



根据教育部最新考试大纲编写

最新版

全国英语等级考试专用培训教材

# 全国英语等级考试

专用教程 第三级

主编：张 政 张焕香 张艳华

PETS

本书附赠  
录音光盘

中国  广播电视出版社  
CHINA RADIO & TELEVISION PUBLISHING HOUSE



新航道  
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主 编	张 政 张焕香 张艳华
编 者	迟 欣 李从容
特约编辑	周 壮
责任编辑	刘 君
监 印	赵 宁
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## 编者的话

为了更好地为国家的改革开放服务，教育部考试中心面向全国推出了全国英语等级考试体系(Public English Test System, 简称 PETS)。PETS 共设五个考试级别，以英语的应用和交际能力测试为主。它根据国际外语教学界通行的交际语言活动模式，对语言的运用能力进行了分类和定义。在试卷结构上，根据不同层次的需要，设置了考查听、说、读、写、译各种技能的题型，确保各级别都能全面考查考生的交际能力。

## 编写原则

1. 本教程以 PETS 三级考试大纲为依据，紧扣考试大纲中规定的交际话题和意念功能；
2. 适应中国人学英语的特点，兼顾听、说、读、写全面发展；
3. 注重实用性、知识性、新颖性以及趣味性；
4. 以考试大纲中规定的语法、词汇为主，允许少量的超出，兼顾学有余力的考生；
5. 既重语言学习，又介绍英美文化、风俗、地理环境等，力求二者兼得。

## 编写体例

本教程共有 18 章，覆盖 19 个交际话题，每个交际话题包含一个单元（其中历史与地理合并为一个单元），共 18 个单元，整个安排由易到难、循序渐进。每一单元包括：

1. **学习要求** 明确每一单元的学习目的及要求。
2. **对话** 为满足交际话题的实际需要，每个单元都包含 3 个运用基本句型的对话，课后附有相关的情景练习。
3. **主课文** 长度在 350-500 字之间，每篇课文后附有 5 个问题（也可作口头练习）和 5 个与课文相关的单选题。
4. **单词和短语** 所列的单词和短语是本单元的对话和短文中出现的单词和短语，并给出了单词的国际音标、词性、中文释义。超纲词汇均用 “\*” 标出。
5. **注释** 对话和短文中出现的重点和难点的解释，同时介绍相关背景，以扩大知识面。
6. **语法** 每个单元都列出一个语法项目，共 18 个，并附有针对性的练习帮助学习者及时掌握。
7. **补充练习** 针对本单元重点内容进行设计，题型与考试大纲一致。
8. **补充阅读** 每个单元后附有一篇补充阅读、生词和短语，以期开阔考生视野、

加深该单元学习内容；读物难度略高于课文，考生可根据自己的情况取舍。

## 9. 附录

- 1) 交际话题表；
- 2) 功能意念表；
- 3) 语法项目表；
- 4) 语言技能表；
- 5) 听力练习录音稿；
- 6) 练习题答案；
- 7) 单词总表；
- 8) 短语总表。

本系列教程由北京大学英语博士张政教授主编。本教程由公共英语二级考官张焕香主编，迟欣、李从容参加编写。由于时间仓促及编者水平所限，难免挂一漏万，恳请广大专家、教师和使用者的不吝指正。编写过程中参考了国内外的诸多材料，不再一一注明，在此一并表示感谢。

