

English for Part-Time  
Postgraduate Students

# 在职硕士研究生 英语教程

主 编 李修江 黄衍玲  
副主编 张 凯 张思永



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# 前言

在职研究生教育作为系统、正规的高层次人才培养的途径之一,在我国研究生教育中发挥着越来越重要的作用,吸引着越来越多的学子投入到在职研究生学习中来。

《在职硕士研究生英语教程》是以《非英语专业研究生英语教学大纲》为编写依据,以各种在职攻读硕士学位研究生学员为教学对象编写的一本英语教材;共分10个单元,每单元包括三部分:Part 1 阅读;Part 2 语法;Part 3 应用文写作;每单元8学时,全书80学时。

在编写本教材的过程中,我们遵循了以下指导原则:

1. 注重多样性。严格按照《非英语专业研究生英语教学大纲》的要求,充分考虑在职研究生的专业要求和实际水平,努力做到选材新颖、内容丰富、题材广泛,能够适应各类在职研究生的需要。

2. 突出实用性。在职研究生培养的是应用型人才,因此,本教材无论从文章的选材,还是写作内容的选取,都贴近学员的生活和工作,使学员可以学以致用。

3. 注意学术性和趣味性相结合。选取的课文,既侧重学术性,介绍相关学科的基本理论和基础知识;又侧重趣味性,选取的是贴近生活、生动活泼的文章。

具体说来,本书各部分具有以下特点:

### 1. 阅读部分

课文全部选用英语原作,难易适度,语言规范,针对性强,适合在职硕士研究生的实际需要。

为打好语言基础和提高综合运用能力,练习设有 Content Awareness、Language Focus 和 Translation 三个模块,在总体框架内有一定灵活性,避免千篇一律的呆板模式,使学员在做练习的过程中既进一步熟悉课文中出现的词汇、短语和语法项目,同时也使学员的口语表达、书面表达能力得到巩固和提高。

### 2. 语法部分

此部分深入浅出地介绍了英语语法体系,系统、高效、简明地总结了英语语法体系的各个组成部分,配以精心设计的语法练习,有助于在职学员恢复、提高自己的语法知识和水平。

### 3. 写作部分

在职硕士研究生的培养目标是复合型、应用型人才,注重实用性,因此,本书以日常应用文为目标,进行针对性的训练,力求通过 16~20 学时的训练,使学员能熟练书写日常生活工作中的各种应用文书。

参加本教材编写的有中国海洋大学外国语学院的李修江、张凯、刘艳、张思永、尹玮和淄博师范专科学校的黄衍玲等,都具有丰富的教学经验并长期担任在职硕士研究生的英语教学工作。因此,本教材的内容和讲解都极具针对性。

本教材的编写得到了中国海洋大学研究生教育中心的大力支持和协助,在此谨表诚挚谢意!

由于编者水平有限,加上时间仓促,书中不妥之处在所难免,衷心希望广大教师和学员批评指正。

编 者

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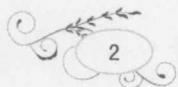
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# Unit One

## *Lifelong Education*

### **Continuing Education**



**Part 1 Reading**

## Lifelong Learning in the Global Knowledge Economy: Challenges for Developing Countries

By World Bank

A knowledge-based economy relies primarily on the use of ideas rather than physical abilities and on the application of technology rather than the transformation of raw materials or the exploitation of cheap labor. Knowledge is being developed and applied in new ways. Product cycles are shorter and the need for innovation is greater. Trade is increasing worldwide, increasing competitive demands on producers.

The global knowledge economy is transforming the demands of the labor market in economies throughout the world. It is also placing new demands on citizens, who need more skills and knowledge to be able to function in their day to day lives.

Equipping people to deal with these demands requires a new model of education and training, a model of lifelong learning. A lifelong learning framework encompasses learning throughout the life cycle (from early childhood to retirement). It encompasses formal learning (schools, training institutions, universities); nonformal learning (on-the-job and household training); and informal learning (skills learned from family members or people in the community). It allows people to access learning opportunities as they need them rather than because they have reached a certain age.

