

# 雅 思 阶 梯 阅 读

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## 出版说明

雅思是注重检验语言能力的考试,对考生的听、说、读、写有较高的要求。针对这样一个考试,根据自己的英语基础,制定一个切实可行的备考方案,对取得考试成功是十分必要的。

对于英语基础较好的考生来说,参加雅思培训班或做模拟试题,都是有效的备考手段。而英语基础较弱的考生,如果直接参加雅思培训班或做模拟试题,势必会因为跟不上培训班的进度而收效甚微,也会因为做模拟试题屡得低分而影响自己的自信心。实际上,这些考生不应盲目地参加雅思培训班或盲目做题,而应该采用“二步法”的备考策略,即:第一步是打造英语实力,这一阶段的目的是全面铸造英语听、说、读、写的基础,扩大词汇量,掌握必要的语法知识,把自己的英语水平提高到与雅思考试的要求基本相当的高度;第二步是实战演练,这一阶段的目的是通过做模拟试题或参加雅思培训班来熟悉、适应雅思考试,从而使自己的英语水平得到最好的发挥。

《雅思预备教程》即是为雅思考生打造英语实力而编写的一套教程。这一教程含听力、口语、阅读、写作四册。《教程》旨在从英语初级的起点,按照雅思考试的内容、模式和要求,为考生奠定一个扎实的英语基础。《教程》在编写上注重听、说、读、写能力的训练和提高,注重词汇量的扩大和语言知识的积累。

考虑到英语听力和阅读能力的提高需要一定的量作保障,我们还组编了《雅思阶梯听力》(3册)和《雅思阶梯阅读》(3册)与《教程》配套使用。这两套书都是按照雅思考试的形式与要求编写的,只是第一册起点难度略低,难度逐册递增,第三册的难度已接近雅思考试的难度。考生可根据自己的情况选用。

另外,我们组编的《雅思备考语法手册》也是专为雅思考生而编写的。书中的精彩例句、用法提示、防错警示等对有效提高考生的英语基础都是不可或缺的。

想扩大词汇量的考生还可以选用我们已经出版的《IELTS 词汇学习手册》,这本词汇手册中的每一个词都配有生动、地道的例句和例句译文,手册中还穿插了许多词汇学习指导,是考生学习、扩大词汇的良师益友,自出版以来不仅受到雅思考生的青睐,也得到广大英语学习者的厚爱。

相信通过以上书中的训练与学习,考生定能扎扎实实地提高自己的英语能力,增强自己的英语实力,为下一步进行雅思实战演练奠定一个坚实的基础。

《雅思预备教程·口语》由上海师范大学顾大僖教授主编;《雅思预备教程·听力》、《雅思预备教程·阅读》、《雅思预备教程·写作》、《雅思备考语法手册》分别由北京语言文化大学的李亚宾、张涓、王约西、刘悦和于

培文老师编写;《雅思阶梯听力》由北京师范大学王建华博士主编;《雅思阶梯阅读》由南开大学的王治江博士和任东升博士主编;《IELTS 词汇学习手册》由北京林业大学史宝辉教授主编。他们多是资深的英语教学专家,并有着丰富的雅思培训经验,他们在百忙之中承担了这些书籍的编写工作,我们谨在此向他们表示诚挚的谢意。

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## 编者的话

《雅思阶梯阅读》系列是针对英语起点略低的雅思考生编写的教材,适合雅思成绩 2~5 分的考生。目的是提高读者的雅思阅读基本功,为雅思考试打基础、做准备。该系列共分三册,从第一册起逐渐达到雅思阅读考试的水平,可用于考生自学,也适合用作雅思考试培训的教材。

教材的选材内容范围与雅思阅读考试的内容范围一致,练习覆盖了全部雅思阅读试题类型。各册包括十五个单元,每单元两篇课文,文章的长度难度随级别逐渐接近正式雅思阅读考试;课文后的生词表和注释可以帮助读者理解课文,扩大词汇量;习题以雅思考试 A 类、G 类的 Section 2 和 Section 3 题型为主(G 类 Section 1 部分因为比较简单,不做重点,只有少量涉及),可以让读者全面熟悉雅思阅读考试题型,掌握各种题型的解题技巧,并提高总体阅读理解能力;课文前面的“Warm-up Exercise”(读前活动)帮助读者做好阅读前的心理准备,并增加了学习的兴趣,也为考生练习口语提供了好的素材。

