



21 世纪高职高专规划教材

(非英语专业用)

Practical English

(Second Edition)

(第二版)

2

实用英语 综合训练与自测

教育部《实用英语》教材编写组 编

高等教育出版社

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内 容 提 要

本书是教育部推荐的专科层次英语教材——《实用英语》第二册(第二版)的配套训练与自测用书。全书共有 10 个单元和 3 套模拟试题。每单元包括读译写技能训练、听说技能训练、词汇结构训练、自测四部分;模拟试题包括 1~5 单元和 6~10 单元模拟试题各一套,以及 1~10 单元模拟试题一套。技能训练和词汇结构紧密结合《实用英语》第二册,辅助学生学好课本。模拟试题参照教育部高等专科英语试题库的题型进行设计,便于学生自我检测学习的成果。

书后附有练习答案和模拟试题的答案,并附有听力部分的录音材料。本书还配有录音磁带。

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Practical

English

实用英语



面向 21 世纪课程教材



21 世纪高职高专规划教材



普通高等教育“九五”
教育部重点教材

《实用英语》修订说明

《实用英语》自1995年正式出版发行以来，它所坚持的内容的实用性、教学的针对性和编写教材的科学性受到了使用者的热烈欢迎。广大师生把它看作我国专科层次英语教学自己的教材。与此同时，他们本着爱护和培育这块英语教学园地的精神，希望《实用英语》在发扬其优点的同时，能及时对其存在的不足进行适当的修订，使之更加完善、更加符合当前专科层次英语教学的需要。为此，我们根据近年来广大师生提出的改进意见，对《实用英语》的《综合教程》、《教师参考书》、《综合训练与自测》和《泛读教程》进行了如下调整和修订：

一、《综合教程》

1. 对每单元的结构进行了如下调整：

调整前	调整后
课文A (Text A)	课文A (Text A)
课文B (Text B)	课文B (Text B)
● 阅读技能实践 (Reading Skills)	技能训练 (Skills Development and Practice)
综合练习 (Comprehensive Practice)	● 阅读技能实践 (Reading Skills)
● 写作实践 (Guided Writing)	● 翻译实践 (Translation Practice)
● 翻译实践 (Translation Practice)	● 写作实践 (Guided Writing)
● 听与说 (Listening and Speaking)	● 听与说 (Listening and Speaking)

2. 对听说训练部分进行了较大的调整：

- 1) 听力训练：适当降低了难度，主要是Listening Passage部分。修订后的听力训练文章短小精悍、生动有趣，且尽可能与Conversation Practice所涉及的话题相关，使听与说的训练更紧密结合；
- 2) 会话练习按功能和情景两大类进行了局部调整，第一、二册以功能为主线，第三册以情景为依托，并把话题情景加以具体化，使之尽可能适合中国学生在国内可能会遇到的涉外交际场景，以增强会话训练的针对性和实用性。

3. 对写作练习部分进行了局部调整：

原书的写作部分分为“基础训练”和“实用英语写作”两个小模块，这是本书的特色之一，受到师生们的好评。但基础训练部分有的练习偏长偏难，这次作了适当简化或更新。对部分应用文进行了删换，删除了部分内容偏专的商业信函，增补了传真、求学信、成绩单和公证书等专科学生可能会实际使用的涉外应用文。

4. 把《综合教程》中的部分综合练习与《综合训练与自测》中的相关内容合并统一编排，使练习更加紧凑合理。

5. 调整了个别课文与相应练习。

6. 书后加附了《实用英语多媒体学习课件》光盘，并将光盘中有背景介绍、阅读技能、翻译技能、写的技能、听的技能、英文歌曲等内容用标注在每课的相应部分，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材料，加深对课文的理解，强化技能训练，欣赏英文歌曲。书后附有《实用英语多媒体学习课件》结构一览表。

二、《教师参考书》

依照《综合教程》的调整和修订,《教师参考书》也相应调整和修订了练习答案、录音脚本、课文译文等内容。

三、《综合训练与自测》

增加了构词法的示例,修订了词汇练习部分。●

四、《泛读教程》

更换了部分阅读文章和练习;为了便于学生自学,书后加附了所有练习的参考答案。

修订工作由孔庆炎教授总负责,《综合教程》和《教师参考书》中的听说部分由姜怡、姜欣修订编写,应用文部分由安晓灿、刘然修订编写,课文部分由向前进修订编写,《综合训练与自测》由余渭深、刘寅齐、安晓灿修订编写,《泛读教程》由安晓灿、向前进、刘锋修订编写。