编者

2006年5月

# Contents

<b>Unit 1</b>	<b>Personal Identification and People 个人情况与人们</b>	<b>1</b>
	1 Dialogues	1
	2 Text: <i>The Struggles of Life</i>	2
	3 Grammar: 时态 (1)	7
	4 Additional Exercises	9
	5 Supplementary Reading: <i>Love and Loss</i>	17
<b>Unit 2</b>	<b>Home and Family, Environment 家与家人, 环境</b>	<b>19</b>
	1 Dialogues	19
	2 Text: <i>How to Get Along with Your Parents</i>	21
	3 Grammar: 时态 (2)	26
	4 Additional Exercises	29
	5 Supplementary Reading: <i>Toughlove</i>	37
<b>Unit 3</b>	<b>Weather and Climate 天气与气候</b>	<b>39</b>
	1 Dialogues	39
	2 Text: <i>Global Warming</i>	40
	3 Grammar: 时态 (3)	46
	4 Additional Exercises	47
	5 Supplementary Reading: <i>El Nino</i>	56
<b>Unit 4</b>	<b>Food &amp; Drink 饮食</b>	<b>58</b>
	1 Dialogues	58
	2 Text: <i>Turn away from Fast Food!</i>	60
	3 Grammar: 时态 (4)	64
	4 Additional Exercises	66
	5 Supplementary Reading: <i>American Food</i>	74
<b>Unit 5</b>	<b>Daily Life 日常生活</b>	<b>76</b>
	1 Dialogues	76
	2 Text: <i>For Conversation Press #1</i>	78
	3 Grammar: 时态 (5)	83

4 Additional Exercises .....	85
5 Supplementary Reading: Lifestyles of the 21st Century .....	93
<b>Unit 6 Free-time Activities 闲暇活动 .....</b>	<b>95</b>
1 Dialogues .....	95
2 Text: Learn to Play Seriously .....	96
3 Grammar: 非谓语动词 (1) .....	101
4 Additional Exercises .....	103
5 Supplementary Reading: Volunteers for Beijing's Olympics .....	111
<b>Unit 7 Shopping 购物 .....</b>	<b>113</b>
1 Dialogues .....	113
2 Text: E-Commerce Takes off .....	115
3 Grammar: 非谓语动词 (2) .....	120
4 Additional Exercises .....	122
5 Supplementary Reading: Buy Nothing Day .....	130
<b>Unit 8 Holidays 节假日 .....</b>	<b>132</b>
1 Dialogues .....	132
2 Text: How to Beat the "Holiday Blues" .....	133
3 Grammar: 非谓语动词 (3) .....	138
4 Additional Exercises .....	139
5 Supplementary Reading: Mother's Day .....	147
<b>Unit 9 Places 地点 .....</b>	<b>149</b>
1 Dialogues .....	149
2 Text: Geneva .....	150
3 Grammar: 非谓语动词 (4) .....	155
4 Additional Exercises .....	157
5 Supplementary Reading: English Gardens .....	165
<b>Unit 10 Travel 旅游 .....</b>	<b>167</b>
1 Dialogues .....	167
2 Text: The Only Way to Travel Is on Foot .....	169
3 Grammar: 非谓语动词 (5) .....	173
4 Additional Exercises .....	175
5 Supplementary Reading: Travel Tales .....	183



<b>Unit 11 Health 健康</b>	<b>186</b>
1 Dialogues	186
2 Text: Sleep	187
3 Grammar: 非谓语动词 (6)	192
4 Additional Exercises	194
5 Supplementary Reading: Health and Economic Development	203
<b>Unit 12 Services 服务</b>	<b>205</b>
1 Dialogues	205
2 Text: What Ever Happened to Customer Service	206
3 Grammar: 定语从句	210
4 Additional Exercises	213
5 Supplementary Reading: The Service Function of Advertisement	221
<b>Unit 13 Social Relations 社会关系</b>	<b>223</b>
1 Dialogues	223
2 Text: How to Build the Meaningful Relationship in Your Life	225
3 Grammar: 虚拟语气 (1)	229
4 Additional Exercises	232
5 Supplementary Reading: Love Languages	239
<b>Unit 14 Jobs and Occupations 工作与职业</b>	<b>242</b>
1 Dialogues	242
2 Text: Applying for a New Boss	243
3 Grammar: 虚拟语气 (2)	248
4 Additional Exercises	250
5 Supplementary Reading: The Making of a Surgeon	259
<b>Unit 15 Current Affairs 时事</b>	<b>261</b>
1 Dialogues	261
2 Text: Cars: Scourge of Our Times	262
3 Grammar: 虚拟语气 (3)	267
4 Additional Exercises	269
5 Supplementary Reading: Scores Trapped After Blast at Mexican Mine	278
<b>Unit 16 Education 教育</b>	<b>280</b>
1 Dialogues	280

