



普通高等教育“十一五”国家级规划教材

第二版为普通高等教育“十五”国家级规划教材

曾获全国普通高等学校优秀教材一等奖

Practical English

Workbook

实用英语 综合训练与自测

1

《实用英语》教材编写组 编

第四版

Fourth Edition



高等教育出版社
Higher Education Press



普通高等教育“十一五”国家级规划教材

第二版为普通高等教育“十五”国家级规划教材
曾获全国普通高等学校优秀教材一等奖

Practical English

Workbook

实用英语 1

综合训练与自测

《实用英语》教材编写组 编

第四版
Fourth Edition



高等教育出版社
Higher Education Press

内容提要

《实用英语》系列教材是教育部规划的高职高专公共英语教材。本套教材 1995 年正式出版发行, 先后进行了两次修订。为了更加有利于学生英语应用能力的培养, 结合《实用英语》的教学使用反馈情况, 编写组以教育部颁发的《高职高专教育英语课程教学基本要求(试行)》为依据, 现对《实用英语》进行第三次修订。

本书为《实用英语综合训练与自测 1》(第四版)。全书共有 8 个单元和 5 套模拟试题。每单元包括读写技能训练、听说技能训练、词汇结构训练三部分; 模拟试题包括 1—4 单元和 5—8 单元模拟试题各两套以及 1—8 单元模拟试题一套。

本书附有 MP3 录音光盘并配有网络资源。网络资源请用防伪码登录中国外语网 (www.cflo.edu.cn) 获取。

图书在版编目(CIP)数据

实用英语综合训练与自测. 1 / 《实用英语》教材编写组编. —4 版. —北京: 高等教育出版社, 2009.6
ISBN 978-7-04-027413-4

I. 实… II. 实… III. 英语—高等学校: 技术学校—习题 IV. H319.6

中国版本图书馆 CIP 数据核字 (2009) 第 067800 号

总策划	刘援	策划编辑	周龙 闵阅	项目编辑	闵阅 孙云鹏
责任编辑	王琳琳 闵阅	封面设计	张志奇	版式设计	刘艳
责任校对	王琳琳	责任印制	韩刚		

出版发行 高等教育出版社
社 址 北京市西城区德外大街 4 号
邮政编码 100120
总 机 010-58581000

经 销 蓝色畅想图书发行有限公司
印 刷 北京中科印刷有限公司

购书热线 010-58581118
咨询电话 400-810-0598
网 址 <http://www.hep.edu.cn>
<http://www.hep.com.cn>
网上订购 <http://www.landaco.com>
<http://www.landaco.com.cn>
畅想教育 <http://www.widedu.com>

开 本 850×1168 1/16
印 张 14
字 数 331 000

版 次 1995 年 2 月第 1 版
2009 年 6 月第 4 版
印 次 2009 年 6 月第 1 次印刷
定 价 28.50 元(含光盘)

本书如有缺页、倒页、脱页等质量问题, 请到所购图书销售部门联系调换。

版权所有 侵权必究

物料号 27413-00

第四版前言

《实用英语》是国内最早专为高职高专英语教学编写的教材之一。自 1995 年正式出版以来,它所坚持内容的实用性、教学的针对性和编写的科学性受到了使用者的欢迎,先后被列为“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”,第二版获得全国普通高等学校优秀教材一等奖,第四版被列为普通高等教育“十一五”国家级规划教材。

本教材在编写过程中注意吸收现代外语教学理论中适合我国英语教学实际的观点,结合我国外语教学中行之有效的理论和方法以及我国高职高专英语教学的现状,力求正确处理好打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,并注意结合学生毕业后实际工作的需要,将语言基础能力与实际涉外交际能力的培养有机结合。

本系列教材共分 3 册,每册包括《综合教程》、《综合训练与自测》、《教师参考书》及配套的多媒体光盘、MP3 等。

《综合训练与自测》(第四版)1-3 册是根据当前高职高专英语教学的实际情况,紧扣《综合教程》(第四版)1-3 册各单元的主题与教学内容进行修订的。

《综合训练与自测 1》(第四版)替换了第三版 1、3、4、6 单元第一部分(Reading, Writing & Translating)的部分文章,重新编写了相应的练习和答案。

《综合训练与自测 1》(第四版)由广东韶关学院安晓灿教授负责修订。

编者对使用本教材的师生表示感谢,感谢他们对本教材编写工作的支持和使用教材后给予的反馈意见,同时也希望他们在今后的使用过程中继续提出宝贵意见,以使本教材能得到进一步完善。

