

THOMSON

# Issues/Concepts/ Topics for Today

Instructor's Manual

## 大学英语泛读教程

## 教师参考书

2、3、4

原著

Lorraine C. Smith

Nancy Nici Mare

Nancy Hubley

改编

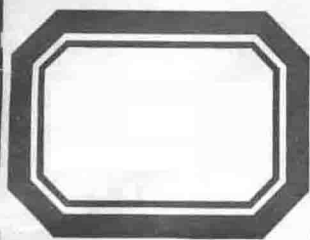
总主编 王健芳

主 编 朱华章 胡 勤

林 雅



高等教育出版社  
Higher Education Press



# Concepts/ Topics for Today

Instructor's Manual

## 大学英语泛读教程

### 教师参考书

2、3、4

原著

Lorraine C. Smith

Nancy Nici Mare

Nancy Hubley

改编

总主编 王健芳

主 编 朱华章 胡 勤

林 雅



高等教育出版社  
Higher Education Press

图字: 01-2005-4771 号

Lorraine C. Smith, Nancy Nici Mare, Nancy Hubley

Reading for Today Series: Issues/Concepts/Topics for Today Instructor's Manual, Second Edition

ISBN: 1-7593-9816-X

Copyright ©2004 by Heinle, a division of the Thomson Learning

Original language published by Thomson Learning (a division of Thomson Learning Asia Pte Ltd). 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。

Higher Education Press is authorized by Thomson Learning to publish and distribute exclusively this bilingual edition. This edition is authorized for sale in the People's Republic of China only (excluding Hong Kong, Macao SAR 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.

本书双语版由汤姆森学习出版集团授权高等教育出版社独家出版发行。此版本仅限在中华人民共和国境内(但不允许在中国香港、澳门特别行政区和中国台湾地区)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。

981-265-652-9

#### 图书在版编目(CIP)数据

大学英语泛读教程教师参考书. 2~4/ (美) 史密斯 (Smith, L. C.),  
(美) 梅尔 (Mare, N. N.), (美) 赫布利 (Hubly, N.) 著; 王健芳改编.

—北京: 高等教育出版社, 2006. 1

ISBN 7-04-017592-4

I. 大... II. ①史... ②梅... ③赫... ④王...

III. 英语—阅读教学—高等学校—教学参考资料

IV. H319.4

中国版本图书馆 CIP 数据核字 (2006) 第 001971 号

出版发行 高等教育出版社

社 址 北京市西城区德外大街 4 号

邮政编码 100011

总 机 010-58581000

经 销 蓝色畅想图书发行有限公司

印 刷 北京原创阳光印业有限公司

开 本 787×1092 1/16

印 张 10

字 数 350 000

购书热线 010-58581118

免费咨询 800-810-0598

网 址 <http://www.hep.edu.cn>

<http://www.hep.com.cn>

网上订购 <http://www.landaco.com>

<http://www.landaco.com.cn>

畅想教育 <http://www.widedu.com>

版 次 2006 年 1 月第 1 版

印 次 2006 年 1 月第 1 次印刷

定 价 30.00 元(含光盘)

本书如有缺页、倒页、脱页等质量问题, 请到所购图书销售部门联系调换。

版权所有 侵权必究

物料号 17592-00

# TO THE TEACHER

The updated **Reading for Today** series features a broad range of reading materials and resources to prepare students for academic success. The core of the series consists of reading passages of general and academic interest that provide a context for vocabulary development. The student books also contain a wealth of visual materials and nonlinear texts such as graphs, charts, maps and photographs. In addition, each unit is accompanied by a CNN® video clip and Internet activities that provide thematically related, current, and authentic materials for expanding reading skills and strategies. Lastly, assessment materials are provided in two forms. Reproducible quizzes for each chapter appear in the Instructor's Manuals. The *ExamView® Pro* computerized Test Bank assists instructors in building tests and quizzes, which emphasize vocabulary and grammar in context using fresh materials related to the unit themes.

The introduction to each student book presents strategies by the authors for using the sections for each chapter. In addition to providing suggestions for prereading activity, culture notes, and suggestions for follow-up activities, this Instructor's Manual focuses on ways to make the most of the video and assessment materials in the **Reading for Today** series.

