

高中英语原文分级阅读系列

# 阅读新概念

## CONCEPTS

## FOR TODAY

著 者 Lorraine C. Smith  
Nancy Nici Mare  
改 编 组 刘桂章 张 磊  
改 编 闫朝霞 张丽帆  
刘桂章

高二下册



中 信 出 版 社  
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Concepts for Today

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**阅读新概念**

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# 序 言

《高中英语原文分级阅读系列》(第二版)是汤姆森学习出版集团(Thomson Learning)编写的一套系列阅读教材。旨在提高中学生的英语阅读技巧和阅读能力。该套教材共分为五册:

1. 《阅读新旋律》-----高一上册
2. 《阅读新视野》-----高一下册
3. 《阅读新论点》-----高二上册
4. 《阅读新概念》-----高二下册
5. 《阅读新话题》-----高三全册

本套丛书内容丰富。每册书以话题为单元,共分十二章。每单元主题相关,但章节内容独立。该套教材可以满足广大中学生的阅读需要,适用于我国高一年级至高三年级英语阅读教学。

本套丛书自出版以来,受到广大英语教师和学生的欢迎。为适应现代英语教学不断发展的需要,作者对原书做了改进。与其他阅读教材相比,该套教材有以下突出特点:

**一、文章内容新颖、取材广泛。**该套教材内容涉及教育、医学、环保、法律、历史以及科技等诸多领域。文章大多选自近几年的报刊、杂志。话题多是人们所关注的热点和焦点问题。具有新颖性。这样能充分激发学生的学习动机,调动学生的学习兴趣。

**二、该套教材渗透着对英语国家文化背景知识的介绍。**有利于培养学生的文化意识,提高他们的跨文化交际能力。

**三、阅读任务及活动设计多样、充分。**“好的教材应当给学习者提供充足的机会来使用语言,只有这样才能达到交际的目的”(北师大:程晓堂)。作为一套阅读教材,该套丛书设计了大量的练习以提高学生的阅读能力和阅读技巧。如:

1. **Prereading Preparation:** 学生通过采访、讨论、填表等活动激活头脑中已有的背景知识,从而有助于学生对文章的理解。

2. **Multiple Choice:** 为使该套教材适应中国英语教学的要求,在每篇阅读材料后中方编者设计了难度适宜的Multiple Choice, 以便检测学生对文章的理解程度。

3. **Information Organization:** 要求学生阅读文章后填表、制图、或写出文章的梗概。学生通过对文章信息的再加工,加深对文章的理解、促进知识的内化。

4. **Critical Thinking:** 帮助学生更深入地理解文章内容,领会作者意图,并形成自己独立的观点,这样有利于学生批判性思维的形成。

5. **Topics for Discussion and Writing:** 巧妙地将阅读、口语、书面表达结合在一起。学生通过子活动,小组讨论等形式来共同学习。这样学生的口语、书面表达能力在阅读训

## IV

练的同时也得到了充分的训练，使学生的英语综合能力有了进一步的提高。

6. **Follow-up Activities:** 将文章内容与学生个人经历和生活联系在一起。有些活动要求学生深入生活，进行社会调查，并与同学进行讨论，鼓励学生进行探究性学习。从而激发了学生的学习兴趣，提高了学生的学习积极性。

此外，中方编者编写了单词表，以方便学生的学习和广大教师的教学需要。

编 者

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## Unit I

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# Living in Society





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C · H · A · P · T · E · R

1



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# The Paradox of Happiness

by Diane Swanbrow

*Psychology Today*

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## • 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 about happiness and unhappiness?

---

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

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

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

26 Psychologists have settled on a working definition of  
27 the feeling—happiness is a sense of subjective well-being.  
28 They've also begun to find out who's happy, who isn't and  
29 why. To date, the research hasn't found a simple recipe for  
30 a happy life, but it has discovered some of the actions and  
31 attitudes that seem to bring people closer to that most de-  
32 sired of feelings.

33 In a number of studies of identical and fraternal twins,  
34 researchers have examined the role genetics plays in happi-  
35 ness and unhappiness. The work suggests that although no  
36 one is really born to be happy, sadness may run in families.

37 In one University of Southern California study, psy-  
38 chologist Laura Baker and colleagues compared 899 indi-  
39 viduals who had taken several commonly used tests for  
40 happiness and unhappiness. The men and women in-  
41 cluded 105 pairs of identical and fraternal twins as well as  
42 grandparents, parents and young adult offspring from  
43 more than 200 other families.

44 "Family members", Baker reports, "resembled each  
45 other more in their levels of unhappiness than in their le-  
46 vels of happiness". Furthermore, identical twins were much  
47 closer than fraternal twins in unhappiness, a finding that  
48 implies a genetic component.

