

 世纪实用研究生英语系列教程



专业学位 硕士研究生英语

总顾问 顾明远

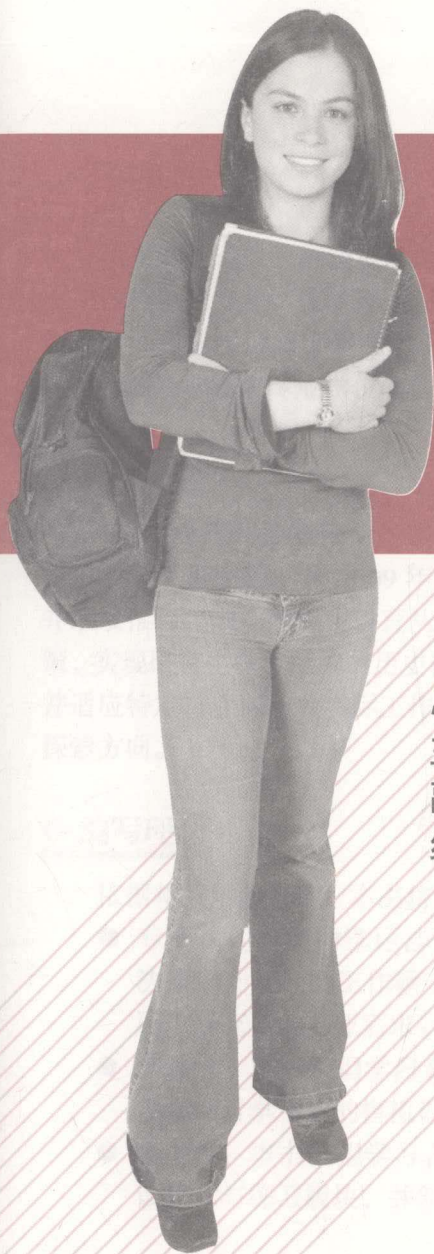
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为更好地适应我国经济建设和社会发展对高层次应用型人才的迫切需要，积极发展具有中国特色的专业学位教育，多位长期致力于研究生英语教学与研究的一线教师通力合作，打造了《专业学位硕士研究生英语》一书。本书既可供全日制专业学位硕士研究生使用，也可作为在职攻读专业学位的硕士生教材。

◎ 编写背景

自 1991 年开始实行专业学位教育制度以来，经过十几年的努力和建设，我国的专业学位教育发展迅速。从 2009 年起，教育部决定对大部分专业学位硕士开始全日制培养，并继续推行将硕士研究生教育从以培养学术型人才为主向以培养应用型人才为主的转变政策，实现研究生教育结构的历史性转型和战略性调整。因此，如何培养具有扎实理论基础，并适应特定行业或职业实际工作需要的应用型高层次专门人才成为了本书的根本出发点与探索方向。

◎ 编写理念

依据相关培养方案，本书将“专业性、实践性、自主性”作为指导性的编写理念。

- 专业性：本书的选题涉及政治、经济、文化、艺术、科技等方面，充分考虑了法律硕士、社会工作硕士、教育硕士、汉语国际教育硕士、艺术硕士等专业学位硕士研究生的专业需求。
- 实践性：本书提倡学习者进行团队合作与协商，在版块设置与练习设计环节尤其重视针对学习者的模拟训练、案例分析和实践研究。
- 自主性：本书希望学习者能从学习兴趣、生活经验和认知水平出发，自主选择阅读篇章与练习版块，并能就篇章主旨与练习活动进行体验性思考。

◎ 版块设计

本书共 16 个单元，每个单元紧扣一个主旨进行展开，并依据学习功能分为 Preview,

Text Reading, Reading for Amusement, Grammar, Translation 5 大版块。

- **Preview:** 本版块以简明凝练的文字引出单元主旨, 既可视作单元源头与简介, 也可被视为单元总结与概述。
- **Text Reading:** 本版块由 Warm-up, Text, Notes, Word Bank, Phrases and Expressions, Reading Comprehension 与 Translation 7 个分版块组成, 从开放式、探究式问题到题材广泛、体裁多样的阅读文章, 全面考查提高阅读能力、词汇运用能力与实践翻译能力。
- **Reading for Amusement:** 本版块撷取与单元主旨文章相关的辅助阅读材料, 旨在帮助学习者多角度了解单元主旨。
- **Grammar:** 由于部分攻读专业学位硕士的学习者在职多年, 很多英语语法知识生疏, 在用英语进行口头和书面表达时语法错误较多。本版块特别对基础性语法进行框架梳理, 帮助他们查漏补缺。
- **Translation:** 本版块为实用性翻译技巧讲练, 并结合特色专业或职业词汇对照翻译, 以培养具备国际化交流素质的应用性人才。

