

Issues for Today

**AN
EFFECTIVE
READING SKILLS
TEXT**

Chapter 1

A Cultural Difference: Being On Time

Introductory Questions

A. Questions About the Title

1. What does **on time** mean? For example, in your country, if class is scheduled for 9 A.M., when do you arrive?
2. Does the meaning of **on time** differ from culture to culture? What examples can you think of to support your answer?

B. Introductory Questions

1. In your culture, what is **late**? What is **early**?
2. In your culture, is it important to be **on time**?
3. Are you usually **on time**? Why or why not?
4. If you are meeting someone, at what point do you feel she or he is **late**? (five minutes, ten minutes, longer?)

1 In the United States, it is important to be **on time**, or **punctual**, for an appointment, a class, a meeting, etc. This may 2 not be true in all countries, however. An American profes- 3 sor discovered this difference while teaching a class in a 4 Brazilian university. The two-hour class was scheduled to 5 begin at 10 A.M. and end at 12 P.M. On the first day, when 6 the professor arrived **on time**, no one was in the classroom. 7 Many students came after 10 A.M. Several arrived after 8

9 10:30 A.M. Two students came after 11 A.M. Although all
10 the students greeted the professor as they arrived, few
11 apologized for their lateness. Were these students being
12 rude? He decided to study the students' behavior.

13 The professor talked to American and Brazilian stu-
14 dents about lateness in both an informal and a formal situa-
15 tion: lunch with a friend, and a university class, respec-
16 tively. He gave them an example and asked them how they
17 would react. If they had a lunch appointment with a friend,
18 the average American student defined lateness as 19 min-
19 utes after the agreed time. On the other hand, the average
20 Brazilian student felt the friend was late after 33 minutes.

21 In an American university, students are expected to
22 arrive at the appointed hour. In contrast, in Brazil, neither
23 the teacher nor the students always arrive at the appointed
24 hour. Classes not only begin at the scheduled time in the
25 United States, but they also end at the scheduled time. In
26 the Brazilian class, only a few students left the class at
27 noon; many remained past 12:30 to discuss the class and
28 ask more questions. While arriving late may not be very
29 important in Brazil, neither is staying late.

30 The explanation for these differences is complicated.
31 People from Brazilian and North American cultures have
32 different feelings about lateness. In Brazil, the students
33 believe that a person who usually arrives late is probably
34 more successful than a person who is always on time. In
35 fact, Brazilians expect a person with status or prestige to
36 arrive late, while in the United States, lateness is usually
37 considered to be disrespectful and unacceptable. Conse-
38 quently, if a Brazilian is late for an appointment with a
39 North American, the American may misinterpret the rea-
40 son for the lateness and become angry.

41 As a result of his study, the professor learned that the
42 Brazilian students were not being disrespectful to him.
43 Instead, they were simply behaving the appropriate way
44 for a Brazilian student in Brazil. Eventually, the professor
45 was able to adapt his own behavior to feel comfortable in
46 the new culture.

Chapter 2

Working Hard or Hardly Working?

Introductory Questions

A. Questions About the Title

1. What does working hard mean?
2. What does hardly working mean?
3. Read the title again. What do you think the author's opinion is? Does the author think people work hard?

B. Introductory Questions

1. How can you know if someone is working hard?
2. How can you tell if someone is hardly working?

1 According to a recent survey, employees in many companies today work longer hours than employees did in 1979.
2 They also take shorter vacations than employees in 1979
3 took. It seems that Americans are working harder today
4 than ever before. Or are they? A management consultant,
5 Bill Meyer, decided to find out. For three days, he ob-
6 served an investment banker hard at work. Meyer wrote
7 down everything the banker did during his long workday
8 —the banker worked 80 hours a week. At the end of the
9 three-day period, Meyer reviewed the banker's activities
10

11 with him. What did they find out? They discovered that
12 the man spent 80 percent of his time doing busy work. For
13 example, he attended unnecessary meetings, made redundant telephone calls, and spent time packing and unpacking his two big briefcases.

16 Apparently, many people believe that the more time a
17 person spends at work, the more she or he accomplishes.
18 However, the connection between time and productivity
19 is not always positive. In fact, many studies indicate that
20 after a certain point, anyone's productivity and creativity
21 begin to decrease. Furthermore, it is not always easy for
22 individuals to realize that their performance is falling off.

23 Part of the problem is understandable. When employers evaluate employees, they often consider the
24 amount of time on the job in addition to job performance.
25 Employees know this. Consequently, they work longer
26 hours and take less vacation time than they did nine years
27 ago. Although many working people can do their job effectively
28 during a regular 40-hour work week, they feel they
29 have to spend more time on the job after normal working
30 hours so that the people who can promote them see them.

32 A group of headhunters (people who search out
33 executive personnel for companies) were asked their
34 opinion about a situation. They had a choice of two candidates
35 for an executive position with an important company. The candidates had comparable qualifications for
36 the job. For example, they were both reliable. One could
37 do the job well in a 40-hour work week. The other would
38 do the same job in an 80-hour week just as well. According
39 to a headhunting expert, the 80-hour-a-week candidate
40 would get the job. The time this candidate spends on the
41 job may encourage other employees to spend more time at
42 work, too. Employers believe that if the employees stay at
43 work later, they may actually do more work.

45 People do not work long hours only for more money.
46 In such fields as advertising, show business, and journalism,
47 the glamour and publicity are worth more than any
48 monetary benefit. On the other hand, many employees are
49 not willing to spend so much extra, unproductive time at
50 the office. Once they finish their work satisfactorily, they

51 want to relax and enjoy themselves. For these people, the
52 solution is to find a company that encourages people to do
53 both.

Chapter 3

Changing Life-styles and New Eating Habits

Introductory Questions

A. Questions About the Title

1. What are life-styles?
2. What does eating habits mean?

B. Introductory Questions

1. How do you think American life-styles are changing?
2. How do you think a person's life-style affects his or her eating habits?

