

吉林大学研究生立项教材

新

English *Extensive Reading* For Graduate Students

# 研究生英语泛读教程

——非英语专业研究生使用

*Extensive  
Reading*



吉林大学出版社

新

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English Extensive Reading For Graduate Students

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——非英语专业研究生使用

总主编：孙怀庆 滕玉梅

主 编：滕玉梅 谢江巍



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总 主 编 孙怀庆 滕玉梅

副总主编 胡铁生 伊秀波 吴宪忠 赵崇文 刘晓笑

主 编 滕玉梅 谢江巍

编 者 (按姓氏笔划为序)

王晓平 付文平 田 平 张凌坤

赵治惠 谢江巍 谭晓琪

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电 话: 0431-5661152

电子邮箱: jdyf@mail.china.com

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# 前 言

世纪之交,原吉林大学、吉林工业大学、白求恩医科大学、长春科技大学和长春邮电学院合并,组建成为我国目前规模最大的一所综合性大学。新的吉林大学在研究生教育方面迈出了更大的步伐,招生人数猛增,学科门类趋于齐全。为适应新形势下对非英语专业研究生英语教学的需要,吉林大学和东北师范大学携手编写了这套《新研究生英语》系列教材。

《新研究生英语》是根据原国家教委颁布的《非英语专业研究生英语教学大纲》和21世纪对研究生英语教学要求的新特点而编写的一套系列教材,分精读、泛读、听说和测试四种教程,供硕士研究生基础英语教学使用。本系列教材经吉林大学2001级硕士研究生试用,反映良好,现修订出版。

本系列教材充分吸取各高校在研究生英语教学中积累的行之有效的经验,借鉴国内外优秀的教学理论和方法,博采众长,将实用性与知识性融为一体,将应用性与应试性贯穿始终,旨在通过教师精讲和学生多练,培养学生具有扎实的英语语言基础和较强的英语综合应用能力。

本系列教材选文题材广泛,集时代性、知识性、可思性和信息性、前瞻性和实用性为一体,以反映当代社会生活为主,兼顾科技、政法、文史、医药等时尚主题;体裁多样,充分兼顾书面语、正式语体和非正式语体;课后练习形式丰富、实用,既有利于学生消化、巩固语言基础知识,也有利于培养学生运用英语的实际能力。

吉林大学研究生院于永利副院长、郭学东处长、陈玉梅副处长,全国大学外语教学指导委员会副主任、全国大学英语四、六级考试委员会委员、吉林大学公共外语教学与研究中心主任刘龙根教授,对本教材的设计与编写自始至终给予关心和支持。美国文教专家Charlotte E. McCallum和Lily Cocks审阅了全部书稿,在此一并致谢。

《新研究生英语泛读教程》由吉林大学组织编写,滕玉梅、谢江巍任主编,张玉娟、李军、关丽娟、高丽佳、韩丽娜、金辉、王岩、于大溱、李欣霜、梅松伟等同志协助编写。

由于编者水平与经验有限,教材中难免还有不足之处,希望广大教师和学生批评指正。

编 者

2002年8月

# 使用说明

《新研究生英语泛读教程》是《新研究生英语》系列教材之一。

本书以《非英语专业研究生英语教学大纲》规定的阅读目标为编写依据,以多种英语阅读测试形式为体例,以教师指导、学生自主学习、阶段考试检测为手段,在题材选择上,体现时代性、信息性和知识性,旨在培养学生掌握运用各种阅读技能、技巧,提高阅读质量和速度,帮助学生扩大知识面,增加词汇量,开扩视野,达到硕士研究生英语教学大纲规定的整体目标。

本书共二十单元,每单元包括三篇课文,即 *Selection 1*, *Selection 2* 和 *Selection 3*。每单元文章的内容和题材基本一致,均从不同角度,用不同的语言形式表达同一个主题,增加了对某一选定主题的语言表达的重复率和语言表达的完整性,使学生更好地掌握和运用该主题的篇章结构及生动、鲜活的语言。

每篇文章配有 *Guided Questions*, *Culture and Language Notes*, *New Words, Phrases and Expressions* 和 *Comprehension Check* 等项目。

