


综合教程

研究生英语




# 研究生英语 高级教程

主编 张敬源 曹红晖



An Advanced English Course for  
Graduate Students

 中国人民大学出版社

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中国人民大学出版社  
· 北京 ·

## 图书在版编目 (CIP) 数据

研究生英语高级教程 / 张敬源, 曹红晖主编

北京: 中国人民大学出版社, 2010

研究生英语综合教程

ISBN 978-7-300-12089-8

- I. ①研…  
II. ①张…②曹…  
III. ①英语-研究生-教材  
IV. ①H31

中国版本图书馆 CIP 数据核字 (2010) 第 077915 号

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Yanjiusheng Yingyu Gaoji Jiaocheng

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出版发行 中国人民大学出版社

社 址 北京中关村大街 31 号

邮政编码 100080

电 话 010-62511242 (总编室)

010-62511398 (质管部)

010-82501766 (邮购部)

010-62514148 (门市部)

010-62515195 (发行公司)

010-62515275 (盗版举报)

网 址 <http://www.crup.com.cn>

<http://www.ttrnet.com> (人大教研网)

经 销 新华书店

印 刷 北京鑫丰华彩印有限公司

规 格 185 mm × 240 mm 16 开本

版 次 2010 年 6 月第 1 版

印 张 19.75

印 次 2010 年 6 月第 1 次印刷

字 数 429 000

定 价 49.00 元

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# 编写及使用说明

本教程是基于反复征询学生对英语教材的要求及对英语技能的需求、编者多年来在教学方面的探索、对现有教材的分析和讨论以及认真考虑众多从事研究生教学的一线教师的建议编写而成的。编写的宗旨在于使本教程在针对性、适应性、实用性和前瞻性上都有较强的、不同程度的体现。因此，在编写过程中，对于课文题材与内容的筛选，对于读、写、译技巧的选择，对于练习内容的考虑都是本着使学生在研究生阶段能够在英语知识的获取与运用两方面相辅相成、有机互补的原则。尤其是在运用外语知识进行国际交流与获取专业学习所需最新信息的能力上使学生能够有一定程度的提高，使其更好地适应社会，服务社会，在一定程度上满足社会的需求。本教程不仅在内容上力求使研究生获取较为全面的知识和技能，在编写上也能够考虑到教与学的需求，将研究生必须掌握的文献阅读、写作、翻译三种技巧融合在同一本教材中，既满足了学生的需要，也便利了教师的教学。

## 一、教程特色

《研究生英语高级教程》力争使研究生阶段语言知识的传授与语言运用能力的提高相结合。既不片面强调语言知识的传授，也不片面强调没有坚实语言基础的语言能力的提高。做到边学边用，以用促学。在语言使用中发现和弥补语言知识的不足。此外，该教材还具有以下特色：

1. 集读、写、译三种技巧于一身。
2. 题材新颖、广泛，大部分材料取自近两年国外最新科技文献。涵盖面较宽，包括科技、经济、教育、文化、热点话题等诸多方面。
3. 语言规范、标准、严谨，注重书面语。
4. 选文思想内涵深刻，有助于学生就某些问题运用语言知识发表自己的看法。
5. 练习的编配侧重学以致用，注重素质和技能的培养。加大主观题的比例，培养学生积极运用语言的能力，克服学习中的被动性。

## 二、内容结构

《研究生英语高级教程》供非英语专业研究生一年使用。重点培养学生阅读、写作与翻译的能力。全书共 14 个单元，每一单元主要由读前问题（Pre-reading）、课文（Text）、生词（New Words）、词组与表达法（Phrases and Expressions）、注释（Notes）、课后练习



(Exercises)、实用技巧(如 Reading Skills, Writing Skills, Translation Skills)和技巧练习(Exercises) 8 个部分组成。其中课后练习包括阅读理解(Reading Comprehension)、词汇(Vocabulary)、完形填空(Cloze)、翻译(Translation)、快速阅读(Fast Reading)和写作(Writing) 6 项练习。每课可安排 4~6 学时,视课文的长度、难度及各校学生的具体情况而定。

