

The Times

Volume



丛书主编 / 北京外国语大学 江涛 本书主编 / 江涛 孟飞

考研成功，绿色通道，吃透题源，决胜终点！

考研英语
阅读题源

泰晤士报

分册

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很多同学都知道，应付考研英语，除了背单词、做真题以外，扩大阅读量是个很好的办法。和所有的英语考试一样，考研英语中阅读题的分值最大。而通过阅读英语文章来复习，除了可以提高阅读能力外，还可以更高效地记忆单词、培养语感、提高写作能力，从而从整体上提高你的英语水平。

扩大阅读量十分重要，而对阅读材料的选择也不容忽视。如果对历年考研真题阅读理解文章的来源进行整理，你会发现，其来源是有规律可循的。有关统计结果表明，考研英语阅读文章有80%以上出自 *The Economist* 《经济学家》、*Newsweek* 《新闻周刊》、*TIME* 《时代周刊》等原版英文报刊杂志；这些文章都是五年内发表的，具有一定的时效性。

这一规律对于复习考研至关重要。与其将大把时间浪费在其他类型的阅读上，为什么不直接从考研阅读的题源中进行发掘呢？无论是难度、篇幅还是文章的风格、选材，还有什么阅读材料比考题的题源更接近考题本身的呢？

因此，这套《考研英语阅读题源》系列丛书或许是你最好的阅读选择。

与考研命题人的思路一样，编者着眼于 *The Economist* 《经济学家》、*Newsweek* 《新闻周刊》、*TIME* 《时代周刊》、*The New York Times* 《纽约时报》、*The Times* 《泰晤士报》、*The Guardian* 《英国卫报》这六本国外的优秀杂志，从近几年刊载的文章中各精选出五十篇。根据考研真题的题材类型将这些文章分为社会类、文教类、经济类、科技类和健康类五部分。其中，每篇文章又包含以下三个部分。

题源文选：精选原汁原味、内容详实的英语报刊文摘，从风格、内容、难易程度方面均与考研真题相近。为了保证文章在原汁原味的基础上更好地体现考研阅读的特色，编者特节选了结构内容相对完整、篇幅与考研阅读文章相当的部分作为重点段落（即黑色实字部分），其余部分则以灰色虚字出现，便于考生有重点地阅读。

词汇注解：该部分列出了文章中考生需掌握的重点单词和超纲单词。重点单词部分列出了文中出现的、考研大纲中所包含的词汇，后面附有音标、文中释义及大纲全义，并在原文中以绿色加粗字体标出，帮助考生在阅读的同时更全面地掌握重点单词，并通过对单词的理解，更好地进行阅读。超纲单词部分则列出了文中出现的、不属于大纲考查范围的生词，在原文中以绿色斜体标出，来帮助考生排除阅读中的障碍，扩展词汇量。

重点段落译文：针对原文中的重点段落，提供精准的译文，为考生理解文章提供参考。

本分册所有文章均选自近两年的 *The Times* 《泰晤士报》。

希望这套丛书能助考研考生一臂之力。最后衷心祝愿广大考生考研成功！

编者

2008年4月



目录 Contents



Social Class

社会类

- Passage One** Successful Women Put the Brakes on Social Mobility 2
- Passage Two** The Knives Are Out 8
- Passage Three** Tourism Threatens Antarctica 14
- Passage Four** Mandatory Water Meters a Step Closer ... 19
- Passage Five** Guns and Gangs 24
- Passage Six** Women Climb Career Ladder Faster — but Are Paid Less for Doing Same Job 29
- Passage Seven** DNA Database ‘Puts Innocent under Suspicion’ 34
- Passage Eight** Counting the Benefits of Flexible Packages 39
- Passage Nine** Women Must Set Their Sights Higher ... 43
- Passage Ten** Building a Better World 48



Culture and Education

文教类

- Passage One** A Nation Ripe for a Literary Revolution ... 54
- Passage Two** How We Can Liberate Every Child in the World 60

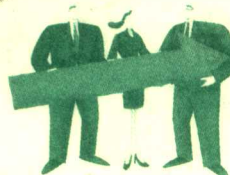
Passage Three Schools Get a Dressing-down for Cashing in with Costly Uniforms	66
Passage Four We Must Value Education for Itself, Not Just to Get a Job	71
Passage Five Universities Target Foreign Students	76
Passage Six Big Increase in Funding for Schools Does Little to Improve Performance	82
Passage Seven Careful Parents Cost Children's Lives	87
Passage Eight Parents Will Move or Lie to Get a Good School	92
Passage Nine Boarding Helps Children Escape Pushy Families, Claims Top Head	97
Passage Ten "Foster Boarding" Gives Deprived Children Best Chance to Excel	102



