



21 世纪高职高专规划教材

(非英语专业用)

# Practical English

(Second Edition)

(第二版)

Comprehensive Course

1  
语言

## 实用英语 综合教程

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

《实用英语》是一套专科层次的公共英语教材,1995年正式出版发行。为了更加有利于学生英语应用能力的培养,结合这几年使用《实用英语》教学情况及专科这一教育层次的英语教学要求,编写组对《实用英语》进行了修订。修订后的《实用英语》第二版不仅适用于高专的学生,也适用于高职的学生。

与第一版相比,《实用英语综合教程1》(第二版)侧重改进了有关语言技能训练,调整了读、译、写、听、说技能训练顺序与结构;降低了段落听力理解训练的难度,删除了部分练习;适当调整了交际会话话题,增加了交际会话的训练量;删换了部分应用文,使之更加符合改革开放环境下的涉外交际需要。

书后附有配套多媒体光盘一张。光盘内容丰富,不仅提供了课文和练习的学习辅导,还开发了相应的语言技能训练、词汇学习、语法学习、单项测试、轻松一刻等内容,既方便教师备课参考,又为学生提供了生动活泼的自学园地。

### 图书在版编目(CIP)数据

实用英语综合教程(1)/教育部《实用英语》教材编写组编. —2版. —北京:高等教育出版社,1999(2000重印)

高等专科、高等职业学校教材

非英语专业用

ISBN 7-04-007562-8

I. 实… II. 教… III. 英语-高等学校-习题 IV. H31

中国版本图书馆CIP数据核字(1999)第17648号

---

出版发行 高等教育出版社

社 址 北京市东城区沙滩后街55号

邮政编码 100009

电 话 010-64054588

传 真 010-64014048

网 址 <http://www.hep.edu.cn>

经 销 新华书店北京发行所

印 刷 中国科学院印刷厂

版 次 1995年8月第1版

开 本 850×1168 1/16

1999年6月第2版

印 张 15

印 次 2000年3月第4次印刷

字 数 400 000

定 价 27.80元

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凡购买高等教育出版社图书,如有缺页、倒页、脱页、光盘损坏等质量问题,请在所购图书销售部门联系调换。

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**实用英语**

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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》是一套供高等专科学校使用的英语教材。本教材的编写以教育部1993年颁发的《普通高等专科学校英语课程教学基本要求》为依据。《基本要求》规定：普通高等专科学校英语课程教学的目的是，培养学生掌握必需的、实用的英语语言知识和技能，具有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的应用能力打下一定的基础。

为了体现上述教学目的，在编写《实用英语》过程中我们既注意吸收现代外语教学理论中适合我国英语教学实际的某些观点，又采纳传统外语教学理论中某些合理部分，结合我国外语教学中行之有效的理论和方法及现状，力求正确处理好语言基础和语言应用的关系，突出加强英语实践能力的培养和实际运用。

《基本要求》将专科英语课程教学分为两个阶段：第一阶段应重视语言共核教学，培养基本的语言技能；第二阶段应结合专业，强调基本的阅读和翻译技能在本专业的实际应用。为了体现这一教学安排，本套教材也分成两个阶段。第一阶段包括《综合教程》和《泛读教程》各3册，第二阶段包括《实用业务英语》1册。《综合教程》和《泛读教程》是《实用业务英语》的基础，并在教学内容、技能培养方面逐渐向《实用业务英语》过渡；《实用业务英语》是《综合教程》和《泛读教程》的总结和提高，并结合学生毕业后使用英语的需要，侧重于实用文体的阅读和翻译、实用英语口语的训练和实用文体模拟写作方面的训练。为了便于广大师生使用上述教材，还编配了《教师参考书》和同步练习性质的《综合训练与自测》。

本书为《综合教程》第一册，供第一学期使用。本册共有10个单元，每个单元基本安排是：

- 课文A (Text A)
- 课文B (Text B)
  - ◆ 阅读技能实践 (Reading Skills)
- 综合练习 (Comprehensive Practice)
  - ◆ 写作实践 (Guided Writing)
  - ◆ 翻译实践 (Translation Practice)
  - ◆ 听与说 (Listening and Speaking)

