

高中英语原文分级阅读系列

# 阅读新话题

# TOPICS

FOR TODAY

著 者 Lorraine C.Smith

Nancy Nici Mare

改 编 组 刘桂章 张 磊

闫朝霞 张丽帆

本册改编 刘桂章

高三全册



中 信 出 版 社  
CITIC PUBLISHING HOUSE

THOMSON  
LEARNING  
汤姆森学习出版集团

高中英语原文分级阅读系列 **高三全册**

# 阅读新话题

# TOPICS

**FOR TODAY**

著 者 Lorraine C. Smith  
Nancy Nici Mare

改 编 组 刘桂章 张 磊  
闫朝霞 张丽帆

本册改编 刘桂章

中 信 出 版 社  
CITIC PUBLISHING HOUSE

图书在版编目 ( CIP ) 数据

阅读新话题: 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: Topics for Today

ISBN 7-80073-481-1

I. 阅… II. 史… III. 英语课—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

Copyright © 1997 by Heinle & Heinle Publishers A division of International Thomson Publishing, Inc.

All Rights Reserved.

Authorized Adaptation of the edition by Thomson Learning and CITICPH. No part of this book may be reproduced in any form without the prior written permission of Thomson Learning and CITICPH.

## 阅读新话题

---

著 者: Lorraine C. Smith Nancy Nici Mare

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: 15.5 字 数: 310千字

版 次: 2002年7月第1版 印 次: 2002年7月第1次印刷

京权图字: 01-2002-1711

书 号: ISBN 7-80073-481-1/G · 36

定 价: 25.00 元

---

版权所有·侵权必究

凡购本社图书, 如有缺页、倒页、脱页, 由发行公司负责退换。服务热线: 010-64648783

# 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,这样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

# Contents

---

## 序言 III

### **Unit I Society: School and Family 1**

- Chapter 1 Dressing for Success 2  
by Jessica Portner, in *Education Week*
- Chapter 2 My Husband, the Outsider 20  
by Marian Hyun, in *Newsday*
- Chapter 3 Beyond Rivalry 38  
by Elizabeth Stark, in *Psychology Today*

### **Unit II Influences on Our Lives: Nature Versus Nurture 57**

- Chapter 4 Who Lives Longer? 58  
by Patricia Skalka, in *McCall's*
- Chapter 5 The Mindset of Health 74  
by Ellen J. Langer, in *Mindfulness*
- Chapter 6 My Genes Made Me Do It 92  
by Stanton Peele and Richard DeGrandpre,  
in *Psychology Today*

### **Unit III Technology and Ethical Issues 109**

- Chapter 7 Assisted Suicide: Multiple Perspectives 110  
by Amy Bernstein, in *U.S. News & World Report*; Dr.  
Frances Moore, in *A Miracle and a Privilege*; Derek  
Humphry and Daniel Callahan, in *Health*
- Chapter 8 Sales of Kidneys Prompt New Laws and Debate 126  
by Terry Trucco, in *The New York Times*
- Chapter 9 The Gift of Life: When One Body Can Save Another 144  
by Lance Morrow, in *Time*