1 Americans today have different eating habits than in the
2 past. There is a wide selection of food available. They have
3 a broader knowledge of nutrition, so they buy more fresh
4 fruit and vegetables than ever before. At the same time,
5 Americans purchase increasing quantities of sweets,
6 snacks, and sodas.

7 Statistics show that the way people live determines
8 the way they eat. American life-styles have changed. They
9 now include growing numbers of people who live alone,
10 single parents and children, and double-income families.
11 These changing life-styles are responsible for the increas-
12 ing number of people who must rush meals or sometimes

13 skip them altogether. Many Americans have less time than
14 ever before to spend preparing food. Partly as a conse-
15 quence of this limited time, 60 percent of all American
16 homes now have microwave ovens. Moreover, Americans
17 eat out nearly four times a week on the average.

18 It is easy to study the amounts and kinds of food that
19 people consume. The United States Department of Agri-
20 culture (USDA) and the food industry—growers, proces-
21 sors, marketers, and restaurateurs—compile sales statis-
22 tics and keep accurate records. This information not only
23 tells us what people are eating but also tells us about the
24 changes in attitudes and tastes. Red meat, which used to be
25 the most popular choice for dinner, is no longer an Ameri-
26 can favorite. Instead, chicken, turkey, and fish have be-
27 come more popular. Sales of these foods have greatly in-
28 creased in recent years. This is probably a result of the
29 awareness of the dangers of eating food which contains
30 high levels of cholesterol, or animal fat. Doctors believe
31 that cholesterol is a threat to human health.

32 According to a recent survey, Americans also change
33 their eating patterns to meet the needs of different situa-
34 tions. They have certain ideas about which foods will in-
35 crease their athletic ability, help them lose weight, make
36 them alert for business meetings, or put them in the mood
37 for romance. For example, Americans choose pasta, fruit,
38 and vegetables, which supply them with carbohydrates, to
39 give them strength for physical activity, such as sports.
40 Adults choose foods rich in fiber, such as bread and cereal,
41 for breakfast, and salads for lunch to prepare them for
42 business appointments. For romantic dinners, however,
43 Americans choose shrimp and lobster. While many of
44 these ideas are based on nutritional facts, some are not.

45 Americans' awareness of nutrition, along with their
46 changing tastes and needs, leads them to consume a wide
47 variety of foods—foods for health, for fun, and simply for
48 good taste.

Unit II

Issues in Society

Chapter 4

Loneliness

Introductory Questions

A. Questions About the Title

1. What is loneliness?
2. What is the difference between being alone and being lonely?

B. Introductory Questions

1. Have you ever felt lonely? When? What was the cause? Did your loneliness last a long time?
2. Do you think it is normal to be lonely sometimes? Please explain.

1 Most people feel lonely sometimes, but it usually lasts only
2 between a few minutes and a few hours. This kind of loneli-
3 ness is not serious. In fact, it is quite normal. For some
4 people ,though, loneliness can last for years. Psychologists
5 are studying this complex phenomenon in an attempt
6 to better understand long-term loneliness. These re-
7 searchers have already identified three different types of
8 loneliness.

9 The first kind of loneliness is temporary. This is the
10 most common type. It usually disappears quickly and does
11 not require any special attention. The second kind, situa-

12 tional loneliness, is a natural result of a particular situation,
13 for example, a divorce, the death of a loved one, or moving
14 to a new place. Although this kind of loneliness can cause
15 physical problems, such as headaches and sleeplessness, it
16 usually does not last for more than a year. Situational lone-
17 liness is easy to understand and to predict.

18 The third kind of loneliness is the most severe. Unlike
19 the second type, chronic loneliness usually lasts more than
20 two years and has no specific cause. People who experi-
21 ence habitual loneliness have problems socializing and be-
22 coming close to others. Unfortunately, many chronically
23 lonely people think there is little or nothing they can do to
24 improve their condition.

25 Psychologists agree that one important factor in lone-
26 liness is a person's social contacts, i.e., friends, family
27 members, coworkers, etc. We depend on various people
28 for different reasons. For instance, our families give us
29 emotional support, our parents and teachers give us guid-
30 ance, and our friends share similar interests and activities.
31 However, psychologists have found that the number of
32 social contacts we have is not the only reason for loneli-
33 ness. It is more important how many social contacts we
34 think or expect we should have. In other words, though
35 lonely people may have many social contacts, they some-
36 times feel they should have more. They question their own
37 popularity.

38 Most researchers agree that the loneliest people are
39 between the ages of 18 and 25, so a group of psychologists
40 decided to study a group of college freshmen. They found
41 that more than 50 percent of the freshmen were situation-
42 ally lonely at the beginning of the semester as a result of
43 their new circumstances but had adjusted after a few
44 months. Thirteen percent were still lonely after seven
45 months due to shyness and fear. They felt very uncomfor-
46 table meeting new people, even though they understood
47 that their fear was not rational. The situationally lonely
48 freshmen overcame their loneliness by making new
49 friends, but the chronically lonely remained unhappy be-
50 cause they were afraid to do so.

51 Psychologists are trying to find ways to help habitually
52 lonely people for two reasons. First of all, they are un-
53 happy and unable to socialize. Secondly, researchers have
54 found a connection between chronic loneliness and seri-

55 ous illnesses such as heart disease. While temporary and
56 situational loneliness can be a normal, healthy part of life,
57 chronic loneliness can be a very sad, and sometimes dan-
58 gerous, condition.

Chapter 5

Can Stress Make You Sick?

Introductory Questions

A. Questions About the Title

1. What is stress?
2. Do you think that stress can make you sick? Why or why not?
3. Does the author believe that stress can make you sick? Please explain.

B. Introductory Questions

1. How do you think people can get sick?
2. What makes you feel stressful?

1 Scientists are now studying a new field of research called
2 psychoimmunology. It is based on the idea that people
3 who are depressed or have a lot of stress are more likely to
4 become sick. Researchers have recently found a connec-
5 tion between diseases and stressful situations. To test this
6 theory, psychoimmunologists are trying to find a link be-
7 tween the brain and the immune system.

