

高中英语原文分级阅读系列

阅读新论点

ISSUES

FOR TODAY

著 者 Lorraine C. Smith
Nancy Nici Mare

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高二上册



中 信 出 版 社
CITIC PUBLISHING HOUSE

THOMSON
LEARNING
汤姆森学习出版集团

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图书在版编目(CIP)数据

阅读新论点: 高中英语原文分级阅读系列 / (美) 史密斯 (Smith, L. C.) 等编著.

—北京: 中信出版社, 2002.7

书名原文: Issues for Today

ISBN 7-80073-481-1

I. 阅… II. 史… III. 英语 - 阅读教学 - 高中 - 课外读物 IV. G634.413

中国版本图书馆CIP数据核字(2002)第030463号

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阅读新论点

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责任编辑: 王立军 责任监制: 朱 磊 王祖力

出 版 者: 中信出版社(北京市朝阳区新源南路6号京城大厦 100004)

经 销 者: 中信联合发行有限公司

承 印 者: 北京牛山世兴印刷厂

开 本: 787mm × 1092mm 1/16 印 张: 9.5 字 数: 188千字

版 次: 2002年7月第1版 印 次: 2002年7月第1次印刷

京权图字: 01-2002-2119

书 号: ISBN 7-80073-482-X/G · 37

定 价: 18.00 元

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序 言

《高中英语原文分级阅读系列》(第二版)是汤姆森学习出版集团(Thomson Learning)编写的一套系列阅读教材。旨在提高中学生的英语阅读技巧和阅读能力。该套教材共分为五册:

1. 《阅读新旋律》-----高一上册
2. 《阅读新视野》-----高一下册
3. 《阅读新论点》-----高二上册
4. 《阅读新概念》-----高二下册
5. 《阅读新话题》-----高三全册

本套丛书内容丰富。每册书以话题为单元,共分十二章。每单元主题相关,但章节内容独立。该套教材可以满足广大中学生的阅读需要,适用于我国高一年级至高三年级英语阅读教学。

本套丛书自出版以来,受到广大英语教师和学生的欢迎。为适应现代英语教学不断发展的需要,作者对原书做了改进。与其他阅读教材相比,该套教材有以下突出特点:

一、**文章内容新颖、取材广泛。**该套教材内容涉及教育、医学、环保、法律、历史以及科技等诸多领域。文章大多选自近几年的报刊、杂志。话题多是人们所关注的热点和焦点问题。具有新颖性。这样能充分激发学生的学习动机,调动学生的学习兴趣。

二、**该套教材渗透着对英语国家文化背景知识的介绍。**有利于培养学生的文化意识,提高他们的跨文化交际能力。

三、**阅读任务及活动设计多样、充分。**“好的教材应当给学习者提供充足的机会来使用语言,只有这样才能达到交际的目的”(北师大:程晓堂)。作为一套阅读教材,该套丛书设计了大量的练习以提高学生的阅读能力和阅读技巧。如:

1. **Pre-reading preparation:** 学生通过采访、讨论、填表等活动激活头脑中已有的背景知识,从而有助于学生对文章的理解。

2. **Multiple choice:** 为使该套教材适应中国英语教学的要求,在每篇阅读材料后中方编者设计了难度适宜的Multiple choice,以便检测学生对文章的理解程度。

3. **Information organization:** 要求学生阅读文章后填表、制图、或写出文章的梗概。学生通过对文章信息的再加工,加深对文章的理解、促进知识的内化。

4. **Critical thinking:** 帮助学生更深入地理解文章内容,领会作者意图,并形成自己独立的观点,有利于学生批判性思维的形成。

5. **Topics for discussion and writing:** 巧妙地将阅读、口语、书面表达结合在一起。学

生通过子活动, 小组讨论等形式来共同学习。这样学生的口语、书面表达能力在阅读训练的同时也得到了充分的训练, 使学生的英语综合能力有了进一步的提高。

6. Follow-up activities: 将文章内容与学生个人经历和生活联系在一起。有些活动要求学生深入生活, 进行社会调查, 并与同学进行讨论, 鼓励学生进行探究性学习。从而激发了学生的学习兴趣, 提高了学生的学习积极性。

此外, 中方编者编写了单词表, 以方便学生的学习和广大教师的教学需要。

编 者

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Trends in Living



C · H · A · P · T · E · R

1



A Cultural Difference: Being on Time

• Prereading Preparation

1. What does **on time** mean?
2. Is it always important to be on time? Look at the table below. How important is it to be on time for each appointment? Put a check mark in the box to show your answer. Discuss your answers with the class.

