



“十二五”职业教育规划教材

Practical  
College English

# 高职实用英语

刘 翀◆主编

综合教程 (下册)

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# 《高职实用英语综合教程（下册）》

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# 前 言

《高职实用英语综合教程》由国际教育交流学院刘翀老师主编，沧州职业技术学院英语教材编写组编写，编写组成员均为多年从事英语教学和高职英语教学改革优秀教师。本套教材供招收高中毕业生、中专毕业生和职高毕业生的三年制高等职业院校和高等普通专科学校的学生以及英语自学者使用。

本教材包括《综合教程》和《教学参考书》(上、下册)，按照教育部高等教育司《高职高专教育英语课程教学基本要求》编写而成，要求学生在学习本教材前，在听、说、读、写、译各方面具有一定的英语基础。

本教材贯彻听说领先的原则，重在培养学生实际使用英语进行交际的能力，同时培养学生较强的阅读能力，并兼顾写作、翻译等各项能力的发展，使学生具备以英语为工具，捕捉和获取所需信息的能力，为学习各种专业英语打下坚实基础。

本教材共分上、下两册，语言材料大部分选自原版材料，具有较强的思想性、科学性、知识性、趣味性和实用性。内容以共核英语语言(Common Core English)为主，适当增加科普内容的比例。学生掌握上册内容后可以达到《高职高专教育英语课程教学基本要求》所规定的B级要求，掌握下册内容后可以达到《高职高专教育英语课程教学基本要求》所规定的A级要求。

本套教材编排体例采用主题教学(Theme-based)模式：从不同角度围绕一个激发学生兴趣和思考的共同主题，将听、说、读、写、译等各种技能的训练合理安排在一个单元内，教学活动以阅读为主，结合主体预演、课文问答、语言结构、听力理解、交际技巧、翻译训练、应用写作等，从而将教与学有机结合，课内外连成一片，使学生真正做到听得懂、说得出、用得活。

本套教材共有20个单元，上、下册各10个单元。每单元有20~40个词汇，10~15

个短语,单元内容包括听说、阅读、语法、文化互动、写作和自查训练共 6 个部分。听说部分包括听对话回答问题、语音辨析、朗读句子、角色扮演等。阅读部分包括根据课文回答问题、词汇和句式练习、英汉互译等。语法部分包括丰富的多类型练习,突出以练为主,讲练结合的原则。文化互动部分突出跨文化元素,从节日、风俗等方面通过各种活动让学生感受文化差异。为了提高学生英语的实用能力,写作部分提炼了今后工作中常用的基本应用文写作技巧。本套教材重在培养学生的应用能力和英语交际能力。每单元提供的练习形式多且数量大,教师可根据教学的实际情况进行取舍。教学课时建议为 120 课时,每个单元的教学课时为 6 课时。由于时间仓促,书中疏漏之处在所难免,请读者与专家指正。本书承美籍教师 Adina 审阅并提出宝贵的修改意见,在此一并表示感谢!

国际教育交流学院教材编写组  
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# Unit 1

## Part A Listening and Speaking

**Task One** Listen to the dialogue and answer the following questions.

1. What does the woman ask the man to do?
2. What's the difference between joining the Olympic Volunteers' League and joining the other student clubs or unions?
3. What activities does Olympic Volunteers' League have?

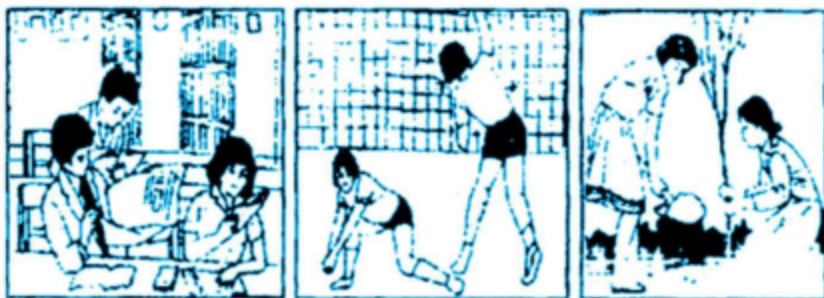
**Task Two** Match the word to the pronunciation.

