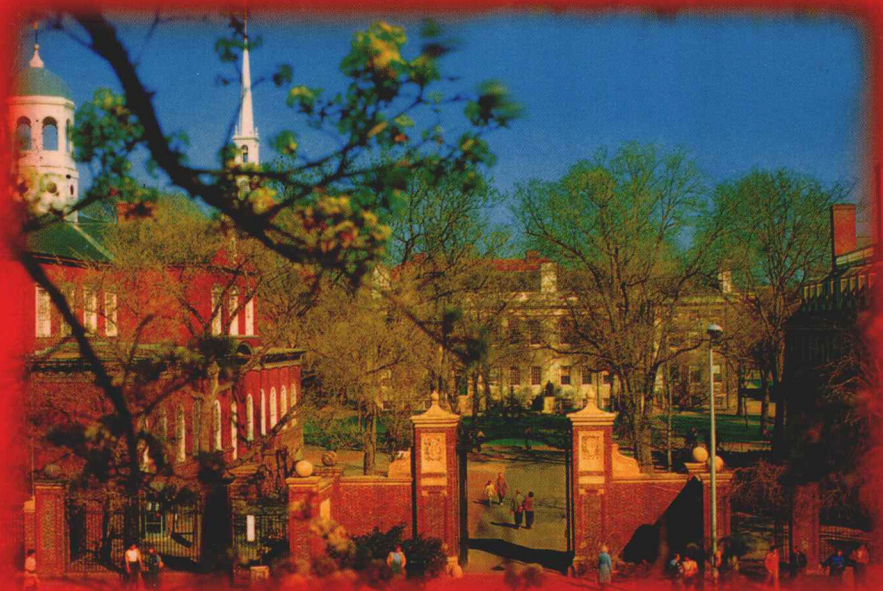


带你穿越东西文化  
助你掌握现代实用英语  
帮你步入阅读外刊自如境界

# 大学英语 外报外刊阅读教程 教学参考手册

主编 端木义万

文化顾问 James R. Jackson [美]  
Elaine S. Jackson [美]



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# 大学英语外报外刊阅读教程

## 教学参考手册

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# Lesson 1

## Answers to the Questions

V. 1. C      2. D      3. B      4. A

VI.

1. Many Hispanics, especially the long-established and U.S.-born Hispanics, have achieved success and shown clear signs of upward mobility. Many have moved to iconic suburbs. According to the Association of Hispanic Advertising, Hispanic household incomes have been growing 7.5 percent per year over the past 5 years.
2. “Hispanic” is a government-invented term for people of Latin American or Spanish descent or Spanish-language background, and there are no clear criteria to determine who is Hispanic. So census takers simply accept a person’s self-description to determine who is Hispanic.
3. There are two reasons for the huge increase in the Hispanic population. One is the large immigration flows from Mexico and other parts of Latin America. It is the main reason for the huge increase of the Hispanic population. The other reason is the high birth rate of Hispanics. Hispanics have plenty of children. And 31 percent of Hispanic households have five or more people, compared with 12 percent among non-Hispanic whites.
4. Hispanics have a powerful work ethic. Workforce participation among Hispanics is 80 percent, the highest of any measured group. Even those in poverty receive welfare far less often than poor blacks or whites.

## **Outline**

### **I . Fast increase of Hispanics**

**(1—4)**

1. Specific example of Hispanic increase
2. Statistics showing Hispanic population growth
3. Becoming the largest minority group in the near future
4. Resembling America's self-image of a century ago

### **II . Reasons for the great increase of Hispanics**

**(5)**

1. Immigration flows from Mexico and other parts of Latin America
2. High birth rate

### **III . Characteristics of Hispanics**

**(6—9)**

1. Powerful work ethic
2. Upward mobility of long-established and U.S.-born Hispanics
3. Religious belief and education level
4. Language barrier for adults

### **IV . Diversity of Hispanics**

**(10)**

Different political preferences and entertainment tastes

### **V . Author's view on the nature of Hispanics**

**(11)**

People with a variety of backgrounds and origins

# Lesson 2

## Answers to the Questions

V. 1. B      2. B      3. D      4. A

VI.

