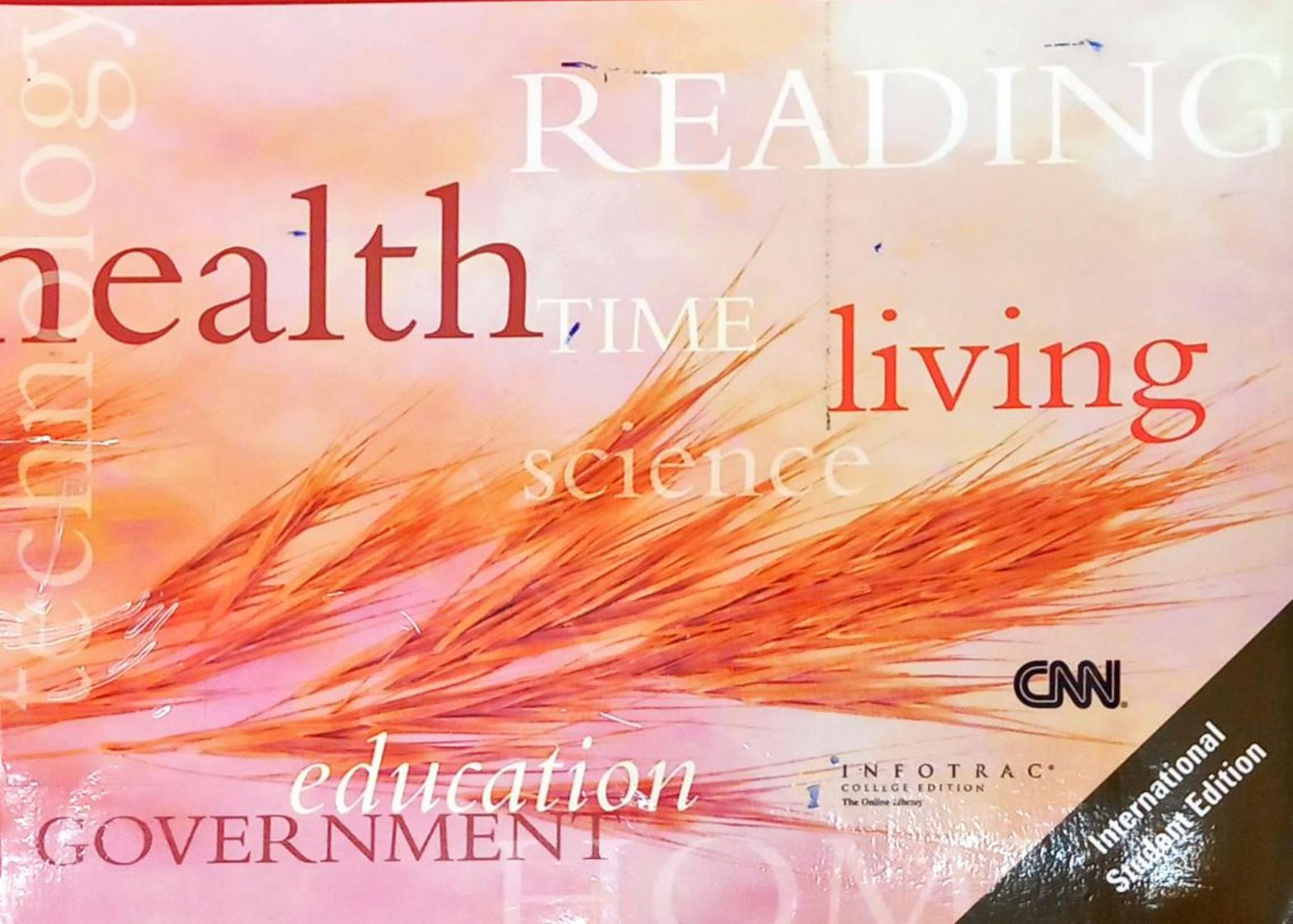


4

# Concepts *for Today*

Second Edition

Lorraine C. Smith | Nancy Nici Mare



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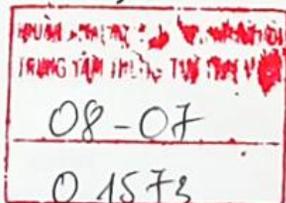
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# Concepts *for Today*

# 4

Second Edition

*Reading For Today* SERIES, BOOK 4



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*To our parents: Peg and Smitty; Anthony and Antoinette*

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L.C.S. and N.N.M.

