CNN [®] Video Activities	169

KEY	 =warm	 =hot	 =hotter
	 =sizzling	 =scorching	

CONTENTS

Chapter Themes	Article Titles	Vocabulary Skills/ Reading Skills*	CNN [®] Video Clip Audio Tape and CD Location
1 Pampered Pets	Part I Reading 1 New Restaurant with That Special Dog in Mind Reading 2 Camp Hideaway Part II Reading Life after Death?	Vocabulary Skill: Using world knowledge Reading Skills: Understanding summaries; Identifying the author's purpose; Analyzing quotations	CNN: Pampering Your Pet Audio Tape 1 Side A Audio CD 1 Tracks 1–3
2 Silly Sports	Part I Reading 1 Extreme Ironing Reading 2 Eating to Live Part II Reading What Makes a Sport?	Vocabulary Skill: Understanding words in a list Reading Skills: Finding main ideas and supporting details; Understanding the writer's tone	CNN: The Sport of Eating Audio Tape 1 Side A Audio CD 1 Tracks 4–6
3 Modern Marriage	Part I Reading 1 Dear Advisor: Should She Propose? Reading 2 Divorce: A Fifty- Fifty Chance? Part II Reading The Government Department of Dating and Marriage?	Vocabulary Skill: Reading Skills: Understanding transition words and phrases; Identifying referents	CNN: State-sponsored Marriage in Oklahoma Audio Tape 1 Side A Audio CD 1 Tracks 7–9
4 Shopping	Part I Reading 1 Addicted to the Mall Reading 2 Palm Desert Mall: Where Dreams Come True! Part II Reading A Personal Reflection on Consumerism.	Vocabulary Skills: Identifying unimportant words; Identifying approximate meanings; Using world knowledge Reading Skills: Identifying the author's purpose; Reading for main ideas	CNN: Tween Addiction to Shopping Audio Tape 1 Side A Audio CD 1 Tracks 10–12
5 Las Vegas	Part I Reading 1 The Las Vegas— Then and Now Reading 2 The Tiny White Wedding Chapel— Where Dreams Come True Part II Reading The Lives of Vegas Strippers	Vocabulary Skills: Identifying parts of speech; Recognizing compound and hyphenated words Reading Skills: Understanding organization; Understanding informal language	CNN: The Gambling Lifestyle Audio Tape 1 Side B Audio CD 1 Tracks 13–15
6 Shoplifting	Part I Reading 1 Different Types of Shoplifters Reading 2 Young Shoplifters Part II Reading Holiday Stress is Worse for Kleptomaniacs	Vocabulary Skill: Guessing meaning of unknown words Reading Skills: Using heading and subtitles; Using grammar to increase understanding	CNN: Actress Nabbed in Shoplifting Scandal Audio Tape 1 Side B Audio CD 1 Tracks 16–18
7 Gluttony	Part I Reading 1 The Hows and Whys of Gluttony Reading 2 Overfed and Overfed Part II Reading World Obesity— Whose Fault Is It?	Vocabulary Skills: Using world knowledge; Identifying parts of speech; Finding common words in compound words and phrases Reading Skills: Understanding statistics; Identifying main ideas and supporting details	CNN: Obesity—Not Simply an American Problem Audio Tape 1 Side B Audio CD 1 Tracks 19–21

* In addition to chapter-specific reading and vocabulary skills, each chapter includes exercises to practice the following skills: previewing, predicting, skimming, scanning, fact-finding, analyzing, guessing meaning from related words, guessing meaning from context, critical thinking, and discussing questions.

