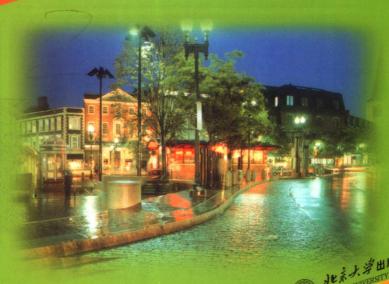
美英报刊阅读教程 (中级本) 教学参考手册 News Publications (Intermediate Level)

王编 端木义万

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





美英报刊阅读教程(中级本)

(精选版)

教学参考手册

主 编 端木义万

编 著 者 端木义万 李德俊 王文江 张延续

徐清平 吕瑞陈戎蔡芳

端木栋林 徐 健

修 订 者 端木义万 郑志恒 俞 睿 刘斯宁

朱 琳 李媛媛 郁晓腈 陈惠芬

徐清平

文化顾问 James R. Jackson [美]

Elaine S. Jackson [美]

北京大学出版社北京

图书在版编目(CIP)数据

美英报刊阅读教程(中级本)(精选版)教学参考手册/端木义万主编.

一北京:北京大学出版社,2005.4

ISBN 7-301-08599-0

I. 美… II. 端… III. 报刊-英语-语言读物 IV. H319.4 中国版本图书馆 CIP 数据核字(2005)第 001678 号

书 名: 姜英报刊阅读教程(中级本){精选版)教学参考手册

著作责任者;端木义万 主编

责任编辑:徐万丽

标准书号: ISBN 7-301-08599-0/H·1400

出 版 发 行: 北京大学出版社

地 址:北京市海淀区成府路 205 号 100871

姓; http://cbs.pku.edu.cn

电 话: 邮购部 62752015 发行部 62750672 编辑部 62765014

电子邮箱: zpup@pup.pku.edu.cn

排 版 者: 华伦图文制作中心

印刷者:河北漆县食华书刊印刷厂

经 销 者:新华书店

787 毫米×1092 毫米 32 开本 3.75 印张 84 千字 2005 年 4 月第 1 版 2005 年 4 月第 1 次印刷

定 价: 6.00 元

未经许可,不得以任何方式复制或抄袭本书之部分或全部内容。版权所有,翻版必究

Contents

Lesson 1 ····	(1)
Lesson 2 ····	(4)
Lesson 3 ····	(7)
Lesson 4	(10)
Lesson 5	(14)
Lesson 6 ····	(17)
Lesson 7	(19)
Lesson 8 ····	(22)
Lesson 9	(25)
Lesson 10 ·····	(28)
Lesson 11 ·····	(31)
Lesson 12	(34)
Lesson 13	(37)
Lesson 14 ····	(40)
Lesson 15	(43)
Lesson 16 ·····	(46)
Lesson 17	(49)
Lesson 18 ·····	(52)
Lesson 19	(55)

Lesson 20	(57)
Lesson 21	(59)
Lesson 22	(62)
Lesson 23	(65)
Lesson 24	(68)
Lesson 25	(70)
Lesson 26	(73)
Lesson 27	(76)
Lesson 28	(79)
Lesson 29	(82)
Lesson 30	(84)
Lesson 31	(86)
Lesson 32	(89)
Lesson 33	(91)
Lesson 34	(93)
Lesson 35	(96)
Lesson 36	(98)
Lesson 37	(100)
Lesson 38	(103)
Lesson 39	(106)
Lesson 40	(109)
Lesson 41	(111)
T 40	



Answers to the Questions

V. 1. C 2. B 3. D 4. D 5. B

VI.

- They were considered to be the "eyesore" because they were not residents of the area and therefore were not entitled to enjoy the community's amenities. The community's residents regard those black teenagers playing at the basketball court as outsiders making intrusion.
- 2. The surprising twist of the story is that many of the hom eowners in the Perrywood community were black too and started having problems with the black teen-agers, who came to their neighborhoods.
- 3. The typical white family is more likely to collect two paychecks. Besides, the blacks pay less attention to college education, which helps to boost wages. The percentage of blacks with college degrees is lower. What's more, blacks are more concentrated in the South, where wages tend to be lower.
- 4. Because black people live in central cities and whites live outside the core and the commission believed that segregation



- might well blow the country apart.
- Because no whites would sign on to such a notion except for a lunatic fringe. Bigotry against blacks has declined since the end of WWII.

