

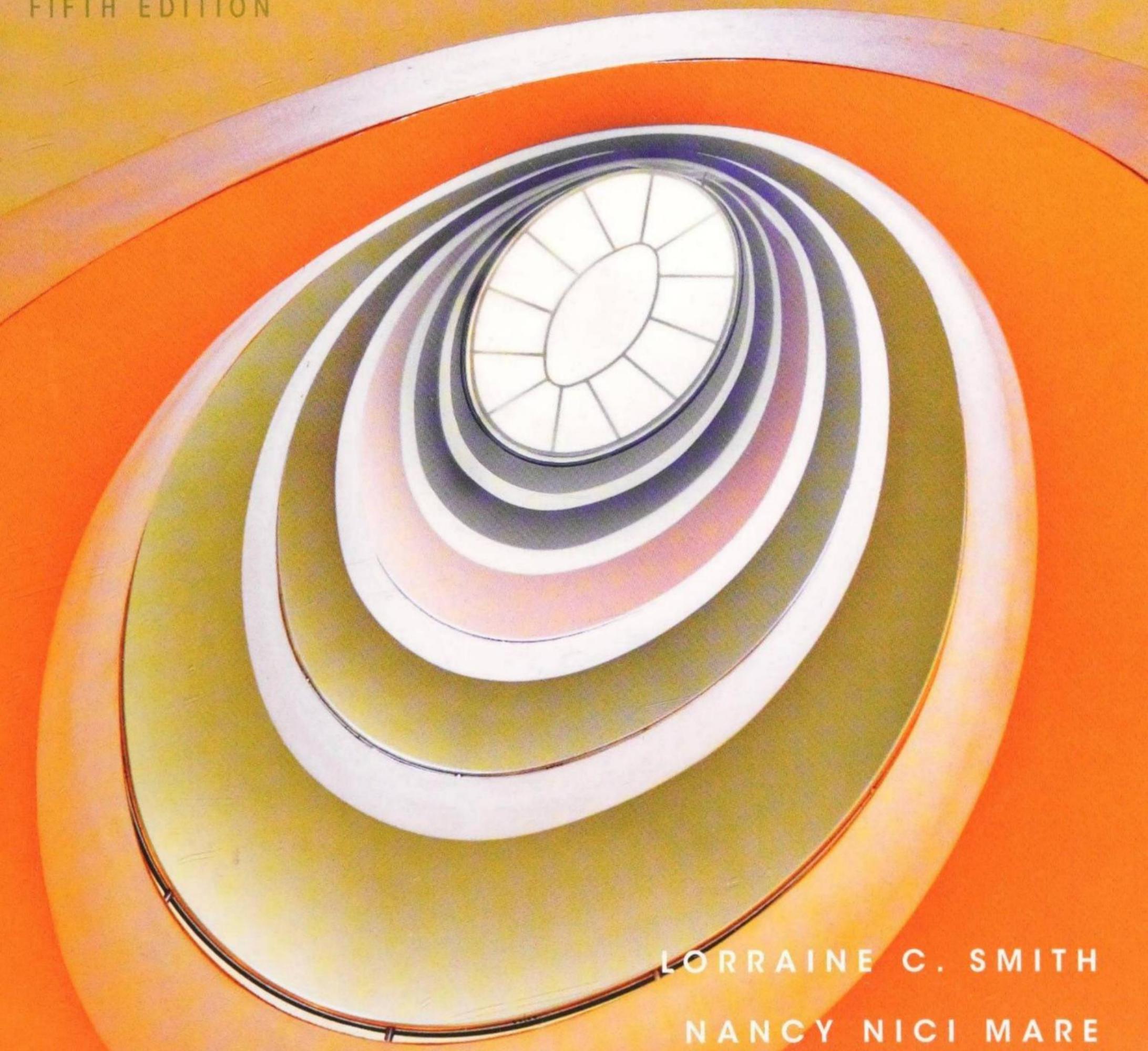
 NATIONAL  
GEOGRAPHIC  
LEARNING

READING FOR TODAY

# ISSUES

# 3

FIFTH EDITION



LORRAINE C. SMITH

NANCY NICI MARE



**READING FOR TODAY**  
**ISSUES 3**

FIFTH EDITION

**LORRAINE C. SMITH**  
**AND**  
**NANCY NICI MARE**

English Language Institute  
Queens College  
The City University of New York

 **NATIONAL  
GEOGRAPHIC**  
LEARNING

**Reading for Today 3: Issues**  
**Fifth Edition**

**Lorraine C. Smith and Nancy Nici Mare**

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# SCOPE & SEQUENCE

Unit & Theme	Chapter & Title	Reading Skills	Vocabulary Skills	Critical Thinking Skills
<b>UNIT 1</b> <b>The Importance of Time</b> Page 2	<b>CHAPTER 1</b> Our Internal Clock: It's about time Page 4	Using a chart to answer questions Previewing a reading Recalling information Scanning for information Summarizing information <b>Reading Skill Focus:</b> Using a Venn diagram	Understanding meaning from context <b>Word Forms:</b> Identifying parts of speech: nouns and verbs Understanding synonyms	Creating a survey Comparing results Identifying reasons Evaluating sleep patterns
	<b>CHAPTER 2</b> Is it OK to be late? Page 18	Previewing a reading Recalling information Scanning for information Summarizing information <b>Reading Skill Focus:</b> Creating a flowchart	Understanding meaning from context <b>Word Forms:</b> Recognizing the suffix <i>-ing</i> Understanding antonyms	Explaining opinions Comparing cultural differences Discussing adaptation to new places
	<b>CHAPTER 3</b> Technology competes with family time Page 32	Previewing a reading Recalling information Scanning for information Activating prior knowledge Summarizing information <b>Reading Skill Focus:</b> Understanding a Venn diagram	Understanding meaning from context <b>Word Forms:</b> Identifying parts of speech: nouns and verbs Understanding words with multiple meanings Choosing the correct dictionary definition	Discussing effects of technology Analyzing changing technology Creating and comparing lists Comparing electronic and personal communication
