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Topics 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　林　雅

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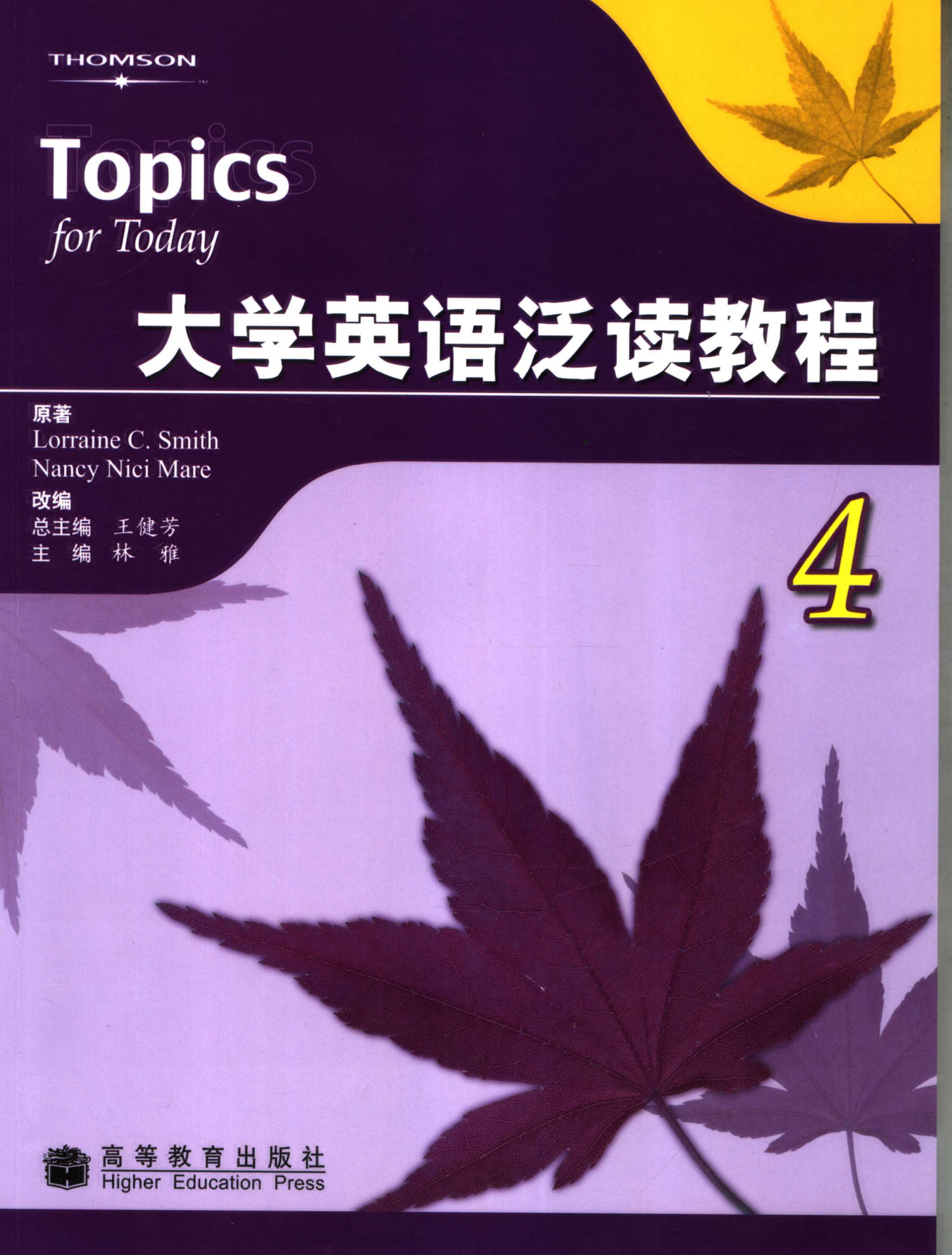

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前　言

《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，并结合我国英语教学的实际，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4》（*Topics for Today*），适合非英语专业大学二年级下半学期的学生使用。本教材共3个单元（Unit），每个单元由3章（Chapter）组成，每章有2篇阅读文章。