- I. Specific example of Perrywood community (Paragraphs 1-4)
 - (1) Appealing environment and amenities
 - (2) Outside black teenagers' use of the basketball court
 - (3) Many blacks' residence in the community
 - (4) Community residents' aversion to outsiders' intrusion
- Il. Bad news about the racial situation (Paragraphs 5-8)
 - (1) Untrue story about blacks' residence
 - (2) Misinformation about the economic gap and racial relations
 - (3) Exaggeration of the bad news
- III. Good news about racial progress (Paragraphs 9-23)
 - (1) Progress in blacks' employment
 - (2) Progress in the black family income
 - (3) Shrinking wage gap between whites and blacks
 - (4) Increasing residential integration
 - (5) Decline of racial bigotry
 - a. Bigotry before WWII
 - b. Improved relationship between whites and blacks
 - c. Increasing approval of intermarriage



d. Blacks' greater chances of promotion

IV. Author's view (Paragraph 24)

Dramatic progress over the last half century

Answers to the Questions

V. 1. A 2. C 3. B 4. B 5. D

VI.

- Because Francisco Pinedo doesn't look like a boss to him. He
 is short and slight, wearing jeans and speaking rapid-fire
 Spanish to his workers, and seems younger than his 35 years.
- 2. In recent years the publicized problems with Hispanics have been drug crime, urban poverty and illegal immigration.
- He had strong work ethic and his whole family's continuous hard work resulted in the expansion of his company and success of his business.
- 4. No. Some Hispanics speak only Spanish—but the overwhelming majority growing up in the United States see English as their primary language. Indeed, more than three-quarters of U.S.-born Hispanics have a solid command of English. And in a 1996 poll conducted for the Center for Equal Opportunity, 51 percent of Hispanic parents said that learning to read, write and speak English was the most important goal of their children's education; only 11 percent said the same of Spanish.

5. The reason runs as follows: In the past two years Hispanics have become U.S. citizens at a record pace. Already the largest ethnic minority, they will in time be the largest voting bloc—maybe even the majority—in several of the largest metropolitan areas. For example, Texas and California, the nation's two largest states, with the two largest Hispanic populations, have already developed very different Hispanic politics. In any event, if the GOP is perceived as engaging in immigrant-bashing, it could pay a high price. Whatever they may be in the future, Hispanic preferences and priorities are likely to strongly influence the direction of the U.S. politics and government.

- I. Specific example of Francisco Pinedo (Paragraphs 1-2)
 A Hispanic's success story
- II. Facts about Hispanics (Paragraphs 3–7)
 - (1) Population size
 - (2) High labor force participation rate
 - (3) Overwhelming majority's use of English as the primary language
- III. Hispanics' work ethic and family ties (Paragraphs 8-16)
 - (1) Example of Danny Villanueva
 - (2) Example of Cesar Viramontes:

- a. Strong work ethic
- b. Firm family structure
- (3) Legaspi's attitude to work
- (4) Hispanics' higher percentage in the labor force
- (5) Hispanics' family size and household income
- IV. Hispanics' use of language (Paragraphs 18-24)
 - (1) Use of English at school and in business
 - (2) Use of Spanish in many workplaces and with family friends
 - (3) Three quarters of U.S.-born Hispanics with a solid command of the English language
 - (4) Bilingual education programs' adverse effect on the study of the English language
- V. Hispanics political participation (Paragraphs 25-29)
 - (1) Hispanics' assimilation into the mainstream culture
 - (2) Hispanics' political influence on both parties
- VI. Example of Silvestre Reyes

Complete assimilation into America's mainstream culture

Answers to the Questions

V. 1. B 2. C 3. B 4. D

VI.

- According to the article, advancement barriers, scant help in balancing work and family, and a desire to pursue an entrepreneurial goal are three factors in professional women's decision to leave their corporate jobs.
- 2. Nearly 30% of female entrepreneurs with prior corporation experience cited "barriers to advancement" as the major reason why they left. They call those barriers "glass ceilings".
- 3. "More flexibility" refers to women's freedom in choosing when they work. They can work part time and choose their own hours. They can take the day off to spend with their children.
- 4. No. Going solo is no guarantee of success. Women report they struggle to be taken seriously. Hours can be grueling. Failure rates are high. Moreover, studies show women take greater risks when running their own businesses. The shifts from previous careers to new businesses are dramatic. 56% of the



women own businesses either totally unrelated to previous careers or that had been a personal interest.

