

THOMSON



Concepts

for Today

大学英语泛读教程

原著

Lorraine C. Smith

Nancy Nici Mare

改编

总主编 王健芳

主 编 胡 勤

3



高等教育出版社
Higher Education Press

THOMSON

Concepts

for Today

大学英语泛读教程

原著

Lorraine C. Smith

Nancy Nici Mare

改编

总主编 王健芳

主 编 胡 勤

副主编 胡大风 洪 云

编 者 牟 阳

3



高等教育出版社
Higher Education Press

图字: 01-2005-3727 号

Lorraine C. Smith, Nancy Nici Mare

Reading for Today Series 1-Themes for Today, Second Edition

ISBN: 1-4130-0812-7

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

Original language published by Thomson Learning (a division of Thomson Learning Asia Pte Ltd). All Rights reserved. 本书原版由汤姆森学习出版集团出版。版权所有, 盗印必究。

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

本书双语版由汤姆森学习出版集团授权高等教育出版社独家出版发行。此版本仅限在中华人民共和国境内(但不允许在中国香港、澳门特别行政区和中国台湾地区)销售。未经授权的本书出口将被视为违反版权法的行为。未经出版者预先书面许可, 不得以任何方式复制或发行本书的任何部分。

981-265-355-4

图书在版编目(CIP)数据

大学英语泛读教程. 3/(美)史密斯(Smith, L. C.),

(美)梅尔(Mare, N. N.)著;王健芳改编. —北京:

高等教育出版社, 2006.

ISBN 7-04-013860-3

I. 大... II. ①史... ②梅... ③王... III. 英语 -
阅读教学 - 高等学校 - 教材 IV. H319.4

中国版本图书馆 CIP 数据核字(2005)第 146413 号

出版发行	高等教育出版社	购书热线	010-58581118
社 址	北京市西城区德外大街 4 号	免费咨询	800-810-0598
邮政编码	100011	网 址	http://www.hep.edu.cn
总 机	010-58581000		http://www.hep.com.cn
		网上订购	http://www.landaco.com
经 销	蓝色畅想图书发行有限公司		http://www.landaco.com.cn
印 刷	北京原创阳光印业有限公司	畅想教育	http://www.widedu.com
开 本	787 × 1092 1/16	版 次	2006 年 1 月 第 1 版
印 张	18	印 次	2006 年 1 月 第 1 次印刷
字 数	450 000	定 价	27.00 元

本书如有缺页、倒页、脱页等质量问题, 请到所购图书销售部门联系调换。

版权所有 侵权必究

物料号 13860-00

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3》(*Concepts for Today*),适合非英语专业学生二年级上半学期使用。本教材共4个单元(Unit),每个单元由3章(Chapter)组成。

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,真实、丰富、有趣。本教材的主要内容有家庭、语言与文化、锻炼与健康、发明家、历史、科学技术等,与学生的生活联系紧密。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。

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。

总之,《大学英语泛读教程3》(*Concepts 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,并为今后阅读学术、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3》(*Concepts for Today*)的主编为贵州大学胡勤副教授,副主编为胡大风、洪云,编者为牟阳。在此,主编向他们一并表示谢意。

