



普通高等教育“十一五”国家级规划教材

English

文化透视 英语教程

BOOK FOUR

何其莘 童明(美) 编著

Through



A Comprehensive Course Book for English Majors

Culture

外语教学与研究出版社
FOREIGN LANGUAGE TEACHING AND RESEARCH PRESS



普通高等教育“十一五”国家级规划教材

English Through Culture

文化透视
英语教程

BOOK FOUR

A Comprehensive Course Book for English Majors

何其莘 童 明(美) 编著

外语教学与研究出版社

FOREIGN LANGUAGE TEACHING AND RESEARCH PRESS

北京 BEIJING

图书在版编目(CIP)数据

文化透视英语教程. 第4册 / 何其莘, (美)童明编著. — 北京: 外语教学与研究出版社, 2007.6
ISBN 978-7-5600-6670-7

I. 文… II. ①何… ②童… III. 英语—高等学校—教材 IV. H31

中国版本图书馆 CIP 数据核字 (2007) 第 077674 号

出版人: 于春迟

责任编辑: 孔乃卓 张 易

封面设计: 潘振宇

出版发行: 外语教学与研究出版社

社 址: 北京市西三环北路 19 号 (100089)

网 址: <http://www.fltrp.com>

印 刷: 北京京师印务有限公司

开 本: 787×1092 1/16

印 张: 26.5

版 次: 2007 年 6 月第 1 版 2007 年 6 月第 1 次印刷

书 号: ISBN 978-7-5600-6670-7

定 价: 34.90 元

* * *

如有印刷、装订质量问题出版社负责调换

制售盗版必究 举报查实奖励

版权保护办公室举报电话: (010)88817519

前言

凡在非英语国家施教或学习英语,教材实为决定性之要素。中国近百年来的英语教学史上,已出现过几套颇受欢迎的教材,例如《英语》(许国璋主编),又如《新概念英语》(亚历山大编写,其新版由亚历山大与何其莘合编)——这些教材适应了我国在不同时期英语教学的需要。

本书《文化透视英语教程》(*English Through Culture*)为中美专家合作编写,是一套缜密切入英美文化各个层面、培养英语运用能力的有机教程,不仅适用于高校英语专业学生,也适用于已通过大学英语四级考试的非英语专业学生和有一定英语基础、准备出国深造的英语学习者。

这套教材的特色在于其基本概念是:把学术焦点放在中西文化的表里差异上,以期使学生领会准确、纯粹的英语,从而自然无碍地掌握语言技能。(反观若以语法为主要途径,而忽视感性腠理者,岂非每流于“中式英语”之弊。)

盖语言所表达之信息,必与特定的生活习惯、思维方式、历史习俗等息息相关。要精确地掌握英语,务需尽可能及早深入其文化内涵。本书编者都有在英美学习和生活的经历,也有在中美高等院校长期执教的实践经验,因之力图剖切中边,诠释语言与文化的微妙关系以尽其志责。

与国内现有的同类教材相比,本教材还具有以下三个特点:

1. 全部教材采用原文,如需适当压缩改写,也力图保持“原汁原味”。听、说、读、写材料,均选自各种文化语境,兼顾不同风格,既多样又在专题之下相互配合,有利于学生大量接触和积累准确的语言知识。

2. 切入英语文化的各个层面、各个情景,在更广的语境中提高学生的语言理解能力和运用能力,将听、说、读、写、译五项技能有机地结合在一起,进行综合训练。这样,可弥补过分侧重语言点讲授法的不足。

3. 深入英语文化,将焦点放在中外文化的差异上,不仅便于学习地道的英语,而且有益于开拓视野,启发思路。这套教材兼为文化读本,每个单元都有精练的文化知识介绍。此外,与课文配套的练习强调互动,促使学生在学习的各个阶段参与教学活动。

此外,需要说明的是,本书旨在提高学生语言能力,帮助学生了解现今的美国文化,其中观点并不代表编者立场。由于书中文章全部节选自美国最新出版物,某些观点难免有些偏颇,请读者在学习语言文化的同时对文中的论点加以甄别。

