

高等学校教材
师范院校英语专业用

一九九七年上海市高校优秀教材一等奖

English

Book 3

主编 / 黄源深 徐青根



上海译文出版社

高等学校教材

English

BOOK III

黄源深 徐青根 主编

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上海译文出版社

图书在版编目 (CIP) 数据

英语. 3/黄源深等编. —上海: 上海译文出版社,
1996. 4(2003. 11 重印)
高等学校教材
ISBN 7-5327-1778-X

I. 英... II. 黄... III. 英语—高等学校—教材
IV. H31

中国版本图书馆 CIP 数据核字(2000)第 25420 号

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ENGLISH

BOOK III

黄源深 徐青根主编

上海世纪出版集团

译文出版社出版、发行

上海福建中路 193 号

易文网: www.ewen.cc

全国新华书店经销

上海书刊印刷有限公司印刷

开本 850 × 1168 1/32 印张 11.125 字数 313,000

1996 年 4 月第 1 版 2003 年 11 月第 10 次印刷

印数: 35,801—40,900 册

ISBN 7-5327-1778-X/H · 321

定价: 10.70 元

本书如有缺页、错装或损坏等严重质量问题, 请向承印公司联系调换

编 者 的 话

本书为高等师范院校英语专业综合英语教材第三册,供二年级学生第一学期使用。全书共16课,外加2套复习题。现就本书的编写特点作如下说明:

(一)课文(TEXT)。本册教材中的课文以论说文为主,选文均出自文章高手,语言流畅优美,观点新颖独到,题材十分广泛,内容富有时代气息,且读起来琅琅上口,易于模仿。文中的论点并非一定全面、正确,但它们给人启迪、令人思考,较适合经过一年专门训练,在语言基本功、知识面和独立思考能力方面都有了较大提高的二年级学生。

(二)词汇表(WORD LIST)。本表所列的单词属于《大纲》规定的V级以上的词汇范围。学生可通过各课的词汇练习,以及书后的总词汇表不断扩大自己的词汇量。

(三)学与练(STUDY AND PRACTICE)。这部分包括问答题、讨论题、会话、词汇填空和句子转换等五项练习。前三项利用课文内容加强学生的口头表达能力。其中会话部分不但含与课文内容有一定联系的示范对话,还配有部分特定功能意念的其他表达法及会话练习;后两项旨在操练课文中出现的部分常用词汇和结构。词汇填空练习中的动词应注意其所给时态和语态的变化。句子转换练习项中有些会有几个可以接受的答案。

(四)语法(GRAMMAR)。这部分按《大纲》要求,对基本语法构架作第二轮处理。所用语法体例和术语参照了R.Quirk等编著的*A Comprehensive Grammar of the English Language*。

(五)英语活用(USE OF ENGLISH)。这部分练习是围绕课文内容和语言现象设计的,然而形式更活、范围更广:

1. 句子改错(Error Correction)(单课出现)。一题一错。范围

包括标点、拼写、赘词、漏词以及用词搭配不当等多个方面。

2. 篇章校对(Proofreading)(双课出现)。右边带圆括号的一行必有一错。选文的内容着重于介绍英语语言与文化。错误范围除句子层次上的(见句子改错部分)以外,还有一些则关系到语篇连贯的结构词(transition)等。少量改错需要更动若干相关词的位置。

3. 完形填空(Cloze)(间课出现)。一空填一词。大多数空缺词可以从英语习惯用法、遣词搭配以及上下文照应方面考虑给予复原。

4. 段落汉译英(Translation Practice B)。此项练习难度较大。为了能让学生更多地使用课文中的词汇和句型,我们在编写时有意使习题内容与课文密切联系。尽管如此,学生在独立完成这项练习之前还需要教师较多的口头提示。

5. 写作(Writing)。本练习分两部分:第一部分旨在通过另一种方式促使学生练习并巩固新学的英语词汇和结构。写作主题与课文有关,有的近似课文的内容提要,目的也是让学生能更多地模仿课文。要使他们模仿得轻松,教师应给予足够的提示,甚至可以在课堂上口头做一遍。第二部分为便条模仿,教师在课堂上花少量时间分析1—2个学生的习作即可。