编者
2009 年 4 月

第三版修订说明

《实用英语》系列教材是一套供高职高专英语课程使用的教材。自 1995 年正式出版发行以来,它所坚持内容的实用性、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,更加符合当前高职高专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,再次对《实用英语》的《综合教程》、《泛读教程》、《综合训练与自测》和《教师参考书》进行了修订。同时,我们还把原《实用英语》的业务英语接续篇《实用业务英语》纳入到《实用英语》的体系中,变成《实用英语》的第四册,从而使这次修订的《实用英语》成为一套既含基础英语又含业务英语的完整的实用英语教程。

修订后的《实用英语》(第三版)仍然分为《综合教程》、《泛读教程》、《综合训练与自测》和《教师参考书》。根据当前高职高专英语教学的实际情况,各册教程均由原来的 10 个单元修订为 8 个单元,对技能训练部分的项目作了少量调整,并调换了部分单元的课文。修订后的《实用英语》按照《高职高专教育英语课程教学基本要求(试行)》(2000 年)中的词汇表重新对课文的分课词汇表进行了标记和增删。

《实用英语综合训练与自测 1》(第三版)删减了原第 7 单元和原第 10 单元,并对部分词汇作了相应的调整。同时此次修订还对书中的 Test 5 按“高等学校英语应用能力考试”B 级要求进行了修订和补充。本书的修订工作由重庆大学余渭深教授和重庆石油高等专科学校刘寅齐教授负责。

《实用英语》(第二版)系列教材曾获 2002 年全国高等学校优秀教材一等奖。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
2004 年 2 月

第二版修订说明

《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》和《综合训练与自测》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。

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》

增加了构词法的例示，修订了词汇练习部分。

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。

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，在此谨表示衷心地感谢。

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学校的学生，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 4 月

第一版前言

《实用英语综合训练与自测》第一册是《实用英语》教材第一册的同步自学练习用书。《实用英语》教材是由高等教育出版社出版、国家教委推荐使用的普通高等专科通用英语教材。《实用英语综合训练与自测》第一册根据《普通高等专科英语课程教学基本要求》的精神,紧扣《实用英语》第一册教材各单元的教学内容,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 5 个自测练习单元组成。自学练习各单元由读、写、译,听与说,词汇与结构三部分构成。自测练习各单元有听、读、词汇与结构、综合填空、翻译、写作 6 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教养。

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》第一册的课外练习外,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。

《实用英语综合训练与自测》第一册的主编为余渭深,编者为伍忠杰、李正农、刘寅齐、陈泽蓉、谢祖全。

本书在编写过程中曾受到在重庆大学中英 ELT 教学合作项目工作的英国专家 Dorothy Humphrey 女士的支持和帮助,我们在此深表感谢。

编 者
1997 年 5 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. British Universities 2. The Successful Language Learner 3. The Organization of a Lecture 4. How to Read Effectively	Introducing people	Words of schooling and words for learning	used to / would
UNIT 2	1. Local Night Out 2. Folk Music 3. Music of the United States 4. Bob Dylan	Going out for entertainment	Words of culture	Relative clause
UNIT 3	1. Trade and Specialization 2. Money Is Necessary 3. The Internet Is Sick 4. Stock Exchange	Making / Accepting offers	Words of trade	Quantity modifiers
UNIT 4	1. Being on Time 2. Hobbies 3. Life 100 Years Ago 4. Adam and Eve	1. Asking ways 2. Attending a party	Words of manners	Subjunctives in certain clauses
UNIT 5	1. People Helping People 2. Culture Shock 3. Suburbs in the United States 4. Help!	Asking for information	1. Word formation 2. Word puzzle	V-ing, V-ed as noun modifier
UNIT 6	1. A Slice of Life 2. Leisure Activities 3. The Pressure of Competition 4. Go Abroad	Telling experience of schooling	1. Grouping words 2. Negative forms of words	Comparative and superlative degrees
UNIT 7	1. Travel by Air 2. Unemployment 3. English Required by CAAC 4. Travel Across the International Date Line	Showing praise and admiration	Words of trip	Multiples
UNIT 8	1. How to Read Newspapers 2. American Family 3. Non-verbal Communication 4. Polite to Women?	1. Ordering food 2. Describing daily life	Words of news and language learning	Passive voice in perfect and progressive tenses