2 Text: <i>The Teacher–Student Relationship</i> .....	281
3 Grammar: 虚拟语气 (4) .....	286
4 Additional Exercises .....	288
5 Supplementary Reading: <i>Teachers' Personal Qualities</i> .....	297
<b>Unit 17 Popular Science 科普知识</b> .....	<b>299</b>
1 Dialogues .....	299
2 Text: <i>Space Tourism Takes off —Take a Ride into Space for a Price</i> ...	300
3 Grammar: 虚拟语气 (5) .....	304
4 Additional Exercises .....	307
5 Supplementary Reading: <i>Recycling Scrap Metal</i> .....	315
<b>Unit 18 History and Geography 历史和地理</b> .....	<b>317</b>
1 Dialogues .....	317
2 Text: <i>History of Castles in Britain</i> .....	319
3 Grammar: 虚拟语气 (6) .....	323
4 Additional Exercises .....	325
5 Supplementary Reading: <i>The History of American Indians</i> .....	333
<b>附录 1 交际话题表</b> .....	<b>335</b>
<b>附录 2 功能意念表</b> .....	<b>336</b>
<b>附录 3 语法项目表</b> .....	<b>343</b>
<b>附录 4 语言技能表</b> .....	<b>346</b>
<b>附录 5 听力练习录音稿</b> .....	<b>347</b>
<b>附录 6 练习题答案</b> .....	<b>385</b>
<b>附录 7 单词总表</b> .....	<b>404</b>
<b>附录 8 短语总表</b> .....	<b>415</b>

# Personal Identification and People

## 个人情况与人们

在本课内，考生应该能：

- 比较流利地向外国人介绍自己和朋友的情况，并且就一般话题与外国人进行交谈；
- 告诉外国朋友自己的姓名、地址、电话号码、出生时间、地点、来自何地、职业、爱好等；
- 通过阅读，理解并学会表达以上信息。

### 1 Dialogues

1

Martin: Hello, Mr. Wilson. I haven't seen you for a long time. How's everything?

Wilson: Fine, thanks. Mr. Martin, I would like you to meet Dr. Edward Smith.

Martin: How do you do, Dr. Smith?

Smith: How do you do? It is a pleasure to meet you, Mr. Martin.

Wilson: Dr. Smith is an economist. He's just finished writing a book on international trade.

Martin: Oh? That's my field, too. I work for the United Nations.

Smith: In the Development Program, by any chance?

Martin: Yes. How did you know?

Smith: I have read your articles on technical assistance. They are excellent.

Martin: Thank you. Well, I must go now. I hope to see you later.

Smith: Yes, see you later.

2

Johnson: Oh, hello, Mr. Anderson. How are you?

Anderson: I'm fine, thank you, Dr. Johnson, and how are you?

Johnson: Good, thanks.

Anderson: Dr. Johnson, I'd like to introduce my good friend and colleague, Mr. Herriman. He was a lecturer at Michigan University and he's now here as a visiting scholar. (*turning to Herriman*) This is my

advisor, Dr. Gerald Johnson.

Herriman: How do you do, Dr. Johnson?

Johnson: I'm glad to meet you. Welcome to our university. Mr. Anderson has told me so much about your university. I feel as though I'd been there. How long have you been here?

Herriman: I've only been here a few weeks, but I plan to stay at least two years.

Johnson: That's fine. Mr. Anderson, the next time you come and have dinner with us, you must bring Mr. Herriman along with you.

Herriman: That's very kind of you. I'd be delighted to come.

Anderson: I'll certainly do that, thank you.

Johnson: It was nice meeting you. Goodbye.

Anderson and Herriman: Goodbye.

3

Nick: Hi, Lin Lin. How are you doing these days?

Lin Lin: Fine, thanks. How about you?

Nick: Not bad. Where are you heading?

Lin Lin: I'm going to the classroom building, for I'm going to help Tom with his Chinese literature.

Nick: Tom? Who is Tom? Where is he from?

Lin Lin: He is an international student from South Africa. He is studying Chinese in our university, and he finds it's rather hard to understand some of the ancient Chinese poems. So he asked me to be his tutor this semester.

