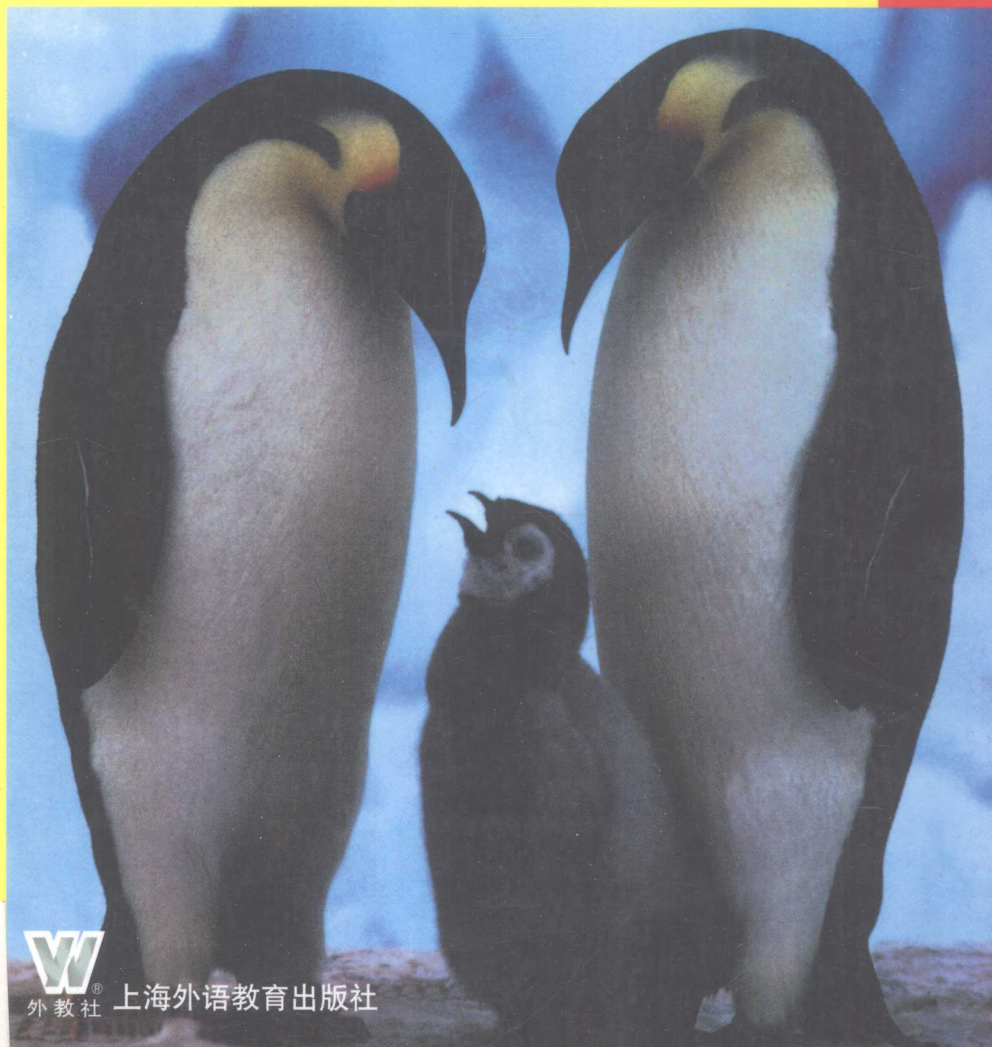


# READING FOR CONCEPTS

BOOK E

## 英语新概念阅读

第五册



外教社

上海外语教育出版社

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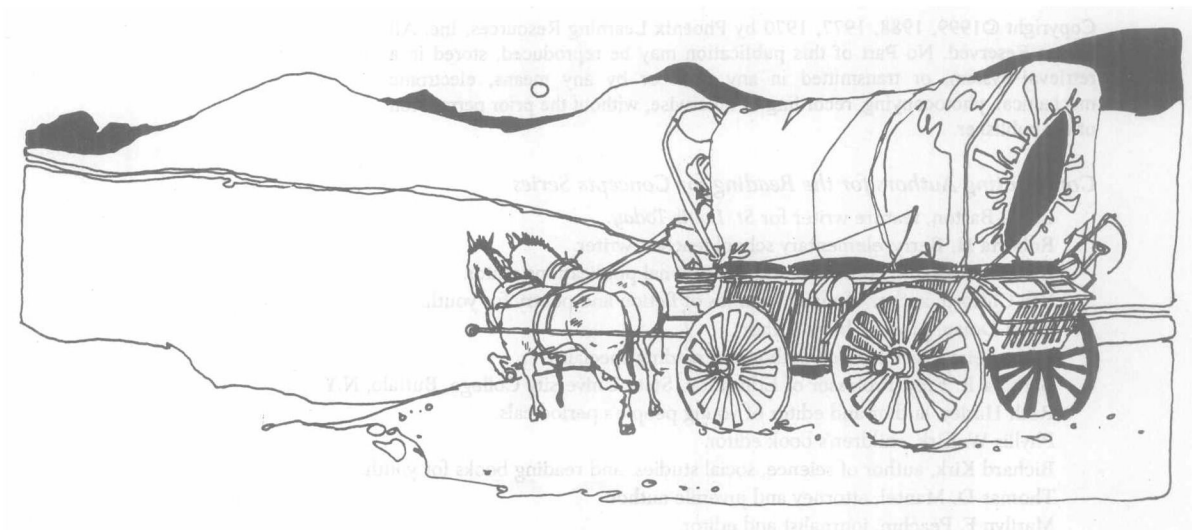
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# **BOOK E**

## **READING FOR CONCEPTS**

**"All things are changed, and we change with them." Lothair I**

# BOOK E READING



# FOR CONCEPTS

Third Edition

**McGraw-Hill**

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## **READING FOR CONCEPTS – E, 3/E**

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## 出版说明

对于中国广大英语学习者来说，学好英语的一条重要途径便是进行大量的阅读。而阅读材料的好坏则直接影响到学习者的学习效果。为此，上海外语教育出版社从美国最大的教育出版集团之一麦格劳—希尔出版公司引进出版了这套“英语新概念阅读”系列。

本书系“英语新概念阅读”系列中的第五本，供广大学生和英语自学者提高英语阅读能力、同时学习和了解多方面学科知识使用。

本书中所有阅读文章都围绕三个基本概念展开：第一，自然界或者人类如何限制了那些原本能够做成的事情；第二，基于不同人的需要我们如何使用地球、太空和各种物质资源；第三，群体如何依靠组织成员的合作而获得成功的。书中的阅读文章均采用围绕反映这些概念的大量不同学科的材料编写，涉及艺术、历史、生物学、经济学、太空科学、政治学、地球科学、人类学以及地理学等学科。这样编写的目的是保证学习者对不同学科的兴趣都能得到满足。同时书中还收录了若干民间文学故事或传说。每篇阅读文章中的较难词汇及其解释以及部分专有名词按文章顺序列在本书第6—12页。每篇阅读文章后都配有精心设计的阅读理解练习，供读者检查阅读效果用。

相信本系列的出版不仅能提高广大读者的英语阅读能力，更能帮助大家开阔视野，扩大知识面。

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## TO THE TEACHER

### *Purpose*

This book is one of eight in the series “Reading for Concepts.” It was designed to provide an opportunity for young readers to grow in reading experience while exploring a wide variety of ideas contained in the major academic disciplines.

Three basic underlying concepts are reflected in this book. They are: *Nature or people limit things that can be done*; *The use of Earth, space, and materials depends on the needs of the users*; and *The success of a community depends on cooperation among its members*. To illustrate these concepts, stories have been written around intriguing pieces of information that reflect these ideas. Content has been drawn from disciplines of art, history, biology, economics, space, political science, Earth science, anthropology and geography. In this way, a wide array of content for meeting various interests has been assured.

A narrative follows stories 18, 45, and 72. The narratives, largely drawn from folk literature, will provide a change of pace and are “just for fun” types of stories.