8 The immune system in our bodies fights the bacteria
9 and viruses which cause disease. Therefore, whether or
10 not we are likely to get various diseases depends on how
11 well our immune system works. Biologists used to think

12 that the immune system was a separate, independent part
13 of our bodies. Recently, however, they have found that our
14 brain can affect our immune system. This discovery indi-
15 cates that there may be a connection between emotional
16 factors, such as stress or depression, and illness.

17 Although many doctors in the past suspected a con-
18 nection between emotional factors and disease, they had
19 no proof. Scientists have only recently discovered how the
20 brain and the immune system function. Before this, no one
21 could see a link between them. As a result, medical science
22 never seriously considered the idea that psychological fac-
23 tors could cause disease.

24 Several recent studies showed a connection between
25 stress and illness. For example, researchers went to an
26 American military school to study the students. By study-
27 ing the cadets' blood, they found that many were infected
28 with a virus which causes mononucleosis, a common glan-
29 dular disease. Of the infected students, only 5 percent ac-
30 tually became ill. The sick cadets had a lot of academic
31 pressure and wanted to achieve, but they were not very
32 good students. In a similar study, researchers studied a
33 group of student nurses. They focused on cold sores,
34 which are also caused by a common virus. Many student
35 nurses carried the virus in their blood, but few of these
36 infected nurses actually developed cold sores. The nurses
37 who did develop cold sores were the ones who described
38 themselves as generally unhappy people.

39 In addition to these results, which support their
40 theory, researchers are also looking for proof that stress
41 can damage the immune system. Researchers studied re-
42 cently bereaved people, i.e., people whose loved ones
43 have just died, because they are more likely to become ill
44 or die. By examining the immune system of recently be-
45 reaved people, the researchers made an important discov-
46 ery. They examined some white blood cells, called lym-
47 phocytes, which are an important part of the immune
48 system. They were not functioning properly. The fact that
49 they were not working correctly indicates that severe psy-
50 chological stress, such as a loved one's death, may damage
51 an important part of our immune system, namely, the lym-
52 phocytes.

53 There is still no positive proof of a connection be-
54 tween the immune system and psychological factors. Re-

55 searchers also say that the results of the studies on be-
56 reaved people could have a different explanation. For
57 example, bereaved people often sleep and eat less than
58 normal, or may drink alcohol or take medication. These
59 factors can also affect the immune system. More research
60 is needed to clearly establish the connection between the
61 immune system and psychological factors.

A. True/False Questions

Read the passage once. Read the following statements. Check whether they are true (T) or false (F). If a statement is false, rewrite the statement so that it is true. Then go back to the passage and find the line that supports your answer.

- | | |
|------------------|--|
| ____ T ____ F | 1. People who have a lot of stress are more likely to become sick. |
| ____ T ____ F | 2. Our immune system causes disease. |
| ____ T ____ F | 3. Our brain can affect our immune system. |
| ____ T ____ F | 4. All the infected cadets became ill. |
| ____ T ____ F | 5. The sick cadets were very good students. |
| ____ T ____ F | 6. Recently bereaved people are more likely to become ill or die than other people. |
| ____ T ____ F | 7. There is positive proof of a connection between the immune system and stress or depression. |

B. Comprehension Questions

Read each question carefully. Write your answer in the space provided under each question.

1. What is psychoimmunology?

2. What is the job of a psychoimmunologist?

Chapter 6

Care of the Elderly: A Family Matter

Introductory Questions

A. Questions About the Title

1. What does care mean?
2. Who are the elderly?
3. What is a family matter?

B. Introductory Questions

1. What do you think happens to elderly people in the United States?
2. Who do you think takes care of elderly people in the United States?
3. What gave you these ideas?

1 Who takes care of the elderly in the United States today?
2 Many people wrongly believe that when people reach old
3 age, their families place them in nursing homes. They are
4 left there in the hands of strangers for the rest of their lives.
5 Their grown children visit them only occasionally, but
6 more often, they do not have any regular visitors. The
7 truth is that this idea is an unfortunate myth—a fictitious
8 story. In fact, family members provide over 80 percent of
9 the care that elderly people need.

10 Samuel H. Preston, a sociologist at the University of
11 Pennsylvania, studied how the American family is chang-
12 ing. He reported that by the time the average American
13 couple reaches 40 years of age, they have more parents
14 than children. This statistic shows the change in life-styles
15 and responsibilities of aging Americans. The average mid-
16 dle-aged couple can look forward to caring for elderly par-
17 ents some time after their own children have grown up.
18 Moreover, because people today live longer after an ill-
19 ness than people did years ago, family members must pro-
20 vide long-term care. These facts also mean that after care-
21 givers provide for their elderly parents, who will eventu-
22 ally die, they will be old and may require care too. When
23 they do, their spouses will probably take care of them.

24 Because Americans are living longer than ever, more
25 psychologists and social workers have begun to study care-
26 giving to improve care of the elderly. They have found
27 that all caregivers share a common characteristic: All care-
28 givers believe that they are the best person for the job, for
29 different reasons. One caregiver said that she had always
30 been close to her mother. Another was the oldest child.
31 Another was the youngest child. In other words, they all
32 felt that they could do the job better than anyone else.
33 Social workers interviewed caregivers to find out why they
34 took on the responsibility of caring for an elderly, depen-
35 dent relative. They discovered three basic reasons. Many
36 caregivers believed that they had an obligation to help
37 their relative. Some stated that helping others made them
38 feel more useful. Others hoped that by helping someone
39 now, they would deserve care when they became old and
40 dependent.