◎ 教材特色

- **经典性:** 本书每单元的主旨文章或选自影响深远的畅销书, 如 *The World Is Flat*, *Men Are from Mars, Women Are from Venus* 和 *A Brief History of Time*, 或选自读者群广泛的英美报纸杂志, 如 *Readers' Digest* 和 *Times*, 或选自大师级作家的手笔, 如 Ernest Hemingway, Susan Sontag, 因此, 所选文章均文笔优美, 经典而隽永。
- **适用性:** 本书特别针对攻读专业学位硕士的学习者进行主题取舍、讲解操作与实践演练, 既有覆盖不同专业与职业特色的主旨文章, 又有帮助学习者夯实基础的语法框架回顾, 同时, 又有辅助学习者进行国际化交流的翻译训练。

同时, 本书每个单元均配备了 PPT 课件, 提供单元背景、难词难句释义、文章翻译及答案解析, 可以作为教师课堂教学素材及学习者自学辅助材料。

本书由中国教育学会会长顾明远先生担任总顾问, 我们衷心希望各位学习者能学有所成, 并对本书提出宝贵的意见与建议。当然, 我们也希望同行专家能指出本书的不足之处, 使之更加完善。

编者

2010年3月



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Unit One

Excuse Notes



Preview

All of us have hundreds of teachers in our lifetimes. A few of these teachers we may remember are exceptionally good. First, a good teacher may have a passion for his or her teaching. Second, a good teacher should have good personality and a good command of knowledge. A good teacher should not only impart knowledge to the students but also guide students to seek truth beyond books. Finally, a good teacher should be a good companion in the journey of students' life, helping them make right choices in life.

Part I

Text Reading



Warm-up

I Qualities of an ideal teacher.

Please circle the qualities you expect ideal teachers to have.

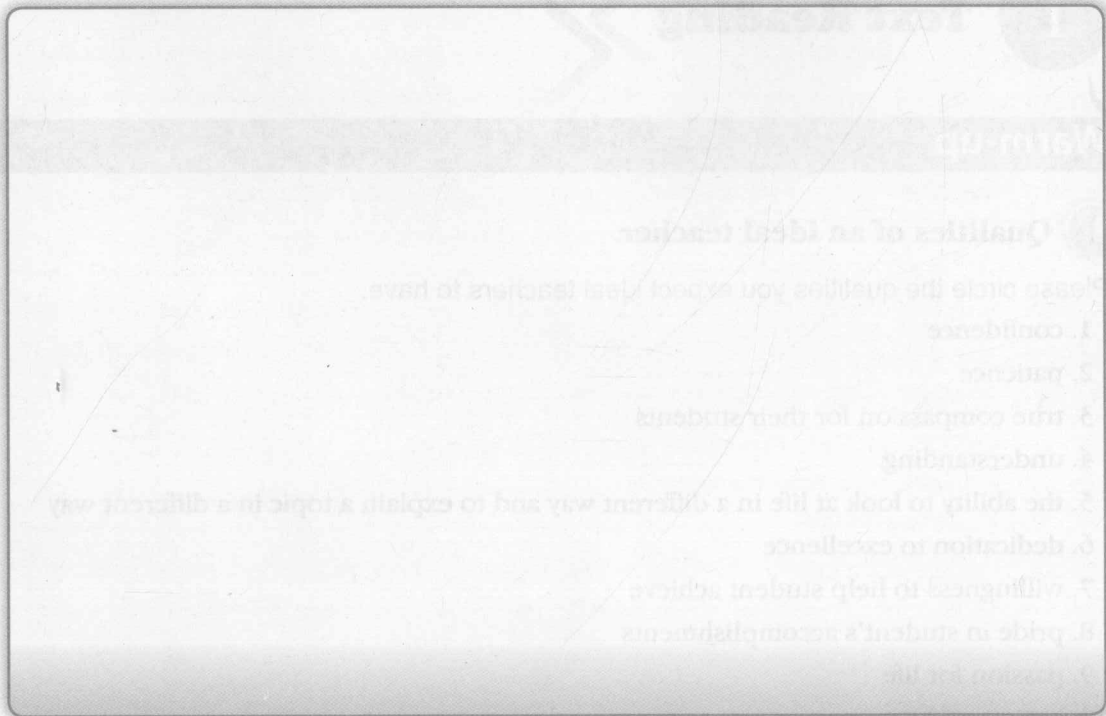
1. confidence
2. patience
3. true compassion for their students
4. understanding
5. the ability to look at life in a different way and to explain a topic in a different way
6. dedication to excellence
7. willingness to help student achieve
8. pride in student's accomplishments
9. passion for life
10. a sense of humor

11. inherently fair-minded
12. a command of the content they teach

II Read the following excuses for absence from classes, then discuss the similarities they have with your partners.