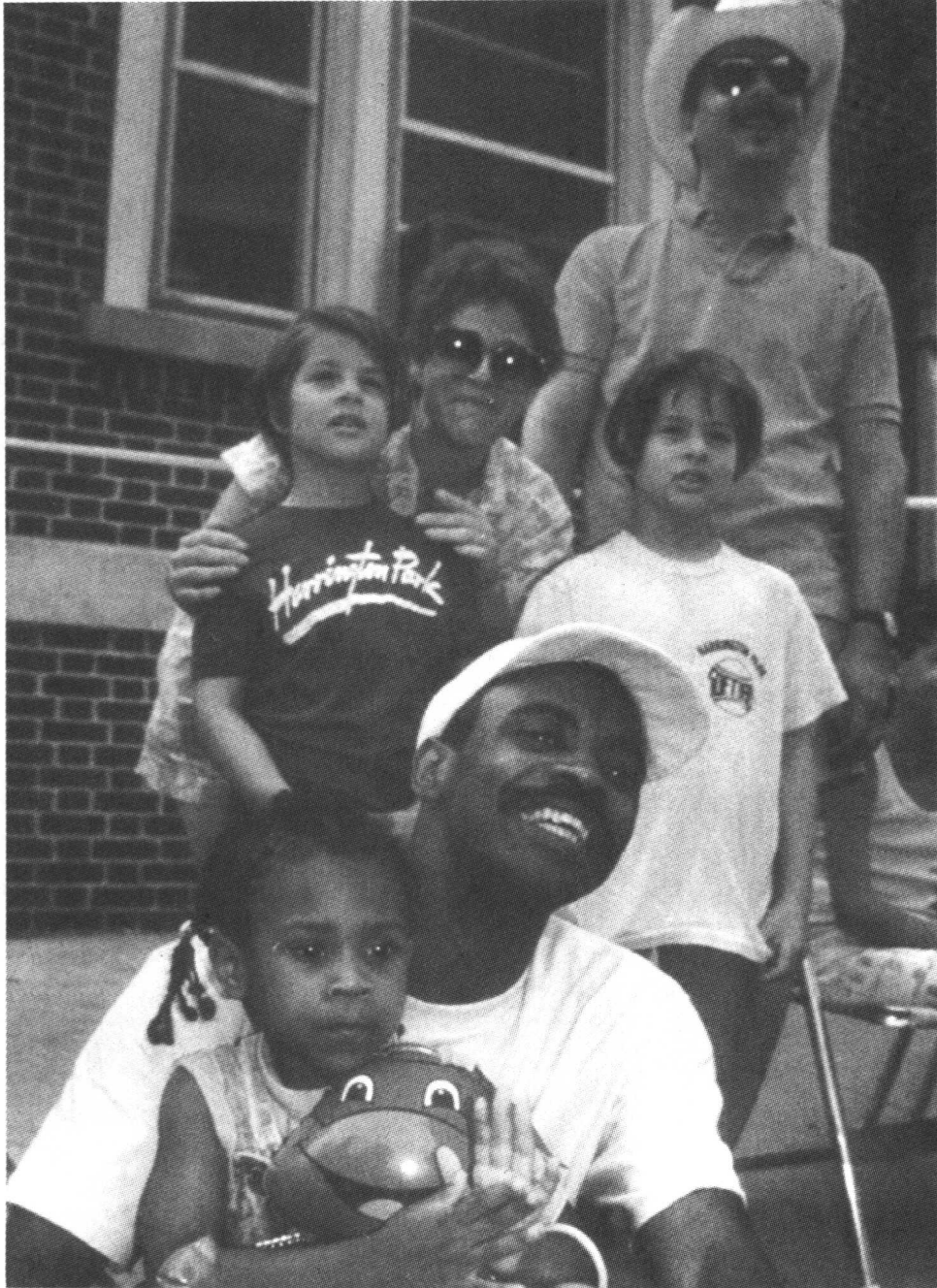
### **Unit IV The Environment 163**

- Chapter 10 Playing with Fire 164  
by Laura Lopen et al., in *Time*
- Chapter 11 Wilder Places for Wild Things 182  
by Sharon Begley et al., in *Newsweek*
- Chapter 12 A Nuclear Graveyard 198  
by Betsy Carpenter, in *U.S. News & World Report*

Index of Key Words 220

Answer Key 228

# Society: School and Family







---

# Dressing for Success

---

## • Prereading Preparation

1. The Long Beach, California school district has had a dress code for more than a decade, but in 1994 it became the first in the nation to adopt a districtwide K-8 uniform policy. The following is the district's K-8 dress code:
  - a. Students must be clean.
  - b. No oversized or loose clothing.
  - c. No open-toed shoes.
  - d. No jewelry that could cause injury.
  - e. No beepers.
  - f. No hats, unless part of a school uniform or medically required.
  - g. No sunglasses in class unless medically required.