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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>	
<b>Chapter 2 Close to Home: Technological Advances Erode Barrier Between Work and Home</b>	<b>20</b>
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>	
<b>Chapter 3 The Birth-Order Myth</b>	<b>39</b>
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>	
<b>UNIT 2: SAFETY AND HEALTH 61</b>	
<b>Chapter 4 Why So Many More Americans Die in Fires</b>	<b>62</b>
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>	
<b>Chapter 5 Acupuncture: The New Old Medicine</b>	<b>80</b>
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>	



<b>Chapter 6 Highs and Lows in Self-Esteem</b>	<b>104</b>
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>	
<b>UNIT 3: GOVERNMENT AND EDUCATION</b>	<b>129</b>
<b>Chapter 7 The Federal System of Government</b>	<b>130</b>
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>	
<b>Chapter 8 Too Soon Old, Too Late Wise</b>	<b>156</b>
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<i>He may be 90 years old, but Prof. Paul Weiss still teaches philosophy to university students and challenges them to think.</i>	
<b>Chapter 9 The Pursuit of Excellence</b>	<b>171</b>
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<b>UNIT 4: SCIENCE AND TECHNOLOGY</b>	<b>197</b>
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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>	
<b>Chapter 11 A Messenger from the Past</b>	<b>215</b>
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>	
<b>Chapter 12 Is Time Travel Possible?</b>	<b>235</b>
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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# SKILLS

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

# SKILLS

Unit and Chapter	Reading Skills Focus	Structure Focus	Follow-up Skills Focus and Activities
<p><b>Unit 2</b> <b>Safety and Health</b></p> <p>Chapter 4 <b>Why So Many More Americans Die in Fires</b> Page 62</p>	<ul style="list-style-type: none"> <li>Preview reading through the title and prereading questions to activate background knowledge</li> <li>Analyze reading through true/false, multiple choice, and short answer questions</li> <li>Use context clues to understand vocabulary</li> <li>Use dictionary entries to select synonyms and accurate definitions</li> <li>Scan for details</li> <li>Organize information using a chart</li> <li>Use notes from chart to recall and summarize information</li> </ul>	<ul style="list-style-type: none"> <li>Change adjectives to nouns by removing final <i>-t</i> adding the ending: <i>-ce</i></li> <li>Change adjectives to nouns by adding the suffix: <i>-ity</i></li> <li>Correctly identify and use parts of speech: nouns, verbs, adjectives</li> <li>Use correct noun and verb forms</li> </ul>	<ul style="list-style-type: none"> <li><b>Critical Thinking:</b> Identify and understand inferences; express opinions supported with examples; draw conclusions; identify problems and create solutions</li> <li><b>Writing:</b> Write an opinion paragraph supported with examples; make lists; write examples of building codes and fire laws</li> <li><b>Discussion:</b> Discuss fire prevention; make decisions</li> <li><b>Viewing and Research:</b> <b>Internet Search:</b> Historical Fires</li> </ul>
<p>Chapter 5 <b>Acupuncture: The New Old Medicine</b> Page 80</p>	<ul style="list-style-type: none"> <li>Preview reading through the illustration, title, and prereading questions to activate background knowledge</li> <li>Analyze reading through true/false, multiple choice, and short answer questions</li> <li>Use context clues to understand vocabulary</li> <li>Use dictionary entries to select synonyms and accurate definitions</li> <li>Scan for main idea and important details</li> <li>Organize information using an outline</li> <li>Use outline to recall and summarize information</li> </ul>	<ul style="list-style-type: none"> <li>Change verbs to nouns by adding the suffixes: <i>-ion</i> and <i>-tion</i></li> <li>Change adjectives to adverbs by adding the suffix: <i>-ly</i></li> <li>Correctly identify and use parts of speech: nouns and verbs; adjectives and adverbs</li> <li>Use singular or plural nouns; use correct verb tenses in affirmative or negative form</li> </ul>	<ul style="list-style-type: none"> <li><b>Critical Thinking:</b> Understand inference; identify author's opinion and tone; express opinions supported with examples; draw conclusions; identify problems and create solutions</li> <li><b>Discussion:</b> Explain or describe traditional medicine—uses and practices; compare traditional treatments</li> <li><b>Writing:</b> Write an opinion paragraph supported with examples; record individual and class lists</li> </ul>
<p>Chapter 6 <b>Highs and Lows in Self-Esteem</b> Page 104</p>	<ul style="list-style-type: none"> <li>Preview reading through the illustration, title, chart, and questions to activate background knowledge</li> <li>Analyze reading through true/false, multiple choice, and short answer questions</li> <li>Use context clues to understand vocabulary</li> <li>Use dictionary entries to select synonyms and accurate definitions</li> <li>Scan for details</li> <li>Take notes in a flowchart</li> <li>Use notes to recall and summarize information</li> </ul>	<ul style="list-style-type: none"> <li>Change verbs to nouns by adding the suffixes: <i>-tion</i> and <i>-ion</i></li> <li>Correctly identify and use parts of speech: nouns and verbs</li> <li>Use singular and plural nouns; use correct verb tenses in affirmative or negative form</li> </ul>	<ul style="list-style-type: none"> <li><b>Critical Thinking:</b> Critique author's conclusions; draw separate conclusions; reflect on personal and social implications; create analogies</li> <li><b>Discussion:</b> Assert opinion; give advice; describe stages of self-esteem; make plans; generate solutions</li> <li><b>Writing:</b> Take notes; support opinions with examples; record group ideas in chart form</li> <li><b>Listening and Viewing:</b> <b>CNN® Video Report:</b> Holiday House Fires</li> <li><b>Viewing and Research:</b> <b>InfoTrac® Search:</b> Acupuncture</li> </ul>