How Important Is It . . . ?

| Type of Appointment | Scheduled Time | Very Important | Slightly Important | Not Important |
|-------------------------------|----------------|----------------|--------------------|---------------|
| doctor | 9 A.M. | | | |
| university class | 11 A.M. | | | |
| lunch with a friend at school | 12 P.M. | | | |
| dinner with your parents | 7 P.M. | | | |
| a friend's party | 9 P.M. | | | |
| job interview in a bank | 2 P.M. | | | |

3. Are you usually on time, or are you usually late? Why?
4. Read the title of the article. What do you think this article is about?

1 In the United States, it is important to be on time, or
2 punctual, for an appointment, a class, a meeting, etc.
3 However, this may not be true in all countries. An
4 American professor discovered this difference while
5 teaching a class in a Brazilian university. The two-hour
6 class was scheduled to begin at 10 A.M. and end at 12 P.M.
7 On the first day, when the professor arrived on time, no

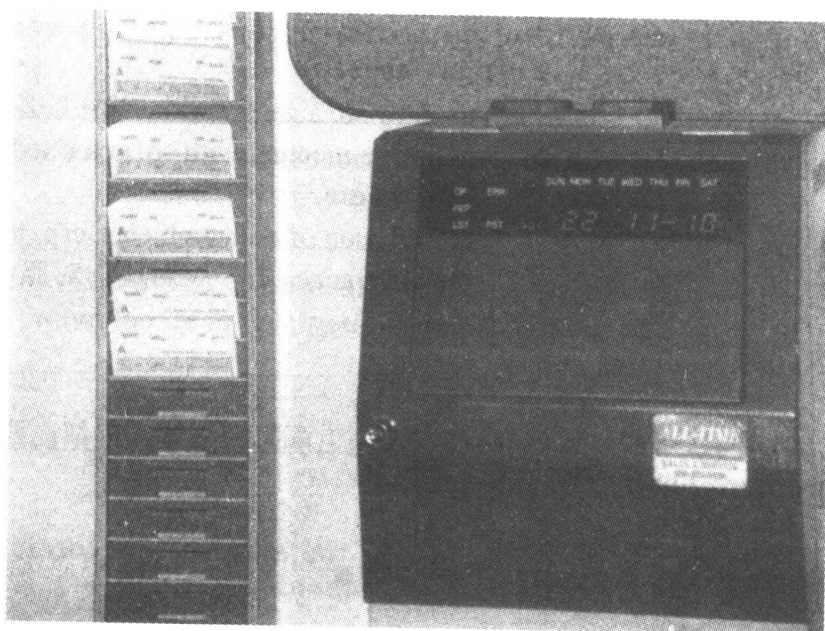
8 one was in the classroom. Many students came after 10
9 A.M. Several arrived after 10:30 A.M. Two students came
10 after 11 A.M. Although all the students greeted the pro-
11 fessor as they arrived, few apologized for their lateness.
12 Were these students being rude? He decided to study
13 the students' behavior.

14 The professor talked to American and Brazilian stu-
15 dents about lateness in both an informal and a formal
16 situation: lunch with a friend and in a university class,
17 separately. He gave them an example and asked them
18 how they would react. If they had a lunch appointment
19 with a friend, the average American student defined
20 lateness as 19 minutes after the agreed time. On the
21 other hand, the average Brazilian student felt the friend
22 was late after 33 minutes.

23 In an American university, students are expected to
24 arrive at the appointed hour. In contrast, in Brazil, nei-
25 ther the teacher nor the students always arrive at the
26 appointed hour. Classes not only begin at the scheduled
27 time in the United States, but they also end at the sched-
28 uled time. In the Brazilian class, only a few students left
29 the class at noon; many remained past 12:30 to discuss
30 the class and ask more questions. While arriving late
31 may not be very important in Brazil, neither is staying
32 late.

33 The explanation for these differences is complicated.
34 People from Brazilian and North American cultures have
35 different feelings about lateness. In Brazil, the students
36 believe that a person who usually arrives late is prob-
37 ably more successful than a person who is always on
38 time. In fact, Brazilians expect a person with status or
39 prestige to arrive late, while in the United States late-
40 ness is usually considered to be rude and unacceptable.
41 Consequently, if a Brazilian is late for an appointment
42 with a North American, the American may misunderstand
43 the reason for the lateness and become angry.

44 As a result of his study, the professor learned that
45 the Brazilian students were not being rude to him.
46 Instead, they were simply behaving in the appropriate
47 way for a Brazilian student in Brazil. Eventually, the
48 professor was able to adapt his own behavior so that he
49 could feel comfortable in the new culture.