6. 阅读教学(Reading Workshop)。设置此项练习首先是为了扩大学生的阅读量,其次是帮助学生熟悉一些设计阅读练习的技巧,以利他们将来的教学工作。授课教师可以结合自己的教学经验讨论1—2道学生的习作设计题。

7. 听写(Dictation)。此项练习放在开头,但教师也可根据自己的时间安排,将其放在最后处理。可考虑在学生完成段落翻译或段落写作练习后,将参考答案用作听写材料,这样能收到强化这两项练习的效果。

(六)本书还为学生准备期中和期末考试安排了两套复习题。

参加本书部分编写工作的有苏州大学金焕荣、谢斌两位同志。

此外,加拿大约克大学 Margaret Knittel 教授热心指导过本书的编写工作,美国内布拉斯加州立师范学院 Sayre Andersen 教授审校了全书。

华东师大外语学院和苏州大学外语学院资料室为本书的编写提供了大量的资料 我们在此一并表示衷心的感谢。我们还要感谢所有以不同的方式支持过我们编写工作的朋友们。

最后,我们真诚欢迎专家同仁,以及我们的学生、读者为本书多提改进意见。

1995年9月

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Unit 1

TEXT

Mistaken Ideas about College

Before I came to college, I was sure I knew all about it. I had met some college students, I had looked at some catalogues, and I had seen more than my share of old "college" movies where the heroes belonged to "jock" fraternities and the heroines to sophisticated sororities. I knew all about it. Or so I thought. But, now, after one semester as a college student, many of my old ideas have changed completely. 5

I used to imagine bossy upper-classmen, for example. I thought they would be know-it-all rulers of the campus who got their kicks from harassing freshmen. I pictured being directed to the wrong classrooms, being snubbed because I was too young, and eating lunch standing up because older students wouldn't allow me at their tables. But, in fact, the upper-classmen (when I could tell them from the freshmen) turned out to be quite civilized. They didn't even notice me, but if I did need help, they were willing to give it. In the beginning, more experienced students helped me to choose my professors and courses and to find my rooms, and later they encouraged me to stick with my tough courses (even calculus) and they tried (unsuccessfully) to teach me how to stay cool during examinations. No harassment here. 10 15 20

The upper-classmen weren't the only ones I worried about. I was also concerned about the other freshmen. I was afraid they might think I was too fat, too shy, too ugly, too cowardly,

25 or even too dumb to bother with. I thought their backgrounds
and interests would be much more exciting than mine: I
wondered who would care about a small-town girl whose
typical pastime was strolling to the corner store for penny
candy, popsicles, and Pepsi. And, most of all, I was afraid of
30 being alone, with my old friends far away and no new ones
here. Again, I was wrong. When I finally got to college, I
discovered that most students felt exactly as I did. They were
as uneasy with me as I was with them, and as we started to
open up, we began to trust one another. We began to become
35 curious about each other's backgrounds and interests; the
differences among us actually became attractions. We laugh-
ed, for example, at our comparative pronunciations of "car" as
"cah" or "car", and I learned that "Get down" means "Feel
good" in Boston. And no one seemed to think that I was fat,
40 shy, ugly, cowardly, or dumb!

These weren't all of my worries, though. I was also
frightened by the classes and especially by the teachers. I
imagined myself lost in a two-hundred seat lecture hall,
desperately scratching down pieces of notes preached from a
45 great distance by a tiny, inaudible male professor with white
hair and little gold-rimmed glasses. I was convinced he'd have
no patience with my stupid questions, so I'd be perpetually
lost. Wrong here too. Most of my classes had only thirty to
forty students (some were smaller) and the professors, male
50 and female, looked downright ordinary. One teacher had
prematurely grey hair and none of them had gold-rimmed
glasses. I did find myself desperately scratching down notes,
but I also had plenty of chances to ask questions and even to
take part in discussions. In the one-to-one meetings after class,
55 I came to appreciate the teachers even more. They were
actually interested in teaching me!