**课文 (Text)：**课文A与B是本教程的基本阅读材料。文章语言真实、规范。文章的题材丰富，第一册包括学习方法、美国音乐、国际贸易、社会调查、风俗习惯、社区服务、广告与新闻、大脑与记忆等。

课文A与B的练习分别由阅读理解练习 (Reading Tasks)、词汇结构练习 (Vocabulary and Structure)、阅读技能实践 (Reading Skills) 等几个模块组成。阅读理解练习包括读前准备，读中提问 (课文A) 和读后练习。词汇结构练习侧重课文中所出现的《基本要求》要求掌握的词汇和结构的操练和运用。阅读技能实践这一项目安排在课文B之后，目的是利用已学过的课文介绍和实践《基本要求》中规定学生需要掌握的一些阅读技能项目。这一册的阅读技能实践内容包括通过主题句确定中心思想、猜测生词词义、利用目录和附录查阅资料、理解同义关系、理解指代关系、识别事实与观点等。

**综合练习 (Comprehensive Practice)：**写作和翻译实践实际上涉及到综合技能的操练，因此我们把它设在综合练习 (Comprehensive Practice) 部分。写作实践 (Guided Writing) 由两大部分组成。在第一册中，第一部分侧重于句子水平的写作与操练，第二部分是实用英语写作，内容包括缩略语的使用，信封书信格式，明信片贺卡写法，便条、通知、告示、请假条、请帖的写法等。翻译实践 (Translation Practice) 也由两大部分组成。第一部分为翻译的一些基本技能的操练，包括词义选择、词义引申、词类转译、增词译法



等, 第二部分为课文A和B中句子的翻译。

听说训练 (Listening and Speaking) 分别由辨音 (Sound Discrimination)、会话 (Conversation Practice)、听力理解 (Listening Comprehension) 和听力训练 (Listening Practice) 四部分组成。

本书除了设有分课词汇表和词组表外, 书末还附有本书课文A和B中出现的所有《基本要求》规定学生需要掌握的词汇总表及词组表。

编者相信, 这样安排不仅有利于课堂教学的组织安排, 还有利于学生自学、复习和巩固提高。

高等专科英语教材编写组由参加本套教材的编纂者组成。

《实用英语》总主编为吴银庚。

《综合教程》第一册主编为陈永捷、葛亮宏。

参加《综合教程》第一册编写的编者为上海交通大学吴银庚、陈永捷; 上海机械高等专科学校葛亮宏; 上海化工高等专科学校汪俭; 上海轻工业高等专科学校孙立良。

上海立信会计高等专科学校俞敏参加了本书的部分编排工作。

本书由高等专科英语教材编审组顾问上海交通大学刘鸿章教授、大连理工大学孔庆炎教授审定。美籍专家Larry G. Craig 对全书进行了详尽的审阅。本书在出版前, 曾在部分省市试用。在听取了使用学校意见的基础上, 我们进行了修订。对于他们的宝贵意见和贡献, 编者在此表示衷心感谢。

为了使《实用英语》不断完善, 编者希望使用本书的教师和学生在使用过程中继续提出宝贵意见。

编 者

1995年2月

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责任编辑 周 龙  
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# Contents

## Unit 1 1

**Text A:** College — A New Experience 1

**Text B:** How to Study Read 8

**Skills Development and Practice** 13

- Reading Skills — Reading for the Main Idea(1) 13
- Translation Practice — 选择词义 14
- Guided Writing — 缩略词 15
- Listening and Speaking 17

## Unit 2 20

**Text A:** Rock and Roll 20

**Text B:** The First American Music 28

**Skills Development and Practice** 32

- Reading Skills — Reading for the Main Idea(2) 32
- Translation Practice — 引申词义 34
- Guided Writing — 标志用语 35
- Listening and Speaking 37

## Unit 3 40

**Text A:** Why Nations Trade 40

**Text B:** Stocks and Shares 48

**Skills Development and Practice** 53

- Reading Skills — Guessing Unknown Words (1) 53
- Translation Practice — 转译词类 55
- Guided Writing — 如何写信封 56
- Listening and Speaking 58

## Unit 4 63

**Text A:** The First Four Minutes 63

**Text B:** Table Manners and Customs 69

**Skills Development and Practice** 73

- Reading Skills — Guessing Unknown Words (2) 73
- Translation Practice — 转译词类 74
- Guided Writing — 书信 75
- Listening and Speaking 77

