



新标准高职高专公共英语规划教材

新编实用英语

综合教程 3 (第二版)

总 策 划 牛长清

主 编 王文霞 吕晓光



New Practical English
Elementary Course



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《新编实用英语 综合教程 3》(第二版)编委会

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出版说明

《新编实用英语综合教程》是以《高职高专教育英语课程教学基本要求》精神为编写依据,以《高等学校英语应用能力考试 A/B 级大纲》为依托,以“应用为目的、实用为主、够用为度”为原则而编写的,同时,在本教材的编写过程中始终贯彻职业教育改革与发展中逐步明确的“以服务为宗旨、就业为导向、工学结合”的新观念、新要求。

本教材具备以下特点

(一)与时俱进,体现职教英语教学改革与发展的最新观念和成果

我国高职高专层次英语教学随着改革的不断深入发展,无论在课堂教学,还是在教材建设与编写方面,都呈现出新的改革趋势。高职高专基础英语课程教学与教材编写要突出两个方面的内容:一是为学习者日后再学习打基础服务,二是为学生日后就业谋职服务。因此,本套教材在编写时改变了以往教材只编写文化通识方面的单一内容,渗透融合了职业、行业方面的通识内容,突出了“应用、实用、服务、就业导向”的职业性,编写了营销、广告、商务、计算机基础、办公设备以及汽车、手机等方面的英语通用的基本知识和相关技能,还精心选编了应用文写作方面的内容,如传真、电子邮件、通知、投诉信、推荐信、求职信和个人简历等实用文体,这些都为学生日后的专业学习或者就业后再学习及应用而服务。

(二)各单元内容主题明确,技能训练紧扣主题

教材在编写时注意在同一单元里围绕同一主话题,通过听、说、读、写等语言技能的环环相扣、层层深入的训练,使所学的同一语料内容在不同的技能操练过程中得以理解、消化、巩固并掌握,最终就达到集中强化、整体突破的语言学习效果,避免了以往教材的语料内容涉猎过泛,听、说、读、写操练力度分散,造成不能集中突破、巩固并掌握的弊端。

(三)题材广泛、开阔视野、图文并茂、引人入胜

本教材编写题材、体裁丰富多样,通俗易懂,特别突出了实用性,所选主题语言材料皆为当前国际国内热门话题,贴近生活实际,与时俱进,利于学习者走出课堂,步入社会。

教材特别编排了“文化沙龙”,意在呈现和增加本教材的趣味性,让学生在轻松的氛围中感受英语语言的妙处,增强学生的学习兴趣。

另外,在每个单元初始均有大量图片导入热门话题,语料时尚、图文交映,彰显时代气息。

(四)教材设计以人为本,便于教师教学和学生学习

1. 本套教材在编写时,通过对高职高专学生的英语基础的调查了解,将教材内容的难度进行恰当定位,由浅入深、循序渐进,同时又精心筛选了生词,从学生的实际出发,由少渐多,既与大多数学生词汇能力相衔接,还限制了超纲,使单元的总生词量控制在高职学生可接受的水平上。

2. 本套教材设计编写三个层次,每个层次又由学生用书、教师用书、综合训练、教学光

盘、录音磁带等五部分构成,分别供高职高专院校文化基础课程英语教学的三个学期(约180学时)使用。

第一学期学完第一层次课程后,可参加高等学校英语应用能力B级考试;第二学期学完第二层次课程后,可参加高等学校英语应用能力A级考试;第三学期学完第三层次课程后,可为后续学习英语、续本以及考大学英语四级打下良好基础。

前 言

《新编实用英语》系列教材是根据教育部颁布的《普通高等专科英语课程教学基本要求》编写的,在编写过程中,充分考虑了高职高专英语教学的现状和发展趋势,以“一切有利于教师教学、一切服务于学生学习”为原则,力求为一线教学提供良好的教学素材和教学支持。在教学设计中,本系列教材既注重引入新的语言教学理念,又强调语言教学活动在实践中的可操作性,并通过学习策略指导和协作式学习活动使学生更主动地参与到教学过程中。本系列教材以课本为依托,辅以多媒体和磁带等现代化教学手段,旨在营造立体化教学环境,为教师和学生提供全方位的支持。本书是《新编实用英语 综合教程》第三册,其每个单元由六大部分组成,各部分目的明确,从不同方面提高学生的英语能力。

