



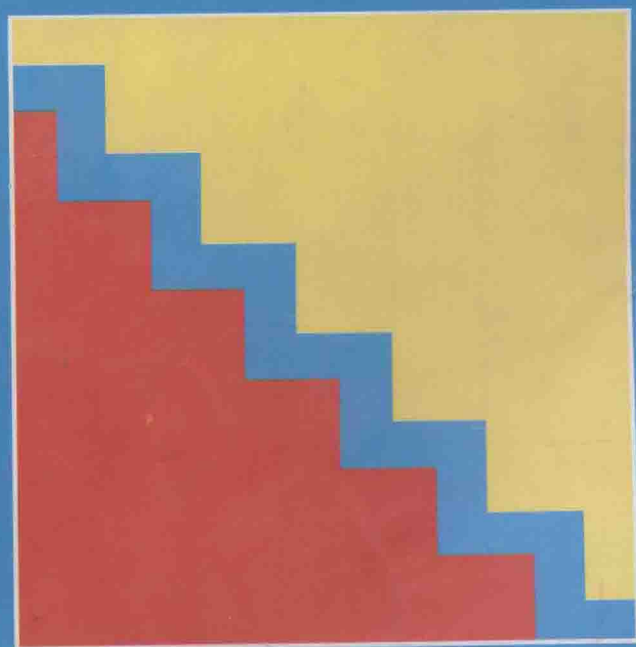
普通高等教育“九五”教育部重点教材
高等专科学校教材（非英语专业用）

实用英语

综合训练与自测 2

学学 • 练练 • 考考

教育部高等专科英语教材编写组 编



高等教育出版社



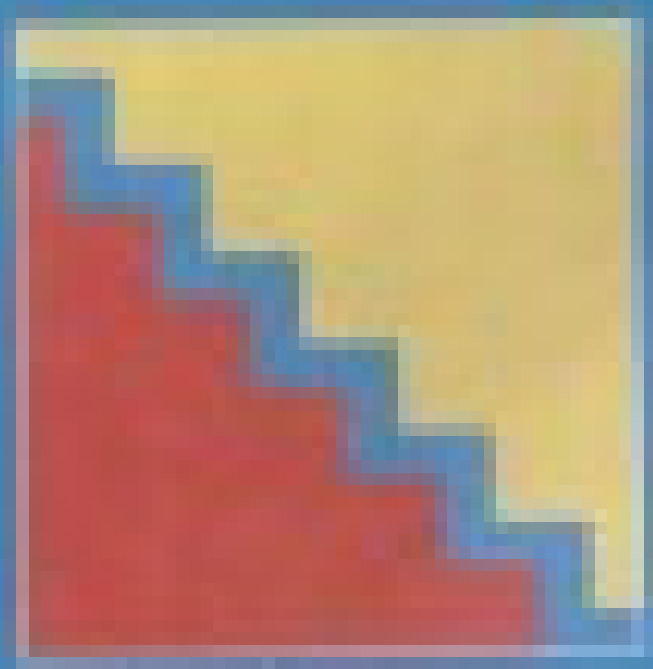
教育部《大学英语课程教学要求》(试行) 指定教材

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李华 主编 李华 副主编

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(京) 112号

内 容 提 要

本书是国家教委推荐的高等专科英语教材——《实用英语》第二册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。每单元包括读写译技能训练、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，辅助学生学好教材。模拟试题参照国家教委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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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，编者为沈阳电力高等专科学校刘然(Unit 1—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(Unit7—Unit8)、长春水力电力高等专科学校景志华(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 classification	have somebody do 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 spelling	Modal verbs
	Test yourself			
Unit 6	1. Ancient Artifacts and Ancient Air 2. Culture Note 3. Whales	Accepting and refusing	Word usage	Subjunctive mood
	Test yourself			
Unit 7	1. The Telephone Age 2. Auto-photo Kiosks in the US 3. The Wallet PC	Making requests	Word matching	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 matching	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	Verbs requiring V-ing only
	Test yourself			
Unit 10	1. A Day of a Housewife and Writer 2. Men Without Ties 3. Enjoying a Cold	Describing personal qualities	Word formation	V-ed as adverbial
	Test yourself			

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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.

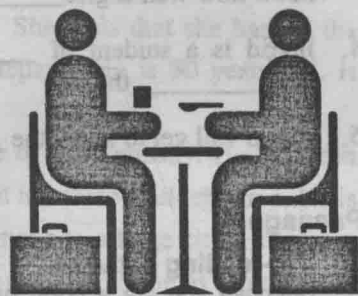
Allison: How do you feel about working with the public, especially children?

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.

(412 words)

Ending Time: ___ h ___ m ___ s

If you have spent

Total Time: ___ m ___ s

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.

1. The interview is more an opportunity to find out how well the candidate _____ than _____ of information.
2. To present himself well, the candidate should _____ information instead of _____ responses.
3. By going over _____ of the position, the interviewer just wants to know how well Ingrid _____ she applies for.
4. Ingrid is a student of _____, so her _____ led her to _____ the job.
5. 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

To _____,
15 July, 1997

II: Listening In & Speaking Out

Asking and Telling the Time

1. Dialogue practice

- **Listening in**

In this part, you will hear five dialogues. After each dialogue there will be a question. Both the dialogue and the question will be spoken twice. Choose the best answer from the four given choices. Now let's begin.

1. A) 10:50. B) 10:15. C) 10:48. D) 10: 52.
2. A) 15 minutes. B) 25 minutes. C) 35 minutes. D) 40 minutes.
3. A) 2:23. B) 2:30. C) 1:13. D) 1:30.
4. A) At 4:15. B) At 4:30. C) At 5:00. D) At 5:30.
5. A) One hour and fifteen minutes. B) One and half hours.
C) One hour and forty-five minutes. D) Two hours.