49 In a study at the University of Minnesota, twins (some  
50 raised together and others who had grown up apart) were  
51 tested for a wide range of personality traits. In terms of  
52 happiness—defined as the capacity to enjoy life—identical  
53 twins who were separated soon after birth were conside-  
54 rably less alike than twins raised together. But when it came  
55 to *unhappiness*, the twins raised apart—some without con-  
56 tact for as long as 64 years—were as similar as those who'd  
57 grown up together.

58 Why is unhappiness less influenced by environment?

59 When we're happy we are more responsive to people and  
60 keep up connections better than when we're feeling sad.

61 This doesn't mean, however, that some people are born  
62 to be sad and that's that. Genes may predispose one to un-  
63 happiness, but disposition can be influenced by personal  
64 choice. You can increase your happiness through your own  
65 actions.

66 In a series of experiments by psychologists John Reich  
67 and Alex Zautra at Arizona State University, they asked stu-  
68 dents to select their favorite activities from a list of every-  
69 day pleasures—things like going to a movie, talking with  
70 friends and playing cards.

71 Then the researchers asked some of the subjects to in-  
72 crease the number of favorite activities they participated  
73 in for one month (the other participants in the study served  
74 as controls and did not vary their activity level). Result:  
75 Those who did more of the things they enjoyed were hap-  
76 pier than those who didn't. The conclusion, then, is that the  
77 pleasure we get from life is largely ours to control.



## New Words

- |   |                        |
|---|------------------------|
| 1. paradox / 'pærədɒks / n.                 | 谬论; 自相矛盾的话 (或事、物、人等)   |
| 2. flip side                                | (美口语) 唱片的反面; 事务较不重要的方面 |
| 3. distinct / dis'tɪŋkt / adj.              | 种类不同的                  |
| 4. vice versa / ,vaɪsɪ 'və:sə /             | 反之亦然                   |
| 5. recognition / ,rekəg'nɪʃən / n.          | 承认; 认可                 |
| 6. miserable / 'mɪzərəbl / adj.             | 不幸的                    |
| 7. predisposition / ,pri: dispə 'zɪʃən / n. | 倾向; 易接受的特性             |
| 8. heritage / 'herɪtɪdʒ / n.                | 遗产; 继承物                |
| 9. capacity / kə'pæsɪti / n.                | 能力                     |
| 10. subjective / sʌb'dʒektɪv / adj.         | 主观的                    |
| 11. recipe / 'resɪpi / n.                   | 秘诀; 秘方                 |
| 12. identical / aɪ'dentɪkəl / adj.          | 同卵的; 同样的               |
| identical twins                             | 同卵双生                   |
| 13. fraternal / frə'teɪnl / adj.            | 异卵双生的; 兄弟般的            |
| fraternal twins                             | 异卵双生                   |
| 14. individual / ,ɪndɪ'vɪdʒuəl / adj.       | 个别的; 个人的               |
| n.  | 个人; 个体                 |
| 15. offspring / 'ɔ:fsprɪŋ / n.              | 儿女; 子孙; 后代             |
| 16. resemble / rɪ'zembəl / v.               | 相似                     |
| 17. component / kəm'pəʊnənt / n.            | 成分                     |
| 18. personality / ,pɜ:sə'nælɪti / n.        | 人格; 个性                 |
| 19. trait / treɪt / n.                      | 特点; 特色; 特性             |
| 20. responsive / rɪs'pɒnsɪv / adj.          | 响应的; 作出响应的             |
| 21. participate / pɑ:'tɪsɪpeɪt / v.         | 参加; 参与                 |
| 22. participant / pɑ:'tɪsɪpənt / n.         | 参加者; 参与者               |

## Phrases &amp; Expressions

- |                   |                 |
|-------------------|-----------------|
| 1. for oneself    | 独自地; 亲自地        |
| 2. settle on sth. | 选择某事物; 决定做某事    |
| 3. in terms of    | 在某方面; 从某方面 (来说) |

## Proper Names

1. Edward Diener / 'edwəd 'd i:nə / 爱德华·迪纳
2. Laura Baker / 'lɔ:rə 'beikə / 劳拉·贝克
3. John Reich / dʒɒn ri:tʃ / 约翰·瑞奇
4. Alex Zautra / 'æliks 'zɔ:trə / 亚历克斯·劳特
5. Minnesota / ,mini'səutə / (美) 明尼苏达州
6. Arizona / ,æri'zəʊnə / (美) 亚利桑那州

## • A. Multiple Choice

1. Which of the following statements is TRUE?
  - A. If you feel happy, you experience less unhappiness.
  - B. Happiness and unhappiness are the opposite sides of the same emotion.
  - C. Happiness and unhappiness are two different kinds of feelings.
  - D. Happiness and unhappiness depend on each other.
2. Some studies demonstrate that genetic heritage affects one's feelings of \_\_\_\_\_.
  - A. happiness
  - B. unhappiness
  - C. neither A nor B
  - D. both A and B
3. What can we do to develop an optimistic personality?
  - A. We must have a gene of happiness.
  - B. We must be born in a family whose members are mostly optimistic.
  - C. We must often take part in more activities that interest us.
  - D. We must try to avoid things that make us miserable.
4. In the studies of twins, researchers find that \_\_\_\_\_.
  - A. identical twins were much more alike than fraternal twins in unhappiness
  - B. fraternal twins were much closer than identical twins in unhappiness
  - C. in unhappiness twins raised together were more similar than twins living apart for a long time
  - D. in happiness twins raised together were as similar as twins living apart for a long time
5. When we do more of our favorite activities, we feel \_\_\_\_\_.
  - A. as happy as before
  - B. as sad as before
  - C. sadder
  - D. happier

