



普通高等教育“十五”国家级规划教材

英语综合练习

2

A Companion to English

高职高专版

(Second Edition)

(非英语专业用)

教育部《英语》教材编写组 编

第二版



高等教育出版社



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修 订 说 明

修订后的《英语》(高职高专版)(第二版)仍然为4册,即《英语1~4》。供入学水平在800词左右的学生使用。其中第1~2册为初级教程,学习语法基础和常用交际词汇,累计词汇量达到2000词;第3~4册为中级教程,学完基础语法,累计词汇量达到3300词。

本教材以培养学生的实用涉外交际能力为主旨,围绕实用涉外交际话题编写,学完一个话题学生即能学会围绕该话题进行简短实用的英语口语和书面交际。修完1~4册可达到2000年教育部颁布的《高职高专教育英语课程教学基本要求(试行)》所提出的要求,学生修完第3册后即可参加“高等学校英语应用能力考试”的B级考试,修完第4册可参加A级考试。

修订后的教材依然为每册3本,即综合教程、教师参考书和配套学生练习册《英语综合练习》。

本书为《英语综合练习2》,配合主教材《英语2》,在第1册1350词的基础上再学习600个生词,并学习基础语法。本书共12个单元,每3个单元处理一个交际话题。第2册的4个话题分别为:Education(1~3单元),Tourist information(4~6单元),Invitation(7~9单元),Giving directions(10~12单元)。同时,本书还加有两套自测练习题。

本教材第1、2册为同一单元编排模式,即分为1. Integrated Skills Development; 2. Applied Writing; 3. Pick Up Your Grammar; 4. Merry Learning。其中Integrated Skills Development为单元重点,又分为对话听说和文章读听说写综合训练。听说部分含2个对话和1个听力小短文;着重训练学生围绕交际话题进行模拟听说,培养初步的实际口头涉外交际能力。听说训练又是单元主体——文章读听说写综合训练部分的引子,因为这一部分的核心话题也是本单元的交际话题。综合训练围绕2篇紧扣单元交际话题的文章展开。语言训练遵循阅读理解(Check your understanding)——交际训练(Learn to communicate)——扩大语言积累(Build up your language stock)——独立阅读(Extra reading)4个步骤进行。其中交际训练和扩大语言积累两部分又是核心,侧重培养学生通过学习使用和记忆掌握交际话题所涉及的语言手段(句型和词语)来提高实用英语交际能力。换句话说,本教材的核心指导思想是引导学生围绕交际话题进行语言表达(language production)训练。

修订后的教材还加编了应用文写作(Applied Writing)一节,提供了与单元交际话题相关的实用应用文。考虑到学生英语水平有限,故所选配的应用文都比较简单,便于学习模拟套写。

这次修订对语法部分作了必要的调整。考虑到本教程的编写目标是培养学生的实用英语交际能力,语法教学不是其核心部分,但学生又需要对一些基本语法知识进行必要的复习和补习,因此我们把语法调整为语法复习(Pick up your grammar)练习,放在单元的最后,对基本语法技能进行必要的复习训练,同时又加编了一个语法附录,附在《英语综合练习》之后,学生可视个人需要有选择地进行复习。

这次修订还把单元词汇表挪到了单元之后,这样可保持单元训练内容的完整。

以上说明是为了帮助使用本教程的老师 and 同学更全面地了解本教程的编写和修订思路，更好地发挥教程的长处。多年来本教程受到广大高职师生的欢迎和支持，我们十分欣慰能用一套实用英语教程为大家服务。同时对这次修订后依然存在的缺陷和不足，我们一如既往地欢迎大家批评指正。

本教程的修订工作由孔庆炎教授任总主编，第2册由姜怡和姜欣教授任主编，参加本册修订工作的有姜欣、姜怡、王慧莉和杨德宏。

修订者
2005年11月

第一版前言

《英语》(高职高专版)系列教材是根据教育部2000年颁发的《高职高专英语课程教学基本要求(试行)》(以下简称《基本要求》)编写的,是“教育部高职高专规划教材”。本套教材的培养目标是培养学生在中国环境下使用英语进行涉外交际的能力。具体涉及四个方面:1. 使学生掌握一定的英语基础知识和技能;2. 使学生具有阅读和翻译有关业务英语资料的能力;3. 训练学生进行简单的日常和涉外会话的初步能力;4. 培养学生模拟套写简单信函等涉外业务应用文的能力。