在教材编写过程中,编者曾向美国多位从事语言文学教学的专家、学者、教师和编辑请教、求证和核实。谨此向他们表示衷心的感谢。

编者

2004年元月

使用说明

《文化透视英语教程》(English Through Culture)是一套以英美文化为切入点的英语综合技能训练教程。

该教程采用单元式教学,每个单元围绕一个文化专题,所选的课文往往从不同的角度、在不同的层面上对同一议题展开讨论。

每个单元包含了 Close Reading, Further Reading, Listening 和 Writing 四大部分。

Close Reading 以训练学生的阅读理解能力为目标,并配有一定数量的有关词汇、语法和句型的练习。

Further Reading 的第一篇是从另外一个角度对同一文化专题的探讨,可作为泛读材料和供教师在课堂上组织对该文化专题的讨论时使用;第二篇则可作为训练学生的快速阅读能力的教材。

Listening 含有一篇听力材料和一部推荐的电影。部分听力材料选自美国人对某一文化专题讨论的录音。推荐的电影除了内容梗概外,还有配套的讨论题,可以作为视听听说训练的材料。

Writing 含有一篇阅读材料和配套的写作练习。遵照循序渐进的原则,写作练习设置为从单句到段落,再到整篇短文的写作训练。

每个单元的教学时间一般为一周。教师可以根据学生的程度和兴趣对阅读、听力、写作每部分中的具体内容进行筛选。每周可以安排 10 至 14 个课时。每个单元中的四大部分可以由同一个教师来教授,也可以由几位教师分别担任,但要加强不同课型教师间的联系和沟通。

本套教程共含 6 册,每册供一个学期使用。整套教程的 6 册可供一至三年级使用。

《教师手册》含有与 Close Reading 配套的练习答案、Further Reading 中 Passage II 的练习答案、Listening 听力理解练习的答案、听力材料的文本以及 Writing 练习的参考答案。

CONTENTS

Unit 1

The Ambivalence of Abortion

Close Reading	The Ambivalence of Abortion	1
Further Reading	I. Putting Women Back into the Abortion Debate	11
	II. The Abortion Clinic Shootings: Why?	15
Listening	One Woman's Abortion	19
Writing	Nine Reasons Why Abortions Are Legal	22

Unit 2

Contested History

Close Reading	Jefferson and the Equality of Men	27
Further Reading	I. Why I Am Optimistic About America	40
	II. I Won't Be Celebrating Columbus Day	46
Listening	Japan's Revisionist History	49
Writing	Jefferson, Hemings Affair Can't Be Denied	52

Unit 3

Capital Punishment

Close Reading	Death and Justice: How Capital Punishment Affirms Life	55
Further Reading	I. The Death Penalty	67
	II. Rolling the Dice to Decide Who Dies	72
Listening	Considering the Penalty for a Murderer	76
Writing	Death Penalty's False Promise	79

Unit 4

Gender and the English Language

Close Reading	Who's in Charge of the English Language?	83
Further Reading	I. Sexism in English: A 1990s Update	96
	II. Against the Theory of "Sexist Language"	107
Listening	Against the Theory of "Sexist Language"	111
Writing	Some Notes on Gender-Neutral Language	113

Unit 5 Images on the Screen

Close Reading	The Living Room	119
Further Reading	I. Not in My Living Room	138
	II. The New Hollywood Male	141
Listening	The Power of the Media: Asian American Images on Television	144
Writing	Hollywood Forsakes History for Events	147

Unit 6 Environmental Protection

Close Reading	Carrying Capacity: Earth's Bottom Line	151
Further Reading	I. A Logger's Lament	159
	II. Don't Say It's Global Warming	162
Listening	A Fable for Tomorrow	165
Writing	Not Seeing the Forest for the Dollar Bills	168