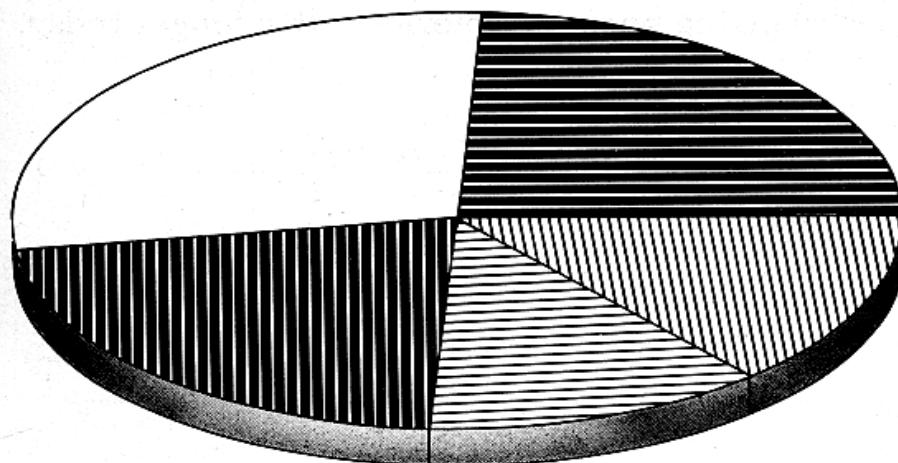
41 When people care for an elderly relative, they often
42 do not use available community services, such as adult day-
43 care centers. If the caregivers are adult children, they are
44 more likely to use such services, especially because they
45 often have jobs and other responsibilities. In contrast, a
46 spouse, usually the wife, is much less likely to use support
47 services or to put the dependent person in a nursing home.
48 Social workers discovered that the reason for this differ-
49 ence was fear of poverty. An ill, elderly person may live for
50 years, and medical care and nursing homes are very expen-
51 sive. An elderly couple's savings can disappear very
52 quickly. The surviving spouse, usually the wife, can be left.

53 in poverty. As a result, she often tries to take care of her
54 husband herself for as long as she can.

55 Researchers have found that caring for the elderly can
56 be a very positive experience. The elderly appreciated the
57 care and attention they received. They were affectionate
58 and cooperative. However, even when caregiving is satis-
59 fying, it is hard work. Social workers and experts on aging
60 offer caregivers and potential caregivers help when ar-
61 ranging for the care of an elderly relative. One considera-
62 tion is to ask parents what they want before they become
63 sick or dependent. Perhaps they prefer going into a nurs-
64 ing home and can select one in advance. On the other
65 hand, they may want to live with their adult children.
66 Caregivers must also learn to be assertive and ask for help
67 from others, especially siblings. Brothers and sisters are
68 often willing to help, but they do not know what to do.

69 We can expect to live longer lives than ever before in
70 American history. Caring for the elderly and being taken
71 care of can be a mutually satisfying experience for every-
72 one involved.

CAREGIVERS



Caregivers	%
Wives	23
Daughters	29
Husbands	13
Other Women	20
Other Men	15

Unit III

Individuals and Crime

Chapter 7

Aggressive Behavior: The Violence Behind Criminal Activity

Introductory Questions

A. Questions About the Title

1. What is aggression?
2. What do you think causes aggressive behavior? Do you think aggressive behavior is inherited?
3. What can be the result of aggression?

B. Introductory Questions

1. What causes people to act violently toward others?

1 In 1987, there were over 1.5 million violent crimes reported in the United States. Nowadays, it is very possible
2 that we will become a victim of some kind of violence. Most
3 of this violence comes from chronically aggressive people.
4 Psychiatrists and behavioral scientists are trying to understand
5 the causes of aggressive behavior that results in injury or death.

6 Psychologists say that extreme aggression runs in families. In other words, if your parents are very aggressive,
7 there is a strong possibility that you will be too. A team of
8 researchers recently studied a large group of children over

12 a 22-year period. The researchers discovered that the ag-
13 gressive children, i.e., those who pushed, shoved, and
14 started fights with other children, had parents who pun-
15 ished them much more severely than the less aggressive
16 children. The aggressive children grew up to become ag-
17 gressive adults. Furthermore, the males were likely to have
18 criminal records before the age of 30. This pattern con-
19 tinues as the aggressive adults in turn severely punish their
20 own children.

21 When a child's aggressive behavior becomes part of
22 his or her character, it is not easy to change. Therefore, it is
23 important to try to prevent it before adolescence. Many
24 pediatricians believe that watching violence on television
25 may cause children to become aggressive. One solution
26 may be that parents forbid their children to watch violent
27 television programs. Aggressive behavior in very young
28 children should be immediately stopped by the parents
29 before it becomes more severe.

30 Other researchers have found that men are more ag-
31 gressive than women. Although this seems to be socially
32 acceptable, there is also a biological reason for this differ-
33 ence. Very aggressive people have a low amount of a chem-
34 ical called serotonin in the brain. This is true for both men
35 and women. In general, though, men have a lower level of
36 serotonin.

37 There are different patterns of aggressive behavior.
38 One type is chronic aggression. Another type of aggressive
39 behavior is impulsive. That is, the violent actions are sud-
40 den and unpredictable. Researchers have discovered that
41 some people who are impulsively aggressive can be helped
42 by a medication called lithium. Lithium seems to stabilize
43 the serotonin level in the brain. Scientists have tested this
44 drug with laboratory animals. Lithium effectively reduced
45 their aggressive behavior.

46 Recently, several psychiatrists treated prison inmates
47 with this drug over a nine-month period. Although lithium
48 did not stop the inmates' aggressive behavior completely,
49 the men became less impulsive and had fewer violent inci-
50 dents. Many psychologists are also treating their im-
51 pulsively aggressive patients with lithium but say that
52 this treatment is ineffective with chronically aggressive
53 people.

54 In general, psychiatrists agree that aggressive behav-
55 ior should be treated in childhood before the behavior
56 becomes permanent. However, some children will grow
57 up to become violent adults and may hurt themselves or
58 others. Lithium and other medications may be an effective
59 treatment for them.

A. True/False Statements

Read the passage once. Read the following statements. Check whether they are true (T) or false (F). If a statement is false, rewrite the statement so that it is true. Then go back to the passage and find the line that supports your answer.

- T F 1. Aggressive people commit most violent crimes in the United States.
- T F 2. Aggressive children usually have aggressive parents.
- T F 3. Aggressive parents don't usually punish their children.
- T F 4. It is important to try to change aggressive behavior during adolescence.
- T F 5. Watching television causes aggression.
- T F 6. Men are usually more aggressive than women.
- T F 7. Medication can help to reduce some kinds of aggression.
- T F 8. Psychiatrists say that lithium is not effective with impulsive aggression.

