



全国成人高等教育规划教材

英语

3

English

(Second Edition)

(非英语专业专科用)

教育部成人高等教育英语教材编写组 编

第二版



高等教育出版社

English

英语 3

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内容提要

全国成人高等教育《英语》系列教材是教育部规划并推荐,供各类成人高等院校非英语专业专科学生使用,1998年正式出版发行。编写组结合这几年使用《英语》的教学情况对其进行了修订,修订后的《英语》(第二版)更贴近教育部2000年颁布的《高职高专教育英语课程教学基本要求(试行)》,更进一步地将对学生语言基本功的训练与实际的涉外活动结合起来。

与第一版相比,《英语3》第二版在原有话题的基础上做了些局部调整,并在每个单元“文章听说读写译综合练习”都增加了一篇阅读文章 Passage B。修订后的教程还对语法部分(Grammar Focus)进行了必要的调整,针对基本语法技能进行必要的训练。

总之,修订后的《英语3》内容更加简明,技能训练更加全面,练习更有针对性,更加符合当前形式下的涉外实际需要。

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修订说明

修订后的《英语》(第二版)仍为7册,即《英语0~6》。大多数高职高专入学新生可从第1册学起,少数入学水平较低的学生可使用零起点教程补习必要的英语基础,而后再转入第1册的学习。第1~6册分为3个层次,第1~2册为初级教程,学习基础语法和常用交际词汇,累计词汇量达到2000词;第3~4册为中级教程,学完基础语法,累计词汇量达到3300词;第5~6册为高级教程,为部分高职高专学生升入本科使用。

本教材以培养学生的实用涉外交际能力为主旨,围绕实用涉外交际话题编写,学完一个话题学生即能学会围绕该话题进行简短实用的英语口语和书面交际。修完1~4册即达到2000年教育部颁布的《高职高专教育英语课程教学基本要求(试行)》,学生修完第3册后即可参加“高等学校英语应用能力考试”的B级考试,修完第4册可参加A级考试。

修订后的教材依然为每册3本,即综合教程、教师参考书和配套学生练习册。

本教材第3、4册为同一单元编排模式,即分为1. Integrated Skills Development; 2. Applied Writing; 3. Grammar Focus; 4. Merry Learning; 5. Words&Phrases 五部分。其中Integrated Skills Development为单元重点,又分为对话听说和文章听说读写译综合训练。听说部分含2个对话和1个听力小短文;着重训练学生围绕交际话题进行模拟听说训练,培养基本的实际口头涉外交际能力。听说训练又是单元主体——文章听说读写译综合训练部分的引子,因为这一部分的核心话题也是本单元的交际话题。综合训练围绕2篇紧扣单元交际话题的文章展开。语言训练遵循“阅读理解”(Check your understanding)、“交际训练”(Learn to communicate)、“扩大语言积累”(Build up your language stock)和“独立阅读”(Extra reading)四个步骤进行。其中“交际训练”和“扩大语言积累”两部分又是核心,侧重培养学生通过学习实际使用和记忆掌握交际话题所涉及的语言手段(句型和词语)来提高实用英语交际能力。换句话说,本教材的核心指导思想是引导学生围绕交际话题进行语言表达(language production)训练。

修订后的教材增加了10篇课文,即在每单元中加编了一个Passage B,放在Passage A的全部练习之后,Applied Writing之前。题材、难度和长度与Passage A接近,但文字内容更加生动活泼。此外,在各单元的Passage A和Passage B后还增加了部分学生较为喜欢的有用语句的套写和改写练习。

这次修订还在每个单元后增加了词汇表,这样可保持单元训练内容的完整性。

本书为教材的第3册,共10个单元,每个单元处理一个交际话题,并在原有话题的基础上做了些局部调整,即将第8单元的话题TV Commercials换为Food Culture,第9单元的话题Can You Use a Computer换为Online Smiley Face;课文也相应地进行了更换,这样全书的内容就显得更加丰富多彩,更富有时代气息。

以上说明是为了帮助使用本教材的老师和同学更全面地了解本教材的编写和修订思路,更好地发挥教材的长处,避开其短处。多年来本教程受到广大高职高专师生的欢迎和支持,我们十分欣慰能用