## Videos

Use the video clips *after* students have worked through unit chapters so that concepts and vocabulary in the text provide background scaffolding for viewing. "Reading videos"—actively watching videos for information—is different from passive watching for entertainment. Explain that students will employ many of the same skills they do in reading a text passage. They will engage in "prereading" by brainstorming what they already know about a subject, and they will predict what the video will show. During the video, students will identify the main ideas and supporting details. They will also look for contextual information and differentiate between fact and opinion. After view-

ing, they should be able to answer comprehension questions. Here are some specific suggestions for helping your students become active viewers:

- Prepare students by giving the title of the video. Have students predict what it will be about.
- The video clips are very short (averaging 2–3 minutes per clip) so students may benefit from viewing them several times. First, "skim the video" for an overview of the topic and coverage. In other words, view for general comprehension. Then watch again for details. Students can "scan the video" for particular information, perhaps to answer comprehension questions in the Student Book. Repeated viewings can be used to identify opinions or interpretations. These can be compared and contrasted with views from the text readings.
- The videos are authentic material from CNN® and therefore speech is at a natural speed. Moreover, speakers occasionally use regional dialects. This presents a contrast to video materials made especially for English language learners where the content, pace and varieties of English are tightly controlled. Let students know that they are not expected to understand every word. Instead, have them initially focus on main points.
- Since the videos use authentic language, the speech often contains idioms and new vocabulary words. These are identified in the video script. You may choose to preteach some of these before showing the video to enhance comprehension.
- The video segments share a particular structure. Usually a reporter introduces the topic by interviewing knowledgeable people. Sometimes several people are presented as supporting examples for the topic. At the end, the reporter concludes the segment, often with a summary or personal opinion. Check on comprehension of this structure by asking about the reporter, the setting, and the people who are interviewed. Where does this take place? Why were people chosen for this video? Are some of these





people “authorities”? How do we know that?

## Assessment

This Instructor’s Manual contains sets of quizzes for each chapter in the **Reading for Today** series. The first section emphasizes reading comprehension and recall. Encourage students to do this from memory instead of referring to the text passages. The second section uses key vocabulary from each chapter in a cloze passage similar to the text. Each text chapter has grammatical exercises and extensive work on vocabulary in context. These sections should make students aware of the function and relationship of words within sentences. When students do the cloze exercises, they should pay close attention to parts of speech as well as collocations.

Separate from the Instructor’s Manual, the ExamView® Test Bank builds on all aspects of skill development presented in the **Reading for Today**

series. Some sections focus on major reading skills such as skimming, scanning, and finding the main idea. Vocabulary from the textbooks is recycled in new readings on the same topics to provide students with further opportunity to recognize the meaning of recently learned words in context. Reflecting the text, there are assessment sections on grammar in context since accurate comprehension rests on understanding structure. Visual material and graphics are presented for analysis and interpretation. Other assessments focus on inference and drawing conclusions. Teachers can quickly generate tests from material in the test bank or they can use the ExamView® software to create their own custom assessments.

**Reading for Today Series** provides an integrated package of resources that enables every teacher to tailor the course to the needs of particular students. We hope you enjoy exploring all five levels of the **Reading for Today** series.

Direct students' attention to the unit title and photograph on Student Book (SB) page 1, as well as the chapter title and photograph on page 2. Before entering in the table on SB page 3, elicit what as time means to your class. Instruct students to look at the table. Ask what the differences are between the types of appointments. What happens in each case if someone is late? Discuss any cultural differences that your students may be aware of.

## Culture Notes

Unit 10 introduces the use of graphic organizers for analyzing the organization of texts and the relationships between parts or components of the reading passage. Many different types of graphic organizers will be used throughout the book, but Chapter 1 uses a flowchart to make the significance of the reading passage more apparent. Students will need to differentiate between main ideas and supporting details in the reading passage, then fill in the flowchart on page 10. With practice, students will naturally use graphic organizers, but, at first, they may need explicit instruction. Before they attempt to fill in the flowchart, you can help them become aware that they will only use the most important terms and phrases. They will not write details or complete sentences. One effective method for preparing this task is to ask students to use markers/highlighters to mark what they would consider the most important ideas and words as they read the text. You may first want to model a paragraph for them, using an overhead projector. Then ask students to work in pairs to identify the most important concepts and terms of a new paragraph. Go over the ideas with the whole class. Explain to students that the flowchart that they will use is similar to the comprehension questions on SB pages 11 and 12. It can also assist them with writing their summary. As a result, the flowchart becomes an institutional tool for organizing the main points and the essential structure of the reading.

As the passage indicates, perceptions or perception of time varies from culture to culture and sometimes even within one culture. For example, promptness and speed of response are considerably from one part of the United States to another.