Nick: That must be fun!

Lin Lin: Sure. He is very curious and eager to learn. I really enjoy working with him.

Nick: Can he speak fluent English?

Lin Lin: Yes. I can learn English from him.

Nick: That's a good deal.

## 2 Text

### The Struggles of Life

There are many paths that we can take in life. We are responsible for choosing the correct one. There are times when given the opportunity we might get sidetracked and go along a path that leads us in the wrong direction. Mr. X has been down the wrong path and midway he discovers that he needs to get himself back on the right track.

Mr. X is a well-rounded person who comes from a very loving family. He was affiliated with a gang. Mr. X states that “gangs were a way of protecting yourself.”

Mr. X can remember one experience as if it were yesterday. He saw a man hanging by the neck. Everyone was going about their business as if nothing happened. Mr. X was terrified but couldn't react because if you showed any signs of fear you were considered weak. In his late teens, he met some homeless kids who lived in an abandoned building. They were the ones responsible for the death of the man. He says, “These kids were crazy; they used the cheapest drugs, drank the cheapest beer, and robbed everyone in sight.” Mr. X and the gang that he was associated with sold drugs. They had money all the time; they had no reason to rob people. The homeless kids, on the other hand, just wanted to get high.

When Mr. X was 20, he looked back at his life and found that he needed to do something to get ahead. He stopped hanging around gangs. The only way he did it was by getting away from his so-called “best friend”. He says, “In reality, they aren't my best friends because they let me destroy my life instead of helping me build it up.”

Mr. X considered himself different from the rest of the members in his gang. He saw himself as the peacekeeper. When there were fights, he kept the peace through communication. He wasn't addicted to drugs but money.

Mr. X has been through many obstacles and he has survived each one. His “real” friends have made him realize that he can be remembered as all the gang members of today are. “Run, look at your life and look at the good and bad. If the bad outweighs the good, run and find new friends.” he says.