*Guided Questions* 使学生沿着作者思路从语篇水平的角度对整篇文章的内容有一个概括的了解。

*Culture and Language Notes* 帮助学生解决课文中出现的特殊文化背景,提高学生吸取信息和知识的能力。

*New Words* 以课文中出现的生词新义为选列对象,以在课文中出现的先后为排列顺序,目的在于为学生扫清阅读障碍,提高阅读速度。

*Phrases and Expressions* 列出短语动词、固定短语以及习惯搭配和实用的表达法,供学生们记忆和运用。

*Comprehension Check* 包括 *True or False Questions*, *Multiple Choice Questions* 和 *Short Answer Questions* 等练习形式,所设题项包括局部性、概括性、理解性,都有一定的辐射面和深度,旨在帮助学生在速度中求准确,在整体中把握细节,掌握多种阅读技能,保证学生具有快速有效地吸收新知识、新信息的能力。

本书另附有总词汇表,供学生检索和记忆。

本书与精读分册在内容和题材等方面相互匹配。从某种意义上说,本书是精读教程的延伸和扩展。通过泛读教程的学习,可进一步巩固和扩展精读课本所学的知识、语言及核心词汇,使学生的英语阅读水平上一个新台阶。

编者  
2002年8月



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## Selection 1

Standard of Living  
Decreasing for the  
Working Class

## Before You Read

## Guided Questions

1. Do you think American workers are living a decent and happy life as you may have expected?
2. Do you know a lot about the American economy?

[5] The long economic boom has pushed unemployment to its lowest level in years, but more jobs don't necessarily mean higher living standards. A new report shows that an American holding a full-time job in the late 1990s was still as likely to fall below the official poverty line<sup>1</sup> as a similar worker in the 1980s, and more likely to do so than a full-time worker in the 1970s.

[10] Working full time and year around is ,for more and more Americans, not enough according to a recent study by a prestigious institute. The report maintains that "this is not the outcome one would expect from the longest economic expansion in economic history."

[15] The report highlights an important point often lost amid the celebratory hype<sup>2</sup> about the current boom: Lower-skilled workers have profited much less than others, and have yet to recover from the sharp erosion of earnings from the mid-1970s through the mid-1990s.

"Much of the reporting on the long boom is historical—those at



# Unit One

the very bottom are gaining, but they haven't gained enough to make up for where they were," said one well-known American poverty expert. Among other reasons, high-paid unionized manufacturing jobs for unskilled workers have been replaced by lower-paid, nonunion service jobs. Adjusting for inflation the average wage for a full-time worker without any college education was 8% less last year than it was in 1972.

According to the report, 2.8 million Americans with full time jobs — people working at least 35 hours a week, 50 weeks a year — were living below the poverty line in 1998. A family of three earning \$13,003 or less in pretax income was considered poor that year.

That meant 2.9% of all full time workers in 1998 were poor, a sharp increase from 2.5% in 1997 and the highest level since 1990s recession. Through the first seven years of the current economic expansion, the poverty rate for full-time workers never fell below 2.5%.

The institute's researchers, using Census data, found that the poverty rate for full-time workers stayed almost constant over the past 20 years, with rates hovering between 2.4% and 3.1% in the 1980s. That conclusion together with other data suggest that lower-income families fared better in the 1990s than in the 1980s.

By this measure, the 1990s economy looks much worse than the 1970s. In 1973, the poverty rate for full-time workers fell to 2%, and after rising a bit during the mid-1970s oil crisis, fell again to 2.1% in 1978.

The main reason cited by the main author of the report is "the expansion of low-productivity jobs," even as the economy's total productivity has accelerated. The percentage of non-management workers holding manufacturing jobs fell from 30% in 1965 to 15% in 1998. At the same time, "combined employment in the retail and service sectors—the two lowest paying sectors, on average—increased from 30% to 48%," the report found.

A full time maid at a major Hollywood movie studio has been supporting herself and two small children on about \$13,000 per year, just at the official poverty line. With no high school degree, she said it's the best job she was able to find. Besides, the 21 year old added, the hours — from 6:30 pm to 3:00 am — "mean I don't have to pay for a baby sitter" since the mother can watch the children after she finishes her job. The mother said she and her children aren't starving, but the low pay

55 forces her to live in a cramped apartment, to forsake a car—she has an hour-long bus ride to work—and skips buying the toys her four-year-old wants. "You have to lie and tell them you'll get it tomorrow," she said.

60 Economists also attribute the persistence of poverty among full-time workers to the erosion of the minimum wage from about \$7 per hour in 1969 (in today's dollars) to the current level of \$5.15. A single full time worker earning the current minimum wage would be above the poverty line, but such a worker supporting at least one dependent would be below the poverty line, according to the report's author.