### *Teaching Procedure*

Detailed suggestions for presenting the selections in this book will be found on pages 15 and 16 in the Teacher’s Guide. Difficult words, with grade-level definitions, are listed

by story on pages 6-12. Important content-area proper nouns not defined in the text are included in this listing.

Following each article is a test, which is especially designed to improve specific skills in reading. The test items were created to incorporate the thinking skills reflected in Benjamin S. Bloom’s *Taxonomy of Educational Objectives*, which is explained on pages 6-7 in the Teacher’s Guide.

### *Concept Recapitulations*

After students have completed each of the two sections of this book, you may conduct a discussion to tie together the information carried in the individual articles in terms of the overall concept. Guiding questions are found on page 13 for Concept I, page 53 for Concept II, and page 111 for Concept III.

Have a few priming possibilities ready to suggest, or shape them out of earlier offerings from the group. Sophisticated statements and a review of specifics are not to be expected. Look for signs of mental play and the movement of information from one setting to another. It is perfectly reasonable to conclude with unanswered questions for students to ponder in retrospect. However, it is important to give students the satisfaction of enthusiastic acceptance of their early attempts at this type of open-ended speculation.

## STEPS FOR THE READER

- A. Turn to page 14. Look at the picture. Read the title. Think about what the story will say.
- B. Study the words for this page on the list beginning on page 6.
- C. Read the story carefully.
- D. Put your name and the title of the story on a sheet of paper.

Number from one to nine. Begin the test on the page next to the story.

1. This question asks you to remember something the story has told you. Which of the four choices is correct for this sentence?
2. The question asks you to find the word in the story that means the same as the words in italics. The question gives you a paragraph number. Read that part again to be sure you have the right word.
3. Reread the paragraph given. Which word is described by the words given in the question? The given words must modify or explain the noun you select.
4. This question wants you to think about the story. The answer is not in your book. Read the choices. Choose the one that is the very best guess you might make from the ideas you have just read.
5. The question tests your memory for a detail. Which of the choices agrees with the story?
6. The question requires that you confirm whether or not an idea was actually presented in the story you have just read. If the sentence is wrong according to the information, you have just read, choose *No*. If the information was not given at all, be sure to answer *Does not say*.
7. The question asks you to choose a statement about the entire story. Don't select an idea that fits only one small part. Your answer should fit all of the story.
8. The story gives you the information you need. Refer to it again to be sure which of the given choices is the best explanation.
9. On the basis of the story, which of the choices is most likely to be true? The answer is not in the

story. You will have to think about the ideas and draw your own conclusions.

- E. Check your work. The answers for the first test are given below. Your teacher may let you use the answer key for other tests.
- F. Put the number correct at the top of your paper. Now go back and recheck the answers that were wrong. Do you see now how the correct answer was better? How can you get ready to do the next test better?
- G. Turn to page 170. The directions tell you how to put your score onto a record chart. Your teacher will tell you if you may write in the book. If not, he or she will help you make a copy.

### *Looking for the Big Idea*

Your stories are grouped together to point to big ideas called concepts. Before each new concept group, there is an opening page to direct your reading for these overview ideas.

### *Just for Fun*

Your book has three longer stories that are just for fun. These stories, beginning on pages 50, 108, and 166, are from old folktales. There are no questions to answer.

#### Answers for Practice Test, page 15

1. c

2. object

3. Alpha Centauri

4. b

5. c

6. No

7. a

8. b

9. c

## ***Vocabulary Words and Definitions***

### **PAGE 14**

**Big Dipper** a group of stars that looks like a dipper, a big ladle

**distance** how far away something is

**humans** people

**object** thing

**percent** part of 100; 86 percent (%) means 86 out of 100

**science-fiction** made-up stories that use science as part of the plot

**trillion** 1,000,000,000,000

### **PAGE 16**

**astronomy** the study of stars and planets

**ring** a circular band of dust that moves around a planet

**comets** flying objects in outer space

**confirm** to prove true

**findings** discoveries

**spectroscope** a machine that can "see" things that are invisible to us

**telescopes** instruments that make far-away things look close

### **PAGE 18**

**central** in the middle of

**imagination** ideas we think of; not facts

**planking** long, flat pieces of wood; for example, bookshelves are planking

**shipworms** worms that eat wood

**unexplored** which no one has ever been to

### **PAGE 20**

**Middle Ages** the years 500 to 1500 in Europe

### **PAGE 22**

**clams** shellfish that are eaten by some animals and by people

**oil tanker** a big ship that carries oil

**population** how many animals there are in one place

**sea otters** furry animals like seals that live in the water

### **PAGE 22 continued**

**sea urchins** small, round animals that live in the water; they look like marshmallows with lots of toothpicks sticking out of them

