

● 在职人员攻读硕士学位课程

英语

E N G L I S H

王俊生 赵俊峰 主编

ENGLISH

吉林大学出版社

ENGLISH

在职人员攻读硕士学位课程

英 语

主编 王俊生 赵俊峰

吉林大学出版社

在职人员攻读硕士学位课程

英 语

主编 王俊生 赵俊峰

责任编辑、责任校对:刘岩峰

封面设计:孙 群

吉林大学出版社出版
(长春市东中华路 37 号)

吉林大学出版社发行
吉林农业大学印刷厂印刷

开本:787×1092 毫米 1/16

1998 年 4 月第 1 版

印张:32

1998 年 4 月第 1 次印刷

字数:709 千字

印数:1—6 000 册

ISBN 7-5601-2106-3/H·187

定价 42.00 元

《在职人员攻读硕士学位课程·英语》编委会

主	编	王俊生	赵俊峰				
副	主	刘福源	闫峻	王相锋	邓学历		
编	者	(按姓氏笔划为序)					
		王俊生	王相锋	邓学历	田东琰	闫峻	
		刘秀云	刘利刚	刘福源	张秀丽	李维清	
		杨春艳	赵俊峰	钟群雁	郝晶	高又谦	
		高立伟	韩松	蔡青华			
其他参编人员		石华	吴晓丽	李险峰	王志文	赫奕	
		楚永娟	郭佳	姚月英	孙冬菱	李素英	
		孙耀文					

前 言

几年来,为了给社会培养更多的高级人材,经国家教委批准,全国诸多有条件的高校纷纷举办在职人员攻读硕士学位课程班(即在职人员以同等学力申请硕士学位课程进修班,以下简称课程班),学员人数也与日俱增。英语,作为这类研究生课程班的一门主课,倍受课程班主办单位及学员们的重视。然而,到目前为止,尚无一部专门为课程班编写和使用的正规教材。各院校临时选用的教材各异,难易程度参差不齐。这样长期下去势必影响课程班的英语教学质量和学员参加全国英语统考的成绩。

在这种情况下,我们根据国家教委颁发的《非英语专业研究生(第一外语)教学大纲》和《在职人员以研究生毕业同等学力申请硕士学位英语考试大纲》,对95年以来全国英语统考题进行的反复研究,以及对这类研究生课程班几年来的教学经验,编写了这部教材。

本书共分三大部分。第一部分为15篇课文及课后练习。所选课文的内容题材广泛,集知识性和趣味性为一体。在编写中,我们注意照顾课程班学员在英语学习方面的实际情况,课文内容和练习的难度由浅入深,循序渐进,易于接受,利于提高。课后练习紧密配合课文内容,形式多样,针对性强,这对增强所学课文的理解和掌握以及提高整体语言能力有很大的帮助。第二部分是根据全国英语统考题所设计的15套模拟习题,供在教学中进行应试训练,以增强学员的应试能力,提高考试成绩。在教学中,这两部分内容可同时配合使用,也可分别安排在两个学期使用。第三部分包括1—15单元课后练习的全部参考答案和作文样文;1—15套模拟习题的全部听力理解部分的文字材料及参考答案和作文样文;《非英语专业研究生英语(第一外语)教学大纲》和《在职人员以研究生毕业同等学力申请硕士学位英语课程水平统一考试大纲》。本部分的最后附上了1995年、1996年和1997年全国英语统考试卷,目的是帮助学员通过了解三年来统考题的形式、内容及难度,从中摸索试题的有关规律,以做到考前心中有数,应试从容把握。

由于成书时间较仓促,书中不妥或错误之处在所难免,恳请同行及使用者多多批准指正。

谢谢。

编 者

1998年4月

Contents

PREFACE (前言)	1
---------------------------	---

PART ONE TEXTS

Unit One	Education out of School	3
Unit Two	Early Days of the Mail	11
Unit Three	Why Study Math	18
Unit Four	The Vanished City	26
Unit Five	The Breakthroughs in Medicine	33
Unit Six	“ My Heart was with Her ”	40
Unit Seven	Traveling Students	48
Unit Eight	Bringing up Children	56
Unit Nine	Never Trust Appearance	64
Unit Ten	Useful Companions	72
Unit Eleven	A Look at the Abuse of Drugs in Britain	80
Unit Twelve	Unsolved Mystery — The Sea	89
Unit Thirteen	This was My Mother	97
Unit Fourteen	A King of Athelets	105
Unit Fifteen	A Red Light for Scofflaws	114