胡 勤

2005年8月5日

SKILLS

Unit and Chapter	Reading Skills Focus	Structure Focus	Follow-up Skills Focus and Activities
Unit 1 Living in Society Chapter 1 The Paradox of Happiness Page 2	<ul style="list-style-type: none"> • Preview reading through title and prereading questions to activate background knowledge • Analyze reading through true/false, multiple choice, and short answer questions • Use context clues to understand and use vocabulary • Use dictionary entries to select synonyms and accurate definitions • Identify main ideas and details • Organize information using an outline • Use outline notes to recall and summarize information 	<ul style="list-style-type: none"> • Correctly identify and use parts of speech: nouns, verbs and adjectives • Use singular and plural nouns; use correct verb tenses in affirmative or negative form • <i>Critical Thinking</i>: Express opinions supported by examples; compare and contrast ideas 	<ul style="list-style-type: none"> • <i>Writing</i>: Write an opinion composition with supporting examples; make a list; create a survey
Chapter 2 Close to Home: Technological Advances Erode Barrier Between Work and Home Page 20	<ul style="list-style-type: none"> • Preview reading through the illustration, title, and prereading questions to activate background knowledge • Analyze reading through true/false, multiple choice, and short answer questions • Use context clues to understand and use vocabulary • Use dictionary entries to select synonyms and accurate definitions • Scan for main ideas and skim article for details • Organize information into a flowchart • Use flowchart to recall and summarize information 	<ul style="list-style-type: none"> • Correctly identify and use parts of speech: nouns, verbs and adjectives • Use singular and plural nouns; use correct verb tenses in affirmative or negative form 	<ul style="list-style-type: none"> • <i>Critical Thinking</i>: Identify and understand inference; support answers with examples • <i>Writing</i>: Write about advantages and disadvantages; make a list • <i>Discussion</i>: Assert opinion and support with examples; compare and discuss personal lists
Chapter 3 The Birth-Order Myth Page 39	<ul style="list-style-type: none"> • Preview reading through prereading questions to activate background knowledge • Analyze reading through true/false, multiple choice, and short answer questions • Use context clues to understand vocabulary and punctuation marks • Use dictionary entries to select synonyms and accurate definitions • Take notes from reading and organize information using an outline • Use outline to recall and summarize information 	<ul style="list-style-type: none"> • Correctly identify and use parts of speech: nouns, verbs and adjectives • Use correct noun and verb forms 	<ul style="list-style-type: none"> • <i>Critical Thinking</i>: Identify and understand inference; express opinions supported with examples; draw conclusions • <i>Writing</i>: Write an opinion paragraph with examples; analyze and record results of a survey • <i>Discussion</i>: Compare opinions about advantages and disadvantages; conduct a survey and discuss results • <i>Listening and Viewing</i>: CNN® Video Report: Hot Spots and Wireless Technology <i>Viewing and Research</i>: InfoTrac® Search: Notebook Computers

SKILLS

Unit and Chapter	Reading Skills Focus	Structure Focus	Follow-up Skills Focus and Activities
Unit 2 Safety and Health Chapter 4 Why So Many More Americans Die in Fires Page 60	<ul style="list-style-type: none"> • Preview reading through the title and prereading questions to activate background knowledge • Analyze reading through true/false, multiple choice, and short answer questions • Use context clues to understand vocabulary • Use dictionary entries to select synonyms and accurate definitions • Scan for details • Organize information using a chart • Use notes from chart to recall and summarize information 	<ul style="list-style-type: none"> • Correctly identify and use parts of speech: nouns, verbs, adjectives and adverbs • Use correct noun and verb forms 	<ul style="list-style-type: none"> • Critical Thinking: Identify and understand inferences; express opinions supported with examples; draw conclusions; identify problems and create solutions • Writing: Write an opinion paragraph supported with examples; make lists; write examples of building codes and fire laws • Discussion: Discuss fire prevention; make decisions • Viewing and Research: Internet Search: Historical Fires
Chapter 5 Acupuncture: The New Old Medicine Page 78	<ul style="list-style-type: none"> • Preview reading through the illustration, title, and prereading questions to activate background knowledge • Analyze reading through true/false, multiple choice, and short answer questions • Use context clues to understand vocabulary • Use dictionary entries to select synonyms and accurate definitions • Scan for main idea and important details • Organize information using an outline • Use outline to recall and summarize information 	<ul style="list-style-type: none"> • Correctly identify and use parts of speech: nouns, verbs, adjectives and adverbs • Use singular or plural nouns; use correct verb tenses in affirmative or negative form 	<ul style="list-style-type: none"> • Critical Thinking: Understand inference; identify author's opinion and tone; express opinions supported with examples; draw conclusions; identify problems and create solutions • Discussion: Explain or describe traditional medicine—uses and practices; compare traditional treatments • Writing: Write an opinion paragraph supported with examples; record individual and class lists
Chapter 6 Highs and Lows in Self-Esteem Page 102	<ul style="list-style-type: none"> • Preview reading through the illustration, title, chart, and questions to activate background knowledge • Analyze reading through true/false, multiple choice, and short answer questions • Use context clues to understand vocabulary • Use dictionary entries to select synonyms and accurate definitions • Scan for details • Take notes in a flowchart • Use notes to recall and summarize information 	<ul style="list-style-type: none"> • Correctly identify and use parts of speech: nouns, verbs and adjectives • Use singular and plural nouns; use correct verb tenses in affirmative or negative form 	<ul style="list-style-type: none"> • Critical Thinking: Critique author's conclusions; draw separate conclusions; reflect on personal and social implications; create analogies • Discussion: Assert opinion; give advice; describe stages of self-esteem; make plans; generate solutions • Writing: Take notes; support opinions with examples; record group ideas in chart form • Listening and Viewing: CNN® Video Report: Holiday House Fires • Viewing and Research: InfoTrac® Search: Acupuncture



