



21世纪高职系列教材
SHIJI GAOZHI XILIE JIAOCAI

实用英语 (上)

主编 / 王维平

哈尔滨工程大学出版社



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内 容 简 介

本书根据《高职高专教育英语课程教学基本要求》，针对高职学生特点编写而成。全书共 12 单元，每个单元都由 LEAD IN, USEFUL WORDS & EXPRESSIONS, LISTENING, SPEAKING, READING, WRITING, GRAMMAR 和 SUPPLEMENTARY READING 组成。目的是对同一个主题通过听说读写不同层次的训练，使学生的英语应用能力得到提高，为以后的专业英语学习打下基础。

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前言

本书根据《高职高专教育英语课程教学基本要求》，针对高职学生特点编写而成。本书紧紧围绕职业教育特色，以“必需和够用”为原则，紧扣大纲要求，选材力求新颖，能激发学生的学习兴趣。教材体例设计根据交际法教学原则，体现了“以学生为主体”的特点，着重培养学生实际英语应用能力。全书共 12 单元，每个单元均由 LEAD IN, USEFUL WORDS & EXPRESSIONS, LISTENING, SPEAKING, READING, WRITING, GRAMMAR 和 SUPPLEMENTARY READING 组成，目的是对同一个主题通过听说读写不同层次的训练，使学生的英语应用能力得到提高，为以后的专业英语学习打下基础。

本书由王维平负责统稿并编写；周红芬负责编写了第一单元和第二单元，龚英君负责编写了第三单元和第四单元，徐超和徐溢芳参与编写了全书的听力部分。

本书在编写过程中得到了国内外教育专家的指点和帮助：英国牛津大学 Dr. Colin Brock 和英国赫尔大学 Dr. Ian Shaw 热心帮助了本书的编辑工作；潘艳萍老师为教材的编写提出了许多宝贵的意见和建议；哈尔滨工程大学出版社也给予了很大帮助。在此表示衷心的感谢。

目前英语教材层出不穷，花样繁多，各有所长。本书作者旨在取各派之所长，密切结合本学院学生之特点，时刻铭记高职学生学习英语之目的，竭己之所能编写此书。但由于作者水平有限，书中难免存在错误和不足，恳请读者批评指正。您的意见和建议请发到下列 E-mail 地址：wangweiping@zimc.cn

编者

2007 年 5 月于英国

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UNIT I PERSONAL IDENTIFICATION

❖ LEAD IN

Work in pairs. Discuss the following questions and share them with the class.

- What's your name?
- How old are you?
- How tall are you?
- Where are you from?
- What's your phone number?
- Where do you live?
- What's your date of birth?
- Who's your best friend?
- What's he/she like?