本修订版承蒙《实用英语》第一版总主编吴银庚教授和华南理工大学郭杰克教授审阅,在此谨表示衷心的感谢。

修订后的《实用英语》在保持了第一版注重基础、强调实用特点的同时,练习更加紧凑,结构更加合理。它不仅适用于高等专科的学生,也适用于高等职业教育的学生。希望广大师生在使用过程中继续提出宝贵意见。

编 者

1999年11月

第一版前言

《实用英语综合训练与自测》第二册是《实用英语》第二册的同步自学练习用书。本书紧扣《实用英语》第二册各单元的教学内容，力求扩展和巩固教材所涉及的读、写、译、听、说等语言技能和词汇、语法等语言知识。

本书共由10个自学练习单元和3个自测练习单元组成。自学练习各单元由读、写、译，听与说，词汇与结构和自测四部分构成。自测练习各单元有听力、词汇与结构、阅读、翻译、写作5大类题目。

本书篇章选材新颖，题材广泛，内容丰富，风格各异，短小精悍，难度适中，集趣味性、知识性、实用性于一体。学生在提高语言能力的同时，亦可了解英语语言国家的经济文化及社会风俗等多方面的知识，有助于提高学生的文化素养。

全书练习突出语言技能和语言知识的综合训练，强调在阅读训练的基础上展开写和译技能的训练；强调在听力训练的基础上进行口头表达的训练。听写、词汇等练习与教材密切配合，以期达到复习巩固教材学习内容的目的。每单元的结构练习突出一个语法项目，注意归纳、拓展和加深教材所展现的语言知识。

练习形式丰富，学学、练练、测测结合，生动活泼，能激发学生课外自学英语的积极性。

本书除可用作《实用英语》第二册的课外练习外，也可作为大学英语一年级的辅助教材和具有大学一年级相应水平的英语爱好者的自学教材。

《实用英语综合训练与自测》总主编为孔庆炎教授。

《实用英语综合训练与自测》第二册的主编为长春建筑高等专科学校安晓灿教授，编者为沈阳电力高等专科学校刘然副教授(Unit1—Unit3, Test2, Test3)、北京电力高等专科学校包兰宇(Unit4—Unit6, Test1)、长春汽车工业高等专科学校黄星副教授(Unit7—Unit8)、长春水力电力高等专科学校景志华副教授(Unit9—Unit10)。

本书承蒙普通高等专科英语课程教学指导委员会顾问、普通高等专科英语课程教学质量检测工作研究组组长、上海交通大学科技外语系刘鸿章教授审阅，在此我们深表感谢。

编者

1997年8月

自学单元主要内容一览表

单元	读、写、译	听与说	词汇	语法
Unit 1	1. Customer Relations 2. The Job Interview 3. Who Gets Promoted	Asking and telling the time	Word formation	so/such
	Test yourself			
Unit 2	1. Different Peoples, Different Cultures 2. Eye Contact 3. You and Your Breakfast	Shopping	Word formation	Have somebody do something have something done
	Test yourself			
Unit 3	1. Home Applications 2. Solar Power 3. The Telephone of Today-and-Tomorrow	Asking for permission	Word formation	Noun clauses
	Test yourself			
Unit 4	1. Get with the Program 2. Life on Mars: Does It Exist? 3. A Weather Eye	Making requests	Word formation	Modal verbs
	Test yourself			
Unit 5	1. So You Think You Want to Smoke 2. The Secret Language of Success 3. Finding My Way Back	Making suggestions	Word formation	Modal verbs
	Test yourself			
Unit 6	1. Ancient Artifacts and Ancient Air 2. Culture Note 3. Whales	Accepting and refusing	Word formation	Subjunctive mood
	Test yourself			
Unit 7	1. The Telephone Age 2. Auto-photo Kiosks in the US 3. The Wallet PC	Making requests	Word formation	V-ing as adverbial
	Test yourself			
Unit 8	1. An Attempted Murder 2. Are You a Man or a Mouse? 3. The lost Ring	Making questions	Word formation	Relative clause (non/restrictive)
	Test yourself			
Unit 9	1. Shopping on the Information Highway 2. I Became a Biker 3. The Pleasure of Reading	Describing people's appearances	Word formation	Inversion
	Test yourself			
Unit 10	1. A Day of a Housewife and Writer 2. Men Without Ties 3. Enjoy a Cold	Describing personal qualities	Word formation	Adverbial clauses
	Test yourself			

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版式设计	张 彤
责任校对	白震坤
责任印制	宋克学

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Unit 1

I. Reading, Writing & Translating

1. Practice through reading

Passage 1

● Pre-reading questions

1. How much do you know about customer relations?
2. Why do we usually call the customers "God"?

Do you want to become a public-relations officer for a company after your graduation? If you are interested in this area, now please read the following passage which will provide you with some knowledge about it.



