



普通高等教育“十一五”国家级规划教材

CONCEPTS for Today

大学英语 泛读教程

3

第
二
版

- ☐ 原著 Lorraine C. Smith
Nancy Nici Mare
- ☐ 改编 总主编 王健芳
主 编 甘莉萍



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再 版 前 言

《大学英语泛读教程》系列教材是在美国圣智学习出版公司出版的*Reading for Today Series*的基础上改编而成。本教材在改编中，保留了原版教材新颖独特的设计模式和先进的编写理念，并根据我国英语教学的特点与实际，改编了部分练习，增设了中英文双语释义的词汇表，使之更能满足中国学习者的要求。本套教材于2005年8月由高等教育出版社正式出版发行，由于该教材语言的真实性和教学内容的实用性，自发行以来受到了高等院校教师、学生以及各类读者的广泛好评。

在四年的教材使用中，我们注重对该教材使用的调查和研究，收集了学习者的反馈意见，在高等教育出版社的大力支持下，组织各册编者对该系列教材进行了修订。在原改编的基础上，第二版更注重实用性，具体修改内容如下：

- 在每个单元中增加了系统的由浅入深的阅读策略和阅读技巧的介绍和训练。
- 为课文增加了Notes介绍相关背景知识以及理解难点、专有名词。
- 修改了部分词汇练习，以适合各种不同程度的学习者的需要。
- 某些课文后增加翻译练习，以增强学生对英语语言的实践能力。
- 部分单元中充实了一些讨论题或思考题，使学习者学有所思、思有所悟，同时也给学习者的口头训练提供了语料和实践机会。
- 在所有文章后均标明该文章的总字数，以便于学生把握自己的阅读量和阅读速度。

《大学英语泛读教程(第二版)》系列教材被列为“普通高等教育‘十一五’国家级规划教材”。全书共分五册，低起点、高目标；内容丰富、题材广泛。该教材经修订后更能体现其新颖性与独特性，更能满足不同层次学习者的要求。

《大学英语泛读教程(第二版)》系列教材由贵州大学王健芳教授任总主编。由张林教授、周杰教授、朱华章教授、甘莉萍教授以及林雅教授担任各分册主编。

王健芳

2009年12月

第一版前言

《大学英语泛读教程》系列教材是在美国圣智学习出版公司出版的*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*) 初级·低起点

《大学英语泛读教程1》(*Insights for Today*) 初级·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。

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 • <i>Translation</i>
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 38	<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 • <i>Reading Strategy</i>



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 62	<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 • Translation • Viewing and Research: Internet Search: Historical Fires
Chapter 5 Acupuncture: The New Old Medicine Page 81	<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 104	<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 • Reading Strategy



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 130	<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 • Translation • Viewing and Research: Internet Search: Forms of Government/ The Constitution
Chapter 8 Too Soon Old, Too Late Wise Page 156	<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 172	<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 	<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 • Listening and Viewing: CNN® Video Report: Vanishing Retirement • Viewing and Research: InfoTrac® Search: Foreign Students in the United States • Reading Strategy



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? <i>Page 196</i>	<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"> • Critical Thinking: Make inferences; make reasonable assumptions • Discussion: Compare ideas; discuss rules; discuss places of interest to tourists • Writing: Make a list of group opinions; write guidelines; write a composition explaining your opinion; write a descriptive journal entry • Translation • Viewing and Research: Internet Search: Antarctica
Chapter 11 A Messenger from the Past <i>Page 215</i>	<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"> • Critical Thinking: Analyze the author's tone and purpose; understand the feeling of the reading; support opinion with examples; make inferences • Discussion: Compare lists of questions • Writing: Write a descriptive journal entry about an imagined historical scene; make a list of questions • Viewing and Research: Internet Search: Ice Man of Tyrol
Chapter 12 Is Time Travel Possible? <i>Page 233</i>	<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"> • Critical Thinking: Analyze a proverb; support opinions with examples; speculate on reasons for results of survey • Discussion: Discuss, conduct, and analyze results of the Time Preference Survey • Writing: Write a descriptive composition about the following: an imaginary meeting, a change in history, the future, and time travel • Listening and Viewing: CNN® Video Report: Antarctica's Future • Viewing and Research: InfoTrac® Search: Ice Man of Tyrol • Reading Strategy