本套教材由主教材《英语》1—4册、《英语综合练习》1—4册及《英语教师参考书》1—4册组成。每册学生用书均配有录音磁带。

《英语》

第一册为预备教材,词汇起点为800词,主要目的是帮助英语水平低于《基本要求》规定的学生,复习巩固中学阶段已学过的语音、语法、词汇,为进一步学习打下基础。为了便于初学者使用本书,书后附有基本语音知识、基本语法知识和基本词汇。

第二册的重点是简单句的基本语法归纳和复习,基本句式的听说读写译技能的训练,并注意把语言基本功训练与实际涉外活动结合起来,使学生从一开始就能贯彻学用结合,学一点、用一点的原则。

第三册和第四册在侧重阅读基本技能训练和语言应用能力提高的同时,继续进行听说读写译的综合训练,并引入涉外交际资料的阅读、翻译和套写训练,将读译写技能的培养作为教学重点,把培养学生实际使用英语去处理业务工作中的涉外交际活动的能力作为最终目标。

主教材每册书都加配了《英语多媒体学习课件》光盘,并将光盘中有内容用  标注在书中每课的相应部分,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,欣赏英文歌曲等。该课件光盘共有4张,分别对应《英语》1—4册。每册的课件由六个模块组成:课文学习、语言技能、语法学习、词汇学习、考考测测和轻松一刻。课件具体内容详见附录。

《英语综合练习》

《英语综合练习》既与《英语》紧密配合,又不相互重复。与《英语》相比,《英语综合练习》遵循“自学、自练、自测”的原则,选材内容更简短、生动,训练方式与形式更灵活多样,并适时提供自测试题供学生检测自己的学习成果。考虑到学生自学的特点,听录音遍数不强求一致,学生可根据自己的实际需要多次播放;读译写部分以读懂理解为主,编配了少量练习以帮助学生扩大词汇和巩固语法。因此,同时使用这两套用书,会收到相得益彰的效果。

《英语教师参考书》

书中内容包括：教学目的与要求、背景资料、练习指导和补充练习、语法提示和练习、练习答案和参考译文等。此外，书中还编有 2 ~ 4 套自测试卷及其答案。

《英语综合练习 2》(高职高专版) 总主编为大连理工大学外语系孔庆炎教授。由对外经济贸易大学黄震华教授担任主审。参加审稿工作的还有：中央电视大学刘黛琳副教授、教材发展研究所外语教学研究室刘援主任、北京邮电大学函授学院汪琛副教授、南京师范大学金陵女子学院于忠喜副教授。大连理工大学的美籍教师 Joel Kirkhart 审读了全书英文部分。编者在此一并表示深深谢意。

由于编写时间紧迫，经验不足，水平所限，不足与疏漏之处在所难免，恳切希望广大师生和读者批评指正。

编 者

2000 年 4 月

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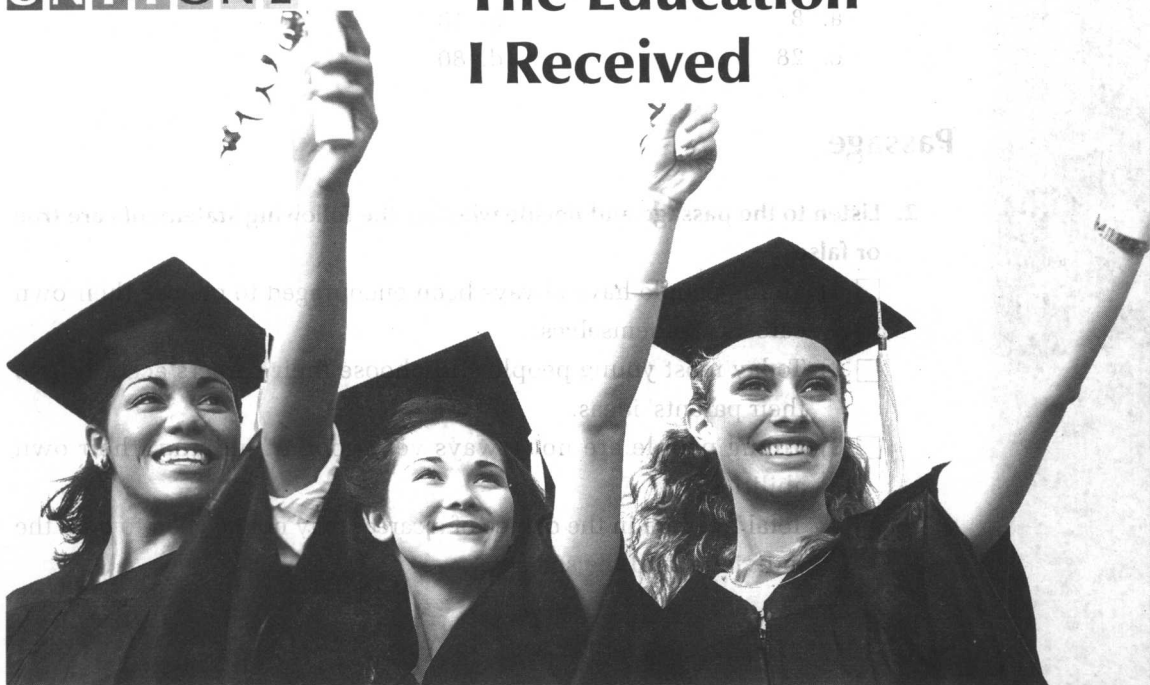
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The Education I Received



