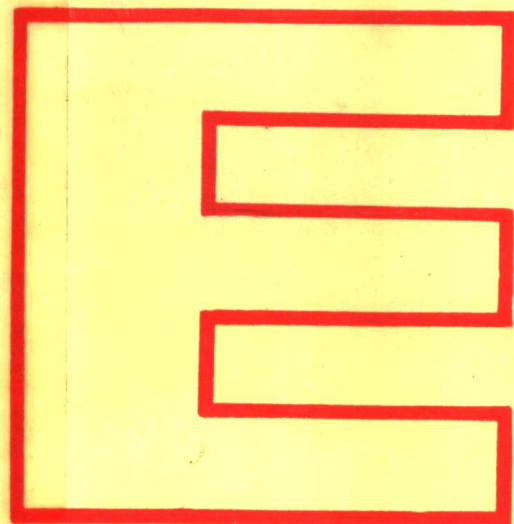


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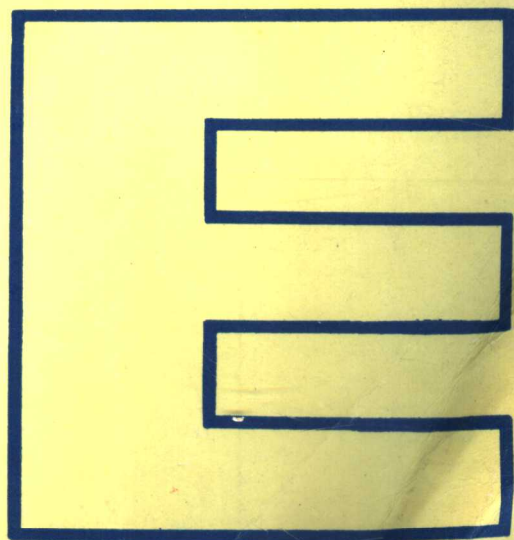
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英语

ENGLISH

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英 语

(师范院校英语专业用)

第 三 册

黄次栋 主编

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前 言

I. 高师《英语》第三册衔接高师《英语》第一、二册，为高师英语专业二年级综合英语课而编写。编写原则及体例与前两册基本相同，内容则根据二年级学生的要求有显著的提高。从学习阶段上看，这是一个跳跃。

一. 材料方面：

1. 本教材的交际功能由诸如通知、指示、发表简单看法等比较具体的说明性功能逐步向评述、解释、澄清等比较复杂的解释性功能过渡。每课交际功能部分的对话除增加长度以外，还选一篇原文对话，反映英美文化及日常生活中比较口语化的语言，以利进一步提高听的能力。

2. 课文 A 及课文 B 也增加了长度，并一律选用具有思想性、知识性和可读性的原文，使读者有更多的机会接触、熟悉英美文化和地道的英语表达法，从而进一步提高阅读理解能力和口、笔语表达能力。课文 A、课文 B 的材料仍以功能为中心，着重培养口、笔语交际能力。

二、练习方面：

1. 本教材各部分的练习都要求尽量从实际生活及交际要求出发，进行口、笔语的功能练习；这一点尤其在交际功能、课文 A 及课文 B 三部分中予以明确规定。这是综合运用语言、进行交际或摹拟交际的实际训练，也是教学的目的。

2. 继续要求学生培养自己查阅英语词典的能力，特别是提高结合上下文、结合搭配正确选择词义的能力。课文 A 的练习形式还增加了若干项新形式，如转换词性，使用构词缀语以扩大词

汇量，并了解词义的转化，用 cloze test 型的填充，增强学生根据语境及搭配而进行词项预测的理解能力；练习习语/成语，提高理解及运用习语的能力，等等。

3. 语法及语音部分除了要求掌握作为语言体系的语法/语音项目之外，还要求使用这些项目进行得体的交际，从而进一步提高学生交际能力。

I. 本教材由黄次栋主编，程星华、蒋美陆、周忠杰、徐栋良、何恩光、汪文珍等参加编写。上海外国语学院杨小石教授主审。编写过程中，上海师大外语系资料室、电教室、打字室等有关同志给予了实际支持，语言上还得到英国专家 Alistair Burnett 的帮助。上海外国语学院张月祥教授在百忙中悉心通读了本册教材，并提出了许多宝贵意见；杨小石教授作了最后的润色。编者谨此一并致谢。