SKILLS

Unit and Chapter	Reading Skills Focus	Structure Focus	Follow-up Skills Focus and Activities
Unit 3 Government and Education Chapter 7 The Federal System of Government Page 128	<ul style="list-style-type: none"> • Preview reading through the pre-reading questions to activate background knowledge • Analyze reading through true/false, multiple choice, and short answer questions • Use context clues to understand vocabulary • Use dictionary entries to select synonyms and accurate definitions • Scan for main idea and important details • Organize information using an outline • Use outline to recall and summarize information 	<ul style="list-style-type: none"> • Correctly identify and use parts of speech: nouns, verbs, adjectives and adverbs • Use singular and plural nouns; use correct verb tenses in affirmative or negative form 	<ul style="list-style-type: none"> • Critical Thinking: Make inferences; support ideas with examples • Discussion: Compare types of governments; explain a branch of the U.S. government; compare and contrast governments • Writing: Take notes during student discussions; fill out chart; describe a form of government • Viewing and Research: Internet Search: Forms of Government/ The Constitution
Chapter 8 Too Soon Old, Too Late Wise Page 154	<ul style="list-style-type: none"> • Preview reading through the illustration, title, and prereading questions to activate background knowledge • Analyze reading through true/false, multiple choice, and short answer questions • Use context clues to understand vocabulary • Use dictionary entries to select synonyms and accurate definitions • Scan for main ideas and details • Take notes in a flowchart • Use the notes to recall and summarize information 	<ul style="list-style-type: none"> • Correctly identify and use parts of speech: nouns, verb, and adjectives • Use singular and plural nouns; use correct verb tenses in affirmative or negative form 	<ul style="list-style-type: none"> • Critical Thinking: Make inferences about the reading; support opinions with examples; discuss author's perspective • Discussion and Writing: Describe person discussed in the reading; reflect on laws and support ideas with examples; write a position or argument composition
Chapter 9 The Pursuit of Excellence Page 169	<ul style="list-style-type: none"> • Preview reading through the title and prereading questions to activate background knowledge • Analyze reading through true/false, multiple choice, and short answer questions • Use context clues to understand vocabulary • Use dictionary entries to select synonyms and accurate definitions • Scan for main ideas and details • Organize information using a chart • Use chart to recall and summarize information 	<ul style="list-style-type: none"> • Correctly identify and use parts of speech: adjectives, nouns and verbs • Use singular and plural nouns; use correct verb tenses in affirmative or negative form • Listening and Viewing: CNN® Video Report: Vanishing Retirement • Viewing and Research: InfoTrac® Search: Foreign Students in the United States 	<ul style="list-style-type: none"> • Critical Thinking: Make inferences; make reasonable assumptions; analyze author's attitude and purpose • Discussion: Conduct survey and analyze resulting data; plan strategies; discuss advantages and disadvantages; make rules in group and present to class • Writing: Use examples from reading to support opinion; in a chart compare and contrast advantages and disadvantages; describe an experience; make a list; write a letter



