

PETS

全国公共英语 等级考试教程

Coursebook for PETS Level 5

全国高等教育

自学考试指导委员会 组编

王墨希 主编

第五级

高等教育出版社

全国高等教育自学考试指导委员会组编

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第五级

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编写说明

经过有关人员多年的共同努力,全国公共英语等级考试(Public English Test System, 简称 PETS)终于面世了。全国公共英语等级考试是面向社会的、含有五个等级的英语考试体系。建立它的目的是更好地为国家的改革开放服务,并在适当时机进一步改革我国现行的社会性英语教育考试奠定良好的基础。

PETS测试的重点是英语交际能力。它根据国际外语教学界通行的交际语言活动模式,对语言运用能力进行分类和定义。在试卷结构上,根据不同层次的需要,设置了考查听、说、读、写各种技能的题型,确保各级别都能全面考查考生的交际能力。

全国公共英语等级考试第五级为五个级别中的最高级,其标准相当于我国大学英语专业二年级结束时的水平。通过该级考试的考生,其英语水平基本满足在国外攻读硕士研究生非英语专业或从事学术研究工作的需要。为满足第五级考试的培训和学习需要,全国高等教育自学考试指导委员会根据该级别考试的要求组织编写了本级教程。

编写原则

- 以考试大纲为依据,面向已具有义务教育英语水平的学习者,便于自学和教学。
- 适应中国人在中国学英语、主要在国内用英语与外国人交往的需要,选材广泛。
- 紧扣考试大纲中规定的交际话题和功能意念,融功能意念于交际之中。
- 听、说、读、写全面发展。

- ⑤ 以考试大纲中规定的语法为主, 需要时只允许少量超出。
- ⑥ 以考试大纲中规定的词汇为主, 需要时只允许少量超出。本教程的语言素材为一般交际英语, 在日常交际中涉及个人兴趣爱好、宗教信仰、工作情况、当地旅游景点等考纲词表以外的词汇, 由学习者自行决定掌握。
- ⑦ 既教授语言, 又适当介绍文化; 既严谨务实, 又生动活泼。版面设计图文并茂。

编写体例

全书共有 16 个单元, 所选题材时代感强; 练习方式多种多样, 符合 PETS 第五级对学习者的能力要求。每单元包括:

- ① **课文** 课文大多选自近期发表的文字材料, 长度在 1 500 词左右。文章既教授语言知识, 又介绍了文化或时代课题。课后有课文难点注释, 其目的是一方面帮助学习者提高阅读、口头表达、相互问答及讨论问题的能力和论文写作能力, 另一方面帮助学习者掌握必要的词汇量, 使之能听懂相应的学术报告。
- ② **构词法** 构词法是扩大词汇量的重要手段, 这对于 PETS 第五级学习者来说尤为重要。本教程在这一部分系统地介绍了 PETS 第五级考试大纲要求掌握的构词方法。
- ③ **练习** 练习包括针对课文的阅读理解题、口语讨论或辩论题和论文写作题。这样既可以培养学习者的语言和交际能力, 又可以增强他们对课文的理解和掌握。
- ④ **课外练习** 课外练习旨在学习课文的基础上, 帮助学习者拓宽其语言运用领域, 达到 PETS 第五级考试大纲的要求。学习者可以从附录 4 总词汇表中查到该部分的词汇。课外练习由以下几部分组成:
 - **听力理解** 听力理解旨在培养学习者理解具体和抽象信息的能力。听力材料主要是英文讲座, 也有少量经验介绍、常识介绍和对话其长度大多在 700 词以上。练习题型包括多项选择、正误判断、简答、完成句子以及听写填空。
 - **英语知识运用** 这部分练习主要帮助学习者提高对诸如连贯性和一致性等语段特征的辨识能力, 以及在一定语境中对规范的词汇和语法结构

等语言成分的运用能力。题型特征是在一篇 300 词左右的文章中留出若干空白,不提供选择项,而要求学习者根据全文内容用一个适当的词填空,使补全后的文章意思通顺、前后连贯、语法结构正确。

□ **文章结构** 这项练习采用选择搭配题,其目的在于帮助学习者进一步提高对诸如连贯性和一致性等语段特征的理解和辨识能力。其特征是:在一篇较长的文章中留出若干空白,要求学习者从文章后面提供的单句或段落选择项中选出适当的句或段填入空白,使补全后的文章思路正确、逻辑清楚、前后连贯。为了使该练习更科学,选项的数目比空白数目多一个。

□ **略读和掠读** 这项练习旨在帮助学习者熟练掌握略读和掠读方法,提高快速查找具体信息的能力。题型特征是:要求学习者在一般为 3 ~ 4 篇材料中,运用略读或掠读信息的方法快速查找所需信息,做选择搭配题。

