

综合教程

研究生英语



高级英语

读写译教程

主编 张敬源 赵 伟



POSTGRADUATE
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综合教程

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主编 张敬源 赵 纬

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编写及使用说明

《高级英语读写译教程》在广泛调研的基础上，经过反复征询学生对英语教材的要求及对英语技能的需求，基于多年来编者在教学方面的探索，基于对现有研究生英语教材的分析和讨论，基于充分考虑众多从事研究生英语教学一线老师的建议，编写成书。根据研究生英语教学的现状和实际需要，本教材从体例上不再将读、写、译分开编写，而是将三者融为一体；考虑到听说技能的特殊重要性，我们特别从国外引进一套优秀的《高级实用英语听说》(1, 2, 3)，另外请国内作者编写一本综合的《沟通英语——高级实用英语听说技能》，这四本听说用书与本书形成一个有机的系列。本教材编写的指导思想是强调针对性、适应性、实用性和前瞻性。因此，在编写过程中，对于课文题材与内容的筛选，对于读、写、译技巧的选择，对于练习内容的考虑，目的都是使学生在研究生阶段能够在英语知识的获取与运用两方面相辅相成、有机互补，尤其是使学生在运用外语知识进行国际交流与获取专业学习所需最新信息的能力上能够有一定程度的提高，使其更好地适应于社会，服务于社会，满足社会的需求。本教材不仅在内容上力求使研究生获取较为全面的知识和技能，在编写上也充分考虑教与学的需求，将研究生必须掌握的文献阅读、写作、翻译三种技巧融合在同一本教材中，既满足学生的需要，也便于教师的教学。

一、教材特色

本教材力争使研究生阶段语言知识的传授与语言运用能力的提高做到相辅相成、有机互补；既不片面强调语言知识的传授，也不片面强调没有坚实语言基础的语言能力的提高；帮助学生做到边学边用，以用促学，在语言使用中发现和弥补语言知识的不足。本教材具有以下特色：

1. 集读、写、译三种技巧于一体，还原英语语言的本色。
2. 题材新颖、广泛，大部分材料取自近两年国外发表的最新文献。涵盖面较宽，包括科技、文学、教育、热点话题、名人演说等诸多方面。
3. 语言规范、标准、严谨，注重书面语。
4. 选文思想内涵深刻，富有教化和启迪意义，有助于学生就某些问题运用语言知识发表自己的看法，培养学生独立思考的能力。
5. 练习的编配侧重学以致用，注重素质和技能的培养。加大主观题的比例，培养学生积极运用语言的能力，克服学习中的被动性。

二、内容结构

本教材供非英语专业研究生一年或一学期使用。重点培养学生阅读、写作和翻译的能力。全书共 16 个单元，每一单元主要由读前问题 (Pre-reading)、课文 (Text)、生词 (New Words)、词组 (Phrases and Expressions)、注释 (Notes)、练习 (Exercises)、实用技巧 (Reading, Writing or Translation Skills) 和技巧练习 (Exercises) 八个部分组成，部分单元还列有 Proper Nouns。每篇课文后面都配有阅读理解 (Reading Comprehension)、词汇 (Vocabulary)、完形填空 (Cloze)、翻译 (Translation) 和快速阅读 (Fast Reading) 五项练习。每课可安排 4 至 6 学时，视课文的长度、难度及各校学生的具体情况而定。

课文绝大部分选自近年来发表的原文材料，主要用来训练学生的理解能力，要求学生课前预习、课后复习，在教师的帮助下达到完全理解。课后练习紧扣《非英语专业研究生英语教学大纲》，与北京市研究生英语统考试卷的形式相同。该教材的最后附有英语词根与词缀一览表，使学生掌握常用的词根、前缀、后缀，帮助学生扩大词汇量，解决阅读中的生词问题。全部练习的编写既侧重学以致用，又紧扣教学大纲，内容丰富，形式多样，难易程度适当。教师可根据具体情况酌情使用。

