



普通高等教育“十一五”国家级规划教材

COLLEGE PRACTICAL  
ENGLISH  
INTEGRATED  
COURSE

大学

实用英语

综合教程 (第二级)

总主编 于洪颖

主 编 江 锋 郑淑媛 洪华英

浙江科学技术出版社  
江西科学技术出版社



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# 大学实用英语

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浙江科学技术出版社  
江西科学技术出版社

## 图书在版编目(CIP)数据

大学实用英语综合教程. 第二级/江峰等主编. —杭州: 浙江科学技术出版社, 2009. 8

ISBN 978-7-5341-3675-7

I. 大… II. 江… III. 英语—高等学校: 技术学校—教材 IV. H31

中国版本图书馆 CIP 数据核字(2009)第 148808 号

书 名 大学实用英语综合教程(第二级)

主 编 江峰 郑淑媛 洪华英

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出版发行 浙江科学技术出版社·江西科学技术出版社

联系电话: 0571-85152486

E-mail: zzj@zkpress.com

排 版 杭州大漠照排印刷有限公司

印 刷 杭州长命印刷有限公司

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开 本 787×1092 1/16 印 张 11.75

字 数 323 000

版 次 2009 年 8 月第 1 版 2009 年 8 月第 1 次印刷

书 号 ISBN 978-7-5341-3675-7 定 价 29.00 元(附光盘)

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(图书出现倒装、缺页等印装质量问题,本社负责调换)

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# 前 言

《大学实用英语》是根据教育部颁布的《高职高专教育英语课程教学基本要求》(以下简称《基本要求》)编写的一套供高职高专学生使用的大学英语教材。2006年被教育部正式批准为“十一五”国家级规划教材,是我国高职高专英语教学的一个重要科研项目。

本套教材共分五级:预备级、第一级、第二级、第三级和提高级,每级包括《综合教程》《听说教程》《教师用书》和《综合教程练习册》四个分册。

其中,《综合教程》包含四大模块:Speaking、Reading、Writing、Grammar。每单元由三篇课文组成,Reading中Text A为精读材料,配有阅读理解、词汇词组、句子结构、英汉翻译等多种练习;Text B为泛读材料,并配有阅读理解练习题,供学生们课外阅读。Writing中的课文突出英语应用能力训练,按照《基本要求》编写,由浅到深,包括日常交际能力训练和业务能力训练,涵盖了《基本要求》中所提到的各种信函、外贸单证、经贸合同等高职高专学生将来就业常用的应用文。这四大模块包括了“说”、“读”、“写”,而将“译”融入Text A后的练习中。《综合教程》预备级,有16个单元,《综合教程》一级至三级和提高级,每册含10个单元。

《听说教程》配合《综合教程》使用,力求使学生在“听”、“说”两方面进一步得到训练。每单元设有三大部分,既有单词、句子等基础训练,又有情景会话、短文阅读等能力的提升训练。为保证学习效果,教材配了录音磁带和光盘,同时聘请经验丰富的英美语言专家朗读,使用一流语音设备制作,并派专人监制。

《综合教程练习册》按高等学校英语应用能力A、B级考试要求编写。题型相似,但内容又紧扣教材,学生通过本书练习,可熟悉英语应用能力考试题型,有助于学生参加高等学校英语应用能力A、B级考试。

《教师用书》为教师提供了每单元的相关背景知识、难句解释、语言点释例、补充材料、课文参考译文和练习答案以及《听说教程》中听力的原文和练习答案。多媒体课件由我们和北京洪恩教育科技有限公司共同制作。

本书为《综合教程》第二级,包含 10 个单元,主要供各个学制的高职以及高等专科院校的二年级学生使用。主题以涉外的交际、商贸为主,涉及面试、住宿、观光、餐饮、亲情、情感、财富、推销、商业、告别等十个方面;**Writing** 的应用文写作则围绕 10 个主题精选了相关的文体:企业介绍、预订房间、订票、应聘信、备忘录电传、传真、商贸缩语、产品说明书等。学习本级的学生将参加国家英语应用能力 **B** 级考试,因而本书内容、知识点较多,特别突出系统性。

《大学实用英语》组织了一批国内知名的专家、教授及部分高校骨干教师参与编写。英籍专家 **Andrew Meek** 也参加了部分内容的编写和审阅。对他们的辛勤工作,我们表示衷心的感谢。

编 者

2009 年 4 月

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# Unit 1 Interview



## ● Speaking

### ● Dialogue

#### Interviewing

Johnson: Come in, please.