B. Comprehension Questions

Read each question carefully. Write your answer in the space provided under each question.

1. Is all aggressive behavior dangerous?

Chapter 8

The Reliability of Eyewitnesses

Introductory Questions

A. Questions About the Title

1. What is an eyewitness?
2. What does reliable mean?

B. Introductory Questions

1. What kinds of evidence are used to convict criminals in your country?
2. In your country, is an eyewitness's testimony important in convicting criminals?
3. In your opinion, what kinds of people make reliable eyewitnesses?

1 Bernard Jackson is a free man today, but he has many bitter
2 memories. Jackson spent five years in prison after a jury
3 wrongly convicted him of raping two women. At Jackson's
4 trial, although two witnesses testified that Jackson was
5 with them in another location at the times of the crimes, he
6 was convicted anyway. Why? The jury believed the testi-
7 mony of the two victims, who positively identified Jackson
8 as the man that had attacked them. The court eventually
9 freed Jackson after the police found the man who had
10 really committed the crimes. Jackson was similar in appear-
11 ance to the guilty man. The two women had made a mistake

12 in identity. As a result, Jackson has lost five years of his life.

13 The two women in this case were eyewitnesses. They
14 clearly saw the man who attacked them, yet they mistak-
15 enly identified an innocent person. Similar incidents have
16 occurred before. Eyewitnesses to other crimes have iden-
17 tified the wrong person in a police lineup or in photo-
18 graphs.

19 Many factors influence the accuracy of eyewitness tes-
20 timony. For instance, witnesses sometimes see photo-
21 graphs of several suspects before they try to identify the
22 person they saw in a lineup of people. They can become
23 confused by seeing many photographs of similar faces. The
24 number of people in the lineup, and whether it is a live
25 lineup or a photograph, may also affect a witness's deci-
26 sion. People sometimes have difficulty identifying people
27 of other races. The questions the police ask witnesses also
28 have an effect on them.

29 Are some witnesses more reliable than others? Many
30 people believe that police officers are more reliable than
31 ordinary people. Psychologists decided to test this idea,
32 and they discovered that it is not true. Two psychologists
33 showed a film of crimes to both police officers and civilians.
34 The psychologists found no difference between the police
35 and the civilians in correctly remembering the details of
36 the crimes.

37 Despite all the possibilities for inaccuracy, courts can-
38 not exclude eyewitness testimony from a trial. American
39 courts depend almost completely on eyewitness testimony
40 to resolve court cases. Sometimes it is the only evidence to
41 a crime such as rape. Furthermore, eyewitness testimony
42 is often correct. Although people do sometimes make mis-
43 takes, many times they really do identify individuals cor-
44 rectly.

45 American courts depend on the ability of the twelve
46 jurors, and not the judges, to determine the accuracy of the
47 witness's testimony. It is their responsibility to decide if a
48 certain witness could actually see, hear, and remember
49 what occurred.

50 In a few cases the testimony of eyewitnesses has con-
51 victed innocent people. More important, it has rightly
52 convicted a larger number of guilty people; consequently,
53 it continues to be a valuable part of the American judicial
54 system.

Chapter 9

The Death Penalty in the United States: Old Enough to Kill, Old Enough to Die?