- **Speaking out**

Practice the following sentences for asking the time.

1. What time is it?
2. What time do you have?
3. What's the time?
4. Do you have the time?
5. Do you have any idea of the time?
6. Do you know the time?
7. Can you tell me the time?
8. Would you tell what time it is?
9. Is your watch correct/right?
10. Is your watch fast/slow?

2. Conversation practice

- **Listening in**

In this part, you will hear two short conversations. After each conversation there will be some questions. Both the conversation and the questions will be spoken twice. Choose the best answer from the four given choices. Now let's begin.

Conversation 1

1. A) It's 3:13. B) It's 3:30. C) It's 3:45. D) It's 3:35.
2. A) Because it's too late to take the bus.
B) Because she wants to go home immediately.
C) Because she has an appointment soon.
D) Because the man wants to take her home in his car.

Conversation 2

1. A) Canada. B) China. C) America. D) Australia.
2. A) She wants to do business with him. B) She wants to have a talk with him.
C) She wants to say hello to him. D) She wants to visit his home.

3. A) At 1:00. B) At 2:13. C) At 2:30. D) At 3:00.

● **Speaking out**

Make a phone call to one of your old classmates, changing the time of the previous appointment with him this Sunday. The following information may be of help to you.

- 1) The original time: 9:00 a.m. 2) The changed time: 2:00 p.m.
3) Meeting place: the City library 4) The reason: Meeting someone at the airport

3. Passage practice

● **Listening in**

In this part, you will hear a short passage. The passage will be spoken twice. You are to complete the following sentences according to what you hear. Now let's begin.

1. The hours of _____ are much longer.
2. Work usually starts between _____ and _____.
3. Usually there is one hour for _____.
4. The break in the morning and afternoon is _____ long.
5. Compared to school, you have fewer _____.

● **Speaking out**

Answer the following questions orally according to your real life.

1. What time do you get up on Sundays?
2. When does your first class begin?
3. When do you have sports every day?
4. What time do you have supper?
5. What time is your library closed?

4. Spot dictation

In this part, you will hear a short passage. The passage will be read three times. First, you will hear the whole passage just to get a general idea of it. Then, in the second reading, you are required to write down the missing words you have just heard in the blanks during the given reading pauses. You can check what you have written when the passage is read for the third time. Now let's begin.

A farmer and his son were sitting in front of the fire, _____ and relaxing. _____, the father said, "Son, go out and see _____."

The son didn't _____. "Dad, why don't we just call in the dog and see _____?"

III: Vocabulary & Structure

1. Word review

● **Word formation**

Form new words as in the models.

Model A: interviewinterviewer进行面试的人

1. examine
2. address
3. employ
4. appoint

Model B: interviewinterviewee被面试的人

1. examine
2. address
3. employ
4. appoint

Model C: editoredit编辑

1. survivor
2. educator
3. photographer
4. actor

Model D: arrangementarrange安排

1. equipment
2. revealment
3. requirement
4. achievement

● **Matching**

Find the definitions in Column B which match the items in Column A.

A**B**

1. take ... into account
2. goodwill
3. distribution
4. go through
5. in hand
6. be concerned about
7. emphasis
8. polish
9. behave
10. on good terms with

- a. to go from beginning to end
- b. be ready to be used and done
- c. to worry about
- d. to be friendly with
- e. to pay attention to
- f. friendly feeling
- g. to act
- h. giving and sending out
- i. to make or become smooth and shiny by rubbing
- j. the placing of special value or importance

● **Translation**

Translate the following sentences from Chinese into English.

1. 他没有注意老师昨天在课堂上说的话。(pay no attention to)
2. 你最好把窗户关上以防下雨。(in case)
3. 你知道第二次世界大战是什么时候结束的吗?(come to an end)
4. 史密斯太太说我是个好学生, 那完全是出于她的好意。(on one's part)
5. 在开始做一项新工作之前, 我们应先完成手头的工作。(in hand)

6. 受过良好教育的人更容易往前发展。(get ahead)
7. 让我们现在就准备好, 等父亲一来我们就走。(so as to)
8. 这家公司有许多晋升的机会。(promotion)
9. 经理收到十位求职者的申请书。(application)
10. 当我们听说了那个事故时, 我们为他担心。(be concerned about)

2. Structure review

so/ such

I'm happy to visit your company — it's so beautiful.

I've never met such a delighted person.

We had such fun at his birthday party last weekend.

It was so cold that we had to stop the game.

She made such a good meal that we all ate far too much.

● Correct the mistakes in the following sentences.

1. I've got so a headache.
2. How do you manage to speak to her with so patience?
3. There was such a much to do that nobody ever got bored.
4. I have never met such gentle a person before.
5. You are such patient with her.

● Fill in the blanks with "so" or "such".

1. Oxygen is _____ important to life that we cannot live without it.
2. Electricity is _____ an important kind of energy that modern industry can not develop without it.
3. Would you be _____ kind as to wake me up at 6 o'clock?
4. It's _____ a nice day. Let's go to the park.
5. He was _____ moved that he couldn't say a word.

● Translation

Put the Chinese into English in each sentence.

1. Jimmy made _____ (这么大的声音) that his sister told him to be quiet.
2. Who would be _____ (这么笨拙) as to do a thing like that?
3. Tom couldn't be _____ (这么粗心大意) as to forget his bag.
4. There was _____ (排这么长的队) at the movie that we had to wait a long time before we could get the tickets.