# SKILLS

Unit and Chapter	Reading Skills Focus	Structure Focus	Follow-up Skills Focus and Activities
<p><b>Unit 3</b> <b>Government and Education</b></p> <p>Chapter 7 <b>The Federal System of Government</b> Page 130</p>	<ul style="list-style-type: none"> <li>Preview reading through the pre-reading questions to activate background knowledge</li> <li>Analyze reading through true/false, multiple choice, and short answer questions</li> <li>Use context clues to understand vocabulary</li> <li>Use dictionary entries to select synonyms and accurate definitions</li> <li>Scan for main idea and important details</li> <li>Organize information using an outline</li> <li>Use outline to recall and summarize information</li> </ul>	<ul style="list-style-type: none"> <li>Change verbs to nouns by adding the suffix: <i>-ment</i></li> <li>Change adjectives to nouns by removing final <i>-t</i> adding the ending: <i>-ce</i></li> <li>Correctly identify and use parts of speech: nouns and verbs</li> <li>Use singular and plural nouns; use correct verb tenses in affirmative or negative form</li> </ul>	<ul style="list-style-type: none"> <li><b>Critical Thinking:</b> Make inferences; support ideas with examples</li> <li><b>Discussion:</b> Compare types of governments; explain a branch of the U.S. government; compare and contrast governments</li> <li><b>Writing:</b> Take notes during student discussions; fill out chart; describe a form of government</li> <li><b>Viewing and Research:</b> <b>Internet Search:</b> Forms of Government/ The Constitution</li> </ul>
<p>Chapter 8 <b>Too Soon Old, Too Late Wise</b> Page 156</p>	<ul style="list-style-type: none"> <li>Preview reading through the illustration, title, and pre-reading questions to activate background knowledge</li> <li>Analyze reading through true/false, multiple choice, and short answer questions</li> <li>Use context clues to understand vocabulary</li> <li>Use dictionary entries to select synonyms and accurate definitions</li> <li>Scan for main ideas and details</li> <li>Take notes in a flowchart</li> <li>Use the notes to recall and summarize information</li> </ul>	<ul style="list-style-type: none"> <li>Change adjectives to nouns by adding the suffix: <i>-ity</i></li> <li>Change verbs to nouns by adding the suffixes: <i>-ance</i> and <i>-ence</i></li> <li>Correctly identify and use parts of speech: nouns, verb, and adjectives</li> <li>Use singular and plural nouns; use correct verb tenses in affirmative or negative form</li> </ul>	<ul style="list-style-type: none"> <li><b>Critical Thinking:</b> Make inferences about the reading; support opinions with examples; discuss author's perspective</li> <li><b>Discussion and Writing:</b> Describe person discussed in the reading; reflect on laws and support ideas with examples; write a position or argument composition</li> </ul>
<p>Chapter 9 <b>The Pursuit of Excellence</b> Page 171</p>	<ul style="list-style-type: none"> <li>Preview reading through the title and pre-reading questions to activate background knowledge</li> <li>Analyze reading through true/false, multiple choice, and short answer questions</li> <li>Use context clues to understand vocabulary</li> <li>Use dictionary entries to select synonyms and accurate definitions</li> <li>Scan for main ideas and details</li> <li>Organize information using a chart</li> <li>Use chart to recall and summarize information</li> </ul>	<ul style="list-style-type: none"> <li>Change adjectives to nouns by adding the suffix: <i>-ity</i></li> <li>Change adjectives to nouns by removing final <i>-t</i> adding the ending: <i>-ce</i></li> <li>Correctly identify and use parts of speech: adjectives, nouns and verbs</li> </ul> <p><b>Listening and Viewing: CNN® Video Report:</b> Vanishing Retirement</p> <p><b>Viewing and Research:</b> <b>InfoTrac® Search:</b> Foreign Students in the United States</p>	<ul style="list-style-type: none"> <li><b>Critical Thinking:</b> Make inferences; make reasonable assumptions; analyze author's attitude and purpose</li> <li><b>Discussion:</b> Conduct survey and analyze resulting data; plan strategies; discuss advantages and disadvantages; make rules in group and present to class</li> <li><b>Writing:</b> 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</li> </ul>