Introductory Questions

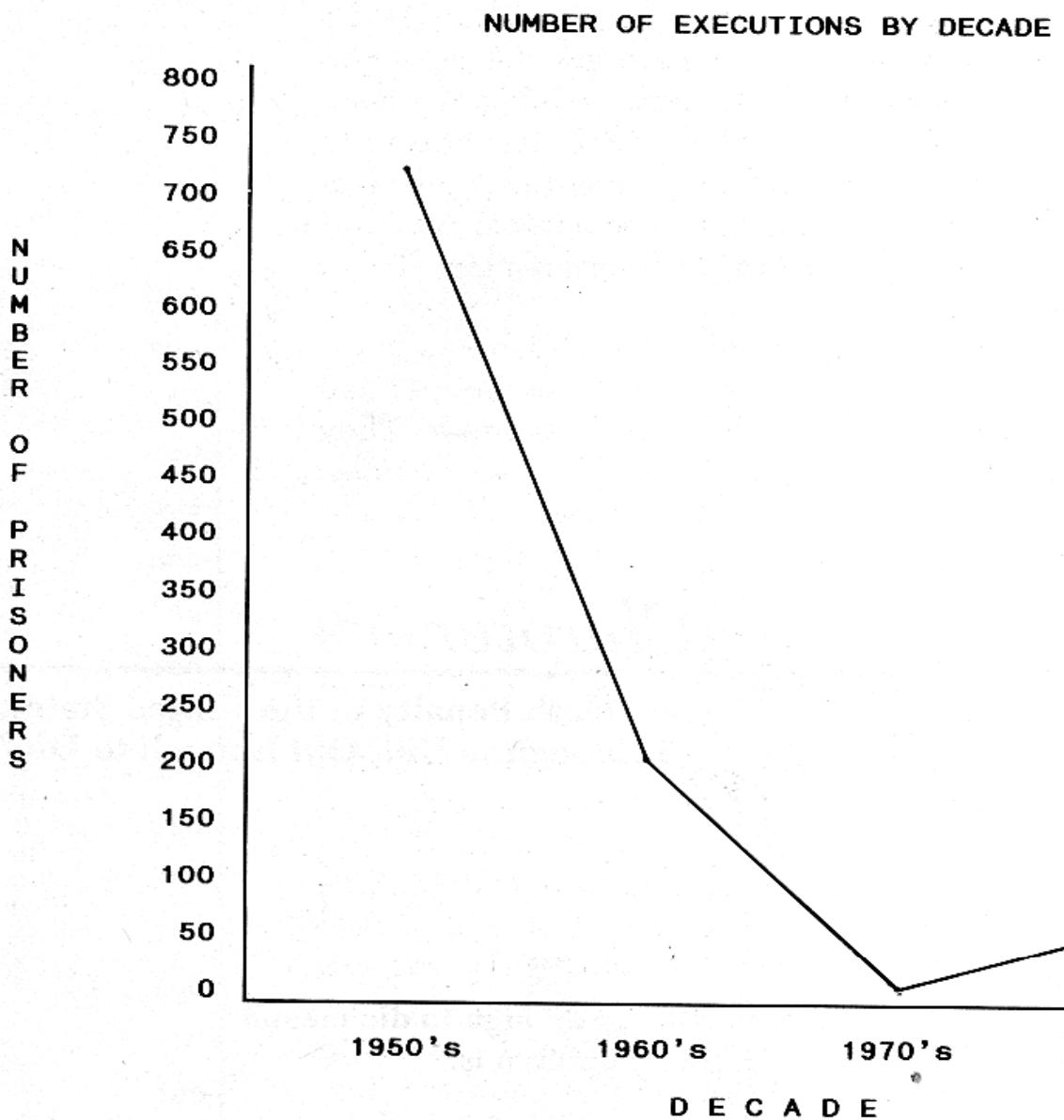
A. Questions About the Title

1. What does **old enough to kill, old enough to die** mean?
2. What do you think the author's opinion is?

B. Introductory Questions

1. What is the **death penalty**?
2. Is there a death penalty in your country? If there is, for what crimes is there a death penalty?
3. In your country, who decides on the penalty for a crime?
4. In your country, who decides on the death penalty?

1 In the United States, 37 states currently allow capital punishment for serious crimes such as murder. Americans have
2 always argued about the death penalty. Today, there is a
3 serious question about this issue: Should there be a mini-
4 mum age limit for executing criminals? In other words, is
5 it right for convicted murderers who kill when they are
6 minors, i.e., under the age of 18, to receive the death pen-
7 alty? In most countries of the world, there is no capital



9 punishment for minors. In the United States, though, each
 10 state makes its own decision. Of the 37 states that allow the
 11 death penalty, 30 permit the execution of minors.

12 In the state of South Carolina, a convicted murderer
 13 was given the death penalty for a crime he committed
 14 while he was a minor. In 1977, when he was 17 years old,
 15 James Terry Roach and two friends brutally murdered
 16 three people. Roach's lawyer fought the decision to exe-
 17 cute him. The young murderer remained on death row (a
 18 separate part of prison for convicted criminals who are
 19 sentenced to die) for ten years while his lawyer appealed to
 20 the governor. The lawyer argued that it is wrong to execute

21 a person for a crime committed while he was a minor. In the
22 United States, the governor of a state has the power to
23 change a sentence from the death penalty to life in prison.
24 Nonetheless, the governor of South Carolina refused to
25 stop the execution. Roach was finally executed by electro-
26 cution in 1986. This is not the first time a minor was exe-
27 cuted in South Carolina. In 1944, a 14-year-old boy died in
28 that state's electric chair.

29 In Indiana, a 16-year-old girl is on death row for a
30 crime she committed when she was 15. Paula Cooper and
31 three friends stabbed an elderly woman to death. They
32 robbed the old woman to get money to play video games.
33 Cooper's lawyer has appealed to the governor of Indiana to
34 stop the execution because the convicted killer is very
35 young and because she was abused in childhood. The In-
36 diana governor, who favors the death penalty, said that he
37 must let the courts do their job. Surprisingly, the grandson
38 of the murdered woman agrees with the girl's lawyer. A
39 deeply religious man, the grandson opposes the execution,
40 too, and writes to his grandmother's murderer in prison on
41 a regular basis.

42 Although no one believes that either of these killers
43 deserves sympathy, some people believe that capital pun-
44 ishment is too severe for convicted murderers who are
45 minors. They feel that it is wrong to treat minors the same
46 as adults in these cases. Opponents of the death penalty in
47 general think it is wrong to take one life for another. They
48 argue that capital punishment does not protect the victim
49 or the victim's family. Opponents also suggest that occa-
50 sionally innocent people may be executed for crimes they
51 did not commit.

52 On the other hand, people who agree with the death
53 penalty argue that it prevents repeat crimes and, there-
54 fore, future victims. These proponents of capital punish-
55 ment believe that fear of the death penalty deters crime.
56 That is, fewer people will commit murder because they
57 fear the death penalty.

58 The laws concerning capital punishment are changing
59 every day. Recently, Indiana raised its minimum age limit
60 for the death penalty to 16. Before that, the age limit in that
61 state was 10. Perhaps other states will change their laws in
62 the future, but in the meantime, the controversy con-
63 tinues.

Unit IV

Science and Technology

Chapter 10

Ancient Artifacts and Ancient Air

Introductory Questions

A. Questions About the Title

1. What are artifacts?
2. What does ancient mean?
3. What do you think ancient air is?

B. Introductory Questions

1. Where would you find ancient artifacts?
2. Who looks for ancient artifacts?
3. What do archeologists do?
4. What can archeological discoveries tell us about the past?
5. Where would you find ancient air?

1 In 1954, archeologists made an exciting discovery in
2 Egypt. During an excavation near the base of the Great
3 Pyramid, they uncovered an ancient crypt. Although they
4 believed that this discovery would help us understand
5 Egypt's past, they also hoped that it would give us impor-
6 tant information about the future.

7 This crypt was a tomb, or burial place, for a dead
8 Egyptian pharaoh, or king. Historians believed that the

9 Egyptians buried their pharaohs with two boats: one to
10 carry the body and another to carry the soul. This was one
11 of their religious customs about death. The archeologists
12 expected to find two boats inside the crypt. As they broke
13 the crypt open, they smelled the scent of wood. The an-
14 cient Egyptians had sealed the room so effectively that the
15 aroma of the cedar wood was still preserved. Inside the
16 crypt, archeologists found a 4,600-year-old boat, which
17 was in almost perfect condition. In addition, they found
18 another closed room next to the crypt. Archeologists and
19 historians believed that this chamber contained the sec-
20 ond boat. If so, archeologists would have better informa-
21 tion about the past. They would be sure about the religious
22 custom of burying pharaohs with two boats.