Lifelong learning is crucial to preparing workers to compete in the global economy. But it is important for other reasons as well. By improving people's ability to function as members of their communities, education and training increase social cohesion, reduce crime, and improve income distribution.

Developing countries and transition economies risk being further marginalized in a competitive global knowledge economy because their education and training systems are not equipping learners with the skills they need. To respond to the problem, policymakers need to make crucial changes. They need to replace the information-based, teacher-directed, directive-based rote learning provided within a formal education system with a new type of learning that emphasizes creating, applying, analyzing, and synthesizing knowledge and engaging in collaborative learning throughout the lifespan. This report describes several different ways in which this

can be done.

### **Creating a Labor Force Able to Compete in the Global Economy**

In traditional industries most jobs require employees to learn how to perform routine functions, which, for the most part, remain constant over time. Most learning takes place when a worker starts a new job. In the knowledge economy, change is so rapid that workers constantly need to acquire new skills. Firms can no longer rely solely on new graduates or new labor market entrants as the primary source of new skills and knowledge. Instead, they need workers who are willing and able to update their skills throughout their lifetimes. Countries need to respond to these needs by creating education and training systems that equip people with the appropriate skills.

### **The Private Sector Is Playing a Growing Role in Education Throughout the World**

Traditionally, the public sector provided most education services. Today that is changing. In many middle-income countries the private education sector is growing, fostered by the poor quality and coverage of public education and the need to relieve fiscal burdens and promote innovation. In Brazil, since 1995 the number of students enrolled in higher education has grown more than 70%, with most of this growth occurring in private colleges and universities, which now account for 71% of higher education enrollment. In China 500 new institutions of higher learning were established between 1995 and 1999.

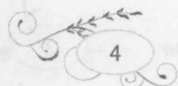
At the same time, new providers—private sector training, virtual universities, international providers, corporate universities, educational publishers, content brokers, and media companies—have arisen to complement and challenge traditional institutions. This growth of the private sector reflects the rising demand for more and better education as well as dissatisfaction with the traditional education and training system.

### **Spending on Training Has Increased Dramatically**

Corporations are spending more and more on training to become or remain competitive in the global knowledge economy. Worldwide, corporate training expenditures will increase to \$28 billion by the end of 2002, up from \$18 billion in 1997. The corporate training market in China alone is estimated at \$1 billion and is estimated to grow to \$5 billion by 2004.

### **Transforming Learning to Meet Learners' Lifelong Needs**

Being successful in the knowledge economy requires mastering a new set of knowledge and competencies. These include basic academic skills, such as literacy, foreign language, math, and science skills and the ability to use information and



communication technology. Workers must be able to use these skills effectively, act autonomously and reflectively, and join and function in socially heterogeneous groups.

### **Developing Countries and Transition Economies Have Not Been Very Successful in Providing People with the Knowledge and Competencies They Need**

Education is inadequate in most developing countries. Coverage is insufficient, access is inequitable (especially in tertiary education and in employee and adult training), and the quality of education is poor. Adult literacy rates are low, and too few children complete basic education. International assessments of secondary school students in mathematics and science show developing and transition economies trailing significantly, especially when students are tested on their ability to apply and use knowledge. In the transition economies of Europe and Central Asia, the quality of education is inadequate and the education system is too rigid. Rote learning, exam-driven schooling, and the soaring cost of private education have long been policy concerns in some Asian countries.

( 881 words )

(Extracted from *Lifelong Learning in the Global Knowledge Economy: Challenges for Developing Countries*, a World Bank Report 2003)



### **Notes**

1. This passage is taken from *Lifelong Learning and the Knowledge Economy*, is the Summary of the Global Conference on Lifelong Learning organized by the World Bank, the Baden-Württemberg Foundation for Development-Cooperation, and the German State of Baden-Württemberg.
2. **knowledge-based economy**  
The knowledge economy is a vague term that refers either to an economy of knowledge focused on the production and management of knowledge in the frame of economic constraints, or to a knowledge-based economy. In the second meaning, more frequently used, it refers to the use of knowledge technologies (such as knowledge engineering and knowledge management) to produce economic benefits.
3. **lifelong learning framework**  
Lifelong learning is the concept that “It’s never too soon or too late for learning”, a philosophy that has taken root in a whole host of different organizations. Lifelong learning is attitudinal; that one can and should be open to new ideas, decisions, skills

or behaviors.