❖ USEFUL WORDS & EXPRESSIONS

nationality/næʃə'næliti/

国籍 *n.*

marital status/'mærɪtl'steɪtəs/

婚姻状况 *n.*

single/'sɪŋgl/

单身 *adj.*

married/'mærɪd/

已婚 *adj.*

divorced/di'vɔːst/

离婚的 *adj.*

middle-aged/'mɪdl'eɪdʒd/

中年的 *adj.*

in his/her 30s

三十几岁

height/hait/

身高 *n.*

of average height

中等个儿

build/bɪld/

身材 *n.*

slim/slim/

苗条的 *adj.*



thin/θin/	瘦的 <i>adj.</i>
well-built/'wel'bilt/	身材好的 <i>adj.</i>
small-built/'smɔ:l'bilt/	矮小的 <i>adj.</i>
fat/fæt/	胖的 <i>adj.</i>
overweight/əuvə'weit/	过重的 <i>adj.</i>
hair/hɛə/	头发 <i>n.</i>
straight/streit/	直的 <i>adj.</i>
wavy/'weivi/	卷曲的 <i>adj.</i>
casually-dressed/'kæɜʒjuəli'drest/	穿着休闲的 <i>adj.</i>
smartly-dressed/'smɑ:tli'drest/	穿着潇洒的 <i>adj.</i>
well-dressed/'wel'drest/	穿着讲究的 <i>adj.</i>
handsome/'hænsəm/	英俊的 <i>adj.</i>
beautiful/'bjʊ:təful/	漂亮的 <i>adj.</i>
ugly/'ʌgli/	丑陋的 <i>adj.</i>
good-looking	好看的 <i>adj.</i>
pretty/'priti/	漂亮的 <i>adj.</i>
easy-going/'i:zi,gəuiŋ/	随和的 <i>adj.</i>
easily annoyed/'i:ziliə'nɔid/	易怒的 <i>adj.</i>
helpful/'helpfəl/	有益的;热心的 <i>adj.</i>
friendly/'frendli/	友好的 <i>adj.</i>
naughty/'nɔ:ti/	调皮的 <i>adj.</i>
talkative/'tɔ:kətiv/	健谈的 <i>adj.</i>
noisy/'nəizi/	聒噪的 <i>adj.</i>
quiet/'kwaɪət/	安静的 <i>adj.</i>
dull/dʌl/	呆板的 <i>adj.</i>
hard-working/'hɑ:dwə:kiŋ/	勤奋的 <i>adj.</i>
clever/'klevə/	聪明的 <i>adj.</i>
stupid/'stju:pid/	愚蠢的 <i>adj.</i>
lazy/'leizi/	懒惰的 <i>adj.</i>
selfish/'selfɪʃ/	自私的 <i>adj.</i>

❖ LISTENING

Part 1 Listen carefully and dictate the numbers you hear.

1. _____ 2. _____ 3. _____
4. _____ 5. _____ 6. _____
7. _____ 8. _____ 9. _____
10. _____ 11. _____ 12. _____
13. _____ 14. _____ 15. _____
16. _____ 17. _____ 18. _____
19. _____ 20. _____

Part 2 Listen carefully to the following short dialogues/monologues and choose the correct answer.

- | | | | |
|-------------------------------------|--------------------------|---------------------------------|-----------------|
| 1. A) Paul | B) Pratt | C) Patt | D) Praat |
| 2. A) Cyllia | B) Silvra | C) Sylvia | D) Cylvai |
| 3. A) He is naughty. | B) He is noisy. | C) He is talkative. | D) He is quiet. |
| 4. A) His friends are good looking. | | B) He is looking for a new job. | |
| | C) His luck has been bad | D) He has everything he needs. | |
| 5. A) 7 years old | B) 17 years old | C) 8 years old | D) 18 years old |
| 6. A) In a hotel in a small town. | | B) In a hotel in a big city. | |
| | C) Near the hotel. | D) Far from the hotel. | |
| 7. A) The eighteen-year-old boy. | | B) The seventeen-year-old boy. | |
| | C) The Spanish boy. | D) The boy with dark hair. | |
| 8. A) Dull | B) bright | C) hard-working | D) stupid |

Part 3 Listen carefully and complete following resume for the girl.

Name: Akio Horisaka

Nationality: _____ Marital status: _____

Experiences:

1. Studied English in _____
2. Had a job with an advertising agency as _____.
3. Went abroad in _____ with _____.
4. Spent _____ in California.



5. Worked for a company which sold cassette tapes and _____ English conversation.
 6. Now working in _____ for a Japanese _____.

Listen again and choose the correct answer.

1. When did her mother go back to work?
 A) When she was only ten. B) When she was only thirteen. C) When she was fourteen.
2. How much older was her brother than she was?
 A) Ten years. B) Four years. C) Three years.
3. What did her mother do?
 A) As a tailor. B) As a teacher. C) As a dress designer.
4. Why did she study English in Japan?
 A) Because she wanted to study abroad.
 B) Because she hoped to find a good job in London.
 C) Because she wanted to find a job with a good company.
5. What was her marital status at the age of twenty-five?
 A) Married. B) Single. C) Divorced.
6. What do people in Japan usually do to a single person?
 A) They try to plan an arranged marriage for him/her.
 B) They force him/her to marry someone.
 C) They provide him/her a chance to meet someone.
7. Where did she meet her husband?
 A) In a jazz club. B) At a jazz concert. C) In a jazz band.
8. What is her husband's nationality?
 A) Japanese B) Chinese C) Non-Japanese

Part 4 Think of three people you know—friends or family. Write their initials beside three of the expressions below. Then tell a partner about your choices.

Tick the six adjectives or expressions which best describe you. Then describe yourself to your partner.