CONTENTS

Chapter Themes	Article Titles	Vocabulary Skills/ Reading Skills*	CNN [®] Video Clip Audio Tape and CD Location
8 Get Rich Quick	Part I Reading 1 Get Rich or Get Conned? Reading 2 Your Door to Wealth and Happiness! Part II Reading Doing Good for Others—Making Money for Yourself	Vocabulary Skills: Using world knowledge; Identifying parts of speech Reading Skills: Understanding organization; Defining purpose and main ideas	CNN: Fortune or Fraud? The Truth about Business Opportunity Audio Tape 1 Side B Audio CD 1 Tracks 22–24
9 Sports Doping	Part I Reading 1 The Problem of Sports Doping Reading 2 Olympian Drug Problems Part II Reading The Real Danger of Sports Doping	Vocabulary Skills: Using world knowledge Reading Skills: Using charts; Understanding the use of examples	CNN: Racing Toward Stardom—or Scandal? Audio Tape 2 Side A Audio CD 2 Tracks 1–3
10 White-Collar Crime	Part I Reading 1 What is White-Collar Crime? Reading 2 White Collar Criminals Part II Reading Why an Awful Lot Sometimes Just Isn't Enough	Vocabulary Skills: Understanding words in italics; Identifying parts of speech; Finding common words in compound words and phrases Reading Skill: Finding referents	CNN: White-Collar Crime: Is It Worth It? Audio Tape 2 Side A Audio CD 2 Tracks 4–6
11 The Homeless	Part I Reading 1 Homeless to Harvard Reading 2 The Working Poor Part II Reading Let's Help, Not Hurt the Homeless	Vocabulary Skills: Using main ideas, world knowledge, and examples to understand meaning Reading Skills: Understanding transition words; Identifying the author's purpose; Analyzing an argument	CNN: Homeless at Christmas—One Family's Story Audio Tape 2 Side A Audio CD 2 Tracks 7–9
12 Beauty Contests	Part I Reading 1 Pretty Babies Reading 2 The Search for an Internet Beauty Queen Part II Reading Male Beauty	Vocabulary Skills: Using world knowledge; Understanding two-word verbs Reading Skills: Understanding organization; Summarizing	CNN: Child Beauty Pageants: Fulfilling Dreams? Audio Tape 2 Side B Audio CD 2 Tracks 10–12
13 Drug Trends	Part I Reading 1 Cocaine—The Nineteenth Century Miracle Drug Reading 2 Legal Drugs and Teenagers Part II Reading The World's Most Popular Drug	Vocabulary Skill: Understanding words in a list Reading Skills: Understanding organization; Identifying referents	CNN: Just This Once? Teen Drug Abuse Audio Tape 2 Side B Audio CD 2 Tracks 13–15
14 Nature	Part I Reading 1 The Story of Bikini Reading 2 Here Today, Gone Tomorrow Part II Reading The Three Naurus	Vocabulary Skill: Using world knowledge Reading Skill: Identifying transition words and phrases; Analyzing the organization of a reading	CNN: Endangered Arctic Ecosystem Audio Tape 2 Side B Audio CD 2 Tracks 16–18

* In addition to chapter-specific reading and vocabulary skills, each chapter includes exercises to practice the following skills: previewing, predicting, skimming, scanning, fact-finding, analyzing, guessing meaning from related words, guessing meaning from context, critical thinking, and discussing questions.

CHAPTER

1

Pampered Pets: Love me?

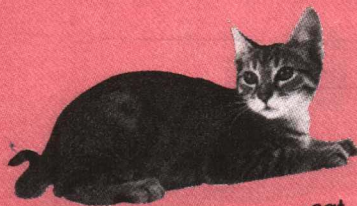
Love my dog!



parrot



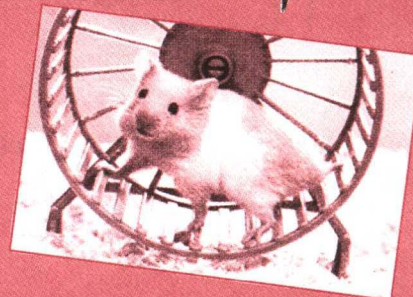
rat



cat



dog



hamster



rabbit



pig



fish

PREVIEW

Discuss the answers to these questions.

1. Which of these animals are good pets?
2. Do people in your country keep pets? If so, what kind?
3. Why do people keep pets?

PART I

Predict

A. Quickly skim the two articles. Circle the answers.

Which article . . .

1. is an advertisement?

Reading 1

Reading 2

Readings 1 & 2

2. talks about an idea in general?

Reading 1

Reading 2

Readings 1 & 2

3. has information from people who disagree?

Reading 1

Reading 2

Readings 1 & 2

4. uses quotes from pet owners?

Reading 1

Reading 2

Readings 1 & 2

B. Write a question that you think each article will answer.

Reading 1: _____

Reading 2: _____

Read It

Read the articles. Look for the answers to your questions.



READING 1

New Restaurant with That Special Dog in Mind

Do you want to get your dog a special birthday present? If you live in Chicago, you can take Spike or Fifi out to dinner at the Pet Café. It has tables for the humans and eating stands for the dogs. A meal costs less than four dollars. For that price, your dog gets an entrée, a fortune dog biscuit (the canine version of a fortune cookie), and a bowl of peanut-butter flavored ice cream. You, the owner, on the other hand, are only offered candy.

You may think a restaurant for dogs is strange. However, restaurant owner Vera Carter does not. She



- ◆ canine *adj.*
犬的;似犬的
- ◆ version *n.*
版本
- ◆ flavor *n.*
味

says, “People want to return the loyalty and love their animals give them. For a dog, the best way to do that is to give them good food.”

