



21 世纪高职高专规划教材

(非英语专业用)

Practical English

(Second Edition)

(第二版)

Comprehensive Course

3

实用英语 综合教程

教育部《实用英语》教材编写组 编

高等教育出版社

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内 容 提 要

《实用英语》是一套专科层次的公共英语教材,1995年正式出版发行。为了更加有利于学生英语应用能力的培养,结合这几年使用《实用英语》教学情况及专科这一教育层次的英语教学要求,编写组对《实用英语》进行了修订。修订后的《实用英语》第二版不仅适用于高专的学生,也适用于高职的学生。

与第一版相比,《实用英语综合教程3》(第二版)侧重改进了有关语言技能训练,调整了读、译、写、听、说技能训练顺序与结构;降低了段落听力理解训练的难度,删除了部分练习;适当调整了交际会话话题,增加了交际会话的训练量;删除了部分内容偏专的商业信函,增补了课程申请表、成绩单、公证书、毕业文凭等专科学生可能会实际使用的涉外应用文。

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实用英语

FLIP 60



面向 21 世纪课程教材



21 世纪高职高专规划教材



普通高等教育“九五”
教育部重点教材

《实用英语》修订说明

《实用英语》自1995年正式出版发行以来，它所坚持的内容的实用性、教学的针对性和编写教材的科学性受到了使用者的热烈欢迎。广大师生把它看作我国专科层次英语教学自己的教材。与此同时，他们本着爱护和培育这块英语教学园地的精神，希望《实用英语》在发扬其优点的同时，能及时对其存在的不足进行适当的修订，使之更加完善，更加符合当前专科层次英语教学的需要。为此，我们根据近年来广大师生提出的改进意见，对《实用英语》的《综合教程》、《教师参考书》、《综合训练与自测》和《泛读教程》进行了如下调整和修订：

一、《综合教程》

1. 对每单元的结构进行了如下调整：

调整前	调整后
课文A (Text A)	课文A (Text A)
课文B (Text B)	课文B (Text B)
● 阅读技能实践 (Reading Skills)	技能训练 (Skills Development and Practice)
综合练习 (Comprehensive Practice)	● 阅读技能实践 (Reading Skills)
● 写作实践 (Guided Writing)	● 翻译实践 (Translation Practice)
● 翻译实践 (Translation Practice)	● 写作实践 (Guided Writing)
● 听与说 (Listening and Speaking)	● 听与说 (Listening and Speaking)

2. 对听说训练部分进行了较大的调整：

- 1) 听力训练：适当降低了难度，主要是Listening Passage部分。修订后的听力训练文章短小精悍，生动有趣，且尽可能与Conversation Practice所涉及的话题相关，使听与说的训练更紧密结合；
- 2) 会话练习按功能和情景两大类进行了局部调整，第一、二册以功能为主线，第三册以情景为依托，并把话题情景加以具体化，使之尽可能适合中国学生在国内可能会遇到的涉外交际场景，以增强会话训练的针对性和实用性。

3. 对写作练习部分进行了局部调整：

原书的写作部分分为“基础训练”和“实用英语写作”两个小模块，这是本书的特色之一，受到师生们的好评。但基础训练部分有的练习偏长偏难，这次作了适当简化或更新。对部分应用文进行了删换，删除了部分内容偏专的商业信函，增补了传真、求学信、成绩单和公证书等专科学生可能会实际使用的涉外应用文。

4. 把《综合教程》中的部分综合练习与《综合训练与自测》中的相关内容合并统一编排，使练习更加紧凑合理。

5. 调整了个别课文与相应练习。

6. 书后加附了《实用英语多媒体学习课件》光盘，并将光盘中有背景介绍、阅读技能、翻译技能、写的技能、听的技能、英文歌曲等内容用标注在每课的相应部分，使学生能借助计算机辅助教学手段，学习光盘提供的多媒体学习材料，加深对课文的理解，强化技能训练，欣赏英文歌曲。书后附有《实用英语多媒体学习课件》结构一览表。