I changed my mind about other things too. I had expected homework to be a book-filled nightmare as I burned the midnight oil until 2 a.m., fighting off a headache which would keep me from meeting due dates and eventually send me back to the corner store. Actually, I got most of my homework done well before midnight and I met all my due dates. And even the examinations were not a total disaster. They were not three-hour tests crammed into one hour, nor were they made up of many pages of single-spaced typed questions exclusively on details I had overlooked. Oh yes, I did have some awful tests; I did break out in a clammy sweat, develop a stomach upset and a gigantic headache; and I did spend finals week on Pepto-Bismol, but contrary to expectations, I passed all of my exams with good grades.

I've always been a pessimist. Then if the worst happens, I'm ready for it. For at least three and a half more years, I plan to live by this philosophy, but even with this, I know I won't be as negative as I was before I got to college. Not all schools would be the same, but this one turned out to be much better than I thought it would be — a good lesson in not jumping to conclusions. And, being a pessimist, I had the extra fun of discovering just how much better it could be. No doubt my attitude toward college will shift still more as I go on, but I know I'll never be as far off as I was before I got here.

New Words

catalogue /'kætəlog/ <i>n.</i>	inaudible /ɪn'ɔ:dəbl/ <i>a.</i>
fraternity /frə'te:nəti/ <i>n.</i>	perpetually /pə'petjuəli/ <i>ad.</i>
sophisticated /sə'fɪstɪkeɪtɪd/ <i>a.</i>	cram /krəm/ <i>v.</i>
sorority /sə'rɒrəti/ <i>n.</i>	exclusively /ɪk'sklu:sɪvli/ <i>ad.</i>
harass /'hærəs/ <i>v.</i>	clammy /'klæmi/ <i>a.</i>

snub /snʌb/ *v.*

stroll /strɒl/ *v.*

scratch /skrætʃ/ *v.*

gigantic /dʒaɪ'ɡæntɪk/ *a.*

pessimist /'pesɪmɪst/ *n.*

Idioms And Expressions

turn out

stick with

be uneasy with

open up

be contrary to

jump to conclusions

Notes to the Text

1. **jock:** (American slang) an athlete, especially a college athlete.
2. **popsicles and Pepsi:** popsicle /'pɒpsɪkl/, a trademark used for ice-suckers in the USA; Pepsi /'pepsɪ/, a trademark for a soft drink.
3. **downright:** thoroughly or absolutely; this word is used to give emphasis to a particular aspect of a person or situation, especially one which is unpleasant or alarming, e.g.

Many are downright unhappy with it.

4. **book-filled:** full of books; “-filled” combines with nouns to form adjectives indicating that something contains or is full of the thing mentioned, e.g.

tear-filled eyes, a hate-filled face.

5. **burn the midnight oil:** (cliche) study late at night.
6. **single-spaced:** having no blank line between typed lines; “-spaced” combines with words such as “closely” or “widely” to indicate the width of the space between things.
7. **finals week:** the week for final examinations at school.
8. **Pepto-Bismol:** /'peptəʊ 'bɪzml/ a medicine for stomach

upset.

STUDY AND PRACTICE

I. Understanding the Text

A. Questions on the text:

1. Where did the author get the ideas about college before she became a college student?
2. How did the upper-classmen actually behave?
3. Why was she concerned about the other freshmen?
4. Besides the upper-classmen and the other freshmen, what else had she worried about?
5. What were the teachers in the college actually like?
6. How did she find the examinations?
7. How did the author spend her finals week?
8. Do you think that the author will have no problems whatsoever in future at college? And why?

B. Discussion:

Tell what you know about the author's background and personality.

II. Speaking

Function: Calming and Reassuring Someone

Well, don't worry!

A. Dialogue:

(Charlie and Eric are classmates. Now they are talking in the hallway at school.)