SKILLS

Unit and Chapter	Reading Skills Focus	Structure Focus	Follow-up Skills Focus and Activities
Unit 4 Science and Technology Chapter 10 Antarctica: Whose Continent Is It Anyway? Page 194	<ul style="list-style-type: none"> • Preview illustration, title, and pre-reading questions to activate background knowledge • Analyze reading through true/false, multiple choice, and short answer questions • Use context clues to understand vocabulary • Use dictionary entries to select synonyms and accurate definitions • Scan reading for main ideas and details • Take notes and organize information using an outline • Use outline to recall and summarize information 	<ul style="list-style-type: none"> • Correctly identify and use parts of speech: nouns, verbs and adjectives • Use singular and plural noun forms; use correct verb tenses in affirmative or negative form 	<ul style="list-style-type: none"> • <i>Critical Thinking:</i> Make inferences; make reasonable assumptions • <i>Discussion:</i> Compare ideas; discuss rules; discuss places of interest to tourists • <i>Writing:</i> Make a list of group opinions; write guidelines; write a composition explaining your opinion; write a descriptive journal entry • <i>Viewing and Research:</i> Internet Search: Antarctica
Chapter 11 A Messenger from the Past Page 211	<ul style="list-style-type: none"> • Preview illustration, title, and pre-reading questions to activate background knowledge • Analyze reading through true/false, multiple choice, and short answer questions • Use context clues to understand vocabulary • Use dictionary entries to select synonyms and accurate definitions • Scan for main ideas and details • Take notes in a flowchart • Use notes to recall and summarize information 	<ul style="list-style-type: none"> • Correctly identify and use parts of speech: nouns, verbs and adjectives • Use singular and plural noun forms; use correct verb tenses in affirmative or negative form 	<ul style="list-style-type: none"> • <i>Critical Thinking:</i> Analyze the author's tone and purpose; understand the feeling of the reading; support opinion with examples; make inferences • <i>Discussion:</i> Compare lists of questions • <i>Writing:</i> Write a descriptive journal entry about an imagined historical scene; make a list of questions • <i>Viewing and Research:</i> Internet Search: Ice Man of Tyrol
Chapter 12 Is Time Travel Possible? Page 231	<ul style="list-style-type: none"> • Preview illustration, title, and pre-reading questions, take a survey, and fill out chart to activate background knowledge • Analyze reading through true/false, multiple choice, and short answer questions • Use context clues to understand vocabulary • Use dictionary entries to select synonyms and accurate definitions • Scan reading for the main idea • Organize information using a table or chart • Use a table or chart to recall and summarize information 	<ul style="list-style-type: none"> • Correctly identify and use parts of speech: adjectives, nouns, and verbs • Use singular and plural noun forms; use correct verb tenses in affirmative or negative form 	<ul style="list-style-type: none"> • <i>Critical Thinking:</i> Analyze a proverb; support opinions with examples; speculate on reasons for results of survey • <i>Discussion:</i> Discuss, conduct, and analyze results of the Time Preference Survey • <i>Writing:</i> Write a descriptive composition about the following: an imaginary meeting, a change in history, the future, and time travel • <i>Listening and Viewing:</i> CNN® Video Report: Antarctica's Future • <i>Viewing and Research:</i> InfoTrac® Search: Ice Man of Tyrol
Word List Pages 252			



INTRODUCTION

How to Use This Book

Each chapter in this book consists of the following:

Prereading Preparation

Reading the Passage

Fact-Finding Exercise

Reading Analysis

Word Forms

Dictionary Skills

Information Organization

Information Organization Quiz and Summary

Critical Thinking Strategies

Follow-Up Discussion and Writing Activities

Cloze Quiz

There are CNN® video and Internet activities at the end of each unit. The Word List is at the end of the book.

