

THOMSON

# Insights

*for Today*

原著  
Lorraine C. Smith  
Nancy Nici Mare

改编  
总主编 王健芳  
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## 大学英语泛读教程

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高等教育出版社  
Higher Education Press

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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,并结合了中国英语教学的实际,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*) 低起点

《大学英语泛读教程1》(*Insights for Today*) 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1》(*Insights for Today*),适合非英语专业大学一年级的学生使用。本教材共6个单元(Unit),每个单元由2章(Chapter)组成,每章有2篇阅读文章。

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,选材时效性强。**本教材的主要内容有今日旅行者、家庭生活、日常生活中的技术、健康的生活、世界闻名的科学家、地球的资源与危险等,多为当今的热门话题。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。

**教材编写以学生为中心,利于活跃课堂气氛。**课堂活动多以两人或小组活动的方式来设计,有利于学生通过合作更多地使用英语,参与课堂教学。

**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。

此外,本册还提供了略读和快读训练题目以及提高字典查阅技巧的练习。

总之,《大学英语泛读教程1》(*Insights 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1》(*Insights for Today*)由贵州大学周杰副教授任主编,丰萍、吴静任副主编,编者有陈娟、周丽。

周 杰

2005年8月5日

# SKILLS

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>Today's Travelers</b>  Page 1	Chapter 1 <b>A Family Sees America Together</b> Page 2  <b>Courtney's Texas — Big History, Big Cities, Big Hearts</b> Page 11	<ul style="list-style-type: none"> <li>Preview visuals and use titles and pre-reading questions to activate prior knowledge</li> <li>Understand True/False, Multiple Choice, Short Answer questions</li> <li>Skim reading for main idea</li> <li>Scan for information</li> <li>Recall information, make inferences, draw conclusions</li> <li>Choose accurate dictionary definitions</li> </ul>	<ul style="list-style-type: none"> <li>Use context clues to understand vocabulary</li> <li>Read and understand maps</li> <li>Identify parts of speech in context: nouns and verbs</li> <li>Use the singular and plural nouns, and the simple present tense</li> </ul>	<ul style="list-style-type: none"> <li><b>Listening-Speaking:</b> Express opinions</li> <li><b>Writing:</b> Make a plan; Write an opinion paragraph; Write a journal entry</li> </ul>
<ul style="list-style-type: none"> <li><b>CNN® Video Report:</b> Volunteer Vacations</li> <li><b>Surfing the Internet:</b> Volunteer and Habitat for Humanity Page 32</li> </ul>	Chapter 2 <b>Volunteer Vacations</b> Page 16  <b>Who Volunteers?</b> Page 26	<ul style="list-style-type: none"> <li>Use graphic organizers to organize answers and activate prior knowledge</li> <li>Understand True/False, Multiple Choice, Short Answer questions</li> <li>Skim reading for main idea</li> <li>Scan for information and use a chart to record ideas</li> <li>Use context clues to understand vocabulary</li> <li>Choose accurate dictionary definitions</li> <li>Make inferences</li> <li>Assert opinions</li> </ul>	<ul style="list-style-type: none"> <li>Identify parts of speech in context: nouns and verbs</li> <li>Recognize the suffix: <i>-tion</i></li> <li>Use singular and plural nouns, and positive or negative forms of the simple present tense</li> </ul>	<ul style="list-style-type: none"> <li><b>Listening-Speaking:</b> Share information; Make a list of interview questions in pairs; Listen and share opinions</li> <li><b>Writing:</b> Write an opinion paragraph supporting with reasons and examples; Write a journal entry</li> </ul>
<b>Unit 2</b> <b>Family Life</b>  Page 33	Chapter 3 <b>How Alike Are Identical Twins?</b> Page 34  <b>Diary of a Triplet Father</b> Page 47	<ul style="list-style-type: none"> <li>Use background knowledge to understand reading</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 a graphic organizer to take notes</li> <li>Use context clues to understand vocabulary</li> <li>Make inferences and draw conclusions</li> <li>Choose accurate dictionary definitions</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 positive or negative forms of the simple present tense; Use singular or plural nouns</li> </ul>	<ul style="list-style-type: none"> <li><b>Listening-Speaking:</b> Develop interview questions and conduct an interview</li> <li><b>Writing:</b> Write a descriptive paragraph; Write positive and negative reasons; Write a journal entry expressing likes and dislikes</li> </ul>
<ul style="list-style-type: none"> <li><b>CNN® Video Report:</b> Raising Triplets</li> <li><b>Surfing the Internet:</b> Identical Triplets Page 73—Page 74</li> </ul>	Chapter 4 <b>The Search for Happiness Through Adoption</b> Page 52  <b>Diary of an Adoptive Mother</b> Page 66	<ul style="list-style-type: none"> <li>Preview visuals and answer prereading questions to activate prior knowledge</li> <li>Understand True/False, Multiple Choice, Short Answer questions</li> <li>Skim reading for main idea</li> <li>Scan for information and take notes in a chart</li> <li>Use context clues to understand vocabulary</li> <li>Choose accurate dictionary definitions</li> <li>Make inferences; draw conclusions</li> <li>Read, understand, and use statistics</li> </ul>	<ul style="list-style-type: none"> <li>Identify parts of speech in context: nouns and verbs</li> <li>Recognize the suffix: <i>-ion</i></li> <li>Use the positive or negative of the simple present tense; Use singular or plural nouns</li> </ul>	<ul style="list-style-type: none"> <li><b>Listening:</b> Listen and note opinions of others</li> <li><b>Writing:</b> Write a dialogue; Write a letter; Write an opinion paragraph; Use imagination to write a journal entry</li> </ul>