一本实用英语教材为大家服务。这次修订后依然存在缺陷和不足，我们仍一如既往地欢迎大家的批评指正。


本教程的修订由孔庆炎教授任总主编，第3册由于忠喜和晨梅梅教授任主编，参加本册修订的有王成林、汪宁、饶辉和鲍得旺。

修订者
2005年11月

第一版前言

全国成人高等教育《英语》系列教材是根据原国家教委1997年颁发的《全国成人高等教育英语课程教学基本要求(非英语专业专科用)》(以下简称《基本要求》)编写的,是教育部成人高等教育规划教材。本套教材的培养目标是:1.掌握一定的英语基础知识和技能;2.具有阅读和翻译有关业务英语资料的能力;3.训练进行简单的日常和涉外会话的初步能力;4.培养模拟套写简单信函等涉外业务应用文的能力。

主教材(即《英语》)和同步自学教材(即《英语学习辅导书》)两种学生用书各分4册。第一册为预备教材,词汇起点为800词,主要目的是帮助英语水平低于《基本要求》规定的学生,复习巩固中学已学过的语音、语法、词汇,为进一步学习打下基础。为了便于初学者使用本书,书后附有基本语音知识、基本语法知识和基本词汇。第二册的重点是简单句的基本语法和基本句式的听说读写译等基本技能的训练,并注意把语言基本功训练与实际涉外活动结合起来,使成人英语学习从一开始就能贯彻学用结合,学一点、用一点的原则;第三、四册在侧重阅读基本技能训练和语法应用能力提高的同时,继续进行听说读写译的综合训练,并引入涉外交际资料的阅读、翻译和套写训练,将读译写技能的培养作为教学重点,把培养学生实际使用英语去处理业务工作中的涉外交际活动的能力作为最终目标。

主教材每册书都加配了《英语多媒体学习课件》光盘,并将光盘中有内容用  标注在书中每课的相应部分,使学生能借助计算机辅助教学手段,学习光盘中提供的多媒体学习材料,加深对课文的理解,强化技能训练,欣赏英文歌曲等。该课件光盘共有4张,分别对应《英语》1~4册。每册的课件由六个模块组成:课文学习、语言技能、语法学习、词汇学习、考考测测和轻松一刻。课件具体内容详见附件。

《英语学习辅导书》包括主教材学习重点提示、自学同步练习、主教材练习参考答案三部分。其中自学同步练习既与《英语》紧密配合,又不相互重复。与《英语》相比,自学同步练习遵循“自学、自练、自测”的原则,选材内容更简短、生动,训练方式与形式更灵活多样,并适时提供自测试题供学生检测自己的学习成果。考虑到学生自学的特点,其听说训练以听力训练为主,听录音遍数也不强求一致,学生可根据自己的实际需要播放两或三遍;读译写部分以读懂理解为主,所配的少量练习是为了帮助学生学习扩大词汇和巩固语法的。因此,同时使用这两套用书,会收到相得益彰的效果。

《英语》和《英语学习辅导书》的编写力图改变成人英语教学脱离实际、学用结合不密切的低效率局面,突出英语教学紧密为改革开放服务的实用方向。这是一种新尝试。虽然编者力求达到所设定的目标,但由于编写时间紧迫,经验不足,水平所限,不足与疏漏之处在所难免,恳切希望广大师生和读者批评指正。

本册总主编为大连理工大学外语系孔庆炎教授。由对外经济贸易大学黄震华教授担任主审。参加审稿工作的还有:中央电视大学刘黛琳副教授、高等教育出版社刘援编审、重庆大学外语学院余渭深教授。南京师范大学金陵女子学院的英籍教师 Claire Worledge 审读了全书。编者在此一并表示深深谢意。

编者

1998年12月

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Integrated Skills Development



Passage

A

Open Education

In **traditional** education, the teacher may feel that the students are not very grown up. Usually, teachers are older than students, and teachers feel that students are young and do not know very much about the world. The teachers feel that they must tell the students what to do most of the time, and that they must make the students study specific things. In open education, the teacher's **feelings** are very different. These teachers feel that the students are individuals first, and students second. They expect the students to **be responsible for** the things that they do. The teacher **allows** the students to decide what they want to do, and does not make them study specific subjects or things. The teacher lets them decide what to study and how much to study.

The second part of the idea of open education **has to do with** what the teacher does in the classroom. In the traditional classroom, the students are told what to do.

传统的，惯例的

感情；感觉

对…负责/允许，准许

与…有关

即使/认为(做)某
事毫无理由

充分利用

做某事有困难

迄今为止
作者、作家/理论、
原理

There is a list of things that the students must do to finish the class. There are rules made by the teacher that the students must follow, **even if** the students **see no reason for** the rules. In open education, the teacher allows the students to choose what to do. *There are no specific things for the students to do.* There are no traditional rules made by the teacher. The students are allowed to discover subjects in the open classroom, instead of being made to study them.