# CONTENTS

## To the Teacher ii

## Issues for Today

### Teacher Notes

### Answer Key

### Video Scripts

### Assessment

## Concepts for Today

### Teacher Notes

### Answer Key

### Video Scripts

### Assessment

## Topics for Today

### Teacher Notes

### Answer Key

### Video Scripts

### Assessment

1

18

38

41

53

70

90

93

105

122

139

142

## Index



# Issues for Today

## TEACHER NOTES

### Unit 1

### Trends in Living

#### Chapter 1

#### A Cultural Difference: Being on Time

*An American professor teaching in Brazil discovered that his students had different ideas about being on time. He learned that promptness depends on social factors in Brazil. Eventually, he adapted his own behavior to fit local expectations.*

#### Suggestions for Prereading Activity

Direct students' attention to the unit title and photograph on Student Book ("SB") page 1 as well as the chapter title and photograph on page 2. Before referring to the table on SB page 3, elicit what *on time* means to your class. Instruct students to look at the table. Ask what the differences are between the types of appointments. What happens in each case if someone is late? Discuss any cultural differences that your students may be aware of.

#### Culture Notes

*Issues for Today* introduces the use of graphic organizers for analyzing the organization of texts and the relationships between parts or components of the reading passage. Many different types of graphic organizers will be used throughout the book, but Chapter 1 uses a flowchart to make the sequence of the reading passage more apparent. Students will need to differentiate between main ideas and supporting details in the reading passage, then fill in the flowchart on page 10. With practice, students will naturally use graphic organizers, but, at first, they may need explicit instruction. Before they attempt to fill in the flowchart, you can help them be aware that they will only use the most important terms and phrases; they will not write details or complete sentences. One effective method for presenting this task is to ask students to use colored highlighters to mark what they consider the most important ideas and words as they read the text. You may first want to model a paragraph for them, using an overhead projector. Then ask students to work in pairs to identify the most important concepts and terms of a new paragraph. Go over choices with the entire class. Explain to students that the flowchart can help them answer the comprehension questions on SB pages 11 and 12. It can also assist them with writing their summary. As a result, the flowchart becomes an instructional tool for organizing the main points and the essential structure of the reading.

As the passage indicates, promptness or perception of time varies from culture to culture and sometimes even within one culture. For example, promptness and speed of response vary considerably from one part of the United States to another.





The distinction between formal and informal settings provides a natural opportunity to discuss registers in language. Be sure to bring up the differences between formal and colloquial stylistic variety. Ask students for examples from their own culture and explain differences in an English-speaking context.

## Suggestions for Follow-up Activities

If students want to know more about cultural differences in promptness, enter the words *intercultural communication* in an Internet search engine such as Google or Yahoo.

Alternatively, if your college or university community is multicultural, have students survey people in the community about being “on time” in their culture for the types of appointments given on SB page 3.

## Chapter 2 Changing Lifestyles and New Eating Habits

*Changes in American lifestyles have had an adverse effect on eating habits. There has been an increase in the number of people living alone, single parents, and double-income families, resulting in less time for cooking and eating meals. Greater knowledge of nutrition results in different food choices, as do ideas about appropriate foods for different occasions.*

### Suggestions for Prereading Activity

Ask questions about the family in the photograph on SB page 20 to elicit ideas about working parents and the challenge of multitasking. Ask where these people probably live and why they seem to be in a hurry. Note that in North America long commutes to work are common.

Also look at the photographs on SB pages 22 and 34. Who are these people and what are they doing? What do the three photographs have in common? How are they different?

### Culture Notes

The *Newbury House Dictionary*, 4th Edition, (Boston, M.A.: Thomson/Heinle, 2004) defines *lifestyle* as “the manner in which one lives.” This very general definition covers a range of factors that people usually mean when they use the term *lifestyle*. The reading passage uses the word to refer to demography or household size, marital status, and employment. It can also refer to where a person lives, an individual’s tastes and belongings, and their leisure activities. Lifestyle correlates with socioeconomic background, education, and type of employment or occupation. A college-educated professional who is earning \$90 000 a year and living in an upscale neighborhood will have a very different lifestyle from an unemployed laborer who is struggling to pay his or her rent.