PART TWO MODEL TESTS

Test One	125
Test Two	140
Test Three	156
Test Four	173
Test Five	190
Test Six	207
Test Seven	224
Test Eight	240
Test Nine	255
Test Ten	270
Test Eleven	287
Test Twelve	303

Test Thirteen	319
Test Fourteen	336
Test Fifteen	353

PART THREE APPENDIX

I. Answer Key to Unit 1—15 (For Reference)	371
II. (1) Scripts For Listening Comprehension	384
(2) Answer Key to Model Test 1—15 (For Reference)	428
III. 《非英语专业研究生英语(第一外语)教学大纲》	446
IV. 《在职人员以研究生毕业同等学力申请硕士学位英语课程 水平统一考试大纲》	450
V. 1995 年、1996 年和 1997 年在职人员攻读硕士学位课程班英语 全国统考试卷	452

PART ONE

TEXTS

Unit One

Education out of School

For years, children in the industrial areas of Europe and America seldom left their smoky cities to see the beauties of the countryside. Not that the woods and fields were always far away, but they were too far from the city to permit people to make a round trip between morning and nightfall. What's more, factory workers did not have enough money to send their children on country holidays away from home.

In 1907, a young German schoolmaster had an idea which changed this state of affairs. He decided to turn his little schoolhouse into a dormitory for the summer holidays. Anyone who brought his sleeping bag and cooking equipment along could stay there for a very small amount of money. The idea was a success. A few years later, the schoolhouse was far too small to hold the many young people who wanted to stay there. Consequently, a dormitory was set up in an old castle nearby. This was the first Youth Hostel.

Today, young students and workers of every country can meet in the hostels and get to know each other. When young people arrive at a hostel, they have only to show their card of membership in a hostel organization in their own country. This card will permit them to use the facilities of hostels all over the world for a minimum price.

Often, at the evening meal, a group of boys and girls of different ages, from various parts of the country or the world, will happen to meet at the same hostel. They may put their provisions together and prepare a dinner with a wide variety of dishes on the menu. Such a meal would certainly be more interesting and plentiful than the meal that one or two students alone could prepare.

Sometimes an informal program will be organized after the meal, with dances, songs, or short talks followed by a question period. One can learn a lot of things about other places, just by meeting people who come from those places. Hence, a few weeks spent "hosteling" can be just as useful a part of one's education as classes in school.

Since the end of World War I, hostels have been opened in Africa and Asia. Today, there are thousands of centers in 62 countries on five continents. These hostels have facilities for more than 250,000 young people, who can travel to different parts of their own country or the world, without spending a lot of money. There will soon be over two million members of the Youth Hostel organization all over the world. Consequently, more hostels are constantly being opened.

In today's world, where so much depends on understanding between nations, hostels are extremely important. They are more than convenient places for young travellers to spend the night, because they also give people the opportunity to meet and learn about

each other. A first-hand contact with youths of other lands can be worth far more than lectures or books.

Many groups of young people volunteer to serve at a work camp, without pay, during their summer holidays. There they spend several weeks or months working eight hours a day. In their free time they see the country, meet the people, and have discussions about world problems and problems of the region where they are working. At the same time, those young people working in a foreign country can learn the language of the people who work with them.

In Peru, for example, a thousand university students responded enthusiastically to their President's appeal that they spend two months of their vacation working in isolated villages in the Andes Mountains. Many of these students have thus become aware of conditions in their country of which they were unaware before. The Peruvian students have been joined by a small group of volunteers from Europe and the United States.

These students teach the people of the Andes how to read and write, how to take care of their water supply, and how to better care for their farms and animals. They also give medical and dental care to the villagers. They may even build community buildings, such as schools, or repair roads, bridges and houses in places where the people cannot afford to do such things themselves.

Such volunteer groups do not work only in the "poor" areas of Latin America, Africa and Asia, but also in the "rich" countries of Europe and America. Even the most fortunate countries have large numbers of people who have not been able to find decent jobs or housing. When the volunteer workers come to a community, building community centers and playgrounds, organizing clubs and games for the children and young people, the formerly hopeless and discouraged members of the community see that all is not lost. Because of the work of volunteers, many small communities are learning that they can and should solve their problems themselves. They are discovering that they have the right to ask certain things of the local or national governments. Some villagers discover, for the first time, the joys and advantages of working together and putting together their money to build things the community needs.