There are some very good things about open education. This way of teaching allows the students to grow as people, and to develop their own interests in many subjects. Open education allows students to be responsible for their own education. Some students do badly in a traditional classroom. The open classroom may allow them to enjoy learning. Some students will be happier in an open education school. They will not have to worry about grades or rules.

But many students will not do well in an open classroom. They will not **make good use of** open education. Because open education is so different from traditional education, these students may **have a problem** getting used to making so many choices. For many students it is important to have some rules in the classroom. They worry about the rules even when there are no rules. Even a few rules will help this kind of students.

So far some of the good points and bad points of open education have been explained. The **writer** thinks that open education is a good idea, but only in **theory**. What do you think?

Check your understanding

1 Decide whether the following statements are true (T) or false (F) according to the passage.

- ☐ 1. In open education, the students are grown-ups.
- ☐ 2. In traditional education, a student's ideas and feelings are considered as important as the teacher's.
- ☐ 3. In the traditional classroom, the students must follow any rule made by the teacher.
- ☐ 4. In open education, the students may study, or talk, or do nothing at all if they so choose.
- ☐ 5. The students are allowed to discover subjects in the traditional classroom.
- ☐ 6. A great majority of students will do well in an open education classroom.
- ☐ 7. When there are too few rules, some students will do little in school.

- ☐ 8. The writer thinks that open education is a good idea and can be put into practice.

2 Give brief answers to the following questions.

1. What do the teachers feel about the students in traditional education?

2. What are the students supposed to do in open education?

3. What does the teacher do in open education ?

4. What does the teacher do that distinguishes open education from traditional education?

5. What are the good points of open education?

6. Why do some students dislike open education?

Build up your language stock

3 Fill in the blanks with the suitable words or expressions given below. Change the form if necessary.

develop	university	education	be responsible for
large	college	beautiful	admit

British higher 1 _____ has a long history. The world famous 2 _____, Oxford and Cambridge date from 1167 and 1284. Oxford has 23 ordinary colleges for men and 5 for women. The university is governed (管理) by a governing council, while each 3 _____ is governed by its Fellows (the members of the governing body) who 4 _____ teaching their own students and who elect the head of the college. Cambridge is more 5 _____ than Oxford in scientific studies and will perhaps appear more 6 _____. Admission (允许进入) to these two universities is mainly by academic merit (长处), but some colleges tend to 7 _____ sons of former students or of millionaires. The number of students whose parents are wealthy is still much 8 _____ at Oxford and Cambridge than that in the other universities.

4 Translate the following sentences into Chinese, paying attention to the underlined words and expressions.

1. John feels that he must tell his parents the truth.

2. There is a list of things that she must do to meet the requirements.

3. We have to follow the rule even if we see no reason for it.

4. Don't expect others to do what they can't.

5. All pilots are responsible for their passengers' safety.

6. My landlord doesn't allow me to use the telephone.

7. Lillian makes good use of every chance she gets.

8. The student has a problem getting used to the new environment.

5 Translate the following words or expressions.

1. education
2. individual
3. responsible
4. specific
5. discover
6. 期望
7. 允许
8. 充分利用
9. 迄今为止
10. 解释

6 Translate the following sentences into English, using the given words and expressions.

1. 在传统式教育中, 教师可能会觉得学生就是学生, 而不是充满个性的人。
(may feel that, instead of)
2. 在传统课堂上, 教师通常会告诉学生该做些什么。(most of the time)
3. 学期结束时, 教师要求学生在暑假里做一系列的事。(a list of things)
4. 在一些学校, 即使当学生认为老师要他们做的事毫无道理, 他们也必须去做。
(even if, see no reason for)

5. 当你相信学生能对自己所做的事负责时,你就很可能会允许他们自己决定该做什么。(be responsible for, allow them to decide)
6. 学生应该充分利用大学四年时间努力学习。(make good use of)
7. 他总是不知如何作出选择。(a problem making choices)
8. 你很快会习惯这里的生活的。(get used to)

7 Read the following English sentences, paying attention to the italicized parts and translate the Chinese sentences by imitating their structure.