- |            |               |
|------------|---------------|
| 1. quit    | A. /sɪks/     |
| 2. weekend | B. /ni:d/     |
| 3. pig     | C. /si:/      |
| 4. teeth   | D. /kwɪt/     |
| 5. this    | E. /ti:/      |
| 6. need    | F. /bɪg/      |
| 7. big     | G. /ti:θ/     |
| 8. sea     | H. /ðɪs/      |
| 9. six     | I. /pɪg/      |
| 10. tea    | J. /wi:k'end/ |

### Task Three Listen and repeat the sentence. Pay attention to the pronunciation and intonation.

1. It's Billy's kitten sitting in the kitchen.
2. Will you sit still, Bill? I'll sit as still as a hill.
3. Do you agree, if you are free, to come to tea with me by the sea?
4. Do you see the green leaves of each tree in the fields?
5. What activities does Olympic Volunteers' League have?

### Task Four Work in pairs, watch the pictures and do the tasks below.



1. What are they doing? Where are they?
2. Please describe the three pictures in the first person.

## Part B Reading

### The Mysteries of the English Language

What's so mysterious about the English language? Let's take a look.

Why do we have so many words that sound the same but are spelled differently and have different meanings? Words like:

way — weigh, hear — here, stair — stare, do — dew, red — read, ate — eight

Why do we have words that are spelled the same, but are pronounced differently and have different meanings? See how many of these you can pronounce right.

1. Billy will present Tom with his present.
2. I object to that object being here.
3. I estimate that the estimate will be too high.
4. The dove dove quickly from the sky.
5. The judge will convict the convict today.
6. Since you are so close, please close the door.

How many did you get right on your first try? Let's look at words that are spelled the same and pronounced the same but have different meanings.

1. I walked across that board to board the ship.
2. I tried to shoo the bat away with my bat.
3. I caught a cold from the cold weather.
4. This bug is really starting to bug me.
5. Some towns actually border the border.

Get the idea? How about this one? There are at least seven ways to pronounce "ough":

Dough, cough, hiccough, plough, through, rough, thorough

And then there are the words that make no sense at all, such as:

1. Where's the "corn" in "corned beef"?
2. Where's the "egg" in "eggplant"?
3. Why isn't a "grapefruit" a "fruit from a grape"?
4. Why is a "boxing ring" square?
5. How can someone be "beside himself"?

Once you have learned the basics of the English language, you may think that's all there is to it, but most Americans speak yet another language.

The following is a short story about a foreign exchange student arriving at the home he will be staying at. Having learned basic English, imagine his confusion.

“Welcome to the Big Apple. I hope you don't feel like a fish out of water here. We've been on pins and needles waiting for you. We thought you might have gotten cold feet or something. Oh, don't mind my little brother Jason; he's just got ants in his pants today. Mom would have sent him out to play, but she figured he could help to break the ice. He can be so funny sometimes. Here's your room; it's clean as a whistle. I had so many plans for us today, but then it dawned on me, you'll probably need some time to catch your second wind.”

Still think there's no mystery in the English language? The mystery is that anyone can learn it all! How many of these “word mysteries” can you think of? (476 words)