#### 4. transition economy

A transition economy or transitional economy is an economy which is changing from a centrally planned economy to a free market. It allows people to access learning opportunities as they need them rather than because they have reached a certain age. Lifelong learning provides people with the opportunity to acquire the knowledge they need in their life or work, not because they are old and have to go back to learn new knowledge.

#### 5. Developing countries and transition economies risk being further marginalized in a competitive global knowledge economy because their education and training systems are not equipping learners with the skills they need.

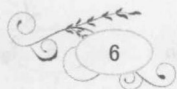
Developing countries and transition economies may be further ignored in the global knowledge economy because in these countries education and training systems are not competitive enough.

#### 6. They need to replace the information-based, teacher-directed, directive-based rote learning provided within a formal education system with a new type of learning that emphasizes creating, applying, analyzing, and synthesizing knowledge and engaging in collaborative learning throughout the lifespan.

They have to replace the outdated educational system with a lifelong learning system.

### New Words

<b>primarily</b> <i>ad.</i>	chiefly; mainly 主要地
<b>physical</b> <i>a.</i>	related to someone's body rather than their mind or emotions 身体的; 体质的
<b>transformation</b> <i>n.</i>	a marked change, as in appearance or character, usually for the better 转变; 转化
<b>exploitation</b> <i>n.</i>	an attempt to get as much as you can out of a situation, sometimes unfairly 剥削; 利用
<b>innovation</b> <i>n.</i>	a new idea, method, or invention 革新; 创新
<b>competitive</b> <i>a.</i>	determined or trying very hard to be more successful than other people or businesses 竞争的; 有竞争精神的
<b>global</b> <i>a.</i>	worldwide, involving the entire world 全球的; 全世界的
<b>transform</b> <i>v.</i>	to change the nature, function, or condition of 改造; 改变
<b>encompass</b> <i>v.</i>	to include a wide range of ideas, subjects, etc. 包括; 包含
<b>access</b> <i>v.</i>	to find and obtain information, esp. by technological means 接近;



	获取
<b>crucial</b> <i>a.</i>	extremely significant or important 至关重要
<b>cohesion</b> <i>n.</i>	the act or state of keeping together 凝聚; 凝聚力
<b>transition</b> <i>n.</i>	a change from one state, form to another 过渡; 转变
<b>marginalize</b> <i>v.</i>	to make a person or a group unimportant and powerless in an unfair way 使边缘化
<b>respond</b> <i>v.</i>	to act in return or in answer to sth. 响应; 作出反应
<b>rote</b> <i>n.</i>	the process of learning sth. by repeating it many times, without thinking about it carefully or without understanding it 死记硬背; 生搬硬套
<b>analyze</b> <i>v.</i>	to separate into parts so as to determine the nature of the whole 分析; 解析
<b>synthesize</b> <i>v.</i>	to combine separate things into a complete whole 合成; 综合
<b>collaborative</b> <i>a.</i>	joining the efforts together to achieve sth. 协作的; 协力完成的
<b>lifespan</b> <i>n.</i>	the average length of time that sb. will live or that sth. will continue to work 寿命; 预期使用期限
<b>routine</b> <i>n.</i>	a prescribed, detailed course of action to be followed regularly 例行公事; 常规
<b>constant</b> <i>a.</i>	happening regularly or all the time 永恒的; 不变的
<b>acquire</b> <i>v.</i>	to gain knowledge or learn a skill 学会; 习得
<b>entrant</b> <i>n.</i>	sb. who enters an organization or takes part in a competition 新到者; 新工作者; 新会员; 大学新生
<b>update</b> <i>v.</i>	to add the most recent information to sth. 升级
<b>foster</b> <i>v.</i>	to help a skill, feeling, idea, etc. develop over a period of time 促进; 培养
<b>coverage</b> <i>n.</i>	the percentage of persons or things reached by a medium of communication or a program 覆盖率
<b>enroll</b> <i>v.</i>	to officially arrange to join a school, university, or course 录取; 招收
<b>virtual</b> <i>a.</i>	made, done, seen, etc. on the Internet or on a computer, rather than in the real world 虚拟的; 网络上的
<b>arise</b> <i>v.</i>	to be caused or started by a situation, etc. 源自; 由...产生
<b>complement</b> <i>v.</i>	to make a good combination with sb. or sth. else 补充; 补足
<b>dissatisfaction</b> <i>n.</i>	a feeling of not being satisfied 不满意; 不满足
<b>expenditure</b> <i>n.</i>	the total amount of money that a government, organization, or person spends during a particular period of time 开支; 花销
<b>literacy</b> <i>n.</i>	the state of being able to read and write 有文化; 有读写能力
<b>autonomously</b> <i>ad.</i>	not controlled by others or by outside forces; independently 自主

