

- 高等学校教材
- 师范院校英语专业用

三 英语

ENGLISH

3

下

上海外语教育出版社

H137
269 / 3-2

高等学校教材

英 语

(师范院校英语专业用)

第三册 (下)

黄次栋 主编

上海外语教育出版社

责任编辑 瞿祖红
封面设计 唐云辉

高等学校教材

英 语

第三册(下)

(师范院校英语专业用)

黄次栋 主编

上海外语教育出版社

(上海外国语学院内)

上海市印刷三厂印刷

新华书店上海发行所发行

850×1156 毫米 1/32 8.25印张 200 千字

1988 年 6 月第 1 版 1988 年 6 月第 1 次印刷

印数 1—5,500 册

ISBN7-81009-274-x

H·165 定价: 1.45 元

CONTENTS

Lesson Eight	1
Communicative Functions:	
Correcting a misunderstanding	1
Patterns:	9
I. Please don't misunderstand me	
II. No, I didn't mean / say that	
Text A: This Year It's Going To Be Different	14
Phonology: The Rising Tone (8)	25
Grammar: Using Clauses to Express "Condition"	26
Text B: I— II	31
Lesson Nine	38
Communicative Functions:	38
Stating a cause or a result	
Patterns:	50
I. Why did you do it / that ?	
II. When you do / did ..., you	
Text A: Antonio's First Day of School	55
Phonology: The Rising Tone (9)	66
Grammar: Some More Ways of Expressing "Cause" and "Result"	68
Text B: I — II	71

Lesson Ten	75
Communicative Functions:	75
Persuading	
Patterns:	81
I. Think of X. She's just ...	
Why don't you ... ?	
II. Have you ever thought of ...ing ?	
If I were in your position, I'd	
Text A: It's Never Too Late for Success	87
Phonology: The Falling-Rising Tone (10)	100
Grammar: Clauses Functioning as Modification in a	
Sentence	102
Text B: I — II	106
Lesson Eleven	114
Communicative Functions:	114
Making generalizations	
Patterns:	122
I. ... generally / always / usually / normally ...	
I generally think of them to be / as ...	
II. Generally speaking / Generally then ...	
So we might say (that)	
Text A: The Personal Qualities of a Teacher	127
Phonology: The Rising-Falling Tone(11)	138
Grammar: A Summary of the Adverbial Clauses	140
Text B: I — II	145

Lesson Twelve	153
Communicative Functions:	153
Speculating and hypothesizing	
Patterns:	162
I. If I have time, I'll call him.	
If I had time, I'd call him.	
II. He / She / It looks like ...	
He / She / It looks / sounds as if	
Text A: If I Were a Freshman Again	165
Phonology: The Falling-Rising Tone (12)	173
Grammar: Ways of Expressing Hypothetical Meaning	174
Text B: I — II	177
 Lesson Thirteen	 184
Communicative Functions:	184
Adding to and Reinforcing	
Patterns:	191
I. What's more ...	
II. In addition, ...	
Text A: What Are the Dolphins Saying	194
Phonology: The Falling-Rising Tone (13)	204
Grammar: Addition and Reinforcement	205
Text B: I — II	208
 Lesson Fourteen	 214
Communicative Functions:	214
Stating Aims and Purposes	
Patterns:	222

I. What are you planning to do today ?

I was thinking of doing ...

II.... so as to / in order to ...

... so that / in order that ...

Text A: In Praise of Teachers226

Phonology: The Falling-Rising Tone (14)236

Grammar: Ways of Stating Purposes and Aims238

Text B: I — II242

VOCABULARY LIST249

LESSON EIGHT

Communicative Functions

I. Correcting a misunderstanding

a. Oh, don't misunderstand me.

(Hardin Coleman and his student Zhou Lin have not seen each other since Mr Coleman left China six months ago for the U. S.)

Coleman: You'll never believe it, but I got married just seven months ago when I was back in the States. Now I'm a family man and have got a nice little flat on the campus.

Zhou: Congratulations! So you couldn't be better off, in fact, could you?

C: You can say that again! I'm very happy and rather fancy my new role as a married man. Life was too lonely here for me as a bachelor. You must come over and meet my wife Eline some time.

Z: Thanks. I certainly look forward to it. Tell me what you did in the States if you don't mind. Did you also teach?

C: No. I worked as a journalist for six months.

Z: A journalist? That sounds interesting. What was it like being a journalist nowadays?

C: Well, it was something like being a robot in perpetual motion,

if you like. I mean ... I just can't imagine anyone having a more hectic, a more exacting and a more demanding job than a journalist.

Z: You're exaggerating, aren't you !

C: Oh don't misunderstand me. Let me explain myself. A journalist is always racing against the clock. All the work has got to be done on time because, come what may, the deadlines have to be met and the paper has got to be printed and sent out. I don't suppose any office anywhere is under as much pressure from the clock as a newspaper office.

Z: Oh, I really can't say that I would've envied you, having to work under constant tension like that. You must've been tired of your job.