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，还重视培养学生通过各类图表、曲线图、插图和图片获取信息的能力，为学生今后阅读文献打基础。

选材贴近学生的现实生活，时效性强。本教材涉及的主题有学校与家庭、天性与培养、环境等，多为当今的热门话题，具有普遍性。而且，课文均选自美英等国原版期刊或报纸，原汁原味，使学生有机会接触不同出版物的真实材料。

练习活动设计以学生为中心，利于活跃课堂气氛。课堂活动多以两人或小组活动的方式来设计，有利于学生通过合作更多地使用英语，参与课堂教学。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，语言学习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。

重视运用多种媒体资料，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。

此外，本册还提供了阅读策略训练题目以及提高字典查阅技巧的练习。

总之，《大学英语泛读教程4》（*Topics 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，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4》（*Topics for Today*）由贵阳中医学院林雅教授任主编，贵州大学李兵和贵阳中医学院顾建安任副主编，编者有陈嘉、李慧、帅乾和蒋建勇。

林　雅

2005年12月5日

SKILLS

Unit and Chapter Readings	Reading Skills Focus	Follow-up Skills Focus and Activities
Unit 2 **Influences on Our Lives: Nature Versus Nurture** *Page 73* Chapter 4 **Who Lives Longer?** *Page 75* Another Perspective: **Coping with Crisis** *Page 86*	• Preview reading through the title and a group activity to activate background knowledge • Identify and paraphrase the main idea • Identify & organize details of reading in chart form • Analyze reading through true/false/not mentioned, multiple choice, and short answer questions • Use context clues to understand vocabulary and select synonyms • Read dictionary entries to select accurate definitions • Learn about and improve personal reading strategies	• *Critical Thinking:* Infer information from the text; Identify the author's tone; Support answers with examples; Draw conclusions from the reading; Interpret a line graph; Interpret statistics from a chart • *Speaking and Discussion:* Develop and report on ideas with a group; Agree and disagree with the opinions of others • *Writing:* Write a summary from notes; Design a survey; Write a composition from information found in chart form; Write a journal entry
Chapter 5 **The Mindset of Health** *Page 97* Another Perspective: **How to Behave in a Hospital** *Page 109*	• Preview reading by examining photographs, through a group discussion, and by considering the title • Identify and paraphrase the main idea • Identify & organize details in a flowchart form • Analyze reading through true/false/inference, multiple choice, and short answer questions • Use context clues to understand vocabulary and select synonyms • Read dictionary entries to select accurate definitions • Learn about and improve personal reading strategies	• *Critical Thinking:* Infer information from the text; Agree or disagree with author, supporting ideas with examples; Draw conclusions; Identify effects • *Speaking and Discussion:* Discuss hypothetical situations; Role play; Compare answers with the opinions of others • *Writing:* Make lists with a group; Write a summary from flowchart notes; Write a journal entry
Chapter 6 **Small Wonders** *Page 118* Another Perspective: **Reading at 8 Months? That Was Just the Start** *Page 131*	• Preview reading through prereading questions to activate background knowledge • Identify and paraphrase the main idea • Identify & organize details in chart form • Analyze reading through true/false/inference, multiple choice, and short answer questions • Use context clues to understand vocabulary and select synonyms • Read dictionary entries to select accurate definitions • Learn about and improve personal reading strategies	• *Critical Thinking:* Make inferences about author comments; Support answers with examples; Identify problems and solutions; Draw conclusions • *Speaking and Discussion:* Conduct and report on a survey; Agree and disagree with the opinions of others • *Writing and Research:* Write a summary from notes; Write a journal entry; Write a list of questions; Research and summarize information about child prodigies • *Listening and Viewing:* **CNN® Video Report:** **Michael Kearney, Child Prodigy** • *Viewing and Research:* **InfoTrac® Search:** **Men, Women, and Longevity**