Unit 7 Regulating the Internet

Close Reading	The Laws of Cyberspace: What Colleges Need to Know	171
Further Reading	I. Young Cyber Addicts	181
	II. Keep the Internet Safe for Families	185
Listening	In Love Online	188
Writing	The Internet Advocate	191

Unit 8 Iconic Figures

Close Reading	The King of Narcissism	195
Further Reading	I. The Age of the Female Icon	207
	II. Banking on Sperm	212
Listening	The Cosby Show: U.S. Situation Comedy	215
Writing	The Age of Einstein	217

Unit 9 Sexual Harassment

Close Reading	The Reasonable Woman Standard	221
Further Reading	I. Sex and Violence: A Perspective	229
	II. The Price of Admission: Harassment and Free Speech in the Wild, Wild West	236
Listening	Sexual Harassment: A Legal Explanation	241
Writing	Sandy's Story	243

Unit 10 Talk Shows

Close Reading	Tuning in Trouble	247
Further Reading	I. Town Hall Television	259
	II. Dumbing Down: TV Talk-show Talk	266
Listening	The TV Host: Oprah Winfrey	270
Writing	Talk Shows	273

Unit 11 Drug Testing

Close Reading	Symptoms of a Deeper Malaise	277
Further Reading	I. Our Current Drug Legislation: Grounds for Reconsideration	289
	II. The Case Against Drug Testing	294
Listening	Why Drug Tests Flunk	300
Writing	Why Drug Testing Is Needed	302

Unit 12 Rights in Question

Close Reading	What Rights Do We Have?	305
Further Reading	I. Rights in Conflict	321
	II. What's Wrong with Animal Rights	328
Listening	Refusing to Work When Conditions Are Dangerous	331
Writing	From Animal Rights to Animal Liberation	333

Unit 13 The Paradox of Cloning

Close Reading	Second Thoughts on Cloning	337
Further Reading	I. The Paradox of Cloning	345
	II. Ewogenics	351
Listening	Dolly and the Cloning Controversy	355
Writing	Of Headless Mice, . . . and Men	358

Unit 14 Euthanasia

Close Reading	A Crime of Compassion	361
Further Reading	I. Death and Dignity: A Case of Individualized Decision Making	369
	II. A Case of Assisted Suicide	375
Listening	On Assisted Suicide and the Pain Relief Promotion Act	380
Writing	Who Lives? Who Dies? Who Decides?	382

Unit 15 Metaphors of War

317	Close Reading	Metaphor and the Gulf War (Part I)	385
320	Further Reading I.	Metaphor and the Gulf War (Part II)	396
326	II.	Eleven Ways of Looking at the Gulf War	403
320	Listening	Iraq War Lands in the Midst of Vermont's Town Hall Meetings	
323			407
	Writing	Rhetorical Divisiveness in Nation-building and War: An Analysis of FDR's "Pearl Harbor Address"	410

327	Close Reading	Symptoms of a Deeper Malaise	
	Further Reading I.	Our Current Drug Legislation: Grounds for Reconsideration	
329			
334	II.	The Case Against Drug Testing	
300	Listening	Why Drug Tests Funk	
302	Writing	Why Drug Testing Is Needed	

302	Close Reading	What Rights Do We Have?	
321	Further Reading I.	Rights in Conflict	
328	II.	What's Wrong with Animal Rights	
331	Listening	Refusing to Work When Conditions Are Dangerous	
333	Writing	From Animal Rights to Animal Liberation	

337	Close Reading	Second Thoughts on Cloning	
342	Further Reading I.	The Paradox of Cloning	
351	II.	Eugenics	
352	Listening	Dolly and the Cloning Controversy	
358	Writing	Of Headless Mice... and Men	

361	Close Reading	A Crime of Compassion	
	Further Reading I.	Death and Dignity: A Case of Individualized Decision Making	
369			
372	II.	A Case of Assisted Suicide	
380	Listening	On Assisted Suicide and the Pain Relief Promotion Act	
382	Writing	Who Lives? Who Dies? Who Decides?	