Contents

UNIT 1	1
UNIT 2	17
UNIT 3	33
UNIT 4	47
UNIT 5	61
UNIT 6	77
UNIT 7	89
UNIT 8	103
TEST 1 (UNIT 1 — UNIT 4)	119
TEST 2 (UNIT 1 — UNIT 4)	129
TEST 3 (UNIT 5 — UNIT 8)	139
TEST 4 (UNIT 5 — UNIT 8)	149
TEST 5 (UNIT 1 — UNIT 8)	157
Key to Exercises	167
Key to Tests	199



I. Reading, Writing & Translating

1. Practice through reading

Passage 1

● Pre-reading questions

1. How many universities and colleges are there in China?
2. Which of them are the most famous ones? Why?
3. What are the major differences between universities and colleges in China?

The following is a short passage with some information about British universities you will probably be interested in. At the end of this passage there are five short-answer questions you should answer briefly according to the passage.



Are you ready to read? Don't forget your starting time: ____ : ____ : ____

British Universities

British universities can be divided roughly into three groups.

The old universities: Oxford (牛津) and Cambridge (剑桥) are the oldest universities.

In the fourteenth and fifteenth centuries, four universities were founded in Scotland: St. Andrew (1411), Glasgow (1450), Aberdeen (1494) and Edinburgh (1583).

The redbrick universities: These include all the provincial (地方的) universities of the period 1850 — 1930, as well as London University. The term “redbrick” is not much used today,

but it is a useful way of describing this group of universities, many of which were built in the favorite (最受喜爱的) building material of the time — red brick.

The new universities: These are all the universities founded since the Second World War.

Because of their more modern approach (方法) to university courses, some students choose the new universities in preference to other universities. But Oxford and Cambridge are still the main attraction.

The number of new universities also jumped considerably in 1992,



Practical English

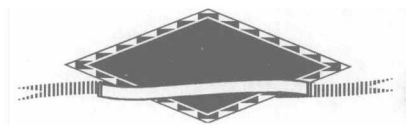
when polytechnics and some other higher educational establishments were given the freedom to become universities and chose to exercise it.

Altogether, there are now some 90 universities, including the Open University in the United Kingdom.

(174 words)

Ending Time: ____ : ____ : ____

Total Time: ____ m ____ s



If you have spent

- a) less than 3 minutes, you are a wonderful reader.
- b) around 3.5 minutes, you are OK at reading.
- c) more than 4 minutes, you need more practice in reading.

Comprehension

Try to answer the following questions briefly in accordance with the passage.

1. What are the three main groups of universities in Great Britain?
2. Where is Aberdeen University located, in England, Scotland or Wales?
3. Why is London University called a "redbrick" university?
4. Why do some students prefer to go to the new universities?
5. Why did the number of universities jump considerably in 1992?

Passage 2

Pre-reading questions

1. Are you a successful language learner?
2. What techniques do you think make language learning easier?



Are you ready to read? Don't forget your starting time: ____ : ____ : ____

The Successful Language Learner

Some people seem to have the ability to learn language. They can pick up new vocabulary, master rules and grammar, and learn to write in the new language more quickly than others. They do not seem to be anymore intelligent than others, so what makes language learning so much easier for them? Perhaps if we take a close look at these successful language learners we may discover a few of the techniques which make language learning easier for them.

First of all, successful language learners are independent learners. They do not depend on the book or the teacher; they discover their own way to learn the language. Instead of waiting for the teacher to explain, they try to find the patterns and the rules for themselves. They are good guessers who look for clues and form their own conclusions. When they guess wrong, they guess again. They try to learn from their mistakes.

Successful language learning is active learning. Therefore, successful learners do not wait for a chance to use the language; they look for such a chance. They find people who speak the language and they ask these people to correct them when they make a mistake. They will try anything to communicate. They are not afraid to repeat what they hear or to say strange things. They are willing to make mistakes and try again. When communication is difficult, they can accept information that is inexact or incomplete. It is more important for them to learn to think in the language than to know the meaning of every word.

Finally, successful language learners are learners with a purpose. They want to learn the language because they are interested in the language and the people who speak it. It is necessary for them to learn the language in order to communicate with these people and to learn from them. They find it easy to practice using the language regularly because they want to learn with it.

(327 words)

Ending Time: ____ : ____ : ____

Total Time: ____ m ____ s

If you have spent

- a) less than 4 minutes, you are a wonderful reader.
- b) around 4.5 minutes, you are OK at reading.
- c) more than 5 minutes, you need more practice in reading.