Li Ming: Good morning. My name is Li Ming.

Johnson: Good morning. Please take a seat.

Li Ming: Thank you.

Johnson: Let me ask you some questions. When and where did you graduate?

Li Ming: I graduated from Peking University three years ago.

Johnson: And what's your major?

Li Ming: My major is Business & Economics.

Johnson: Good. Have you ever worked in a foreign company?

Li Ming: Yes, I had a part-time job for a year at an International Trading Company.

Johnson: Oh, really? What do you mean by "a part-time job"?

Li Ming: I mean I have been having lessons to get the chance to study abroad.

Johnson: Good! Why did you answer our ad?

Li Ming: I think I have the work experience and the ability to use English and computer.

Johnson: Well, now, do you have any questions to ask me about our company?

Li Ming: No, but I would like to ask about the salary.

Johnson: Of course. All the new employees begin with a standard salary of 1,800 Yuan per month. Later, according to your ability, you would get a higher monthly salary. We'll let you know the result of the interview sometime next week.

Li Ming: Thank you very much.

Johnson: You're quite welcome. Goodbye.

Li Ming: Goodbye.

## ● Practice

1. Match the parts on the left with those on the right.

- |   |                                      |
|---|--------------------------------------|
| (1) (     ) When did Li Ming graduate?                                | A. Sometime next week.               |
| (2) (     ) What's Li Ming's major?                                   | B. Yes, he did.                      |
| (3) (     ) Where did Li Ming have<br>a part-time job?                | C. An International Trading Company. |
| (4) (     ) Did Mr. Johnson answer the<br>question about the salary?  | D. Business & Economics.             |
| (5) (     ) When will the result of the<br>interview come to Li Ming? | E. Three years ago.                  |

2. Prepare similar dialogues to answer the ad of a salesman.

Words and Expressions:

graduate from   look for   work experience   ask about   according to   have the  
chance to   have the ability to   would like to

## ● Reading

### ● Text A Intensive Reading

#### Refuse to Fail

—My Hard Journey to Study Abroad

"One of the greatest challenges during a person's journey to reach one's goal is whether we have the capacity to withstand hardship and frustration and to live with the mistakes and failures without being downhearted or dismayed."

Mom passed me a letter from California University when I was back from work

last year. At that time I didn't know what a thin envelope would mean to me. "Due to hot competitions and limited seats this year..." The school wiped off my last hope in 2000 in such a polite way.

Last year I was 25, nearly three years after graduation from Peking University of Finance & Economics Department. As MBA was the only direction to go, I had no other choice but to gather courage to pursue the daunting program, which was said to have the least chance for application to get financial aids. Though I understood the chance was hard to get, I still tried hard: scoring fairly high in required tests, attending all kinds of INFO sessions, having my application essays edited by my friends in the US, etc. It seemed that I could at least get an admission. Unfortunately, I failed.

Probably because it was the first time to fail in my application to US schools, I felt so numb to receive those rejection letters. As I hoped to go to a new company not for long at that time, I comforted myself that it wasn't the worst since I could accumulate more work experience as well as personal savings for the application in the next year. But life became far more difficult than I had expected.

I felt it's like a fatal strike by Chinese Gongfu to harm the enemy's body not by breaking the bones but by causing the internal injuries while leaving the skin intact. The pain finally reflected from the bottom of my heart and deteriorated as days went by. "How is your application?" The very embarrassing question is often to be asked by my friends who cared me and inquired by my direct boss who froze my promotion and raise as she knew my study plan. I only squeezed some rigid smiles to them.

Soon the next round application was about to set out. "What if I fail again?" Such a question was strong enough to take my breath away whenever it came into my mind in those sleepless nights.