教师用书包含了每篇课文的参考译文、背景知识、难点分析与练习答案，供教师备课时使用。

三、课件

本教材配有教学和学习的多媒体课件，最大限度地方便教和学。

四、该教材的使用对象

本教材适用对象为非英语专业硕士研究生、博士研究生、同等学力者以及相当程度的英语水平者。

五、编写人员

北京科技大学张敬源教授、赵伟教授负责全书编写体例的策划以及全部书稿的修改补充和审定工作；编写人员全部为多年来一直从事研究生英语教学的一线教师。参加编写的教师有（按姓氏笔画为序）：刘荣君、许芳、李晓东、杨兰、邹妍洵、张小朋、陈妍琳、范虹、周世锋、唐艳军。限于编者水平，疏漏错讹之处在所难免，敬请读者批评指正。

编者

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Unit 1

Pre-reading

Answer the following questions before reading the passage.

1. What do you know about the “American Dream”?
2. Do you think children from the bottom quarter of the socioeconomic scale can move up to the top quarter when they grow up? Why or why not?

Text

Waking Up from the American Dream

Dead-end jobs and the high cost of college could be choking off upward mobility

by Aaron Bernstein

[1] There has been much talk recently of the “Wal-Martization” of America, a reference to the giant retailer’s fervent attempts to keep its costs—and therefore its prices—at rock-bottom levels. But for years, even during the 1990s boom, much of Corporate America had already embraced Wal-Mart-like stratagems to control labor costs, such as hiring temps and part-timers, fighting unions, dismantling internal career ladders and outsourcing to lower-paying contractor at home and abroad.

[2] While these tactics have the admirable outcome of holding down consumer prices, they’re costly in other ways. More than a quarter of the labor force, about 34 million workers, is trapped in low-wage, often dead-end jobs, according to a new book entitled *Low-Wage America: How Employers Are Reshaping Opportunity in the Workplace*. Many middle-income and high-skilled employees face fewer opportunities, too, as companies shift work to subcontractors and temp agencies and move white-collar jobs to China and India.

[3] The result has been an erosion of one of America’s most cherished values: giving

its people the ability to move up the economic ladder over their lifetimes. Historically, most Americans, even low-skilled ones, were able to find poorly paid janitorial or factory jobs, then gradually climb into the middle class as they gained experience and moved up the wage curve. But the number of workers progressing upward began to slip in the 1970s, when the post-World War II productivity boom ran out of steam. Upward mobility diminished even more in the 1980s as globalization and technology slammed blue-collar wages.

[4] Many experts expected the trend to reverse as productivity rebounded during the heated economy of the 1990s. Certainly, there were plenty of gains. The long decline in pay rates turned around as supertight labor markets raised the wages of almost everyone. College enrollment boomed, too, and home ownership shot up, extending the American dream to more families. Low interest rates and higher wages allowed even those on the bottom to benefit. There was even a slight decline in the ranks of the very poorest families, as measured by asset wealth—those with a net worth of less than \$5,000—according to a study by New York University economics professor Edward N. Wolff.

[5] But new research suggests that, surprisingly, the best economy in 30 years did little to get America's vaunted upward mobility back on track. The new studies, which follow individuals and families over many years, paint a paradoxical picture: Even as the US economy was bursting with wealth in the 1990s, minting dot-com millionaires by the thousands, conventional companies were cutting the middle out of career ladders, leaving fewer people able to better their economic position over the decade.

[6] During the 1990s, relative mobility—that is, the share of Americans changing income quintiles in any direction, up or down—slipped by two percentage points, to 62%, according to an analysis of decade-long income trends through 2001 by Jonathan D. Fisher and David S. Johnson, two economists at the Bureau of Labor Statistics. While two points may not sound like much, it's bad news given how much progress might have been made amid explosive growth. Essentially, says University of Chicago economics professor and Nobel laureate James J. Heckman, "The big finding in recent years is that the notion of America being a highly mobile society isn't as true as it used to be."