课文绝大部分选自近年来国外最新科技文献,长度在 1 200 词左右,主要用来训练学生的理解能力,要求学生课前预习、课后复习,在教师的帮助下达到完全理解。课文后面的 6 项练习形式紧扣原国家教委颁发的《非英语专业硕士研究生学位课程考试大纲》,因此与北京市研究生统考试卷的形式相同。每个单元中所包含的读、写、译技巧旨在培养学生的语用能力,帮助理工科研究生在较大程度上掌握与运用英语知识与技能,以求适应社会与学术上的需求。其练习的设计形式在一定程度上与研究生统考试卷中的作文与翻译相吻合。教程的最后附有词根与词缀一览表,以便使学生掌握一些常用的词根、前缀、后缀,其目的在于扩大词汇量,解决阅读中的生词问题。全部练习的编写既侧重学以致用,又紧扣大纲,而且内容丰富,形式多样,难易程度搭配适当。教师可根据具体情况酌情使用。

教师用书中备有每篇课文的参考译文、背景知识、难点分析与练习答案,供教师备课时使用。本书的教师用书电子版请联系 [jufa@crup.com.cn](mailto:jufa@crup.com.cn), 免费提供。

### 三、编写人员

本教材由北京科技大学张敬源教授、曹红晖老师负责全书编写体例的策划以及全部书稿的修改补充和审定工作,编写人员全部为多年来一直从事研究生英语教学的一线教师。参加编写的教师有(按姓氏笔画为序):许芳、刘荣君、张小朋、李晓东、芮海江、周世锋、邹妍洵、陈妍琳、范虹、赵纬、唐艳军。限于编者水平,疏漏错讹之处在所难免,敬请读者批评指正。

本教程编写过程中得到了北京科技大学研究生院教材建设项目的资金及政策支持,特此致谢!

编 者

2010 年 3 月 10 日



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# UNIT

1

## ► Pre-reading

Answer the following questions before reading the passage.

1. What do you know about “the American dream”?
2. Do you think children from the bottom quarter of the socioeconomic scale can move up to the top quarter when they grow up? Why or why not?

Text

### Waking Up from the American Dream

by Aaron Bernstein

*Dead-end jobs and the high cost of college could be choking off upward mobility.*

[1] There has been much talk recently of the “Wal-Martization” of America, a reference to the giant retailer’s fervent attempts to keep its costs—and therefore its prices—at rock-bottom levels. But for years, even during the 1990s boom, much of Corporate America had already embraced Wal-Mart-like stratagems to control labor costs, such as hiring temps and part-timers, fighting unions, dismantling internal career ladders and outsourcing to lower-paying contractor at home and abroad.

[2] While these tactics have the admirable outcome of holding down consumer prices, they’re costly in other ways. More than a quarter of the labor force, about 34 million workers, is trapped in low-wage, often dead-end jobs, according to a new book entitled *Low-Wage America: How Employers Are Reshaping Opportunity in the Workplace*. Many middle-income and high-skilled employees face fewer opportunities, too, as companies shift work to subcontractors and temp agencies and move white-collar jobs to China and India.

[3] The result has been an erosion of one of America’s most cherished values: giving its people the ability to move up the economic ladder over their lifetimes. Historically,

1



most Americans, even low-skilled ones, were able to find poorly paid janitorial or factory jobs, then gradually climb into the middle class as they gained experience and moved up the wage curve. But the number of workers progressing upward began to slip in the 1970s, when the post World War II productivity boom ran out of steam. Upward mobility diminished even more in the 1980s as globalization and technology slammed blue-collar wages.