Prereading Preparation

The prereading activity is designed to stimulate student 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 student interest, activating background knowledge, and enhancing reading comprehension. Time should be spent describing and discussing both unit and chapter photographs and illustrations as well as discussing the title and the prereading questions. Furthermore, the students should try to relate the topic to their own experiences and try to predict what they are going to read about.

Reading the Passage

As the students read the passage for the first time, they should be encouraged to read *ideas*. In English, ideas are in groups of words in sentences and in paragraphs, not in individual words.

Fact-Finding Exercise

After the first reading, students will read the True/False statements, then go back to the passage and scan for the information that will clarify whether each statement is true or false. If the statement is false, the students will rewrite the statement so that it becomes true. This activity can be done individually or in groups.

Reading Analysis

The students will read each question and answer it. This exercise deals with vocabulary from context, transition words, punctuation clues, sentence structure, sentence comprehension, and pronoun referents. The teacher should review personal and relative pronouns before doing this section. This exercise may be assigned for homework, or it may be done in class individually or in groups, giving the students the opportunity to discuss their reasons for their answers.

Word Forms

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 to whether an idea is affirmative or negative. The teacher can do the first item as an example with the students before the exercise. 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 students will look at the two types of words that use the suffixes *-ion* or *-tion* in their noun form. (1) Some words simply add *-ion* to the verb: *suggest/suggestion*; if the word ends in *-e*, the *-e* is dropped first, and *-tion* is added: *produce/production*; (2) other words drop the final *-e* and add *-ation*: *examine/examination*. This exercise is very effective when done in pairs. After students have a working knowledge of this type of exercise, it can be assigned for homework.



Dictionary Skills

This exercise provides students with much needed practice in selecting the appropriate dictionary entry for an unknown word, depending on the context. In each of the first six chapters, the students are given entries from *Heinle's Newbury House Dictionary* for several words from the reading in that chapter. The sentence containing the dictionary word is provided below the entry. The student selects the appropriate entry and writes the entry number and the definition or synonym into the sentence in the space provided. The students should write the answer in a grammatically correct form, since they may not always copy verbatim from the dictionary. In Chapters 7 to 12, the format is the same, but the entries are from *Merriam-Webster's Online Dictionary*. The students can work in pairs on this exercise and report back to the class. They should be prepared to justify their choices.

Information Organization

In this exercise, students are asked to read the passage a second time, take notes, and organize the information they have just read. They may be asked to complete an outline, a table, or a flowchart. The teacher may want to review the concept of note-taking before beginning the exercise. The outline, table, or flowchart can be sketched on the blackboard by the teacher or a student and completed by individual students in front of the class. Variations can be discussed by the class as a group. It should be pointed out to the students that in American colleges, teachers often base their exams on the notes that students are expected to take during class lectures and that they, too, will be tested on *their* notes.

Information Organization Quiz and Summary

This quiz is based on the notes the students took in the Information Organization exercise. Students should be instructed to read the questions and then refer to their notes to answer them. They are also asked to write a summary of the article. The teacher may want to review how to summarize. This section can be a written assignment to be done as homework or as an actual test. Alternately, it can be prepared in class and discussed.

Critical Thinking Strategies

The students refer back to parts of the article and think about the implications of the information or comments it contains. There are also questions about the author's purpose and tone. The goal of the exercise is for students to form their

own ideas and opinions on aspects of the topic discussed. The students can work on these questions as individual writing exercises or in a small group discussion activity.

Follow-Up Discussion and Writing 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 homework or in-class assignments. There is a **Write in Your Journal** suggestion for every chapter, and students should be encouraged to keep a journal. Instructors should respond to the students' journal entries, but not correct them.

Cloze Quiz

The Cloze quiz is a section of the passage itself, but with words missing. The Cloze quiz tests not only vocabulary, but also sentence structure and general comprehension. The students are given the missing words that are to be filled in the blank spaces. The quiz is placed at the end of each chapter. The quizzes can be done either as a test or as a group assignment.