经济类

Economy

Passage One Mexico and Indonesia Will Overtake British Economy	108
Passage Two IMF to Call Talks on Global Strains ...	112
Passage Three Beware the Financial Hurricane Season	117
Passage Four How Market Towns Will Be Saved by the Internet	123
Passage Five US Imbalances Tip towards a Soft Landing	127
Passage Six Goldilocks Economy Could Foil the Bears ...	133

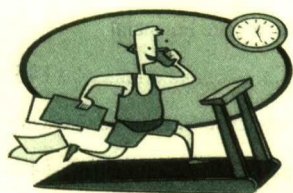


Passage Seven	Comfort at an Economy Price	138
Passage Eight	We Should Appreciate Financial Engineering	143
Passage Nine	Investors' Confidence Slumps as Growth Grinds to a Halt in Japan	147
Passage Ten	Exports Pick up the Slack in the US Economy	152



科技类

Passage One	A Real Invisibility Cloak? Wizard!	160
Passage Two	Water Has Been Flowing on Mars within Past Five Years, Nasa Says	165
Passage Three	DNA Tests Find a World of Variety ...	170
Passage Four	Space Probe Suggests Einstein Was Spot on, Relatively	175
Passage Five	Breakthrough in Search for Baldness Cure	180
Passage Six	Scientists Breed Cows That Give Skimmed Milk	186
Passage Seven	Battle of the Bugs	191
Passage Eight	"Fertilising" Oceans with Iron May Combat Climate Change	196
Passage Nine	Every Scrape of Soil Tells a Story for Ground-breaking Scientists	201
Passage Ten	Irish Potato Famine Gives Clue How to Cure Malaria	206



Health

健康类

- Passage One** Supermarket Brands Are
“Danger to Health” 212
- Passage Two** Mothers Who Switched from Breast
to Bottle “Were Misled” 217
- Passage Three** Little Glitter, Big Rewards 222
- Passage Four** Health Fears as Polluted Waters
Leave Thousands Vulnerable 227
- Passage Five** Late Motherhood as “Big a Problem”
as Teenage Mums 233
- Passage Six** How Red Wine ‘Magic Ingredient’ Aims to
Beat Diseases of Ageing 238
- Passage Seven** Cheap Gene Scans Raise Spectre
of “the Worried Well” 243
- Passage Eight** Junk Medicine: Acne Treatment 248
- Passage Nine** Stem Cell “Insurance Scheme”
Exploits Families, Say Scientists 253
- Passage Ten** Obesity: The Big Fat Lie? 258

考 研

The Times
Volume

英语阅读题源



S 社会类

ocial Class





From *The Times*

By David Willetts

May 7, 2006

Successful Women Put the Brakes on Social Mobility

Equal opportunities in education stop the poor moving up the social scale, says David Willetts

The political landscape is changing fast. There is still an enormous amount for the Conservative Party to do, but at least there is a new willingness to look at what we are saying

If there is one fact about modern Britain that should cause us more shock and disappointment than any other, it is that social mobility seems to be declining. Politicians all talk about spreading opportunity, but we are failing to deliver.

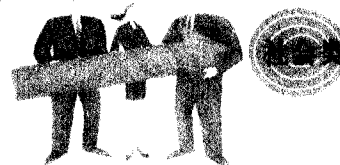
This is shocking because we are so used to thinking of social trends *inexorably* pushing us to become a more open and mobile society — “classless”, with “opportunities for all”, as we politicians like to say. So what is going on?

The figures show that a boy born to parents in the poorest quarter of the population in 1958 had a 31% chance of still being there aged 33 and a 17% chance of being in the top quartile.

By 1970, those figures had worsened: a boy born in the bottom *quartile* had a 38% chance of staying put and just a 16% chance of moving into the top quartile.

If social mobility is still declining, many people **assume** that education must be the *culprit*. Gordon Brown focused attention on universities in 2000 with his notorious intervention in the Laura Spence affair.

Britain over the past 20 years has seen a big **increase** in the earnings of graduates relative to non-graduates. But it looks as though the expansion in



higher education has meant more places for students from more affluent backgrounds rather than students from poorer backgrounds.

The chances of a child from a high-income family getting a degree are still much greater than those for a child from a low-income background. So the expansion of higher education has not increased social mobility but, if anything, has contributed to its decline.