23 However, this was not the only information they
24 hoped to find. They wondered if the air in the two rooms
25 contained something special that helped to preserve the
26 wood. This information could help in the preservation of
27 ancient artifacts in museums throughout the world. Re-
28 searchers also hoped to find some answers about the future
29 by carefully examining the air in the second chamber.
30 When the archeologists opened the first chamber, all the
31 old air escaped. Scientists wanted to recover the air in the
32 second chamber and compare it with the air of the present,
33 and then examine the differences, especially differences in
34 the level of carbon dioxide (CO_2). This information might
35 help them predict changes in the air in the future. They
36 also did not want outside air to get inside the chamber.
37 Careful planning would be necessary in order to open the
38 second room and save the air. In fact, it took years to plan
39 the excavation and to design and make the equipment nec-
40 essary to open the chamber and collect the air inside.

41 Finally, in October 1986, an international team of
42 scientists, using special equipment, drilled through the
43 roof of the chamber. The hole they made was kept care-
44 fully sealed. As they broke into the ancient room, they
45 realized that the chamber was not sealed. They took an air
46 sample. The air inside was the same as the air outside. Then
47 the team lowered a light and a camera into the small hole
48 and looked at the interior of the room on a television moni-
49 tor. The second boat was really there!

50 After the scientists took samples of the air inside the
51 chamber and photographed it completely, they sealed up

52 the hole in the roof and left the room as they had found it.
53 Although they did not get samples of 4,600-year-old air,
54 they did learn that the Egyptian custom of burying phar-
55 aohs with two boats is true. They also practiced a new,
56 nondestructive approach to archeology: Investigate an an-
57 cient location, photograph it, and leave it untouched.
58 When archeologists opened the first chamber, they re-
59 moved the boat. The Egyptian government built a museum
60 on the site for the first boat. During the construction of the
61 museum, the vibrations from the heavy machinery dis-
62 turbed the second room and probably destroyed the seal.
63 Water leaked in, too, so the second boat was not as well
64 preserved as the first boat.

65 The investigation of the second chamber taught
66 archeologists a valuable lesson. New excavations will not
67 only use modern technology, they will also follow the idea
68 of preserving the entire location for future studies.

A. True/False Statements

Read the passage once. Read the following statements. Check whether they are true (T) or false (F). If a statement is false, rewrite the statement so that it is true. Then go back to the passage and find the line that supports your answer.

- | | |
|--------------------|---|
| ____ T ____ F | 1. Archeological discoveries give us information about the past. |
| ____ T ____ F | 2. Archeologists recently discovered a body in a crypt in Egypt. |
| ____ T ____ F | 3. Archeologists found a boat in the second crypt near the Great Pyramid. |
| ____ T ____ F | 4. Archeologists have not opened the second room yet. |
| ____ T ____ F | 5. There is no old air left in the second chamber. |
| ____ T ____ F | 6. The investigation team went inside the second chamber. |
| ____ T ____ F | 7. The Egyptian government is going to put the second boat in a museum. |

Chapter 11

Commercial Flying: How Unsafe Is It?

Introductory Questions

A. Questions About the Title

1. What is commercial flying?
2. Does the author think flying is safe or unsafe? Why do you think so?

B. Introductory Questions

1. Is flying safe? Why do you think so?
2. Have you heard of any recent crashes? Describe one. Did everyone die? How did the crash happen?

1 Since its beginning, commercial flying has steadily be-
2 come safer. Safer, that is, until 1985, when flying accidents
3 increased dramatically. In fact, the greatest number of
4 fatal air crashes took place in 1985. Over 1,400 people
5 died on scheduled air flights. In contrast, 224 people were
6 killed in 1984. These frightening statistics have worried
7 airline passengers. How safe are they?

8 In 1985, a Boeing 737 crashed and burned in Man-
9 chester, England, when an engine exploded while the
10 plane was taking off. Fifty-four people died. In Dallas,
11 Texas, 137 people were killed when a Lockheed L-1011

12 crashed next to the runway during a thunderstorm. While
13 rare, airplane crashes do take place, and they are poten-
14 tially fatal. However, they are often survivable. Eighty-
15 two people survived the Manchester disaster, and 29 peo-
16 ple lived through the Dallas accident. If some people can
17 survive an air crash, how can we increase the chances that
18 more will survive? After all, half of all plane crashes occur
19 either on a runway or very close to an airport, usually at
20 landing or at takeoff. Most of the people who die, die after
21 the plane has hit the ground and has stopped moving. They
22 do not die as a direct result of the crash itself.

23 The National Transportation Safety Board (NTSB)
24 studied the air crashes which occurred between 1970 and
25 1980. They found that people die in crashes as a result of
26 three factors: the fire and smoke created in the crash, the
27 breakdown of the cabin furnishings, for example, seats,
28 and the failure of the fuselage, or central body of the plane.

29 The NTSB studied a phenomenon known as flashover,
30 which occurs during a fire in a plane cabin. Heat and smoke
31 from the fire accumulate at the ceiling. At this point, sur-
32 vival is still possible, but the heat quickly intensifies.
33 Flashover happens when the materials in the cabin burst
34 into flame, releasing highly toxic chemicals. Now the crash
35 is usually fatal to everyone inside the plane.

36 Cabin furnishings threaten passengers in another way
37 besides catching fire. The crash impact may tear seats from
38 the floor, and seat belts may break, sending both seats and
39 people flying into the air. Furthermore, safety locks on
40 compartments in the passenger area may break, spilling
41 out luggage and other objects. These can injure people or
42 delay their escape by blocking the aisles.

43 The final consideration is the plane itself. If the plane
44 does not break apart on impact, the passengers have a
45 much greater chance of surviving the crash. This will also
46 help prevent the fuel tanks from spilling their contents and
47 bursting into flames.

48 The NTSB made recommendations to the Federal
49 Aviation Administration (FAA), the organization which
50 creates the regulations governing air safety. Conse-
51 quently, the FAA has required airlines to cover passenger
52 seats with a special fabric that will not burn for at least 60
53 seconds. The FAA has also required floor lights to help
54 guide passengers from the plane even when it is filled with

55 smoke. Both of these regulations will help people escape
56 from a plane more quickly. The cause of fires is usually the
57 fuel which the plane carries. Planes use kerosene, which is
58 highly flammable. Tests show that a chemical added to the
59 kerosene reduces the severity of postcrash fires. This
60 chemical prevents the kerosene from burning as easily as
61 untreated fuel.