Hair

fair
 dark
 completely white
 going grey

Personality

amusing
 a bit dull
 conservative
 warm



losing his hair

almost bald

Age

young

in his/her twenties

elderly

younger than he/she looks

older than he/she looks

Height

quite tall

rather short

Looks

good-looking

not very good-looking

Weight

thin

overweight

on the plump side

narrow-minded

independent

fun

Temperament

lazy

hard-working

bad-tempered

easy-going

friendly

moody

energetic

a good sense of humour

Other

religious

political

musical

creative

sporty

Now listen to the descriptions of Kirsty, Jenny, Nick and Matt. Write down the key words as many as you can, then compare them with your partner.

Kirsty: _____

Jenny: _____

Matt: _____

Nick: _____

❖ SPEAKING

Work in pairs. Make conversations according to the situations given below.

Situation 1 Both of you are at a party held by the university for new students. Now exchange your information with each other.

Situation 2 You are a new student and you want to know about your English teacher. Ask your partner to tell you. You want to know: age, height, build, hair, dress, looks and character.



The following sentences and the *USEFUL WORDS & EXPRESSIONS* may help you.

How old is he/she?

How old do you think he/she is?

How tall is he/she?

What sort of build is he/she?

What is his/her hair like?

How does he/she wear his/her hair?

Is he/she casually dressed or smartly dressed?

Is he/she good-looking?

Does he/she wear glasses?

What sort of person is he/she?

What is he/she like?

Is he/she friendly?

❖ READING

Introductions

Professor: Mr. Hilton, I would like to introduce you to Dr. Johns, director of the language institute.

Dr. Johns, this is Mr. Hilton, the adviser from Barnum College.

Mr. Hilton: How do you do, Dr. Johns?

Dr. Johns: It's a pleasure to meet you, Mr. Hilton. I'm glad that we finally have the chance to meet.

Friend: I'd like you to meet my friend, Nancy Smith. Nancy, this is my brother, Jack.

Nancy: Hi, Jack. Nice to meet you.

Jack: Hi, Nancy.

Friend: Hi, George, have you met Bill?

George: No, I haven't. Hi, Bill.

Bill: Hi! How ya doing?

What do you notice about the above three introductions? Why is the form of language in all three different? These introductions are very typical examples of American introductions from formal to informal. Although Americans often use informal language as in the second and third introductions,



there are situations where formal introductions are suitable. When meeting a president of a university, it is advisable to say "How do you do?" rather than "How ya doing?" Similarly, someone who is your age or younger would probably say "It's nice to meet you." rather than "How do you do?"

In the first introduction the speakers use longer sentences, titles (Dr. , Mr.), and formal words and phrases ("I would like to introduce you to ..." , "How do you do?" , and "It's a pleasure to meet you."). The relationship between the speakers in the first introduction is a formal one. The next two introductions, which are more informal, use reduced words and sentences and simpler language. "It's nice to meet you." becomes "Nice to meet you." "How are you doing?" becomes "How ya doing?". A very informal introduction does not use titles or last names.

Often when there is a difference in status or age between two persons, formal titles and last names are used unless the person of lower status is told to use the first name. For example:

Assistant manager (age 50) : Hello, my name is Bob Thomas.

New clerk (age 20) : It ' s nice to meet you, Mr. Thomas.

Assistant manager : Please just call me Bob.

In informal introductions it is likely to reduce status differences by using first names. In more formal situations, the title along with the last name is proper. For example, when a student introduces herself to a university professor, she might say:

Hello, Dr. MacCarrick. My name is Susan Hall and I would like to ask you about your course. Susan used her professor's title (Dr.) and his last name, but when she introduced herself, she used her first name and last name and no title.

❖ WRITING

Planning for writing

Reasons for writing

If you wanted to do the following things (1—6) would it be better to telephone or to write? Discuss your answers and the possible reasons for them.

1. make a complaint about a holiday you've been on
2. thank someone for a present they've sent you
3. arrange a date to play tennis with someone
4. report to your boss on a conference you've attended



5. make a booking at a hotel

6. let people know about a new sports club you're setting up

Decide which of the following are advantages of writing.

- a. more personal
- b. more immediate
- c. easier to be precise
- d. more convenient
- e. provides immediate feedback
- f. more concise
- g. more formal
- h. provides a record
- i. allows time for thoughts to be organized
- j. layout can clarify information
- k. stress/intonation can clarify information

Purpose and target reader

There are several different factors which determine the kind of writing we choose to do. Think of some further examples to add to the following tables.