II. 本教材在编写过程中选用或参考了下列主要著作，谨向有关出版社及作者表示谢意：

Leo Jones: Functions of English CUP 1979

L. G. Alexander and R. H. Kingsbury: Mainline Longman 1978

Roy Boardman: Over to you CUP 1982

Anne V. Martin: Guide to Language and Study Skills for College Students of English as a Second Language Prentice-Hall 1977

Jean Zukouski and Faust: Between the Lines

Robert O'neil: A K L: Advanced N. Y. 1981

James M. Hendrickson: Spice of Life Harcourt-Brace-Jovanovich 1979

Alan Maley: Beyond Words N. Y. 1980

Alice S. Horning: Readings in Contemporary Culture McGraw-Hill 1979

Deena R. Levina: Beyond Language Prentice-Hall 1982

**N. C. Morera, K. M. Sinclair and N. J. Sparks: New Advanced
Reading Skill Builder Reader's Digest Service 1973**

Mira B. Felder: Light and lively Harcourt-Brace-Jovanovich 1979

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LESSON ONE

Communicative Functions

I. Announcing news; expressing strong emotions: pleasure, congratulations and surprise

a. Congratulations!

(Harding Coleman, an American teacher, intends to apply for a place at a university back at home. Later he reveals a piece of good news to Huang.)

Coleman: Good morning, Huang.

Huang: Good morning, Harding.

Coleman: I was wondering if I could ask you to do me a favour.

Huang: Sure, what is it? I will certainly help if I can.

Coleman: As the academic year is soon coming to an end I've begun to think about what I will be doing next year. One of my options is to return to the States to pick up my teaching career there. Another is to apply for a place in one of the graduate schools there to study for a doctorate degree.

Huang: I see.

Coleman: So I've begun to make applications to various schools and universities either for teaching or research. However, they feel that it would be advisable for me to have a reference from this University.

Huang: Well, this seems to be the usual practice in any countries. It is also common here in China. A letter of reference in this case would likely give a description of the responsibilities of the person being referred to in the department concerned, and perhaps some comments as to the quality of his performance.

Coleman: Exactly. That's just what I need.

Huang: OK. That'll be no problem. In fact I'll be glad to do it. But when do you need it?

Coleman: I'll be very appreciative if you can have it ready by the end of the month with some extra copies. Here are a couple of stamped addressed envelopes. I hope this is not too great an inconvenience for you.

Huang: No, by no means. I'll make sure to post them before the month ends.

Coleman: Thank you again for doing this for me.

Coleman: Hello, Huang. Can you spare me just a few minutes?

Huang: I'm sorry, I'm busy. But if you could come back this afternoon, any time will do.

Coleman: Look, Huang. I don't know how to put it; but it's rather urgent! Could you possibly...?

Huang: OK. But only ten minutes, all right?

Coleman: Thank you Well, to cut a long story short, I assume you remember writing those letters of reference for me about a month ago. Ever since, I've been expecting replies from the institutions I applied to. Now, word's come from Harvard University that I

must go back to the States for an interview with them.

Huang: Oh, that's good news! My congratulations! Well, what can I do for you?

Coleman: I'd like to ask for permission for a short leave of a week, for the interview, you know. It matters a great deal to me. If I can make a good impression on them and satisfy them, I may be granted a fellowship which would cover my tuition and fees, books, living expenses and everything.

Huang: I can see how much it means to you, but....

Coleman: I understand what you mean. I'll make sure the students won't lose anything on account of my absence. As a matter of fact I'm planning to give some extra lessons before I leave so that they won't miss anything.

Huang: I'm glad to hear that. You should know that one of my responsibilities is to see that every course is completed according to the teaching plan in terms of subject matter and time.

Coleman: I will check up the student's schedule and make arrangements to compensate for the classes I'll miss in their free time.

Huang: Fine, that'll be fair to both you and the students. I think that settles it then, doesn't it?

Coleman: Yes, I'm very happy about it, but I'm sorry about the inconvenience I may be causing you and the students.

Huang: It's all right. Let me congratulate you then and wish you a pleasant journey and every success in your inter-