<b>UNIT 2</b> <b>Issues in Today's Society</b> Page 50	<b>CHAPTER 4</b> Sign Language for Everyone Page 52	Previewing a reading Recalling information Scanning for information Summarizing information <b>Reading Skill Focus:</b> Using headings to create an outline	Understanding meaning from context <b>Word Forms:</b> Understanding word forms: nouns and adjectives Choosing the correct dictionary definition	Describing non-verbal communication Describing reasons Evaluating information Assessing advantages and disadvantages of an operation

# SCOPE & SEQUENCE

Unit & Theme	Chapter & Title	Reading Skills	Vocabulary Skills	Critical Thinking Skills
	<b>CHAPTER 5</b> Our kids are growing up too fast! Page 68	Previewing a reading Scanning for information Recalling information Summarizing information <b>Reading Skill Focus:</b> Organizing information in a chart	Understanding meaning from context <b>Word Forms:</b> Recognizing the suffix <i>-ment</i> Understanding synonyms	Discussing and comparing reasons Writing about personal experiences Discussing social changes and pressures
	<b>CHAPTER 6</b> Loneliness: How can we overcome it? Page 82	Previewing a reading Scanning for information Recalling information Summarizing information <b>Reading Skill Focus:</b> Creating a flowchart	Understanding meaning from context <b>Word Forms:</b> Recognizing the suffix <i>-ness</i> Recognizing sentence connectors	Surveying classmates about loneliness Analyzing survey results Writing about personal experiences Talking about obstacles
<b>UNIT 3</b> <b>Justice and Crime</b> Page 98	<b>CHAPTER 7</b> Solving Crimes with Modern Technology Page 100	Previewing a reading Scanning for information Recalling information Summarizing information <b>Reading Skill Focus:</b> Understanding line graphs	Understanding meaning from context <b>Word Forms:</b> Recognizing the suffix <i>-ment</i> Recognizing the prefix <i>re-</i>	Explaining opinions Creating a list Analyzing information Researching fingerprint matching
	<b>CHAPTER 8</b> The Reliability of Eyewitnesses Page 116	Previewing a reading Scanning for information Recalling information <b>Reading Skill Focus:</b> Using headings to create an outline	Understanding meaning from context <b>Word Forms:</b> Recognizing the suffixes <i>-ence</i> and <i>-ance</i> Recognizing the prefix <i>in-</i>	Writing about a crime or an accident Discussing the reliability of eyewitness testimony Organizing importance of details Analyzing information Ranking information