- I. News lead—summary (Paragraphs 1-2)
 - Many women are eager to start their own businesses because of advancement barriers, scant help balancing work and family and a desire to pursue an entrepreneurial goal.
- II. Problems: fast increase of professional women leaving corporate jobs (Paragraphs 3-7)
 - (1) Specific example of JoAnn Corn
 - (2) General situation: fast growth of female-owned businesses
 - (3) Worrisome loss of women's talents in corporations
 - (4) NFWBO's statistics
- III. Reasons for women's decision to leave (Paragraphs 8-16)
 - (1) Barriers to women's advancement (Paragraphs 8-9)
 - a. Major reason for nearly 30% of women leaving
 - b. Example of Diahann Lassus
 - (2) Desire to have more flexibility (Paragraphs 11-13)
 - a. Example of Tammie Chestnut
 - b. Major reason for more than half of women's decision to leave
 - c. Example of Aura Ahuvia
 - (3) Desire to pursue an entrepreneurial goal (Paragraphs 14-



- 16)
- a. Restraints of corporate jobs
- b. Total size of female-owned businesses
- IV. Efforts made by female entrepreneurs (Paragraphs 17-29)
 - (1) Corporations' efforts to keep women from leaving
 - (2) Efforts made by women to overcome obstacles
 - (3) Features of women's businesses
 - (4) Great risks for business women

 Dramatic shifts in work; Example of Gail Johnson
- V. Prospects (Paragraphs 30-32)
 - (1) Business experts' suggestions on how to keep professional women
 - (2) Many women's resolve not to go back



Answers to the Ouestions

V. 1. B 2. D 3. C 4. A 5. A VI.

- 1. Unlike the baby boom, which was triggered by a surge in births after World War II, the current growth in the number of children is being fueled at least as much by immigration as by the offspring of baby boomers (the "baby boom echo"). A rise in fertility since the baby bust years of the 1970s is also at work, particularly among Hispanics, who now reproduce at half again the rate of the rest of the population.
- 2. The first members of the Millennium Generation were born in 1980.
- 3. No. The Census Bureau projects that children of immigrants will account for 88 percent of the increase in the under-18 population between 2000 and 2050. Without immigration, the bureau says, the population of the children in fact would decrease slightly from 2000 to 2015.
- 4. Yes. President Clinton was unusually attentive to the child boom. He held a White House conference on after-school



safety, vowed to hold tobacco companies responsible for the number of children smoking each of their brands, and, in an Oval Office ceremony where he signed into law the "Deadbeat Parents Punishment Act," he extolled his own education proposals while accusing Republicans of refusing to invest in the future of children.

- 5. Because the mothers feel guilty. A record proportion of mothers are in the work force. They feel that they have not given their kids enough care.
- 6. No. Because there are so many cross-currents that many analysts refuse to draw conclusions.

- I. The Millennium Generation (Paragraphs 1-2)
 - (1) Unannounced event of the first birth in the new millennium
 - (2) Another baby boom
- II. Impacts of the Millennium Generation (Paragraphs 3-4)
 - (1) Impacts on public service institutions, business and politics
 - (2) Impacts on the society
- III. Factors in the new baby boom (Paragraphs 5-6)
 - (1) Offspring of baby boomers; fertility rise among Hispanics
 - (2) Continuous increase of immigrants
- IV. Problems created by the new baby boom (Paragraphs 7–9)
 - (1) Conflicts between tax-weary senior citizens and parents of



children in crowded classrooms

- (2) More social problems in the future
- (3) Problems of crimes, drug use and other issues associated with teenagers
- V. Favorable factors for the Millennium Generation (Paragraphs 10-11)
 - (1) Better child care
 - (2) Earlier finding of babies' health problems
- VI. Changes in the population composition of America's children (Paragraphs 12-15)
 - (1) Shrinking of non-Hispanic white percentage and increase of Hispanic percentage
 - (2) Projections about Asian-American and African-American children's percentages
 - (3) Projection of immigrants' children
 - (4) Uneven growth distribution among the states
- VII. Attention paid to the Millennium Generation (Paragraphs 16-21)
 - (1) Clinton's unusual attention
 - (2) Reason for Clinton's attention: appeal to the mothers
 - (3) Public attention to the generation
 - a. Libraries' efforts to better serve children
 - b. Explosion of marketing to children
 - c. Service industry's efforts