我们在文章前都按照雅思考试的要求,提示了答题的时间,读者可作为参考。我们建议读者先按照要求尽量在规定的时间内回答所有问题,以适应雅思考试的要求,然后再借助词汇表将课文当作精读或泛读材料,逐字逐句地去理解,并对照所做试题的答案。

在该书的编写过程中,我们广泛参考了国内外的资料,课文来源未及一一注明,在此对这些著作的作者表示衷心的感谢。由于水平所限,不妥之处惟恐难免,欢迎批评指正。

编者

2002 年 5 月

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# 概 述

## 一、雅思阅读考试简介

雅思阅读考试时间为一个小时, A 类题量为三篇阅读文章, 每篇长约 700~1000 词, 总长度为 2000~2750 词, 总共 40 个问题。选材于英美报刊杂志和书籍, 皆是为非专业人员所编写的人文社会科学和科普性自然科学文章。阅读材料一般是关于科学技术、社会、经济和科学发展, 历史事件和重要人物, 以及自然现象等大众话题, 主要包括就业、教育、经济发展、能源、语言学、生物及考古、医学、妇女、环保、民族、人口、太空探索、全球气候、生态、自然灾害等问题以及历史人物和事件、重要发明和创造, 如计算机和信息技术的应用等。

G 类阅读考试包括三个部分(three sections), 总长度为 2000~2750 词, 也是共 40 个题。文章选自通知、广告、正式文件、小册子、报纸、说明书、传单、时刻表、著作和杂志。第一部分“社会生存”, 文章与用英语解决生存的基本问题有关, 例如获取或提供普通事实信息等, 文章主要以广告的形式出现; 第二部分“培训生存”, 主要是关于培训的问题, 例如培训课程和福利问题。这部分含有一篇或几篇语言较复杂的文章; 第三部分“普通阅读”, 含有更长一些、词汇和句子结构更复杂的以描写或说明(非议论性)为主的文章一篇。

雅思阅读考试常见题型有以下八类: 多项选择(multiple choice), 简答题(short-answer questions), 完成句子(sentence completion), 摘要、图表填空(notes/summary/diagram/flow chart/table completion), 标题配对(choosing from a “heading bank” for identified paragraphs/sections of the text), 分类(classification), 正误或未提及判断(identification of writer's views/attitudes/claims—yes, no or not given), 列表或词组配对(matching lists/phrases)。

## 二、阅读题的常用解题步骤

做雅思阅读题可以遵循的一般步骤是: 概览全文—分析试题—确定关键词—搜索关键词—确定答案

### 1. 概览全文

概览(或浏览)全文的目的是要了解文章的主要内容和基本结构, 以便在解题的时候快速找到答案所在的方位。在这一阶段所要做的首先是读文章的标题和文章各部分的小标题, 以及各段的主题句, 这样就可用最短的时间了解文章的主题, 掌握文章的布局, 了解什么地方有什么信息, 回答问题时就可以直奔该部分, 而不用每篇文章都从头读到尾。这就为分析完试题后借助关键词快速找



到答案提供了保障。另外,还要注意文章中编排特殊的地方,如图表、列举以及字体不同的部分,因为有些细节题的答案往往就在这些地方。概览时最好用笔在文章的中心词句下画线,以便找答案时更为醒目,尤其是各段中的中心名词,如概念名词、事物名词或人物名词等,它们都提醒我们各段的话题,将来找答案时比较醒目易找。在雅思试卷上做标记是允许的,这也有助于迅速答题。

概览不是阅读,所用的时间一般不应该超过一分钟,不要读文章的细节,这样等于浪费时间,因为你回答具体问题的时候还要再读相关部分,而与问题无关的地方就可以忽略,而不必在此白白耽误时间。那么有人可能要问了,大意题怎么办?我们认为,如果一篇阅读材料既有细节题又有大意题时,应该把大意题留在最后做,不管试卷是不是将它们安排在前面,事实上都可以先做细节题。因为通过做细节题,一般你就了解了文章的大部分内容了,这样无论是对全文大意,还是局部大意,就有了一定的了解,有时甚至不用再读就可以答题了,即使有必要再读,也容易得多了。从实战的角度考虑,文章有特殊的标记(如小标题等)时,概览就更会显示出价值。而如果文中没有小标题等明显的特殊标记时,就应该把概览的时间缩到最短,而等到分析完第一题后再带着明确的目的去读。总之,我们一定要明确,我们的目的是要在最短的时间内准确回答文章后面的问题,一切不必要的时间浪费都要避免。