# SCOPE & SEQUENCE

Unit & Theme	Chapter & Title	Reading Skills	Vocabulary Skills	Critical Thinking Skills
	<b>CHAPTER 9</b> Innocent until Proven Guilty: The Criminal Court System Page 132	Previewing a reading Scanning for information Understanding questions Recalling information Summarizing information <b>Reading Skill Focus:</b> Creating a flowchart	Understanding meaning from context <b>Word Forms:</b> Recognizing the suffix <i>-ity</i> Understanding antonyms	Interpreting symbolism Evaluating a process Applying current events Considering advantages and disadvantages Comparing legal systems
<b>UNIT 4</b> <b>Advances in Science</b> Page 150	<b>CHAPTER 10</b> Saving Lives with New Organs Page 152	Previewing a reading Predicting content Scanning for information Recalling information Summarizing information <b>Reading Skill Focus:</b> Understanding a bar graph	Understanding meaning from context <b>Word Forms:</b> Recognizing the suffixes <i>-tion</i> and <i>-ation</i> Recognizing sentence connectors	Discussing ethics of organ and cell transplants Using graphs Discussing reasons Writing about scenarios
	<b>CHAPTER 11</b> Objects from Space: Hits and Misses Page 168	Previewing a reading Predicting content Scanning for information Recalling information Summarizing information <b>Reading Skill Focus:</b> Understanding graphics	Understanding meaning from context <b>Word Forms:</b> Adverbs: recognizing the suffix <i>-ly</i> Recognizing the prefix <i>un-</i>	Presenting research findings Creating a plan of action Describing an experience Evaluating types of natural disasters Discussing reasons
	<b>CHAPTER 12</b> Medicine Today: Improving Surgery with Robotics Page 184	Previewing a reading Scanning for information Recalling information Summarizing information <b>Reading Skill Focus:</b> Understanding a line graph	Understanding meaning from context <b>Word Forms:</b> Recognizing the suffix <i>-ment</i> Choosing the correct dictionary definition	Writing about medical technology Considering uses of robots Preparing a report Describing a procedure Creating a list of interview questions

# PREFACE

*Issues for Today, Fifth Edition*, is a reading skills text intended for intermediate, academically-oriented, English-as-a-second or foreign-language (ESL/EFL) students. The topics in this text are fresh and timely, and the book has a strong global focus. As students work with the materials in each chapter, they develop the kinds of extensive and intensive reading skills they will need to achieve academic success in English.

*Issues for Today* is one in a series of five reading skills texts. The complete series, *Reading for Today*, has been designed to meet the needs of students from the beginning to the advanced levels and includes the following:

- *Reading for Today 1: Themes for Today* beginning
- *Reading for Today 2: Insights for Today* high-beginning
- *Reading for Today 3: Issues for Today* intermediate
- *Reading for Today 4: Concepts for Today* high-intermediate
- *Reading for Today 5: Topics for Today* advanced

*Issues for Today, Fifth Edition*, provides students with essential practice in the types of reading skills they will need in an academic environment. It requires students not only to read text but also to extract basic information from various kinds of charts, graphs, illustrations, and photos. Beginning-level students are rarely exposed to this type of reading material. In addition, they are given the opportunity to speak and write about their own cultures and compare their experiences with those of students from other countries. The text includes real-life activities that give students tasks to complete outside the classroom. These tasks provide students with opportunities to practice reading, writing, speaking, and listening to English in the real world. Thus, all four skills are incorporated into each chapter.

*Issues for Today, Fifth Edition*, has been designed for flexible use by teachers and students. The text consists of four units. Each unit contains three chapters that deal with related topics. At the same time, though, each chapter is entirely separate in terms of content from the other chapters in that unit. This gives the instructor the option of either completing entire units or choosing individual chapters as the focus in class. Although the chapters are organized by level of difficulty, the teacher and students may choose to work with the chapters out of order, depending on available time and the interests of the class. The activities and exercises in each chapter have been organized to flow from general comprehension—including main

ideas and supporting details—through vocabulary in context to critical thinking skills. However, the teacher may choose to work on certain exercises in any order, depending on time and on the students' abilities.

The opening photos and the *Prereading* section before each reading help activate the students' background knowledge of the topic and encourage them to think about the ideas, facts, and vocabulary that will be presented in the reading passage. In fact, discussing photos in class helps lower-level students visualize what they are going to read about and gives them cues for the new vocabulary they will encounter. The exercises that follow the reading passage are intended to develop and improve reading proficiency, including the ability to learn new vocabulary from context and better comprehend English sentence structure. The activities also give students the opportunity to master useful vocabulary encountered in the reading passages through pair work and group discussions that lead them through comprehension of main ideas and specific information.