1. According to Ms. Wellington, GenX'ers are attracted to their organizations for utterly traditional reasons: reputation of the organization, opportunities to advance.
2. Catalyst and other research organizations caution that this age group has high demands for employers. If their demands are not met, they will leave. And they are highly sensitive to the way in which they are treated. If the GenX'er believes that his employer is not making a commitment to him, he will leave.
3. The survey found that more than 70 percent of them rated companionship, a loving family and enjoying life as extremely important. In contrast, fewer than 20 percent of them said earning a lot of money and becoming an influential leader were extremely important goals.
4. According to Robert Morgan, the corporate loyalty is rising in the current economic climate partly because of job insecurities. Besides, there is the war for talent. As labor shortages intensified in recent years, employers have worked hard at retaining good workers.

## Outline

I. Summary lead

(1)

Increasing job loyalty of GenX'ers

II. Catalyst's survey about job loyalty of GenX'ers



(2—6)

1. General situation of the job loyalty
2. Findings about the similarities between GenX'ers and the previous generations
  - a. Old-fashioned goals
  - b. Traditional attractions
3. Findings about the differences between GenX'ers and the previous generations
  - a. High demands for employers
  - b. High sensitiveness to the way they are treated

III . Specific example of Colleen Galle

(7—8)

Reasons for staying: job satisfaction  
job loyalty

IV . More details of the survey

(9—11)

1. Scope, objects and focus of the survey
2. Findings about the factors in job loyalty:  
Companionship, loving family, enjoying life
3. Statistics showing job loyalty

V . Analysis of job loyalty

(12—15)

1. Not surprising in the current economic climate
2. Comparison between 1999 and 2001 in job loyalty
3. Reasons for the increase of job loyalty
  - a. Present job insecurity
  - b. Employers' efforts at retaining the talented

# Lesson 3

## Answers to the Questions

V. 1. A      2. B      3. A      4. C

VI.

1. Because the proportion of women among full-time faculty members doubled between 1972 and 1997, to 36 percent, whereas, the percentage of African-American full-time faculty members has remained virtually stagnant over the last 20 years, and Hispanic and Asian-American full-time faculty members make up only 8.1 percent of the total. Besides, now, as then, almost half of black professors teach at historically black institutions.
2. Women and minority professors still experience social isolation, subtle and occasionally overt prejudice, a lack of mentors and ambiguous expectations.
3. The author proposes the following tactics: a civil rights or feminist group widely disseminates a report card or ranking of the faculty compositions, broken down by race and gender, of the top colleges and universities; *U. S. News and World Report* includes faculty diversity as a factor in its influential rankings; within each major athletic conference, top-ranked high school athletes and students of the one university with the worst record in faculty diversity carry out a boycott.
4. If the trend should be allowed to continue, the professorate would remain relatively homogenous, and neither students nor scholarship would be well served. Worse, the disparity would foster the misimpression that women and minorities are capable enough to learn in college but not to teach and do research there.

## Outline

I . The issue of slow progress in American colleges' fulltime faculty diversity

(1—3)

1. Reason for the discussion of the issue
2. Statistics showing the slow progress
  - a. Small proportion of racial minority
  - b. Little increase of women's proportion

II . Reasons for the slow progress

(4)

Prejudice against the minority

III . Need for outside pressure on the college

(5)

Reason: Little possibility of colleges' self-correction

IV . Suggested ways to solve the problem

(6—7)

V . Harmful effects of the trend

(8)

Unable to well serve students and scholarship

Fostering the misimpression

# Lesson 4

## Answers to the Questions

V. 1. C      2. A      3. C      4. A

VI.