## New Words

**path** /pɑːθ/ *n.* 小路, 小径; 路线; 轨道; 通道

**responsible** /risˈpɒnsəbl/ *adj.* 有责任的, 负责的

**sidetrack** /ˈsaɪdtræk/ *v.* 使岔开思路, 使离题, 使转移目标

**midway** /ˈmɪdˈwei/ *n. & adv.* 中途, 半路

**track** /træk/ *n.* 足迹, 痕迹; 小路

**well-rounded** /welˈraʊndɪd/ *adj.* 多方面的, 全面的

**affiliate** /əˈfɪlieɪt/ *v.* (使...) 加入, 接受为会员

**gang** /gæŋ/ *n.* (尤指青少年的) 一伙, 一群

**hang** /hæŋ/ *vt.* 悬挂

**terrified** /ˈterɪfaɪd/ *adj.* 恐惧的, 受惊吓的

**react** /rɪˈækt/ *vi.* 反应, 起反应

**abandoned** /əˈbændənd/ *adj.* 被抛弃的

**crazy** /ˈkreɪzi/ *adj.* 疯狂的

**associate** /əˈsəʊsieɪt/ *vt.* 与...交往, 使发生联系

**destroy** /disˈtrɔɪ/ *vt.* 破坏, 毁坏

**peacekeeper** /piːsˌkiːpə(r)/ *n.* (交战国间的) 停火执行者 (或小组)

**addicted** /əˈdɪktɪd/ *adj.* 沉溺于某种嗜好中的, 有瘾的, 上瘾的

**obstacle** /ˈɒbstəkl/ *n.* 障碍, 妨害物

**survive** /səˈvaɪv/ *v.* 幸免于, 幸存, 生还

**outweigh** /aʊtˈwei/ *v.* 在重量 (或价值等) 上超过

## Phrases and Expressions

be responsible for 为(做)某事负责

in one's late teens 在十八九岁时

be affiliated with 加入, 附属于

go about 着手做, 从事

in sight 被看到

associate with... 与...联系在一起, 与...有关联

get ahead (使)走在前面; 进步; 获得成功

hang around/about 无所事事地呆着, 闲荡

get away from 离开, 脱身, 逃离

in reality 实际上, 事实上

build...up 增强, 加强

be addicted to 沉迷于, 嗜好, 上瘾

## Notes

- 1 United Nations Development Program 联合国开发计划署
- 2 There are many paths that we can take in life. 生活中有许多路可走。  
that 引导定语从句修饰 paths, 同时做 take 的宾语。
- 3 We are responsible for choosing the correct one. 我们有责任选择一条正确的道路。  
be responsible for (doing) sth. 意为“为(做)某事负责”。例如:  
The manager is responsible for the general running of the theatre.  
经理负责剧院的全面管理工作。  
The teacher made me responsible for keeping the class in order while she went out.  
老师外出时要我负责维持教室的秩序。
- 4 There are times when given the opportunity we might get sidetracked and go along a path that leads us in the wrong direction. 有时, 虽然我们有机会(走正路), 但我们也可能误入歧途, 走上错误的道路。  
1) when given the opportunity...in the wrong direction 中 when 为关系副词, 引导定语从句, 修饰 times;  
2) given the opportunity 为过去分词短语作让步状语, 分词短语的逻辑主语与主句的主语一致, 均是 we;  
3) that leads us in the wrong direction 为定语从句, 修饰 path。
- 5 Mr. X has been down the wrong path and midway he discovers that he needs to get himself back on the right track. X 先生走错了路, 但在中途, 他发现需要重新回到正确的道路上来。
- 6 Mr. X can remember one experience as if it were yesterday. 那件事 X 先生仍记忆犹新, 好像就发生在昨天。  
as if 引导的方式状语从句中使用了虚拟语气, 动词形式为过去式(或 were), 表示与现在事实相反的假设; 动词形式为过去完成时, 表示与过去事实相反的假设。例如:  
She loves the children in the kindergarten as if they were her own.  
她爱幼儿园的孩子, 好像他们就是她自己的孩子一样。  
Ian talked about Rome as if he had been there.  
伊恩谈起罗马来就好像自己到过那儿一样。

- 7 He saw a man hanging by the neck. 他看到一个人的脖子被（绳子）吊着。  
hanging by the neck 为现在分词短语作宾语补足语。
- 8 In his late teens, he met some homeless kids who lived in an abandoned building. 他十八九岁时，遇见了一些无家可归的孩子，他们就住在废弃的大楼里。  
1) in one's teens 指“在 13 岁到 19 岁时”，in one's late teens 指“在十八九岁时”；  
2) who 引导定语从句，修饰 homeless kids。
- 9 ... robbed everyone in sight. 见谁抢谁  
in sight 为固定短语，表示“被看到”。例如：  
There was nobody in sight. 看不到一个人。
- 10 He stopped hanging around gangs. 他不再和那帮人一起闲荡。  
hang around/ about 表示“无所事事地呆着，闲荡”。例如：  
The man was hanging around the street, waiting for the store to open.  
他在街上闲荡，等着商店开门。  
I hung about (the station) for an hour but he didn't come.  
我（在火车站附近）闲荡了一个小时，但他没有来。
- 11 He wasn't addicted to drugs but money. 他没有吸毒成瘾，而是沉迷于金钱。  
be addicted to 表示“沉迷于，嗜好，上瘾”。例如：  
It doesn't take long to become addicted to these drugs.  
服用这些毒品不要很长时间就会上瘾。  
My children are hopelessly addicted to television. 我的几个孩子都成了电视迷，不可救药。
- 12 Mr. X has been through many obstacles and he has survived each one. X 先生遇到了许多难关，但每次都挺过来了。

## Exercises on Dialogues

Directions: Read through the following situations and create dialogues using suitable structures.

1. It's Sunday. You invite one of your classmates to your home. You introduce him to your parents.
2. A new neighbor has just moved into the flat next to yours. You introduce yourself and your family.
3. You are sitting with your friend Wang Jie, waiting for the movie to begin. Chen Hong, a friend of yours, comes up and greets you. You introduce the two people to each other.
4. You are on a plane. You introduce yourself to the woman / man sitting beside you and start a conversation.
5. You happen to meet a foreign student on the college playground. You greet each other and get to know each other.