□ **口语交际** 口语练习包括自我介绍、就某个话题连续表达并互相提问、讨论问题、就两个完全相反的观点阐明自己的看法,等等。

□ **词汇练习** 这项练习旨在帮助学习者掌握 PETS 第五级考试大纲规定的词汇。学习者可以反复利用这些练习找出自己的差距,利用答案和总词汇表扩大自己的词汇量。

本教程在单元后提供了一套模拟试题。该试题是严格按照教育部考试中心制订的 PETS 第五级考试大纲设计的,以便于考生熟悉该考试的级别标准、形式、内容和结构。

本教程最后有附录,包括:1) 模拟试卷;2) 语言技能表;3) 听力练习录音稿;4) 练习参考答案;5) 总词汇表。

另外,本教程配有由英美人士朗读的盒式录音带,录音内容包括对话、课文、听力练习、模拟试卷听力部分录音稿。

另外,本教程配有由英美人士朗读的盒式录音带。

本级教程由王墨希教授主编，童路明副教授参编。

由于时间和编者水平有限，错误疏漏在所难免。衷心欢迎广大专家、教师和学习者提出宝贵意见，以便再版时修订。

编 者

2000 年 3 月

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Text***Success in the Information Age: A Paradigm Shift***

By William G. Huitt

There's nothing like a dream to create the future. Utopia today, flesh and blood tomorrow.

— Victor Hugo

Life is either a daring adventure or nothing.

— Helen Keller

These two quotations summarize the main ideas addressed in this paper. To paraphrase Victor Hugo, we are the creators of our future. However, there are forces and factors in our environment today that we do not control, but that are pushing and prodding us to change if we want to be successful. Even though these powerful economic and societal forces are creating different criteria for success in the 21st century, our schools are not making corresponding modifications. How we act or respond is still up to us. We are the ones that control our responses. We made our past. We have made our present. We will make our future. And if we want to have some control 10 or 15 years from now, we need to make some changes today.

I believe the “daring adventure” Helen Keller spoke of is going to be our common experience over the next 10 to 15 years. The path we are walking is not well marked and difficult to traverse. Unfortunately, we are going to need to travel it at breakneck

speed if we are to be successful. And also, unfortunately, some of us are not going to do as well as we would like. I believe we can make some good predictions about the knowledge, attitudes, and skills of people who are more likely to traverse it safely and even improve their personal and socioeconomic conditions in the process. They are the ones who are looking at the trends and making appropriate adjustments in their daily lives.

Thomas Kuhn (1962), in a book titled *The Structure of Scientific Revolutions* discussed the importance of a powerful concept: paradigm. He said that scientific paradigms are “accepted examples of actual scientific practice—examples which include law, theory, application, and instrumentation meaning measurement instruments and procedures together that provide models from which spring particular, coherent traditions of scientific research. People whose research is based on shared paradigms are committed to the same rules and standards for scientific practice.”

With the change of a few words, it is evident that this is an important concept for educational reform. “Educational paradigms are accepted examples of actual educational practice—examples which include law, theory, application and instrumentation together that provide models from which spring particular, coherent traditions of educational practice and educational research. People whose research is based on shared paradigms are committed to the same rules and standards for educational practice.”

As social institutions, educational systems, along with families and religious organizations, bear primary responsibility for providing young people with paradigms that will allow them to be successful in our society. Just by looking at the relative standard of living in the U.S., it is evident that these institutions worked well for much of this century. However, the paradigm for success is rapidly changing. Unfortunately, those responsible for guiding and operating these institutions have not paid enough attention to this change; we are still operating as if the old paradigm continues to work. The purpose of this paper is to provide some concrete evidence about how that paradigm has changed and provide some ideas about how educators can respond.

Another definition of paradigm is provided by Joel Arthur Baker (1992) in *Paradigm: The Business of Discovering the Future*. Baker’s expertise is in looking at paradigms of organizations and helping them to restructure their ways of thinking so that they can more adequately cope with the future. He defines a paradigm as “a set of rules and regulations (either written or unwritten) that does two things: 1) it establishes or defines boundaries and, 2) it tells you how to behave inside the boundaries in order to be successful.”

The example of Bjorn Borg, the great tennis player, provides an example of how a paradigm change works. At the time Borg was playing he used a wooden racket, just like everyone else. He retired and then came back several years later after all the tennis players started using more powerful rackets. They beat him to a pulp. He knew the rules of tennis. He still had the strokes. But the context,

and consequently the rules for success, changed in that a more powerful racket was used and Borg was never successful again. It may have been that he was a still “better” tennis player, but he could not adjust to the new paradigm and he was therefore unsuccessful. That is what is going on today.

