



文理科公共英语③

English, Learn It Further

Book 3

主编 俞贤达

华东师范大学出版社

高等师范专科学校教材

(文理科公共英语)

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(沪)新登字第201号

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华东师范大学出版社出版

(上海中山北路3663号)

新华书店上海发行所发行 上海市印刷三厂印刷

开本: 850×1168 1/32 印张: 12.75 字数: 320千字

1993年5月第一版 1993年5月第一次印刷

印数: 001~3,000本

ISBN 7-5617-0951-X/H·072

本书简介

本书受国家教委有关部门委托编写，经北京国际关系学院巫宁坤教授审定，是师专文理科二上学生通用的英语教材。全书30篇短文，文体多样，内容涉猎较广，多选自80年代英语书刊。其中课文10篇，约万字，含新词516个（[I]级 268 个 [A]级新词近 130 个占 77%）。其内容，有鲜明的教育意义或启迪作用；其语言，规范、朴实而晓畅；其练习，形式多样，综合训练渐增，加强阅读理解及写作能力的培养。本书亦可作师专英语系二年级的泛读材料。

需订本书的练习答案和课文译文者，可与安徽省淮南师范专科学校英语系办公室联系。

出版说明

我国高等师范专科学校长期以来没有一套适合自己要求的、比较系统和完整的教材。1986年，我们受国家教委有关部门的委托，与华东六省教育委员会协作，组织编写一套供华东地区高等师范专科学校使用的教材。这套教材包括中文、历史、政治教育、外语、数学、物理、化学、地理等八个专业的主干课程和公共课程，共五十余种。从今年下半年开始陆续出版，计划到明年年底出齐。

为了组织编写这套教材，华东各省教委和我们对各地师专的教学、科研、师资、教材和教育改革等情况，作了广泛的调查，在此基础上，又对编写这套教材的目的要求、人员组织、协作方式、具体步骤等，进行了深入细致的研究。各地师专的领导和广大教师都热烈支持，都把本校具有学科优势又有丰富教学经验和较高学术水平的教师推荐为这套教材的主编或编写成员，这对于保证这套教材在较高程度上反映当前华东地区师专教学和科研的新水平，起了十分重要的作用。

在编写的指导思想和具体实践上，我们力求使这套教材具有以下特点：

一、坚持以马列主义、毛泽东思想为指导，注意培养学生科学的世界观和人生观，培养他们为社会主义的四个现代化，特别是为教育事业献身的精神和为人师表的高尚品德。但这些又不是作空洞的说教，而是寓于教材的具体内容之中。

二、严格以新的师专教学计划和教学大纲为依据，坚决立足于师专这个特定层次上，从师专的培养目标和教学实际出发，教材内容的深度、广度乃至篇幅，都要充分体现培养初中教师的要求，坚决防止跨越师专层次，盲目攀比、随意拔高的偏向。

三、贯彻理论联系实际的原则，系统阐述本门课程的基本理论、基本知识和基本技能。要吸收科学上的新成果，具有时代的先进性。要贯彻百花齐放、百家争鸣的方针，对不同学派的意见，选择一种能被多数人接受的意见作为基础，同时也介绍不同观点的意见。要充分注意学生思维能力、自学能力和表达能力的培养。

四、力求反映华东地区师专教育改革状况和教学、科学水平，以便更好地适应华东地区师专的教学需要。同时还注意反映华东地区政治、经济、历史、文化、改革开放、风土人情的特点，以为地方经济建设服务。

这套教材不仅可作为华东地区的师专教材，也可供其他地区的师专选用，还可供在职的初中教师学习和参考。

当把这套教材奉献给读者时，我们首先要向为此而作出重大指导和积极支持的国家教委和华东各省教委的有关同志，向为此付出辛勤劳动的各师专的负责同志和所有参加编写的教师以及许多热心帮助的同志，致以衷心的感谢。

组织编写和出版师专教材，在我们还属首次，由于实际经验和思想水平等的限制，其中缺点、错误在所难免，诚恳欢迎师专广大师生和其他读者批评指正。

华东师范大学出版社

1988年7月30日

前 言

高等师范专科学校公共英语教材 English, Learn It Further 全套三册, 是受国家教委有关部门的委托, 在华东各省教委的支持和关怀下编写的。其总的编写原则和要求已如“出版说明”中所述, 这里不再重复。

English, Learn It Further (Book 3) 由 10 个单元组成, 供文理科二年级学生第一学期使用。其总体框架和课时安排概同第一、二册。

全书除 20 篇补充阅读材料外, 精读课文 10 篇, 约 10,810 个词, 其中新词 516 个, 占 4.77%; 属于《大学英语教学大纲》[I] 级的, 计 268 个, 占新词量的 51.9%; 属 [A] 级的, 计 130 个 (以黑体词类标示), 占 25.2%; 其余 118 个超纲的词均在课文里以中文夹注标示。由于文章取材广泛, 知识面的拓展, [I] 级和 [A] 级词汇占新词量的比率均略有下降, 超纲词汇却相应增长。课文另含学生首次接触的词组和惯用语 106 个。

本书所列 30 篇短文, 大多选自 80 年代国外英语书刊, 内容健康有益, 读来或具明显的教育意义, 或起多方面的启迪作用或增进专业兴趣……。这些短文, 语言规范、朴实而晓畅, 虽因顾及学生的实际水平, 个别段落和词语略作删改, 但仍保持了原著畅达、精练的特点, 适于语言训练。