62 Engineers studying plane crashes are certain that
63 there are many ways to save lives in the event of a plane
64 crash. Improvements such as seat covers and floor lights
65 are not too expensive and are easy to implement. The
66 fatalities of 1985 must not be permitted to occur again.

A. True/False Questions

Read the passage once. Read the following statements. Check whether they are true (T) or false (F). If a statement is false, rewrite the statement so that it is true. Then go back to the passage and find the line that supports your answer.

- | | |
|----------------------|--|
| ____ T ____ F | 1. Many people died in airplane crashes in 1985. |
| ____ T ____ F | 2. It is impossible to survive an air crash. |
| ____ T ____ F | 3. Many plane crashes happen very close to an airport. |
| ____ T ____ F | 4. Most people who die during an air crash are killed immediately when the crash occurs. |
| ____ T ____ F | 5. During a fire in a plane, the heat and smoke accumulate near the floor. |
| ____ T ____ F | 6. During a crash, cabin furnishings can be harmful to passengers. |
| ____ T ____ F | 7. Some planes break apart on impact. |
| ____ T ____ F | 8. Fires sometimes start after a crash because the plane's fuel is highly flammable. |
| ____ T ____ F | 9. The NTSB recommended improvements that are very expensive and difficult to implement. |

Chapter 12

Life on Mars: Does It Exist?

Introductory Questions

A. Questions About the Title

1. What is Mars? Where is it?
2. Do you think life exists on Mars? Why or why not?
3. What do you think the author's opinion is?

B. Introductory Questions

1. How can we find out if there is life on Mars?
2. What do you think the surface of Mars is like?
3. What do you think the atmosphere of Mars is like?

1 In 1976, two American spacecraft landed on Mars in order
2 to search for signs of life. The tests that the *Viking* landers
3 performed had negative results. However, scientists still
4 have questions about our close neighbor in space. They
5 want to investigate further into the possibility of life on
6 Mars.

7 Scientists' interest in the Red Planet is based on an
8 assumption. They believe that 4.5 billion years ago, Mars
9 and Earth began their existence under similar conditions.
10 During the first billion years, liquid water—in contrast to

11 ice—was abundant on the surface of Mars. This is an indi-
12 cation that Mars was much warmer at that time. Mars also
13 had a thicker atmosphere of carbon dioxide (CO_2). Many
14 scientists think it is possible that life began under these
15 favorable conditions. After all, Earth had the same condi-
16 tions during its first billion years, when life arose. At some
17 point in time, Earth developed an atmosphere which is rich
18 in oxygen, and an ozone layer. Ozone (O_3) is a form of
19 oxygen. The ozone layer protects the Earth from harmful
20 ultraviolet light from the Sun. While life not only began on
21 Earth, it also survived and became more complex. In con-
22 trast, Mars lost its thick atmosphere of carbon dioxide.
23 Ultraviolet radiation intensified. The planet eventually
24 grew colder, and its water froze.

25 A biologist at NASA (the National Aeronautics and
26 Space Administration), Chris McKay, has suggested three
27 theories about life on Mars. One possibility is that life
28 never developed. A second possibility is that life arose
29 during the first billion years but did not survive. The third
30 is that life arose and simple organisms developed. When
31 environmental conditions on Mars changed, life ended.

32 The two *Viking* landers, which functioned very well,
33 performed four experiments. Three experiments tested for
34 biological activity in the soil. Unfortunately, these tests did
35 not lead to any definite results. The fourth experiment
36 looked for any evidence of life, dead or alive, but found
37 none.

38 Scientists are also dissatisfied with the *Viking* mission.
39 The two sites where the spacecraft landed provided safe
40 landing places, but they were not particularly interesting
41 locations. Scientists believe there are other areas on Mars
42 that are similar to specific places on Earth which support
43 life. For example, an area in Antarctica, southern Victoria
44 Land, which is not covered by ice, resembles an area on
45 Mars. In its dry valleys, the temperature in southern Victo-
46 ria Land averages below zero, yet biologists found simple
47 life forms (microorganisms) in rocks and frozen lakes. Per-
48 haps this is also true of places on Mars.

49 Scientists want another investigation of Mars. They
50 want to search for fossils, the ancient remains of life. If life
51 ever existed on Mars, future missions may find records of it
52 under sand or in the ice. The Soviet Union is planning to
53 send an unmanned spacecraft to Mars, perhaps in 1998.

54 The Soviet Union intends to return samples of Mars to
55 Earth.

56 Even if future missions discover no evidence of past or
57 present life on Mars, the new missions may clarify our
58 understanding of how life begins. Scientists will better
59 understand the conditions that are necessary for the sur-
60 vival of life—on Earth or in the universe. They will look
61 for the answers to other intriguing questions. How is the
62 Earth different from Mars? How can we explain the devel-
63 opment of life here on our planet and not on Mars, our close
64 neighbor? Are we alone in the universe?

A. True/False Statements

Read the passage once. Read the following statements. Check whether they are true (T) or false (F). If a statement is false, rewrite the statement so that it is true. Then go back to the passage and find the line that supports your answer.

- _____ T _____ F 1. In 1976, American spacecraft discovered life on Mars.
- _____ T _____ F 2. Scientists do not want to investigate life on Mars any more.
- _____ T _____ F 3. Mars and Earth were very similar 4.5 billion years ago.
- _____ T _____ F 4. Scientists believe there is liquid water on Mars now.
- _____ T _____ F 5. The two *Viking* landers performed three experiments.
- _____ T _____ F 6. The spacecraft landed at two safe, but uninteresting, places.
- _____ T _____ F 7. Scientists believe they may find ancient remains of life on Mars under sand or in ice.
- _____ T _____ F 8. The Soviet Union sent an unmanned spacecraft to Mars.