Are you ready to read? Don't forget your starting time: ____ h ____ m ____ s

Customer Relations

No wheels turn, no factory works, no goods are distributed, no profits are earned or dividends paid until a sale is made. The most important single individual to any company is the person who makes that sale possible — the customer. On his or her shoulders rests the entire corporate superstructure (体系, 系统). Without the customer, there is no company.

Customer relations must spread over every phase of the public-relations program as well as every phase of corporate life. From the worker in the mine or factory, through the salespeople and management staff, to the chairman and president the customer must be the "main man".

You, as a public-relations officer for your company, have the most complete knowledge of your primary customers. They serve the ultimate consumer you wish to reach. You know if you sell to dealers, shopkeepers, wholesalers, or jobbers (股票经纪商). You know where they are located and what their position is in the industry. In short, you know who your customers are.

However, it might be advantageous to clarify (澄清) your relationship with them in your own mind and to assess (评估) in what ways that relationship can be improved. Determine, once more, which of



them has the possibility of becoming a more important purchaser. Consider, again, potential new customers — those people to whom you should be selling. If you have not already done so, list all present customers, indicating those who should be more active, and then list, as well, firms that might become customers. (You probably already have such lists. Make sure that they are current).

This does not presume to suggest sales approaches. That is not our area of expertise. But public relations can reinforce your company's sales effort to make the prospect a customer and the moderate purchaser an important one.

(292 words)

Ending Time: ___ h ___ m ___ s

Total Time: ___ m ___ s



If you have spent

- a) less than 5 minutes, you are a wonderful reader.
- b) around 6 minutes, you are OK at reading.
- c) more than 7 minutes, you need more practice in reading.

● Comprehension

Decide whether the following statements are True or False according to the passage.

- ☐ 1. The most important person to a company is the one who sells goods for the company.
- ☐ 2. Customer relations should be paid attention to through the whole progress of the public-relations program.
- ☐ 3. As a public-relations officer, you should know something about your customers in detail.
- ☐ 4. You should always think about how to improve the relationship between you and your company.
- ☐ 5. The purpose of this passage is to provide a good way of selling.

Passage 2

● Pre-reading activities

Please rearrange the following sentences according to the steps of a job interview.

- A. Make a little extra effort with your appearance.
- B. Write a letter of application for the job.
- C. Ask the interviewer some questions about the job.
- D. Stand still until you are invited to sit down when you are interviewed.
- E. You are informed to have the interview.
- F. Do everything you can to prepare for the interview.
- G. Answer the questions simply, directly and honestly.
- H. Find out all you can about your prospective employer.

1. 2. 3. 4. 5. 6. 7. 8.



Are you ready to read? Don't forget your starting time: ____ h ____ m ____ s

The Job Interview

Job interviews are unusual types of conversations because they are not really exchanges of information: the interviewer often has much of the information available in the job application or resume. The job candidate is asked to expand upon or explain some of the information, but the interview is really more an opportunity to find out how well the candidate presents himself or herself. Although the dialogue below is shorter than the usual interview, several of the techniques shown are common to the job interview situation. For example, the interviewee should explain and offer information, rather than just giving “yes” and “no” responses. A team of interviewers often works together to ask questions and evaluate the prospective employee.

Marie: Ingrid Bekker? Please come in and sit down.

Ingrid: Thank you.

Marie: My name is Marie Baruzzi and this is Allison Leclair, the head of the museum's Children Programs Division.

Ingrid: Pleased to meet you.

Marie: Before we begin, I'd like to go over a few particulars of the position. Your official title would be Museum Interpreter. Essentially, that means working in our live history exhibits, explaining the displays, and giving tours through the museum. Are you familiar with our institution?

Ingrid: Oh, yes. I've seen museum interpreters at work many times.

Marie: Fine. As you know, this is a part-time job, 10–15 hours a week. Many of our interpreters are students and we give them the opportunity to schedule their work hours around their class times. On your resume, it says that you are a student at St. Laurent University. Could you tell us something about your studies?

Ingrid: Certainly. I'm majoring in history—early Canadian history, mostly. My interest in the pioneer settlements in Canada is what led me to apply for this job.

Allison: How do you feel about working with the public, especially children?

Ingrid: I enjoy being with children—I come from a large family, so I've done my share of baby-sitting. The chance to work with the public is an aspect of this job that really appeals to me.

Allison: Well, it seems as if you are well-prepared to deal with the challenges of this job. Do you have any questions?