Work with a partner. What kinds of clothes do you think elementary and high school students should be allowed to wear? What kinds of clothes should be banned? Fill in the chart below. You may choose items from the list above or add your own.

<b>Clothes Allowed</b>	<b>Clothes Banned</b>

2. Work in small groups. Choose two items from your list of clothes that should be banned. On the lines below, explain why these items should not be worn in school.

a. \_\_\_\_\_  
\_\_\_\_\_

b. \_\_\_\_\_  
\_\_\_\_\_

3. On the blackboard, write your choices of clothes that should be banned. As a class, compare your combined list with the list from the Long Beach school district. Do you agree with its list? Why or why not? As a class, decide which three items you would ban.
4. Read the title of this article. What do you think this passage will be about?

---

### **Dressing for Success**

by Jessica Portner  
*Education Week*

1 Linda Moore has been feeling especially proud lately. And she has President Clinton to thank.

In his State of the Union Address last month, Mr. Clinton praised student uniforms as a way to promote  
5 safety and discipline in public schools. Ms. Moore, the principal of Will Rogers Middle School here, felt a particular satisfaction in the statement.

“Everybody is looking for answers, and here is a district that is doing something that is working,” she said.  
10 For more than a year, the 83,000-student Long Beach system has required its elementary and middle school students to dress in uniform fashion. It was the first public school district in the nation to do so.

Mr. Clinton may have had this Southern California  
15 school system in mind when, in his speech, he asked public schools to require uniforms “if it meant that teenagers (would) stop killing each other over designer jackets.”

20 **Dramatic Results**

Since the required-uniform policy was started in 56 elementary and 14 middle schools here in fall

Reprinted with permission from *Education Week*, Vol. XV No. 31, February 14, 1996.

1994, violence and discipline problems have decreased dramatically, a recent survey by the district shows.

25 From the year before uniforms were required, 1993–94, to last year, assault and battery cases in grades K–8 have dropped 34 percent. Physical fights between students have dropped by 51 percent, and there were 32 percent fewer suspensions.

30 Though each school in the district can choose its own uniform, most Long Beach students are required to wear black or blue pants, skirts or shorts with white shirts. Nearly 60,000 K–8 students are affected by the policy.

35 Parents have the option of excusing their children from the requirement. But, so far, only 500 parents have filled out petitions to free their children to wear uniform, according to Dick Van DerLaan, a spokesman for the district.

40 In addition to Long Beach, a few other districts in California and across the country are testing the benefits of requiring students to come to school in color-specific, and sometimes style-specific, clothing.

45 The Oakland, Calif. schools began a similar uniform policy last September. And a small number of other districts—including Dade County, Florida; Seattle, Washington; and Charleston, South Carolina—allow schools to decide for themselves whether to require uniforms.

50 But Long Beach appears to be the first school system to have documented measurable success in improving student behavior.

55 Since students at Rogers Middle School started wearing black bottoms, white tops, and red jackets or sweaters, fights have declined by 40 percent, and academic performance has improved, school officials said.

Uniforms are an effective method of reducing unwanted behavior, Ms. Moore said, because the more formal clothing puts students in the right mind-set to learn.

60 “It’s about dressing for success,” said Ms. Moore, who said she wears the school uniform as a gesture of unity with her students. She has a selection of bright red blazers in her home closet.

65 Not one parent at Rogers Middle School has chosen out of the plan this year, and a quick look around campus at the unbroken stream of red, white, and black shows that students are largely compliant. But there are some exceptions.

“Tuck in that shirt,” she called out to one teenager who was slouching against a locker. She  
70 looked angrily at another whose sweatshirt was clearly purple, not red.