Intermediate-level language students need considerable visual reinforcement of ideas and vocabulary. Therefore, this text includes many photos and graphics that illustrate the ideas and concepts from the reading passages. In addition, many of the follow-up activities enable students to manipulate the information from the reading passages and other content from the chapter. In fact, the teacher may want the students to complete the charts and lists in the activities on the board.

Vocabulary is recycled throughout each chapter. Experience has shown that low-level students especially need a lot of exposure to the same vocabulary and word forms. Repetition of vocabulary in varied contexts helps students not only understand the new vocabulary better, but also remember it.

A student-centered approach facilitates learning. Wherever possible, students should be actively engaged through pair work or small group work. Except during the actual process of reading, students should be actively engaged in almost all of the activities and exercises with a partner or in a small group. By working with others, students have more opportunities to interact in English. Student group work also allows the teacher to circulate in the classroom and give more individual attention to students than would be possible if the teacher were to direct the class work from the front of the room.

As students work through *Issues for Today*, they will learn and improve their reading skills and develop more confidence in their increasing proficiency in English. At the same time, teachers will be able to observe students' steady progress toward skillful, independent reading.

## New to the Fifth Edition

The fifth edition of *Issues for Today* maintains the effective approach of the fourth edition with several significant improvements.

The fifth edition of *Issues for Today* incorporates a number of revisions as well as new material. Four completely new chapters have been added: *Our Internal Clock: It's about Time* in Unit 1, *Our kids are growing up too fast!* in Unit 2, *Saving Lives with New Organs*, and *Objects from Space: Hits and Misses* in Unit 4. All other readings throughout the text have been updated as well. The first exercise in the *Vocabulary Skills* section, *Recognizing Word Forms*, has been revised to put the items in the context of the reading. This makes a clearer connection between the reading passage and the exercise. A second exercise has been added to this section that focuses on various vocabulary skills, such as antonyms, synonyms, and sentence connectors. A new *Reading Skill* section focuses on a specific reading skill, for example, understanding graphs and charts, creating flowcharts, and creating Venn diagrams. Also new to the fifth addition is a *Critical Thinking* section. The activities in this section encourage students to use the information and vocabulary from the reading passages both orally and in writing, and to think beyond the reading passage and form their own opinions. In addition, the fifth edition includes new photos, graphs, and charts, all of which are designed to enhance students' comprehension of the readings. Finally, there is a crossword puzzle at the end of each chapter that reinforces the vocabulary in that particular reading.

These enhancements to *Issues for Today, Fifth Edition*, have been made to help students improve their reading skills, to reinforce vocabulary, and to encourage interest in the topics. These skills are intended to prepare students for academic work and the technical world of information they are about to encounter.

## How to Use This Book

Each chapter in this book consists of the following:

- *Prereading*
- *Reading Passage*
- *Fact Finding*
- *Reading Analysis*
- *Vocabulary Skills*
- *Vocabulary in Context*
- *Reading Skill*
- *Information Recall*
- *Topics for Discussion and Writing*
- *Critical Thinking*
- *Crossword Puzzle*

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. Each chapter consists of the following sections:

### **Prereading**

The *Prereading* activity is designed to activate students' background knowledge, stimulate their interest, and provide preliminary vocabulary for the passage itself. The importance of prereading activities should not be underestimated. Studies have shown the positive effect of prereading in motivating students 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 photos and the prereading questions. Furthermore, 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 board. This procedure helps motivate students by providing a reason for reading. This process also helps the teacher evaluate the students' knowledge

of the content they are about to read in order to provide any necessary background information. After they have read the passage, students can 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 students have considered the title, the accompanying photos, and the prereading questions, they are ready to read the passage.

## **Reading Passage**

As students read the passage for the first time, they should be encouraged to read for general ideas. After students read the passage to themselves, the teacher may want to read the passage aloud to them. At lower levels, students are very eager to learn pronunciation and feel that this practice is helpful to them. Moreover, reading aloud provides students with an appropriate model for pronunciation and intonation, and helps them hear how words are grouped together by meaning. Students can also listen to the readings on the Audio CD.

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 and then record the length of time it takes them to read it a second time. Students should be encouraged to read a 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**

After the first reading, students will have a general idea of the information in the passage. The purpose of the *Fact Finding* exercises is to check students' general comprehension. Students will read the *True/False* statements and check whether the information is true or false. If the statement is false, students will go back to the passage and find the line(s) that contain the correct information. They will then rewrite the statement so that it is true. This activity can be done individually or in pairs. Doing this exercise in pairs allows students to discuss their answers with their partner, and to explain their reasons for deciding if a statement is true or false. When all the students have finished the exercise, they can report their answers to the class.