# SKILLS

Unit	Chapter and Title	Reading Skills Focus	Structure Focus	Follow-up Activities Skills Focus
CNN® Video Report and Internet Topics				
<b>Unit 3</b> <b>Technology in Our Everyday Lives</b>  Page 75	Chapter 5 <b>Laptops for the Classroom</b> Page 76  <b>Banking at Home</b> Page 90	<ul style="list-style-type: none"> <li>Preview photos to activate prior knowledge</li> <li>Understand True/False, Multiple Choice, Short Answer questions</li> <li>Skim reading for main idea</li> <li>Scan for information and take notes in a flowchart</li> <li>Use context clues to understand vocabulary</li> <li>Choose accurate dictionary definitions</li> <li>Make inferences; draw conclusions</li> <li>Make predictions</li> <li>Understand content area vocabulary about <i>technology</i></li> </ul>	<ul style="list-style-type: none"> <li>Identify parts of speech in context: nouns and verbs</li> <li>Use the singular and plural nouns, and positive or negative forms of the simple present tense</li> </ul>	<ul style="list-style-type: none"> <li><b>Listening-Speaking:</b> Report experiences to class about a banking or computer experience; Compare lists of advantages and disadvantages with class</li> <li><b>Writing:</b> Write and compare lists; Write a journal entry justifying an opinion</li> </ul>
<ul style="list-style-type: none"> <li><b>CNN® Video Report:</b> Dean Kamen and the Segway</li> <li><b>Surfing the Internet:</b> Young Inventors and Segway Page 112</li> </ul>	Chapter 6 <b>A New Way to Go</b> Page 95  <b>Young Inventors</b> Page 106	<ul style="list-style-type: none"> <li>Use visuals to make predictions</li> <li>Understand T/F, Multiple Choice, Short Answer questions</li> <li>Skim reading for main idea</li> <li>Read for supporting details</li> <li>Scan for information</li> <li>Use a chart to take notes</li> <li>Make inferences</li> <li>Use context clues to understand vocabulary</li> <li>Choose accurate dictionary definitions</li> <li>Understand content area vocabulary about <i>inventions</i></li> </ul>	<ul style="list-style-type: none"> <li>Identify parts of speech in context: nouns and verbs</li> <li>Recognize the suffix: <i>-ion</i></li> <li>Use the positive or negative form of the simple present tense</li> </ul>	<ul style="list-style-type: none"> <li><b>Listening-Speaking:</b> Create an invention with a group and report on it with visual aids</li> <li><b>Writing:</b> Write a descriptive paragraph; Write a journal entry about a proposed invention</li> </ul>
<b>Unit 4</b> <b>Healthy Living</b>  Page 113	Chapter 7 <b>The Dangers of Secondhand Smoke</b> Page 114  <b>Smoking Facts and Figures</b> Page 129	<ul style="list-style-type: none"> <li>Preview chapter through photos and prereading questions</li> <li>Understand True/False, Multiple Choice, Short Answer questions</li> <li>Skim reading for main idea</li> <li>Scan for information</li> <li>Take notes in flowchart</li> <li>Use context clues to understand vocabulary</li> <li>Choose dictionary definitions</li> <li>Make inferences</li> <li>Read and understand statistics</li> <li>Understand content area vocabulary about <i>smoking and health</i></li> </ul>	<ul style="list-style-type: none"> <li>Identify parts of speech in context: nouns vs. verbs; nouns vs. adjectives</li> <li>Recognize the suffix: <i>-ness</i></li> <li>Use the singular and plural nouns, and positive or negative forms of the simple present tense</li> </ul>	<ul style="list-style-type: none"> <li><b>Listening-Speaking:</b> Role plays; Small group problem-solving; Discuss and design advertising</li> <li><b>Writing:</b> Write laws about smoking; Write copy for an advertising agency; Write a comparison paragraph about laws; Write a journal entry justifying an opinion or argument</li> </ul>
<ul style="list-style-type: none"> <li><b>CNN® Video Report:</b> Ten Healthy Foods</li> <li><b>Surfing the Internet:</b> Health and Nutrition Page 157—Page 158</li> </ul>	Chapter 8 <b>A Healthy Diet for Everyone</b> Page 134  <b>Why Do I Eat When I'm Not Hungry?</b> Page 149	<ul style="list-style-type: none"> <li>Preview photos with prereading questions</li> <li>Understand True/False, Multiple Choice, Short Answer questions</li> <li>Skim for main idea</li> <li>Scan for information</li> <li>Take notes in flowchart</li> <li>Use context clues to understand vocabulary</li> <li>Choose dictionary definitions</li> <li>Make inferences</li> <li>Draw conclusions</li> <li>Understand content area vocabulary about <i>nutrition and health</i></li> </ul>	<ul style="list-style-type: none"> <li>Identify parts of speech in context: nouns and verbs</li> <li>Recognize the suffix: <i>-ment</i></li> <li>Use the positive or negative of the simple present tense</li> </ul>	<ul style="list-style-type: none"> <li><b>Listening-Speaking:</b> Discuss steps to a healthy lifestyle</li> <li><b>Writing:</b> Write a list of ways to stay healthy; Write a descriptive journal entry</li> </ul>