## 2. 试题分析

概览文章以后就要一个一个地分析问题,分析一个做一个,而不要一口气把所有问题都看完了,更不要把全部文章一字一句地读完再来做题,当然必要的浏览除外。否则,你在回答任何一个问题的时候都要重新阅读,前一遍阅读因为是没有目的的读,所以效果极小,对回答问题没有多大的帮助。通读全文的第一个弊病就在于阅读的盲目性,造成了宝贵时间的浪费;第二个弊病就是你在阅读中会遇到很多生词,而这些生词很可能是你回答问题时根本涉及不到的,但你却会被它们搞的晕头转向,影响了你回答问题。所以我们强调分析试题的重要性,通过分析试题,可以看出问题类型以及回答问题需要哪方面的信息,这样我们就能够带着明确的目标到文章中去寻找所需的答案。

那么怎样分析试题呢?试题分析应该包括以下内容:

(1)阅读问题说明,看清试题类型,明确试题要求。每类题型都包括几个小题,通过仔细阅读试题前面的说明(instructions)和解题示例(example)能够使我们看出这是哪类题型,怎样回答。例如有的题对答案有词数限制,多为3个词,也有例外,一定要注意,绝对不可以超过词数限制。

(2)仔细阅读第一个具体问题,准确理解问题的意思,通过分析发现所需答案为何种类型。例如我们应该发现该问题是要求回答谁(who)、什么(what)、为什么(why)、如何(how)、在何处(where)、多少(how many/much),还是回答何时(when)的问题,这样我们在找答案时就心中有数了。如对于回答谁(who)的

问题,在找答案时,就可以只注意那些大写的人名;而回答在何处(where)的问题时,就可以只注意那些大写的地名;回答什么(what)的问题时要注意事物名词;回答为什么(why)以及后果(result)的问题时,要注意表示因果关系的关联词 because, so, so that, as a result, consequently, therefore, in order to, so as to, thanks to, owing to, due to, because of 等,以及表示因果关系的动词 lead to, result in, cause, result from, attribute to 等,或形容词 responsible for;回答如何(how)的问题时,要注意表示方式的副词和方式状语从句;回答多少(how many/much)和何时(when)的问题时就可以直接关注数字了。

(3)分析试题的另一个任务是要找出关键词来。

### 三、常用阅读及解题技巧

#### 1. 关键词(Key Word)

关键词是我们从问题里确定的借以到文章中寻找答案的参照词,在文中找到了这个关键词或与之相关的参照词,也就找到了答案的位置。所以,我们这里的关键词并非一定是问题里最重要的词,而是以特征明显容易辨认为首要原则。如果问题里有特殊字体,比如人名、地名这类以大写字母开头的单词、首字母缩略语、表示年月日的词或词组等,我们就应该以它们作为关键词。而如果问题中没有这类容易辨认的词或词组,则以中心名词或者动词、形容词、副词等为关键词。例如:

How many factors are combined to create DTP?

在这句话中的 DTP 是首字母缩略语,大写,容易辨认寻找,所以我们以它为关键词。

Some of Eastman's 1891 range of cameras could be loaded in daylight.

该句可以用 Eastman 和 1891 两个关键词。

而在下句中,如果没有这类容易辨认的词汇,则要以中心词为关键词。例如:

Which paragraph contains information about larvae?

该句中的 larvae 为关键词。

关键词也并非一定就选一个,尤其是在问题里没有任何容易辨认的词时,可以确定 1~2 个关键词,甚至 3 个,因为参照词多找起来就快,而且准确,也避免了一个关键词有时会把我们引入歧途的危险。这样做就可以多点定位,准确性较高,而且一点也不浪费时间。例如:

Aircraft crews keep in touch with control tower by using \_\_\_\_\_.

在这里我们就可以以 aircraft crews 为关键词,control tower 为辅助性关键词。

需要我们特别注意的是,我们在问题里所选的关键词不一定就出现在文章

中,很多时候文章里出现的是它们的同义词或近义词,例如下面例句中的关键词就是以同义词的面目出现在文章中的:

But these systems have used cellular phones operating on very high frequency (and also high frequency) radio links. These systems—the same links that keep *pilots* in touch with *flight controllers*—have either limited range or low...