In the past 50 years in the United States, development has extended out from cities in what is known as *urban sprawl*. It is in areas of sprawl that most malls or shopping centers are located as well as fast-food outlets, services, and sports facilities. In addition, historical patterns and availability of land have led to most people living in single-family homes in the suburbs. Lifestyle for many Americans means having sufficient income to buy various consumer goods, including cars, advertised heavily in the media. Typically, families own more than one car and depend on driving to reach their jobs, shopping, and recreational activities. Vehicles have become larger and more expensive at the same time that roadways have become more congested. In fact, the most popular car is





a SUV, a suburban utility vehicle.

Note that there are some contradictions in the reading passage. While it is true that Americans are better informed about nutrition than they were in the past, they often choose to ignore sound information. For example, they know the dangers of too much cholesterol, yet prefer shrimp and lobster for romantic meals. Both seafoods are high in cholesterol. Similarly, health awareness of obesity and diabetes has not reduced the consumption of greasy, high-calorie snacks and sweets such as donuts, nor has it slowed the merchandising of “super-sized” fast food which has far more calories than any person needs.

In the Fact-Finding Exercise on SB page 22, note that some statements are negative. That means that if they are false, double negatives cancel each other out. For example, in the second item, the result is “Americans eat increasing amounts of sweets now.” In Word Forms on SB page 29, point out that sometimes paired sentences are linked in meaning. For example, 4b makes it clear that the answer to 4a is “didn’t employ.” Students should also be aware that the second sentence can also clarify tense use.

## Suggestions for Follow-up Activities

In the Follow-up Activities on SB page 33, items *d* and *e* pertain to the increase in the number of nontraditional American households. The answers to these questions can be presented either in percentages or numbers. If you use percentages, single-parent households increased the most (by 166% as contrasted to 109% for one-person or 36% for dual-income households). However, if numbers are used, one-person households increased the most, by 11 million during the 20-year period.

Ask students to keep a food diary or journal for a week. They should write down what they eat, where they eat (home, type of restaurant, work), why they are eating (snack, regular meal, perhaps boredom), and who they are eating with (family, friends, alone). Suggest that students indicate why they have made particular food choices (a celebration of some kind, diet, taking part in sports etc).

## Chapter 3

### Dreams: Making Them Work for Us

*A man named Joseph had the same bad dream for months. Dream researchers believe we can remember our dreams and change the bad ones. Through the use of dream therapy techniques, Joseph eventually stopped having nightmares and started having more positive dreams.*

## Suggestions for Prereading Activity

Pairwork is an effective way for students to successfully prepare for this reading. Ask students to recall and share a dream that they have had. Explain that they can discuss both good and bad dreams, if they wish. Teachers should be sensitive to the possibility that some students’ dream experiences may be rather personal and best discussed only with a partner.

## Culture Notes

Dreams have fascinated people throughout history. Some people believe that dreaming is a supernatural state. A century ago, the psychoanalyst Sigmund Freud thought that dreams were keys to the unconscious mind. He believed that when we sleep, we are in a primitive state where aggressive and sexual feelings from childhood come to the surface. Although scientists still don’t agree on what



dreams really mean, within the last two decades they have learned a great deal about what physically happens to the body during sleep.

Sleep researchers have based their understanding on laboratory studies of humans and animals while they sleep and dream. Scientists attach measuring devices to monitor changes in brain activity, eye movement, breathing, and blood pressure. Based on thousands of studies, they know that there are two basic types of sleep. The names are related to what happens to the eye during these sleep periods. During NREM (non-rapid eye movement) sleep, blood circulation occurs at a lower rate but there is no dreaming. By contrast, dreams happen during REM (rapid eye movement) sleep. Most of our sleep is the NREM type, but it alternates during the night with four or five periods of dreaming during REM sleep. In all, we dream for about one-quarter of each night's sleep time.

Although scientists can track what happens to the body during sleep, they disagree about the function of sleep. Some researchers think that dreams are meaningless themselves; they only provide a way of getting rid of unused information so we don't overload our brain. Other scientists think that dreams help us integrate new information with old memories. Still others think dreaming is an important way of unconsciously expressing feelings and, therefore, can be used to treat problems.

In Chapter 3, students will be using material from the reading to complete the chart on SB page 44. Ask them to work with a partner to highlight the main ideas, preferably in color. Before they complete the chart, have each pair of students compare their highlighted sentences with another pair of students.

## Suggestions for Follow-up Activities

Ask students if they have ever had a dream that actually came true later. If they have, they could write about their dream in their journal. If they haven't, ask students to write about the most interesting dream they can remember.

Another interesting topic for discussion is whether animals dream. If your students have pets or have worked closely with animals, perhaps they could share their opinions with the class. Ask students what they think animals dream about.