二、《教师参考书》

依照《综合教程》的调整和修订,《教师参考书》也相应调整和修订了练习答案、录音脚本、课文译文等内容。

三、《综合训练与自测》

增加了构词法的示例,修订了词汇练习部分。

四、《泛读教程》

更换了部分阅读文章和练习;为了便于学生自学,书后加附了所有练习的参考答案。

修订工作由孔庆炎教授总负责,《综合教程》和《教师参考书》中的听说部分由姜怡、姜欣修订编写,应用文部分由安晓灿、刘然修订编写,课文部分由向前进修订编写,《综合训练与自测》由余渭深、刘寅齐、安晓灿修订编写,《泛读教程》由安晓灿、向前进、刘锋修订编写。

本修订版承蒙《实用英语》第一版总主编吴银庚教授和华南理工大学郭杰克教授审阅,在此谨表示衷心的感谢。

修订后的《实用英语》在保持了第一版注重基础、强调实用特点的同时,练习更加紧凑,结构更加合理。它不仅适用于高等专科学校的学生,也适用于高等职业教育的学生。希望广大师生在使用过程中继续提出宝贵意见。

编 者

1999年11月

第一版前言

《实用英语》是一套供高等专科学校使用的英语教材。本教材的编写以国家教育委员会1993年颁发的《普通高等专科学校英语课程教学基本要求》为依据。《基本要求》规定：普通高等专科学校英语课程教学的目的是，培养学生掌握必需的、实用的英语语言知识和技能，具有阅读和翻译与本专业有关的英文资料的初步能力，并为进一步提高英语的应用能力打下一定的基础。

为了体现上述教学目的，在编写《实用英语》过程中我们既注意吸收现代外语教学理论中适合我国英语教学实际的某些观点，又采纳传统外语教学理论中某些合理部分，结合我国外语教学中行之有效的理论和方法及现状，力求正确处理语言基础和语言应用的关系，突出加强英语实践能力的培养和实际运用。

《基本要求》将专科英语课程教学分为两个阶段：第一阶段应重视语言共核教学，培养基本的语言技能；第二阶段应结合专业，强调基本的阅读和翻译技能在本专业的实际应用。为了体现这一教学安排，本套教材也分成两个阶段。第一阶段包括《综合教程》和《泛读教程》各3册，第二阶段包括《实用业务英语》1册。《综合教程》和《泛读教程》是《实用业务英语》的基础，并在教学内容、技能培养方面逐渐向《实用业务英语》过渡；《实用业务英语》是《综合教程》和《泛读教程》的总结和提高，并结合学生毕业后使用英语的需要，侧重于实用文体的阅读和翻译、实用英语口语的训练和实用文体模拟写作方面的训练。为了便于广大师生使用上述教材，还编配了《教师参考书》和同步练习性质的《综合训练与自测》。

本书为《综合教程》第三册，供第三学期使用。本册共有10个单元，每个单元基本安排是：

- 课文A (Text A)
- 课文B (Text B)
 - ◆ 阅读技能实践 (Reading Skills)
- 综合练习 (Comprehensive Practice)
 - ◆ 写作实践 (Guided Writing)
 - ◆ 翻译实践 (Translation Practice)
 - ◆ 听与说 (Listening and Speaking)

课文(Text): 课文A与B是本教程的基本阅读材料。文章语言真实、规范。文章的题材丰富，内容包括国际贸易、环境保护、名人演说、太空奥秘、心理健康、未来汽车、种族及妇女问题、计算机多媒体等。

课文A与B的练习分别由阅读理解练习(Reading Tasks)、词汇结构练习(Vocabulary and Structure)、阅读技能实践(Reading Skills)等几个模块组成。阅读理解练习包括读前准备，读中提问(课文A)和读后练习。词汇结构练习侧重课文中所出现的《基本要求》要求掌握的词汇和结构的操练和运用。阅读技能实践这一项目安排在课文B之后，目的是利用已学过的课文介绍和实践《基本要求》中规定学生需要掌握的一些阅读技能项目。这一册的阅读技能侧重报刊阅读、分类广告、求职广告、产品描述、图书索引、图表信息等内容。