1. She feels blessed, because she has a chance to be who she really is and does what she loves doing all day long.
2. Carol Ryff has defined well-being as the presence of six qualities: independence, the ability to cope with complex demands, a feeling of growth as a person, good relationships, goals that give life meaning, and an acceptance of the self and the past.
3. Carol Tavris' mother was treated as a patient. Her doctor and therapist and husband were quick to ascribe all ills to her "condition". They all regarded menopause as a disease to be cured. Her doctor asked her a lot of questions, then wrote out a prescription for her and let her have the prescription filled.
4. Reverend Foster thinks that there is a lot of freedom in midlife. She suggests that middle-aged women should let their past go, incorporate it into who they are now and step into the future.

## Outline

I . Specific examples of midlife happiness

(1)

Lynda Jamison and Pam Foster

II . Puncturing of the notion of midlife crisis

(2—4)

1. Stereotyped notion of midlife crisis
2. Studies disapproving the notion

3. Midlife well-being

III. Different responses to menopause

(5—7)

1. Responses of baby boomers' mothers

2. Responses of today's majority

3. Responses of today's minority

IV. Author's view on menopause

(8)

An unavoidable divide between youth and age

# Lesson 5

## Answers to the Questions

V. 1. C      2. D      3. B      4. A

VI.

1. The United States has always been a little proud of its democracy. Americans fought in World War I, according to Woodrow Wilson, to “make the world safe for democracy.” Many Americans believe that the Marshall Plan and the occupation of Japan were devoted to building democracy amid the wreckage of World War II, and the postwar foreign policy has been driven, in part, by advancing democratic values.
2. He thinks that the election revealed some problems and America will be better off if it draws lessons from them. However, he believes that America’s democracy is still alive in spirit.
3. He thinks that the general independence of the judiciary is a great advantage America has over many other countries.
4. He thinks that those machines are hopelessly outdated and have an error rate. However, America should not move too quickly to Internet voting, for hackers will see a chance for making trouble.

## Outline

I. America’s democracy and the election

(1—2)

1. America’s pride in its democracy
2. Problem with the 2000 presidential election

II. Analysis of the issues related to the election

(3—6)

1. Federalism
2. The judiciary
3. The Electoral College
4. Voting machines

# Lesson 6

## Answers to the Questions

V. 1. A      2. A      3. D      4. C

VI.

1. Because they originally supported the campaign finance reform, but have now changed their mind and kept silent on the issue.
2. The loophole allows corporations, labor unions and wealthy individuals to make otherwise illegal contributions to campaigns.
3. Because Republican leaders pulled the issue off the floor after they lost a vote on procedures designed to make it easier to kill reform efforts.
4. They thought that voting for reform or signing on as a co-sponsor was an easy gesture as long as they could be confident it would be blocked in the Senate.
5. According to her, they blocked full debate and a debate on the bill because they were fearful of losing when the actual content of the new bill was brought forth in floor debate.
6. Bob Ney lists the following merits of the bill: It protects the free-speech rights of every American while stopping the practice of using large soft-money donations for issue ads. It strives to involve more people in the political process, not push people out.
7. Their act denied members the opportunity to have an open discussion and open votes on the bill.

## Outline of Text A

I. News lead

(1)



53 members' difficult job of explaining

II . 53 members' change of position

(2—3)

1. Failure of the petition

2. 53 members' original support and present silence

III . The campaign reform effort

(4—6)

1. Significance of the reform

2. Setback caused by Republican leaders

3. Importance of the 53 members' clear statements of views

IV . Analysis of the 53 members' silence

(7—9)

1. Some members represent suburban swing districts.

2. Other members benefit from the special interest money.

3. Not surprising silence

V . Need for the 53 members to explain the change of position

### **Outline of Text B**

I . The attempt of Congressmen Shays and Meehan

(1—2)

1. Blocking full debate and a vote

2. Reason for the act of blocking

II . Content of the Shays-Meehan bill

(3)

III . The Ney-Wynn bill

(4)

1. Better alternative

2. Merits of the bill

IV . The right way to achieve campaign-finance reform

(5)