## Unit 1 **CNN** Video Report

Have students watch the Unit 1 video, *Nutrition Survey*. Since the video is about eating habits and nutrition, you might want to show it for the first time after completing Chapter 2. Ask students how the information in the video supports and differs from what they have read in the reading passage. Is it true that knowing more about nutrition results in people eating a healthier diet? Why or why not? Have your students ever stopped eating a favorite food because it isn't as healthy as other foods? Ask students what they consider to be a *balanced diet*.

After students have discussed the issues presented in the video, ask them to answer the Video Report questions on SB page 55.

## **Unit 2**

## **Issues in Society**

### **Chapter 4 Language: Is It Always Spoken?**

*Linguists believe language ability is inborn, although the development of communication in deaf babies has only recently been studied. Both hearing and deaf infants make hand motions, but the motions of deaf infants are more patterned and soon become*

complex enough to communicate messages. In order to learn more about spoken and signed language, future research will focus on babies with one hearing parent and one deaf parent.

## Suggestions for Prereading Activity

Ask students if they know any people who are deaf or hearing-impaired. How do these people communicate? How did they learn to do this? Then have students look at the American Sign Language (ASL) chart on SB page 58 and the photographs on SB pages 60 and 71. What's happening in those photographs?

The *Newbury House Dictionary* defines *language* as "human communication by systems of written symbols, spoken words, and movements."

## Culture Notes

Many interesting issues arise in the reading passage. They include the theory that language ability is innate, the use of signs and ASL in communication, and the development of communication in hearing and deaf babies.

It is now generally accepted that the ability to use language as defined above is innate or inborn. Since language is symbolic communication, it can be accomplished with signs or body movements and does not always depend on speech. Scientists have conducted a number of experiments with nonhuman primates to see if they can use symbolic communication. These have had some degree of success, so it is not certain that language is unique to humans, although speech is. There is a huge amount of literature available on these topics which may be of interest to your students. The library is a good place to start further research.

Since the Middle Ages, people have developed systems of signs to communicate with hearing-impaired persons. Today there are three major systems of manually spelling the alphabet. The chart on SB page 58 shows the one most common in America. There is also a Swedish system, plus a two-handed British one. Alphabet signs are used as the equivalent of writing systems for teaching reading as well as for spelling out words not included in the lexicon of ASL. ASL is a fully developed system of symbols that many people consider to be a language in itself. Research on deaf and hearing-impaired infants shows that they can develop communication skills in much the same way that hearing infants do. However, early identification and intervention (focused attention) is very important so that communication development is not delayed. Many doctors believe all babies should be screened for hearing and vision problems soon after birth. They think that the first six months of life—before babies start babbling—is a very important period in preparation for communication.

Intervention often takes the form of teaching mothers and fathers of deaf infants to pay particular attention to when their babies are watching them. Parents should start sign language early, use dramatic facial expressions, and also use touch as a way of getting their baby's attention. Deaf parents do these things naturally, but it is also possible for hearing parents to adapt these techniques.

## Suggestions for Follow-up Activities

There are already a number of excellent follow-up suggestions on SB page 71, but if your students are interested in exploring other aspects of nonverbal communication, they might want to explore lip-reading. Locate a videotape that shows a close-up of a person talking. If you can't locate one, record a short segment of yourself speaking. The second option would be the most effective because your

students will be familiar with your communication style. Play the video without sound and ask students to take notes. Have them work in small groups to discuss and interpret your communication. After playing the video without sound several times, play the video with sound. Have students determine the accuracy of their interpretation.

## Chapter 5 Loneliness: How Can We Overcome It?

*For most people, loneliness lasts for only a short time. Psychologists have identified three types of loneliness, but they are most concerned about chronic loneliness that lasts longer than two years. Chronically lonely people are more prone to health problems and unhappiness, so doctors are trying to find ways to help them.*

### Suggestions for Prereading Activity

Make sure students understand the distinction between being *alone*—a natural and normal condition—and *loneliness*—a sad, negative condition. You may also want to introduce the word *lonesome*. You can then explain the term *loner* means a person who actually prefers solitude—or being alone—to being social with other people.

### Culture Notes

Loneliness is a state affected by both personality and cultural values. Some people are *extroverts*—people who are most comfortable when surrounded by other people with whom they intensively interact. Others are *introverts*—much shyer, quieter people who are more reserved. Psychologists believe these two descriptions are fundamental elements of personality and influence one's approach to life. On the other hand, psychologists disagree about how personality traits are formed. Some believe that they are innate, but others say they are heavily influenced by experiences after birth. This basic disagreement is known as the nature-nurture controversy.