In addition to choosing uniform colors, each of the district’s schools is allowed to choose the fabric and style of dress. One elementary school requires its pu-  
75 pils to wear ties, and a few others prefer plaid, but most stick with blue or black and white.

“This isn’t a private, prep school with a coat-of-arms and saddle shoes look,” Mr. Van DerLaan said. “It’s a little more California casual.”

80

### **Generation Gap**

When Judy Jacob had two children attending Rogers Middle School, she was among the organizers of the effort to bring uniforms to that school. She now has a child  
85 in a district elementary school and has remained enthusiastic about uniforms. “There are so few boundaries for kids these days, with the drug use and violence, so if we can give them some limits, that’s good,” she said.

The uniformity tends to promote safety because it  
90 makes it easier to spot people who may not belong on campus, school leaders say.

But a large portion of the district’s students aren’t as cheerful as parents and teachers appear to be. And the older they get, the less they seem to like it—which  
95 may not bode well for talk in the district of expanding the uniform requirement to high schools.

“It’s like we’re all in jail,” said Hector Gonzalez, a 7th grader at Rogers.

Alicia Nunez, an 8th grader at Franklin Middle  
100 School, complained that the dress stifles her creativity. “You come to school to get your education, not for them to tell you how to dress,” the 14-year-old said as she strode across campus wearing a chocolate-brown T-shirt and jeans.

105

### **Legal Challenge**

The U.S. Supreme Court hasn’t directly addressed the question of whether public schools can impose dress requirements on their students. Lower courts,  
110 however, have generally approved school dress codes.

Last fall, in one of the first legal tests of a required uniform policy, an Arizona state judge supported a

Phoenix middle school's policy, even though it does not give students the right to opt out of the requirement.

115 Most public schools and districts offer a parent or guardian the opportunity to excuse a child from wearing a uniform. And most do not impose harsh penalties on students who are supposed to wear uniforms but don't.

"Schools generally feel they need to exercise latitude when they put their foot down," said Gary Marx, a spokesman for the American Association of School Administrators in Arlington, Virginia.

The American Civil Liberties Union of Southern California, on behalf of a group of low-income families, 125 filed a lawsuit in state court last October against the Long Beach Unified School District, claiming that the district's uniform policy is a financial burden on poor families. The ACLU also claimed that the district has violated state law by neglecting to adequately inform 130 parents about their right to exempt their children from the program.

The law signed in 1994 by California Gov. Pete Wilson to allow state public schools to require uniforms also says that parents must have a way to opt out of 135 such requirements.

The ACLU lawyers say many parents can't afford the cost of school uniforms. About 66 percent of the district's elementary and middle school students qualify for free or reduced-price lunches. The case is 140 currently in mediation.

Hope Carradine, who dresses three of her five children in uniforms, said she had to ask other family members to pay for them. "I shop thrift and buy in bulk; you can't do that with uniforms," she said.

145

### **Other Strategies**

But district officials say that parents can buy the essential items—a white shirt and a pair of pants—for \$25 from several area stores. In addition, many 150 schools sell sweatshirts or shorts for \$6 each. Many local charities also provide free uniforms to needy students.

And if parents find the costs too burdensome, Mr. Van DerLaan, the district spokesman, said, they can always opt out. A flier explaining this right was sent to 155 parents nine months before any uniform policies became effective, he said.

