

A COURSE BOOK
FOR ENGLISH TEST SYSTEM
英语等级考试(PETS)教程

上

主 编 李玉麟
副主编 薛瑞莉 赵红卫



青岛海洋大学出版社

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内 容 提 要

本书是专门为具有大学英语四级水平以上的广大专业技术人员继续学习英语而编写的。读者可通过自学或培训的形式来扩大知识面,巩固和增大词汇量,提高阅读理解能力和书面及口头表达能力,从而达到全国公共英语等级(PETS)第五级考试要求的标准。本教程的特点是:选材广泛,题材新颖,词汇丰富,注释详尽,练习多样,编排科学。本教程适用于研究生考试、全国公共英语等级第五级考试和同等水平的各种英语考试。

图书在版编目(CIP)数据

英语等级考试(PETS)教程/李玉麟主编. - 青岛:青岛海洋大学出版社,2000.9

ISBN 7-81067-137-5

I. 英… II. 李… III. 英语-水平考试-教材 IV. H310.4

中国版本图书馆 CIP 数据核字(2000) 第 01940 号

青岛海洋大学出版社出版发行

(青岛市鱼山路 5 号 邮政编码:266003)

出版人:刘宗寅

日照市印刷厂印刷

新华书店经销

开本:787mm×1092mm 1/16 印张:35.625 字数:490 千

2000 年 9 月第 1 版 2000 年 9 月第 1 次印刷

印数:1~5000 册

上、下册总定价:38.00 元(每册定价:19.00 元)

编者的话

随着我国改革开放的不断深入,各行各业对英语水平较高的专业人才的需求越来越迫切。全国各地的大专院校和培训机构投入了大量的人力和物力培养出一大批英语水平较高的专业技术人才,为早日实现我国的四个现代化作出了巨大的贡献。但是,在多年的英语培训教学中,我发现很难找到一套较为理想的英语教材。1998年,我有幸获得国家留学基金会的资助赴美国进修。其间,根据国家英语等级考试大纲的要求,结合我个人的教学经验,编写了这套《英语等级考试教程》(上、下)。

这套教程是专门为具有大学英语四级水平以上的广大专业技术人员编写的,其特点是:

1. 材料新,题材广。所选课文均出自于近几年美、英两国发行的报刊和出版的书籍,其内容涉及教育、科技、卫生保健、环境保护、防止青少年犯罪,以及其他社会问题。

2. 词汇量大。本教程的词汇表以《大学英语教学新大纲通用词汇表(1~4级)》为基础选编而成。上册列入单词820个,下册列入单词910个,同时用不同符号标出《大学英语5~6级通用词汇表》、《非英语专业2000年全国硕士研究生入学考试英语考试大纲词汇表》及《全国公共英语等级考试第五级考试词汇表》中要求的词汇。每册有16篇课文;课文平均长度约为2000字。

3. 注释详尽。为了扩大读者知识面和便于读者自学,本教程的注释部分力求全面,既提供了知识性的解释,又列出了典型的例句,对一些难理解的句子还做了解释和翻译。

4. 练习形式多样、实用。除了现行使用的阅读理解题外,本教程的练习题型有:

- 1) 动词与名词的搭配;
- 2) 形容词与名词的搭配;
- 3) 找同义或近义词;
- 4) 利用完形填空找同义或近义词;
- 5) 造句;
- 6) 用英语解释难句;
- 7) 无选择型完形填空;
- 8) 补充段落;
- 9) 课堂讨论的话题。

设置以上各种练习的目的是为了提高读者的阅读理解能力和书面及口头表达能力。为适应各种层次考试的要求,设计了不同形式的练习。

本教程分上、下两册,难度相当,题材相近,词汇相通,其宗旨不是单纯为了应试,而是为在职学习英语者打下良好的英语基础,真正地提高英语水平,从而能顺利地通过相应层次的考试。

在编写本教程过程中,本人摘录了众多作者已发表或出版的文章或著作;同时,也得到不少美国朋友的关心和支持,他们是: the Bishops, the Bennions, the Petersons, the Nuttels, Ruth Holland 等。此外,几位副主编做了大量的编写工作,在此一并表示衷心的感谢。

因水平有限,时间仓促,书中难免有不足之处,敬请读者谅解,并请批评指正。

李玉麟

2000年3月

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Unit One



Each Day Is an Opportunity¹

While being interviewed for the school newspaper as part of our school's community building program and communications plan, I had the opportunity to reflect upon my career choices and my own learning and growing over the years. The students' first question was, "Why did you become a teacher?"