## Unit 5 81

---

**Text A:** Community Service 81

**Text B:** People on the Move 88

**Skills Development and Practice** 93

- Reading Skills — Making Use of Contents and Index 93
- Translation Practice — 转译词类 96
- Guided Writing — 明信片、传真 97
- Listening and Speaking 100

## Unit 6 104

---

**Text A:** Working Hard or Hardly Working? 104

**Text B:** Stress 111

**Skills Development and Practice** 116

- Reading Skills — Recognizing Punctuation 116
- Translation Practice — 转译词类 117
- Guided Writing — 贺卡、名片 118
- Listening and Speaking 120

## Unit 7 124

---

**Text A:** The Brain 124

**Text B:** How Your Memory Works 131

**Skills Development and Practice** 136

- Reading Skills — Understanding Reference 136
- Translation Practice — 转译词类 137
- Guided Writing — 便条、电子邮件 138
- Listening and Speaking 140

## Unit 8 144

---

**Text A:** Getting to the Airport 144

**Text B:** Coincidences or Miracles? 151

**Skills Development and Practice** 156

- Reading Skills — Recognizing Logical Connectors 156
- Translation Practice — 增词 157
- Guided Writing — 告示、海报 158
- Listening and Speaking 159

## Unit 9 163

---

**Text A:** What's New 163

**Text B:** Searching for a Uniform Sign Language 171

**Skills Development and Practice** 176

- Reading Skills — Understanding Synonym 176
- Translation Practice — “As” 的译法 177
- Guided Writing — 请假条 178
- Listening and Speaking 180

## Unit 10 184

---

**Text A:** Surveys, Surveys and More Surveys 184

**Text B:** Advertising 190

**Skills Development and Practice** 195

- Reading Skills — Distinguishing Facts from Opinions 195
- Translation Practice — 省略译 196
- Guided Writing — 请柬 197
- Listening and Speaking 199

## Glossary 203

---

## Phrases and Expressions 219

---

## Appendix: 《实用英语多媒体学习课件1》结构一览表 225

---

# 1

## UNIT

## Text A

### PRE-READING TASK



Background

#### Exercise 1

Consider the questions before reading the passage.

1. Is your college life the same as you expected?
2. What came into your mind when you became a college student?
3. Are people around you at college nice and friendly to you?

Now compare your answers with those of your neighbours'.

### College – A New Experience

What does the phrase probably mean?

What does *that* refer to?

1 College is a new and different experience for me. I'm away from home, so I have many things to adjust to. Being on my own, talking with friendly people, and **having Fridays off**—these are just some things I like about college.

2 Living at college, first of all, gives me a sense of responsibility, of being on my own. My parents aren't around to say, "No, you're not going out tonight" or "Did you finish your homework?" Everything I do has to be my decision, and that gives me the responsibility of handling my own life. During the second week I was at college, I had to go out and look for a bank where I could open an account. Before **that** I looked in the phone book since I had no clue about any banks around here or where they were located. Someone told me about a good bank: Continental Federal Savings. I went to the bank and made decisions for myself—whether to have a checking or savings account and whether or not to get a MASTER card. That was one example of having responsibility now that I'm on my own and of making my own decisions.

3 Friendly people: **that's** another aspect I like about college. On my first day (and even now) people were nice to me. I came to Marymount University here in Virginia from New York and—even though I'd been here before—I was a bit confused about where I was going. My mother and I drove in, not knowing the



building we were supposed to go to, and the guard was especially nice: with a smile, he told us what building we were looking for and where we could park our car. My room was on the first floor of New Gerard, and I knew I had to go through some glass doors—but my mother and I didn't know which ones. Some upperclassmen saw me and asked, "Are you a new student?" When they found out I was looking for New Gerard, one said, "Oh, just follow us; that's where we're going." Even now I feel comfortable in the dorm because there are friendly

people around to talk with.

4 Finally—to add to my likes of college—I love having Fridays off; I wouldn't be able to cope with five days of classes in a row. Also, I love to sleep in. One Thursday night, my roommate and I and the people across the hall went to Georgetown. We got in rather early the next morning, and my roommate (Juanita) and I decided to sleep in, something I couldn't do in high school.

5 I do like things about college—being on my own, talking with friendly people, having Fridays off, but this doesn't mean I don't think about things at home. Although I like college, I can still get homesick: New York is a pretty good place, too.