## • B. Word Forms

### Part 1

In English, verbs can change to nouns in several ways. Some verbs become nouns by adding the suffixes *-ance* or *-ence*, for example, *insist* (v.), *insistence* (n.).

Complete each sentence with the correct form of the words on the left. **Use the simple present tense of the verbs, in either the affirmative or the negative form. Use the singular form of the nouns.**

- |                  |  |
|------------------|--|
| appear (v.)      | 1. a. Peter _____ to be very unhappy.  |
| appearance (n.)  | b. His sad _____ makes me wonder what's wrong.   |
| avoid (v.)       | 2. a. Susan always _____ going to a doctor even when she's very sick.                                      |
| avoidance (n.)   | b. Her _____ of doctors is not a good idea. She should see one when she's ill.                             |
| exist (v.)       | 3. a. Some people believe in the _____ of life in other solar systems.                                     |
| existence (n.)   | b. I also think that life _____ on other planets besides Earth.  |
| resemble (v.)    | 4. a. Michael _____ his mother at all. She has blonde hair and blue eyes. He has dark hair and brown eyes. |
| resemblance (n.) | b. Michael has a much stronger _____ to his father, who has dark hair and eyes, too.                       |
| assist (v.)      | 5. a. Can you help me for a moment? I need your _____.   |
| assistance (n.)  | b. This box is too heavy for me to pick up.  |
|                  | b. If you _____ me, I won't be able to pick up the box.  |
| perform (v.)     | 6. a. The actor in the new play _____ very well in all his appearances.                                    |
| performance (n.) | b. Consequently, I am looking forward to his first _____ tonight.  |

**Part 2**

In English, verbs can change to nouns in several ways. Some verbs become nouns by adding the suffixes *-ion* or *-tion*, for example, *suggest* (v.), *suggestion* (n.).

Complete each sentence with the correct form of the words on the left. Be careful of spelling changes. **Use the simple present tense of the verbs, in the affirmative form. Use the singular form of the nouns.**

- |                    |   |
|--------------------|---|
| indicate (v.)      | 1. a. Traffic signals have three signals.   |
| indication (n.)    | A red light _____ "stop", and<br>a green light means "go".  |
|                    | b. A yellow, or amber, light is an _____<br>that the light is going to become red. It<br>means "prepare to stop". |
| participate (v.)   | 2. a. Many college students _____   |
| participation (n.) | in sports such as soccer, tennis, and swim-<br>ming to keep in shape.   |
|                    | b. In fact, regular _____ in a<br>sport is also a good way to make friends.                                       |
| define (v.)        | 3. a. I don't understand what <i>influence</i> means.   |
| definition (n.)    | Can you give me a simple _____?   |
|                    | b. Most people _____ <i>influence</i><br>as the power to affect a person or an event.                             |
| recognize (v.)     | 4. a. Joan has an incredible memory for   |
| recognition (n.)   | faces. She actually _____ people<br>that she hasn't seen for years.   |
|                    | b. Her powers of _____ are well<br>known among her friends.   |
| imply (v.)         | 5. a. Diane Swanbrow _____ that   |
| implication (n.)   | many "opposite" feelings may not really be<br>opposites after all.  |
|                    | b. This is an interesting _____.<br>Are <i>like</i> and <i>dislike</i> not really opposites?                      |



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**• C. Information Organization**

Read the article a second time. Underline what you think are the main ideas. Then scan the article and complete the following outline, using the sentences that you have underlined to help you. You will use this outline later to answer specific questions about the article.

**I. What New Research Shows About Happiness and Unhappiness**

- A. The tendency to feel unhappy may be in your genes
- B.
- C.

**II. Studies on the Role of Genetics in Happiness and Unhappiness****A. University of Southern California**

- 1. subjects: 899 individuals (identical and fraternal twins, grandparents, parents, and young adult offspring)
- 2. results:
- 3. conclusion:

**B. University of Minnesota**

- 1. subjects:
- 2. results:
  - a. in terms of happiness,
  - b. in terms of unhappiness,
- 3. conclusion:

**III. The Implications of the Studies on Happiness and Unhappiness**

- A. Genes only predispose a person to unhappiness
- B.

**IV. Arizona State University Experiment on Happiness**

- A. subjects:
- B. experiment:
  - 1.
  - 2.
- C. result:
- D. conclusion: the pleasure we get from life is largely ours to control