[7] In fact, according to a study by two Federal Reserve Bank of Boston economists that analyzed families' incomes over three decades, the number of people who stayed stuck in the same income bracket—be it at the boom or at the top—over the course of a decade actually increased in the 1990s. So, though the boom lifted pay rates for janitors and clerks by as much as 5% to 10% in the late 1990s, more of them remained janitors or clerks; fewer worked their way into better-paying positions. Imelda Roman, for one, makes about

\$ 30,000 a year as a counselor at a Milwaukee nonprofit—barely more than the \$ 27,000 or so, after inflation adjustments, that the 33-year-old single mom earned as a school-bus driver more than 10 years ago. Says Roman, who hopes to return to college to improve her prospects: “It’s hard to find a job with a career ladder these days, and a B. A. would be an edge.”

[8] What Roman faces is an economy that is slowly stratifying along class lines. Today, upward mobility is determined increasingly by a college degree that’s attainable mostly by those whose parents already have money or education. Problem is, that all-important sheepskin is out of reach for most students from low-income families. Although college enrollment has soared for higher-income students, more children from poor families can only afford to go to community college, which typically don’t offer bachelor’s degrees. The number of poor students who get a degree—fewer than 5% in 2001—has barely budged in 30 years, according to an analysis of Census Bureau data by Thomas G. Morcenson, who published an education newsletter from Oskaloosa, Iowa.

[9] In turn, the lack of mobility for those who don’t or can’t get a degree is putting a lid on the intergenerational progress that has long been a mainstay of the American experience. Last year, Wichita State University sociology professor David W. Wright and two colleagues updated a classic 1978 study that looked at how sons fared according to the social and economic class of their fathers. Defining class by a mix of education, income and occupation, they found that sons from the bottom three quarters of the socioeconomic scale were less likely to move up in the 1990s than in the 1960s. Just 10% of sons whose fathers were in the bottom quarter had made it to the top quarter by 1998, the authors found. By contrast, 23% of low-class sons had done so by 1973, according to the earlier study. Similarly, only 51% of sons whose fathers belonged to the second-highest quarter equaled or surpassed the economic standing of their parents in the 1990s. In the 1960s, 63% did.

[10] That’s the pattern Michael A. McLimans and his family follows. Now 33, with two young children, the New Holland (Pa.) resident has spent the past decade working at pizza chains such as Domino’s and Pizza Hut. He made it to assistant manager but found that he could earn more, \$ 9 to \$ 12 an hour with tips, as a delivery driver. He and his wife, a hotel receptionist, pull down about \$ 40,000 a year—far from the \$ 60,000 Michael’s father, David I. McLimans, earns as a veteran steelworker. “I save every dime I can so my kids can go to college, which neither of us can afford to do,” says Michael.

[11] Restoring American mobility is less a question of knowing what to do than of making it happen. Experts have decried schools’ inadequacy for years, but fixing them is a

long, arduous struggle. Similarly, there have been plenty of warnings about declining college access, but finding funds was difficult even in eras of large surpluses. One radical approach: that college be treated the way high school is, as a public good paid for by taxpayers. Presidential candidate Senator John Edwards has proposed making the first year's tuition free at all community and public colleges for any student willing to work 10 hours a week. That may never happen, but clearly, if the US couldn't shake off a creeping rigidity in the best of times, it will take a conscious change to reverse course now.

(from *Business Week*, Dec. 1, 2003)

New Words

fervent/'fə:vənt/*adj.*

showing warmth of feeling; passionate 热烈的, 热情的

rock-bottom/'rɒk'bɒtəm/*n.*

lowest point 最低点; 最低限度

stratagem/'strætədʒəm/*n.* (C, U)

