

高等专科学校教材（非英语专业用）

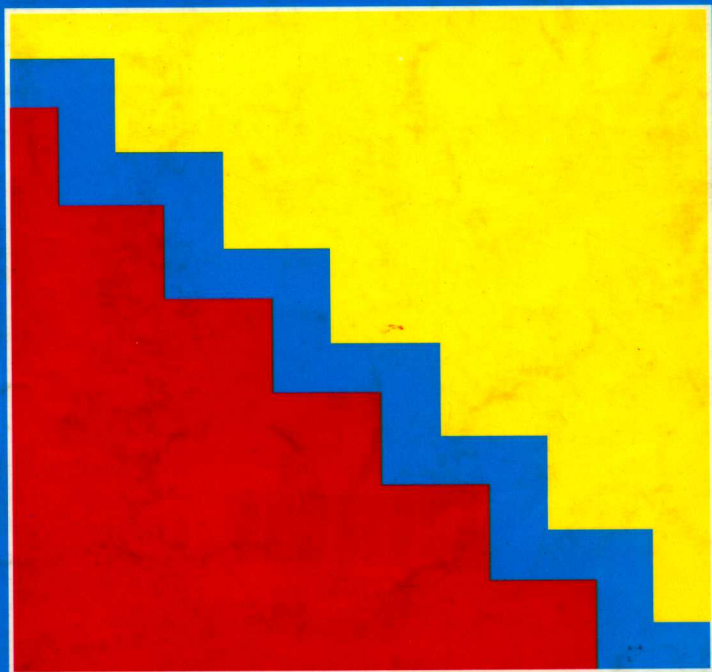
PRACTICAL ENGLISH

TEACHER'S MANUAL 2

实用英语

教师参考书 2

国家教委高等专科学校英语教材编写组 编



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内 容 提 要

《实用英语》系列教材是根据国家教委1993年颁发的《普通高等专科英语课程教学基本要求》编写的文理工各专业通用的专科公共英语教材。全套教材根据《基本要求》的教学安排分两个阶段。第一阶段包括《综合教程》和《泛读教程》各3册,第二阶段包括《实用业务英语》1册。

本书是《实用英语教师参考书》第二册,内容包括《综合教程》第二册各单元教学重点,课文语言点解释,课文内容提要,背景知识介绍,阅读、翻译和写作技能训练要点,练习答案(包括听力部分的文字材料),课文参考译文以及《泛读教程》第二册的注释和练习答案。

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前 言

《实用英语》系列教材是根据国家教育委员会 1993 年颁布的《普通高等专科学校英语课程教学基本要求》编写的,供高等专科学校文理工各专业英语课程教学使用。《基本要求》规定,普通高等专科学校英语课程教学的目的是:培养学生掌握必需的、实用的英语语言知识和技能,具有阅读和翻译与专业有关的英文资料的初步能力,并为进一步提高英语的应用能力打下一定的基础。

为了体现上述教学目的,在编写《实用英语》过程中,我们既注意吸收现代外语教学理论中适合我国英语教学实际的某些观点,又采纳传统外语教学理论中某些合理部分,结合我国外语教学中行之有效的理论和方法,力求处理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。

《基本要求》将专科英语课程教学分为两个阶段,第一阶段重视语言共核教学,培养基本的语言技能;第二阶段结合专业,强调基本的阅读和翻译技能在本专业的实际应用。根据这样的教学安排,本套教材也分为两个阶段。第一阶段包括《实用英语综合教程》和《实用英语泛读教程》各三册,第二阶段包括《实用业务英语》一册。第一阶段的教材重视语言基础,兼顾文、理、工各科的通用性,侧重培养学生掌握基本的语言知识和技能,并在教学内容和技能训练方面逐步向第二阶段教材过渡。

本书是《实用英语》第二册的教师参考书,内容包括《综合教程》各单元教学重点,课文语言点解释,课文内容提要,背景知识介绍,阅读、翻译和写作技能训练要点,练习答案(包括听力部分的文字材料),课文参考译文以及《泛读教程》第二册的注释和练习答案。《综合教程》中有些练习,如主观性题目,可能有不同的答案,因此本书提供的答案仅供参考。