文章中的 *pilots*(飞机驾驶员)与试题中的 *aircraft crews*(机组人员) 是对应近义词, *flight controllers*(飞行控制人员) 与试题中的 *control tower*(控制塔) 相对应,表示相同的意思。

所以,考生具备足够的词汇量并且有一定的词汇知识是很有必要的。此外还要特别注意与关键词属于同一个范畴的词汇,它们一般用来谈论同一个话题。我们见到这类词汇时就要留心这一范围,我们所要找的关键词很可能就在其附近。

我们所需要的答案一般就出在关键词所在的句子中,或者在其前后不远处,仔细阅读该处,就能够确定正确答案了。

## 2. 查读(Scanning)

回答任何问题时,我们要做的第一件事就是到文章中找关键词,注意是‘找’,而不是从头‘读’到关键词所在的位置,要用目光快速扫描、搜索,可以一目一行、几行甚至整段地扫描,可以借助手指数或笔在试卷上快速滑动,带领目光迅速移动。这时,我们需要用的主要就是眼睛,这就是我们所说的查读。在找到关键词之前不用读任何文字,更不要花费时间去试图理解每个句子。同一类型问题的答案一般在文章中也是按照问题的顺序出现的,和文章的安排顺序一致。所以找第一个题的关键词时,除非有标题指示,要从头找起,找到后可以将提示答案的部分用笔圈出来,这样,在找后面的题的答案时我们就知道这里不用再看了,因为同一题型里不会出现答案重叠的现象。但是,同一篇文章后的不同题型中的问题,很可能会跟其他题型的某个问题答案重叠,所以,在其他地方找不到的答案就有可能在这些地方。查读用于回答细节题。

## 3. 略读(Skimming)

略读也叫快速浏览。这是为了获得文章或段落的大意而快速阅读主要语句的活动,如大小标题和各段的主题句。略读或浏览用于回答关于全文和段落大意的问题。

## 4. 细读(Detailed Reading)

细读就是在文章中出现答案的范围内逐字逐句地仔细阅读,以便透彻理解,确定正确答案。当然,在分析试题的过程中,也要用细读的方法。

事实上我们在回答任何问题时都需要综合运用不同的阅读方式,审题时尤其要细读。回答细节题时,先用查读找到答案的位置,再细读;回答大意题时也

是略读与细读结合运用,重要语句需要细读,如主题句。

#### 5. 主题句(Topic Sentence)

顾名思义,主题句就是反映段落主题大意的句子。它们多位于段首,也有时位于段中或段尾。它们高度抽象概括文章的内容,而不是具体事例的陈述。回答全文或段落大意题时就要依靠主题句来判断正确答案。

一般情况下,各个段落都有主题句。比如在回答标题配对题时,就应该先看首句和尾句,再看中间位置的句子,以便掌握该段的主题大意。如果没有明显的主题句,就只好仔细阅读整段了。例如:

More recent developments such as those seen on California wind farms have dramatically changed the economic picture for wind energy. These systems, like installations in Hawaii and several European countries, have benefited from the economies of scale that come through standardized manufacturing and purchasing. The result has been a dramatic drop in capital costs: the installation cost of new wind turbines stood at \$1000 per kilowatt in 1993, down from about \$4000 per kilowatt in 1980, and continues to fall. Design improvements and more efficient maintenance programs for large numbers of turbines have reduced operating costs as well. The cost of electricity delivered by wind farm turbines has decreased from about 30 cents per kilowatt-hour to between 7 and 9 cents, which is generally less than the cost of electricity from conventional power stations. Reliability has also improved dramatically. The latest turbines run more than 95 per cent of the time, compared with around 60 per cent in the early 1980s.

在这一段中,显然第一句“More recent developments such as those seen on California wind farms have dramatically changed the economic picture for wind energy”就是主题句。它概括了全段的内容,是全段的主题大意。后面的其他各句都是围绕着这个主题而展开的,起解释、说明和支持的作用。

再如下面这段的主题句就在段尾,最后一句为主题句:

An organization is only as good as the people it employs. Selecting the right person for the job involves more than identifying the essential or desirable range of skills, educational and professional qualifications necessary to perform the job and then recruiting the candidate who is most likely to possess these skills or at least is perceived to have the ability and predisposition to acquire them. *This is a purely person/skills match approach to selection.*

# Unit One

## Text A

### The Sword That Can Heal

#### Warm-up Exercise

*Before reading the text, please discuss the following topics:*

- Do you know what is laser?
- What are the uses of laser?

#### Reading Comprehension Exercise

*Now read the text and answer all the questions.*

*(You should spend about 15 minutes on **questions 1 - 12**, which are based on Text A.)*

**A** While military scientists test lasers against satellites, surgeons use them as miraculously accurate scalpels. The beam can be focused to spot one fiftieth the size of a human hair; yet its intensity is enough to kill cancer cells or drill through the most delicate bones.

