

高等财经院校系列教材

刘文信 主编

英语

第三册

非英语专业



经济科学出版社

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ENGLISH FOR ADULTS

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前 言

本书是专升本教材英语（非英语专业）的第三册，供二年级使用。

本册内容包括课文 A、生词表、语法及练习和课文 B。课文多选自最近国内出版的刊物，内容较新，涉及面广。课后提供的练习量较大，目的是使学习者能进一步掌握所学的词汇及词组。在教学中可酌情使用。

因编写时间短促。书中定会有错漏之处。欢迎各位批评指正。本书由刘文信编写。

2001 年 4 月

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Lesson One

Text A

Harnessing the Power of Words

A teacher recalls her rookie year —when she learned that kids' words can change worlds.

In 1986, my first teaching experience took me to a small Catholic school in a poor section of North Philadelphia.

There, poverty surrounded people like a heavy smog.

Tragedy, sickness, illiteracy, and bad luck were as common and real to my students as the empty beer cans littered their streets.

Accustomed to their depressing environment, my students nonchalantly kicked away bad days and beer cans. They brushed off daily injustices.

Tyrone was different.

Like the others, it was obvious he was from a home stricken by poverty. He often came to school wearing the same clothes every day of the week.

But, unlike the others, his poverty – stricken life filled him with hate. In his mind, he was fated to spend his lifetime in an employment

line like his father, and he didn't like it.

It filled him with a silent rage.

As a new English teacher full of energy and hope, I promised Tyrone that reading and writing could transport him to a different "world." It was obvious he didn't like the one he was in.

I offered him a variety of worlds through reading. He was skeptical at first, but he trusted me. I presented him with the riches of literary classics. After a small taste, he politely let me know that they were dull and he wasn't interested. I was crushed.

But I didn't give up hope. I guessed maybe he didn't like my literary choices because they weren't relevant to his life experiences. Anxious to instill in mine love of literature, I went back to my drawing board.

From my own personal library, I grabbed entire collections of books by James Baldwin, and Paul Laurence Dunbar. Reluctantly, Tyrone read them, and raised one eyebrow.

"These books are a little better," he said. "But books ain't for me because they ain't about real times. None of this literature stuff is for me. You don't know how I live. You don't know what's life."

Fed up, I said, "Well, why don't you tell me! If you think your face more in justices than what these men have experienced, write about them. Tell the world your feelings. Let it out."

I wasn't sure what I was doing. It was one of those teaching moments that I could never tell my principal. It was one of those moments that you never face as a student teacher.

I was determined to get this troubled teen to love reading and writing.

After that day, Tyrone was absent for a week. When he returned, he sat silently in class as usual. After class, he remained at his desk for a while, then he approached me.

I asked how he was doing. With a smile, he dropped a handful of tattered papers on my desk. I picked them up and read them.

I was thrilled with the effort—but shocked with the content.

Tyrone's collection of essays and poems illustrated the anguish and turmoil he had experienced in just 12 short years. His poems and essays were laced with immoral images and rude similes.

No matter. His work was as honest as a newborn and as solemn as death.

Anxious to show the world his talent, Tyrone wanted to publish his creative works.

Tyrone and I decided to submit his writing to various magazines, some of which published his work.

Ten years passed. Tyrone's an adult now. He enjoys reading and makes his living as a writer.

From my work with Tyrone, I learned a lesson that's stuck with me since: Young people write words loud enough to move mountains, part seas, and change worlds.

I'm still not sure if the world is ready.