CNN® Video Report and InfoTrac® College Edition Research

On the final page of each unit are optional activities designed to accompany one or two of the topics presented in each unit. Authentic CNN videos were chosen to expand on concepts presented in the readings, to reinforce vocabulary learned, and to encourage individual interest as well as group discussion.

Each unit also includes a research activity that asks students to investigate a chapter topic more deeply, using InfoTrac College Edition. InfoTrac is an online library that stores 10,000,000 articles, accesses 4 000 journals, and is free to students using *Concepts for Today, Second Edition*. Using individual passwords, students can access this electronic library of academic information on the Internet—free for four months.

Word List

This section contains new words, phrases and expressions, proper names from all the chapter. It is located after the last chapter.



CONTENTS

Skills	iii
Introduction	vii
UNIT 1: LIVING IN SOCIETY	1
Chapter 1 The Paradox of Happiness	2
by Diane Swanbrow, in <i>Psychology Today</i>	
<i>New research reveals a surprising truth: the tendency to feel unhappy may be inherited, but happiness is something that we can create for ourselves.</i>	
Chapter 2 Close to Home: Technological Advances Erode Barrier Between Work and Home	20
by Veronica James, in <i>The Los Angeles Times</i>	
<i>As technological advances such as cell phones, pagers, and other electronic devices take over our lives, it becomes harder for people to separate their work lives from their home lives.</i>	
Chapter 3 The Birth-Order Myth	39
by Alfie Kohn, in <i>Health</i>	
<i>Although many people think that being the first, second, or third child in a family affects our personalities, such beliefs are really untrue.</i>	
UNIT 2: SAFETY AND HEALTH	59
Chapter 4 Why So Many More Americans Die in Fires	60
by Donald G. McNeil, Jr., in <i>The New York Times</i>	
<i>Even though it has some of the fastest fire departments in the world, the United States has more fire deaths than nearly any other industrialized country.</i>	
Chapter 5 Acupuncture: The New Old Medicine	78
Edited by William G. Flanagan, in <i>Forbes</i>	
<i>Many people today are discovering that acupuncture can cure illnesses that conventional medical treatment cannot cure. It's also inexpensive and almost painless.</i>	



Chapter 6 Highs and Lows in Self-Esteem 102

by Kim Lamb Gregory, *Scripps Howard News Service*

During our lives, we experience periods of high self-esteem and low self-esteem because we are affected by biological, social, and situational factors.

UNIT 3: GOVERNMENT AND EDUCATION 127

Chapter 7 The Federal System of Government 128

by Patricia C. Acheson, from *Our Federal Government: How It Works*

The U.S. Government was designed over 200 years ago. It has a complex but effective system of checks and balances to ensure that no one has too much power.

Chapter 8 Too Soon Old, Too Late Wise 154

by Evan Thomas with Adam Wolfberg, in *Newsweek*

He may be 90 years old, but Prof. Paul Weiss still teaches philosophy to university students and challenges them to think.

Chapter 9 The Pursuit of Excellence 169

by Jill Smolowe, in *Time*

Every year, thousands of foreign students come to the United States to study in American universities and colleges in search of an education.

UNIT 4: SCIENCE AND TECHNOLOGY 193

Chapter 10 Antarctica: Whose Continent Is It Anyway? 194

by Daniel and Sally Grotta, in *Popular Science*

Although an international treaty helps protect the continent of Antarctica, countries still argue over who has the right to live and work there.

Chapter 11 A Messenger from the Past 211

by James Shreeve, in *Discover*

When the frozen body of a man was discovered in a melting glacier at the border between Austria and Italy, scientists began to learn about life in Europe 5,000 years ago.

Chapter 12 Is Time Travel Possible? 231

by Mark Davidson, in *USA Today*

Some scientific experiments have shown that time travel may be possible. Scientists discuss the possible consequences of traveling to the past or to the future.