[4] Many experts expected the trend to reverse as productivity rebounded during the heated economy of the 1990s. Certainly, there were plenty of gains. The long decline in pay rates turned around as supertight labor markets raised the wages of almost everyone. College enrollment boomed, too, and home ownership shot up, extending the American dream to more families. Low interest rates and higher wages allowed even those on the bottom to benefit. There was even a slight decline in the ranks of the very poorest families, as measured by asset wealth—those with a net worth of less than \$5,000—according to a study by New York University economics professor Edward N. Wolff.

[5] But new research suggests that, surprisingly, the best economy in 30 years did little to get America's vaunted upward mobility back on track. The new studies, which follow individuals and families over many years, paint a paradoxical picture: Even as the U.S. economy was bursting with wealth in the 1990s, minting dot-com millionaires by the thousands, conventional companies were cutting the middle out of career ladders, leaving fewer people able to better their economic position over the decade.

[6] During the 1990s, relative mobility—that is, the share of Americans changing income quintiles in any direction, up or down—slipped by two percentage points, to 62%, according to an analysis of decade long income trends through 2001 by Jonathan D. Fisher and David S. Johnson, two economists at the Bureau of Labor Statistics. While two points may not sound like much, it's bad news given how much progress might have been made amid explosive growth. Essentially, says University of Chicago economics professor and Nobel laureate James J. Heckman, "The big finding in recent years is that the notion of America being a highly mobile society isn't as true as it used to be."

[7] In fact, according to a study by two Federal Reserve Bank of Boston economists that analyzed families' incomes over three decades, the number of people who stayed stuck in the same income bracket—be it at the bottom or at the top—over the course of a decade actually increased in the 1990s. So, though the bottom lifted pay rates for janitors and clerks by as much as 5% to 10% in the late 1990s, more of them remained janitors or clerks; fewer worked their way into better-paying positions. Imelda Roman,

for one, makes about \$30,000 a year as a counselor at a Milwaukee nonprofit—barely more than the \$27,000 or so, after inflation adjustments, that the 33-year-old single mom earned as a school-bus driver more than 10 years ago. Says Roman, who hopes to return to college to improve her prospects: “It’s hard to find a job with a career ladder these days, and a B. A. would be an edge.”

[8] What Roman faces is an economy that is slowly stratifying along class lines. Today, upward mobility is determined increasingly by a college degree that’s attainable mostly by those whose parents already have money or education. Problem is, that all-important sheepskin is out of reach for most students from low-income families. Although college enrollment has soared for higher-income students, more children from poor families can only afford to go to community college, which typically don’t offer bachelor’s degrees. The number of poor students who get a degree—fewer than 5% in 2001—has barely budged in 30 years, according to an analysis of Census Bureau data by Thomas G. Morcenson, who published an education newsletter from Oskaloosa, Iowa.

[9] In turn, the lack of mobility for those who don’t or can’t get a degree is putting a lid on the intergenerational progress that has long been a mainstay of the American experience. Last year, Wichita State University sociology professor David W. Wright and two colleagues updated a classic 1978 study that looked at how sons fared according to the social and economic class of their fathers. Defining class by a mix of education, income and occupation, they found that sons from the bottom three quarters of the socioeconomic scale were less likely to move up in the 1990s than in the 1960s. Just 10% of sons whose fathers were in the bottom quarter had made it to the top quarter by 1998, the authors found. By contrast, 23% of low-class sons had done so by 1973, according to the earlier study. Similarly, only 51% of sons whose fathers belonged to the second-highest quarter equaled or surpassed the economic standing of their parents in the 1990s. In the 1960s, 63% did.

[10] That’s the pattern Michael A. McLimans and his family follows. Now 33, with two young children, the New Holland (Pa.) resident has spent the past decade working at pizza chains such as Domino’s and Pizza Hut. He made it to assistant manager but found that he could more, \$9 to \$12 an hour with tips, as a delivery driver. He and his wife, a hotel receptionist, pull down about \$40,000 a year—far from the \$60,000 Michael’s father, David I. McLimans, earns as a veteran steelworker. “I wave every dime I can so my kids can go to college, which neither of us can afford to do,” says Michael.