Word List Pages 256



INTRODUCTION

How to Use This Book

Each chapter in this book consists of the following:

Prereading Preparation

Reading the Passage

Notes

Fact-Finding Exercise

Reading Analysis

Vocabulary Studies

Dictionary Skills

Information Organization

Information Organization Quiz and Summary

Critical Thinking Strategies

Follow-Up Discussion and Writing Activities

Cloze Quiz

Chapters 1, 4, 7 and 10 include a Translation Exercise. There are CNN[®] video, Internet activities and Reading Strategy 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.

Notes

This section is placed after the text. It contains the information or cultural background related to the text, and long sentences difficult for students to understand, attempting to fill gaps in students' understanding of a certain aspect or problem. Students should be encouraged, either before or after class, to explore more information about the text. If necessary, the teacher may prepare additional materials to the notes.

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.

Vocabulary Studies

This section is designed for two purposes: 1) give students more opportunities to use some key words and phrases from each chapter in a variety of context; 2) help students practise the correct use of words, understanding prefixes and suffixes, recognizing word forms through "matching", "gap-fill" or "sentence completion" exercises.

For the first purpose, the emphasis is placed on training students' ability to determine the meaning of vocabulary items from context, being aware of collocation and

context clues, which are the most important vocabulary building and reading skills for foreign language learners.

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.

Translation

This section offers students enough exercises to consolidate the knowledge of focal language points they have acquired in the first chapter of every unit. The purpose of translation exercise is to enhance students' practical bilingual ability as well as to encourage the attitudes that allow them to do the best possible translation in language learning. The translation can be done as an independent practice by students.

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.

Reading Strategy

This section is designed for the purpose of providing students with necessary reading strategy. The sections of all the five books consist of a full picture of reading strategy, involving guessing word meanings through word-formation information and context clues, avoiding bad reading habits, understanding sentences, paragraphs and passages, skills for skimming and scanning, making sound judgments and inferences, and understanding cultural information, and so on. The tips for the strategy are in Chinese for readers' convenience.

Word List

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

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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	38
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>	
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Chapter 4 Why So Many More Americans Die in Fires	62
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	81
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	104
by Kim Lamb Gregory, <i>Scripps Howard News Service</i>	
<i>During our lives, we experience periods of high self-esteem and low self-esteem because we are affected by biological, social, and situational factors.</i>	
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Chapter 7 The Federal System of Government	130
by Patricia C. Acheson, from <i>Our Federal Government: How It Works</i>	
<i>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.</i>	
Chapter 8 Too Soon Old, Too Late Wise	156
by Evan Thomas with Adam Wolfberg, in <i>Newsweek</i>	
<i>He may be 90 years old, but Prof. Paul Weiss still teaches philosophy to university students and challenges them to think.</i>	
Chapter 9 The Pursuit of Excellence	172
by Jill Smolowe, in <i>Time</i>	
<i>Every year, thousands of foreign students come to the United States to study in American universities and colleges in search of an education.</i>	
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Chapter 10 Antarctica: Whose Continent Is It Anyway?	196
by Daniel and Sally Grotta, in <i>Popular Science</i>	
<i>Although an international treaty helps protect the continent of Antarctica, countries still argue over who has the right to live and work there.</i>	
Chapter 11 A Messenger from the Past	215
by James Shreeve, in <i>Discover</i>	
<i>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.</i>	
Chapter 12 Is Time Travel Possible?	233
by Mark Davidson, in <i>USA Today</i>	
<i>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.</i>	
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UNIT

1

LIVING IN SOCIETY