Part One: Listen and talk——按照图片的内容,充分发挥想象力,表达对相关主题的看法,达到锻炼口语表达能力的目的。同时通过听力材料加深对主题的认识。

Part Two: Reading and Practice——包括一篇精读和两篇阅读文章。精读的目的在于为学生打好语言基础,编者精心编注生词、词组,以及例句解析,对文章中较难的段落词句亦有详细解析;而两篇阅读材料亦与单元主题相关,注重知识性和趣味性,旨在培养学生自学能力和扩大词汇量的同时,开阔学生视野。

Part Three: Translation Skills——由易到难,对语法项目进行系统的专项的学习与训练,为学生语言技能的培养打好基础。

Part Four: Practical writing——根据《基本要求》中有关语言交际能力的具体要求,为高职高专学生日后在工作中应用英语做好准备,使学生掌握最常见的实用文体,如电子邮件、传真、通知、求职信等。

Part Five: Culture Salon——目的是寓教于乐,在提高学生文化素质的同时,加深对英语语言国家文化习俗等的了解,深化对英语语言的认识,培养浓厚的学习英语的兴趣。

Part Six: Poem——目的是让学生在轻松愉悦的氛围中,感受英语语言的娱乐性和可习性。让学生在紧张的学习之余放松心情,从内心深处接受、接收英语语言知识,了解英语国家文化风俗及生活习惯。

本书由王文霞、吕晓光担任主编,牛长清担任总策划,王文霞编写了第一章、第二章、第三章和第四章,吕晓光和李东君编写了第七章和第十章,杨爱科和朱亚宁编写了第五章和第六章,班桂莲和何川编写了第八章和第九章。

由于编者水平有限,疏漏和不妥之处在所难免,恳请各方面人士不吝赐教,给予指正。

编 者

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Unit

1

Love and Marriage

Highlights

Topic

1. The College Love
2. The Attitude about Marriage

Words and Phrases

compassionate, butterfly, cocoon, gently, flutter, struggle, clutch, wrought, cling, rob, precious, impose grief, exert, maturation, possession, eloquently, comfort, estranged, talk with, loose to, emerge from, take responsibility for, all that, prevent by, respond to, ready to

Translation Skills

词义的选择

Practical Reading

How to make your marriage having a happy ending?

Practical Writing

Company Profile



Boyfriend and Girlfriend



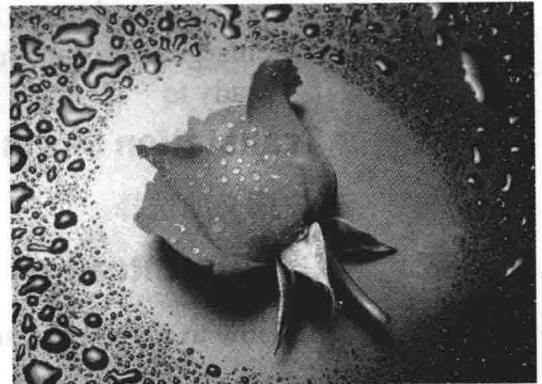
Wedding Ceremony



Diamond Ring



Love



Red Roses for Love

Brainstorm

Look at these pictures, and try to say something about the them or to express your opinion about college love.

Part One Listen and Talk

I. Listen to the dialogue and mark the following statements with true (T) or false (F).

Statements 1 ~ 5 are based on the dialogue you have just heard.

- () 1. According to Jack, the girl Rose is a indoor lady.
- () 2. The young lady wanted to take suicide.
- () 3. According to these words, we can know the two young people are strangers.
- () 4. The girl was angry .
- () 5. The young man told the young lady the water was so cold to prevent her from taking suicide.

II. Listen to passage 1 and fill in the missing words or phrases in the blanks.

Passage 1

Last year, I remember when one of my roommates met her Romeo. First, she ate very little for days and just sat 6 _____ the mirror singing, "Mirror, mirror, on the wall, who is the fairest of them all?" We thought that she must be 7 _____ and got the 8 _____ to ship her to the hospital. Later, they became lovers and we saw a twinkle in her eyes. She said: "Our match is made in heaven; there is a 9 _____ bond between us." In the days following, a smile always hung from her face. Isn't love powerful?

