



全国英语 等级考试 标准教程

第三级
Level 3

(2006版)

■ 教育部考试中心

Coursebook for PETS



高等教育出版社
Higher Education Press



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内 容 提 要

全国英语等级考试是面向全社会的英语考试体系,共五级。为满足各级考试培训和学习需要,教育部考试中心组织编写了配套教程。本书为第三级。

本书以考试大纲为依据,便于自学和教学。本书共18章,30个单元。每章覆盖一个交际话题,每单元包括对话/独白、课文、单词和短语、注释、练习和补充阅读。本书最后有附录,其中包括练习答案。本书配有光盘和录音带。

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编写说明

全国英语等级考试 (Public English Test System, 简称PETS) 是教育部考试中心设计并负责的全国性英语水平考试体系。作为中、英两国政府的教育交流合作项目,在设计过程中它得到了英国专家的技术支持。建立这一考试体系的目的是更好地为国家的改革开放服务,并为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。

PETS第三级为五个级别中的中间级,通过该级考试的考生,其英语已达到高等教育自学考试非英语专业本科毕业水平或符合普通高校非英语专业本科毕业的要求,基本符合企事业单位行政秘书、经理助理、一般管理人员或科技工作者、外企职员的工作要求,以及同层次其他工作在对外交往中的基本需要。为满足第三级考试培训和学习需要,教育部考试中心根据该级别考试的要求组织编写了本教程。

编写原则

1. 以考试大纲为依据,面向已具有相当英语水平的学习者,便于自学和教学。
2. 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。
3. 听、说、读、写全面发展。
4. 以考试大纲中规定的词汇为主,需要时允许少量超出。本教程的语言素材为一般交际英语,涉及日常交际中个人兴趣爱好、宗教信仰、工作情况、当地旅游景点等考试大纲以外的词汇,由学习者自行决定掌握。
5. 既教授语言,又适当介绍文化;既严谨务实,又生动活泼。
6. 版面设计图文并茂。

编写体例

本教程由18章组成,每章为一个话题。在该话题下设有一到两个单元的子话题,全教程共有30个单元。每单元包括:

1. 对话/独白:该部分由与该子话题相关的4段对话/独白组成,情景真实、语言地道、长短恰当、难度适宜,目的是训练和提高学习者的听力水平。每段对话/独白前,均会有对该对话/独白情景的简单描述,以帮助学习者了解其发生的背景。每段对话/独白后,均有几个简单的问题,以帮助学习者了解自己和对对

话/独白的理解程度。

2. 课文: 每单元中均有一篇与该单元的子话题密切相关的课文。课文长度一般为350词左右, 难度基本相当于第三级水平, 目的是训练和提高学习者的阅读理解能力。每篇课文后, 均有几个简单的问题, 以帮助学习者了解自己对课文的理解程度。
3. 单词和短语: 单词和短语是本单元对话/独白和课文中新出现的单词和短语, 这些单词和短语按在对话/独白和课文中出现的顺序排列。
4. 注释: 注释是针对对话/独白和课文的, 包括两方面的内容: 一是从语法、词汇和语用角度解释对话/独白和课文中的语言点; 二是解释或讲述对话/独白和课文中提到的文化现象, 以帮助学习者了解英语国家的语言背景知识, 扩大学习者的知识面。
5. 练习: 练习是本单元学习内容的延伸和细化, 是对学习者掌握该单元情况的检测。该部分中的题型与考试大纲完全一致, 以便于学习者备考 PETS 第三级。
6. 补充阅读: 每个单元的最后一部分是一篇补充阅读文章, 其内容仍与该单元的子话题相关, 目的是扩大学习者的阅读量, 开阔其眼界。

教程最后有3个附录, 依次为: 听力练习录音稿、练习答案及单词和短语总表。

本教程由李晓棣教授审定。参加本教程编写的有(以姓氏笔画为序): 王文琴、刘世平、刘希棠、张秀明、张京生、张涓、李晓棣、余静娴、赵祖华、褚金丽、缪学。

由于时间及编者水平所限, 错讹之处在所难免。欢迎广大读者提出宝贵意见, 以便及时修订。

编 者

2006年1月

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PEOPLE

人物

CHAPTER 1

Unit 1

Greeting and Introduction

► Dialogues/Monologues

1

Melanie Sanders brings out her photo album to show her new Egyptian friend, Layth, pictures of the family.