Charlie: You didn't come to class this morning. What happened?

Eric: To tell you the truth, I overslept.

Charlie: That's unusual. Why?

- Eric: I went to a concert with Maria last night. I came home late and went to sleep about 2 a.m. I didn't wake up until eight o'clock this morning.
- Charlie: What did you do then?
- Eric: I got dressed in five minutes and ran to the bus. When the bus came, I got on, sat down, and fell asleep again. I rode two miles past my stop. Then I caught another bus back to the campus.
- Charlie: And here you are — only two hours late for school. Well, don't worry. You didn't miss anything. The professor's car had a flat tire this morning, so he didn't come to class, either.
- Eric: That's great! Well, so long. I'm going to the library now.
- Charlie: To study?
- Eric: Oh, no. The library is always quiet. I'm going to take a nap there.

Other Expressions for the Same Function:

(Please) don't worry.

There's nothing to worry about.

I'm sure things'll turn out all right.

Now, now, take it easy. (I)

Cheer up! (I)

Come on! It's OK/all right.(I)

**There is really no reason/cause to be worried/
alarmed.(F)**

You may rest assured (...F)

B. Practice:

- 1. Pair Work:** Build conversations like the Model with

the prompts provided.

Model A: I would like to take your picture.

B: You mean you want me to pose for a picture?

A: Yes, if you don't mind.

B: But my hair is a mess.

A: Don't worry. I'm only trying my new camera.

B: All right, then.

1) say something into my tape recorder

nervous

try my new recorder

2) invite you to a dinner

on diet

have some vegetables

3) get a new job

high unemployment rate

two companies accepted my application

2. Roleplay: Role A has just arrived at the university and has all kinds of worries about his/her life on the campus and Role B is a second-year student trying to reassure Role A by telling his/her own experience.

III. Vocabulary and Structure

A. Words and expressions for use:

Complete the following sentences, using the words and expressions from the list correctly.

pessimist

gigantic

exclusively

sophisticated

inaudible

premature

appreciate

desperately

stroll

open up

turn out

stick

1. I turned around to see a _____ whale right behind my little boat.
2. A _____ is a person who inclined to look on the dark side of things or to see all the difficulties and disadvantages.
3. The style of the buildings on the campus is _____ Chinese.
4. He will fight even more _____ if trapped.
5. Having learnt the ways of the world, he is now a very _____ politician.
6. His _____ death at the age of 40 is a great loss to our country.
7. We caught sight of the plane emerging from the clouds but its sound was still _____.
8. I _____ to Chinese food during my stay in England.
9. Despite an unpromising start, the day _____ fine.
10. We would very much _____ guidance given intelligently.

B. In other words:

Finish each of the incomplete sentences in such a way that it will best express the meaning of the sentence before it, using the clue if there is any.

1. Young as she is, she knows very well how to deal with the world gracefully .
Though she is still young, she is _____ .
2. In the end, the letter was discovered to be a forgery.
(turn)
The letter _____ .
3. The level of unemployment in our country worries me and makes me upset. (concern)

I am _____.

4. He is always ready to take up hard work. (typical)

It is _____.

5. I couldn't go out because it snowed heavily. (keep)

The heavy snow _____.

6. As we were so poor in those days, we couldn't afford to send our children to school.

Being _____.

7. There once was a hut on the top of the hill, but now the hut is gone. (use)

There _____.

8. Besides the difficult exams, I also worried about some other things.

The difficult exams were _____.

9. Most freshmen felt uneasy with me in the same way I did with them.

Most freshmen felt as _____.

10. I thought he would be late, actually he came earlier than others. (contrary)

Quite _____.

WORD STUDY

concern

concern *v.*

- 1) to be about, to have relation to

This story concerns a group of scientists.

He is said to have been concerned in the crime.

- 2) to be of importance/interest to; to have an effect on

The marriage of a queen concerns all the people who live in her country.

- 3) to worry (a person), to cause anxiety, to make unhappy/