New Words

- | | |
|--|--|
| 1. schedule / 'skedʒul / v. | to plan for a certain future time 安排; 排定 |
| 2. punctual / 'pʌŋktjuəl / adj. | neither early nor late; coming, doing sth., at the time fixed 准时的; 守时的 |
| 3. react / ri'ækt / v. | to action in answer, answer 反应 |
| 4. define / di'fain / v. | to explain the meaning of (e.g. words) 给……下定义; 解释 (字等的) 意义 |
| 5. status / 'steitəs / n. | 身份; 地位 |
| 6. prestige / pres'ti:ʒ / n. | (人和国家等的) 威望, 声望; 势力, 威力 |
| 7. consequently / 'kɒnsikwəntli / adv. | as a result; therefore 结果是; 所以 |
| 8. behave / bi'heiv / v. | to act 举止; 举动; 表现 |
| 9. appropriate / ə'prəʊpriit / adj. | correct or suitable 适当的; 合适的; 恰当的 |
| 10. eventually / i'ventʃuəli / adv. | in the end 最终; 终于 |
| 11. adapt / ə'dæpt / v. | to change so as to be or make suitable for new needs, different conditions, etc 改变; 改写(以适应新的需要) |
| 12. behaviour / bi'heivjə / n. | 行为; 举止; 品行; 待人的态度 |

Phrases & Expressions

- | | |
|---------------------------------|--|
| 1. give sb. an example | to show sb. a general rule 给……举例 |
| 2. have an appointment with sb. | to have a meeting with sb. at a fixed time and place 与……约会 |
| 3. in contrast | comparison of unlike objects, esp. to show the differences 与……对比; 对照 |