Thanks to my friends around me! They encouraged me in the darkest period of my life. If I continued to be sentimental, I would lose again this year. With a positive psychology, I adjusted my application strategy. The first thing is to choose an MBA program to focus on sports administration, my favorite. The second step is to write the application essays again. I shift from telling the professors what I have done to how and why I did that. Instead of depicting myself to be a commercial elite, I simply expressed my aspiration in that field. After the anxious waiting, the result came to me in March, and this time: Bingo!

The course of the two round applications gave me a lot to learn, not only in the aspect of application skills but also in that of life experience. If you let your faith in the promise of another tomorrow go away when you are in your deepest despair and tribulations, such a compromise could not help but would smash you up even faster.

Now I am more approaching my objective, but I know my future is still uncertain and there would be endless twists and turns waiting ahead. What I am sure is to stand up quickly after I am knocked down. That's why I really want to share the words at the very beginning of my article.

Keep the faith, please! Do give yourself another chance to try. You can climb the highest mountain and swim across the deepest ocean. It's just a matter of time before your confidence wins out! Failure is really treasure for life!

### New Words

withstand [wið'stænd]	vt. 抵挡, 顶得住, 经受住
frustration [frʌs'treɪʃən]	n. 挫折, 失败
downhearted ['daun'hɑ:tɪd]	adj. 消沉的, 沮丧的
dismay [dis'mei]	vt. 使灰心, 使沮丧
daunt [daʊnt]	vt. 威吓, 使胆怯, 使气馁
numb [nʌm]	adj. 麻木的, 失去感觉的
hop [hɒp]	v. 跳
accumulate [ə'kju:mjuleɪt]	vt. 积累, 聚集
deteriorate [di'tiəriəreɪt]	vt. 使变坏, 使恶化
embarrassing [im'bærəsɪŋ]	adj. 令人窘迫的, 令人为难的
promotion [prə'məʊʃən]	n. 提升, 升职
rigid ['rɪdʒɪd]	adj. 僵硬的, 刻板的
sentimental [ˌsenti'mentl]	adj. 多愁善感的
depict [di'pɪkt]	vt. 描述, 描绘
elite [ei'lɪt]	n. 杰出的人物
bingo ['bɪŋɡəʊ]	int. 嘿, 瞧, 好
tribulation [ˌtrɪbjʊ'leɪʃən]	n. 苦难, 困苦
compromise [ˈkɒmprəmaɪz]	n. 和解, 让步
smash [smæʃ]	vt. 击溃, 打破
approach [ə'prəʊtʃ]	vt. 接近, 向……靠近
objective [ɒb'dʒektɪv]	n. 目的, 目标

### Phrases and Expressions

wipe off

抹去, 擦去

be about to	即将,马上就
set out	开始,出发
take one's breath away	令人窒息的
focus on	聚集,着重于
shift from... to	从……转移到
not... but	不是……而是
win out	胜出,经过艰难而成功
smash up	打破,捣毁

## Notes

1. refuse to fail 永不言败。

2. One of the greatest challenges during a person's journey to reach one's goal is... to live with the mistakes and failures without being downhearted or dismayed.

在通往理想的道路上最大的挑战之一就是是否有勇气面对艰难挫折,遭遇失败而不灰心丧气。

3. As MBA was the only direction to go...

MBA = Master of Business Administration 工商管理硕士。

4. which is said to have the least chance for application to get financial aids.

句中 which 引导了一个非限定性定语从句,修饰 the daunting program。

5. Attending all kinds of INFO sessions 参加各种(留学)信息会议。INFO = information

6. I felt it's like a fatal strike by Chinese Gongfu to harm the enemy's body not by breaking the bones but by causing the internal injuries while leaving the skin intact.

我感觉就像受到中国功夫致命的一击,外面毫毛未损,也未伤筋断骨,却“内患”无穷。

7. The very embarrassing question is often to be asked by my friends who cared me and inquired by my direct boss who froze my promotion and raise as she knew my study plan.

其中, to be asked... 是动词不定式作表语,句中两个 who 引导了定语从句。

8. With a positive psychology, I adjusted my application strategy.

我用一种积极的心理状态调整了申请策略。

9. If you let your faith in the promise of another tomorrow go away...

如果你让那份对明天期待的信心溜走……

## I . Reading Aloud

Read the following paragraph, paying attention to your pronunciation and intonation.