65 The head of the White House National Economic Council challenged the study's findings. He said, "Nobody's disputing there's still economic hardship out there." But then he went on to say that poverty for all Americans has fallen sharply through the 1990s while wages and salaries for the lowest-paid workers have jumped, he said. "There's a lot of evidence that the benefits of the expansion have reached out more to the fringes of the work force," he said.

70 The earned-income tax credit not included in the Census poverty definition does help to offset those trends. The maid, discussed above, said she gets about \$1,000 back a year in income tax refunds under the program. The report's author conceded "that's a serious problem with the official definition of poverty." But she added, the poverty definition also doesn't include Social Security taxes, which would lower take-home pay.

80 The report also looks at long-term regional and racial patterns in poverty among full-time workers. For nonwhite workers, the poverty rate was 4.42% in 1998, compared with 2.90% for white workers including Hispanics<sup>3</sup>. In both the Northeast and the Midwest, the poverty rate for nonwhite full-time workers was higher in the 1990s than in the 1980s. In the South and West, however, the rate was lower in the 1990s than in the 1980s.

85 The report noted that working poverty rates have fluctuated much more over the past three decades for nonwhites than for whites, which "suggests that regional cycles and shocks affecting the poverty rate of full-time workers have hit nonwhite full-time workers harder than white workers."

90 That trend may explain differences in long-term economic success between races, the report notes. "Cycling in and out of poverty

# Unit One

makes it more difficult to save, accumulate wealth, and carry out long-term personal and financial planning," it said.

## Culture and Language Notes

1. poverty line: minimum level of income needed to buy the basic necessities of life.
2. celebratory hype: apparent and misleading rejoicing.
3. Hispanics: Spanish and Portuguese American.

## New Words

1. prestigious: *a.* having or bringing prestige 有威望的; 有声望的
2. inflation: *n.* rise in prices resulting from an increase in the supply of money, credit, etc.
3. accelerate: *v.* make (sth.) move faster or happen earlier; increase the speed of ...
4. skip: *v.* omit a task, etc.
5. fringe: *n.* outer edge of an area, group or activity.
6. offset: *v.* compensate for sth.; balance sth. 弥补
7. fare: *n.* progress; get on.
8. cramped: *a.* (of space) narrow and restricted.
9. forsake: *v.* give sth. up; renounce; abandon
10. fluctuate: *v.* (of a price, number, rate, etc.) rise and fall; change irregularly. 波动

## Phrases and Expressions

- attribute ... to      regard sth. as belonging to, caused by or produced by sb/sth.  
make up for      compensate for sth.

## After You Read

## Comprehension Check

### True or False Questions

1. The long economic boom has greatly improved the employees' living standards.
2. According to the author of the report, the main reason of the decreasing of the living standards for the working class is the expansion of low-productivity jobs.
3. The example about a full time maid cited by the author is used to say that the maid benefits a lot from her high school degree.
4. Economists attribute the persistence of poverty among full-time workers to the reduction of the minimum wage.
5. The regional cycles and shocks affecting the poverty rate of full-time workers have hit

white full-time workers harder than the nonwhite workers.

6. Cycling in and out of poverty makes it easier to save, accumulate wealth, and carry out long-term personal and financial planning.

## Short Answer Questions

1. What do you think the factors that may affect the poverty rate of full-time workers?
  2. What does the author mean by saying the celebratory hype about the current boom?
  3. How can the employees find any solutions to their worse living standards?
  4. Why do nonwhite workers have to suffer more than white workers?
-



## Selection 2

### What about Students Who Don't Go to College?

#### Before You Read

#### Guided Questions

1. What are the disadvantages for the students who don't go to college?
2. Can you say some similarities and differences between American and Chinese students who go to work without college degrees?

For all of the curative powers of a booming economy, the overflowing prosperity of the last four years has failed to raise the second-class incomes of the one-third of American adults who have not gone beyond high school.

- [5] Just as near-universal high school education was one of the great achievements of 20th century America, politicians and business leaders have long sought to lure more students to college, reasoning that the college-educated would earn more in a "new economy" that now more than ever rewards a bachelor's degree. College, they believed, could help close the gap between the economic haves and have-nots, yet the proportion of Americans who have only a high school diploma has barely budged for 30 years, through good times and bad.

- [10] Where many saw college as the answer, nearly everyone also counted on the booming economy as a way to narrow the income gap. Prosperity created a tight labor market that drove up wages, which

[15]