Another one of my roommates was not as 10 _____. She had a boyfriend but now all that is history. The boy was a couch potato. They used to fight over very trivial things. She finally got fed up with the boy and separated quite unpleasantly. We'd better not go through this kind of love.

III. Listen to passage 2 and answer the following questions.

Questions 11 ~ 15 are based on the passage you have just heard.

Passage 2

- 11. The author said it is easy for a girl to find her Mr. Right in her school, what are the reasons for she said this?
- 12. Why does the girl do not want to find her Mr. Right now?

13. In the author's opinion, what the boys should do if they want to find a girlfriend?
_____.
14. How about the elders think about the college love?
_____.
15. What is the author's attitude towards to the college love?
_____.

Part Two Reading and Practice

Passage A

Think about the following questions.

1. In your opinion, what kind of love is the most precious love?
2. Someone said the college love is a waste of time and money, do you agree with this idea and do you hope to have a pure love in your college life?
3. When your love has gone, what should you do?

Loving with an Open Hand

The other day as I talked with a friend I recalled a story that I heard this summer. "A compassionate person, seeing a butterfly struggling to free itself from its cocoon, and wanting to help, very gently loosened the filaments to form an opening. The butterfly was freed, emerged from the cocoon, and fluttered about but could not fly. What the compassionate person did not know was that only through the birth struggle can the wings grow strong enough for flight. Its shortened life was spent on the ground; it never knew freedom, never really lived."

I call it learning to love with an open hand. It is a learning which has come slowly to me and has been wrought in the fires of pain and in the waters of patience. I am learning that I must free the one I love, for if I clutch or cling, try to control, I lose what I try to hold.

If I try to change someone I love because I feel I know how that person should be, I rob him or her of a precious right, the right to take responsibility for one's own life and choices and way of being. Whenever I impose my wish or want or try to exert power over another, I rob him or her of the full realization of growth and maturation. I limit and prevent by my act of possession, no matter how kind my intention.

I can limit and injure by the kindest acts of protection or concern. Over extended it

can say to the other person more eloquently than words, "You are unable to care for yourself; I must take care of you because you are mine. I am responsible for you."

As I learn and practice more and more, I can say to the one I love, "I love you, I value you, I respect you and I trust that you have the strength to become all that it is possible for you to become — if I don't get in your way. I love you so much that I can set you free to walk beside me in joy and in sadness. I will share your tears but I will not ask you not to cry. I will respond to your needs. I will care and comfort you, but I will not hold you up when you can walk alone. I will stand ready to be with you in your grief and loneliness but I will not take it away from you. I will strive to listen to your meaning as well as your word, but I shall not always agree. Sometimes I will be angry and when I am, I will try to tell you openly so that I need not hate our differences or feel estranged. I can not always be with you or hear what you say for there are times when I must listen to myself and care for myself, and when that happens I will be as honest with you as I can be."

I am learning to say this, whether it be in words or in my way of being with others and myself, to those I love and for whom I care. And this I call loving with an open hand.

I cannot always keep my hands off the cocoon, but I am getting better at it!

New words

- | | | | |
|------------------|---------------|-----------|--|
| 1. compassionate | /kəm'pæʃənɪt/ | adj. | showing or having compassion 表示怜悯的, 有同情心的 |
| 2. gently | /'dʒentli/ | adv. | in a gradual manner 温和地 |
| 3. flutter | /'flʌtə/ | vt. & vi. | (of birds, butterflies, etc) to flap the wings (鸟或昆虫) 拍(翅), 振(翅), 鼓(翼) |
| 4. struggle | /'strʌgl/ | vi. | to exert strength, energy, and force; work or strive 搏斗; 奋斗; 努力; 争取 |
| 5. wrought | /rɔ:t/ | vt. | formed, fashioned, or worked as specified 使发生了, 造成了(尤指变化) |
| 6. clutch | /klʌtʃ/ | vt. | to grasp or hold firmly 抓住; 紧紧抓住 |
| 7. cling | /kliŋ/ | vi. | to hold fast or adhere closely (to something), as by gripping or sticking 附着于 缠住 绕著 to remain in contact (with each other) 抓紧或抱住 |
| 8. precious | /'preʃəs/ | adj. | beloved; dear; cherished 宝贵的, 珍贵的, 贵重的 |