Melanie: Oh, Layth, I'm sure you recognize grandmother in this picture? She's in the blue dress.

Layth: Sure, and who's that holding the hand of a boy?

Melanie: That's my older brother, Lester, with my nephew, Nicky, when he was two years old. My sister-in-law, Dorothy, is next to him but she's not smiling because she was angry with Lester. Lester always leaves her and goes out of town on business.

Layth: I like this picture. It's so funny!

Melanie: Oh, it's my niece, Nicole, when she was thirteen. I remember. She was upset because Chris took her picture while she was curling her hair. You'll probably find this one funny, too. This is my great aunt, Anna Lawrence, Grandma's sister. Her hat is really out of date.

Layth: Who's this skinny man?

Melanie: That's my great uncle, George Lawrence, Anna Lawrence's husband. You can tell they lived during the Depression. He's wearing boots because shoes were out of stock.

在本章内, 考生应该能:

- 向他人介绍自己或朋友的个人信息;
- 就人物话题与他人交谈。

Layth: I can see they're definitely from the old generation.

Melanie: Here's a more recent picture showing all three generations together. Here are Grandpa and Grandma Murphy, my mother's parents. And here are Mom and Dad, and here's my older brother, Lester, again with his wife and three of their children: Nicolas, Ryan, and Laura. Ryan really has an outgoing personality. See how he's smiling?

Layth: Yes. He looks like he's fun to be with. You know what? I can see a strong family resemblance. Oh, who's this?

Melanie: That's Curtis Lane, Lester's brother-in-law, his wife's brother. You ought to meet this man. He really knows how to bring a person out. I wish I had his social skills.

Layth: Who's this lady with Curtis Lane?

Melanie: That's his and Dorothy's mother, Lester's mother-in-law, Mrs. Lane.

Layth: Does Mrs. Lane live with Lester and Dorothy?

Melanie: Oh, no! Lester always said he would never live with his in-laws. Well, Layth, since we've looked at all the pictures, would you like to go out and stretch your legs?

Layth: Okay! That's a good idea. But I enjoyed looking at the pictures.

Questions

1. What is the relationship between Melanie and Dorothy?
2. What does George Lawrence look like?
3. Who are Grandpa and Grandma Murphy?
4. What is the relationship between Melanie and Curtis Lane?

2

Mr. Irving, chairman of a new vocational school, is talking with Mrs. Schmidt, the school's human resources manager, about qualities needed in their personnel.

Mr. Irving: Now, Mrs. Schmidt, it's time for us to discuss qualities needed in our personnel, since we're going to recruit some staff so that we can get our new school going in time. Naturally the staff of a model school should be representative in character. Have you thought of which traits we should be looking for? I'd like to hear

your suggestions.

Mrs. Schmidt: Yes, according to psychological research, generally speaking, the traits most necessary for interpersonal success are honesty, dependability, tolerance, cooperativeness, and perseverance, and in the professional world particularly, vision, competency, fair-mindedness, and punctuality are important.

Mr. Irving: Those are good qualities that we would want in every employee. Now, perhaps we should discuss virtues needed in a director. What do you want to tell me in this respect?

Mrs. Schmidt: Some of my acquaintances have accumulated quite a lot of experience in the international business that enables them to make valuable suggestions. So I have talked to them for this matter.

Mr. Irving: Oh have you? What did they say?

Mrs. Schmidt: According to them, a desirable director is humble, diplomatic, and flexible but well-educated and experienced. He should also be concerned, and even generous.

Mr. Irving: Absolutely! Now, would you address character description for the Commercial and Industrial Arts staff? You used to operate a vocational school, so your experience must have given you many ideas.

Mrs. Schmidt: In addition to those general assets, our school should seek practical leaders who are skillful and diligent. The best ones are also creative but modest, clever but humble.

Mr. Irving: There are a number of other positions to consider. We have done good work so far. We can discuss the remaining items after lunch.

Questions

1. What does interpersonal success in the professional world rely on?
2. What is an ideal director like?
3. Why did Mrs. Schmidt talk to some of her acquaintances?
4. Which of the positions discussed in the dialogue is Mrs. Schmidt most familiar with?