本书的练习, 形式多样, 注重语言能力的综合训练, 增强培养阅读理解和写作能力, 课文后均安排适量的写作要求。各单元依然

着眼于[I]级词汇和常用词组的练习。据统计,得到练习的[I]级单词1,084词次;常用词组202个、易混淆的词与词组50组、132个。

本书由北京国际关系学院巫宁坤教授审定,并作了必要的修改,我们谨此深表感谢。

我们感谢为本书的编写提供或查找资料的单位和个人。我们尤其得益于安徽省图书馆的杨宝林和张海政等同志的帮助,特此致谢。

本教材由安徽省淮南师范专科学校俞贤达教授任主编。全套教材中的课文、练习和补充阅读材料由本书编写组成员张冰副教授、俞贤达教授、林裘水副教授、王桂云副教授和方新生讲师共同编写。

我们对于本书虽然尽了最大的努力,但由于时间仓促,又囿于水平和经验,书中缺点和错误在所难免,恳请广大师生批评指正,以便再版时修正。

编 者

1991年12月

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Unit One

TEXT

In Praise of Teachers (adapted)

by Mark Medoff

I find myself regretful that the more I write, the less time I have for my students. Though I am in my 21st year as a professor, I wonder: have I stopped thinking of myself as a teacher?

This crisis of faith has me remembering in turn my teachers, hoping that two decades after I was last officially a student I can learn from them once again. It is not the actual teaching of a subject I recall, but surprisingly one thing—a moment, some words, a single seminal (创新的) idea.

I forget the name of my first-grade teacher in Grayville, Ill. I must have begun to learn from her to read and write, to add and subtract — starting a lifetime of joy in language and misery in numbers.

That's not my primary memory, though: she teaches me left from right. I am left-handed. "Many first-grade teachers," she whispers into my six-year-old ear, "force left-handed children to become right-handed, so they can be like every-

body else.” She isn’t going to do that to me. This teacher will always live in my memory for that one remarkable gesture.

In 1948 we move to Miami Beach. There Mrs. Rosen awaits me, raven-haired (乌发的) and beautiful, reminiscent (使人联想的) somehow of Esther in *the Bible*. Her husband shows up one day, and she tells us he is going to teach us to draw a star. But her husband doesn’t teach us to draw just any star. He teaches us to draw a four-pointed, three-dimensional (立体的) star that appears to rise out of a flat piece of paper. This is something called an *optical illusion* (视错觉). Magic !

Into Mrs. Rosen’s class one day enters a thin lady with ray-gun eyes and skin like polished glass. Miss Barnette is director of the Marching Unit, a group of 20 boys in white ducks and white shirts who do close-order drill for fancy school occasions. Miss Barnette also heads the Safety Patrol, made up of select students who wear the most extraordinary white bandoliers (子弹带) across their chests and are charged with managing the safe conduct of children from one side of the busy street in front of the school to the other. To a boy’s mind these are the two most prestigious enterprises in Biscayne Elementary School.

Mrs. Rosen announces that Miss Barnette is about to do something she has never done before: choose a fourth-grader for the Marching Unit, an organization heretofore (到目前为止) made up solely of fifth-and sixth-graders — Big Kids. *Unbelievable* ! More unbelievable is that — while I’m glancing around enviously at the likely candidates — she picks me.

In the fifth-and sixth-grades, I am a Patrolboy and the leader of the Marching Unit. Miss Barnette repeatedly preaches with religious fervor (热情) an idea I still well believe: "If you're going to do something, do it as well as you can and with all your heart, and if you're going to lead, stand forward, be proud." My own variation on her preachment is that you can't ever fully succeed unless you're willing to risk terrible failure.

In the sixth grade, Mrs. Ruth Waller, auburn-haired (红褐色头发的) and freckled (雀斑的), so tough and so attractive, makes me feel, for the first time, that I not only can be a member of the Marching Units and Safety Patrols of the world, but also a *good student*.

She and Miss Barnette are wise, stern, loving. And I am unwilling now, a middle-aged man, to think what I might be if fate had not conspired (暗自安排) to place them in my life so they could see in me what I did not.

At Miami Beach High School, my English teachers torment me to read, to consume vocabulary and to write constantly. Pat Samuelson, tenth grade, is a handsome guy. He makes us write a short story.

To my astonishment, he tells the class that he's giving the first "A +" he's ever given, and he asks me if I'd read my story aloud.

I'm terrified! Part of my terror is simple stage fright (怯场); part, fear of having my secret self publicly judged. But Mr. Samuelson motions me forward and his entire behavior says: don't be afraid of *anything*. So I take my story from him and, in

the space of 20 minutes of glory and confusion, write a sentence across my life: Mark Medoff, you are hereby (特此) condemned, for the rest of your days, to expose your secret self publicly.

In 1972, I return to Miami Beach High School to speak to the drama class. Afterward I ask the drama teacher if any of my English teachers are still there. Irene Roberts, he tells me, is in class just down the hall.

I was no one special in Miss Roberts's class — just another boy who did okay work. I don't recall any one special bit of wisdom she passed on. Yet I cannot forget her respect for language, for ideas and for her students. I realize now, many years later, that she is the perfect selfless teacher. I'd like to say something to her, I say, but I don't want to pull her from a class. Nonsense, he says, she'll be delighted to see me.

The drama teacher brings Miss Roberts into the hallway where stands this 32-year-old man she last saw at 18. "I'm Mark Medoff," I tell her. "You were my 12th-grade English teacher in 1958." She cocks (抬起) her head at me, as if this angle might conjure (召唤) me in her memory. And then, though armed with a message I want to deliver in some perfect torrent of words, I can't think up anything more memorable than this: "I want you to know," I say, "you were important to me."

And there in the hallway, this slight and lovely woman, now nearing retirement age, this teacher who doesn't remember me, begins to weep; and she encircles me in her arms.

Remembering this moment, I begin to sense that every-