# SKILLS

Unit and Chapter	Reading Skills Focus	Structure Focus	Follow-up Skills Focus and Activities
<b>Unit 4</b> <b>Science and Technology</b>  Chapter 10 <b>Antarctica: Whose Continent Is It Anyway?</b> Page 198	<ul style="list-style-type: none"> <li>Preview illustration, title, and pre-reading questions to activate background knowledge</li> <li>Analyze reading through true/false, multiple choice, and short answer questions</li> <li>Use context clues to understand vocabulary</li> <li>Use dictionary entries to select synonyms and accurate definitions</li> <li>Scan reading for main ideas and details</li> <li>Take notes and organize information using an outline</li> <li>Use outline to recall and summarize information</li> </ul>	<ul style="list-style-type: none"> <li>Change verbs to nouns by adding the suffix: <i>-ment</i></li> <li>Change verbs to nouns by adding the suffixes: <i>-tion</i> and <i>-ion</i></li> <li>Correctly identify and use parts of speech: nouns and verbs</li> <li>Use singular and plural noun forms; use correct verb tenses in affirmative or negative form</li> </ul>	<ul style="list-style-type: none"> <li><b>Critical Thinking:</b></li> <li><b>Discussion:</b> Compare ideas; discuss rules; discuss places of interest to tourists</li> <li><b>Writing:</b> Make a list of group opinions; write guidelines; write a composition explaining your opinion; write a descriptive journal entry</li> <li><b>Viewing and Research:</b> <b>Internet Search:</b> Antarctica</li> </ul>
Chapter 11 <b>A Messenger from the Past</b> Page 215	<ul style="list-style-type: none"> <li>Preview illustration, title, and pre-reading questions to activate background knowledge</li> <li>Analyze reading through true/false, multiple choice, and short answer questions</li> <li>Use context clues to understand vocabulary</li> <li>Use dictionary entries to select synonyms and accurate definitions</li> <li>Scan for main ideas and details</li> <li>Take notes in a flowchart</li> <li>Use notes to recall and summarize information</li> </ul>	<ul style="list-style-type: none"> <li>Change verbs to nouns by adding the suffixes: <i>-tion</i> and <i>-ion</i></li> <li>Correctly identify and use parts of speech: nouns and verbs</li> <li>Use singular and plural noun forms; use correct verb tenses in affirmative or negative form</li> </ul>	<ul style="list-style-type: none"> <li><b>Critical Thinking:</b> Analyze the author's tone and purpose; understand the feeling of the reading; support opinion with examples; make inferences</li> <li><b>Discussion:</b> Compare lists of questions</li> <li><b>Writing:</b> Write a descriptive journal entry about an imagined historical scene; make a list of questions</li> <li><b>Viewing and Research:</b> <b>Internet Search:</b> Ice Man of Tyrol</li> </ul>
Chapter 12 <b>Is Time Travel Possible?</b> Page 235	<ul style="list-style-type: none"> <li>Preview illustration, title, and pre-reading questions, take a survey, and fill out chart to activate background knowledge</li> <li>Analyze reading through true/false, multiple choice, and short answer questions</li> <li>Use context clues to understand vocabulary</li> <li>Use dictionary entries to select synonyms and accurate definitions</li> <li>Scan reading for the main idea</li> <li>Organize information using a table or chart</li> <li>Use a table or chart to recall and summarize information</li> </ul>	<ul style="list-style-type: none"> <li>Change verbs to nouns by adding the suffix: <i>-al</i></li> <li>Correctly identify and use parts of speech: adjectives, nouns, and verbs</li> <li>Use correct verb tenses in affirmative or negative form</li> </ul>	<ul style="list-style-type: none"> <li><b>Critical Thinking:</b> Analyze a proverb; support opinions with examples; speculate on reasons for results of survey</li> <li><b>Discussion:</b> Discuss, conduct, and analyze results of the Time Preference Survey</li> <li><b>Writing:</b> Write a descriptive composition about the following: an imaginary meeting, a change in history, the future, and time travel</li> <li><b>Listening and Viewing:</b> <b>CNN®Video Report:</b> Antarctica's Future</li> <li><b>Viewing and Research:</b> <b>InfoTrac® Search:</b> Ice Man of Tyrol</li> </ul>

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# PREFACE

*Concepts for Today, Second Edition*, is a reading skills text intended for high-intermediate, college-bound students of English as a second or foreign language. The passages in this book have been selected from original articles published in a wide variety of periodicals and newspapers, thus allowing students the opportunity to read authentic materials from American publications. As they engage with the materials in each chapter of this book, students develop the kinds of extensive and intensive reading skills they will need to achieve academic success in English.