SKILLS

Unit and Chapter Readings	Reading Skills Focus	Follow-up Skills Focus and Activities
Unit 3 **The Environment** *Page 141* Chapter 7 **Playing with Fire** *Page 143* Another Perspective: **Taking Two Steps Back** *Page 156*	• Preview reading through title, illustrations, and prereading questions to activate background knowledge • Identify and paraphrase the main idea • Identify & organize details in an outline • Analyze reading through true/false/inference, multiple choice, and short answer questions • Use context clues to understand vocabulary and select synonyms • Read dictionary entries to select accurate definitions • Learn about and improve personal reading strategies	• *Critical Thinking:* Discuss the difference between literal and figurative meanings; Infer information from the text; Identify the authors' position and point of view; Support answers with examples; Draw conclusions; Read and understand a line graph • *Speaking, Research, and Discussion:* Discuss causes and effects; Create a panel, research information, and discuss solutions; Role play interviews • *Writing:* Write a summary from outlined notes; Write a journal entry
Chapter 8 **Wilder Places for Wild Things** *Page 166* Another Perspective: **Predators on the Prowl** *Page 178*	• Preview reading through title and prereading questions to activate background knowledge • Identify and paraphrase the main idea • Identify & organize details in outline form • Analyze reading through true/false/opinion, multiple choice, and short answer questions • Use context clues to understand vocabulary and select synonyms • Read dictionary entries to select accurate definitions • Learn about and improve personal reading strategies	• *Critical Thinking:* Make inferences about the text; Support answers with examples; Identify the authors' position and point of view; Draw conclusions • *Speaking and Discussion:* Prepare for and role play an interview; Examine similarities and differences; Explain your personal point of view • *Writing:* Write a summary from outlined notes; Prepare interview questions; Prepare a list of solutions; Write a journal entry
Chapter 9 **A Nuclear Graveyard** *Page 189* Another Perspective: **A Nuclear Graveyard (excerpt)** *Page 204*	• Preview reading through the introductory paragraph, prereading questions, and flowchart to activate background knowledge • Identify and paraphrase the main idea • Identify & organize details in a chart • Analyze reading through true/false/inference, multiple choice, and short answer questions • Use context clues to understand vocabulary and select synonyms • Read dictionary entries and different phonetic spellings to select accurate definitions • Learn about and improve personal reading strategies • Read and understand illustrated charts	• *Critical Thinking:* Infer information from the text; Identify the author's position; Support answers with examples; Draw conclusions; Understand implications • *Speaking and Discussion:* Identify different pronunciations of the same spelling in a dictionary entry; Create a committee and make decisions; Agree and disagree with the opinions of others; Negotiate and compromise • *Writing:* Create a list of incentives, assurances, concerns, and demands; Write a summary from notes in chart; Describe conclusions; Write a letter; Write a position paper and offer examples; Write a journal entry • *Listening and Viewing:* **CNN® Video Report:** **Ivan the Gorilla** • *Viewing and Research:* **InfoTrac® Search:** **Endangered Species of Animals**
Word List *Page 215*		

INTRODUCTION

How to Use This Book

Every chapter in this book consists of the following:

Prereading Preparation
Reading the Passage
Reading Overview: Main Idea, Details, and Summary
Statement Evaluation
Reading Analysis
Dictionary Skills
Critical Thinking Strategies
Another Perspective
Follow-up Activities
Topics for Discussion and Writing
Cloze Quiz

The second reading in each chapter (Another Perspective) may be part of the Prereading Preparation in order to provide background knowledge for the main reading of the chapter or to provide the readers with the opportunity to consider certain perspectives on the main reading. The second reading may also be found later in the chapter, where it provides another perspective on the topic of the main reading.

There are CNN® video activities and InfoTrac Online Library research activities at the end of each unit. The Word List is at the end of the book.

The format of each chapter in the book is consistent. Some activities, by their nature, involve pair and group work. Other exercises may be assigned for homework. This, of course, depends on the individual teacher's preference, as well as the availability of class time.

Prereading Preparation

The prereading activities vary throughout the text, depending on the subject matter. This section is designed to stimulate student interest and generate vocabulary relevant to the passage. The students should consider the source of the article, relate the topic to their own experience, and try to predict what they are going to read about.