I thought of a response I knew would capture the essence of my teaching: "Because I had such wonderful teachers myself, and wanted to pass on the gifts they gave to me to my students: the love for learning, the enthusiasm and zest for the quest for knowledge, the desire to make a difference, and the thrill of discovery."

Their next question was, "When did you know that you wanted to become a teacher?" I replied, "I had dreamed of being a teacher when I was a little girl, for my mother was a teacher. However, it was not until I was in college that I realized how much I loved working with children."

Finally, they asked, "What is it like being a teacher?" It was easy to respond to this question, for in my heart and in my mind, I knew I had the answer: "Being a teacher means caring, creating, building relationships and connections, searching for insight and an-



swers, interacting with others to learn, sharing, building a future, and growing together in the process.”

A Choice and an Opportunity

Eighteen years have passed since I made my choice to become a teacher, but time has provided me with opportunities to continue to grow on a daily basis. I marvel at how much more I need to learn, and how rewarding the process continues to be, not just because of my desire and love for learning, but because of my students, my mentors, and my supportive family who challenge me to become better every day.

There are so many exciting and engaging aspects in the journey of our profession as educators: the opportunity to grow by exploring our own strengths and needs, taking a reflective approach to the teaching process, continually being creative and actively involved in making a difference. We educators are fortunate to see tangible results of our efforts through time, in the small and large achievements we celebrate in our classrooms, our communities, and our lives.

In 18 years of both informal and formal education and having taught nearly 1,900 students, I still treasure each day's opportunity to capitalize on my students' natural curiosity to facilitate scientific concepts and inquiry, while striving to bring out the best in their language, mathematics, communication, technical, and artistic abilities. When I hear my students say, “I love science!” and “Science is fun!” I know the foundation is being laid for them to be scientifically literate individuals, all of whom have the potential and a self-invested beginning to pursue and achieve their goals.

Thinking out Loud

It is wonderful and insightful to share my students' thinking and to experience myself the joy that comes from having ownership of learning. I recall the instances in which I experienced being the learner at various scientist partnership events² I've attended. Being in the student's seat, while having the experts in the field allow



me to question, explore, and discuss my thinking with them, was such a validating and exhilarating experience that I knew I had to expand beyond what I started for my students.

I began thinking out loud in the classroom, modeling ways to convey what was in my mind, so the students could do the same as I had experienced in my professional development experiences. Questioning strategies that used to focus on the "Why?" now were turning to "What if?" "What do you think?" and "How did you get...?" Thus, we continue to find the balance between what could be accomplished and learned from our activities and new questions, skill building, and guided instruction. The outcome, of course, has been a wonderful construction of meaning, depth in content, better communications, and bountiful questions to continue to explore!

My experience with language acquisition and language development, both from a professional and a personal perspective, as well as reflective teaching and development of assessment have become essential components of my teaching and growing experiences. Knowing the language limitations and needs of students, writing a journal to reflect upon my own practices, and developing evaluation tools that reflect students' thinking have enabled me to meet the challenges before me.

The Professional Teacher

As a science specialist, I feel privileged to have the opportunity to teach my students over a five-year period, being a constant in their lives. Each new year's practices, skills, and attitudes toward learning build a synergy, challenging me to be innovative, to refine my curriculum, to discover meaning and excitement in the experiences we share, and to facilitate connections to the world and our roles in it, while modeling and sharing the love for lifelong learning.

Being a professional is, by definition, an exciting, inspiring, and involved journey, both inside and outside of the classroom. There is a wealth of resources for us as a community of learners, and it is up to each one of us to capitalize on these opportunities and to harness administrative and financial support to further our-

selves—thus, being able to bring into the classroom the best that we can offer.

As in other professions, it is important to be a part of professional organizations such as the National Science Teachers Association³ and an active participant in local, state, and national professional development and leadership opportunities. The dialogue at multiple and shared professional development experiences becomes an asset for furthering the state of the art of education at all levels⁴.