Unit 1

The Ambivalence of Abortion

CLOSE READING

Pre-reading Questions

1. In the past half a century, abortion has been much debated in the United States. In recent years, abortion and anti-abortion forces have intensified their attacks against each other. What, as far as you know, are the basic arguments of both sides on this complex and emotionally charged issue?
2. What is your own attitude toward abortion? Why would you feel that way?

The Ambivalence of Abortion

Linda Bird Francke

We were sitting in a bar on Lexington Avenue when I told my husband I was pregnant. It is not a memory I like to dwell on. Instead of the champagne and hope which had heralded the impending births of the first, second and third child, the news of this one was greeted with shocked silence and Scotch. "Jesus," my husband kept saying to himself, stirring the ice cubes around and around. "Oh, Jesus."

Oh, how we tried to rationalize it that night as the starting time for the movie came and went. My husband talked about his plans for a career change in the next year, to stem the staleness that fourteen years with the same investment-banking firm had brought him. A new baby would put me right back in the nursery just when our youngest child was finally school age. It was time for us, we tried to rationalize. There just wasn't room in our lives now for another baby. We both agreed. And agreed. And agreed.

How very considerate they are at the Women's Services, known formally as the Center for Reproductive and Sexual Health. Yes, indeed, I could have an abortion

that very Saturday morning and be out in time to drive to the country that afternoon. Bring a first morning urine specimen, a sanitary belt and napkins, a money order or \$125 cash—and a friend.

20 My friend turned out to be my husband, standing awkwardly and ill at ease as men always do in places that are exclusively for women, as I checked in at nine a.m. Other men hovered around just as anxiously, knowing they had to be there, wishing they weren't. No one spoke to each other. When I would be cycled out of there four hours later, the same men would be slumped in their same seats, locked downcast in their cells of embarrassment.

25 The Saturday morning women's group was more dispirited than the men in the waiting room. There were around fifteen of us, a mixture of races, ages and backgrounds. Three didn't speak English at all and a fourth, a pregnant Puerto Rican girl around eighteen, translated for them.

30 There were six black women and a hodgepodge of whites, among them a T-shirted teenager who kept leaving the room to throw up and a puzzled middle-aged woman from Queens with three grown children.

"What form of birth control were you using?" the volunteer asked each one of us. The answer was inevitably "none." She then went on to describe the various forms of birth control available at the clinic, and offered them to each of us.

35 The youngest Puerto Rican girl was asked through the interpreter which she'd like to use: the loop, diaphragm, or pill. She shook her head "no" three times. "You don't want to come back here again, do you?" the volunteer pressed. The girl's head was so low her chin rested on her breastbone. "Sí," she whispered.

40 We had been there two hours by that time, filling out endless forms, giving blood and urine, receiving lectures. But unlike any other group of women I've been in, we didn't talk. Our common denominator, the one which usually floods across language and economic barriers into familiarity, today was one of shame. We were losing life that day, not giving it.

45 The group kept getting cut back to smaller, more workable units, and finally I was put in a small waiting room with just two other women. We changed into paper bathrobes and paper slippers, and we rustled whenever we moved. One of the women in my room was shivering and an aide brought her a blanket.

50 "What's the matter?" the aide asked her. "I'm scared," the woman said. "How much will it hurt?" The aide smiled. "Oh, nothing worse than a couple of bad cramps," she said. "This afternoon you'll be dancing a jig."

I began to panic. Suddenly the rhetoric, the abortion marches I'd walked in, the telegrams sent to Albany to counteract the Friends of the Fetus, the Zero Population Growth buttons I'd worn, peeled away, and I was all alone with my

microscopic baby. There were just the two of us there, and soon, because it was more convenient for me and my husband, there would be one again.

How could it be that I, who am so neurotic about life that I step over bugs rather than on them, who spend hours planting flowers and vegetables in the spring even though we rent out the house and never see them, who make sure the children are vaccinated and inoculated and filled with Vitamin C, could so arbitrarily decide that this life shouldn't be?