Swiss psychologist Carl Jung is among the most famous researchers of personality traits. In his book *Psychological Types* (Princeton, N.J.: Princeton University Press, 1971) first published in 1921, Jung was the first to propose the extrovert and introvert types, along with other contrast sets such as sensing and intuiting, and feeling and thinking. Other psychologists built on his work to develop Myers-Briggs Trait Inventory in 1942. This test breaks down basic personality traits into 16 categories and suggests that people function according to the particular combination of traits that are dominant for them. The test is widely used in business and academia.

Different cultures and subcultures can also emphasize and influence solitary or social behavior. Anthropologist Margaret Mead, whose life and work was featured in Chapter 7 of *Themes for Today*, was a principal scholar in the field of culture and personality. Mead emphasized the value of looking carefully and openly at other cultures to better understand the complexities of being human. She noted that attitudes toward spending time alone and relating closely to other people vary enormously between cultures, and even within the same culture at different times or under certain conditions.

The process of *enculturation* is the training that occurs in childhood to ensure that a person understands the approved ways of behaving in a particular culture. Parents, teachers, and other important figures model the way people are supposed to behave and use various ways to punish people who behave differ-





ently. In American culture, sending badly behaved children for “time-out” (short amounts of time spent alone) is a common punishment. In other cultures, young people have to go through a long period by themselves to prove that they are ready to be adults. As the reading suggests, individuals often perceive loneliness even though they are surrounded by other people, so it is not always just a matter of being alone. Ask students about attitudes toward being alone and loneliness in their cultures.

## Suggestions for Follow-up Activities

Although the reading mentions that young adults are at particular risk for loneliness, it does not talk about all of the social factors that can contribute to an individual’s loneliness. Peer approval and acceptance are particularly important to young adults, and an absence of these can compound and heighten feelings of loneliness. Ask students to identify situations where a young person may feel lonely because they don’t feel accepted by their peers.

What services exist at your institution for students experiencing loneliness? Is there a counselor they can visit? Are there peer hotlines or support groups? This is a great opportunity for students to explore what support resources are available.

Suggest students consider other groups of people who may experience loneliness. Chapter 2 mentioned changing lifestyles whereby more people live alone and there are more single parents raising children by themselves. In addition, as people live longer, more elderly people live alone. Do these groups experience loneliness?

## Chapter 6

## The Importance of Grandmothers

Anthropologists recently held a conference at which they presented research on how grandmothers influence the survival rate of grandchildren in some cultures. Generally, they found that maternal grandmothers increase the chances that children will survive childhood. In other cultures, grandmothers may not necessarily increase the survival rate of their grandchildren, although they still play an important role in their grandchildren’s lives.

## Suggestions for Prereading Activity

The prereading activities focus on differences between maternal and paternal grandmothers. These distinctions are important in the reading passage. In many cultures, extended families—those including more than two generations—live together with a set of grandparents. Ask if your students have ever lived with their grandparents.

In countries where it is not unusual for families to relocate or for parents to divorce, you may find that children do not live near their grandparents and may not see them often. If this is evident in your class, you can modify the chart on SB page 88, substituting the word *contact* for *treat*. For example, someone might have received a birthday card from one distant grandmother, but a telephone call from the other.

Also, be sensitive to the possibility that some students may not have known any or all of their grandparents. You may wish to explain that this is not uncommon, especially in today’s society. Perhaps a student may consider another adult in a similar capacity a grandparent. Suggest that they complete the activities with this person in mind.

Remind students how important it is for them to apply critical reading and thinking skills. Students should be active participants in their reading experiences. Encourage students to question sources of information and any generalizations that may be implied to the reader.



## Culture Notes

Anthropologists have studied the influence of grandmothers for at least 75 years, so this in itself is not a new area of research. In addition, the studies cited are somewhat controversial. Research is guided by *hypotheses*, which are not theories or facts. They are, according to *The Newbury House Dictionary*, “working theories” or “unproved assumptions.” In this case, the reading passage reports recent findings of evolutionary biologists and anthropologists about the “Grandmother Hypothesis.” This is a working theory about the roles of postmenopausal women in societies where older women help with the care of grandchildren in their households. Other scientists who have worked with different groups have debated the “Grandmother Hypothesis.” It is a controversial topic and not everyone accepts the ideas presented in the reading.