1. Chris will not be in school because he has been under the weather.
2. John has been absent because he had two teeth taken off.
3. Excuse Gloria. She has been under the doctor.
4. Carlos was absent yesterday because he was playing football. He was hit in the face.
5. Please excuse Ray Friday from school. He has very loose bowels.
6. Maryann was absent Dec. 11~16, because she had a fever, sore throat, headache, and upset stomach.
7. George was absent yesterday because he had a stomachache.
8. Ralph was absent yesterday because he had a bad cold.
9. Please excuse Sara for being absent. She was sick and I had her shot.

III Did you ever forge any excuse notes? If yes, why did you do so?



Excuses, Excuses¹

Frank McCourt²

My students forge the notes. I turned them into a lesson plan.

[1] I was in my third year of teaching creative writing at Ralph Mckee Vocational School in Staten Island, New York, when one of my students, 16-year-old Mikey, gave me a note from his mother. It explained his absence from class the day before.

[2] “Dear Mr. McCourt, Mikey’s grandmother who is eighty years of age fell down the stairs from too much coffee³ and I kept Mikey at home to take care of her and his baby sister so I could go to my job at the ferry terminal. Please excuse Mikey and he’ll do his best in the future. P.S. His grandmother is OK.” I had seen Mikey writing the note at his desk, using his left hand to disguise his handwriting. I said nothing.

[3] Most parental-excuse notes I received back in those days were penned by my students. They’d been forging excuse notes since they learned to write, and if I were to confront each forger I’d be busy 24 hours a day.

[4] I threw Mikey’s note into a desk drawer along with dozens of other notes. While my classes took a test, I decided to read all the notes I’d only glanced at before. I made two piles, one for the genuine ones written by mothers, the other for forgeries. The second was the larger pile, with writing that ranged from imaginative to lunatic.

[5] I was having an epiphany.

[6] Isn’t it remarkable, I thought, how the students whined and said it was hard putting 200 words together on any subject? But when they forged excuse notes, they were brilliant. The notes I had could be turned into an anthology of *Great American Excuses*. They were samples of talent never mentioned in song, story or study.

[7] Here was American high school writing at its best—raw, real, urgent, lucid, brief, and lying. I read:

[8] The stove caught fire and the wallpaper went up and the fire department kept us out of the house all night.

[9] Arnold was getting off the train and the door closed on his school bag and the train took it away. He yelled to the conductor who said very vulgar things as the train drove away.

[10] His sister’s dog ate his homework and I hope it chokes him.

[11] We were evicted from our apartment and the mean sheriff said if my son kept yelling for his notebook he'd have us all arrested.

[12] The writers of these notes didn't realize that honest excuse notes were usually dull: "Peter was late because the alarm clock didn't go off."

[13] One day I typed out a dozen excuse notes and distributed them to my senior classes. The students read them silently, intently. "Mr. McCourt, who wrote these?" asked one boy.

[14] "You did," I said. "I omitted names to protect the guilty. They're supposed to be written by parents, but you and I know the real authors. Yes, Mikey?"

[15] "So what are we supposed to do?"

[16] "This is the first class to study the art of the excuse note—the first class, ever, to practice writing them. You're so lucky to have your best writing and turned it into a subject worthy of study."

[17] Everyone smiled as I went on. "You didn't settle for the old alarm clock story. You used your imaginations. One day you might be writing excuses for your own children when they're late or absent or up to some devilment. So try it now. Imagine you have a 15-year-old who needs an excuse for falling behind in English. Let it rip⁴."

[18] The students produced a variety of excuses, ranging from a 16-wheeler crashing into a house to a severe case of food poisoning blamed on the school cafeteria. They said, "More, more. Can we do more?"

[19] So I said, "I'd like you to write—"And I finished, "An Excuse Note from Adam⁵ to God' or 'An Excuse Note from Eve⁶ to God.'" Heads went down. Pens raced across paper.

[20] Before long the bell rang. For the first time ever I saw students so immersed in their writing they had to be urged to go lunch by their friends: "Yo, Lenny. Come on. Finish it later."