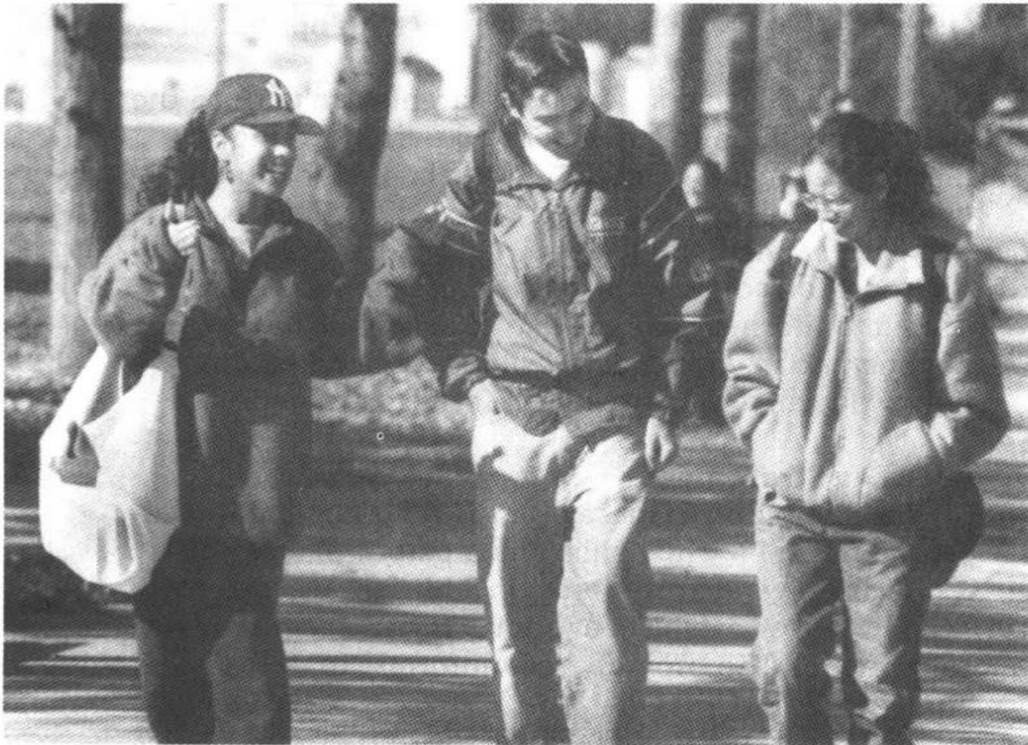
Despite their commitment to the school-uniform policy, Long Beach officials don't view it as a panacea for discipline problems.

160 Other efforts, such as stepped-up parent involvement and additional conflict-resolution classes, also have contributed to the more peaceful climate on campuses, school leaders here say.

165 The district is continuing to evaluate the benefits of uniforms to determine whether last year's improved numbers for behavior were more than a blip on the screen.

170 And while some Long Beach students complain that the regulation dress is boring and dampens their personal style, many also see a positive side.

"The good thing is people judge you on your inner characteristics rather than what you wear," said Nick Duran, an 8th grader and the student-body president at Rogers Middle School. "Plus," he said, "it's easier to choose what to put on in the morning."



## New Words

- |                                   |  |
|-----------------------------------|--|
| 1. code /kəud/ n.                 | (系统编排的) 法律; 规章; 章程   |
| 2. promote /prə'məut/ v.          | to help the progress of something 促进   |
| 3. principal /'prinsepəl/ n.      | 校长   |
| 4. assault /ə'sɔ:lt/ n.           | (武力或口头上的)攻击; 袭击  |
| assault and battery case          | (法律) 殴打 (尤指未遂的殴打) 案  |
| 5. suspension /səs'penʃən/ n.     | 暂时停学   |
| 6. petition /pi'tiʃən/ n.         | 请愿书  |
| 7. document /'dɒkjumənt/ v.       | 用文件证实或证明   |
| 8. blazer /'bleizə/ n.            | 短外套 (有时用做校服或俱乐部制服)   |
| 9. compliant /kəm'plaiənt/ adj.   | ready to comply 愿意顺从的; 听从的   |
| 10. slouch /slautʃ/ v.            | stand, sit, or move in a lazy way, often not quite upright 无精打采地立, 坐或行动 (常指不直) |
| 11. prep school n.                | 预备学校   |
| 12. plaid /plæd/ n.               | 方格布; 方格呢   |
| 13. uniformity /ju:ni'fɔ:miti/ n. | 同一; 一律; 一致   |
| 14. stifle /'staifl/ v.           | to suppress; keep back 遏制; 抑制  |
| 15. impose /im'pəuz/ v.           | to force on somebody 强使  |
| 16. penalty /'penəlti/ n.         | 处罚; 惩罚   |
| 17. mediation /,mi:di'eijən/ n.   | 调停; 调解   |
| 18. charity /'tʃærɪti/ n.         | 慈善团体   |
| 19. panacea /,pænə'siə/ n.        | 治百病的灵丹妙药   |
| 20. dampen /'dæmpən/ v.           | to keep back 抑制  |