Listening In and Speaking Out

Conversations

1. Listen to the conversations and choose the best answers to complete the statements.

- 1) The girl studied _____ last year.
 - a. Chinese
 - b. French
 - c. English
 - d. German
- 2) They had _____ lessons a day.
 - a. three
 - b. four
 - c. five
 - d. six
- 3) The girl usually did homework _____.
 - a. in the morning
 - b. in the afternoon
 - c. in the evening
 - d. during the weekends
- 4) The girl _____ made a lot of mistakes.
 - a. never
 - b. seldom
 - c. often
 - d. sometimes

- 5) The girl got _____ points in the exam.
- a. 8 b. 18
- c. 28 d. 80

Passage

2. Listen to the passage and decide whether the following statements are true or false.
- ☐ 1) Young people have always been encouraged to choose their own careers for themselves.
 - ☐ 2) Today most young people still choose their careers according to their parents' ideas.
 - ☐ 3) Young people are not always very good at judging their own abilities.
 - ☐ 4) Total freedom in the choice of a career may not be good to both the individual and the society.

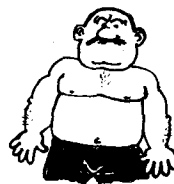
Spot Dictation

- 3. Listen to the short passage and fill in the blanks with the missing words.**

Ann Green is a housewife who comes from Udine in the northeast of Italy, not far from Venice. "I studied _____ at school. But I've forgotten _____. I'd like to _____ so that I can _____ my children with _____, and also so that I can manage when we _____ abroad. I watch English and American _____ on television to keep in touch with the language, but perhaps I ought to _____ to learn to speak it _____."

Picture Identification

- 4. Listen to the ten statements and identify which ones describe the first picture and which ones describe the second. Write “F” (first) or “S” (second) in the small boxes. Then describe the pictures in your own words with your partner.**



- ☐ 1) ☐ 2) ☐ 3) ☐ 4) ☐ 5) ☐ 6) ☐ 7) ☐ 8) ☐ 9) ☐ 10)

Picture Description

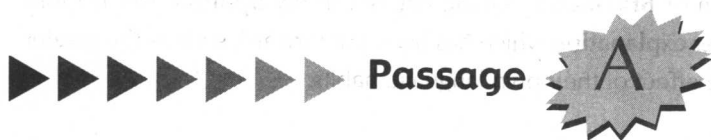
5. Describe the picture with your partner with the help of the Chinese version and the English words given in the brackets,



坐在一张圆桌旁(sit at a round table),
 好像在读报纸 (seem to be reading a newspaper),
 在写点东西 (write something),
 戴着眼镜 (wear glasses),
 穿着连衣裙, 戴着耳环(wear a dress and ear-rings)



Reading In and Writing Out

*How to Improve Your Reading*

Student A: When I read in English, I always want to understand every **single** word and so I spend a lot of time looking words up in my dictionary. This makes reading **difficult** for me because by the time I've looked up the word in my dictionary, I've forgotten what the rest of the sentence was about. That's my trouble really — I **rely** too much on my dictionary.

Professor: Well, why don't you try to read a text without using your dictionary the first time you read it? You'll probably be able to understand most of it and guess what some of the words mean.

Student B: I have to read a lot in English in my studies and this is causing me problems. I read too slowly in English. Do you think I can **train** myself to read quickly



单一的

困难的

依靠

训练

专门的
确定：限制

成年人：发音
许多的：提出

疑问：正确性
情况：善于模仿的人
获得
本族语人
一定

民族的：身份意识
认出：巴西人：看法
解释
忧虑：影响

and at the same time understand what I'm reading?