## **Exercises on the Text**

### **I. Answer the following questions on the text.**

1. What kind of person was Mr. X?
2. What did he see one day?
3. What did he say about the kids in the gang?
4. How was he different from the members in his gang?
5. Why did he say the kids were not his best friends in reality?

### **II. Choose appropriate answers to the following questions.**

1. What does "we might get sidetracked" mean in the text?  
[A] We might go astray.  
[B] We might get into trouble.  
[C] We might find a sideway.  
[D] We might find a side road.
2. Why was Mr. X affiliated with a gang?  
[A] Because he thought that he needed to get himself back on the right track.  
[B] Because he came from a loving family.  
[C] Because he believed gangs were a way of protecting himself.  
[D] Because he wanted to make more friends.
3. Why could Mr. X not react when he saw a man hanging in the middle of the room?  
[A] Because he was so brave.  
[B] Because he was used to seeing it.  
[C] Because he hated the man.  
[D] Because he was afraid of being considered timid.
4. Which of the following is not the reason why Mr. X got away from the gang?  
[A] He found he needed to get himself on the right track midway.  
[B] He found his so-called "best friends" weren't his best friends.  
[C] He considered he was different from the other members in the gang.  
[D] He found the gang would destroy his life.
5. Which of the following is true according to the article?  
[A] Once someone does wrong he will never turn over a new leaf.  
[B] If someone gets sidetracked, he needs to get himself back on the right track as soon as possible.  
[C] If someone loses his way, he might go along a path that leads him in the wrong direction.  
[D] If someone finds he has made some bad friends by mistake, he should not get away from them.

### **III. Discussion**

1. "Every man is the master of his own fortune". What do you think of the sentence?



2. Every one has the right to make his own path in life. Do you think you have ever taken a wrong path? How did you make the adjustment?

### 3 Grammar

#### 时态 (1)

##### 过去完成时

1. 表示在过去的某个时间或动作以前已经发生的动作或已经存在的状态。就是我们常说的“过去的过去的动作或状态”。构成形式是 **had + 过去分词**。

画一条时间轴： ———●—————◇—————○————→ 时间  
过去完成 一般过去 一般现在

##### 2. 用法

- 1) 在 **told, said, knew, heard, thought** 等动词后的宾语从句。例如：

She said (that) she had never been to Paris. 她说她从来没有去过巴黎。

- 2) 状语从句

在过去不同时间发生的两个动作中，发生在先，用过去完成时；发生在后，用一般过去时。例如：

When the police arrived, the thieves had run away. 当警察来的时候，小偷已经跑了。

- 3) 表示意向的动词，如 **hope, wish, expect, think, intend, mean, suppose** 等，用过去完成时表示“原本…，未能…”。例如：

We had hoped that you would come, but you didn't. 我们希望你能够来，但是你没来。

3. 在很多情况下没有明显的时间状语，时间通过上下文表示出来，这时过去完成时表示的动作较另一动作先发生。例如：

They showed us the new machine tools they had turned out.

他们向我们展示他们生产的新机床机器。

With their help I realized that I had been wrong. 在他们的帮助下，我意识到我错了。

They fulfilled the plan earlier than I had expected. 他们提前完成了计划，比我预料的要早。

We congratulated them on the new victory they had won. 我们祝贺他们取得了新的胜利。

They were all in high spirits, they had got another good harvest.

因为又有了一个好收成，他们情绪很高。

He suddenly remembered that he hadn't locked the door. 他突然间想起忘记锁门了。

这时要特别注意，不要忘了用过去完成时，否则时间关系就表示不出来。反过来，如果不是说明一个动作在某一过去时间或另一过去动作之前发生，而是谈一般过去的情况，就不用过去完成时，而用一般过去时。例如：

We visited the exhibition last week. 我们上个星期参观了展览。

I got three letters on Sunday. 星期天，我收到了三封信。

不要认为过去完成的动作就用过去完成时，这样必然会在该用一般过去时的地方误用过去