# SKILLS

Unit	Chapter and Title	Reading Skills Focus	Structure Focus	Follow-up Activities Skills Focus
CNN® Video Report and Internet Topics				
<b>Unit 5</b> <b>International Scientists</b>  Page 159	Chapter 9 <b>Alfred Nobel: A Man of Peace</b> Page 160  <b>Choosing Nobel Prize Winners</b> Page 174	<ul style="list-style-type: none"> <li>Preview photos with prereading questions</li> <li>Understand True/False, Multiple Choice, Short Answer questions</li> <li>Skim for main ideas</li> <li>Scan for information using a graphic organizer to take notes</li> <li>Use context clues to understand vocabulary</li> <li>Make inferences</li> <li>Draw conclusions</li> <li>Choose dictionary definitions</li> <li>Understand content area vocabulary about <i>Alfred Nobel and the Nobel Peace Prize</i></li> </ul>	<ul style="list-style-type: none"> <li>Identify parts of speech in context: nouns and verbs</li> <li>Recognize the suffixes: <i>-ion</i>, <i>-ation</i>, and <i>-ment</i></li> <li>Use singular and plural nouns, positive and negative verb forms and simple present tense appropriately in sentences</li> </ul>	<ul style="list-style-type: none"> <li><b>Listening-Speaking:</b> Work with a committee to create a plan for a new Nobel category and vote as a class</li> <li><b>Writing:</b> Write instructions; Write a biography; Write a support paper arguing in favor of someone; Make a list from research at the library; Write a descriptive journal entry</li> </ul>
<ul style="list-style-type: none"> <li><b>CNN® Video Report:</b> Albert Einstein</li> <li><b>Surfing the Internet:</b> Nobel Prize Page 199—Page 200</li> </ul>	Chapter 10 <b>Marie Curie: A Twentieth-Century Woman</b> Page 179  <b>Irene Curie</b> Page 193	<ul style="list-style-type: none"> <li>Preview photos with prereading questions</li> <li>Understand True/False, Multiple Choice, Short Answer questions</li> <li>Skim for main ideas</li> <li>Scan for information</li> <li>Take notes on a timeline and explain notes</li> <li>Use context clues to understand vocabulary</li> <li>Make inferences; draw conclusions</li> <li>Choose dictionary definitions</li> <li>Understand content area vocabulary about <i>Marie Curie, Irene Curie, and their scientific experiments</i></li> </ul>	<ul style="list-style-type: none"> <li>Identify parts of speech in context: nouns, verbs, and adjectives</li> <li>Recognize nouns by the suffix: <i>-ance</i>, <i>-ence</i>, or <i>-ness</i></li> <li>Use singular and plural nouns, positive and negative verb forms and simple present tense appropriately in sentences</li> </ul>	<ul style="list-style-type: none"> <li><b>Listening-Speaking:</b> Create a list with a partner; Listen for information; Compare ideas; Discuss</li> <li><b>Writing:</b> Fill out a chart with ideas from a partner discussion; Write a descriptive paragraph or explanatory paragraph; Write a brief comparison; Write a process paragraph; Write a biography and/or autobiography; Write a journal entry</li> </ul>