## Phrases & Expressions

- |  |               |
|--|---------------|
| 1. on behalf of                                      | 为了……的利益; 代表   |
| 2. bode well / ill for; be of good / bad promises of | 预示有好的 (坏的) 前途 |
| 3. impose on somebody                                | 迫使某人          |

## Notes

Tuck in that shirt      Fold the end of the shirt into your trousers.

## Proper Names

Linda Moore /'lɪndə' muə/	琳达·摩尔
Clinton /'klɪntən/	克林顿
Dick Van Derlaan /'dɪk' væn də' la:n/	迪克·万·德拉恩

Charleston / 'tʃɑ:lztən /	查尔斯顿
Judy Jacob / 'dʒu:di 'dʒeikəb /	朱迪·雅各布
Hector Gonzalez / 'hektə ɡɒn'zɑ:lez /	赫克托·冈萨雷斯
Alicia Nunez / ə'li:ʃiə 'nju:nez /	艾丽西亚·努涅斯
Gary Marx / ɡæəri 'mɑ:ks /	加里·马克思
Pete Wilson / 'pi:t 'wɪlsn /	彼特·威尔逊
Hope Carradine / 'həʊp 'kærədin /	霍普·卡拉丹
Nick Duran / 'nik də'ræn /	尼克·杜兰
Oakland / əʊklænd /	奥克兰
Arizona / ,æri'zəʊnə /	亚利桑那（美国西南部一州）
Dade County / deɪd /	戴德县（美国州以下最大行政区为县）
Seattle / si'ætl /	西雅图（美国华盛顿州西部港口城市）
Arlington / 'ɑ:lɪŋtən /	阿灵顿

### • A. Reading Comprehension

1. What did President Clinton support in this passage ?
  - a. Safety in public schools.
  - b. Discipline in public schools.
  - c. A dress code in public schools.
  - d. Dress show in public schools every year.
  
2. President Clinton supports this system \_\_\_\_\_.
  - a. because students have announced that they liked this system
  - b. because parents supported this system
  - c. because the Long Beach system was welcomed by teachers, especially by headmasters
  - d. because it is an effective way of stopping students' unwanted behavior
  
3. What is the parents' attitude towards this system of Rogers Middle School?
  - a. The students' parents are in favor of this system.
  - b. Most of them are angry at it because they think that this system has deprived students of freedom.
  - c. They keep silence at it.
  - d. 500 parents have filled out petitions to refuse this system.



4. What do students think of this system?
  - a. They think it good because they need not take trouble to choose clothes.
  - b. None of the students like it.
  - c. The older they get, the more they don't like it
  - d. It is not clear whether students like it or not.
  
5. What is the attitude of the courts to this system?
  - a. The courts are against it.
  - b. The courts support it.
  - c. Some of the courts support it.
  - d. The courts keep silence at it.
  
6. So far the Long Beach System \_\_\_\_\_.
  - a. has been thought a panacea for violence and discipline problems
  - b. still needs further evaluation
  - c. has been admitted by all the students and their parents
  - d. has been regarded a failure and will be stopped soon

• **B. Reading Overview: Main Idea, Details, and Summary**

Read the passage again. As you read, underline what you think are the most important ideas in the reading. Then, in one or two sentences, write the main idea of the reading. *Use your own words.*

**Main idea:**

---

---

---