# 英语3

(第三版)

(非英语专业专科用

# Cnglish (Third Edition)

成人《英语》教材编写组编



非英语专业专科用)

Yindyu

English

(Third Edition,

成人《英语》教材编写组编



#### 内容提要

《英语》系列教材是教育部全国成人高等教育规划教材,1998年 出版,供各类高职高专院校非英语专业(含具有"专升本"需求的)学 生使用。编写组结合10多年来一线教师的教学体验和广大学生的学习诉 求,对《英语》进行了两次修订。本系列教材是对《英语》进行了第二 次修订后推出的第三版。第三版在保留了教材基本框架的基础上, 更新 了部分课文及相应练习,在让老用户感到熟悉与亲切的同时,又能更多 地体验教材与时俱进的新语境和新气息,同时又为新用户提供一套理念 更新换代的更新版《英语》。

本书为《英语3》(第三版), 共10个单元, 内容包括综合技能训 练、应用文写作、语法讲解、趣味阅读、词汇表和两套测验题。

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#### 第三版前言

《英语》(非英语专业专科用)(以下简称《英语》)系列教材是教育部全国成人高等教育规划教材。《英语》共4册,每册包括主教材《英语》、自学同步教材《英语学习辅导书》和方便教师授课的《英语教师参考书》。《英语》第1册为预备级教材,词汇量起点为800词,主要帮助英语水平较低的入学新生复习和巩固中学学过的基本语音、语法和词汇,为进一步学习和提高打下基础。第2册着重简单句的基本语法和听、说、读、写、译技能的训练与培养,注意将简单句融入涉外职场交际场景之中,将语言基本功训练和实际使用英语进行涉外职场交际的能力培养结合起来。第3册和第4册在巩固和提高语言和语法能力的同时,加深对涉外职场交际阅读、翻译和套写能力的训练,着重培养和提高学生使用英语进行涉外职场交际的能力。

此系列教材自1998年第一版问世以来,根据各方反馈意见不断改进,在2006年修订形成了第二版。第二版对全书的单元编排进行了较大调整,由全书20个单元精简为10~12个单元。各单元的修订主要涉及4个方面: 1. 将语法调整为"语法复习"(Pick Up Your Grammar)和"语法重点"(Grammar Focus)练习,分别放在第1、2册和第3、4册每单元的最后; 2. 加编了语法附录(Grammar),附在《英语学习辅导书》(1、2)里,学生可以根据个人需要有选择地进行复习; 3. 在每单元后增加了词汇表,便于学生系统、完整地学习每个单元的词汇; 4. 在第5或第6单元和第10或第12单元后增加了两套依据所学内容编写的自测题,供学生检测学习成果。

时代在不断发展,教学内容也要与时俱进。第二版在发行6年后,有些内容已不能完全适应高科技时代的发展和国家对外开放的需求。因此,在2012年,《英语》又推出了第三版。 第三版在保留深受使用院校广大师生欢迎的教材的基本框架和针对人才市场对涉外职场英语交际需求的特点的基础上,有针对性地更新了部分课文和相关练习。第三版仍为4册,即《英语》(1~4),每册3本,分别为《英语》、《英语学习辅导书》和《英语教师参考书》。

本书为《英语3》(第三版),保留了《英语3》(第二版)的精华;在结构上,仍采用第二版的

编排模式,即每单元分为5个部分: 1. Integrated Skills Development(此部分综合训练使用者的阅读理解、翻译和听说等技能); 2. Applied Writing(主要介绍涉外应用文的写法,以及模拟套写职场交际中常用的申请表、社会活动日程表等内容); 3. Grammar Focus(在盘活高中所学语法的基础上进行提高训练); 4. Merry Learning(提供一篇幽默小笑话); 5. Words and Phrases(总结各单元的词汇和短语)。

多年来,本系列教材第一版和第二版受到广大一线教师和成人、电大、网络学院学生的喜爱和支持,第三版在总结以往使用本系列教材的经验基础上进行了改进。我们十分欣慰能用一套真正实用的英语教材为大家服务。这次修订后依然会存在缺陷和不足,我们一如既往地欢迎大家批评、指正。

《英语》(非英语专业专科用)(第三版)系列教材由孔庆炎教授任总主编,第3册由晨梅梅教授任主编,其他编者为杨天笑、李青平、骆玉贞、钱竞越、宫小燕和王振宁。

修订者 2011年12月

# 第二版前言

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头和书面交际。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. Intergrated Skills Development; 2. Applied Writing; 3. Grammer 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,培养基本的交际口头涉外交际能力。听说训练又是单元主体一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的更加丰富多彩,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学生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。多年来本教材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。

本教材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 2006年11月

# 第一版前言

《英语》系列教材是的培养目标是: 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。

本系列教材包括主教材《英语》(1~4)和同步自学教材《英语学习辅导书》(1~4)。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,并将光盘中有关的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资料,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。每册的课件有六个模块组成: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录。

《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,又不互相重复。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

学习扩大词汇的巩固语法的。因此,同时使用这两套书,会收到相得益彰的效果。

《英语》和《英语学习辅导书》的编写力图改变高职高专英语教学脱离实际、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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# **Education in the Air**





#### **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 ! 与…有关

传统的

感觉

对…负责

允许

teacher does in the classroom. In the traditional classroom, the students are told what to do. 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.

即使 认为(做)某事 毫无理由

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 student.

充分利用做某事有困难

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?

迄今为止 作者 理论



#### Check your understanding

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.

Give	e 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 e	ducation?
5.	What are the good points of open education?	
6.	Why do some students dislike open education?	



#### Build up your language stock

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	has a long	history. The v	world famous,					
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	is governed by its Fel	llows (the men	nbers of the governing body)					
who	teaching their own stu	dents and who	elect the head of the college.					
Cambridge is more	than Oxfo	ord in scientific	studies and will perhaps appear					
more n Admission (录取) to these two universities is mainly by academic mer								
(长处), but some colleges tend to sons of former students or of millionaires.								
The number of students whose parents are wealthy is still much								
at Oxford and Cambr	idge than that in the othe	r universities.						

Translate the following sentences into Chinese, paying attention to the underliwords and expressions.									
	1.	1. John <u>feels that</u> he must tell his parents the truth.							
	<ol> <li>There is a list of things that she must do to meet the requirements.</li> <li>We have to follow the rule even if we see no reason for it.</li> <li>Don's expect others to do what they can't.</li> </ol>								
	5.	All pilots <u>are responsible for</u> their passengers' safety.							
	6.	. My landlord doesn't <u>allow</u> me <u>to</u> use the telephone.  . Lillian <u>makes good use of</u> every chance she gets.  . The student has a problem <u>getting used to</u> the new environment.							
	7.								
	8.								
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							