### Words and Expressions

<b>mystery</b> /mɪstəri/ <i>n.</i>	<i>sth. which cannot be explained or understood</i> 神秘的事物, 不可思议的事物, 谜
<b>mysterious</b> /mɪ'stɪəriəs/ <i>a.</i>	<i>full of mystery; not easily understood</i> 神秘的; 不可思议的
<b>weigh</b> /weɪ/ <i>v.</i>	<i>to find the weight of, esp. by using a machine; to have the stated weight</i> 称……的重量, 称; 称出
<b>stare</b> /steə(r)/ <i>v.</i>	<i>to look steadily for a long time</i> 盯着看; 凝视
<b>dew</b> /dju:/ <i>n.</i>	<i>the small drops of water which form on cold surfaces during the night</i> 露, 露水
<b>pronounce</b> /praʊ'naʊns/ <i>v.</i>	<i>to make the sound of (a letter, a word, etc.)</i> 发(字母、词等的)音
<b>object</b> /ɒbdʒɪkt/ <i>n.</i> /əb'dʒekt/ <i>v.</i>	<i>thing that can be seen or felt; aim</i> 物体, 实物; 目的, 目标 <i>to be against sb. or sth.; to feel or show opposition or disapproval</i> 反对, 不赞成
<b>estimate</b> /'estɪmeɪt/ <i>v.</i> <i>n.</i>	<i>to judge or calculate the nature, value, size, amount, etc. of (sth.), esp. roughly; to form an opinion about</i> 估计; 估价; 判断 <i>calculation or judgment of the nature, value, size, amount, etc. of sth.</i> 估计
<b>convict</b> /kən'vɪkt/ <i>v.</i>	<i>to declare that (sb.) is guilty of a crime after a trial in a court</i> 宣判……有罪
<b>board</b> /bɔ:d/ <i>n.</i> <i>v.</i>	<i>a long thin flat piece of cut wood; plank</i> (建筑用的) 宽而薄的木板; 板 <i>to get onto (a ship) or into (a public vehicle)</i> 上(船、火车、公共汽车、飞机等)
<b>bug</b> /bʌg/ <i>n.</i> <i>v.</i>	<i>any small insect</i> 虫子 [sl.] <i>to annoy; to irritate</i> [俚] 烦扰; 使恼怒

Words and Expressions	
<b>dough</b> /dəʊ/ <i>n.</i>	<i>flour mixed with water ready for baking</i> 生面(团)
<b>imagine</b> /ɪ'mædʒɪn/ <i>v.</i>	<i>to form a mental picture of (sth.)</i> 想象; 设想
<b>confusion</b> /kən'fju:ʒən/ <i>n.</i>	<i>bewilderment or embarrassment</i> 困惑; 窘迫
<b>figure</b> /'fɪgə(r)/ <i>v.</i>	<i>to think (sth.); to calculate</i> 认为, 以为; 估计
<b>take a look</b>	看一看
<b>get sth. right do sth.</b>	做对某事; 正确理解某事
<b>at least</b>	至少; 反正; 无论如何
<b>make sense</b>	有意义; 讲得通
<b>beside oneself</b>	(因过于激动)失去自制力; 神志失常
<b>like a fish out of water</b>	如鱼离水; 处于新环境而感不适
<b>on pins and needles</b>	坐立不安的; 焦虑
<b>have (got) ants in one's pants</b>	坐立不安; 急于采取行动
<b>break the ice</b>	(为难办的事)开个头; 打破沉默
<b>clean as a whistle</b>	非常干净的
<b>dawn on sb.</b>	某人开始理解, 某人渐渐明白
<b>think of</b>	想出, 想到



## Exercises

### Task One Answer the following questions according to the text.

1. How many groups of interesting English words has the writer talked about in the text?
2. What kind of words are talked about in the first group?
3. What is the main difference in the pronunciation of the words given in the second group?
4. Can you give some words that are spelled the same and pronounced the same but have different meanings?
5. How many ways are there to pronounce "ough" in English? What are they?

### Task Two Match the words.

- |                      |   |
|----------------------|---|
| 1. <b>board</b>      | A. to look steadily for a long time   |
| 2. <b>estimate</b>   | B. to form a mental picture of (sth.)   |
| 3. <b>figure</b>     | C. to make the sound of (a letter, a word, etc.)  |
| 4. <b>imagine</b>    | D. sth. which cannot be explained or understood   |
| 5. <b>mysterious</b> | E. to think (sth.); calculate   |
| 6. <b>mystery</b>    | F. to find the weight of, esp. by using a machine; to have the stated weight                                  |
| 7. <b>pronounce</b>  | G. full of mystery; not easily understood   |
| 8. <b>stare</b>      | H. thing that can be seen or felt; aim  |
| 9. <b>weigh</b>      | I. to judge or calculate the nature, value, size, amount, etc. of (sth.), esp. roughly; form an opinion about |
| 10. <b>object</b>    | J. to get onto (a ship) or into (a public vehicle)  |