Professor: Well, there are **special** courses in speed reading, I think. But you could probably help yourself if you **set** yourself a time **limit** and try to read as much as you can within the time. I've done that and it's helped me a lot.



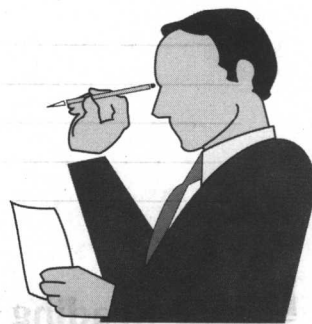
Passage

B

Why Adults Find Pronunciation Difficult

Numerous reasons have been **offered** for the difficulties which many adults find with pronunciation and, no **doubt**, there is some **truth** in all of these. It seems to be the **case** that children are better **mimics** than adults.

But if an adult really wants to **achieve** a **native-speaker** pronunciation, then he or she can. It is not true that the student's own language **necessarily** prevents him or her from achieving a native-speaker pronunciation in English. What does prevent this from happening is that the adult student has a strong sense of **national identity** — he or she wants to be **identified** as a German or **Brazilian** speaking English. In my **opinion**, this is more important than any other **explanation** which has been put forward, such as the greater **anxiety** of adults or the **effect** of their own language habits.



Check Your Understanding

1. Answer the following questions briefly according to passage A.

1) What is student A's reading habit?

2) Does he always use a dictionary?

3) How does he feel about reading then?

4) What's student B's trouble?

5) What might be helpful to him?

2. Read passage B carefully and then decide whether the following statements are true (T) or false (F).

- ☐ 1) It's impossible for an adult to achieve a native-speaker pronunciation.
- ☐ 2) The students' own language always prevents them from achieving a native-speaker pronunciation in English.
- ☐ 3) Adult students don't want to sound like a native-speaker of English.
- ☐ 4) There is more than one explanation for the difficulties which many adults find with pronunciation.
- ☐ 5) The author's explanation is different from many others'.

Build Up Your Language Stock

3. Translate the following phrases into English.

- 1) 每一个词
- 2) 花很多时间
- 3) 在字典里查生词
- 4) 我的困难
- 5) 依赖
- 6) 给某人带来麻烦
- 7) 专门课程
- 8) 快速阅读
- 9) 定一个时间限制
- 10) 读尽可能多的东西

4. Fill in the blanks with the words and phrases given in the box.

by the time the rest too much guess at the same time

- 1) Our parents will be old _____ we have grown up.
- 2) He drinks _____ beer every day.
- 3) Can you _____ what the word means?
- 4) Nancy studies at a school and _____ keeps a part-time job in a shop.
- 5) I have finished the exercises in Unit One and I will do _____ this weekend.

5. Translate the following sentences into Chinese.

- 1) Numerous reasons have been offered for the difficulties.
- 2) There is some truth in all of these.
- 3) It seems to be the case.
- 4) It is not true that they can not achieve native-speaker pronunciation.
- 5) Adult students have a strong sense of national identity.



Practicing Your Grammar

1. Fill in the blanks with the proper forms of the verbs given in brackets.

- Come on over, Gloria. All our friends are here.
- Is Joe there?
- Yes, he is. He _____ (play) the guitar.
- Are Tom and Betty there?
- Yes, they are. They _____ (dance).
- Is Nancy there?
- Yes, she is. She _____ (sing).
- Is David there?
- Yes, he is. He _____ (wait) for you!

2. Translate the following sentences into Chinese.

- 1) I'm trying to connect you.
- 2) Wang Fang is speaking to Mr. Smith on the phone.
- 3) Mr. Li is arriving in Beijing on Thursday.
- 4) I'm phoning from Shanghai.
- 5) They are holding a shoe exhibition next week.

3. Fill in the blanks in the following dialogue. Pay attention to the tense forms.

- Liz: Hi, Karen.
- Karen: Hi, Liz.
- Liz: 1) _____ you 2) _____ a good weekend?
- Karen: Yeah, it 3) _____ OK.
- Liz: What 4) _____ you do?
- Karen: Not much. On Saturday I 5) _____ at home and 6) _____ TV. On Sunday morning I 7) _____ some friends.
- Liz: Sounds like you 8) _____ a nice weekend. Ted and I 9) _____ to see "What's So Funny?" Saturday night.
- Karen: Oh, yeah? 10) _____ you like it?
- Liz: No, I didn't like it at all. And Ted didn't enjoy it, either.

Merry Learning



A woman marries a man, expecting he will change,
but he doesn't.

A man marries a woman, expecting that she will
never change, but she does.