Reading the Passage

Research has demonstrated the value of multiple readings, especially where each reading serves a specific purpose. The students will read each passage several times. As the students read the passage for the first time, for example, they should be encouraged to identify main ideas. During the second reading, they will identify supporting details. At the third reading, students can focus on unfamiliar vocabulary as they work through the Reading Analysis and Dictionary Skills.

Reading Overview: Main Idea, Details, and Summary

In this exercise, students are asked to read the passage a second time and take notes based in part on the main idea they identified during their first reading. The teacher may want to review the concept of main idea, notetaking, and summarizing before beginning the exercise. The Details outline, chart, or flowchart can be sketched by the teacher on the blackboard 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 the students are expected to take during class lectures. When the students have finished notetaking, they are asked to briefly summarize the passage.

Statement Evaluation

After reading, taking notes, and summarizing the passage, the students will read a series of statements and check whether each is true, false, an opinion, an inference, or not mentioned in the reading. This activity can be done individually or in pairs. Students should be encouraged to discuss their responses.

Reading Analysis

The students will read each question and answer it. This exercise deals with vocabulary from context, transition words, punctuation clues, sentence structure, and sentence comprehension. It may be helpful for students to read the passage again as they work on this exercise. The Reading Analysis exercise is effective when done in pairs because students have an opportunity to discuss their responses.

Dictionary Skills

The entries in this section have been taken from *Merriam-Webster's Collegiate Online Dictionary* © 2002. This exercise provides the students with much needed practice in selecting the appropriate dictionary entry for an unknown word. The students are given an authentic dictionary entry for one of the words in the text. One or more sentences containing the unknown word are provided above the entry. The student reads the entry and selects the appropriate one, given the context provided. Students need to understand that this is not always a clear process; some entries are very similar, and it could be that more than one entry is appropriate if the context is general. They should aim for the nearest in meaning rather than absolute correctness. The students can work in pairs on this exercise and report back to the class. They should be prepared to justify their choice.

Critical Thinking Strategies

For this activity, the students refer back to parts of the article, think about the implications of the information or comments that are contained, and consider 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 an individual writing exercise or orally as a small group discussion activity. In this activity, students are encouraged to use the vocabulary they have been learning.

Another Perspective

The second reading in the chapters provides another point of view, or an additional topic, related to the main reading. The students should focus on general comprehension, on relating this reading to the primary reading, and on considering the ideas and information as they engage in the Follow-up Activities and Topics for Discussion and Writing.

Follow-up Activities

The first item in the Follow-up Activities is a *Self-evaluation of Reading Strategies*. The purpose of this self-evaluation is to help students become more aware of the strategies they use to help themselves understand written material. It is a personal, reflective activity, and progress should be judged by the students themselves. At the same time, students should be encouraged to utilize these strategies in all their reading.

The remainder of each section contains a variety of activities, some intended for in-class work, others as out-of-class assignments. 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.

Topics for Discussion and Writing

In this section, students are encouraged to use the information and vocabulary from the passage both orally and in writing. The writing assignments may be done entirely in class, begun in class and finished at home, or done at home. The last activity in this section is a journal-writing assignment that provides the students with an opportunity to reflect on the topic in the chapter and respond to it in some personal way. Students should be encouraged to keep a journal, and to write in it regularly. The students' journal writing may be purely personal, or the students may choose to have the teacher read them. The teacher may wish to respond to the students' journal entries, but not to correct them.

Cloze Quiz

The Cloze Quiz in each chapter serves as a final review of the primary reading. By using a section of the chapter reading, Cloze exercises help students understand that they can select the missing word by looking closely at the context. For a variation on this exercise, have students block the vocabulary words at the top of the quiz and ask them to offer other words that might help complete the sentences in a meaningful way. Students can work on the quizzes alone, and then compare their answers with a partner, or they may do the quizzes alone and have the instructor check their responses.

CNN® Video Report and InfoTrac® Online Library Research Activities

At the end of each unit are optional video and InfoTrac Internet activities designed to accompany one of the chapter topics presented in each unit. Authentic CNN videos were chosen to continue ideas presented in the readings, to reinforce vocabulary learned, and to encourage individual interest as well as group discussion. The optional InfoTrac activities are provided to encourage students to explore information learned in this book through an online research library available to them at school, in the library, or at home.