# SKILLS

Unit	Chapter and Title	Reading Skills Focus	Structure Focus	Follow-up Activities Skills Focus
CNN® Video Report and Internet Topics				
<p><b>Unit 6</b> <b>The Earth's Resources and Dangers</b></p> <p><i>Page 201</i></p>	<p>Chapter 11 <b>Oil as an Important World Resource</b> <i>Page 202</i></p> <p><b>The DO IT Homestead</b> <i>Page 217</i></p>	<ul style="list-style-type: none"> <li>• Generate a list to activate background knowledge</li> <li>• View diagram and fill out flowchart with information</li> <li>• Understand True/False, Multiple Choice, Short Answer questions</li> <li>• Use a flowchart to take notes</li> <li>• Skim for main idea</li> <li>• Scan for information using a graphic organizer to take notes</li> <li>• Use context clues to understand vocabulary about <i>oil production</i></li> <li>• Make inferences; draw conclusions</li> <li>• Choose dictionary definitions</li> <li>• Read, understand, and extract information from diagrams, a map, and a numerical table</li> </ul>	<ul style="list-style-type: none"> <li>• Identify parts of speech in context: nouns, verbs, and adjectives</li> <li>• Recognize nouns by the suffix: <i>-tion</i></li> <li>• Use singular and plural nouns, positive and negative verb forms and simple present tense appropriately in sentences</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Listening-Speaking:</i> Create a list with a partner; Listen for information; Compare ideas</li> <li>• <i>Writing:</i> Fill out a chart with ideas from a partner discussion; Write a descriptive paragraph; Write a process paragraph; Write a journal entry</li> </ul>
<ul style="list-style-type: none"> <li>• <b>CNN® Video Report:</b> Solar Roofs</li> <li>• <b>Surfing the Internet:</b> Alternative Energy and Solar Roofs Initiative <i>Page 246</i></li> </ul>	<p>Chapter 12 <b>How Earthquakes Happen</b> <i>Page 223</i></p> <p><b>A Survivor's Story</b> <i>Page 238</i></p>	<ul style="list-style-type: none"> <li>• Use title to understand main idea</li> <li>• View photos with prereading questions</li> <li>• Understand True/False, Multiple Choice, Short Answer questions</li> <li>• Use a flowchart to take notes</li> <li>• Skim for main idea</li> <li>• Scan for information using a graphic organizer to take notes</li> <li>• Use context clues to understand vocabulary about earthquakes</li> <li>• Make inferences; draw conclusions</li> <li>• Choose dictionary definitions</li> <li>• Read and draw information from a diagram, a map, and a numerical table</li> </ul>	<ul style="list-style-type: none"> <li>• Identify parts of speech in context: nouns, verbs, and adjectives</li> <li>• Recognize nouns by the suffix: <i>-ment</i></li> <li>• Use singular and plural nouns and positive and negative verb forms appropriately in sentences</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Listening-Speaking:</i> Interview someone; Give reasons and explanations; Create a list with a classmate; Generate an action plan with a team</li> <li>• <i>Writing:</i> Write a composition from interview notes; Write a list of instructions; Write a journal entry describing a real or imaginary experience</li> </ul>
<p><b>Word List</b> <i>Page 247</i></p>				