There is clearly much that education can do: it is incredibly frustrating that despite the best efforts of successive governments to try to improve educational standards, the contribution of education towards social mobility is, if anything, going backwards. Can we offer any further explanation of all this, beyond the continuing failings of our education system?

There is one powerful explanation. The enormous expansion of education, especially higher education, must by definition have succeeded in bringing extra opportunities to many more to gain university qualifications than ever before. The assumption was that this would mean more students from modest backgrounds. But in reality the main *beneficiaries* have been a different, though equally *meritorious*, group.

The biggest single group of beneficiaries from the expansion of higher education have been young women, often from higher-income backgrounds, even if ones that would not previously have sent daughters to higher education.

In 1974, 145,000 men and 75,000 women went to university. So there was a total of 220,000 university students with almost twice as many men as women.

Since then, of course, polytechnics have become universities, increasing the number of university students at a stroke by several hundred thousand. But the trend has carried on upwards as well.

Thirty years later, in 2004, the number of male university students quadrupled to 650,000. But the number of female university students increased twelvefold to 950,000. Now there are one and a half times as many female students as men. The expansion of education has helped both men and women. But it has had a far greater impact on women than on men.

The women who have above all benefited from this expansion are those from more affluent backgrounds.

If anything, the gap between the chances of a girl from a high-income background getting to university against a girl from a low-income background has actually widened.

The expansion of higher education helped women, but it helped women from affluent families more than women from low-income families.

We might speculate about the reasons for this. It is still a problem if you are a girl from a low-income family considering whether it is worth studying when there is always the option of starting a family.

And the old attitude of middle-class families was to put much more emphasis on the education of a son rather than a daughter, leaving a suppressed demand for higher education from daughters in more affluent families. We have not yet got an authoritative explanation here, but these might be factors.

As these competent women emerge from higher education, they are very likely to marry men from a similar background. Most measures of inequality focus on household incomes, not individual incomes. A household with two high paid earners opens up an even wider gap from other households.

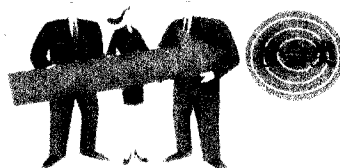
Of course, we should welcome the transformation of opportunities for women. There really is no going back. But if we are to design effective policies to provide better opportunities in the future, we need to understand what is happening now.

What has happened so far is that well-intentioned policies have ended up widening the gap between opportunities seized by women from high-income families compared with women from low-income families. This is making Britain a more unequal and less mobile society.

Of course, it is right to transform opportunities for women but paradoxically this has strengthened some of the forces passing on income and wealth from one generation to the next.

Increasing equality between the sexes has meant increasing inequality between social classes. Feminism has trumped egalitarianism.

We can and must do better in spreading opportunity across the generations. That means developing a policy agenda that will make Britain a more mobile society.



词汇注解

重点单词

- mobility** /məʊ'bɪlɪti/
- [文中释义] *n.* 流动性
[大纲全义] *n.* 可动性, 流动性; 灵活性
- decline** /dɪ'klaɪn/
- [文中释义] *v.* 下降
[大纲全义] *v.* 下降, 衰落; 拒绝, 谢绝 *n.* 下降; 斜面, 倾斜, 衰落
- bottom** /'bɒtəm/
- [文中释义] *n.* 底部
[大纲全义] *n.* 底(部); 基础, 根基; 海底, 湖底, 河床 *adj.* 最低的, 最下的 *v.* 达最低点, 跌停回升
- assume** /ə'sju:m/
- [文中释义] *v.* 臆断, 认为
[大纲全义] *v.* 假装; 假定, 设想; 承担; 呈现, 采取
- notorious** /nəʊ'tɔ:riəs/
- [文中释义] *adj.* 臭名昭著的
[大纲全义] *adj.* 臭名昭著的, 声名狼藉的
- relative** /'relatɪv/
- [文中释义] *adj.* 相对的
[大纲全义] *adj.* 相对的, 比较的, 有关系的
n. 亲戚, 亲属
- affluent** /'æfluent/
- [文中释义] *adj.* 富裕的
[大纲全义] *adj.* 富裕的, 富有的, 丰富的, 富饶的
- contribute** /kən'trɪbjʊ:t/
- [文中释义] *v.* (to) 有助于
[大纲全义] *v.* (to) 贡献, 捐助, 捐献; 投稿; 有助于, 促成
- incredibly** /ɪn'kredəbli/
- [文中释义] *adv.* 难以置信地
[大纲全义] *adv.* 难以置信地
- frustrating** /frʌs'treɪtɪŋ/
- [文中释义] *adj.* 困惑的
[大纲全义] *adj.* 使人沮丧的, 令人泄气的
- successive** /sək'sesɪv/
- [文中释义] *adj.* 接连的
[大纲全义] *adj.* 接连的, 连续的