Subject and Purpose

General

e. g. to inform

to persuade

to complain

to apologize

Specific

e. g. to say you can't attend a meeting

to encourage people to buy something

Audience and Relationship

e. g. close family/friends

acquaintances

colleagues

potential employers

Special Circumstances

e. g. you want to catch people's attention
 you want to make a very good impression
 you want to clarify a number of details
 you haven't got much time
 this could be important legally

With these factors in mind, we need to decide about the following points:

Format

e. g. note
 memo
 postcard
 leaflet
 letter

Style

e. g. chatty/casual
 informal
 neutral
 formal
 humorous

Layout

e. g. formal letter layout
 informal letter layout
 headings?
 numbered points?
 eye-catching features?

Planning

Which of the following approaches to writing a formal letter, report or exam composition seems most sensible, and why?

- "I write out the whole thing first in rough and then copy it out neatly or type it afterwards. That way I can correct most of my mistakes."*
- "I'm too impatient to do a rough version first. I think it's better to be spontaneous, so I tend to start writing the final version immediately."*
- "I like to collect my ideas and make sure I haven't forgotten anything important, so I make notes about what I want to say before I write out the final version."*

Making notes

Making notes before you start is a very good idea and essential in an exam.

How to make notes:

- Make a list of all the points you want to include so nothing is left out.
- Decide on the best order for the points so the organization is logical.
- Make a note of any useful expressions and vocabulary so you make the most of your knowledge.



❖ GRAMMAR

Word classes: nouns, verbs, adjectives, etc.

Look at the different kinds of word in this sentence.

Pronoun	Verb	Determiner	Adjective	Noun	Preposition	Noun
<i>I</i>	<i>have</i>	<i>an</i>	<i>important</i>	<i>conference</i>	<i>at</i>	<i>work</i>
Adverb	Linking word	Pronoun	Verb	Adverb	Adjective	
<i>tomorrow</i>	<i>so</i>	<i>I</i>	<i>am</i>	<i>rather</i>	<i>busy</i> .	

What kind of word?

There are eight different kinds of word in English. They are called “word classes” or “parts of speech”. Here are some examples.

Verb: have, am, is, would, like, come, are, sitting, look

Noun: conference, work, coffee, party, Saturday, Jessica, friend, corner

Adjective: important, busy, good, cheap

Adverb: tomorrow, rather, really, here

Preposition: at, to, on, in

Determiner: an, this, our, the

Pronoun: I, it, you

Linking word: so, and

Words in sentences

Some words can belong to different classes depending on how they are used in a sentence.

VERBS

Can I look at your photos?

We work on Saturday morning.

NOUNS

I like the look of that coat.

I'll be at work tomorrow.

Practice

Read this paragraph and then say which word class each underlined word belongs to.

Andrew didn't go to the cafe with the other students. Rachel told him they were going there, but he wanted to finish his work. Andrew isn't very sociable. He stays in his room and concentrates totally on his studies. He's an excellent student, but he doesn't have much fun.



- | | | | |
|-------------|-------|---------------|-------|
| 1. to | _____ | 2. cafe | _____ |
| 3. the | _____ | 4. told | _____ |
| 5. they | _____ | 6. there | _____ |
| 7. he | _____ | 8. finish | _____ |
| 9. sociable | _____ | 10. in | _____ |
| 11. and | _____ | 12. totally | _____ |
| 13. an | _____ | 14. excellent | _____ |
| 15. but | _____ | 16. fun | _____ |

Read this paragraph and then write the words in the spaces below. Write the first three verbs under "Verb", and so on. Do not write the same word more than once.

Henry thinks Claire is wonderful. He loves her madly, and he dreams of marrying her, but unfortunately he is rather old for her. Today they are at a cafe with their friends Sarah and Mark, so Henry can't get romantic with Claire. But he might buy her some flowers later.

Verb	Noun	Adjective	Adverb
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
Proposition	Determiner	Pronoun	Linking word
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Is the underlined word a verb, a noun or an adjective?

Shall we go for a walk?

noun

Shall we walk into town?

verb

1. Laura wanted to talk to Rita.

2. Laura wanted a talk with Rita.

3. The windows aren't very clean.

4. Doesn't anyone clean the windows?

5. We went to a fabulous show in New York.

6. Laura wanted to show Rita her photos.

7. Henry thought Claire looked beautiful.

8. A strange thought came into Emma's head.

9. Sarah is feeling quite tired now.