# INTRODUCTION

## How to Use This Book

Every chapter in this book consists of the following:

- Prereading Preparation
- Reading the Passage
- Fact-Finding Exercise
- Skimming and Scanning Exercise
- Reading Analysis
- Think About It
- Dictionary Skills
- Word Forms
- Another Look
- Follow-up Activities
- Topics for Discussion and Writing
- Grammar Cloze Quiz

At the end of each unit there is a discussion section, which ties together the related topics in the two chapters for that unit, as well as CNN® video and Internet activities. The word list is at the end of the book.

The format of each chapter in the book is consistent. Although each chapter can be done entirely in class, some exercises may be assigned for homework. This, of course, depends on the individual teacher's preference, as well as the availability of class time.

## Prereading Preparation

This prereading activity is designed to activate students' background knowledge, stimulate students' 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 students' interest and in enhancing reading comprehension. In fact, prereading

discussion in general and discussion of visuals have been shown to be very effective in improving reading comprehension. Students need to spend time describing and discussing the illustrations as well as the prereading questions. Furthermore, the students should try to relate the topic to their own experience, and try to predict what they are going to read about. The teacher can facilitate the students' discussions by writing their guesses and predictions about the reading on the blackboard. This procedure helps motivate students' interest by providing a reason for reading. This process also helps the teacher evaluate the students' knowledge of the content they are about to read so they can be provided with additional background information where needed. The students can review their predictions after they have read the passage in order to check their predictions for accuracy. The important point to keep in mind is not whether the students' guesses are correct, but rather that they think about the reading beforehand and formulate predictions about the text. Once the students have considered the title, accompanying illustration, and prereading questions, they are ready to read the passage.

## Reading the Passage

As the students read the passage for the first time, they should be encouraged to read *ideas*. In English, ideas are groups of words in sentences and in paragraphs, not in individual words. After the students read the passage to themselves, the teacher may want to read the passage aloud to the students. At lower levels, students are very eager to learn pronunciation, and feel that this practice is helpful to them. Moreover, reading aloud provides the students with an appropriate model for pronunciation and intonation, and helps them hear how words are grouped together by meaning.

Students may wish to maintain individual records of their reading rate. They can keep track of the time it takes them to read a passage for the first time, then record the length of time it takes them to read it a second time. Students should be encouraged to read text from beginning to end without stopping, and to read at a steady pace, reading words in meaningful groups or phrases. Once they have established a base time for reading, they can work to improve their reading rate as they progress through the book.

## Fact-Finding Exercise

After the first reading, students will have a general idea of the information in the passage. The purpose of the Fact-Finding Exercise is to check the students' general comprehension. The students will read the True/False statements and check



whether they are true or false. If the statement is false, the students will go back to the passage and find the line(s) which contain the correct information. They will then rewrite the statement so that it becomes true. This activity can be done individually or in pairs. Doing this exercise in pairs allows the students to discuss their answers with their partner, and to explain their reasons for deciding if a statement is true or false. When all of the students have finished the exercise, they can report their answers to the class.

## **Skimming and Scanning Exercise**

Students need practice with the two skills of skimming a reading for the main idea, and scanning it for specific information. Before doing this exercise, the teacher should make it clear to the students the difference in purpose between skimming and scanning, and explain that each activity requires a different way to read. When skimming, it will be helpful for the students to keep the title in mind, and to ask themselves, "What is this reading telling me about?" In the first part of the activity, students are asked to read the passage a second time in order to understand the main idea of the reading. When preparing students for this exercise, the teacher should encourage the students to ignore unknown vocabulary, and to focus on understanding the most important idea of the reading. When going over the exercise, the teacher should discuss with the students why the other answers are incorrect. In the second part of the activity, students should be instructed to read the passage carefully again and to pay attention to details. They will complete the chart or outline, or answer the questions on specific information in the passage, and compare their answers with a classmate's. The pairs of students can then refer back to the passage and check their answers. When the class is finished, one or more students can complete the chart or outline on the board so the students can check and discuss their answers as a whole group.