At one time, I was a participant writer for *Content Cases*⁵, an alternative professional development model being developed by WestEd Laboratories⁶, in conjunction with a select group of teachers, to allow teachers to become more familiar with the conceptual understanding of science through case studies of classroom science. The case studies would unfold as dialogues and classroom paradigms for teacher professional development.

Something marvelous occurred in the process: I was able to focus my attention on the thinking behind the child, beyond the communication processes and outcomes. Although these processes and outcomes are useful, now at the essence of my teaching and at the onset of my planning is a constant reminder to keep at the forefront how and what the children are thinking, and how I can facilitate opportunities for them to unravel that mystery within themselves.

Our task at hand includes building a scientifically literate population⁷. With adequate support and vision, all teachers can be active participants in excellent professional development and harness opportunities to interact with experts in our field. We are then able to impact our students' education and our profession in positive ways.

An Investment in the Future

Each child is a gift and an opportunity. It is because of them that I enjoy teaching. They challenge me on a daily basis. I grow with them to invest the best of my abilities, ensuring their active



part in the decision making and problem solving of the future, through the power of knowledge, the insight in discovery, and the wisdom in cooperation.

How exhilarating it is to be a twenty-first century teacher!

◎ New Words and Expressions

capture /'kæptʃə/ <i>vt.</i>	to seize 捕获
essence /'esens/ <i>n.</i>	the basic, real, and invariable nature of a thing 本质, 实质
zest /zest/ <i>n.</i>	interest 兴趣
quest /kwest/ <i>n.</i>	search or the act of seeking 探索
thrill /θril/ <i>n.</i>	a trembling passing through the body as a result of sudden emotion 一阵激动
insight /'insait/ <i>n.</i>	the ability to see and understand clearly the inner nature of things 洞察力
mentor /'mentɔ:/ <i>a.</i>	a wise and trusted counselor or teacher 辅导教师
reflective /ri'flektiv/ <i>a.</i>	of resulting from reflection 深思的
tangible /'tændʒəbl/ <i>a.</i>	real 现实的
facilitate /fə'siliteit/ <i>vt.</i>	to make easier 使容易
literate /'litərit/ <i>a.</i>	educated 有文化的
partnership /'pɑ:tənʃip/	the state of being a partner 伙伴关系
validate /'vælideit/ <i>vt.</i>	to verify 证实
exhilarate /ig'ziləreit/ <i>vt.</i>	to make cheerful 使高兴
outcome /'autkʌm/ <i>n.</i>	result 结果
bountiful /'bauntiful/ <i>a.</i>	plentiful 丰足的
acquisition /,ækwi'zifən/ <i>n.</i>	the act of acquiring 习得
component /kəm'pəʊnənt/ <i>n.</i>	a simple part of a system 组成部分
constant /'kɒnstənt/ <i>n.</i>	a thing that is unchanging or invariable 永恒量(或值)
synergy /'sinədʒi/ <i>n.</i>	the state of working together 配合(作用)
innovative /'inəu'veitiv/ <i>a.</i>	creative 有创造力的



refine /ri'fain/ <i>vt.</i>	to purify 精炼
curriculum /kə'rikjuləm/ <i>n.</i>	the aggregate of courses of study given in a school (学校的)全部课程
harness /'hɑ:nis/ <i>vt.</i>	to make use of 利用
participant /pɑ:'tisipənt/ <i>n.</i>	one who participates or takes part in something 参与者
multiple /'mʌltipl/ <i>a.</i>	consisting of more than one part 多种 的
asset /'æset/ <i>n.</i>	anything owned that has value 宝贵 的财富
conceptual /kən'septjuəl/ <i>a.</i>	of or concerning concept 概念的
unfold /ʌn'fəuld/ <i>v.</i>	to reveal or display 呈现
paradigm /'pærədaim/ <i>n.</i>	any example or model 范例
onset /'ɒnset/ <i>n.</i>	a beginning 开始
forefront /'fɔ:frʌnt/ <i>n.</i>	the position of most important 最重 要的地方
unravel /ʌn'rævl/ <i>vt.</i>	to solve 解决
vision /'viʒən/ <i>n.</i>	intelligent foresight 远见
reflect upon 深思	
pass on 传递	
bring out 展现	
marvel at 惊叹	
capitalize on 利用	
in conjunction with 与……协力	