综合练习(Comprehensive Practice): 写作与翻译实践实际上涉及到综合技能的操练，因此我们把它们设在综合练习(Comprehensive Practice)部分。写作实践(Guided Writing)由两大部分组成，第一部分为一般写作技能训练，要求学生能在因果、类比、分类、例举等方面有进一步的提高；第二部分为实用性英语写作，内容包括学术交流中的申请、推荐、求职、简历等，以及商业往来中的询价、订购、装运和脱销等的写作。翻译实践(Translation Practice)也由两大部分组成，第一部分为翻译的一些基本技能的操练，包括定

语从句的翻译、倍数的翻译、长句的翻译等；第二部分为课文A和B中句子的翻译。

听说训练(Listening and Speaking)分别由会话(Conversation Practice)、听力理解(Listening Comprehension)和听力训练(Listening Practice)三部分组成。

本书除了设有分课词汇表和词组表外，书末还附有本书课文A和B中出现的所有《基本要求》规定学生需要掌握的词汇总表及词组表。

编者相信，这样安排不仅有利于课堂教学的组织安排，还有利于学生自学、复习和巩固提高。

《实用英语》总主编为吴银庚。

《综合教程》第三册主编为陈永捷、孙立良。

参加《综合教程》第三册编写的编者为上海交通大学吴银庚、陈永捷；上海轻工业高等专科学校孙立良；上海化工高等专科学校汪俭。

上海机械高等专科学校范菊芬、葛亮宏，上海轻工业高等专科学校胡君芳、沙韵参加了本书部分词汇练习及生词释义工作。

本书由高等专科英语教材编审组顾问刘鸿章教授、大连理工大学孔庆炎教授审阅。对于他们的宝贵意见和贡献，编者在此表示衷心感谢。

为了使《实用英语》不断完善，编者希望使用本书的教师和学生在使用过程中继续提出宝贵意见。

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Contents

Unit 1 1

Text A: A Payment Greater Than Money 1

Text B: My Mother's Desk 11

Skill Development and Practice 16

- Reading Skills — Reading English Newspapers (1) 16
- Translation Practice — 定语从句的翻译 (1) 18
- Guided Writing — Giving Reasons 18
 - 简历 20
- Listening and Speaking 21

Unit 2 25

Text A: Unique Problems in International Trade 25

Text B: The World Bank and the International Monetary Fund 34

Skill Development and Practice 41

- Reading Skills — Reading English Newspapers (2) 41
- Translation Practice — 定语从句的翻译 (2) 42
- Guided Writing — Making Comparisons 43
 - 求职信 44
- Listening and Speaking 45

Unit 3 49

Text A: Coping with Crisis 49

Text B: Millions of Britons Endure Life with Noisy Neighbours 58

Skill Development and Practice 65

- Reading Skills — Reading English Newspapers (3) 65
- Translation Practice — 定语从句的翻译 (3) 67
- Guided Writing — Making a Classification 68
 - 奖学金申请信 69
- Listening and Speaking 69

Unit 4 74

Text A: Interstellar Postcards — Messages to Space 74

Text B: Why Should Children Learn Science? 83

Skill Development and Practice 89

- Reading Skills — Advertisement (1) 89
- Translation Practice — 定语从句的翻译 (4) 91
- Guided Writing — Presenting a Contrast 92
— 申请任助教信 93
- Listening and Speaking 94

Unit 5 98

Text A: Social Responsibility of Scientists 98

Text B: Science and Truth 107

Skill Development and Practice 113

- Reading Skills — Advertisement (2) 113
- Translation Practice — 定语从句的翻译 (5) 115
- Guided Writing — Describing Causes and Effects 116
— 推荐信 117
- Listening and Speaking 117