Word List

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

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by Victoria Irwin, in Christian Science Monitor
Today, many young students use computers. Educators disagree on whether computer use makes these students better learners.

Program to Bring Laptop Computers to Rural Schools 16
by Melissa Nelson, in Associated Press
7 000 public school teachers and students in rural Arkansas will soon receive laptop computers. The computers will replace textbooks and library books.

Chapter 2 23

My Husband, the Outsider 25
by Marian Hyun, in Newsday
Marian's Korean relatives wanted her to marry, but not necessarily to the man she chose.

Unwelcome in Chinatown 38
by Amy Wu, in The New York Times
Amy looks Chinese, but does not speak Chinese. She feels like a stranger in Chinatown.

Chapter 3 49

Beyond Rivalry 50
by Elizabeth Stark, in Psychology Today
As they age and become more mature, many sisters and brothers become closer as they put aside feelings of competition and anger.

Middle Children and Their Position in the Family 64
by Dr. Kevin Leman, in Living in a Step-Family Without Getting Stepped On
Birth order can influence the development of a child's personality and the way that child interacts with his or her siblings as well.

此为试读，需要完整PDF请访问：www.ertongbook.com

UNIT 2: Influences on Our Lives: Nature Versus Nurture 73

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Who Lives Longer? 75
by Patricia Skalka, in McCall's
Most of us know that, on average, women live longer than men. What other factors influence how long people live?

Coping with Crisis 86
How to cope with crisis? Hold your head high, look it squarely in the eye and say, "I will be bigger than you. You cannot defeat me."

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The way we think about health and illness influences how our bodies respond. Can we "think" ourselves into illness?

How to Behave in a Hospital 109
by Gloria Emerson, in American Health
Should we be active about our treatment and ask questions? Or should we be quiet and passive, accepting whatever comes? The answer may surprise you.

Chapter 6 116

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by Andrew Marshall, in Time Asia
Are child prodigies born or made? A reporter searches for answers to this fascinating question about "superkids."

Reading at 8 Months? That Was Just the Start 131
by Michael Winerip, in The New York Times
Very bright children soon outperform their peers. But what happens when a 13-year-old is ready for college?

UNIT 3: The Environment 141

Chapter 7 142

Playing with Fire 143
by Laura Lopen et al, in Time
The burning of the Amazon rain forest by farmers and cattle ranchers involves consequences for the environment all over the world.

Taking Two Steps Back 156
by Mac Margolis, in Newsweek
The burning of the Amazon rain forest decreased temporarily, but an improvement in the economy, coupled with a dry period, has led to an increase in the practice.

Chapter 8 165

Wilder Places for Wild Things 166
by Sharon Begley et al, in Newsweek
Today's zoos are creating the sights and sounds of natural habitats. The animals are responding with natural behavior they never exhibited before in zoos.

Predators on the Prowl 178
by Marc Peyser with Daniel Glick, in Newsweek
Many animals, such as the mountain lion, are protected by law. When they attack and kill people, however, the laws are sometimes challenged.

Chapter 9 187

A Nuclear Graveyard 189
by Betsy Carpenter, in U.S. News & World Report
Nuclear power plants provide much needed power. They also generate nuclear waste. Where can this waste be safely stored?

A Nuclear Graveyard (excerpt) 204
The U.S. government has chosen Yucca Mountain in Nevada as a "home" for nuclear waste, but not all Nevadans agree with the government's choice.