### Task Three Complete the sentences by using the words from Task Two. Change the word forms if necessary.

- How life began on Earth is one of the great \_\_\_\_\_ of science.
- Many Westerners think that Chinese is a \_\_\_\_\_ language that they can never understand.
- Billy \_\_\_\_\_ at me in silence for nearly twenty seconds and then left without saying a word.
- Can you \_\_\_\_\_ how many more days you will need to finish the book that you are writing?
- I could not believe my eyes. She was far more beautiful than I had \_\_\_\_\_.
- Ricardo always \_\_\_\_\_ he could learn English well in six months, but he never really began his learning.
- Jane had to say goodbye to her friends when it was time to \_\_\_\_\_ the train.
- Some students find it difficult to \_\_\_\_\_ the word "thorough".
- Margaret was a very good basketball player. She stood 1.86 meters tall and \_\_\_\_\_ 72 kilograms.
- Look, there is a strange \_\_\_\_\_ in the sky!

**Task Four** Fill in the blanks with the words given below. Change the word forms if necessary.

at least	beside oneself	dawn on sb.	get sth. right
make sense	object to	take a look	think of
clean as a whistle		break the ice	

- ..... at the photo and see if you recognize anyone in it.
- These questions are too difficult. We've got to find some easier ones that most kids can .....
- Prof. Smith used to think that this English expression is ungrammatical and ..... its use.
- To work as a translator, you need to know ..... two languages well.
- It ..... to invest more money in a project that will never succeed.
- When he learned that his book would be published soon, he was ..... with joy for days.
- Only after he woke up the next morning and found that his money was gone did it begin to ..... Old John who the two mysterious women were.
- They're trying hard to ..... an appealing title for their new film.
- Sam's arrival ..... and people began to talk and laugh.
- I want you to get those plates as .....

**Task Five** Order the words to make a sentence.

- presented, the mayor, with, medal, him, a, at, an, official, reception, gold, city (.)

.....

- my, wrong, abilities, estimate, of, was, his (.)

.....

- are, objects, what, strange, those (?)

.....

4. press, your, close, key, document, to, CTRL+W, on, board, your (.)

\_\_\_\_\_

5. peace, a, as, dove, often, is, a, of, symbol, used (.)

\_\_\_\_\_

**Task Six** Translate the following sentences into English and use the given words or phrases.

1. 这些土豆差不多重5公斤。(weigh)

\_\_\_\_\_

2. 汤姆反对这个计划，因为他觉得花费太大了。(object to)

\_\_\_\_\_

3. 大多数题目我都答对了。(get sth. right)

\_\_\_\_\_

4. 在我弄清楚自己赢了之前，一直如坐针毡。(on pins and needles)

\_\_\_\_\_

5. 这个湖比我想象的要漂亮得多。(imagine)

\_\_\_\_\_

## Part C Grammar

### 动词不定式 ( Infinitive )

#### 一、动词不定式的形式和性质

动词不定式有两种形式：一种是带to的不定式( to-infinitive )，另一种是不带to的不定式( bare infinitive )。后者即通常所谓的动词原形。

动词不定式既有动词性质，又有名词性质。

1. 动词不定式的动词性质表现在：可有时态和语态的变化；可有宾语和状语并组成不定式短语。

e.g. He was too clever a man to be bluffed.

他是个很机灵的人，不会为虚张声势所吓倒。（有语态变化）

2. 动词不定式的名词性质表现在：在句中可用作主语、宾语等。

e.g. To be content with little is true happiness.