“One of the greatest challenges during a person’s journey to reach one’s goal is whether we have the capacity to withstand hardship and frustration and to live with the mistakes and failures without being downhearted or dismayed.”

Now I am more approaching my objective, but I know my future is still uncertain and there would be endless twists and turns waiting ahead. What I am sure is to stand up quickly after I am knocked down. That’s why I really want to share the words at the very beginning of my article.

Keep the faith, please! Do give yourself another chance to try. You can climb the highest mountain and swim across the deepest ocean. It’s just a matter of time before your confidence wins out! Failure is really treasure for life!

## II . Comprehension

### 1. Answer the following questions briefly.

- (1) What letter did the writer receive last year?
- (2) How did the writer feel after he failed the first round application?
- (3) How did the writer change the strategy when he started the second round application?
- (4) What did the writer learn from the course of the applications?
- (5) What did the writer want to share with the readers?

### 2. Decide whether the following statements are true(T) or false(F) according to Text A.

- (1) (     )The writer wants to study Business & Economics abroad.
- (2) (     )He felt comforting when the direct boss asked about his application.
- (3) (     )Soon after he started the second round application, and this time he won.
- (4) (     )He depicted himself to be a commercial elite when he rewrote the application essays.
- (5) (     )The writer keeps the strong faith in the promise of tomorrow.

### 3. Group discussion.

- (1) Do you have any experiences of misfortune? What do you learn from them?
- (2) Would you like to talk about the relationship between a chance and an effort?

### III. Vocabulary

1. Fill in the blanks with appropriate words or phrases from the box. Change the form if necessary.

wipe off	smash	withstand	dismay	squeeze	accumulate
take one's breath away	shift from...to	focus on	depict		

- (1) The boss wants his speech to \_\_\_\_\_ the amount of the sale.
  - (2) We must \_\_\_\_\_ the tribulations if the flood comes.
  - (3) He was \_\_\_\_\_ to learn he failed in the exam.
  - (4) The old mother nearly \_\_\_\_\_ when she opened the letter from her son in the war.
  - (5) As soon as the bus came, the young man \_\_\_\_\_ himself into the crowded bus.
  - (6) They'd better \_\_\_\_\_ funds to build the new college.
  - (7) The girl's eyes \_\_\_\_\_ the right \_\_\_\_\_ the left to try to find her mother.
  - (8) The young man wants to \_\_\_\_\_ a record at the Olympic Games.
  - (9) The teacher asked the child to \_\_\_\_\_ the thoughts to cut class.
  - (10) In her book, she \_\_\_\_\_ herself as an ordinary woman.
2. Complete each of the following sentences with an appropriate form of the word in brackets.
- (1) I find it \_\_\_\_\_ that I can't speak Japanese. (frustration)
  - (2) The town is only \_\_\_\_\_ from the west. (approach)
  - (3) The prospect of meeting the President is very \_\_\_\_\_. (daunt)
  - (4) In his novel, the \_\_\_\_\_ of the life in modern Paris is very interesting. (depict)
  - (5) The \_\_\_\_\_ of knowledge and experience made him succeed in writing. (accumulate)
  - (6) There is no room for \_\_\_\_\_ in making a decision. (sentimental)
  - (7) He was \_\_\_\_\_ by the teacher's comments about his study. (embarrassing)
  - (8) The manager realized the \_\_\_\_\_ in business relations. (deteriorate)
  - (9) She was soon \_\_\_\_\_ to manager. (promotion)
  - (10) \_\_\_\_\_ in the experiment should not stop us from trying again. (fail)

### 3. Cloze.

Some believe that high school students should (1) \_\_\_\_\_ have a part-time job. Firstly, taking up a part-time job allows students (2) \_\_\_\_\_ new situations and gain knowledge of the world. Secondly, through part-time work students are able to meet many (3) \_\_\_\_\_ people and understand (4) \_\_\_\_\_ society works. This experience can be very useful for students when they leave school and choose a job in the future. Thirdly, a part-time job lets students have the opportunity (5) \_\_\_\_\_

themselves save money and help their parents pay for some of the many costs involved (6) \_\_\_\_\_ raising children.