[11] Restoring American mobility is less a question of knowing what to do than of

making it happen. Experts have decried schools' inadequacy for years, but fixing them is a long, arduous struggle. Similarly, there have been plenty of warnings about declining college access, but finding funds was difficult even in eras of large surpluses. One radical approach: that college be treated the way high school is, as a public good paid for by taxpayers. Presidential candidate Senator John Edwards (D-N.C.) has proposed making the first year's tuition free all community and public colleges for any student willing to work 10 hours a week. That may never happen, but clearly, if the U.S. couldn't shake off a creeping rigidity in the best of times, it will take a conscious change to reverse course now.

(1283 words, from *The World of English*, March, 2005)

## New Words

<b>fervent</b> /fɜ:vənt/ <i>adj.</i>	showing warmth of feeling; passionate 热烈的, 热情的
<b>rock-bottom</b> /rɒk-'bɒtəm/ <i>n. (u)</i>	lowest point 最低点, 最低限度
<b>stratagem</b> /'strætɪdʒəm/ <i>n. (c, u)</i>	(use of a) trick or device to deceive sb. (esp. the enemy in war) 计谋, 诡计 (尤指战时用以诈骗敌人)
<b>temp</b> /'temp/ <i>n.</i>	temporary employee 临时雇员
<b>dismantle</b> /dɪs'mæntl/ <i>vt.</i>	to take away fittings, furnishing, etc. from; to take to pieces 拆除, 拆卸, 拆散
<b>outsource</b> /'aʊt.sɔ:s/ <i>vi.</i>	to obtain (goods or a service) by contract from an outside supplier 外部采办, 外购
<b>contractor</b> /kən'træktə/ <i>n.</i>	person, business form, that enters into contracts 立契约的人或机构, 包工, 承包商
<b>tactic</b> /'tæktɪk/ <i>n.</i>	expedient; means of achieving an object; strategy; plan or method for carrying out a policy 权谋, 策略
<b>erosion</b> /'ɪrəʊʒən/ <i>n. (u)</i>	wearing away or being worn away 侵蚀, 腐蚀
<b>janitor</b> /'dʒænitə/ <i>n.</i>	doorkeeper 看门者, 门房
<b>rebound</b> /rɪ'baʊnd/ <i>vi.</i>	to spring or bounce back after hitting sth. 跃回, 弹回
<b>asset</b> /'æset/ <i>n.</i>	anything owned by a person, company, etc. that has money value and that may be sold to pay debts 财产, 资产
<b>vaunt</b> /vɔ:nt/ <i>vi, vt.</i>	to boast 吹牛, 夸张
<b>mint</b> /mɪnt/ <i>vt.</i>	to make (coin) by stamping metal; (fig.) invent a word, phrase, etc. 铸造 (钱币), (喻) 创造 (字、片语等)