Since much of the research presented in the reading is based on historical records, encourage students to explore the crucial role that grandmothers continue to play in many modern intergenerational families. For instance, in African-American families in the Caribbean, parents often leave their young children in the care of their own mothers when they go overseas for employment. The grandmothers become the heads of households who provide all the essential child care. Similar patterns occur in the United States, where grandparents raise children as depicted in the video for this unit. Furthermore, as older people have more active lifestyles than they did in the past, some stereotypes of grandparents may not be relevant to modern families.

## Suggestions for Follow-up Activities

Point out to students that the outline on SB page 95 and the graphs on SB pages 102 and 103 focus on particular case studies. Explain that students’ answers and conclusions should be limited to these specific studies, and therefore will not be applicable to all cultures.

To expand upon this chapter’s reading passage and activities, students may also enjoy an opportunity to discuss their paternal and maternal grandfathers. Like grandmothers, grandfathers often play an active role in the lives of their grandchildren, especially during childhood. Ask students to write a paragraph or two about their grandfathers. How were their maternal and paternal grandfathers the same? How were they different? In what ways are grandfathers different from grandmothers? Have students share their ideas in pairs.

## Unit 2 Video Report

Have students watch the Unit 2 video, *Grandparents as Parents*. Since the video features grandparents, students may find the video most beneficial after completing Chapter 6. After viewing the video, ask if students understand why the two boys are living with their grandparents. Explain that in the United States, the state government can remove children from their parents if their parents are unfit to care for them. If grandparents are willing and able to care for their grandchildren, usually the state will oblige. Otherwise, children are placed with foster parents. Only rarely do children go to an *orphanage*, an institution for children without parents.

Ask students why the grandmother in the support group isn’t allowed to see her grandson. What rights does a parent have? What rights does a former caregiver have?

After discussing the video, have students answer the Video Report questions on SB page 108.

## Unit 3

## Justice and Crime

## Chapter 7

**Innocent Until Proven Guilty: The Criminal Court System**

The American court system protects people's rights by maintaining that someone is innocent until a court process finds him or her guilty. An arrested person must be told about his rights, and a series of procedures must take place before a trial. Evidence is presented in a trial and a jury decides whether the person is innocent or guilty.

Suggestions for Prereading Activity

Each country has its own legal system, but many people are familiar with the American legal system through television programs and famous trials that have been reported in the media. Brainstorm all the words students know that refer to the legal system and write them on the board. Ask students to look at the photographs on SB pages 110, 112, and 116. What can they tell you about the photographs? Add important words to the class list.

Inform students that Chapter 7 introduces Dictionary Skills, a component of each of the remaining chapters of *Issues for Today*. Refer students to SB page 122 and draw their attention to the fact that each dictionary entry has several definitions, sometimes with different parts of speech. Their task is to select the most appropriate meaning for the word as it is used in each sentence.

Culture Notes

The reading passage describes the steps or process in American criminal courts, which operate within the justice system—a major branch of American government. In the United States, part of this system is national and covers people throughout the country, and part of it is specific to each of the 50 states. The whole system is based on English common law which dates back to the Middle Ages. Other countries have systems based on civil or religious law, or sometimes both. These systems vary greatly in how they regard the accused person and in the processes that are used to come to a decision about guilt (that the person did commit a crime) or innocence (that the person did not commit a crime).

In common law systems such as those in England, Canada, and the United States, the *adversarial system* is used. This means that there are two sides that oppose each other. The two sides are the *prosecution*—who argues on behalf of the party that has been wronged—and the *defense*—who represents the accused party. The two sides each present evidence (words or things that support their argument) and their own views of what the laws mean. Each side has the same number of turns and the same amount of time to make their case. The jury listens to both sides and eventually weighs all the evidence and testimony (what people say) and finally decides whether the accused person is guilty or not. The judge is in charge of the courtroom and makes important decisions about what laws apply, whether evidence can be admitted or not, and what the sentence will be if the defendant is found guilty.

The reading passage says that all arrested people must be informed of their rights, one of which is to be represented by a lawyer. Make sure that students read the footnotes in small print at the bottom of SB page 111. The first footnote gives further information about the Miranda rights. Unfortunately, even though everyone is entitled to be represented by a lawyer, people with more money can



afford better lawyers than people without much money. The more expensive lawyers are likely to be more successful in the adversarial process in court.