## **Reading Analysis**

At this point, the students have read the passage at least three times, and should be familiar with the main idea and the content of the reading. The Reading Analysis exercise gives students an opportunity to learn new vocabulary from context. In this exercise, the students will read each question and answer it. This exercise requires the students to think about the meanings of words and phrases, the structure of sentences and paragraphs, and the relationships of ideas to each other. This exercise is very effective when done in pairs or groups. It may also be done individually, but working together gives the students an excellent

opportunity to discuss possible answers.

## Think About It

The goal of the exercise is for the students to go beyond the reading itself to form their own ideas and opinions on aspects of the topic discussed. The students reflect on the content of the reading, and think about the implications of the information they have read. The students can work on these questions as an individual writing exercise or orally as a small-group discussion activity. In this activity, students are encouraged to use the vocabulary they have been learning.

## Dictionary Skills

The entries in this section have been taken from *The Newbury House Dictionary*. This exercise provides students with much needed practice in using an English-English dictionary and in selecting the appropriate dictionary entry for an unknown word. The students are given a dictionary entry for one of the words in the text. A sentence containing the unknown word is provided below the entry. The students read the entry and select the appropriate definition, given the context provided. Students need to understand that this is not always a clear process; some entries are similar. They should be encouraged to carefully read all of the possible definitions in the context in which the word is given, and to consider which meaning makes the most sense, given the context. After selecting the appropriate entry, the students read two or three sentences, and choose which one conveys the meaning of the definition selected. The students can work in pairs on this exercise and report back to the class. They should be prepared to justify their choice.

## Word Forms

Students often know one form of a word but do not recognize it in a different form. This exercise gives the students practice in seeing the noun, verb, adjective, and adverb forms of vocabulary which appear in the readings. 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: suggest/suggestion; if the word ends in e, the e is dropped first: produce/production; (2) other words can drop the final e and add -ation: examine/examination. The teacher can use the examples given in the directions for each chapter's Word Form section and make up sentences to see that the students understand the exercise. This exercise is very effective when done in pairs because students can discuss their answers. After students have a working knowledge of this type of exercise, it can be assigned for homework.

## Another Look

The second reading in the chapters provides another point of view, or an additional topic, related to the main reading. The students should focus on general comprehension, on relating this reading to the primary reading, and on considering the ideas and information as they engage in the Follow-up Activities and Topics for Discussion and Writing. It is not necessary to spend additional time on unfamiliar vocabulary, unless it interferes with the students' ability to respond to the questions.

## 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. The Follow-up Activities help the students interact with the real world because many exercises require the students to go outside the classroom to get specific information. They are not limited to speaking, reading, or learning in the classroom.

## Topics for Discussion and Writing

This section provides ideas or questions for the students to think about and/or work on alone, in pairs, or in small groups. Students are encouraged to use the information and vocabulary from the passages both orally and in their writing. The writing assignments may be done entirely in class, begun in class and finished at home, or done at home. The last activity in this section is a journal-writing assignment that provides the students with an opportunity to reflect on the topic in the chapter and respond to it in some personal way. Students should be encouraged to

keep a journal and to write in it regularly. The students' journal writing may be purely personal, or the students may choose to have the teacher read them. If the teacher reads them, the journals should be considered a free writing activity, and should be responded to rather than corrected.

## **Grammar Cloze Quiz**

The Grammar Cloze Quiz in each chapter serves as a final review of the primary reading. The quiz is guided and varies throughout the text. In each Grammar Cloze Quiz, certain types of words are missing. These words may be articles, prepositions, verbs, or pronouns. Students can work on the quiz alone, and then compare their answers with a partner's, or they may do them alone and the teacher can check their answers.

## **Discussion**

This section contains one or two questions which help the students connect the related topics in the two chapters for that unit. The questions may be discussed in class or assigned as written homework.

## **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 continue concepts presented in the readings, to reinforce vocabulary learned, and to encourage individual interest as well as group discussion. The optional Internet activities encourage students to explore information learned in *Insights for Today* through the technology available to them at school, in the library, or 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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*their adopted children and want a happy life together.*

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**The Dangers of Secondhand Smoke**

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**A Healthy Diet for Everyone**

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