	地; 自治地
<b>reflectively</b> <i>ad.</i>	thinking quietly about sth. 沉思地
<b>heterogeneous</b> <i>a.</i>	consisting of dissimilar elements or parts 异质的; 由不同成分组成的
<b>inadequate</b> <i>a.</i>	not adequate to fulfill a need or meet a requirement; insufficient 不足的; 不充分
<b>insufficient</b> <i>a.</i>	not enough, or not great enough 不足的; 不够的
<b>inequitable</b> <i>a.</i>	not equally fair to everyone 不公平的; 不公正的
<b>trail</b> <i>v.</i>	to walk slowly, esp. behind other people 慢腾腾地走; 无精打采跟在别人身后
<b>rigid</b> <i>a.</i>	marked by a lack of flexibility; rigorous and exacting 呆板的; 僵硬的
<b>soar</b> <i>v.</i>	to go quickly upwards to a great height 高飞; 剧增



## Phrases and Expressions

<b>rather than</b>	instead of 是…而非…; 而不是
<b>for the most part</b>	to the greater extent; generally or mostly 在很大程度上
<b>over time</b>	gradually during a long period 随着时间的流逝
<b>account for</b>	to be the reason why sth. happens 说明; 解释
<b>life cycle</b>	the series of changes in the growth and development of an organism from its beginning as an independent life form to its mature state in which offspring are produced 生命周期
<b>be crucial to</b>	be important to 对…至关重要
<b>equipping... with...</b>	to provide a person or place with the things that are needed for a particular kind of activity or work 用…装备…
<b>respond to</b>	to react positively or favorably 作出反应; 响应
<b>replace... with...</b>	to be or provide a substitute for 取代; 代替
<b>tertiary education</b>	education at a college, university, etc. 高等教育
<b>takes place</b>	to happen, esp. after being planned or arranged 发生
<b>no longer</b>	used to happen or be true in the past but does not happen or is not true now 不再



## Post-Reading Exercises

### Content Awareness

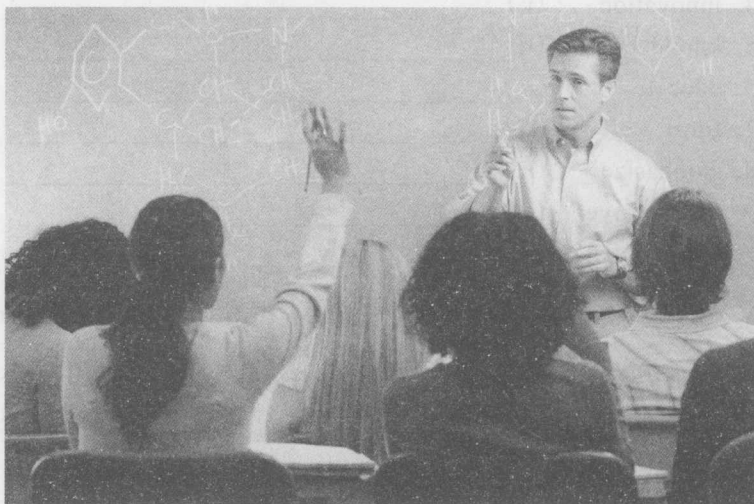
#### I. Answer the following questions according to the information from the passage.