Carl Gregory, a pet-industry expert agrees. He says Americans are not just buying food; they are spending millions of dollars on toys, beds, classes, and even clothing for their pets. In fact, today Americans spend twice as much on their pets as they did in 1994. In that year, they spent about 17 million dollars. In 2004, they spent more than 34 million dollars.

For these reasons, many different types of businesses are offering services to pet owners. Some hotels now rent pet-friendly rooms. Some even have room service for dogs. Mail-order companies offering steak for dogs have become more popular. There are also many bakeries selling pet treats in addition to pies and cakes for people. More and more restaurants are adding food for pets to their menus. However, there aren't many sit-down pet restaurants like the Pet Café.

Some people don't like the idea of a restaurant for dogs. As Web blogger Jack Simpson says, “Dog restaurants are absurd.” Dog owner Sherry Evans doesn't agree. She went to the Pet Café with her dog, Lulu. “No, it's not ridiculous,” she says. “Everyone has to feel needed. Lulu is my sweet, precious baby.”



READING 2

Camp Hideaway

You want to take a vacation, but you are worried about your pet. Who will take care of Fluffy, Roger, or Princess? Now you can leave town with confidence. Just take your pet to Camp Hideaway—an all-season camp for your favorite animal. Camp Hideaway is a high-class place. It's just like summer camp for children! Campers have pool time, and they also have special play times. Camp Hideaway has indoor heated dog runs and a big outdoor area for playful, social dogs.

In some ways, it's better than summer camps children enjoy.

- ◆ camper *n.*
露营者
- ◆ heated *adj.*
激昂的,兴奋的



◆ couch *n.*
躺椅,长沙发椅

Camp Hideaway has television. Sparky can go to the doggie TV room, sit on the couch, and watch television with his friends. Individual personalities are also respected. Is your pet shy? There is a separate exercise area for dogs or cats that like to be alone. Like your dog, your cat won't be bored either. She will have a private room with windows. She can look outside and see birds and fish. She will also have lots of toys to play with. To help all the animals relax, there is classical music 24 hours a day. Camp Hideaway's counselors also follow your pet's daily schedule. If you want, you can bring in your pet's own food, treats, toys, and bed. Your little camper will be so happy that he may never want to go home!

Reading Comprehension

Check Your Predictions

1. Look back at questions 1-4 in the Predict section. How correct were your predictions?

Prediction	Incorrect	Correct
1		
2		
3		
4		

2. If you found the answers to your questions, what were they?
Reading 1: _____
Reading 2: _____

Check the Facts

Check (✓) the questions you can answer after reading once. Then go back and look for the answer you are unsure of.

READING 1

A. Read the statements and write *true* (T) or *false* (F). Go back to Reading 1 and look for the answers you are unsure of.

- ___ 1. People can eat at the Pet Café.
- ___ 2. Dogs eat at tables at the Pet Café.
- ___ 3. Americans are spending less money on pets than they did before.
- ___ 4. Some hotels allow pets to stay.
- ___ 5. Everyone thinks that pet restaurants are a good idea.
- ___ 6. There are many pet restaurants in the United States.
- ___ 7. Some regular restaurants sell food for pets.

B. Answer the questions.

1. The writer quotes several people. What is each person's position?

Vera Carter _____

Carl Gregory _____

Jack Simpson _____

Sherry Evans _____

2. What unusual services do each of these types of businesses offer to pets?

hotels: _____ and _____

restaurants: _____

bakeries: _____

READING 2

A. Read the statements and write *true* (T) or *false* (F). Go back to Reading 2 and look for the answers you are unsure of.

- _____ 1. Camp Hideaway is only for pets.
- _____ 2. Camp Hideaway has services for cats, dogs, birds, and fish.
- _____ 3. The camp is only for social animals.
- _____ 4. Cats stay in rooms with birds and fish.
- _____ 5. Not all pets follow the same daily schedule at the camp.
- _____ 6. Pet owners must bring their pet's own food and bed.

B. Answer the questions.

1. How is Camp Hideaway like a camp for children?

2. What special things does Camp Hideaway have for cats? For dogs?

Analyze

Answer these questions. Give reasons for your answers.

- 1. Do you think Carl Gregory has a pet?
- 2. Do some people travel with their pets?
- 3. Do you think Sherry Evans has children?
- 4. Is Camp Hideaway probably more expensive than dog pounds or kennels?
- 5. What do the names Fifi, Sparky, Fluffy, Roger, and Princess refer to? Why did the writer use them?