知足常乐。（用作主语）

## 二、动词不定式的用法

用 法	例 句
1. 用作主语。但当代英语常用 it 作为语法上的主语，即形式主语，将真实主语不定式放在谓语之后。	To see is to believe. To err is human, to forgive divine. It always pays to tell the truth. It's been a pleasure to be able to help you.
2. 用作表语。	The duties of a postman are to deliver letters and newspapers. My chief purpose has been to point out the difficulties of the matter.
3. 用作宾语，其逻辑主语同时也是全句的主语。	They demanded to be shown the authentic documents. Mr. Chairman, I beg to move that the meeting be adjourned.
4. 用作定语，通常皆置于其所修饰的名词或代词之后。它与其所修饰的名词或代词可能是主谓关系，也可能是动宾关系，这时不定式即通常所谓的反射不定式。	The next train to arrive was from New York. He was always the first to come and last to leave the office. I have nothing to say on this question.
5. 用作同位语。	He gave the order to start the attack. He followed the instruction to walk along a certain street where I picked him up.
6. 用作状语，表目的、结果、原因等。	I stayed there to see what would happen. He lived to be a very old man. I trembled to think of it.
7. 用作独立成分。	To begin with, I do not like its colour. To tell the truth, the film was a great disappointment to me.
8. 用作宾语补语。在例句中，宾语与用作宾语补语的不定式构成复合宾语，两者在逻辑上是主谓关系。	What decided him to give up his job? I'll leave you to attend the matter.
9. 用作主语补语。在例句中，主语与用作主语补语的不定式短语构成复合主语，两者在逻辑上是主谓关系。	The room was found to be empty. The young man was considered to have great promise. He is said to be from New Zealand.
10. 有时可引导独立句，表愿望、惊讶等情绪。	Oh, to be in England now that April's there! You people! To think we have to support your kind with taxes.



## Exercises

### Task One Fill in the blankets according to the meaning of the given sentences.

- He was so angry that he couldn't say anything.  
He was too angry ..... anything.
- I don't know when we will have the meeting.  
I don't know when ..... the meeting.
- He said he would write a letter.  
He said he would have a letter .....
- That you read English in the morning is very important.  
It is very important ..... you ..... English in the morning.
- He was so strong that he could lift the stone.  
He was strong ..... the stone.
- His father went to Beijing for his holiday.  
His father went to Beijing ..... his holiday.
- They got up early so that they could get there in time.  
They got up early ..... there in time.
- His brother decided that he would buy the book.  
His brother decided ..... the book.
- He hopes that he can visit the Great Wall.  
He hopes ..... the Great Wall.
- I saw him go into the room.  
He was seen ..... into the room.

### Task Two Underline the infinitive or infinitive phrase and write the part of speech of it.

- To do that implies taking responsibility.
- It has been a pleasure to be able to help you.

3. She likes to play with the children.
4. The duties of a postman are to deliver letters and newspapers.
5. It had no effect except to make her angry.
6. He is the teacher to teach us English next term.
7. The room was found to be empty.
8. The young man was considered to have great promise.
9. I'll leave you to attend the matter.
10. He is the teacher to teach us English next term.



## Grammar Bank

### Task One Choose the best answer for each of the sentences.

1. Rather than \_\_\_\_\_ the risk of losing everything they accepted his term.  
A. to run                      B. running                      C. run                      D. ran
2. Did you feel the pickpocket \_\_\_\_\_ your bracelet?  
A. to snatch                      B. snatching                      C. snatch                      D. snatched
3. Don't let there \_\_\_\_\_ any noise.  
A. to be                      B. be                      C. being                      D. been
4. I could do nothing but \_\_\_\_\_ that I did not know it.  
A. to pretend                      B. pretending                      C. pretend                      D. pretended
5. Hold it tight and don't let it \_\_\_\_\_.  
A. to go                      B. gone                      C. going                      D. go
6. Why don't you get your wife \_\_\_\_\_ it to you?  
A. to explain                      B. explain                      C. explaining                      D. explained
7. I don't want there \_\_\_\_\_ any misunderstanding between us.  
A. to be                      B. be                      C. being                      D. been
8. Help the girl in front of you \_\_\_\_\_ the baskets.  
A. to carry                      B. carried                      C. carrying                      D. carried
9. The workers want us \_\_\_\_\_ together with them.  
A. work                      B. working                      C. to work                      D. worked