## Reading Analysis

At this point, 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, students read questions and answer them. This exercise requires 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 in groups. Students can also work individually, but working together provides an excellent opportunity for students to discuss possible answers.

## Vocabulary Skills

This section consists of two parts. The first part focuses on recognizing word forms. As an introduction to this exercise, it is recommended that teachers first review parts of speech, especially verbs, nouns, adjectives, and adverbs. Teachers should point out the position of each word form 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 verb form 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 that take *-tion* in the noun form, teachers can explain that in the exercise students will look at the verb and noun forms of these words. Teachers can use the examples in the directions for each chapter's *Recognizing Word Forms* section to see that the students understand the exercise. All of the sentences in this exercise are content specific, which helps not only reinforce the vocabulary, but also helps check the students' comprehension of the passage. This activity 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. The focus of Part 2 of the *Vocabulary Skills* section varies. The purpose of this section is to provide students with a range of ways to learn and practice new vocabulary, and make logical connections by working with words that are commonly paired or that are related to a particular topic. The exercises in this section focus on a variety of important vocabulary-related topics, such as antonyms, synonyms, sentence connectors, prefixes, and dictionary usage.

## Vocabulary in Context

This is a fill-in exercise designed as a review of the vocabulary items covered in the *Reading Analysis* and/or *Recognizing Word Forms* exercises. In this exercise, the target words are used in new sentences, giving the students the opportunity to practice the new vocabulary. It can be assigned for homework as a review or done in class as group work.

## Reading Skill

Each chapter includes a new *Reading Skill* section which provides instruction and practice with a specific reading skill, such as understanding line or bar graphs, or creating a flowchart, an outline, or a Venn diagram. This section is very effective when done in pairs or small groups. The exercises in these sections may also be done individually, but group work gives the students an opportunity to discuss their work.

## Information Recall

This section requires students to review the passage again, in some cases along with the previous Reading Skill exercise, and answer questions that test the students' overall comprehension of the chapter. In addition, students must also write a short summary of the passage using no more than four sentences. In early chapters, the first two sentences are given as a guide.

## Topics for Discussion and Writing

This section provides ideas or questions for students to think about and 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, started in class and finished at home, or done entirely for homework. The last activity in this section is a journal-writing assignment that provides students with an opportunity to reflect on the topic of 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 students may choose to have the teacher read their entries. If the teacher reads the entries, the journals should be considered a free-writing activity and should be responded to rather than corrected.

## Critical Thinking

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 critical thinking questions and activities provide students with an opportunity to think about some aspect of the chapter topic and to share their own thoughts and opinions about it. The goal of this section is for students to go beyond the reading itself and to form their own ideas and opinions on aspects of the topic. Teachers may also use these questions and activities as homework or in-class assignments. The activities in the *Critical Thinking* sections help students interact with the real world as many exercises require students to go outside the classroom to collect specific information.

## **Crossword Puzzle**

The *Crossword Puzzle* in each chapter is based on the vocabulary addressed in that chapter. Students can go over the puzzle orally if pronunciation practice with letters is needed. Teachers can have the students spell out their answers in addition to pronouncing the words themselves. Students invariably enjoy doing crossword puzzles. They are a fun way to reinforce the vocabulary presented in the various exercises in each chapter. Crossword puzzles also require students to pay attention to correct spelling. If the teacher prefers, students can do the *Crossword Puzzle* on their own or with a partner in their free time, or after they have completed an in-class assignment and are waiting for the rest of their classmates to finish.

## **Index of Key Words and Phrases**

The *Index of Key Words and Phrases* is at the back of the book. This section contains words and phrases from all the chapters for easy reference. The *Index of Key Words and Phrases* may be useful to students to help them locate words they need or wish to review.

## **Skills Index**

The *Skills Index* lists the different skills presented and/or practiced in the book.

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L.C.S. and N.N.M.

**Dedication:**  
*To Joseph*



# The Importance of Time



1. Are you a very busy person? Do you have a lot of free time every day?
2. Do you have enough time to do everything you need to do?
3. Do you look at your watch or cell phone a lot to see the time? Why or why not?

Waiting for a subway, France