超纲单词

inexorably

adv. 势不可挡地

quartile

n. 四分之一

culprit

n. 引起不良后果的事物(原因), 罪魁祸首

beneficiary

n. 受惠者

meritorious

adj. 值得称赞的, 有功的

重点段落译文

如果说现在的英国, 有一个事实比其他任何都要让我们感到震惊和失望, 那就是社会流动性似乎有所下降。政客们总是不厌其烦地宣称要广施机会, 但是我们却不能将机会传播。

这是一个令人惊讶的事实, 因为我们总是习惯性地认为社会正势不可挡地将我们推向一个更加开放与流动的社会——无阶级社会, 在这个社会里, 机会人人都有——就像政客们喜欢鼓吹的那样。那现状到底是怎样的呢?

数据显示, 在1958年, 如果一个男孩出生在占人口比例四分之一的最贫困家庭中, 那在他33岁之前有31%的可能继续贫困有17%的机会进入占人口比例四分之一的最上流社会。

到1970年, 情况变得更加糟糕: 出生在占社会四分之一的底层家庭的男孩有38%几率留在原地, 只有16%的机会进入占人口比例四分之一的上层社会。

很多人认为, 如果社会流动性继续降低的话, 那么教育就是罪魁祸首。2000年, 戈登·布朗因其臭名昭著的劳拉·斯宾斯介入事件而吸引了大家对大学的关注。



在过去的 20 年里，与非大学毕业生相比，英国大学毕业生的收入有了很大的提高。但是，高等教育的扩张似乎只意味着为富庶家庭的孩子提供更多的选择机会，而不是为贫困家庭的孩子。

高收入家庭的孩子获得学位的机会还是远远高于低收入家庭的孩子。所以说，高等教育的扩张不仅没有增加社会流动性，反而有可能降低了社会流动程度。

很显然，教育可以做很多工作：难以置信的是，尽管一届又一届的政府致力于提高教育水平，教育对社会流动性的贡献却是相反的。除了失败的教育机制，我们对此还能提出其他更深层次的解释吗？

这其中确实有一个强有力的解释。根据教育的定义，教育的不断发展尤其是高等教育，确实是成功地给更多的人提供了上大学受教育的机会。这种教育发展的初衷是给更多来自中层阶级家庭的学生提供机会。但事实上，主要受益者却与当初设想的大相径庭，虽然这些受益者同样是作出贡献的。

在高等教育发展的主要受益者中，有很大一部分是来自高收入家庭的年轻女性。有的家庭甚至在此之前从来没有打算将女儿送入高等学府就读过。

Passage

Two

From *The Times*
By Bethan Cole
Feb. 25, 2007

题源文选

The Knives Are Out

BEAUTY JUNKIES: Getting Under the Skin of the Cosmetic Surgery Industry. By Alex Kuczynski. Vermilion. £7.99 pp304

The silent rise of cosmetic surgery feels like a B-movie in which everyone starts out normal. One by one, the heroine's friends mutate into sinister androids, until she is alone in a crowd of post-humans. Finally, she, too, is sedated and wheeled into theatre, the scalpel hovering over her head. Ten years ago, I didn't know anyone who'd had cosmetic surgery or Botox. Now, I am virtually the only one who hasn't: a colleague has had breast augmentation, two close friends have been under the knife (one for lipo, one for a jaw reconstruction), and a fourth is saving up for rhinoplasty. At least five beauty editors I know are Botoxed to high heaven and look pretty good on it. I don't need to read the statistics that tell me that liposuction in the UK has increased by 90% in the past 12 months, or to learn that in 2005, the cosmetic-surgery industry in the USA was worth \$15 billion. It's all around me.

What's more, the friends who have embraced knife or needle are smart, intelligent, beautiful women. Women rather like Alex Kuczynski, in fact, who don't need any work, but who are seduced into self-enhancement through deep-seated insecurities.

Women who have had cosmetic surgery are three times more likely to commit suicide than their wrinkled peers. Sadly, there's far too little analysis of the psychological reasons behind the surgery epidemic in this memoir-