Comprehension

Make the best choices according to the passage.

1. Independent learners _____.
 - A) do not need teachers while learning
 - B) depend on their own way to succeed
 - C) do not make mistakes
 - D) only learn patterns and rules from books
2. Active learning means _____.
 - A) talking with native speakers
 - B) communicating actively
 - C) looking for a chance to practice the language
 - D) trying to understand the meaning of every word
3. How could a successful learner learn with the language?
 - A) In class.
 - B) From a teacher.
 - C) Using it as a tool of communication.
 - D) Using it purposefully.
4. The techniques discussed in the passage are _____.

- A) learning the language from mistakes
- B) seeking for a chance to use the language
- C) communicating actively with people who speak the language
- D) all of the above

5. The author mainly tells us _____.
- A) the different ways of language learning
 - B) how to succeed in language learning
 - C) something about language learning
 - D) what a successful language learner looks like

● Writing practice

Write a short paragraph about the techniques that can lead language learners to success.

Passage 3

● Pre-reading question

Do you have any idea about the organization of a lecture (讲课)? The following passage can help you learn something about it.



Are you ready to read? Don't forget your starting time: ____ : ____ : ____

The Organization of a Lecture

In most lectures, several main ideas are presented. These are the concepts (思想) the lecturer wants the students to remember. Often the lecturer has a general idea that serves as an “umbrella” covering the other main concepts. The students’ job, then, is to pick out (挑选出) the main concepts, including the “umbrella” idea.

Lecturers usually begin with an introduction. Sometimes the main concepts and the “umbrella” idea are briefly presented in the introduction; often they are not. Next comes the body of the lecture. It is here that the several main concepts are always presented. The final part of a lecture, the conclusion, is traditionally (依据传统) a summary of the main concepts. This is also the place where

the “umbrella” idea can most easily be repeated, restated, or even introduced for the first time.

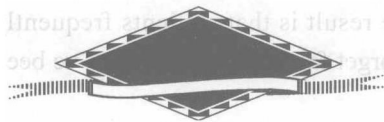
When a lecture is well organized, with a clear-cut (轮廓清楚的) beginning, middle, and end, the main ideas are usually easy to pick out. When a lecture is not well organized, getting the gist (要点) of what is being said is quite difficult. Some lecturers are “long-winded” (冗长的), taking a long time to come to the point. Others ramble on (杂乱无章地漫谈) and never seem to come to the point at all.



(202 words)

Ending Time: ____ : ____ : ____

Total Time: ____ m ____ s



If you have spent

- a) less than 3.5 minutes, you are a wonderful reader.
- b) around 4 minutes, you are OK at reading.
- c) more than 4.5 minutes, you need more practice in reading.

● Comprehension

Have you got any idea about the organization of a lecture from the passage now? If you have, please decide whether the following statements are True (T) or False (F) according to the passage.

- () 1. A lecture is usually made up of three parts — the introduction, the body and the conclusion — according to this passage.
- () 2. While listening to a lecture, the students are expected to get the general idea only.
- () 3. In most cases, both the main ideas and the general idea of a lecture are put forward in the introduction.
- () 4. A lecture with a neatly-planned beginning, middle and end is said to be a well organized lecture.
- () 5. The summary is the most important part of a lecture because it is also the place where the “umbrella” idea is mostly mentioned again.

● Translation

Translate the underlined parts in the following sentences into Chinese.

- 1. Often the lecturer has a general idea that serves as an “umbrella” covering the other main concepts.
- 2. Sometimes the main concepts and the “umbrella” idea are briefly presented in the introduction.
- 3. This is also the place where the “umbrella” idea can most easily be repeated, restated, or even introduced for the first time.
- 4. When a lecture is not well organized, getting the gist of what is being said is quite difficult.
- 5. Some lecturers are “long-winded”, taking a long time to come to the point.

2. Test of reading comprehension

You have done enough practice in reading for this unit. Let's see how well you can read now. You are given 5 minutes to read the following passage. The passage is followed by five questions. For each question there are four suggested answers marked A), B), C) and D). After reading, you should choose the best answers.

How to Read Effectively

When a teacher or lecturer recommends a student to read a book, it is usually for a particular purpose. In many cases, the teacher doesn't suggest that the whole book should be read. In fact, he may just refer to a few pages which have a direct bearing on the matter being discussed.