"It's not a life," my husband had argued, more to convince himself than me. "It's a bunch of cells smaller than my fingernail."

But any woman who has had children knows that certain feeling in her taut, swollen breasts, and the slight but constant ache in her uterus that signals the arrival of a life. Though I would march myself into blisters for a woman's right to exercise the option of motherhood, I discovered there in the waiting room that I was not the modern woman I thought I was.

When my name was called, my body felt so heavy the nurse had to help me into the examining room. I waited for my husband to burst through the door and yell "stop," but of course he didn't. I concentrated on three black spots in the acoustic ceiling until they grew in size to the shape of saucers, while the doctor swabbed my insides with antiseptic.

"You're going to feel a burning sensation now," he said, injecting Novocain into the neck of the womb. The pain was swift and severe, and I twisted to get away from him. He was hurting my baby, I reasoned, and the black saucers quivered in the air. "Stop," I cried. "Please stop." He shook his head, busy with his equipment. "It's too late to stop now," he said. "It'll just take a few more seconds."

What good sports we women are. And how obedient. Physically the pain passed even before the hum of the machine signaled that the vacuuming of my uterus was completed, my baby sucked up like ashes after a cocktail party. Ten minutes start to finish. And I was back on the arm of the nurse.

There were twelve beds in the recovery room. Each one had a gaily flowered draw sheet and a soft green or blue thermal blanket. It was all very feminine. Lying on these beds for an hour or more were the shocked victims of their sex, their full wombs now stripped clean, their futures less encumbered.

It was very quiet in that room. The only voice was that of the nurse, locating the new women who had just come in so she could monitor their blood pressure, and checking out the recovered women who were free to leave.

Juice was being passed about, and I found myself sipping a Dixie cup of Hawaiian Punch. An older woman with tightly curled bleached hair was just getting up from the next bed. "That was no goddamn snap," she said, resting before

putting on her miniskirt and high white boots. Other women came and went, some walking out as dazed as they had entered, others with a bounce that signaled they were going right back to Bloomingdale's.

Finally then, it was time for me to leave. I checked out, making an appointment to return in two weeks for an IUD insertion. My husband was slumped in the waiting room, clutching a single yellow rose wrapped in a wet paper towel and stuffed into a Baggie.

We didn't talk the whole way home, but just held hands very tightly. At home there were more yellow roses and a tray in bed for me and the children's curiosity to divert.

It had certainly been a successful operation. I didn't bleed at all for two days just as they had predicted, and then I bled only moderately for another four days.

Within a week my breasts had subsided and the tenderness vanished, and my body felt mine again instead of the eggshell it becomes when it's protecting someone else.

My husband and I are back to planning our summer vacation and his career switch.

And it certainly does make more sense not to be having a baby right now—we say that to each other all the time. But I have this ghost now. A very little ghost that only appears when I'm seeing something beautiful, like the full moon on the ocean last weekend. And the baby waves at me. And I wave at the baby. "Of course, we have room," I cry to the ghost. "Of course, we do."

Building Vocabulary

ambivalence (Title)	[æm'bivələns]	n.	the state of having both good and bad feelings about something 矛盾情绪
abortion (Title)	[ə'bo:ʃən]	n.	a medical operation to stop a baby's development in the womb 流产
herald (L. 3)	['herəld]	vt.	to say publicly that something will be good or important 宣告
impending (L. 3)	[im'pendɪŋ]	adj.	that is going to happen very soon 即将发生的
rationalize (L. 7)	[ræʃə'nalaɪz]	vt.	to find a reasonable explanation 将……合理化, 合理地解释
staleness (L. 9)	['steɪlnɪs]	n.	a state that is no longer interesting or exciting 无新意, 陈旧状态
hover (L. 21)	['hɒvə]	vi.	to stay nervously in the same place 徘徊