C: Oh no. Don't get me wrong. A journalist is that very odd sort of human being that actually enjoys tension. In fact, if he didn't have all that tension, he would be utterly miserable and simply wouldn't survive on the job.

Z: A lot of people seem to think that it's a very nice job. You meet people from all walks of life. But it seems to me that it's jolly hard work actually. I think that If it were that kind of work, I'd find it very hard work to be friendly and social day after day after day ...

C: Well, actually, I wouldn't honestly say that's how I felt. The thing is that you've got to have the right attitude yourself even though you feel a bit shattered. If you generate it from your side it's got to come over from the other side, too.

Z: But you've come back to teaching. How does it feel being a teacher again ?

C: Well, I don't know how to put it but ...

Z: You don't seem to enjoy it, do you ?

C: No, I wouldn't say that. I mean I like working as a teacher, but the actual teaching has made me aware that I need new ideas to be successful. I always have the feeling you've got to keep pace with the times these days or you're soon left behind.

Z: Too true. What do you plan to do then ?

C: I'm planning to carry on with my study for a doctorate degree at Harvard after the completion of my one-year contract of teaching English here in China. As a matter of fact, I've applied for a place at its graduate school so that I can update my teaching methodology.

Z: Good for you. Do you feel optimistic about it ?

C: Well, I wouldn't say I exactly feel optimistic, but at least I could say I feel reasonably optimistic about getting admitted. But the interview — they want to interview me at Harvard to decide on my schoolship — that's different.

Z: Don't worry. I'm sure you'll satisfy your interviewers. I'll keep my fingers crossed for you at any rate.

C: Thanks. I'll need it.

b. You haven't got the point I think.

(an after-school youth centre dance)

Paul: Anyone want another Coke or Something ?

James: I think we're all drinking, Paul ... thanks just the same.

Darley: I was thinking ... What would you youngsters do without the youth centre ? You'd be pretty lost, wouldn't you.

Paul: Huh ! It's all right I suppose. But I'm telling you ...

we don't need no bloody youth club to find something to do. Me ... well ... I only come when there's a dance on. If I want a drink ... well there's the pub, isn't there. What about a dance Denise?

Denise: I don't mind.

Paul: Come on then.

Finchley: Er... Would you care to dance, Mrs Brent?

Mrs Brent: Thank you ... but no. The music isn't of my generation. You know ... the generation gap. When I was young I'd never have dared speak as Paul just did. Especially with the headmaster present.

James: What sort of world do you think we live in Mrs Brent? It's part of my job to know young people.

Mrs Brent: Please don't misunderstand me. I only thought it offensive. If my own son ...

James: Oh I'm used to it. In a sense I feel it's a kind of compliment that ...

Darley: Compliment?

James: Don't get me wrong. Paul feels free to express himself with me just as he would with his friends. He accepts me as a kind of friend.

Finchley: And really the so-called generation gap is a myth you know. Teenagers aren't really so different. As a teacher I find them quite traditional in their attitudes.

Darley: But look at the way they dress ... and their hair!

James: You haven't got the point I think. Those things are quite superficial. I agree with Mr Finchley. Basically their attitudes are very similar to those

of my generation.

Darley: So you approve of the kind of language we heard from Paul just now ...

James: Now I didn't say that. Anyway the concepts of 'approval' and 'disapproval' tend to oversimplify language, just matters. Every generation creates its own special as it creates its own styles in clothes and music.

Mrs Brent: It's just that ... er ... the styles and habits of today's teenagers are so ... well basically ... so unacceptable.

Finchley: You mean unacceptable to you.

Mrs Brent: No ... I mean unacceptable to the rest of society.

Darley: When you come to think of it ... I mean I'm always on at my boy about his clothes ...

James: So you find them unacceptable too.

Darley: No ... just let me finish. I was about to say that in fact his clothes are very practical ... very simple.

Finchley: Anyway ... the generation gap is non-existent I mean ... the idea of teenagers ... of a teenage generation that ... which has rejected the values of its parents for a sort of mixture of violence and lethargy ... well ... it's totally unrealistic.

Mrs Brent: I do wish you had a teenage son or daughter of your own, Mr Finchley.

Finchley: But I have more contact with them ...

Mrs Brent: I'm not implying that you have no understanding of their problems.

Finchley: My contact with them ... as a teacher of English ... is close. You see we have regular discussions ...

and they very often carry on after school and here at the youth centre. You'd find them interesting. You could come and sit in sometime if you like.

Darley: That'd be interesting.

Mrs Brent: I'd be too embarrassed to say anything.

Finchley: I don't mean there's any need for you to take part in the discussion. Just listen. And you'd realise I think just how traditional their attitudes are.

Mrs Brent: Oh but I ...

Darley: I like the idea of sitting in on a discussion. I'll take you up on that.

Finchley: Fine. And Mrs Brent. As you would find it embarrassing ...

Mrs Brent: Well I ... I didn't really mean embarrassing. It's just that ... you know ...

Finchley: There's a book you ought to read ... published by The National Children's Bureau. It's called *Britain's Sixteen-Year-Olds*. I'll lend you my copy.