(use of a) trick or device to deceive sb. (esp. the enemy in war) 诡计, (尤指战时用以诈骗敌人的) 计谋

temp/'temp/*n.*

temporary employee 临时雇员

dismantle/dis'mæntl/*vt.*

to take away fittings, furnishing, etc. from; take to pieces 拆除, 拆卸, 拆散

outsource/'aʊtsɔ:s/*n.*

外部采办, 外购

contractor/kən'træktə/*n.*

person, business firm, that enters into contracts 立契约的人或商店; 包工, 承包商

tactic/'tæktik/*n.*

expedient; means of achieving an object; strategy; plan(s) or method(s) for carrying out a policy 权谋, 策略

erosion/i'rəʊʒn/*n.* (U)

wearing away or being worn away 侵蚀, 腐蚀

janitor/'dʒænitə/*n.*

doorkeeper 看门者, 门房

janitorial/dʒæni'tɔ:riəl/*adj.*

看门的, 门房的

rebound/ri'baʊnd/*vi.*

to spring or bounce back after hitting sth. 跃回, 弹回

asset/'æset/*n.*

anything owned by a person, company, etc. that has money value and that may be sold to pay debts 财产, 资产

vaunt /vɔ:nt/ <i>vi. & vt.</i>	to boast 吹牛, 夸张
mint /mint/ <i>vt.</i>	to make (coin) by stamping metal 铸造 (钱币); (fig.) invent a word, phrase, etc. (喻) 创造 (字、片语等)
quintile /'kwintail/ <i>n.</i>	五分位数
laureate /'lɔ:riət/ <i>n.</i>	the poet laureate; poet officially appointed to the Royal Household in Great Britain 桂冠诗人
bracket /'brækit/ <i>n.</i>	grouping; classification 分类, 类别
counselor /'kaunsələ/ <i>n.</i>	adviser; (in Ireland and US) lawyer 顾问, 参事; (在爱尔兰及美国) 律师
stratify /'strætifai/ <i>vt. & vi.</i>	to arrange in strata; form into strata 使成层, 层叠, 按层排列; 形成层次
sheepskin /'ʃi:pskin/ <i>n.</i>	parchment made from sheep's skin; (esp. US) diploma written on such parchment 羊皮纸; (尤美) 用羊皮纸写的文凭, 证书
budge /bʌdʒ/ <i>vt. & vi.</i>	to (cause to) move very little; make the slightest movement; (<i>fig.</i>) (cause to) change a position or attitude (使) 稍微移动; (喻)(使) 改变位置或态度
mainstay /'meinstei/ <i>n.</i>	(<i>fig.</i>) chief support (喻) 主要的支持
fare /fɛə/ <i>vi.</i>	to progress; get on 进展, 进步, 过日子
veteran /'vetərən/ <i>n.</i>	person who has had much or long experience, esp. as a soldier 老手, 老练者; 老兵
decry /di'krai/ <i>vt.</i>	to try, by speaking against sth. , to make it seem less valuable, useful, etc. ; disapprove of 责难, 谴责, 不赞成
arduous /'ɑ:djuəs/ <i>adj.</i>	(of work) needing and using up much energy; (of a road, etc.) steep, hard to climb (指工作) 费力的, 艰巨的; (指道路等) 陡峭的, 难登的
radical /'rædikl/ <i>adj.</i>	advanced in opinions and policies 激进的, 意见和政策上急进的
reverse /ri'veəs/ <i>vt. & vi.</i>	to turn (sth.) the other way round or up or inside out; (cause to) go in the opposite direction 反转, 颠倒, 翻转; (使) 向相反方向行进, (使) 倒退

Phrases and Expressions

income quintiles	(高收入、中上收入、中等收入、中下收入、低收入) 五档收入人口
pull down	to earn (money) 赚(钱), 获得(工资、报酬等)
shake off	to get rid of 摆脱, 除去

Proper Nouns

Wal-Mart	沃尔玛公司, 世界第一大零售连锁集团
Federal Reserve Bank	美国联邦储备银行
Domino's	达美乐比萨饼连锁店, 其创始人 Tom Monaghan 将多米诺骨牌的一点和二点作为商店的标志, 由此得名。创立于 1960 年, 现已发展为全球排名第五的快餐品牌
Pizza Hut	必胜客比萨饼连锁店, 1958 年创立于美国堪萨斯州, 因当年创建的餐厅外观像一个简朴的小屋(hut)而得名

Exercises

I. Reading Comprehension

A. Choose the best answer according to the passage.

1. "Choking off" in the subheading can be best replaced by _____.
A. holding back B. holding off C. holding out D. holding up
2. Which of the following statements is NOT mentioned as a stratagem to control labor costs?
A. Hiring temps and part-timers.
B. Fighting unions.
C. Dismantling internal career ladders.
D. Outsourcing to higher-paying contractor at home and abroad.
3. Which of the following statements is true?