◎ Notes

1. 本文选自 1998 年 9 月出版的《科学与儿童》(*Science and Children*)，作者是乌素拉·塞克斯顿 (Ursula Sexton)。她是美国 1998 年“壳牌科学教学奖”得主，美国加利福尼亚州丹维尔 (Danville) 绿谷学校 (Green Valley School) 的教育顾问和理科教师。壳牌科学教学奖 (Shell Science Teaching Award)，是由美国壳牌石油公司赞助、美国国家理科教师联合会组织的，每年奖励一位从事五年以上理科课堂教学的成绩卓越的教师。
2. at various scientist-partnership events: 在各种各样科学家与伙伴关系的活

动中。这里, event 一词意为“活动”, 例如:

The president goes out of his way to be active in university's social events.
校长常常特地积极地积极参加学校的社会活动。

Get a calender of events and plan out ahead of time the performances you want to see.

弄上一份活动表, 然后提前计划好你想看的节目。

3. National Science Teachers Association: 全国理科教师联合会, 缩写为NSTA, 1994 年成立, 设在弗吉尼亚州的阿灵顿市。

4. furthering the state of the art of education at all levels: 进一步提高各层次教育水平。state of the art 意为(科学、技术等当前或某一时期的)发展水平或最新水平。例如:

The building was old, with an established landscape of royal palms and bougain-villea, and state-of-the-art security equipment discreetly hidden from public view.

这是一座古老的建筑物, 可看见一片由已生长的王棕和叶子花树而构成的景色, 而最新水平的安全设备小心谨慎地被遮蔽起来, 不易被行人发现。

5. *Content Cases*: 《内容实例》, 一杂志名。

6. WestEd Laboratories: 西部教育实验室, 一个教学实验机构。

7. scientifically literacy population: 一批有科学知识的人; 一批不是科盲的人。

Exercises

◎ Reading Comprehension

1. The writer's attitude to her career choice is _____.
A. doubtful
B. negative
C. hesitant
D. positive
2. All the following are Mrs. Sexton's right responses to the first question of her students except that _____.
A. she had wonderful teachers at her school
B. her teachers were gifted and experienced
C. her enthusiasm for learning was remarkable
D. she likes the excitement of finding new knowledge
3. The writer really wanted to become a teacher when _____.

- A. she was a little girl B. her mother became a teacher
C. she became a college student D. she dreamed of being a teacher
4. According to the writer, all the following factors contribute to her great fame except that _____.
A. she has a great love for learning
B. her students encourage her to work better
C. her family support her career choice
D. she has a good opportunity as a teacher
5. Mrs. Sexton's great satisfaction is that she knows that _____.
A. she has searched for insight and answers
B. she has shared her students' thinking
C. she has experienced the joy of teaching
D. she has laid a solid basis of science knowledge for her students
6. Mrs. Sexton regards herself as the following except _____.
A. an educator B. a science specialist
C. a professional writer D. a classroom teacher
7. According to the writer, one of her tasks now is _____.
A. raising the educational level of her students
B. cultivating people with science knowledge
C. eliminating illiteracy among the people
D. developing the literary taste of the population
8. The writer thinks she can invest the best of her abilities through all the following except _____.
A. the desire in problem-solving B. the power of knowledge
C. the insight and answers D. the wisdom in cooperation

© Vocabulary Practice

1. Match the verbs in Column I with the nouns or noun phrases in Column II :

I	II
1) facilitate	a. curriculum
2) unravel	b. the opportunity
3) refine	c. choices
4) pursue	d. tools
5) capture	e. the foundation
6) make	f. the essence



- | | |
|--------------|------------------|
| 7) celebrate | g. the mysteries |
| 8) lay | h. the goals |
| 9) develop | i. achievements |

2. Match the adjectives in Column I with the nouns or noun phrases in Column II :

- | I | II |
|---------------|----------------|
| 1) literate | a. journey |
| 2) reflective | b. aspects |
| 3) supportive | c. curiosity |
| 4) daily | d. questions |
| 5) natural | e. approach |
| 6) informal | f. family |
| 7) bountiful | g. basis |
| 8) inspiring | h. education |
| 9) engaging | i. individuals |