[21] Next day everyone had excuse notes, not only from Adam and Eve but from God and Lucifer⁷. One girl defended the seduction of Adam on the grounds that Eve was tired of lying around Paradise⁸ doing nothing, day in and day out. She was also tired of God sticking his nose into their business.

[22] Heated discussions followed about the relative guilt and sinfulness of Adam and Eve. No one said anything negative about God, though there were hints. He could have been more understanding of the plight of the first man and woman, said someone.

[23] I asked the class to think about anyone in history who could use a good excuse note. I wrote suggestions on the board: Eva Braun, Hitler's girlfriend. Julius and Ethel

Rosenberg, executed for treason. Judas⁹. Attila the Hun, Lee Harvey Oswald. Al Capone.

[24] “Yo, Mr. McCourt, could you put teachers up there?” said a student.

[25] And then I heard, “Mr. McCourt, the principal is at the door.”

[26] My heart sank as the principal entered, along with the superintendent of schools. Neither acknowledged me. They walked up and down, peering at papers. The superintendent picked one up, showed it to the principal.

[27] The superintendent frowned. The principal pursed his lips¹⁰. On their way out, the principal said the superintendent would like to see me.

[28] Here it comes, I thought. The reckoning. The principal was sitting at his desk; the superintendent was standing. “Come in,” said the superintendent. “I just want to tell you that that lesson, that project, whatever the hell you were doing, was topnotch¹¹. Those kids were writing on the college level.”

[29] He turned to the principal and said, “That kid writing an excuse note for Judas. Brilliant. I just want to shake your hand,” he said, turning back to me. “There might be a letter in your file attesting to your energetic and imaginative teaching. Thank you.”

[30] God in heaven. High praise from an important person. Should I dance down the hallway, or lift and fly? Next day in class, I just started singing.

[31] The kids laughed. They said, “Man, school should be like this every day, us writing excuse notes and teachers singing all of a sudden.” Sooner or later, I figured, everyone needed an excuse. Also, if we sang today we could sing tomorrow, and why not? You don’t need an excuse for singing.



Notes

1. This text is excerpted from *Teacher Man*, 2005 memoir written by Frank McCourt which describes and reflects on his teaching experiences in New York high schools and colleges.
2. Frank McCourt, born in 1930 in Brooklyn, New York, began a process of self-education and improvement that led, eventually, to a career as a high-school teacher.
3. too much coffee: drinking too much coffee
4. Let it rip: let us begin.
5. Adam: Adam was the first man in the world according to the Bible (亚当).
6. Eve: Eve was the first woman who lived with Adam in the garden of Eden (夏娃).
7. Lucifer: 魔鬼, 撒旦
8. Paradise: Paradise is a place where good people will live in happiness (天堂).

9. Judas: 犹大, 叛徒

10. ...pursed his lips: 撅起嘴唇

11. topnotch: excellent



Word Bank

anthology	/æn'thɒlədʒi/ <i>n.</i>	a collection of artistic works which have a similar form or subject, often those considered to be the best	诗选, 文选
attest	/ə'test/ <i>v.</i>	to show sth. or to say or prove that sth. is true	证明
choke	/tʃəuk/ <i>v.</i>	to stop breathing	窒息, 哽住
devilment	/'devlmənt/ <i>n.</i>	behavior that causes trouble but is usually intended to be playful or amusing	恶作剧
distribute	/dis'tribju(:)t/ <i>v.</i>	to give sth. out to several people, or to spread or supply sth.	分发, 发送
epiphany	/i'pifəni/ <i>n.</i>	understanding	理解
forge	/fɔ:dʒ/ <i>v.</i>	to make an illegal copy of sth. in order to deceive	伪造, 铸造
gem	/dʒem/ <i>n.</i>	sb. or sth. that is very good, pleasing or useful	精品, 非常有用的人
genuine	/'dʒenjuɪn/ <i>adj.</i>	sth. genuine is what it seems to be; real	真的
lucid	/'lu:sɪd/ <i>adj.</i>	clearly expressed and easy to understand or (of a person) thinking or speaking clearly	易懂的; 明白的, 清醒的
omit	/əu'mɪt/ <i>v.</i>	to fail to include or do sth.	省略, 疏忽
plight	/plait/ <i>n.</i>	an unpleasant condition, especially a serious, sad or difficult one	处境, 状态
seduction	/si'dʌkʃən/ <i>n.</i>	the attractive quality of sth.	诱惑
superintendent	/'sju:pərɪn'tendənt/ <i>n.</i>	person who is in charge of work done in a particular department, office, etc.	主管, 负责人
treason	/'tri:zn/ <i>n.</i>	lack of loyalty to one's country, especially by helping its enemies or attempting to defeat its government	通敌, 叛国罪
vulgar	/'vʌlgə/ <i>adj.</i>	rude and likely to upset or anger people	无理的, 粗俗的

Phrases and Expressions

be evicted from	to be forced to leave somewhere	驱逐, 赶走
be worthy of	deserving respect, admiration or support	值得的
glance at	to give a quick short look	一瞥
turn into	to change into	进入, (使)变成

Reading Comprehension

I Choose the best for each of the following.