The fact that someone is interested enough to come to such villages and help them often works wonders. The people of the community become interested in helping themselves. They become less discouraged when they realize that they themselves can help make a better future. Even after the volunteers have gone, the villagers often keep in touch with their new friends.

New Words & Expressions

smoky /'sməuki/ a. 冒烟的;多烟的;烟雾弥漫的

sleeping bag (野外用)睡袋
 consequently /'kɒnsɪkwəntli/ *ad.* 因而,所以
 hostel /'hɒstəl/ *n.* 寄宿舍;(在校外的)学生宿舍
 the Youth Hostel 〔美〕(招待徒步旅行青年等的)招待所
 membership /'membəʃɪp/ *n.* 成员资格,会员资格;全体会员
 facility /fə'sɪlɪti/ *n.* 〔常用复〕设备,工具;方便,便利
 minimum /'mɪnɪmə/ *n. & a.* 最小量(的);最小(的),最少(的)
 provision /prə'vɪʒən/ *n.* 〔常用复〕存粮;粮食,食物;给养
 menu /'menju:/ *n.* 菜单;饭菜,菜肴
 plentiful /'plentɪfəl/ *a.* 富裕的,丰富的;多的
 first-hand *a.* (来源等)第一手的,原始的;直接的
 volunteer /vɒlən'tɪə/ *v. & n.* 志愿(者)
 Peru /pə'ru:/ *n.* 秘鲁〔拉丁美洲〕
 Peruvian /pə'ru:vjən/ *a. & n.* 秘鲁的;秘鲁人(的)
 respond /rɪs'pɒnd/ *v.* 响应;有反应
 enthusiastically /ɪnθju:zi'æstɪkəli/ *ad.* 热烈地,热情地
 appeal /ə'pi:l/ *n. & v.* 呼吁;要求
 the Andes Mountains 安第斯山脉〔南美洲〕
 care for 关怀,照顾;喜欢,愿意
 decent /'di:snt/ *a.* 合乎礼仪的;体面的,象样的

Notes

- ① Not that the woods and fields were always far away, but they were too far from the city to permit people to make a round trip between morning and nightfall. 并不是因为森林和田野总是非常遥远的,而是因为它们远离城市,人们不可能在一天之内做往返的旅程。

在 not that ... but (that) 结构中, that 引导的是表示理由或原因的状语从句,译为“因为,由于”。例如:

Not that I'm unwilling to go with you, but that I'm busy now.

- ② Today, young students and workers of every country can meet in the hostels and get to know each other. 今天,每个国家的青年学生和工人们都可以在这相会,并开始互相了解。

get to 此处意为“开始,着手”:

I got to know her at the party.

- ③ A first-hand contact with youths of other lands can be worth far more than lectures or books. 和其国家的青年人直接接触要比在课堂里或书本上的了解要有意义的多。
lands 意为“国家”。例如:

3. His appeal for forgiveness went unanswered.

- | | |
|-------------|------------|
| A. power | B. request |
| C. interest | D. desire |

4. He said that the government was acutely aware of the problem.

- | | |
|------------------|----------------|
| A. understanding | B. concerning |
| C. sensitive to | D. informed of |

5. Do children respond to kind treatment by becoming more self-confident?

- | | |
|-----------|--------------|
| A. affect | B. influence |
| C. behave | D. react to |

I Decide which of the four choices given in each question will most suitably complete the sentences if inserted at the place marked.

6. I don't really _____ tea. I like coffee better.

- | | |
|---------------|------------|
| A. care about | B. care of |
| C. care for | D. care up |

7. He didn't attend the meeting, not _____ he didn't want to, but he was busy.

- | | |
|----------|---------------|
| A. which | B. that |
| C. as | D. because of |

8. She looked so tired before, but her holiday has _____ wonders for her.

- | | |
|-------------|-----------|
| A. produced | B. made |
| C. found | D. worked |

9. These figures should be treated with a certain _____ of caution.

- | | |
|-----------|-----------|
| A. number | B. amount |
| C. sum | D. plenty |

10. No one works there between October and March because it is hard to get food _____.

- | | |
|--------------|---------------|
| A. equipment | B. provisions |
| C. supply | D. facility |

Part Three Reading Comprehension Skill Exercise

The U. S. Department of Labour statistics indicate that there is an oversupply of college trained workers and that this oversupply is increasing. Already there is an overabundance of teachers, engineers, physicists and other specialists. Yet colleges and graduate schools continue every year to turn out highly trained people to compete for jobs that aren't there. The result is that graduates cannot enter the professions for which they were trained and must take temporary jobs which do not require a college degree. These "temporary" jobs have a habit of becoming permanent.