Word List 252



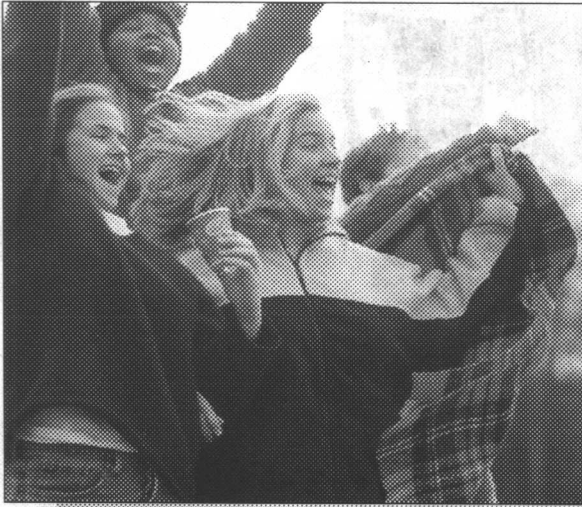
UNIT 1

LIVING IN SOCIETY



The Paradox of Happiness

by Diane Swanbrow
Psychology Today



Prereading Preparation

1.
 - a. In groups of three, write a definition of **happy**. Write what it means to be happy. On the blackboard, compare your definitions with the definitions of the other groups in the class.
 - b. Do the same for **unhappy**.
 - c. Compare your class explanations of **happy** and **unhappy**. Are they opposites? Is there a relationship between happiness and unhappiness?
2. What makes you happy? When do you feel happy?
3. What makes you feel unhappy?
4.
 - a. Are you a happy person?
 - b. Do you come from a happy family?
5. Do you think your environment can cause you to be happy or unhappy? Explain your answer.
6. Look at the title of this article. What is a **paradox**? Why might there be a paradox involving happiness and unhappiness?

The Paradox of Happiness

1 It's plain common sense—the more happiness you feel, the less
2 unhappiness you experience. It's plain common sense, but it's not true.
3 Recent research reveals that happiness and unhappiness are not really flip
4 sides of the same emotion. They are two distinct feelings that, coexisting,
5 rise and fall independently.

6 “You'd think that the higher a person's level of unhappiness, the lower
7 their level of happiness and vice versa,” says Edward Diener, a University of
8 Illinois professor of psychology who has done much of the new work on
9 positive and negative emotions. But when Diener and other researchers
10 measure people's average levels of happiness and unhappiness, they often
11 find little relationship between the two.

12 The recognition that feelings of happiness and unhappiness can
13 coexist much like love and hate in a close relationship may offer valuable
14 clues on how to lead a happier life. It suggests, for example, that changing or
15 avoiding things that make you miserable may well make you less miserable
16 but probably won't make you any happier. That advice is backed up by an
17 extraordinary series of studies which indicate that a genetic predisposition
18 for unhappiness may run in certain families. On the other hand, researchers
19 have found, happiness doesn't appear to be anyone's heritage. The capacity
20 for joy is a talent you develop largely for yourself.

21 Psychologists have settled on a working definition of the feeling—
22 happiness is a sense of subjective well-being. They've also begun to find out
23 who's happy, who isn't, and why. To date, the research hasn't found a simple
24 recipe for a happy life, but it has discovered some of the actions and
25 attitudes that seem to bring people closer to that most desired of feelings.

26 In a number of studies of identical and fraternal twins, researchers
27 have examined the role genetics plays in happiness and unhappiness. The
28 work suggests that although no one is really born to be happy, sadness may
29 run in families.

30 In one University of Southern California study, psychologist Laura
31 Baker and colleagues compared 899 individuals who had taken several
32 commonly used tests for happiness and unhappiness. The men and women
33 included 105 pairs of identical and fraternal twins as well as grandparents,
34 parents and young adult offspring from more than 200 other families.

35 “Family members,” Baker reports, “resembled each other more in their
36 levels of unhappiness than in their levels of happiness.” Furthermore,
37 identical twins were much closer than fraternal twins in unhappiness, a
38 finding that implies a genetic component.