Unit 6 121

Text A: Excerpts from Speech by Margaret Thatcher 121

Text B: Excerpts from Speech by Carter 131

Skill Development and Practice 136

- Reading Skills — Understanding Product Description 136
- Translation Practice — 倍数的翻译 (1) 137
- Guided Writing — Giving Examples 138
— 课程申请表 139
- Listening and Speaking 141

Unit 7 145

Text A: School Costs Are Rising in Britain, Too 145

Text B: Budget Puts Students in More Debt 154

Skill Development and Practice 159

- Reading Skills — Understanding Directions 159
- Translation Practice — 倍数的翻译 (2) 160
- Guided Writing — Describing a Process 161
— 成绩报告单 162
- Listening and Speaking 163

Unit 8 168

Text A: The Population Bomb 168

Text B: Reforest the Earth! 177

Skill Development and Practice 183

- Reading Skills — Understanding Catalogue Cards 183
- Translation Practice — 长句的翻译 (1) 185
- Guided Writing — Presenting an Argument 186
— 公证书 186
- Listening and Speaking 188

Unit 9 192

Text A: “I Have a Dream” — 30 Years Ago and Now 192

Text B: The Key Issue for Women 201

Skill Development and Practice 207

- Reading Skills — Understanding Graphic Information (1) 207
- Translation Practice — 长句的翻译 (2) 208
- Guided Writing — Expressing an Opinion 209
— 毕业文凭 210
- Listening and Speaking 212

Unit 10 217

Text A: Take a Multimedia Course, Ms Smith 217

Text B: Future Cars 226

Skill Development and Practice 233

- Reading Skills — Understanding Graphic Information (2) 233
- Translation Practice — 长句的翻译 (3) 237
- Guided Writing — Reasoning 238
 - 大学录取通知书和护照 238
- Listening and Speaking 240

Glossary 245

Phrases and Expressions 258

Appendix: 《实用英语多媒体学习课件3》结构一览表 262

1

Text A

PRE-READING TASK

Exercise 1

The passage you are going to read is entitled "A Payment Greater Than Money". Try to answer the questions before reading the passage.

1. Which of the following do you think is more important? Make your choice and give your reason.
A. Money B. Love C. Friendship D. Work
2. Guess what kind of payment might be greater than money according to the title of the passage.

Now read the passage and compare the writer's view with yours.

A Payment Greater Than Money

1 When I was 14, I earned money in the summer by mowing lawns, and I got to know people by the flowers I had to remember not to cut down, by the things stuck in the ground on purpose or by the things lost in the grass. I also learned something about my neighbors in Louisville, Ky., by their preferred method of payment: by the job, the month — or not at all.

2 Mr Ballou fell into the last category, and he always had a reason. One day he had nothing smaller than a fifty. On another he was flat-out of checks; on another he was simply not home when I knocked on his door. Still, except for the money, he was a nice enough old guy, always waving or tipping his hat when he'd seen me from a distance. I figured him for a thin retirement check, maybe an injury that kept him from doing his own yardwork. I kept a running total, but didn't worry about the amount too much. Grass was grass, and the little that was Mr Ballou's didn't take long to trim.

3 Then one late afternoon in mid-July I was walking by his house, and he motioned me to come inside. The hall was cool, shaded, and it took my eyes a

What kind of person was Mr Ballou? Underline the words or phrases in the first two paragraphs that can support your answer.

minute to adjust to the muted light.

4 "I owe you," Mr Ballou began, "but ..."

5 I thought I'd save him the trouble of thinking up a new excuse. "No problem. Don't worry about it."



6 "The bank made a mistake in my account," he continued, ignoring my words. "It will be cleared up in a day or two. In the meantime I thought perhaps you could choose one or two volumes for a down payment."

7 He gestured toward the walls, and I saw books stacked everywhere. It was like a library, except with no order to the arrangement.

8 "Take your time," Mr Ballou encouraged. "Read, borrow, keep. Find something you like. What do you read?"

9 "I don't know." And I didn't. I generally read what I could get from the paperback rack at the drugstore or what I found at home — magazines, the backs of cereal boxes, comics. The idea of consciously seeking out a special title was new to me, but not without appeal — so I browsed through the piles of books and asked, "You actually read all of these?"