### New Words

adjust /ə'dʒʌst/ v.

调整, 适应于

responsibility /ris,pɒnsə'biliti/ n.

责任, 责任心

tonight /tə'nait/ ad.

on or during the night of today 在今夜

n.

the night of today 今夜

handle /'hændl/ v.

1. to deal with; control 处理, 应付, 操纵 2. to treat 对待, 处理

account /ə'kaunt/ n.

1. 账目, 账户 2. a written or spoken report or story 报道, 叙述

△ clue /klu:/ n.

something that helps to find an answer to a question, difficulty, etc. 线索, 暗示

locate /ləu'keɪt/ v.

to fix or set in a certain place 把…设置在, 使…坐落于

continental /,kɒntɪ'nentl/ a.

大陆的

federal /'fedərəl/ a.

联邦的, 联邦制的

注: 标有“△”的词为《普通高等专科学校英语课程教学基本要求》中第二阶段需要掌握的词。  
标有“\*”号的词为超《普通高等专科学校课程教学基本要求》的词。

savings /'seivɪŋz/ <i>n.</i>	储蓄 (金)
aspect /'æspekt/ <i>n.</i>	a certain side of many-sided state of affairs, idea, plan, etc. (问题、事物等的) 方面
confuse /kən'fju:z/ <i>v.</i>	使…困惑, 把…弄糊涂
* upperclassman /ˌʌpə'kla:smən/ <i>n.</i>	(美)高年级学生, 大学三(四)年级学生
dorm /dɔ:m/ <i>n.</i>	(= dormitory /'dɔ:mitri/) 集体寝室, 宿舍
cope /kəʊp/ <i>v.</i>	to deal successfully (with something) 妥善处理
roommate /'ru:mmeɪt/ <i>n.</i>	住同室的人
* homesick /'həʊm,sɪk/ <i>a.</i>	feeling a great wish to be at home, when away from it 想家的, 患怀乡病的

### Phrases and Expressions

adjust to	适应于
on one's own	独立地
have ... off	休假
first of all	首先
look for	寻找
open an account	开账户
make a decision	作出决定
now that	既然, 因为
find out	了解到, 发现
add to	给…增添
cope with	处理
in a row	连续地
sleep in	迟起, 睡懒觉

### Proper Names

Continental Federal Savings	大陆联邦储蓄银行
MASTER card	万事达信用卡
Marymount University /'mɛərɪmənt/	玛丽芒特大学
Virginia /və'dʒɪnjə/	弗吉尼亚州(美国州名)
New York /,nju: 'jɔ:k/	1. 纽约州(美国州名)    2. 纽约市(美国城市)
New Gerard /'dʒɛrɑ:d/	新吉拉德大楼
Georgetown /'dʒɔ:dʒtaun/	乔治敦区 (华盛顿市内西部一住宅区)
Juanita /'hwa:ni:tə/	胡安妮塔 (人名)



## AFTER-READING TASK

### Reading Comprehension

#### Exercise 2

Circle the best answer according to the passage.

- What is the passage mainly about?
  - Activities at college.
  - Responsibilities of being a college student.
  - Living on one's own.
  - A new and different experience of being a college student.
- All of the following are mentioned to show the author's likes of college EXCEPT \_\_\_\_\_.
  - talking with friendly people
  - a sense of being on her own
  - having no class on Fridays
  - being homesick for New York
- The author seems to be proud of \_\_\_\_\_.
  - entering college
  - making her own decisions
  - being away from her parents
  - opening an account in a famous bank
- The example in Paragraph 4 probably shows that the author \_\_\_\_\_.
  - is not so good at her studies
  - doesn't like to get up early
  - expects to have more free time of her own
  - has no class on Fridays
- According to the passage, which of the following is NOT TRUE?
  - The author's parents don't know the right way to teach their child.
  - When she is at college, the author is still missing her family in New York.
  - People at college are friendly to the author.
  - The author did not seem to be very busy with her studies at college.

#### Exercise 3

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

- There were many things for the author to adjust to when she first came to the college.
- It seemed that the author didn't know how to open an account while she was at home.
- Paragraph 3 tells us that people at college are very kind to the author.
- The author didn't work very hard in high school.
- Virginia is not as beautiful as the author's hometown.