- | | | | |
|----------------|----------------|------|---|
| 9. impose | /im'pəuz/ | vt. | to establish as something to be obeyed or complied with; enforce 强迫, 强加, 迫使, 把……强加于 |
| 10. exert | /ig'zɜ:t/ | vt. | to put to use or effect; to put to strenuous effort 竭力, 努力; 运用, 发挥 |
| 11. maturation | /mætju'reiʃən/ | n. | the process of maturing or ripening 成熟 |
| 12. possession | /pə'zeʃən/ | n. | anything that is owned or possessed 占有, 持有, 拥有 |
| 13. eloquently | /'eləkwəntli/ | adv. | in an articulate manner 富于表现力地 |
| 14. grief | /gri:f/ | n. | deep or intense sorrow or distress, esp. at the death of someone 悲伤, 悲痛 |
| 15. estranged | /'streindʒd/ | adj. | no longer friendly; alienated 疏远的, 不和的 |

Phrases and Expressions

- talk with 与……交谈
e. g. Do not you want to talk with him? 你不想和他谈谈吗?
- loose to 放纵
e. g. To give a loose to such men on society is dangerous. 任这样的人在社会上恣意妄为是危险的。
- emerge from 露出, 浮现
e. g. I saw the man emerge from the bank. 我看见那男人从银行里出来。
- take responsibility for 对……负责
e. g. If anything goes wrong, I'll take responsibility for it. 出了问题我兜着。
- prevent by 阻止某人做某事
e. g. Always keep food covered to prevent contamination by flies. 时常把事物盖着以防苍蝇污染。
- all that 到那种程度
e. g. All that is finished now. 所有那一切现在都结束了。
- respond to 对……作出反应〔回答〕
e. g. Animals respond to kindness. 动物受到善待能做出反应。
- ready to 为……做准备
e. g. Ready to roll? 准备好了么?

Language Focus

- A compassionate person, seeing a butterfly struggling to free itself from its cocoon,

and wanting to help, very gently loosened the filaments to form an opening. 有个人很富有同情心,看到一只蝴蝶拼命挣扎想冲破茧的束缚,就帮了个忙,轻轻地解开茧丝使其露出一个缺口。seeing 做伴随状语, struggle to free from 从……挣脱出来。

2. I call it learning to love with an open hand. It is a learning which has come slowly to me and has been wrought in the fires of pain and in the waters of patience. 我把它叫做学会放爱一条生路。这个教训经历了痛苦的锻造和耐心的洗礼,我才逐渐认识到。我学会了必须给所爱的人自由,如果我抓得太紧、紧握不放、设法控制,结果可能会失去他们。It 在这里是形式主语结构。
3. If I try to change someone I love because I feel I know how that person should be, I rob him or her of a precious right, the right to take responsibility for one's own life and choices and way of being. 如果我试图改变所爱的人,仅仅因为我觉得他/她应该这样,就等于是掠夺了他/她的一项珍贵的权利,即他/她对自己生命的责任权和生活方式的选择权。If 在这里是引导的条件状语从句,而并非是虚拟语气;I love 作定语修饰前面的 someone; because 引导的原因状语从句。

Practice

Understanding of the Text

- I. Fill in the blanks with the words or phrases from the passage. Don't refer back to it until you have finished.

If I try to change someone I love because I feel I know how that person should be, I rob him or her of a _____ right, the right to take _____ for one's own life and _____ and way of being. Whenever I impose my wish or want or try to exert power over another, I rob him or her of the full realization of growth and maturation. I limit and prevent by my act of _____, no matter how kind my intention.

- II. Answer the following questions with the information you've got from the passage.

1. When the compassionate man helped the butterfly from its cocoon, what happened? By this metaphor, what does the author want to tell us?
_____.
2. In your mind, what's the greatest love for the one you loved?
_____.
3. How do you express your love to the one you loved when the one say he or she is in his or her grief?
_____.