From *Time*, Feb. 1998

New Words

harness [ˈhɑːnɪs] *vt.* 上马具, 利用(河流, 瀑布等)产生动力

rookie [ˈruːki] *n.* 新手

section [ˈseɪʃ(ə)n] *n.* 部分, 断片, 部件, 节, 项, 区

surround [səˈraʊnd] *vt.* 包围, 环境 *v.* 围绕

smog [smɒɡ] *n.* 烟雾

tragedy [ˈtrædʒɪdi] *n.* 悲剧, 惨案, 悲惨, 灾难

illiteracy [ɪˈlɪtərsi] *n.* 文盲

can [kən, kæn] *n.* 罐头, 铁罐

litter [ˈlɪtə] *vt.* 乱丢, 弄乱 *n.* 担架

depressing [dɪˈpresɪŋ] *adj.* 抑压的, 阴沉的, 沉闷的
nonchalantly [nɒnʃələntli] *adv.* 漠不关心地, 冷淡地
injustice [ɪnˈdʒʌstɪs] *n.* 不公平, 不讲道义
obvious [ˈɒbvɪəs] *adj.* 明显的, 显而易见的
poverty-stricken *adj.* 为贫穷所困恼的, 非常贫穷的
fate *n.* 天数, 命运, 运气 *vt.* 注定, 送命
skeptical (= **sceptical**) [ˈskeptɪk(ə)l] *adj.* 怀疑性的, 好怀疑的
classics [ˈklæsɪks] *n.* [pl.] 杰作, 名著
crush [krʌʃ] *vt.* 压碎, 碾碎, 压服, 压垮, 粉碎, (使) 变形
relevant [ˈrelɪvənt] *adj.* 有关的, 相应的
instill [ɪnˈstɪl] *vt.* 慢慢地灌输
grab [græb] *v.* 抢夺, 攫取, 夺取
reluctantly [rɪˈlʌktəntli] *adv.* 不情愿地, 嫌恶地
stuff [stʌf] *n.* 原料, 材料, 素材资料
essay [ˈeseɪ] *n.* 散文, 小品文, 随笔, 短文, 评论
principal [ˈprɪnsəp(ə)l] *adj.* 主要的, 首要的
approach [əˈprəʊtʃ] *v.* 接近, 动手处理
tattered [ˈtætəd] *adj.* 破烂的, 褴褛的
shock [ʃɒk] *vt.* 使震动, 使休克, 震惊得
illustrate [ɪˈlɛstreɪt] *vt.* 举例说明, 图解, 加插图于, 阐明
anguish [ˈæŋɡwɪʃ] *n.* 痛苦, 苦恼
turmoil [ˈtɜːmɔɪl] *n.* 骚动, 混乱
immoral [ɪˈmɔː(ə)l] *adj.* 不道德的, 邪恶的, 放荡的
simile [ˈsimili] *n.* [修辞] 明喻, 明喻的词语用法
solemn [ˈsɒləm] *adj.* 庄严的, 隆重的, 严肃的
anxious [ˈæŋkʃəs] *adj.* 观念的, 担忧的, 渴望的, 盼望的
stick [stɪk] (stuck, stuck) *v.* 粘住, 粘贴
part [pɑːt] *vt.* 分开, 分离, 分配

Phrases

accustomed to 习惯于
brush off 被刷掉
fill with 充满

a variety of 种种, 各种各样的
give up 放弃, 让位于
instill in (into) 逐渐灌输
fed up (对……) 极为厌倦
be determined to 下决心要……
be laced with 加带着, 夹杂着
submit to 交给, 呈递; 屈服于, 忍受, 顺从

Proper Names

Catholic *n.* 天主教徒 *adj.* 天主教的
North Philadelphia 北费城
Tyrone 泰龙 (人名)
James Baldwin 鲍德温 (美国黑人小说家, 剧作家)
Paul Laurence Dunbar 邓巴 (美国黑人作家)

Notes To The Text

1. *accustomed to* 是过去分词引导的词组, 常用来修饰或说明句子谓语动词的动作或整个句子所表达的意思。在本课中类似的还有, 如: *Fed up*, *I said*...

另外, *Anxious to instill in him* ... 形容词短语在句中也起状语的作用。实际上 *anxious* 之前省了 *being*。

2. ... *I went back to my drawing board* 意思是, (因前者已失败) 重新开始, 换个主意。

3. *ain't* 非正式 = *am not*, *are not*, *has not*, *have not*. *ain't* 在标准英语中是不用的, 但无论英国英语还是美国英语, 在方言和未受教育的人使用的语言中, 这还是一个常见的词。如:

Ain't I qualified?

I ain't got any more cigarettes.

Don't talk to me like that—you *ain't* my boss.

Grammar

分词 (Ⅱ)

1. 分词的句法作用

分词或分词短语除了在句中担任宾语, 表语或状语外, 分词可以在 see, hear, find, notice, feel, keep, get, have 等动词后, 与一个名词或代词构成复合宾语。分词担当宾语补足语。例如:

Don't you see him *coming towards us*?

他在向我们走来, 你没有看见吗?

She suddenly heard someone *knocking at the door*.

她忽然听到有人敲门。

He sat at his desk and watched others *doing the work for him*.

他坐在写字台前看着别人替他干活。

When I entered the room, I found him *reading something aloud*.

我进屋时, 发现他在大声读着什么。

He was glad to see his son *well taken care of in the day-care center*.

他高兴地看到他儿子在日托站受到很好的照顾。

You should keep her *informed of what is going on here*.

你应当让她知道这里发生的情况。

He was surprised to find his room *thoroughly cleaned* and everything *arranged in good order*.

他惊奇地发现房间被彻底打扫了, 一切都安排的井井有条。

当谓语动词变为被动语态时, 原主动语态句中的宾语变为主语, 原宾语补足语则变为主语补足语。例如:

The hall was found *thoroughly cleaned* and everything *arranged in good order*.

人们发现礼堂被彻底打扫了, 一切都布置的井井有条。

The children were heard *singing the song*.

有人听到孩子们在唱那支歌。

The news was made *known at last*.

