

成人高等教育英语

第3册

修订版

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上海交通大学出版社

内容提要

本教材是依据《成人高等教育英语课程教学基本要求》并参照《大学英语教学大纲》及《普通高等专科学校英语课程教学基本要求》,为接受成人高等教育的本科生、专科生(包括全日制、函授和夜大学学生)编写的教材。全套教材共分4册,供不同起点水平的学生使用。第3册供已掌握2500词汇量的学生使用。全书共分10个单元,每单元有课文A、课文B、对话、词汇学习、结构操练、练习以及阅读材料。课文选材新颖,内容有趣,富于生活气息;课文配有详细的注释,便于自学。本书另配有磁带。

编者说明

近年来,我国成人高等教育有了很大发展,作为成人高等教育必修课程之一的英语课程也受到了越来越大的重视。但是目前适合成人教育的英语教材比较少,根据这一情况,上海交通大学出版社组织了华东师范大学、上海铁道大学、同济大学、上海交通大学的英语教师,并针对成人学英语的特点编写了这套《成人高等教育英语》教材,以供成人高校理、工、文、师范等非英语专业的本科生和专科生(包括全日制、夜大学和函授大学学生)学习使用。考虑到成人高校学生入学时英语水平相差较大,全套教材共分4册,第1册供以1000词汇量为起点的学生使用,经过1~4册教材学习,最终掌握3500左右词汇。

本教材的编写充分考虑到了成人学习英语的困难与特点,严格掌握英语学习和教学的规律性和教材编写的科学性,同时我们充分注意循序渐进,删繁就简,突出重点,注重操练,以使学生在较短的时间内掌握必要的、最为常用的语音、词汇和语法项目。学生通过学习可掌握必需的、实用的英语语言知识和技能,具备阅读和翻译与本专业有关的英文资料的初步能力,并为进一步提高英语应用能力打下较扎实的基础。

本教材的编写力求做到集科学性、知识性和趣味性于一体。全书内容丰富、题材广泛、体裁多样,包括学校生活、风土人情、科普常识、政治经济、新闻广告等,编者尤其注意教材的时代性,注意选辑反映当代科技发展、社会变化等方面的语言材料,便于学生将外语学习和飞速发展的社会现实结合起来,由此可进一步提高英语学习的兴趣,促进英语水平的提高。

我们认为,在本教材的教学进程中,应更重视学生自学能力的培养,注意学生自学习惯与正确的自学方法的形成。教师要注意加强学生的课外阅读指导,培养他们查阅词典,参阅语法参考书的能力。同时

要提高教学效果,从而帮助学生达到《成人高等教育英语课程教学基本要求》的规定。

本册教材的主编为宋琴美,参加编写的有:宋琴美、张慧芳、唐爱芳、王新华及许俊良。

本教材编者虽然尽了很大的努力,但教材中难免有疏漏之处,请使用本教材的教师和学生指出,以便再版时改正。

编 者

1998 年 1 月

于上海

修订版说明

本教材经过几年的使用,受到有关教师和学生的欢迎。同时,我们也陆续收到部分读者的意见和反映。趁此次修订版出版的机会,我们更换了部分课文,对语法结构的介绍作了一些变动,调整了部分练习项目,以使教材更具可读性、趣味性和实用性,对原来排版中的错误也作了更正。我们热忱期待读者的反馈意见。

编 者

2004 年 3 月

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Unit 1

Text A

Concentration in Reading

Many people are conditioned not to concentrate when they read, particularly when they read required texts. Perhaps the most common conditioning results from negative experiences when learning to read. If your experiences with reading were unstimulating, too difficult, or generally unpleasant, you may respond by tuning out whenever reading is required. You have become conditioned not to concentrate.

But people who have always enjoyed reading also find that reading required texts is sometimes difficult. Again, their habits may be the problem. They may have used reading to put themselves to sleep or to help themselves “wind down.” As a result, they may have conditioned themselves to read passively. The habit of falling asleep with a book carries over to those texts which require complete attention.

Finally, some people complain that even though they read a lot and enjoy reading, they cannot concentrate when they read textbooks. The problem in these cases is that they read light novels almost exclusively. They can understand the novels and concentrate easily because the ideas are simple. But they are conditioned, as a result, to read textbooks with the same

superficiality. Textbooks ,however,demand much greater concentration.

One of the most effective ways to improve concentration is to have some knowledge of the topic even before you read. You can increase your knowledge of the topic by seeing what the main points and subpoints are and how they are organized. An overview gives you that information.