- According to the passage, the teacher _____.
 - is angry with his students
 - does not like his students forging excuse notes
 - blames the parents
 - teaches a successful writing class
- Mikey missed school _____.
 - because his grandmother fell down from the stairs
 - because he did not like his teacher
 - because his parents wanted him to be home
 - because he did not want to go to school
- When the students forged the excuse notes, they were _____.
 - very smart and imaginative
 - bored
 - indifferent
 - excited
- The principal of the school _____.
 - blamed the teacher for what he had done in class
 - praised the teacher for what he had done in class
 - was disappointed with the teacher
 - fired the teacher
- Which of the following statements is NOT true?
 - The students enjoyed the teacher's writing class very much.
 - The students were very creative in forging excuse notes.
 - The teacher enjoyed teaching writing.
 - The students did not enjoy the teacher's writing class.

II Complete the following summary of the text by filling in the blanks with words. The initial letter of each word has been given to you.

His methods anything but conventional, Mr. McCourt created a lasting impact on his students through imaginative assignments in his (1) c_____ writing. He found that some of his students (2) f_____ excuse notes in the name of their parents. He was not angry with what the students had done; instead, he divided those notes into two (3) p_____, one for the (4) g_____ ones written by parents, the other for forgeries. The students were so smart that they could create a variety of (5) e_____. So the teacher decided to dig up their (6) t_____ in writing by asking them to write excuse notes. The students were so (7) a_____ in the writing that they almost forgot to have (8) l_____.

At last the principal (9) p_____ the teacher for this successful teaching method. Both the teacher and the students were happy about the writing class. And the teacher realized everyone (10) n_____ an excuse. Understanding is essential to the teacher and the students.

Vocabulary

I. Choose the answer that best completes each sentence.

- A number of _____ works of art have been sold as genuine.
A. false B. beautiful C. famous D. forged
- To _____ one's power is to commit a crime and eventually end up in jail.
A. accuse B. abuse C. deduce D. excuse
- Seeing the speeding car, the policeman _____ the driver to pull up at the curb.
A. reckoned B. beckoned C. softened D. stiffened
- Unfortunately, he hit a traffic jam and missed the train _____ a few minutes.
A. with B. by C. before D. for
- She gave a clear and _____ account of her plans for the company's future.
A. lucid B. dull C. unclear D. ambiguous
- Isn't it rather _____ to talk about how much money you earn?
A. polite B. boring C. vulgar D. pleasant
- The books will be _____ free to local schools.
A. contributed B. tribute C. attributed D. distributed
- The editor required him to _____ some details of the article.
A. omit B. permit C. summit D. illuminate

9. Few of us can be unmoved by the _____ of the Romanian orphans.
 A. light B. might C. plight D. moonlight
10. I have to _____ my reputation.
 A. detect B. protect C. intact D. prevent

II. Fill in the blanks with the words or phrases given below. Change the form where necessary.

superintendent	choke	attest	forge	gem
genuine	lucid	omit	turn into	excuse
glance at	evicted	disguise	worthy	imagination

- In the US, a school _____ is in charge of the schools in a particular area.
- Thousands of people came out onto the streets to _____ their support for the democratic opposition party.
- The expensive purse is made of _____ leather.
- Can you _____ this article _____ English?
- She took a _____ her watch.
- I know why this happened. You don't have to find any _____.
- He was _____ from the pub for drunken and violent behavior.
- This emperor is said to have paid many personal visits to various counties _____ as an ordinary citizen.
- Every year she makes a large donation to a _____ cause.
- Children often have very vivid _____.

Translation

Put the following paragraphs into Chinese.

1. Most parental-excuse notes I received back in those days were penned by my students. They'd been forging excuse notes since they learned to write, and if I were to confront each forger I'd be busy 24 hours a day.

2. My heart sank as the principal entered, along with the superintendent of schools. Neither acknowledged me. They walked up and down, peering at papers. The superintendent picked one up, showed it to the principal.