1. What changes does the knowledge-based economy bring about?
2. What is lifelong learning? What are the functions of lifelong learning?
3. Why do the developing countries and transition economies risk being further marginalized in the global knowledge economy? What should they do?
4. Why is the private sector playing a growing role in education throughout the world?
5. If a worker wants to be successful in the knowledge economy, what should he do?
6. What are the main problems with the education and training systems of developing countries and transition economies?

#### II. Choose the best answer to each question with information from the passage.

1. What is not true about the knowledge economy?  
A. It applies knowledge.  
B. It exploits cheap labor.  
C. It develops knowledge in new ways.  
D. It depends on the application of technology.
2. The knowledge does not place new demands on \_\_\_\_\_.  
A. physical abilities    B. producers    C. the labor market    D. citizens
3. Why are developing countries being marginalized in the global knowledge economy?  
A. Because they don't want to respond to the knowledge economy.  
B. Because they don't need the knowledge economy.  
C. Because their economic system is different from that of the developed countries.  
D. Because their education and training systems fail to provide learners with the knowledge and skills they need.

4. What can we infer from the passage?
- A. Traditional industries relied on new graduates for new skills and knowledge in the past.
  - B. Traditionally the public sector provided most education services.
  - C. In the knowledge economy, workers constantly need to acquire new skills.
  - D. The private sector is playing a growing role in education in developing countries.
5. Which of the following statements is NOT true about the education in developing countries?
- A. Coverage is sufficient.
  - B. Access is inequitable.
  - C. Quality of education is poor.
  - D. Adult literacy rates are low.



### Language Focus

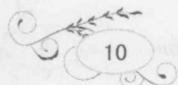
III. Choose the definition from Column B that best matches each italicized word or phrase in Column A.

#### A

1. *competitive* demands
2. a lifelong learning *framework*
3. *access* learning opportunities
4. social *cohesion*
5. *academic* skills
6. *collaborative* learning
7. *routine* functions

#### B

- a. communication by the exchange of letters
- b. inclined to compete
- c. connecting together
- d. change from one form, state to another
- e. to find and obtain information, esp. by technological means
- f. a prescribed, detailed course of action to be followed regularly
- g. made, done or seen on the Internet or on a



- computer, rather than in the real world
8. *correspondence* courses      h. relating to scholarly performance
9. *transition* economy      i. a fundamental structure
10. *virtual* universities      j. involving two or more people working together to achieve sth.

**IV. Find the proper forms of the following words according to the given word class.**

1. economy (a.) \_\_\_\_\_
2. apply (n.) \_\_\_\_\_
3. transform (n.) \_\_\_\_\_
4. innovation (v.) \_\_\_\_\_
5. knowledge (v.) \_\_\_\_\_
6. educate (n.) \_\_\_\_\_
7. form (a.) \_\_\_\_\_
8. emphasize (n.) \_\_\_\_\_
9. competitive (v.) \_\_\_\_\_
10. dissatisfy (n.) \_\_\_\_\_

**V. Choose the correct word or phrase to fill in each sentence, using the proper form.**

rather than	equip	access	constant	engage
marginalize	acquire	foster	assess	concern

1. One of the \_\_\_\_\_ that people have is the side effects of treatment.
2. China will continue its policy of opening to the outside world on a broader scale, \_\_\_\_\_ back away from it.
3. Female employees complained of \_\_\_\_\_ by management.
4. When cars are \_\_\_\_\_ with the safety systems, thefts may drop by one third.
5. Over a third of the population was estimated to have no \_\_\_\_\_ to the health service.
6. Recent studies show that advertising usually \_\_\_\_\_ competition and therefore lower prices.
7. People \_\_\_\_\_ in normal daytime work will have a high temperature during the hours of wakefulness and a low one at night.
8. Getting to know someone is a never-ending task, largely because people are \_\_\_\_\_ changing and the methods we use to obtain information are often imprecise.
9. The most important criterion for \_\_\_\_\_ in this contest is originality of design.
10. It took him a long time to \_\_\_\_\_ the skills he needed to become a professional artist.