*Concepts for Today, Second Edition*, is one in a series of five reading skills texts. The complete series has been designed to meet the needs of students from the beginning to the advanced levels and includes the following:

- *Themes for Today, 2e*... beginning
- *Insights for Today, 3e*... high beginning
- *Issues for Today, 3e*... intermediate
- *Concepts for Today, 2e*... high intermediate
- *Topics for Today, 3e*... advanced

*Concepts for Today, Second Edition*, provides students with essential practice in the types of reading skills they will need in an academic environment. It requires students not only to read text, but also to examine information from various forms of charts, illustrations, and photographs. Furthermore, students are given the opportunity to speak and write about their own experiences, countries, and cultures in English and to compare these experiences and ideas with those of people from the United States and other countries.

This thematically organized text consists of four units, each containing three chapters that deal with related subjects. This organization provides for a natural recycling of content-specific vocabulary and concepts and discipline-specific sentence structure and rhetorical patterns. It should be noted that although all three chapters in each unit are linked by theme, they can as easily be taught individually as in concert with one another. For the instructor who chooses to teach all three chapters in each unit, there is a unit-ending crossword puzzle and a discussion section that tie together the three related topics.



The initial exercise preceding each reading encourages the students to think about the ideas, facts, and vocabulary that will be presented in the passage. Discussing unit and chapter illustrations in class helps students visualize what they are going to read about and gives them cues for the new vocabulary they will encounter. The exercises that follow the reading passage are intended to develop and improve reading proficiency, including the ability to learn new vocabulary from context and to develop comprehension of English sentence structure, and study skills such as note-taking and proper dictionary use. The follow-up activities give students the opportunity to master useful vocabulary encountered in the articles through discussion and group work and lead the students to a comprehension of main ideas and specific information.

## New to the Second Edition

While most reading topics and activities in *Concepts for Today, Second Edition*, remain from the previous edition, the authors have made some important changes to this edition. The second edition contains two new chapters: "Close to Home: Technological Advances Erode Barrier Between Work and Home" in the Living in Society unit and "Highs and Lows in Self-Esteem" in the Safety and Health unit.

In addition to the new chapters, the second edition is now accompanied by audiocassettes or audio CDs on which all the readings are recorded, as well as a CNN® videotape composed of authentic news reports, which complement the topic of a chapter in each unit. Video previewing, viewing, and post-viewing activities are found at the end of each unit to help students better enjoy and learn from the video clips. Also found at the end of each unit and new to *Concepts for Today, Second Edition*, are InfoTrac® research activities that replace the Library Mastery Research sections. These activities are designed to encourage students with school or personal access to the Internet to research more about topics they've encountered in the text. All the activities are presented to prepare students for academic work and the world of information they will encounter.

These revisions and enhancements to *Concepts for Today, Second Edition*, have been designed to help students improve their reading skills and develop confidence as they work through the text. At the same time the second edition is structured so that teachers can observe students steadily progressing toward skillful, independent reading.



# INTRODUCTION

## How to Use This Book

Every chapter in this book consists of the following:

- Prereading Preparation
- Reading Passages
- Fact-Finding Scanning Exercise
- Reading Analysis
- Word Forms Exercise
- Dictionary Skills
- Information Organization
- Information Organization Quiz and Summary
- Critical Thinking Strategies
- Follow-up Discussion and Writing Activities
- Cloze Quiz

In order to get the students out of the classroom and give them the chance to use English in the real world, there are surveys in the follow-up activities section of several chapters. Each unit contains a crossword puzzle and unit discussion questions. The crossword puzzle incorporates vocabulary from all three chapters in the unit. The discussion section at the end of each unit ties in the related topics of the three chapters. CNN video and InfoTrac® research activities using unit topics are found on the final page of each unit.

The format of the chapters in the book is consistent. Although each chapter can be done entirely in class, some 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 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.

## The Reading 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 Scanning 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 Form Exercise

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 student 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