## Suggestions for Follow-up Activities

The discussion topics mention the duty of jury service. In the American legal system, jury duty is an obligation—something that citizens are obligated to do. The court examines all potential jurors to make sure that they are not already biased in the case and that they fairly represent the citizens in the area where the crime occurred. Ask students if they can think of specific reasons why a person would not be chosen to serve on a jury.

## Chapter 8 The Reliability of Eyewitnesses

*Eyewitnesses—people who actually see crimes firsthand—give important testimony in criminal trials. However, eyewitnesses are not always accurate and, as a result, people have been imprisoned because of mistaken identity. In an attempt to increase eyewitness reliability, researchers are learning about the factors that influence accuracy.*

## Suggestions for Prereading Activity

The photograph on SB page 127 shows a police lineup where people who fit the description of the crime suspect are shown together. The markings on the wall indicate height for comparison. The photograph shows the eyewitness pointing to someone she identifies as the suspect. Police often include innocent people, such as other police officers, in a lineup to check on the reliability of the witness.

In the photograph on SB page 129, police are interviewing or questioning an eyewitness at the scene of a crime. Two officers are asking questions while the third is writing down what the witness says.

## Culture Notes

The term *witness*—someone who observes or experiences an incident and is able to report on it—was essential in the reading in Chapter 7, but the term also pertains to this chapter. A *witness* sees something take place, overhears a conversation, or swears that certain conditions existed at the time of a crime. In a legal sense, *swear* means to take an oath on a sacred book, such as the Bible, to ensure that a person is telling the truth. An *eyewitness* is someone who actually sees what goes on at the scene of a crime.

Some people cannot be witnesses. For instance, people who are mentally insane or who have a record of lying are, by definition, unreliable witnesses. Very young children are seldom good witnesses. Aside from these instances, people who have witnessed a crime not only can be called as witnesses, but sometimes are required to appear in court. In this case, the court issues a legal document called a *subpoena*. This document commands a person to appear in court to testify as a witness. However, there are limits to an individual's legal obligation. A person does not have to say things against themselves (self-incrimination) or against their husband or wife. During a criminal trial, the lawyers for both sides



may examine the witnesses (ask them questions).

Police use a variety of tools to help eyewitnesses identify criminals. The reading mentions photographs, and it is common for police departments to maintain a book with photographs of known suspects. In the past, police artists drew sketches based on descriptions of eyewitnesses. Today, police use computerized programs to produce more sophisticated composite pictures. Using computers, they can quickly change features such as hair color and style, eye color, and facial hair (beards and mustaches), as well as add or remove eyeglasses. These pictures may appear in the media or on posters where the public can easily see them in the hope that someone will recognize the suspected criminal and give a useful lead about where to find him or her.

These days, surveillance cameras often monitor public places such as airports, banks, and subway platforms. These cameras run all the time. Law enforcement officers compare sketches from eyewitnesses with the film taken by surveillance cameras to find a match.

## Suggestions for Follow-up Activities

To prove that different people who witness an event often remember very different details, work with a colleague to set up a “surprise event” for your students. Ask your colleague to dress with a great deal of detail, such as patterned clothing, a lot of makeup, accessories, or jewelry, and perhaps a wig! Be sure that your students do not see them in costume before the event.

Do not alert your class that something is going to happen. Catch them by surprise. Have your colleague burst into the room and quickly do something to catch the students’ attention. Perhaps they could yell something peculiar like: “Do you know there are flying elephants and singing monkeys outside?” Make sure the person makes fast movements and is only in the room for ten seconds or less. The event should be startling, but certainly not criminal. As soon as your colleague exits the room, ask your students to write down every detail they remember. Compare details and see how people agree and disagree. What things did no one notice at all? Did some people focus on clothing and others on physical descriptions? Did some eyewitnesses hear what was said while others only saw actions?

## Chapter 9 Solving Crime with Modern Technology

*New types of technology help law enforcement officers solve crimes in ways that were previously impossible. DNA analysis, computerized fingerprint identification, and laser lights used to detect body fluids are examples of modern technological tools used by criminologists.*

## Suggestions for Prereading Activity

Publicity given to notorious crimes has made the public much more aware of advances in crime detection technology. DNA analysis has especially been featured in the news. During the prereading phase, elicit what your students know about modern methods of criminal investigation.

In addition to the chart on SB page 147, students may find it helpful to use a KWL chart. Instruct students to make three columns and label them as follows: What I Know Now, What I Want to Know, and What I Learned. Have students write down what they already know about modern crime technology in the first column and what they want to know more about in the second. After students have completed the chapter, have them return to the KWL chart and complete