We are undergoing the most significant change ever experienced in human history. We have moved from the agricultural age through the industrial age and into the information age in a span of just 100 to 200 years. We have lived most of our human history in the hunter/gatherer age. In that environment the person with the best way to kill an animal or select the correct items to eat was most successful; in the agriculture age, the person with the most land and best agricultural machinery was most successful; and in the industrial age the person with the best manufacturing process or the most capital was most successful. Who will be most successful in the information age? Toffler (1990) believes it will be the individual, group, community, society, or nation that has access to information and the ability to process it. He states that knowledge is the central aspect of today’s society. I will discuss a few points about the process of this change and then provide some specifics regarding the implications of those changes.

In 1982, Naisbitt wrote a book called *Megatrends*. In 1990, Naisbitt and Aburdene wrote *Megatrends 2000*, followed by *Megatrends for Women* in 1992 by Aburdene and Naisbitt. These were followed in 1994 by *Global Paradox*. Every educator ought to have an idea of the major concepts presented in these books. One of the megatrends identified by these authors is one I just presented: the movement from an industrial to an information society. In 1980, the United States produced approximately 25% of the world’s industrial production. This was accomplished with only 5% of the world’s population and a decreasing proportion of that was involved in manufacturing. It is not that production is declining; it is the industrial workforce that is declining.

The movement from the agricultural to the industrial to the information age was also discussed in great detail by Toffler in *The Third Wave* (1981). If one rereads this book today, 15 years after it was published, it is amazing how accurate Toffler was.

Toffler’s 1990 book, *Powershift*, continued the discussion of the impact of the information age. In the past, social change has been controlled primarily through force (i.e., military) or the market (i.e., money). Toffler states that today knowledge is the key to power: “The control of knowledge is the crux of tomorrow’s worldwide struggle for power in every human institution. He who controls access to knowledge has power.” From this perspective, education and access to information become equivalent to the importance of having access to guns and money for earlier generations.

How many educators have a home computer with a modem? In general, I have found some 10-30% of any given group of educators will have that equipment. And yet almost any individual with the proper equipment can access the world through the World Wide Web and the Internet for as little as \$20 a month. And if one is a student, staff or faculty at an educational institution, it can be done at no

additional expense. I can get on my computer at my office or home anytime, day or night, and electronically go anywhere in the world. My wife walked in the room one time while I was completing a library search. When she found out I was on-line with Australia she almost died. I very quickly told her not to worry, it was a local call. But one has to have access to the equipment and some knowledge in order to take advantage of this opportunity. To the extent that an educator is not now using the Internet and more specifically, the World Wide Web, he or she is falling behind in the power struggle that is currently taking place.

Words and Expressions

paradigm* / 'pærədaɪm / *n.* 模式, 范例
 Utopia* / ju:'təʊpiə / *n.* 乌托邦, 理想中最完美的社会
 flesh / fleʃ / *n.* 肉
 quotation / kwəu'teɪʃən / *n.* 引语
 paraphrase / 'pærəfreɪz / *vt.* 将...释义(或意译)
 creator* / kri'eɪtə / *n.* 创造者
 prod* / prɒd / *vt.* 促使, 激励
 traverse / 'trævəs / *vt.* 穿过, 横越
 prediction / pri'dɪkʃən / *n.* 预言, 预告
 instrumentation* / ɪn'strʉment'eɪʃən / *n.* 测试设备, 手段

educational / edju'keɪʃənəl / *adj.* 教育的
 unfortunate / ʌn'fɔ:tʃənɪt / *adj.* 不幸的
 restructure* / 'ri:'strʌktʃə / *vt.* 重新组织, 调整
 pulp* / pʌlp / *n.* 浆状物, 稀烂
 implication / ɪmpli'keɪʃən / *vt.* 含义
 megatrend* / 'megətrend / *n.* 大趋势
 approximately / ə'prɒksɪmɪtli / *adv.* 大约
 crux* / krʌks / *n.* 关键
 modem* / 'mɒdem / *n.* 调制解调器
 on-line* / 'ɒnlain / *adj.* (计算机)联机的, 联线的

Notes

1

These two quotations summarize the main ideas addressed in this paper. 这两句引语概括了本文要谈的中心思想。addressed: 过去分词作定语, 修饰 ideas.