1. In traditional education, the teacher *may feel that* the students are not very grown up.
In university, the students may feel that everything is not the same as when they were at high school.
 - a. 在美国出生的中国人可能会感到他们很难进入美国的主流社会。(mainstream of the American society)
 - b. 工作中,雇员会感到他们的生活并不是那么丰富多彩。
2. The teachers *feel that they must* tell the students what to do *most of the time*, and that they *make* the students study *specific* things.
The bosses feel that they must tell their employees what to do most of the time, and that they make their employees follow specific instructions.
 - a. 家长们感到在大部分时间里他们必须告诉孩子们做什么,而且他们还要孩子们做一些具体的事情。
 - b. 这些军官认为在大部分时间里他们必须告诉士兵做什么,而且他们还要士兵服从他们的命令。
3. There is *a list of* things that the students *must* do to finish the class.
There is a list of terms that the students must learn to understand the book.
 - a. 孩子们还有很多事情必须了解才能参加比赛。
 - b. 研究人员还有很多工作要做才能让机器人取代工人。
4. There are rules made by the teacher that the students must follow, *even if* the students *see no reason for* the rules.
There are solutions passed by the board meeting that the managers must fulfill, even if they see no reason for these solutions.
 - a. 还有些老师推荐的资料要求学生必须购买,即使学生认为买这些资料没什么必要。
 - b. 还有些传统的就餐规矩家长要求孩子必须遵守,即使孩子们看不出遵守这些礼仪有什么必要。
5. They *expect* the students *to be responsible for* the things that they do.
The teachers expect children to be responsible for the things that they do.
 - a. 社会要求每个成年人对自己的行为负责。

b. 作者应该对自己的作品负责。

6. The teacher *allows* the students to *decide* what they want to do, and does not make them study specific subjects or things.

The boss allows the engineers to decide what new product they want to design, and does not make them follow his own decision.

a. 这些家长允许他们的孩子自己决定课余时间要做什么, 而且他们也不迫使他们孩子做他们不愿意做的事情。

b. 学校允许学生自己决定选学什么课程, 而且也不迫使学生遵守统一的时刻表。

7. They will not *make good use of* open education.

They will not make good use of the present policy.

a. 他们还不能充分利用这些机会。

b. 他们还不能充分利用手机的这些功能。

8. These students may *have a problem getting used to* making so many choices.

These workers may have a problem getting used to making their own decisions.

a. 这些雇员也许还不习惯于别人超过他们。

b. 这些学生也许还不习惯于用英语表达自己的想法。



Do Some Majors Have a Gender Bias?

Some majors attract more women, and some attract more men. Perhaps it's **genetically predisposed** or a result of **gender-biased** education. As a **journalism** major at Temple University, the majority of my classmates were women. It wasn't an overwhelming percentage, but close to 65%.

The curriculum was challenging, and the professors were all **lifers** in the journalism field. From the basic **introductory** classes to the upper-level courses, each professor pushed for higher-quality writing, more attention to accuracy and detail, and a healthy respect for the grammar police.

By my senior year, I had forged close relationships with the professors in the department. I was a conscientious student. I completed my homework on the subway, and sometimes in the few minutes before class started, usually with an A result every time.

从遗传学角度 / 有倾向性的 / 性别偏见的 / 新闻专业终生从事一种工作的人 / 介绍性的

One of my professors had conferences with each student to discuss their strengths and weaknesses, and my conference was nothing but a glowing review. I was asked to tutor other students and I gladly complied. Someone in the journalism department had decided that I was the most promising student. I'm not sure which professor, but I had a guardian angel.

Then, I noticed that several women in my classes also were experiencing a similar phenomenon. But the men in my classes were struggling, barely **making the grade**. Was it gender **discrimination** or were the female students simply superior writers? I think a combination of both was at play.

While my friends who were majoring in biology and engineering **lamented** that professors held the male students in higher regard, I experienced the opposite situation. My professors, both men and women, **consistently** made comments about the superiority of the female students. I wasn't about to argue, but the bias was obvious. If I had been a conscientious **defender** of truth, I suppose I could have gone to the department chairman and complained about the bias resulting in my elevated grade. But being the **opportunist** that I was, I enjoyed the ride. I didn't **slack off**, but I developed a sort of cocky confidence that I had never experienced in my first three years of college.

达到标准
歧视

抱怨

一致地

防御者

机会主义者 / 放松

Check your understanding

8 Decide whether the following statements are true (T) or false (F) according to the passage.

- ☐ 1. According to the passage, the overwhelming majority of female students chose journalism as their major at Temple University.
- ☐ 2. Most male students didn't like journalism because it was too difficult.
- ☐ 3. All the professors at Temple University required their students to hand in well-written homework.
- ☐ 4. The author of the article usually got high scores for her homework, although she sometimes did her homework quickly.
- ☐ 5. The professor discussed the strengths and weaknesses with the author.
- ☐ 6. All the professors at Temple University agreed that the author was the most promising student.
- ☐ 7. No students majoring in journalism could make the grade except the author.
- ☐ 8. Male students majoring in biology and engineering were held in higher regard.