On the other hand, there is a tremendous need for skilled workers of all sorts: carpenters, electricians, mechanics, and TV repairmen. These people have more work than

they can handle and their annual incomes are often higher than those of college graduates. The old distinction that white-collar workers make a better living than blue-collar workers no longer holds true.

The reason for this situation is the traditional myth that a college degree is a passport to a prosperous future. Parents begin telling their children this myth before they are out of grade school. Under this pressure the kids fall in line. Whether they want to go to college or not doesn't matter. Everybody should go to college.

One result of this emphasis on a college education is that many people go to college who do not belong there. Of the sixty percent of high school graduates who enter college, half of them do not graduate with their class. Many of them drop out within the first year. Some struggle on for two or three years and then give up.

1. What do the U. S. Department of Labour statistics show?
 - A. Many college graduates find it increasingly hard to get jobs for which they were trained.
 - B. There is an oversupply of workers and this oversupply is increasing.
 - C. Teachers, engineers, physicists, aeroplane experts and other specialists are extremely needed.
 - D. Colleges and graduate schools compete to turn out trained people.
2. By saying "These 'temporary' jobs have a habit of becoming permanent" the author means that _____.
 - A. once college graduates take a temporary job, they soon become used to it
 - B. college graduates have the habit of taking temporary jobs
 - C. many college graduates might never find jobs for which they were trained
 - D. college graduates have the habit of taking permanent jobs
3. What is implied but not stated in the passage is that in the past _____.
 - A. blue-collar workers made a better living than white-collar workers
 - B. there were more white-collar workers than blue-collar workers
 - C. white-collar workers were looked up to
 - D. colleges and graduate schools trained more skilled workers
4. By saying that "many people go to college who do not belong there", the author means that _____.
 - A. many people who are not fit for college education go to college
 - B. many people who do not have adequate financial support go to college
 - C. many people who go to college drop out within the first year
 - D. many people who go to college soon become bored
5. We can infer from the passage that the author believes that _____.
 - A. every young man and woman should go to college
 - B. college education has become worse and worse

C. people with a college education should receive higher pay

D. fewer people should go to college while more should be trained for skilled jobs

Part Four Cloze

To others and themselves the British have a reputation for being conservative — not in the narrow political sense, but in the sense of adherence to accepted ideas and unwillingness to question them. The reputation comes partly from their 1. For 900 years they have suffered 2 invasion nor revolution (except in 1649 and 1688) nor disastrous defeat in 3. Their monarchy survives 4 serious question. Under its nominal leadership the political arrangements have been 5 stable that except for the two interruptions in the seventeenth century, they have been adapted throughout the centuries to meet changing needs without violent 6. Britain, in 1978, was unique in managing without 7 written constitution; some fragmentary definitions of 1688 still 8. There had been bitter quarrels, social and economic as well 9 political, but the quarrels had been settled, usually 10 compromise. The underlying continuity had not been broken.

- | | |
|----------------|---------------|
| 1. A. language | B. future |
| C. history | D. literature |
| 2. A. neither | B. as |
| C. or | D. either |
| 3. A. home | B. study |
| C. peace | D. war |
| 4. A. and | B. without |
| C. with | D. neither |
| 5. A. so | B. very |
| C. too | D. such |
| 6. A. changes | B. step |
| C. alter | D. chance |
| 7. A. two | B. a |
| C. some | D. their |
| 8. A. survive | B. surviving |
| C. survives | D. survived |
| 9. A. for | B. as |
| C. to | D. at |
| 10. A. for | B. at |
| C. to | D. by |

Part Five Translation

在我们这个时代,任何人想要在社会上起到他所希望的作用,就必须接受必要的教育。随着科学技术的进步,即使在中小学,现在也开设了越来越多的课程。与过去

的教育相比,现代教育更强调其实用方面。

Part Six Guided Writing

Write a composition of no less than 100 words under the title of The Importance of Education. Your composition must be based on the following outline given in Chinese.

1. 教育在社会中起着非常重要的作用
2. 在大多数国家,教育都受到政府的关注
3. 在每一个家庭,父母都把孩子的教育作为最重要的事情