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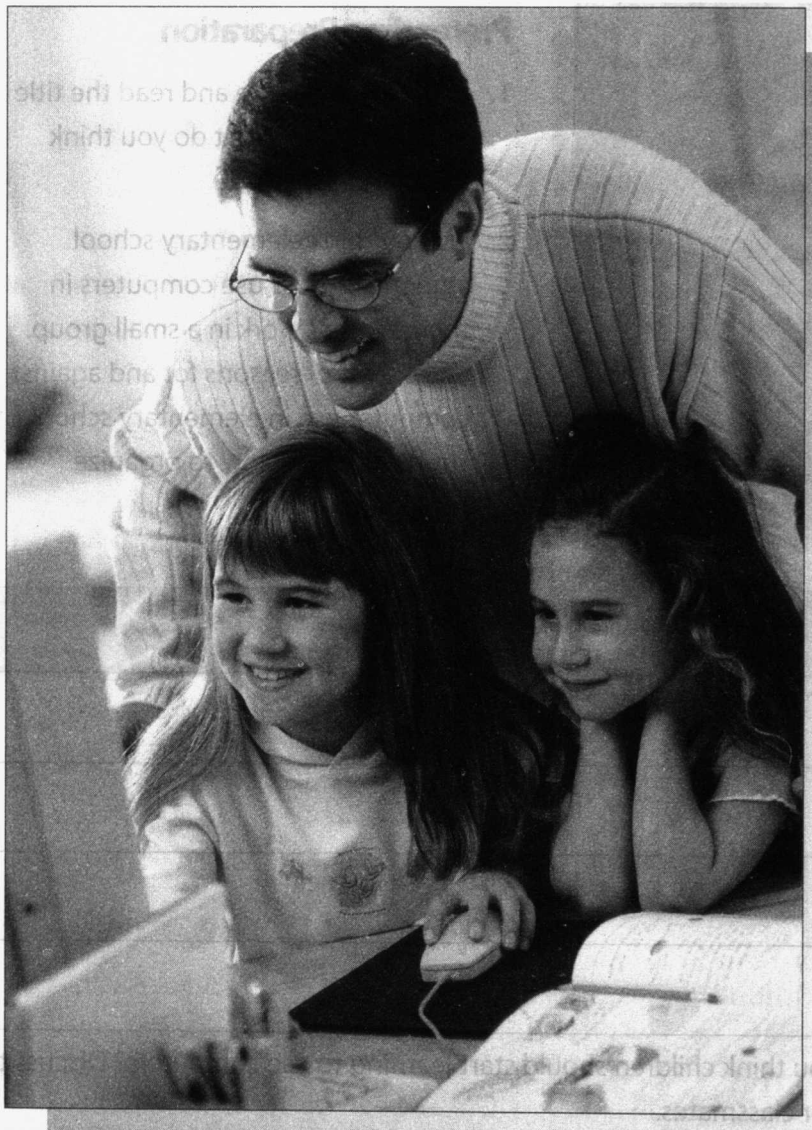
UNIT 1

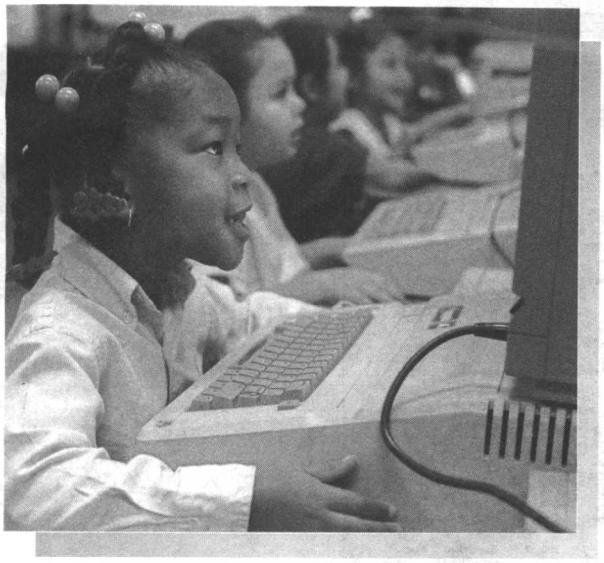
SOCIETY: SCHOOL AND FAMILY



CHAPTER

1

Hop, Skip . . . and Software?



Prereading Preparation

1. Look at the picture and read the title of the chapter. What do you think the title means?
2. Do you think elementary school students should use computers in their classes? Work in a small group. Make a list of reasons for and against computer use in elementary school. Use the chart below to organize your ideas.

Should elementary school students use computers in their classrooms?	
Yes, because . . .	*No, because . . .*

3. At what age do you think children should start learning to use computers? *Discuss this* question with your classmates.