**seaweed** plants that grow in the ocean

**strands** long, thin pieces like ropes

### **PAGE 24**

**colonies** groups of animals that live together

**lemmings** small, furry animals related to mice

**rodents** mice, rats, lemmings, squirrels, and chipmunks

**scientists** people who study animals and other sciences

### **PAGE 26**

**cacao** a tree whose seeds are used to make chocolate

**imported** brought in from somewhere else

### **PAGE 28**

**natural gas** a kind of gas that is found deep under the ground

**nuclear energy** energy that comes from the nucleus (the center) of atoms; atoms are too small to see but they are part of everything in the world

### **PAGE 30**

**argued** did not agree

**borders** where one country ends and another country begins

**climate** weather; how cold or hot and how wet or dry a place is

### **PAGE 32**

**concerning** about; describing

**disaster** a very bad thing

**Eskimos** people who live in Alaska and Canada; also called Inuits

### **PAGE 34**

**bacteria** germs

**methods** ways of doing things

**oxygen** a gas that is part of air

**release** send out

**PAGE 36****exposed** touched by**nasty** bad; harmful**radiation** a kind of energy that is poisonous**tsetse fly** (tset'sē) a kind of fly in Africa whose bite makes people and animals sick**PAGE 38****minerals** rocks and metals; gold, silver, and iron are minerals**mixture** combination; things mixed together**mouthpiece** the end of something that goes in a person's mouth**pressure** push against**special** not usual; new and different**PAGE 40****climber** someone who goes from the bottom of a mountain to the top**equipment** the tools needed to do something**PAGE 42****overseas** across the ocean**passport** a little book that shows what country a person comes from**traveler** someone who visits another place**PAGE 44****rare** not many; very few**vaccinated** got shots of medicine to prevent sickness**PAGE 46****arches** half circles**centuries** 100 years**concrete** a material like stone that is used for building**domes** round ceilings**materials** things to build with**select** to choose**support** to hold up**PAGE 48****buttresses** pieces of wood that hold up heavy walls**cathedrals** big churches**crutch** a stick that keeps something from falling over**Gothic** a style of building some churches**popular** liked by a lot of people**PAGES 50–52****burrow** a hole in the ground that is an animal's home**continued** kept on doing something**curious** wondered about something**gushing** filling up**probably** likely but not for sure**satisfied** pleased**woodcutter** someone who chops trees and makes logs**PAGE 54****Mars** the next planet away from the sun after Earth**outer** very far away**spacecraft** an airplane that travels into outer space**PAGE 56****flares** bright lights**solar** having to do with the sun**PAGE 58****antenna** a metal rod that receives radio waves**atom** a piece of matter so small that we cannot see it; everything is made up of atoms**gamma rays** beams of energy**particles** little pieces of something**static** scratchy noises on the radio**PAGE 60****Alexander the Great** a warrior in the third century B.C. who conquered many countries

**PAGE 60 continued**

**ancient** very, very long ago  
**catalog** a list of all the books in a library  
**collect** to put together in one place  
**conquered** took by force  
**papyrus** very old Egyptian paper  
**scholars** very smart people; teachers

**PAGE 62**

**flushed** filled up and cleaned with water  
**modern** new  
**plumbing** running water  
**ruins** old buildings that have fallen down  
**sewers** pipes that carry water away  
**systems** groups of things that work together

**PAGE 64**

**cement** a hard material that is used for roads and buildings  
**empire** all the places ruled by one country  
**explosives** materials that blow up things  
**layers** things placed one on top of the other  
**main** most important  
**network** many roads that are connected