这个消息最终被公布于众。

We were kept *waiting for more than three hours*.

让我们等了三个多小时。

在 see, hear, feel, watch, notice 等动词后即可用现在分词也可用不带 to 的不定式, 作宾语补语。两者在意义上有差别。现在分词强调, 动作正在进行和发展之中, 而不定式则表示, 动作的全过程已经结束。例如:

* She saw the man *getting on the truck*.

她看见那个人往卡车上爬。

* She saw the man *get on the truck and drive off*.

她看见那个人爬上卡车并把车开走了。

—Do you hear someone *knocking at the door*?

—Yes, I hear him knock three times.

—有人在敲门你听见了吗?

—是的, 我听见他敲了三下。

2. 分词的时态和语态

和不定式相似, 分词也有时态和语态变化, 以动词 write 为例, 其时态和语态有下列形式:

	主动形式	被动形式
一般式	writing	being written
完成式	having written	having been written

1) 完成式

现在分词的完成形式主要用在状语中, 表示这个动作, 在谓语

动词所表示的动作之前发生。例如：

Having done his homework, the boy began to watch TV.

这个男孩做完作业后，开始看电视。

(*Having done his homework* 发生在 *began to watch TV* 之前。)

Having watered the vegetables, the farmer took a short rest.

给蔬菜浇完水，这位农夫休息了一会儿。

(*Having watered* 发生在 *took a short rest* 之前。)

Not having done it right, he tried again.

他没有做对，又做了一次。

(*having done* 发生在 *tried again* 之前。)

2) 被动式

现在分词的被动形式，不仅表示被动的动作，而且表示这个动作在正在发生，或者这个动作与谓语动词的动作，同时发生。例如：

The bridge *being built* there will be one of the longest in China.

正在建造中的那座桥，将是中国最长的大桥之一。

(*being built* 表示正在进行的动作，作定语。)

This is one of the experiments *being carried* in our laboratory.

这是我们实验室里正在进行的实验之一。

(*being carried on* 表示正在进行的动作，作定语。)

Being surrounded, the enemy were forced to put down their guns.

敌人被包围了，被迫放下了武器。

(*being surrounded* 表示正在进行的动作，作状语。)

He found the topic *being discussed* everywhere.

他发现到处都在讨论这个问题。

(*being discussed* 与 *found* 同时发生，作宾语补足语。)

3) 完成被动式

现在分词的完成被动式，不仅表示被动的动作，而且表示这个动作，在谓语动词所表示的动作之前发生。这种形式常用作状语。例如：

Having been given such a good chance, how could she give it up?
既然得到这样一个好机会,她怎么能放弃呢?

Having been told that some guests were coming, she shopped all morning in that supermarket.

听说有客人要来,她整个上午都在那家超市购物。

动名词 (II)

动名词有时态和语态的变化,具体形式与分词相同。以动词 do 为例,列表如下:

	主动形式	被动形式
一般式	doing	being done
完成式	having done	having been done

1. 一般式

动名词的一般式所表示的动作,通常与谓语动词所表示的动作同时发生,或在谓语动词表示的动作之后发生。例如:

Children enjoy *reading picture - story books*.

孩子们喜欢看小人书。(enjoy 与 reading 同时)

He only took interest in *buying a second hand - computer*.

他只对购买旧计算机感兴趣。(buying 在 took interest 之后)

2. 完成式

动名词的完成式表示的动作,通常发生在谓语动词的动作之前。例如:

He was praised for *having made such a contribution to his community*.

他因对社区作出这样大的贡献而受到表扬。

I apologize for *not having kept my promise*.

我向你表示歉意,因为我没有遵守诺言。

I regret *having told her the news*.

我后悔把那个消息告诉了她。

但在某些动词后或在某些情况下也可用动名词的一般式，代替完成式，尽管动名词的动作发生在谓语动词之前。例如：

I don't remember *ever seeing the car anywhere*.

我记不起来在什么地方见过这辆车。

Thank you for *giving us so much help*.

谢谢你给了我这么多帮助。

On *returning home*, she found her father had been sent to hospital.

回到家时，他发现父亲已被送到医院。

3. 被动形式

当动名词逻辑上的主语，是动名词动作的对象时，动名词一般要用被动形式。例如：

He did all this without *being asked by anyone*.

没有任何人要求他这样做，但他全都做了。

He insisted on *being treated as an ordinary employee*.

他坚持把自己当做普通雇员对待。

She didn't mind *being left alone at home*.

她不在乎把她一人留在家里。

He still remember *being taken to Hong Kong* when he was a little boy.

他还记得很小的时候他被带到香港。

After *having been interviewed*, he was offered the job.

面试后，他得到了那份工作。

动名词的逻辑主语

动名词可以用物主代词或名词的所有格来修饰，表示动名词逻