Hop, Skip . . . and Software?

by Victoria Irwin
Christian Science Monitor

Jody Spanglet's seventh- and eighth-grade students at Charlottesville Waldorf School in Virginia are studying revolutions. They dissect the Declaration of Independence, delve into the French rebellion against Louis XIV, and read about the various inventors who sparked the Industrial Revolution. But this study happens to be profoundly counterrevolutionary in today's cyber age: Not a single classroom in the school—from kindergarten through eighth grade—contains a computer.

Contrast that with the B.F. Yancey Elementary School in the southwest corner of the same county, Albemarle, in central Virginia. Here, computers are considered a rich resource and are used everywhere, from kindergarten through fifth grade. Third-graders working on oral history projects, for example, must first pass an online minicourse. They can then take home digital video cameras and download their oral history interviews onto the school computers, which are later made available on the school's website.

While the computerless Waldorf school is an exception in a nation that tends to embrace the technology revolution, both schools find themselves on the cutting edge of a debate about if and how computers should be introduced to children at the elementary-school level. At one end of the spectrum are coalitions such as the Alliance for Childhood, which has called for a moratorium on computers for students in early childhood and elementary schools. Concerns range from health issues to the need for stronger bonds between children and adults and more hands-on, active play in learning. At the other end are educators and technology enthusiasts, who believe that the use of computers at an early age—even when led by an adult—can open a child's mind to ideas and concepts that will kindle a great desire for learning, and perhaps make a child "smarter." Parents and guardians stand somewhere in the middle.

Many parents, who brag that their not-yet-3-year-old can type his or her name on a keyboard to enter a computer game, also admit to a grudging guilt that they did not instead send that same toddler outdoors to explore the wonders of blooming crocuses peeking through a layer of snow. "I don't think an elementary school virtually devoid of technology is necessarily bad," says Gene Maeroff, a professor at Columbia University's Teachers College and the author of "A Classroom of One: How Online Learning Is Changing Our Schools and Colleges." "Nor do I think a school loaded with technology is necessarily good, or better, at meeting students' needs," he says. "Computers can enhance

education. But those possibilities become greater as kids get older, particularly at the secondary level, and absolutely at the college or postgraduate level."

Various studies show different effects of computer use in the classroom. In the late 1990s, the Educational Testing Service found that middle school students with well-trained teachers who used computers for "simulations and applications" in math class outperformed students on standardized tests who had not used them for that purpose. Meanwhile, eighth graders whose teachers used computers primarily for "drill and practice" performed even worse.

Born Digital

Computer technology is a fact of life in U.S. schools and homes. In the fall of 2000, 98 percent of public schools had access to the Internet in their schools, up from 35 percent six years earlier. And one in five students in public schools overall had access to a computer. In urban schools, that number drops to one in nine—which one technology advocate calls "not a digital divide, but a digital chasm." Today, according to the National Center for Educational Statistics, 80 percent of eighth-graders have access to a computer at home. Despite tightened state budgets, efforts are under way throughout the country to make technology even more relevant to students and learning. In Maine, every single seventh-grader (of whom there are slightly more than 18 000) has a laptop computer. In April, the state will begin sending computers to all eighth-graders, too. At Walton Middle School in Charlottesville, Va., seventh-graders are using what some predict will be the educational technology of the future—handheld computers—to facilitate writing.

But how computers are used varies greatly. Elliot Soloway, of the University of Michigan's Center for Highly Interactive Computing in Education, surveyed 4 000 schools last year and found that 65 percent of students in public schools, including high schools, spend less than 15 minutes a week using computers to access the Internet. *PC Magazine* reports that, of the $5 billion spent in the past decade to get computers into schools, 17 percent was used to educate teachers how to use the computers and integrate them into the curriculum. That gets to the heart of a debate over whether computer use in school is beneficial to students—or merely expensive window dressing.

Quality teachers have always worked toward finding many different paths to build basic knowledge and skills that students will need to succeed in school and life, says Becky Fisher, assistant director of the Department of Technology for the Albemarle County Schools. "Adding technology to the mix only makes a great teacher even better," she says. "The issue is not whether technology is appropriate for students—most kindergartners have already mastered more

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