3. Find appropriate words or phrases that are similar in meaning to the words or phrases underlined in the following sentences (make changes if necessary):

result	joy	present	solve	concrete
creative	parts	qualifying		exhilarating

- 1) Being in the student's seat was such a validating experience.
- 2) The outcome has been a wonderful construction of meaning and better communication.
- 3) The case studies would unfold as dialogues for teacher professional development.
- 4) As we continue to unravel the secrets of the human genome(基因组), limitless possibilities will open before us.
- 5) We educators are fortunate to see tangible results of our efforts through time.
- 6) Each new year's practices and skills build a synergy, challenging me to be innovative.
- 7) My experience with language acquisition and language development has become essential components of my teaching and growing experience.
- 8) I wanted to pass on the gifts they gave to me to my students: the love for

learning and the zest for knowledge.

4. Choose the most appropriate out of the four choices marked A, B, C and D to replace the underlined part in each sentence:

- 1) With adequate support and insight, all teachers can be active participants in excellent professional development.
A. elusion B. vision C. respect D. rejection
- 2) The firm was small, only twelve lawyers, but there were lots of secretaries and clerks, and at times I found the chaos joyous.
A. exhausting B. excitable C. exhilarating D. exaggerating
- 3) At the start of my planning is a constant reminder to keep at the forefront how and what the children are thinking.
A. ongoing B. setting C. opening D. onset
- 4) Certainly we need law or else society will deteriorate to provide survival, but it doesn't create cooperation.
A. synergy B. energy C. symptom D. sympathy
- 5) Exploiting this changed political climate Sihanouk worked tirelessly to gain independence for his Royal Kingdom of Cambodia.
A. Facilitating B. Turning to C. Capitalizing D. Discovering
- 6) The professors suggest that the essence of principled negotiation is to separate the person from the problem and to focus on interests, and not on position.
A. abstract B. core C. subtract D. idea
- 7) The old man meditated on the changes that had taken place since his youth.
A. participated in B. admitted to C. reflected on D. hoped for
- 8) Mrs. Sexton is striving to produce the best in her students' language, mathematics and artistic abilities.
A. bring up B. bring about C. bring forward D. bring out

◎ Sentence Making

Make sentences with the following words, phrases or patterns:

1. reflect on
2. marvel at
3. with adequate support and vision,
4. How exhilarating it is to

◎ Paraphrasing

Paraphrase the following sentences:

1. I know the foundation is being laid for them to be scientifically literate individuals, all of whom have the potential and a self-invested beginning to pursue and achieve their goals.
2. It is wonderful and insightful to share my students' thinking and to experience myself the joy that comes from having ownership of learning.
3. Every child is a gift and an opportunity.
4. The dialogue at multiple and shared professional development experiences becomes an asset for furthering the state of the art of education at all levels.

◎ Cloze

Read the following text and fill each of the numbered spaces with ONE suitable word:

In response to recent articles in *USA Today* about low national scores, let me cite a shining light. (1) _____ of Belmont Elementary School in Woodbridge, VA., improved their Academic Proficiency Test scores by an overall (2) _____ of 48% in all academic areas.

The fifth-graders (3) _____ from the 34th percentile (百分位) (4) _____ the 76th percentile for an astounding 124% increase in math. (5) _____ information management, third-graders improved from the 38th percentile to the 60th, a 58% improvement. (6) _____ makes this (7) _____ amazing is that Belmont is considered a low socio-economic school. How did (8) _____ do it?

The overall plan left nothing to (9) _____. Our principal set up small (10) _____ sizes. Students were placed in an educational atmosphere geared (11) _____ success. It began the first week of school (12) _____ practice tests in all academic areas for all third-, fourth- and fifth-grade students. Practice tests were (13) _____ every week of the (14) _____ year leading up to the real tests.

Teachers followed up practice tests with intense classroom work (15) _____ supported academic skills and enlarged on them. Students were not afraid of tests; they became comfortable taking them. Instructors explained (16) _____ answers were correct or incorrect. We, the instructors, encouraged students to analyze all possible (17) _____ to multiple-choice questions and to discard obvious wrong answers. This was a year-long process with all (18) _____