Mrs Brent: That's very kind of you. Look I'd better be going. From the way my son's dancing he'll be at it all night.

Dialogue Notes

1. keep my fingers crossed for you: The reference is to the traditional belief that crossing one's fingers is a way of guarding against bad luck.

Additional Expressions:

Avoiding a misunderstanding: also, asking for clarification

Do you mean to tell me ...

Excuse me, what did you say ?

I'm afraid I don't understand you.

I don't quite follow you.

So you are saying (that) ... are you ?

If I understand you correctly, you are saying ...

In other words, you think ...

Is that all ? I mean ...

What point are you trying to make / prove / get across / put across ?

Correcting a misunderstanding:

You don't seem to follow my line of argument. What I'm trying to say is ...

You haven't got the point I think. What I'm on about is ...

You don't seem to see my point of view / my side of the argument.

What I'm implying is ...

I'm not suggesting that we should ...

Sorry, I didn't mean to say ...

Practice

1. Work in pairs. Improvise short conversations, making sure that you have understood your partner correctly.

Here is an example:

A. There's this exam coming up soon. But I know very little about the subject.

B. Oh, you mean you won't take it ?

A. Now I didn't say that. I mean it's an important exam and I've got

to pass.

B. ...

Now do the same with the following situations.

When you have exhausted one, move on to another.

- a. You are discussing a television programme you saw.
- b. You are talking about modern transport.
- c. You are discussing the problem of pollution.
- d. You are having problems with one of the subjects you are studying.
- e. Your roommates are always making a lot of noise.
- f. You keep oversleeping and getting to class late.

2. Work in pairs

- 1) Read the following report of a conversation and then turn it into a dialogue, as if it were happening now.

At an engineering exhibition, A was talking about solar energy. B thought it was much cheaper than any other form of energy. A immediately corrected B by saying that it was cheaper in theory. B added that solar energy was also less dangerous, and therefore better. A didn't completely agree, pointing out that theories were often wrong. B wondered whether A meant that atomic energy, as an example, was better than solar energy. A was sure it was.

3. Role-play. Form a group of three or four and start a discussion on the following topic.

Helping the Old

Below are listed the ideas to be expressed by:

A: Next month, the students' Union is running a Helping the Old Week.

They have asked students cooperate.

B: Students did the same last month. Twice a year seems too much.

C: That is not the idea at all. Students are left to work out their own schemes.

Be sure not to leave out anything.

If there is time, report the result of the discussion to the whole class.

4. Write a dialogue along the lines you practised in 3.

Patterns

I

Please don't misunderstand me

Drills:

1. General manager: So you want to be the personnel manager, young man ?

Jack: That's right, I'm afraid.

G.M: We have considered your application.

You're a little young, aren't you ?

Jack: You mean I'm not fit for the job ?

G.M: *Please don't misunderstand me.* I mean you need to work harder than somebody who's older than you. Being a personnel manager one has to deal with people of different characters. In this respect, an older person may have an advantage.

Jack: Yes. I see your point. I've taken a lot of courses in this area and I have got a master's degree.

G.M: That's why we think you are able to handle some tough problems.

Jack: So you mean I've got the job.

G.M: Yes, good luck !

2. Mr Nelson: Did you read about the new satellite they sent up yesterday ?

Mrs Nelson: No, I didn't . What's this one supposed to do ?

Mr Nelson: It's part of star Wars.

Mrs Nelson: We are at war again ?

Mr Nelson: No ! *Please don't misunderstand me.* The new satellite has something to do with the research project into giving early warning of possible enemy attacks.

Mrs Nelson: So it's not for peaceful use.

3. Husband: Have you tipped the maid, Mary ?

Wife: Need I ? Isn't tipping included in the bill ?

Husband: Yes, but she was very helpful.

Wife: Well, one has to be sensible.

Husband: You mean I have no sense of good service ?

Wife: *Please don't misunderstand me.* As there is a service charge here we needn't give anything more. Otherwise we'll end up paying about fifty per cent extra.

4. Mike: Mum, I'm in a terrible hurry. Can I have my lunch right away ?

Mum: I'm used to your racing in and out and expecting a meal within five minutes, but this is not a restaurant with a 24 hour service and I'm not a magician.

Mike: Mum, *please don't misunderstand me.* I'm really in a terrible hurry. We're going to Leeds for a game of golf. The boys are picking me up at one o'clock. I've only got ten minutes.

Mum: You are always making excuses like this (almost every day). How can I believe you ?

Mike: Mum, you're my mum. You don't believe your own son ?

Now please make up dialogues using the patterns you have just learned:

1. Librarian: Can I help you ?

David: Supposing I want to borrow a book. What do I do ?

Librarian:

David: But I haven't got a library ticket, so I can't borrow books from this library.

Librarian:

David:

Librarian: Here's the form. Please write your address up here, and sign on this line.

2. Betty: Why weren't you at the German class last night, Joan ? Have you given up ?

Joan:

Betty: Haven't you got a gift for languages ?

Joan:

Betty:

Joan: Anyway, all our friends here speak English fluently so we don't really need to learn German.