slump (L. 23)	[slʌmp]	vi.	to be sitting with body leaning completely backwards or forwards 垂头弯腰地坐着
hodgepodge (L. 29)	['hɒdʒpɒdʒ]	n.	mishmash, a number of things mixed up without order or arrangement 杂乱的一堆东西
loop (L. 36)	[lu:p]	n.	节育环
diaphragm (L. 36)	['daɪəfræm]	n.	子宫帽
denominator (L. 41)	[dɪ'nɒmɪneɪtə]	n.	a general name for a class or type 共同特征
cramp (L. 50)	[kræmp]	n.	severe pains in the stomach 腹痛
rhetoric (L. 51)	['retərɪk]	n.	speech or writing that sounds impressive but is not actually sincere or useful 辞令, 虚夸的话
counteract (L. 52)	['kaʊntər'ækt]	vt.	to prevent the bad effect of something 抵消, 对抗
fetus (L. 52)	['fi:təs]	n.	a young human or animal before birth 胎儿
microscopic (L. 54)	['maɪkrə'skɒpɪk]	adj.	extremely small 非常小的
neurotic (L. 56)	['nju'rɒtɪk]	adj.	unreasonably anxious or afraid 神经质的
vaccinate (L. 59)	['væksɪneɪt]	vt.	接种疫苗
inoculate (L. 59)	['ɪ'nɒkjʊleɪt]	vt.	预防注射
arbitrarily (L. 59)	['ɑ:bɪtrərɪli]	adv.	not seemingly to be based on reason 随心所欲地
taut (L. 63)	[tɔ:t]	adj.	tightly drawn, stretched tight 不松弛的, 紧绷的
uterus (L. 64)	['ju:tərəs]	n.	womb 子宫
blister (L. 65)	['blɪstə]	n.	水泡
acoustic (L. 70)	[ə'ku:stɪk]	adj.	吸音的
swab (L. 71)	[swɒb]	vt.	to clean 清理
antiseptic (L. 72)	['æntɪ'septɪk]	n.	a chemical substance that helps to stop a wound becoming infected 抗菌剂
vacuum (L. 80)	['vækjuəm]	vt.	使用真空装置于……
thermal (L. 84)	['θɜ:məl]	adj.	producing or caused by heat 保暖的
encumber (L. 86)	[ɪn'kʌmbə]	vt.	to make free action or movement difficult 堵塞, 烦扰
bleach (L. 91)	[bli:tʃ]	vt.	to make something pale or white 使变淡, 漂白
insertion (L. 97)	[ɪn'sɜ:ʃən]	n.	the act of putting something inside 嵌入

clutch (L. 98)	[klatʃ]	vt.	to hold tightly 紧握
Scotch (L. 4)	[skɒtʃ]	n.	苏格兰威士忌
Novocain (L. 73)	[ˈnəʊvəkeɪn]	n.	盐酸普鲁卡因 (局部麻醉药)

Culturally Speaking

I. The Women's Services

In context, we learn that the Women's Services is the name that has replaced the Center for Reproductive and Sexual Health. We can therefore infer that this is a clinic that treats patients who have their women health needs. One of the things that the Services does is performing abortions. From the point of view of anti-abortionists, the name of this clinic is ironic because, to them, it provides only a disservice to women.

II. What do they mean—"the abortion marches," "the Friends of the Fetus," "the Zero Population Growth"?

As the author/narrator waited for her abortion operation, she was suddenly gripped by fear. Things she took part in came back to her as if in a movie. She had walked in the "abortion marches"—these are parades organized to support abortion rights; pro-abortion is also known as "pro-choice." She also remembered how telegrams had been sent to Albany to counteract the Friends of the Fetus which, as we can infer, must be an anti-abortion organization. Anti-abortion is also known as pro-life. Another detail that flashed across her mind was that she had worn the Zero Population Growth buttons. Here, buttons refer to those specially made, small badges for publicity purposes. Zero Population Growth—that sounds like a slogan for family planning and it is pro-choice. At any rate, all these past events and details became less meaningful as the author anxiously waited for her turn to go into the operation room.