<b>quintile</b> /'kwɪntaɪl/ <i>n.</i>	五分位数
<b>laureate</b> /'lɔːrɪt/ <i>n.</i>	the poet officially appointed to the Royal Household in Great Britain 桂冠诗人
<b>bracket</b> /'brækt/ <i>n.</i>	grouping; classification 分类, 类别
<b>counselor</b> /'kaʊnsələ/ <i>n.</i>	adviser; (in Ireland and US) lawyer 顾问, 参事, (在爱尔兰及美国) 律师
<b>stratify</b> /'strætɪfaɪ/ <i>vt, vi.</i>	to arrange in strata 使成层, 层叠, 按层排列; to form into strata 形成层次
<b>sheepskin</b> /'ʃiːpskɪn/ <i>n.</i>	parchment made from sheep's skin; (esp. US) diploma written on such parchment 羊皮纸, (尤美) 用羊皮纸写的文凭, 证书
<b>budge</b> /bʌdʒ/ <i>vt, vi.</i>	to (cause to) move very little, make the slightest movement; (fig.) to (cause to) change a position or attitude (使) 稍微移动, (喻) (使) 改变位置或态度
<b>mainstay</b> /'meɪnstet/ <i>n.</i>	(fig.) chief support (喻) 主要的支持
<b>fare</b> /feə/ <i>vi.</i>	progress; get on 进展, 进步, 过日子
<b>veteran</b> /'vetərən/ <i>n.</i>	person who has had much or long experience, esp. as a soldier 老手, 老练者, 老兵
<b>decry</b> /dɪ'kraɪ/ <i>vt.</i>	to try, by speaking against sth.; to make it seem less valuable, usefull, etc.; to disapprove of 责难, 谴责, 不赞成
<b>arduous</b> /'ɑːdʒuəs/ <i>adj.</i>	(of work) needing and using up much energy; (of a road, etc.) steep; hard to climb (指工作) 费力的, 艰巨的, (指道路等) 陡峭的, 难攀登的
<b>radical</b> /'rædɪkəl/ <i>adj.</i>	advanced in opinions and policies 激进的, 意见和政策上激进的
<b>reverse</b> /rɪ'vɜːs/ <i>vt, vi.</i>	to turn (sth.) the other way round or up or inside out; (cause to) go in the opposite direction 反转, 颠倒, 翻转, (使) 向相反方向行进, (使) 倒退



## Phrases and Expressions

the ranks of  
income quintiles

the large group of 群体  
(高收入、中上收入、中等收入、中下收入、低收入) 五档收入  
人口

pull down

earn (money) 赚(钱), 获得(工资、报酬等)

shake off

get rid of 摆脱, 除去

## Proper Nouns

Wal-Mart

沃尔玛公司, 世界第一大零售连锁集团

Federal Reserve Bank

美国联邦储备银行

Domino's

达美乐比萨饼连锁店, 其创始人 Tom Monaghan 将多米诺骨牌  
的一点和二点作为商店的标志, 由此得名。创立于 1960 年, 现  
已发展为全球排名第五的快餐品牌。

Pizza Hut

必胜客比萨饼连锁店, 1958 年创立于美国堪萨斯州, 因当年创  
建的餐厅外观像一个简朴的小屋(hut)而得名。

## Exercises

### I Reading Comprehension

A. Choose the best answer according to the passage.

1. "Choking off" in the subheading can be best replaced by \_\_\_\_\_.  
A. holding back    B. holding off    C. holding out    D. holding up
2. Which of the following statements is NOT mentioned as a stratagem to control labor costs?  
A. Hiring temps and part-timers.  
B. Fighting unions.  
C. Dismantling internal career ladders.  
D. Outsourcing to higher-paying contractor at home and abroad.

3. Which of the following statements is true?
- A. In the 1990s, more people could better their economic position because of the economic boom.
  - B. In the 1990s, more people could better their economic position because conventional companies provided more opportunities.
  - C. In the 1990s, fewer people could better their economic position because of the recession.
  - D. In the 1990s, fewer people could better their economic position because conventional companies were cutting the middle out of career ladders.
4. According to the passage, the notion of America being a highly mobile society \_\_\_\_\_.
- A. is never true
  - B. is always true
  - C. is not as true as it used to be
  - D. is taken for granted by most Americans
5. According to the passage, which of the following is more and more important in determining upward mobility in America today?
- A. Diploma.
  - B. Family background.
  - C. Ability.
  - D. Opportunity.
6. According to the passage, which of the following groups of people increased in number in the 1990s?
- A. The lower income bracket.
  - B. The middle income bracket.
  - C. The higher income bracket.
  - D. Those who stayed stuck in the same income bracket.
7. What does the word "sheepskin" in Line 3, Para. 8 mean?
- A. Job.
  - B. Opportunity.
  - C. Diploma.
  - D. Position.
8. According to the passage, in the 1990s \_\_\_\_\_.
- A. children from lower-class families were more likely to surpass the economic standing of their parents than those from rich families
  - B. children from lower-class families were more likely to surpass the economic standing of their parents than in the 1970s
  - C. both lower-class sons and higher-class sons had more opportunities to surpass the economic standing of their parents than 1970s
  - D. neither lower-class sons nor high-class sons could surpass the economic standing of their parents as they did in the 1960s