An overview of a chapter is much like an aerial photograph of a land area. In an aerial photograph you can see the whole landscape in one glance;you can also see the outstanding features of the landscape. The same is true of a chapter overview. You can see the whole chapter in “one glance” and can also note the “outstanding features.” In other words,an overview gives you the general topic that will be covered and also shows you how the subtopics will be organized to develop that topic.

A jig-saw puzzle serves as another illustration of the importance of an overview. Imagine trying to put together a 1,000 piece puzzle when you have no idea of what the finished product is supposed to look like. But if you were given a picture of the completed puzzle,you would know what you were working toward;you would have an idea of the whole before you began with the pieces. The puzzle would be easier to put together because you had an overview first.

Likewise, an overview helps you to better understand a chapter in a text. An overview is “the picture on the box.” It helps you to see the whole and to see how the pieces fit together. As a result,it is easier to follow the author’s ideas—and it is easier to concentrate.

New Words

concentrate [ˈkɒnsəntreɪt] <i>v.</i>	专心, 专心致志, 集中(注意力、思想)
unstimulating [ʌn'stɪmjuleɪtɪŋ] <i>a.</i>	无刺激性的, 不使人兴奋的
respond [rɪs'pɒnd] <i>vi.</i>	作答, 回答; 作出反应, 响应
tune [tju:n] <i>vi.</i> (out)	思想开小差
habit [ˈhæbɪt] <i>n.</i>	习惯
* passively [ˈpæsɪvli] <i>ad.</i>	被动地, 消极地
* superficiality [ˈsju:pəfiʃi'æləti] <i>n.</i>	表面性, 表面情况; 肤浅
subtopic [ˈsʌbɪtɒpɪk] <i>n.</i>	(主题的) 副题
aerial [ˈɛəriəl] <i>a.</i>	空气(中)的, 空中的
* jig-saw [ˈdʒɪɡ'sɔ:] <i>n.</i>	拼图玩具
puzzle [ˈpʌzl] <i>n.</i>	难题, 令人费解的事(或人), 智力玩具
<i>vt.</i>	使迷惑; 使为难; 使困惑
illustration [ɪlə'streɪʃən] <i>n.</i>	说明, 例证, 插图
imagine [ɪ'mædʒɪn] <i>vt.</i>	想像; 料想; 猜想
author [ˈɔ:θə] <i>n.</i>	著作者, 作家

Phrases and Expressions

result from	是……的结果, 由于……而发生
as a result	结果, 因此
even though	尽管
in other words	换言之
serve as	用作为, 起作用
be supposed to (do)	期望, 认为必须, 认为应该
look like	长相特征是; 看来像是

Notes

1. Many people are conditioned not to concentrate when they read,

particularly when they read required texts. 许多人已养成了这样一种条件反射,就是一看书,尤其是一看必读课文时就无法集中思想。

be conditioned to do,意为“使形成条件反射”。

本文中同样的例子如:

... ,they may have conditioned themselves to read passively... ,
他们可能已养成被动阅读的条件反射。

But they are conditioned, as a result, to read textbooks with the same superficiality. 但是,他们因此却养成习惯,在阅读教科书时也同样是走马观花。

2. Perhaps the most common conditioning results from negative experiences when learning to read 导致这种条件反射的最通常的原因可能是学习阅读过程中的负面体验。

1) result from 意为“是……的结果”。如:

Her failure resulted in part from her laziness. 她的失败部分系懒惰所致。

Many illnesses result from lack of exercise. 许多疾病是由于缺少锻炼而产生的。

2) when learning to read,我们可以把此看成一个省略了 they are 的从句,即:when they are learning to read。

3. ... ,you may respond by tuning out whenever reading is required.
每当你阅读时,你就会思想开小差。

respond to sth. 对……作出回答(或反应); respond by doing sth.

以……作答。如:

respond negatively to a question 对问题作否定回答

respond by posing another question 以另外提出一个问题作答

4. They may have used reading to put themselves to sleep or to help themselves “wind down.” 他们可能是借助阅读来帮助自己入睡,或者是帮助自己“松弛”下来。

句子中 reading 一词是名词,作“阅读”解释,use sth. to do,用来表示“借助于……来(做……)”,如:

use a spoon to stir with 用匙搅拌

5. as a result 意为“结果;因此”。如:

Man has tamed the jungle but, as a result, many kinds of birds and animals have disappeared. 人类征服了丛林,可是其结果是,许多种鸟类和野兽都绝迹了。

6. The habit of falling asleep with a book carries over to those texts which require complete attention. 这种靠读书来帮助入睡的习惯可能会被带到阅读那些需要专心阅读的课文中去。

fall asleep 为“入睡”。asleep 作形容词时,一般只用作表语。如:

The baby is asleep. 婴儿睡着了。

大多数形容词既可作定语又可作表语等。可是有少数形容词只能作表语,不能作定语。如: alone, afraid, asleep, awake, aware, alive, ashamed, alike, 等。

7. Finally, some people complain that even though they read a lot and enjoy reading, they cannot concentrate when they read textbooks. 最后,有些人抱怨说,尽管他们读的书不少,而且喜欢阅读,但是他们还是不能集中思想阅读教科书。

- 1) even though 是一连词,引出状语从句,表示“即使”,“尽管”。如:

You mustn't be conceited even though you've achieved great successes. 即使你取得了很大的成绩也不应当骄傲。

- 2) read a lot 意为“读的书不少”。又如:

Thanks a lot. 多谢。

He's feeling a lot better today. 他今天精神好多了。

8. The same is true of a chapter overview;... 对一个章节的概览与此同理,……。

be true of (或 for) 意为“对……适用;符合于”。如:

Possibly the same is true of social work? 社会福利工作可能也是这样的吧?

9. Imagine trying to put together a 1,000 piece puzzle when you have no idea of what the finished product is supposed to look like. **试想一下,假如你试图完成一个有一千块拼板的拼图,却对应该拼成的完整图案毫无概念。**

1) 这个句子中,动名词短语 trying to... look like 作 imagine 的宾语,其中 what 引出的从句作介词 of 的宾语从句。

2) be supposed to (do) 为“期望,认为必须,认为应该”。如:

When is the plane supposed to take off? 飞机应该什么时候起飞?

They are supposed to arrive at six. 他们应该在 6 点到达。

Comprehension of the Text

Choose the best answer for each of the following statements:

1. According to the author, _____ will lead to unconcentration in reading.
 - A. some negative experiences such as stimulating reading materials
 - B. an overview of a chapter
 - C. the habit of falling asleep while reading
 - D. unpleasant matters
2. From the text we learn that while some people read a lot or enjoy reading, _____.
 - A. they can't understand what they are reading without difficulty
 - B. they have gradually had the habit of reading actively
 - C. they can't concentrate on reading
 - D. they have used reading to help themselves "wind down"
3. Generally speaking, _____ can be read more easily and need less concentration.
 - A. light novels with complex situations and arguments
 - B. materials with simple ideas

- C. passages with short sentences and small words
 - D. textbooks with pictures
4. Which of the following can help you improve your concentration according to the text ?
- A. Choose something easy to read and write.
 - B. Skim before you read.
 - C. Look at the pictures first.
 - D. See the whole landscape in one glance.
5. The idea of an overview is helpful because _____.
- A. it gives you the general topic that will be covered
 - B. it shows you how the subtopics will be organized
 - C. it helps you better understand what you are reading
 - D. all of the above
6. What is the main idea of the article ?
- A. How to improve concentration.
 - B. Some people are conditioned not to concentrate while reading.
 - C. Textbooks demand far greater concentration.
 - D. You have to concentrate on your textbooks.

Text B

Memory

If the brain is so capable of storing information, why do we have so much difficulty remembering ? One reason is that we often do not intend to remember. We participate in conversations, we get introduced to someone, we receive directions, or we read a chapter in a textbook. Moments later, we are surprised when we don't know the details of the story we were told, we don't know the person's name, we don't know whether to turn right or left, and the textbook chapter

looks so unfamiliar we wonder if we really have read it at all. We say we have forgotten, but in fact, we have done nothing to try to remember.

For example, you have seen the dial on a telephone thousands of times, but have you ever intended to remember which letters are paired with which numbers ? Try it. Place the missing numerals in the correct holes and add the letters that accompany them.

If you have never studied the telephone dial with the intent to remember which numbers are paired with which letters, you probably had difficulty with that task. Unfortunately, we often read with the same lack of intent.

To better understand the effect of intention on memory, it is helpful to understand that there are two parts to the memory system, short-and long-term memory. The short-term memory holds information for very brief periods of time, anywhere from fourteen to forty seconds. For example, it enables you to remember a number long enough to dial a phone, to “catch” a name when you are being introduced, or to add a list of figures. The advantage of short-term memory is that it operates almost automatically.

The disadvantage of short-term memory is that it becomes quickly overloaded. It can hold only a limited number of ideas for a limited period of time. Therefore, the short-term memory is inadequate for storing information permanently. Information that is to be permanently stored must be moved to the long-term system. The transfer to the long-term system depends on certain conditions and operations. Intent to remember is the first condition.