**B** More than a decade ago, eye surgeons realised that they could use the laser's beam to seal individually the microscopic blood vessels in the retina. The beam is so fine that only the target is heated. Now its pin-point blasting power has been turned to destroying cancer cells and reducing birthmarks. For cancer treatment, the diseased cells must be killed while their healthy neighbors are left unharmed. Where the cancer can be directly and accurately attacked, laser treatment does well; early cancer of the cervix and skin cancers have been widely and successfully treated. For cancers that are less accessible, there is a new and potentially valuable technique in which the patient is injected with a chemical that then attaches itself preferentially to cancer cells. When the laser strikes the chemical, it releases a form of oxygen that kills these cells.

**C** The marvellous accuracy of the surgical laser can be increased by sending the beam along fibres of glass far finer than a human hair. The "optical fibres" carry it around corners and direct it precisely at a tiny area; so little of the beam spills from the glass that there is no risk of damaging healthy cells.

**D** Furthermore, the laser beam can also remove bone, and so it is invaluable in ear surgery. The sounds we hear are carried from the eardrum to the nerves of the ear by a delicate set of pivoting bones which sometimes solidify, causing deafness. A laser beam vaporises the bone without touching any of the surrounding tissue. This accuracy in targeting makes the laser a useful tool for the dentist also—a nerve can be reached through a hole drilled in the enamel.

**E** Birthmarks, once almost untreatable, are a mass of blood vessels and, being red, they absorb the laser beam strongly. It seals them so that the mark becomes less conspicuous. The normal cells of the skin's surface, which don't absorb much of the laser beam, act in the healing and help to conceal the mark. The operation can transform the lives of people who were previously doomed to a lifetime of cosmetic concealment.

**F** Though this application is widely used in America, there are in Britain only two hospitals offering the treatment, and one feels bound to warn patients that success is not certain. However, some 10 new centres will soon be opened. Britain, though, is one of the leaders in the laser treatment of bleeding peptic ulcers and this, combined with new medicines, can mean ulcer treatment without conventional surgery. (465 words)

### Questions 1 - 6

*Reading passage of Text A has six paragraphs. Choose the most suitable headings for paragraphs A - F from the list of headings given below. Write the appropriate numbers (i - viii) in boxes 1 - 6 on your answer sheet.*

**NB** *There are more headings than paragraphs, so you will not use all of them. You may use any of the headings more than once.*

#### List of Headings

- i Treating cancer
- ii Military use
- iii Ear surgery and dentistry
- iv Cosmetic surgery
- v The pin-point accuracy of the laser
- vi The laser as a powerful surgical instrument
- vii The laser in British hospitals
- viii Eye surgeons

1. Paragraph A:
3. Paragraph C:
5. Paragraph E:

2. Paragraph B:
4. Paragraph D:
6. Paragraph F:

## Questions 7 - 12

Complete the following sentences with **NO MORE THAN THREE WORDS** from the text for each answer.

7. Laser beam can be focused as thin as \_\_\_\_\_.
8. About 10 years ago, \_\_\_\_\_ found that they could use laser beam to seal blood vessels in retina.
9. In cancer treatment, \_\_\_\_\_ must be killed while their healthy neighbors remain unharmed.
10. The surgical laser can be made more accurate if the beam is sent along \_\_\_\_\_ which may carry it around corners and direct it precisely at a tiny area.
11. Deafness is caused by the \_\_\_\_\_ of a delicate set of pivoting bones which carry the sound we hear from the eardrum to the nevers of the ear.
12. \_\_\_\_\_ is one of the countries that take the lead in the laser treatment of bleeding peptic ulcers.