Proper Names

Brazil /brə'zil/ 巴西 (国名; 位于南美洲东部; 首都巴西利亚)
 Brazilian /brə'ziliən/ 巴西人; 巴西的

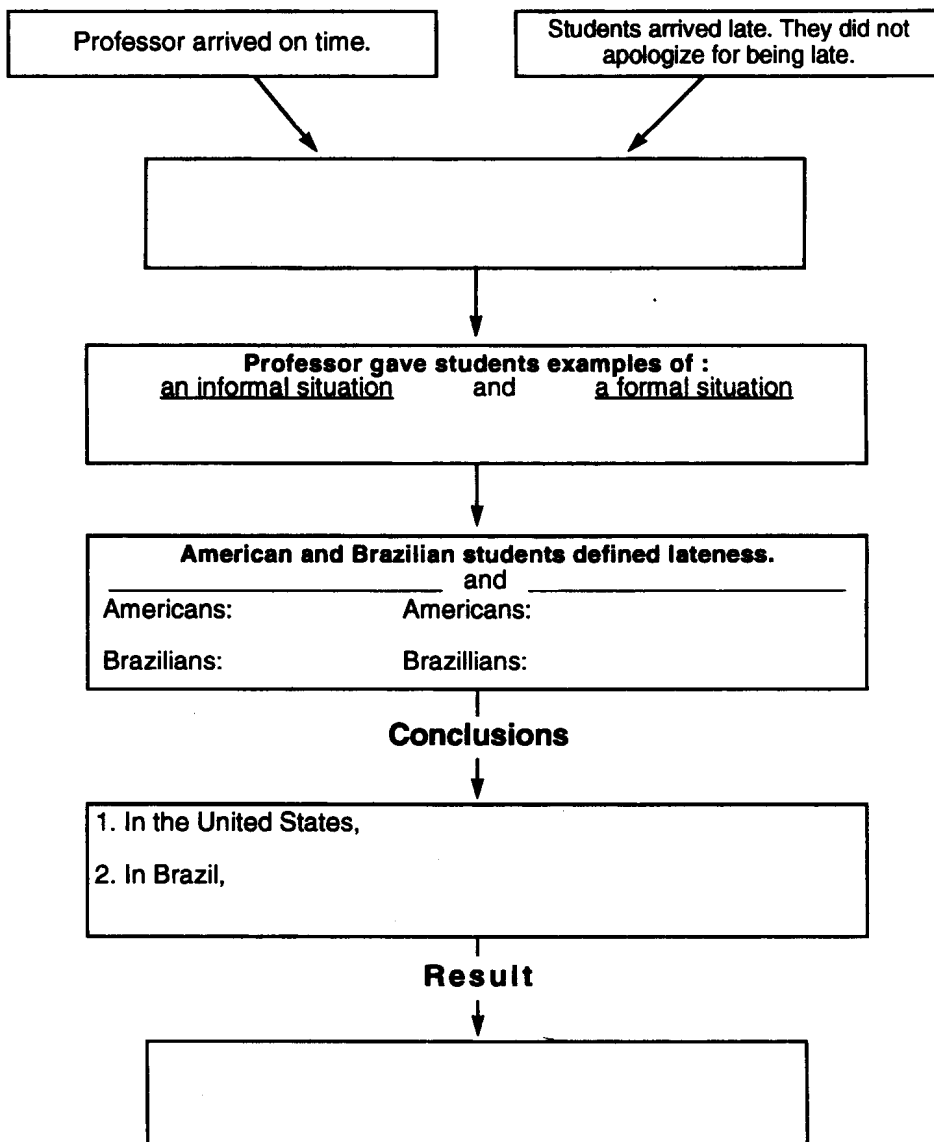
• A. Reading Comprehension

- All the Brazilian students arrived late for the first class of the American professor because _____.
 a. they didn't like the American professor
 b. they were too busy
 c. they considered it appropriate to go to class late
 d. they were angry with the American professor
- It can be inferred that the Brazilian students were late for their first class made the American professor _____.
 a. unsatisfied b. disappointed c. discouraged d. less confident
- Which of the following is an informal situation?
 a. A job interview. b. A business meeting.
 c. A dinner with friends. d. An appointment with a doctor.
- In Brazil, the person who arrives late for an appointment is always considered to be _____.
 a. very rude b. more successful
 c. impolite d. unacceptable
- Which of the following statements is NOT true according to the text?
 a. The professor misunderstood the reason for the lateness at first.
 b. The professor changed the Brazilian students' behavior eventually.
 c. The professor found that the Brazilian students and the American students have different attitudes and feelings about the lateness.
 d. The professor adapted his own behavior so that he could feel comfortable.

6. According to the author, the misunderstanding of lateness is caused by_____.
- different status of the two nations
 - different habits of individual students
 - different cultures of the two nations
 - different status of teachers and students

• B. Information Organization

Read the passage again. Underline what you think are the main ideas. Then scan the reading and complete the following flowchart, using the sentences that you have underlined to help you. You will use this flowchart later to answer questions about the reading.



• C. Vocabulary in Context

| | | |
|--------------------|---------------|---------------------|
| adapt (v.) | greet (v.) | punctual (adj.) |
| apologized (v.) | in fact | rude (adj.) |
| appropriate (adj.) | prestige (n.) | unacceptable (adj.) |
| behavior (n.) | | |

Read the following sentences. Complete each blank space with the correct word or phrase from the list above. Use each word or phrase only once.

1. A suit and tie are _____ clothes for a business meeting.
2. Wearing shorts in a church is _____.
3. In most countries, doctors have considerable _____.
People respect them highly.
4. Greg always _____ people by smiling and saying hello.
5. It was very _____ of Martin to ask Mrs. Barnes her age.
6. Being _____ for a job interview is important in order to make a good impression.
7. When you walk into a dark room from the bright sunlight, your eyes need a few moments to _____ to the change in light.
8. It is very cold in Antarctica. _____, it is the coldest place on Earth.
9. Martha dropped chocolate ice cream on my white rug. She _____, but I told her not to worry about it, and we cleaned it up.
10. I don't understand Mark's _____. He gets angry for no reason and refuses to talk to anyone.

• D. Topics for Discussion and Writing

1. Describe how people in your culture feel about someone who is late. For example, do you think that person is inconsiderate and irresponsible, or do you think that person is prestigious and successful? Please explain your answer, and also give some examples.
2. How do you think the professor adapted his behavior in Brazil after his study? Why do you think he changed his behavior? Why didn't he try to change the Brazilian students' behavior?
3. In this story, the American professor changed his behavior to adapt to the customs of Brazil. Do you think it is important to adapt your behavior to a new culture? In what ways would you be willing to make changes? Please explain.

• E. Follow-Up Activity

There are many differences in customs among cultures. In the table below, list some cultural differences between another country and your country. Compare your list with your classmates' lists.

| Cultural Difference | _____ (Your Country) | _____ (Other Country) |
|-------------------------|-------------------------|--------------------------|
| 1. clothes: school work | | |
| 2. | | |
| 3. | | |
| 4. | | |
| 5. | | |

C · H · A · P · T · E · R

2



Changing Lifestyles and New Eating Habits

• Prereading Preparation

1. What are **lifestyles**? Give examples of two very different lifestyles. Describe how they are different.
2. Think about your life today. Is your life different today than it was three or four years ago? Write about some differences in your life now. List them in the chart below, and tell a classmate about them.

| My Life Today | My Life 3 or 4 Years Ago |
|---------------|--------------------------|
| | |
| | |
| | |

3. How do you think American lifestyles are changing? Read the title of this article. What do you think this article is about? What examples do you think the author will give?

1 Americans today have different eating habits than
2 they had in the past. There is a wide selection of food
3 available. They have a broader knowledge of nutrition,
4 so they buy more fresh fruit and vegetables than ever
5 before. At the same time, Americans purchase increas-
6 ing quantities of sweets, snacks and sodas.

7 Statistics show that the way people live determines
8 the way they eat. American lifestyles have changed.
9 They now include growing numbers of people who live
10 alone, single parents and children, and double-income
11 families. These changing lifestyles are responsible for
12 the increasing number of people who must rush meals
13 or sometimes skip them altogether. Many Americans
14 have less time than ever before to spend preparing
15 food. Partly as a result of this limited time, 60%
16 of all American homes now have microwave ovens.