III. A Dixie cup

A Dixie cup is a paper cup with Dixie as its trade mark.

IV. Hawaiian Punch

A cocktail made of tropical fruit juices.

V. Bloomingdale's

Bloomingdale's is a chain department store under one management and can be found all over the United States. Typically, you will find in Bloomingdale's such things as perfumes, jewelry, clothing, furniture, appliances, and so on.

VI. IUD

IUD stands for “intra-uterine device” and it is a contraceptive device.

VII. Baggie

If the word is spelled without capitalizing the initial letter, then it is simply a plastic bag. But, with a capital B, it is a plastic bag with Baggie as its trade mark.

Questions for Group Discussion

I. Reading Comprehension

1. What is the setting in which the author broke the news to her husband that she was pregnant? Do you think that her husband received the news well?
2. What reasons did the husband give for not wanting another child? Why did the author feel it was a bad time for herself as well?
3. Describe how those men felt while waiting at the abortion clinic.
4. That morning a women's group was there. What is the purpose of its presence in the clinic?
5. Were all the women waiting for abortion there pretty much alike? How so?
6. What was the author's attitude toward these other women?
7. What is the feeling that the women in the group share?
8. In the past, what was the author's viewpoint concerning women's rights to having abortions? What textual evidence tells you that?
9. Do you assume that the author still holds that view? Why?
10. What examples does the author give to illustrate that she begins to become more “pro-life” (meaning anti-abortion)? Are these examples convincing?
11. When she was in the examining room, what did she do to deal with her anxieties about the abortion?
12. What did the other woman mean when she said to the author, “That was no goddamn snap”?
13. How did the author know that the operation has been successful?
14. How successful is the author in explaining the ambivalence named in the title of the essay?
15. What would you say is the overall tone of the essay? The author uses repetition in the essay to help set the tone. What is the effect of repetitions such as “We both agreed. And agreed. And agreed.”?

II. Further Discussion

1. The author describes some very intimate personal emotions and experiences in her attempt to explain what makes her ambivalent toward abortion. On the basis of the textual evidence

presented, do you think she is justified in feeling ambivalent? Do you think she should have been more definite one way or the other? Explain your position.

2. Much controversy about abortion revolves around modern definitions of life and death. Some people argue that life begins at conception; others argue that life begins at birth. With which group do you agree? How has modern science complicated our concepts of life and death?

Exercises

I. Paraphrase the underlined words or expressions in each sentence.

1. Oh, how we tried to rationalize it that night as the starting time for the movie came and went.
2. My husband talked about his plans for a career change in the next year, to stem the staleness that fourteen years with the same investment-banking firm had brought him.
3. My friend turned out to be my husband, standing awkwardly and ill at ease as men always do in places that are exclusively for women.
4. When I would be cycled out of there four hours later, the same men would be slumped in their same seats, locked downcast in their cells of embarrassment.
5. There were six black women and a hodgepodge of whites, among them a T-shirted teenager who kept leaving the room to throw up and a puzzled middle-aged woman from Queens with three grown children.
6. Our common denominator, the one which usually floods across language and economic barriers into familiarity, today was one of shame.
7. Suddenly the rhetoric, the abortion marches I'd walked in, the telegram sent to Albany to counteract the Friends of the Fetus, the Zero Population Growth buttons I'd worn, peeled away, and I was all alone with my microscopic baby.
8. I concentrated on three black spots in the acoustic ceiling until they grew in size to the shape of saucers, while the doctor swabbed my insides with antiseptic.
9. What good sports we women are.
10. Ten minutes start to finish.
11. Other women came and went, some walking out as dazed as they had entered, others with a bounce that signaled they were going right back to Bloomingdale's.
12. At home there were more yellow roses and a tray in bed for me and the children's curiosity to divert.
13. Within a week my breasts had subsided and the tenderness vanished, and my body felt mine again instead of the eggshell it becomes when it's protecting someone else.