10 Mr Ballou nodded. "This is just what I've kept, the ones worth looking at a second time."

11 "Pick for me then."

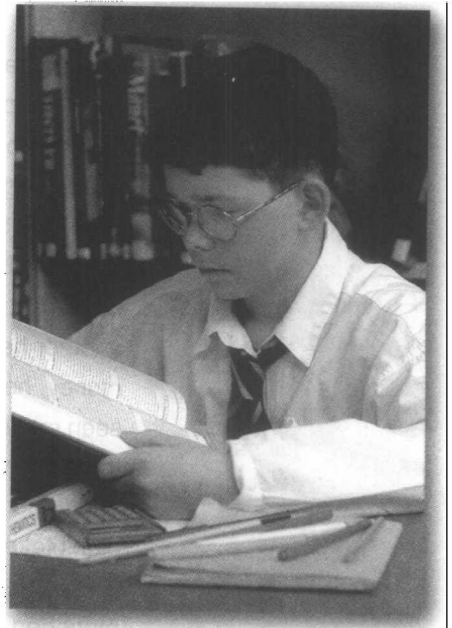
12 He raised his eyebrows, cocked his head, regarded me appraisingly as though measuring me for a suit. After a moment, he searched through a stack and handed me a dark-red book, fairly thick.

13 "*The Last of the Just*," I read. "By Andre Schwarz-Bart. What's it about?"

14 "You tell me," he said. "Next week."

15 I started after supper, sitting outdoors on an uncomfortable kitchen chair. Within a few pages, the yard, the summer, disappeared, and I was plunged into the aching tragedy of the Holocaust, the extraordinary clash of good, represented by one decent man, and evil. The language was elegant, simple, overwhelming. When the evening light finally failed, I moved inside and read all through the night.

16 To this day, 35 years later, I vividly



Unit 1

remember the experience. I was astonished by the great power a novel could contain. I lacked the vocabulary to translate my feelings into words, so the next week, when Mr Ballou asked, "Well?" I replied, "It was good."

17 "Keep it then," he said. "Shall I suggest another?"

18 I nodded, and was presented with Margaret Mead's classic study in anthropology, *Coming of Age in Samoa*.

*What is the
payment that
is greater
than money?*

19 To make two long stories short, Mr Ballou never paid me a dime for cutting his grass that year or the next, but, eventually, I would teach anthropology at Dartmouth College. And I learned that summer that reading was not the innocent pastime I had assumed it to be, not a breezy, instantly forgettable escape in a hammock (though I've enjoyed many of those too). I discovered that a book, if it arrives at the right moment, in the proper season, will change the course of all that follows.

New Words

payment /'peimənt/ *n.*

1. the act of paying 支付, 付款 2. sum of money paid 支付的款项 3. reward for something 报偿

* mow /məʊ/ *v.*

to cut (grass, etc.) 割(草等)

lawn /lɔ:n/ *n.*

an area of grass 草坪, 草地

* category /'kætigəri/ *n.*

种类

injury /'indʒəri/ *n.*

harm, damage, wrongful treatment 伤害, 不公平的待遇

* yardwork /'jɑ:dwɜ:k/ *n.*

庭院杂务活

trim /trim/ *v.*

to make neat, even or tidy by cutting 修剪, 整修

* muted /'mju:tɪd/ *a.*

(颜色、光线等)柔和的, 不耀眼的

owe /əʊ/ *v.*

1. to have to pay 欠 2. to feel grateful 应感激

ignore /'ig'nɔ:/ *v.*

not to take notice of 不顾, 忽视

meantime /'mi:ntaim/ *n.*

the time between (two events) 其间

Δ stack /stæk/ *v.*

to make into a neat pile 堆放

n.

an orderly pile of things (一)堆, (一)叠

注: 标有“Δ”的词为《普通高等专科学校英语课程教学基本要求》中第二阶段需要掌握的词; 标有“*”的词为超过《普通高等专科学校英语课程教学基本要求》的词。