Ingrid: No, I don't think so.

Marie: Well, we do have a lot of applicants still to see. We should be able to let you know one way or the other sometime next week. Thank you for coming.

Ingrid: Thank you for taking the time to see me. Good-bye.



Ending Time: ___ h ___ m ___ s

Total Time: ___ m ___ s



If you have spent

- a) less than 7 minutes, you are a wonderful reader.
 b) around 8 minutes, you are OK at reading.
 c) more than 9 minutes, you need more practice in reading.

● Comprehension

Complete the following sentences with the information you get from the passage.

- The interview is more an opportunity to find out how well the candidate _____ than _____ of information.
- To present himself well, the candidate should _____ information instead of _____ responses.
- By going over _____ of the position, the interviewer just wants to know how well Ingrid _____ she applies for.
- Ingrid is a student of _____, so her _____ led her to _____ the job.
- Ingrid will get to know the _____ of the interview sometime _____.

Passage 3

● Pre-reading activities

Suppose you are a boss, and want to hire an assistant, which of the following factors do you consider important?

- | | | | | |
|------------|---------------|---------------|--------------|-----------------|
| a. age | b. sex | c. appearance | d. education | e. intelligence |
| f. ability | g. experience | h. honesty | j. loyalty | k. creativity |

You may have a discussion with your classmates.



Are you ready to read? Don't forget your starting time: ___ h ___ m ___ s

Who Gets Promoted



Zachary Hightower is a manager in a medium-sized computer company, TechnoBits Inc. His assistant manager has just resigned because his wife is being transferred to another city. Hightower is trying to make a choice among several promising candidates for the vacant position. The job requires good leadership and organizational skills. Technical knowledge is not necessary, but familiarity with the product is helpful. Please consider

the qualifications and characteristics of each of the candidates below. Decide which person you think would be best suited to the job.

The Candidates

Drew Austin was hired as a management trainee after he completed his B.Sc. He has been working at TechnoBits for eight months in a senior clerical position. He is 24 years old and single. He is also Hightower's nephew. His supervisor says that he is hard-working and conscientious, but that he lacks creativity and that his work is not outstanding. He is very quiet and has not yet made friends with his co-workers.

Amelia Jelinski is Hightower's executive secretary. She has been with the company for 20 years and has worked her way up from the typing pool. While she didn't attend university, she did one year at a business college after high school, before coming to TechnoBits. Since then, Jelinski has taken many night courses in both business and computers. She is well liked by all the staff and keeps things running smoothly in the office. She is 40 years old, is married and has two children.

Winona Ho has applied for the job from another company where she has worked in a position similar to the assistant manager's for 7 years. She wants to leave the other company because she feels that TechnoBits will offer her more chance for promotion. She feels that she has hit the "glass ceiling" (the limit for promotions for women) at her company. Ho is 30 years old, is married and has no children. She is bright and ambitious.

Pierre Sauve is an assistant manager in a small branch office of the company. He has been with the company for five years. He is 50 years old, is divorced and has three adult children. He is interested in his job because it would give him an opportunity to move to a large city. His strong sales skills have made him successful in the branch office, but they would not be as important in the position at head office.

(400 words)

Ending Time: ___ h ___ m ___ s

Total Time: ___ m ___ s



If you have spent

- a) less than 7 minutes, you are a wonderful reader.
- b) around 8 minutes, you are OK at reading.
- c) more than 9 minutes, you need more practice in reading.

● Comprehension

Fill in the table with the information you get from the passage.

The personal information of the candidates

Name	Age	Sex	Marital Status	Working Period at TechnoBits	Present Position	Main Characteristics
Drew						
Amelia						
Winona						
Pierre						

● Translation

Translate the following sentences into Chinese.

1. Technical knowledge is not necessary, but familiarity with the product is helpful.

2. He is very quiet and has not yet made friends with his co-workers.
3. She has been with the company for 20 years and has worked her way up from the typing pool.
4. She feels that she has hit the "glass ceiling" at her company.
5. His strong sales skills have made him successful in the branch office.

2. Writing practice

Following the writing samples given in Unit 1 of your Textbook 2, fill in the blanks to complete the following short notes so that they are functionally equivalent to those given in Chinese.

1. 亲爱的史密斯先生:

您可否将《英汉技术词典》借我用几天? 若能, 盼交来人带回。谢谢。

张国维

Dear _____,

Will you please _____ for a few days?

I hope you will let the bearer _____.

- 2.

今借到李敏先生贰佰元整。

此据

林葆杰

1997年7月15日

15 July, 1997

To _____,

_____.