《综合教程》各单元的练习量较大,教师在处理这些练习时,可根据教学实际情况有所侧重。

本书旨在为教师备课提供参考资料,教师在实际教学中,可根据学生的不同情况,采用灵活的方法组织教学,充分利用教材所提供的内容,落实《基本要求》规定的教学目标。

《实用英语教师参考书》总主编为吴银庚、陈永捷,《实用英语教师参考书》第二册主编为汪俭,参加本书编写的编者为吴银庚、陈永捷,汪俭、孙立良、陈希文、范菊芬、王伟民。《综合教程》第二册课文由娄炳坤、汪梅琼翻译。上海立信会计高等专科学校教师俞敏、丁大勇及上海轻工业高等专科学校教师张翼参加了本书部分教案的编写工作。葛亮宏提供了《综合教程》第二册的部分练习答案。

本书由上海交通大学刘鸿章教授和大连理工大学孔庆炎教授审定。

由于时间仓促,疏漏之处在所难免,希望广大读者批评指正。

国家教委高等专科学校英语教材编写组

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使用说明

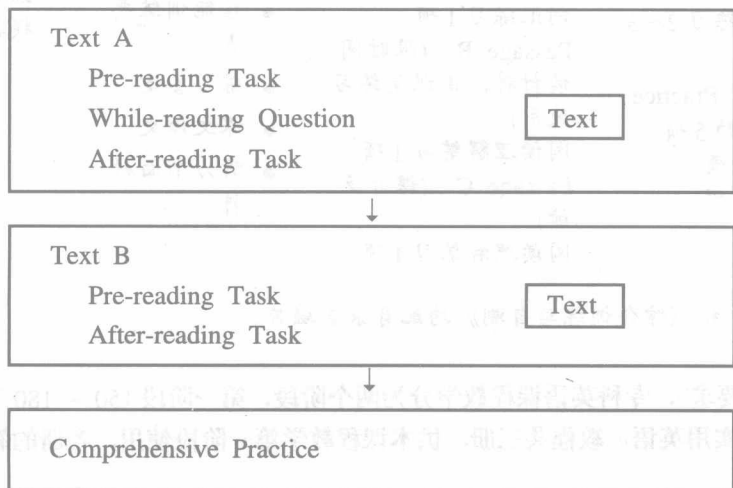
《实用英语教师参考书》是配合《实用英语》系列教材而编写的，目的是为教师备课提供参考资料，帮助教师更好地利用教材所提供的内容，从而进一步落实《普通高等专科学校英语课程教学基本要求》所规定的教学目标。

《基本要求》规定，普通高等专科学校英语课程教学的目的是：培养学生掌握必需的、实用的英语语言知识和语言技能，具有阅读和翻译与专业有关的英文资料的初步能力，并为进一步提高英语的应用能力打下一定的基础。《实用英语》系列教材正是根据这一教学目的来编写的。

在编写《实用英语》系列教材的过程中，我们既注意吸收国外现代外语教学理论中适合我国英语教学实际的某些观点，又采纳了传统外语教学理论中的某些合理部分，结合我国外语教学的现状，力求处理好语言基础和语言应用的关系。

语言应用能力得以发展的一个重要条件是扎实的语言基础，因此必须重视语言共核教学。如果没有扎实的语言基础，培养应用能力就会成为纸上谈兵的空话。然而，语言基础训练的目的是为了培养应用语言的能力。从语言教学的角度来说，传授语言知识是为培养应用能力服务的，因此，与发展语言能力相脱节的语言知识教学犹如无的放矢，不可能取得预期的教学效果。所以，我们在设计、编写《实用英语》时，十分注意将语言基础训练和培养学生的语言应用能力结合在一起。每一单元都设计了这两方面的练习，既注意培养学生掌握基本的语言知识和技能，又强调语言应用能力的培养。

国外语言学家曾就教材编写和语言学习提出过Text as Vehicle for Information (TAVI) 理论，而把传统的教材编写方法称之为Text as Linguistic Object (TALO) 理论。我们认为TAVI理论有它的偏激之处，但它提出的把教材编写从注重传授语言知识转到注重传递语言信息上来的观点是可取的。TAVI理论提出的教材设计路子，即pre-reading activity → during-reading activity → post-reading activity，以及把传授语言知识融于课堂交际活动中的教学模式，给予我们一定的启迪。我们觉得，教材应起到信息载体和语言知识载体的双重作用。教学中可以结合课文信息处理来传授语言知识和培养语言能力，从而使语言知识的传授更有针对性，使语言能力的培养更为有效。因此，在设计《综合教程》各单元的框架时我们采用了这样一条主线：