9. The example of Michael A. McLimans and his family in Para.10 serves to illustrate that \_\_\_\_\_.
- A. sons from lower-income families were less likely to surpass their parents' economic standing in the 1990s than in the 1960s
- B. upward mobility is determined increasingly by a college degree today
- C. sons from the bottom three quarters of the socioeconomic scale can have better job than their parents in the 1990s
- D. sons from lower-income families made less money than their parents in the 1990s
10. The passage mainly discusses \_\_\_\_\_.
- A. how to restore American mobility
- B. that "American dream" has become history
- C. that the lower-class sons can hardly surpass their parents' economic ladder
- D. the reasons that hold back upward mobility in American society

**B. Questions for discussion.**

1. What do you think of the upward mobility in China?
2. Does "moving up the economic ladder" mean success? Why or why not?

**III Vocabulary**

**A. Identify one of the four choices A, B, C and D which would best keep the meaning of the underlined word or phrase.**

1. We must bear in mind that different circumstances involve adopting different tactics.  
A. attitudes                      B. anticipations                      C. strategies                      D. tricks
2. The amount of water in the reservoir will diminish if the dry season continues.  
A. deteriorate                      B. vanish                      C. arise                      D. decrease
3. He vaunted that he had met no real match in chess, but records show otherwise.  
A. boasted                      B. declared                      C. acknowledged                      D. confessed
4. You'd better think twice before you go with him for I heard that deceit and stratagem were his specialty.  
A. compliment                      B. trick                      C. vanity                      D. commitment
5. Immigrants entering the U.S. at the turn of the century often encountered living conditions radically different from those they had left behind.  
A. apparently                      B. tragically                      C. admittedly                      D. drastically

6. To drive an automobile, you must learn how to manipulate the steering wheel and pedals.  
 A. generate            B. castigate            C. handle            D. stipulate
7. The floods were a great calamity to the farmers whose crops and houses were ruined.  
 A. bliss            B. hazard            C. catastrophe            D. trifle
8. Hurricanes often devastate the coffee crop, Haiti's principal export.  
 A. fracture            B. scatter            C. destroy            D. fertilize
9. From an airplane, the grasslands of the western prairie appear almost as uniform as a placid sea.  
 A. fake            B. turbulent            C. plain            D. calm
10. What all sufferers from eating disorders have in common is an obsession with their own weight and appearance.  
 A. fascination            B. inclination            C. association            D. indignation

**B. Choose the word or phrase from the four options given that best completes each of the following sentences.**

1. The lumber dealer \_\_\_\_\_ the use of concrete for houses.  
 A. decried            B. degraded            C. advocated            D. relinquished
2. Mr. Hopkins was a \_\_\_\_\_ supporter of justice and he won the trust and respect of all his friends.  
 A. ferocious            B. fervent            C. feeble            D. formidable
3. To his mother's delight, he \_\_\_\_\_ an A in algebra by studying hard.  
 A. pulled in            B. pulled up            C. pulled down            D. pulled off
4. Bad deeds, as well as good, may \_\_\_\_\_ upon the doer.  
 A. rebound            B. dwell            C. provoke            D. linger
5. The manager held out bright \_\_\_\_\_ to me if I would accept that position.  
 A. aspects            B. prospects            C. introspects            D. respects
6. The government decided to increase personal income tax in the upper \_\_\_\_\_.  
 A. class            B. level            C. standard            D. brackets
7. Things didn't turn out the way they wished—stocks and bonds continued to \_\_\_\_\_ on security exchanges.  
 A. slip            B. skip            C. stripe            D. scrape