Others, on the other hand, do not believe that high school students should be allowed to have a part-time job. First of all, they may often work together with adults (7) \_\_\_\_\_ may encourage them (8) \_\_\_\_\_ things that are not good for their health. Secondly, there is no need for students to earn money. They should concentrate (9) \_\_\_\_\_ studying hard at school and it is the responsibility of their parents to support them financially. Thirdly, if students are spending their time (10) \_\_\_\_\_ part-time jobs rather than studying, they may not be able to do well in school exams.

- |                    |                  |                  |               |
|--------------------|------------------|------------------|---------------|
| (1) A. allow       | B. allowed to    | C. be allowed to | D. be allowed |
| (2) A. experienced | B. to experience | C. experiencing  | D. experience |
| (3) A. kind        | B. bad           | C. young         | D. different  |
| (4) A. how         | B. what          | C. why           | D. when       |
| (5) A. to train    | B. to help       | C. to buy        | D. to know    |
| (6) A. in          | B. on            | C. with          | D. by         |
| (7) A. what        | B. where         | C. which         | D. who        |
| (8) A. do          | B. to do         | C. done          | D. did        |
| (9) A. to          | B. by            | C. on            | D. in         |
| (10) A. doing      | B. to be done    | C. on do         | D. for doing  |

## IV. Word Building

1. The suffix-ure can be added to some verbs to form nouns that refer to the action or state described by the verbs.

Example:

fail(v.) + -ure → failure(n.)

please(v.) + -ure → pleasure(n.)

Now add-ure to the following verbs, making the necessary changes in spelling, and then use some of the resulting nouns to complete the sentences below.

- |                    |                    |
|--------------------|--------------------|
| (1) a. press _____ | b. depart _____    |
| c. enclose _____   | d. close _____     |
| e. expose _____    | f. displease _____ |
| g. compose _____   | h. disclose _____  |
| i. contract _____  | j. exploit _____   |
- (2) a. He says he made the false statement to the police under \_\_\_\_\_.  
 b. The newspaper's \_\_\_\_\_ shocked the public.  
 c. His \_\_\_\_\_ for France increased her sense of frustration(失意).  
 d. She felt \_\_\_\_\_ at his rudeness.  
 e. Here is a letter with two \_\_\_\_\_.



- f. Try to keep \_\_\_\_\_ when you are in danger.
- g. When he saw the \_\_\_\_\_ of her eyelids, he knew nothing could help.
- h. The best part of the job was his constant \_\_\_\_\_ to books.
- i. The doctor tried to straighten out the \_\_\_\_\_ in the patient's right knee.
- j. The \_\_\_\_\_ of the antibiotics(抗生素) has saved lots of lives.

2. The prefix inter- means "between", "among". It is added to nouns, verbs and adjectives to form new nouns, verbs and adjectives.

Examples:

inter- + adjective

inter- + national → international

inter- + personal → interpersonal

inter- + noun

inter- + action → interaction

inter- + dependence → interdependence

inter- + verb

inter- + change → interchange

inter- + relate → interrelate

Now add inter- to the following words, then use them in the sentences below.

(1) a. mission \_\_\_\_\_

b. lace \_\_\_\_\_

c. phone \_\_\_\_\_

d. connect \_\_\_\_\_

e. section \_\_\_\_\_

f. view \_\_\_\_\_

g. disciplinary \_\_\_\_\_

h. continental \_\_\_\_\_

i. plant \_\_\_\_\_

j. mix \_\_\_\_\_

(2) a. She was urgently dialing her \_\_\_\_\_.

b. They are closely \_\_\_\_\_.

c. He \_\_\_\_\_ red tulips(郁金香) with yellow.

d. The economics, history and political science departments organized an \_\_\_\_\_ seminar on Southeast Asia.

e. The experts from Asia and Africa have had \_\_\_\_\_ cooperation.

f. He was sure he would get the position because the job \_\_\_\_\_ had gone very well.

g. The acres of rubber were \_\_\_\_\_ with coffee.

h. As the earth thaws(解冻), numberless little streams are formed to overlap(交叠) and \_\_\_\_\_ with one another.

i. The rain continued all day without \_\_\_\_\_.

j. Bridges are used to avoid the \_\_\_\_\_ of a railroad and a highway.