### New Words and Expressions

**laser** /'leizə/ n. 激光

**surgeon** /'sə:dʒən/ n. 外科医生

**retina** /'retinə/ n. 视网膜

**miraculously** /,mi'rækjuləsli/ adv. 奇迹地, 不可思议地

**scalpel** /'skælpəl/ n. 手术刀

**delicate** /'delikət/ a. 细小的

**microscopic** /,maɪkrə'skɒpɪk/ a. 极微小的, 用显微镜方能看到的

**blood vessel** /'blʌd,vesl/ 血管

**pin-point** /'pɪnpɔɪnt/ a. (目标)需要精确轰击的 n. 极小之物

**blast** /blæst/ v. 轰炸, 爆炸

**birthmark** /'bɜ:θmɑ:k/ n. 胎记

**cervix** /'sə:vɪks/ n. 子宫颈

**inject** /ɪn'dʒekt/ v. 注射

**preferentially** /,prɪfə'renʃəli/ adv. 优先地

**surgical** /'sə:dʒɪkl/ a. 外科的

**optical** /'ɒptɪkl/ a. 光学的

**eardrum** /'iədɾʌm/ n. 耳鼓

**pivot** /'pɪvət/ v. 旋转

**solidify** /sə'lɪdɪfaɪ/ v. 固化, 变硬

**vaporise** /'veɪpəraɪz/ v. 汽化, 变为蒸气

**conspicuous** /kən'spɪkjʊəs/ a. 明显的, 显眼的

**doomed** /du:md/ a. 注定的

**cosmetic** /kəs'metɪk/ n. & a. 化妆用的, 化妆品

**concealment** /kən'si:lmənt/ n. 掩饰

**application** /,æplɪ'keɪʃən/ n. 应用

**peptic** /'peptɪk/ a. 胃的

**ulcer** /'ʌlsə/ n. 溃疡

**conventional** /kən'venʃənəl/ a. 传统的

**surgery** /'sə:dʒəri/ n. 外科手术

## Text B

### Issue of Unemployment

#### Warm-up Exercise

*Before reading the text, please discuss the following topics:*

- Consider what are the causes of unemployment and what will be the result of high unemployment?
- How can the problem of high unemployment be solved?

#### Reading Comprehension Exercise

*Now read the text and answer all the questions.*

*(You should spend about 20 minutes on **questions 13 - 24**, which are based on Text B.)*

Changes in the volume of unemployment are governed by three fundamental forces: the growth of the labor force, the increase in output per man-hour, and the growth of total demand for goods and services. Changes in the average hours of work enter in exactly parallel fashion but have been quantitatively less significant. As productivity rises, less labor is required per dollar of national product, or more goods and services can be produced with the same number of goods. If output does not grow, employment will certainly fall; if production increases more rapidly than productivity, employment must rise. But the labor force grows, too. Unless gross national product (total final expenditure for goods and services corrected for price changes) rises more rapidly than the sum of productivity increase and labor force growth (again modified for any change in hours of work), the increase in employment will be inadequate to absorb the growth in the labor force. Inevitably the unemployment rate will increase. Only when total production expands faster than the rate of labor force growth plus the rate of productivity increase and minus the rate at which average annual hours fall does the unemployment rate fall. Increases in productivity were more important than growth of the labor force as sources of the wide gains in output experienced in the period from the end of the war to the mid-sixties. These increases in potential production simply were not matched by increases in demand adequate to maintain steady full employment.



Except for the recession years of 1949, 1954, and 1958, the rate of economic growth exceeded the rate of productivity increase. However, in the late 1950s productivity and labor force were increasing more rapidly than usual, while the growth of output was slower than usual. This accounted for the change in employment rates.

But if part of the national purpose is to reduce and contain unemployment, arithmetic is not enough. We must know which of the basic factors we can control and which we wish to control. Unemployment would have risen more slowly or fallen more rapidly if productivity had increased more slowly, or the labor force had increased more slowly, or the hours of work had fallen more steeply, or total output had grown more rapidly. These are not independent factors, however, and a change in any of them might have caused change in the others.

A society can choose to reduce the growth of productivity, and it can probably find ways to frustrate its own creativity. However, while a reduction in the growth of productivity at the expense of potential output might result in higher employment in the short run, the long-run effect on the national interest would be disastrous.

We must also give consideration to the fact that hidden beneath national averages is continuous movement into, out of, between, and within labor markets. For example, 15 years ago, the average number of persons in the labor force was 74 million, with about 70 million employed and 3.9 million unemployed. Yet 14 million experienced some time of unemployment in that year. Some were new entrants to the labor force; others were laid off temporarily, the remainder were those who were permanently or indefinitely severed from their jobs. Thus, the average number unemployed during a year understates the actual volume of involuntary displacement that occurs.

High unemployment is not an inevitable result of the pace of technological change but the consequence of passive public policy. We can anticipate a moderate increase in the labor force accompanied by a slow and irregular decline in hours of work. It follows that the output of the economy—and the aggregate demand to buy it—must grow by more than 4 percent a year just to prevent the unemployment rate from rising, and by even more if the unemployment rate is to fall further. Yet our economy has seldom, if ever, grown at a rate greater than 3.5 percent for any extended length of time.

We have no cause for complacency. Positive fiscal, monetary, and manpower policies will be needed in the future. (680 words)