**PAGE 66**

**comfortable** fit just right  
**hermit** an animal or person who never leaves home

**PAGE 68**

**fungus** a plant that is not green  
**jungles** hot, wet places with many plants and trees  
**leaf-cutter** a kind of ant that eats the leaves of plants and trees

**PAGE 70**

**attract** to invite; to bring closer  
**bowers** (bau'ðrz) birds' homes made of twigs and grass  
**crests** colorful tops of birds' heads  
**decorated** looking pretty  
**mates** partners; husbands and wives  
**remarkable** wonderful and different

**PAGE 72**

**distant** far-away  
**transportation** ways of moving people and things; ships, planes, and cars are transportation

**PAGE 74**

**permafrost** earth that is frozen like ice all year long

**PAGE 76**

**Pods** coverings for seeds  
**produce** make  
**prosperous** rich  
**sheltered** protected from the weather  
**stubby** short and fat  
**tropical** hot and wet

**PAGE 78**

**friction** rubbing two things together  
**Ice Age** a time millions of years ago when Earth was covered with big sheets of ice  
**nature** what happens outdoors; sunlight, rain, and plants are parts of nature  
**Northern Hemisphere** the part of Earth north of the equator; hemisphere means half of a sphere or round object  
**strike** to hit  
**survive** to live  
**torch** fire at the end of a stick to give light  
**volcano** a mountain that fire comes out of

**PAGE 80**

**awl** a tool with a sharp point used to poke holes in animal skins  
**blizzards** snowstorms  
**preserve** to keep healthy

**PAGE 82**

**antler** the horn of an animal, such as a deer  
**arrowheads** pointed ends of arrows, used as weapons  
**blades** knives  
**flint** a soft stone that can be shaped into tools  
**spearheads** pointed ends of long sticks, used as weapons



#### **PAGE 84**

**ancestors** people who lived before; parents and grandparents are ancestors  
**coppersmiths** people who use the metal copper to make things  
**craft** a way of working  
**mallets** hammers  
**patience** care  
**rugged** tall and rocky and hard to climb  
**urns** large vases

#### **PAGE 86**

**citrus** oranges, grapefruits, lemons, and limes  
**dunes** small hills of sand made by the wind  
**industries** factories or businesses  
**irrigation** bringing water through pipes to farms  
**pipelines** pipes many miles long  
**reclaimed** made land good for farming  
**terraces** land like stair steps used for farming  
**United Nations** a group of countries that work together to help one another

#### **PAGE 88**

**adobe** dried clay used as bricks for houses  
**beliefs** what people think is true  
**cactus** plants that live in the desert  
**sagebrush** a plant that lives in hot, dry areas

#### **PAGE 90**

**interior** inside  
**lava** fiery rock from volcanoes  
**liquid** not solid  
**records** lists of what happened

#### **PAGE 92**

**annual** every year  
**width** size across, not up and down

#### **PAGE 94**

**clues** hints; little bits of information  
**dinosaur** a large lizard that lived millions of years ago

#### **PAGE 94 continued**

**fossils** parts of animals and plants that were buried millions of years ago  
**preserved** kept safe  
**skeletons** bones

#### **PAGE 96**

**industries** businesses  
**power plants** factories that make electricity  
**prevent** to keep from happening  
**protection** safety  
**storage** holding or keeping something safely  
**treaty** an agreement to work together

#### **PAGE 98**

**fourteenth** the next after thirteenth; 14th  
**provided** gave  
**trails** narrow roads cut through forests and over mountains

#### **PAGE 100**

**education** learning  
**purposes** uses  
**sections** parts  
**townships** small towns  
**universities** colleges; schools

#### **PAGE 102**

**designs** pictures  
**harmless** not dangerous  
**iodine** a red-colored medicine that kills germs on cuts

#### **PAGE 104**

**airy** with lots of spaces in between  
**museum** a building that has pictures and sculpture and other art  
**sculpture** a person, animal, or shape made out of stone, wood, or metal  
**usually** most of the time  
**weld** heating pieces of metal so that they will stick together