2

How we act or respond is still up to us. 我们怎样做和反应取决于我们自己。up to: 在于..., 取决于(某人)

...from which spring particular, coherent traditions... 从...中产生了特定而相

3

互联系的传统..., *spring*: vt. 产生, 出现。

4

...in that a more powerful racket was used... ...因为人们在使用更强有力的网球拍... *in that*: 因为。

5

World Wide Web 万维网, 或直接称为 3W 或 Web 系统。它建立在客户机 / 服务器模型之上, 是向各种 Internet 提供服务的信息浏览系统。

Derivatives

前缀	表示	例词
non-	否定	nonsense / 'nɒnsəns / 胡说, 废话
un-	否定	unaware / 'ʌnə'weə / <i>adj.</i> 不知道的[只作表语] unbiased / 'ʌn'baɪəst / <i>adj.</i> 无偏见的, 公正的 unconscious / ʌn'kɒnfəs / <i>adj.</i> 不省人事的, 不知道的, 无意识的 unimportant / 'ʌnim'pɔ:tənt / <i>adj.</i> 不重要的
in-	否定	inaccurate / in'ækjʊrɪt / <i>adj.</i> 不准确的 incomplete / ,ɪnkəm'pli:t / <i>adj.</i> 不完全的 incoherent / ,ɪnkəu'hɪərənt / <i>adj.</i> 松散的, 不连贯的 inconspicuous / ,ɪnkən'spɪkjʊəs / <i>adj.</i> 不引人注意的 indirect / ,ɪndɪ'rekt / <i>adj.</i> 间接的, 不直截了当的
dis-	否定	dishonest / dis'ɒnɪst / <i>adj.</i> 不诚实的, 不正直的 disobey / 'dɪsə'bei / <i>v.</i> 不服从的, 不顺从的 displeasure / dis'pleʒə / <i>n.</i> 不愉快 disloyalty / dis'loɪəlti / <i>n.</i> 不忠
im-	否定	immature / ,ɪmə'tjʊə / <i>adj.</i> 发育未完全的, 未成熟的 impatience / im'peɪʃəns / <i>n.</i> 不耐烦, 急躁 impolite / ,ɪmpə'lait / <i>adj.</i> 不客气的
ir-	否定	irrational / ɪ'ræʃənl / <i>adj.</i> 无理性的, 荒谬的 irresistible / ,ɪrɪ'zɪstəbl / <i>adj.</i> 不可抗拒的

il-	否定	illegible / i'ledʒibl / <i>adj.</i> 难以辨认的 illegitimate / ɪli'dʒɪtɪmɪt / <i>adj.</i> 非法的
de-	相反	deforest / di'fɒrɪst / <i>vt.</i> 砍伐…的森林
re-	再次	regain / ri'geɪn / <i>vt.</i> 恢复, 收回 retell / 'ri:tel / <i>vt.</i> 复述 revival / ri'vaɪvəl / <i>n.</i> 苏醒, 复兴
inter-	互相	interchange / ɪntə'tʃeɪndʒ / <i>v. & n.</i> 交换, 交替 interrogate / ɪn'terəgeɪt / <i>v.</i> 询问, 质问, 审问
mid-	中间	midnight / 'mɪdnait / <i>n.</i> 半夜, 午夜 midsummer / 'mɪd,sʌmə / <i>n.</i> 仲夏
mis-	错误的	mislead / mis'li:d / <i>vt.</i> 引导错, 把…带错路 misfortune / mis'fɜ:tʃən / <i>n.</i> 不幸, 灾祸 mistrust / 'mɪs'trʌst / <i>v. & n.</i> 不信, 怀疑
后缀	表示	例词
-or	人	aviator / 'eɪvɪeɪtə / <i>n.</i> 飞行员 proprietor / prə'praɪətə / <i>n.</i> 业主, 领主 sculptor / 'skʌlptə / <i>n.</i> 雕刻家, 雕塑家 solicitor / sə'lɪsɪtə / <i>n.</i> 律师, 法务官 surveyor / sə'veɪə / <i>n.</i> 检查员, 测量员 victor / 'vɪktə / <i>n.</i> 胜利者
-ion	物 行为, 状态, 过程	escalator / 'eskəleɪtə / <i>n.</i> 自动电梯 seclusion / si'klu:ʒən / <i>n.</i> 隔离, 隐居 illusion / i'lʊ:ʒən / <i>n.</i> 错觉, 幻想 omission / əu'mɪʃən / <i>n.</i> 省略, 失职
-ation	行为, 状态, 过程	punctuation / ,pʌŋktʃu'eɪʃən / <i>n.</i> 标点 evacuation / i,vækju'eɪʃən / <i>n.</i> 疏散, 撤空 abbreviation / ə,bri:vi'eɪʃən / <i>n.</i> 节略, 缩写
-ure	过程, 状态	pressure / 'preʃə / <i>n.</i> 压力 pleasure / 'pleʒə / <i>n.</i> 愉快 exposure / ɪks'pəʊʒə / <i>n.</i> 暴露 legislature / 'ledʒɪsleɪtʃə / <i>n.</i> 立法机关
-y	行为, 性质	burglary / 'bɜ:gləri / <i>n.</i> 盗窃, 夜盗行为 dependency / di'pendənsi / <i>n.</i> 从属, 依赖; 属地, 属国