9. The example of Michael A. McLimans and his family in Para. 10 serves to illustrate that _____.
- A. sons from lower-income families were less likely to surpass their parents' economic standing in the 1990s than in the 1960s
 - B. upward mobility is determined increasingly by a college degree today
 - C. sons from the bottom three quarters of the socioeconomic scale can have better job than their parents in the 1990s
 - D. sons from lower-income families made less money than their parents in the 1990s
10. The passage mainly discusses _____.
- A. how to restore American mobility
 - B. that "American Dream" has become history
 - C. that the lower-class sons can hardly surpass their parents' economic ladder
 - D. the reasons that hold back upward mobility in American society

B. Questions for discussion

1. What do you think of the upward mobility in China?
2. Does "moving up the economic ladder" mean success? Why or why not?

II. Vocabulary

A. Identify one of the four choices A, B, C and D which would best keep the meaning of the underlined word or phrase.

1. We must bear in mind that different circumstances involve adopting different tactics.
A. attitudes B. anticipations C. strategies D. tricks
2. The amount of water in the reservoir will diminish if the dry season continues.
A. deteriorate B. vanish C. arise D. decrease
3. He vaunted that he had met no real match in chess, but records show otherwise.
A. boasted B. declared C. acknowledged D. confessed
4. You'd better think twice before you go with him for I heard that deceit and stratagem were his specialty.
A. compliment B. trick C. vanity D. commitment
5. Immigrants entering the US at the turn of the century often encountered living conditions radically different from those they had left behind.
A. apparently B. tragically C. admittedly D. drastically
6. To drive an automobile, you must learn how to manipulate the steering wheel and pedals.

- A. generate B. castigate C. handle D. stipulate
7. The floods were a great calamity to the farmers whose crops and houses were ruined.
A. bliss B. hazard C. catastrophe D. trifle
8. Hurricanes often devastate the coffee crop, Haiti's principal export.
A. fracture B. scatter C. destroy D. fertilize
9. From an airplane, the grasslands of the western prairie appear almost as uniform as a placid sea.
A. fake B. turbulent C. plain D. calm
10. What all sufferers from eating disorders have in common is an obsession with their own weight and appearance.
A. fascination B. inclination C. association D. indignation

B. Choose from the four choices given the word or phrase that best completes each of the following sentences.

1. The lumber dealer _____ the use of concrete for houses.
A. decried B. degraded C. advocated D. relinquished
2. Mr. Hopkins was a _____ supporter of justice and he won the trust and respect of all his friends.
A. ferocious B. fervent C. feeble D. formidable
3. To his mother's delight, he _____ an A in algebra by studying hard.
A. pulled in B. pulled up C. pulled down D. pulled off
4. Bad deeds, as well as good ones, may _____ upon the doer.
A. rebound B. dwell C. provoke D. linger
5. The manager held out bright _____ to me if I would accept that position.
A. aspects B. prospects C. introspects D. respects
6. The government decided to increase personal income tax in the upper _____.
A. class B. level C. standard D. brackets
7. Things didn't turn out the way they wished—stocks and bonds continued to _____ on security exchanges.
A. slip B. skip C. stripe D. scrape
8. Developing the mind is important, but developing a _____ is the most precious gift parents can give their children.
A. consciousness B. conspicuousness C. constriction D. conscience
9. What punishment does the law _____ for this kind of crime?
A. describe B. prescribe C. proscribe D. ascribe