50 ~ 60学时 (包括《综合教程》和《泛读教程》)。考虑到整个课程的教学安排,我们建议将《实用英语》教程1 ~ 3册的教学分别放在第一至第三学期,每学期13 ~ 15周,每周授课4学时。

《实用英语》教程各册由10个单元组成,每单元教学时数平均为5 ~ 6学时。其中,《综合教程》A、B两篇课文为2 ~ 2.5学时,阅读理解和词汇结构练习1学时,翻译、写作和听说练习1.5 ~ 2学时,《泛读教程》0.5学时。在具体安排教学活动时,教师可根据实际情况进行调整。

《实用英语教师参考书2》是为配合《综合教程2》和《泛读教程2》而编写的教师教学参考用书,按《综合教程2》和《泛读教程2》的单元顺序编写。

《综合教程2》各单元均包括以下内容:

1. 单元教学重点 (Aims)。以表格形式列出所属单元的教学重点,包括该单元教学中要求学生掌握的重点单词、词组、句型结构以及要着重训练的读、译、写和听说技能。
2. 导言 (Introduction)。包括课文内容的简短介绍、检查学生预习情况的问题和提示课文信息的导入练习 (lead in exercises)。
3. 课文段落结构 (Outline)。
4. 课文语言点详解 (Detailed Study of the Text)。在这一部分中我们尽可能详细地提供了课文难点的注释以及重点词语的使用例证。
5. 课文内容提要 (Summary of the Text)。这部分为整篇课文的小结,可作为听写练习的内容。
6. 课文背景知识介绍 (Text-related Information)。这部分内容仅供教师参考。
7. 读、译、写技能训练要点 (Skills)。
8. 练习答案 (Key to the Exercises)。在这一部分,我们对《实用英语》学生用书中的所有练习都提供了参考答案 (包括听力部分的文字材料)。有些练习可能有多个正确答案,有些练习属主观性题目,可能有不同的答案,因此本书提供的答案仅供参考。
9. A、B篇课文的参考译文。

《泛读教程2》各单元均包括以下内容:

1. 课文难句注释。
2. 练习答案。

责任编辑 李青 周龙
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Unit 1

Comprehensive Course

Aims

Aims	Text A		Text B	
Words	action, affect, annual, character, club, commerce, location, reveal, staff, survive, thoughtful, undertake		application, arrange, behave, detail, document, emphasis, equip, loyal, nervous, patience, polish, prospect, salary, secretary, sensibly	
Phrases	at once, (be) on good terms with, be made up of, care about, connected with, free ... of, in addition to, inform ... about/of, pay attention to, so as to, take ... into account, worry about		as well, at an end, be concerned about, come to an end, equip ... with, get ahead, get through, in case, in hand, lay emphasis on, make a list of, of one's own, on sb's part	
Structures	1. as ... as 2. no, not 3. even if/though ...			
Skills	Reading	Translation	Writing	Listening & Speaking
	Cause and Effect	正反译	写借条	Asking About and Telling the Time

Text A

Public Relations

I. Introduction

1. Introductory Remarks

Nowadays the term “public relations” has become a more enjoyable ring in the ears of most people. All of us, in one way or another, practice public relations daily. Over the last decade, public relations has steadily built its reputation, increased its influence, and earned a decent respect across a wide span of society. Public relations today is by no means product publicity or generous trips, nor is it in any sense the gifts to the media at Christmas, or a smile at the teller’s window. It’s in fact a very deep kind of private and public service. And the winning of confidence and goodwill of people is just to win the existence and future of their own, and so it has become the spirit of the entire PR work. Therefore, more and more institu-

tions today have put forth their effort to understand more clearly the forces of change, to adapt their activities to new pressures and burning desires, and to communicate more effectively with the general public. Without such public support, they know they will be rendered powerless.

2. Introductory Questions

Exercise 1 (Page 1)

Additional Questions based on the Introductory Remarks:

- 1) What is the existing picture of PR work?
- 2) Is there any misunderstanding of public relations? Give some examples.
- 3) What is the spirit of PR work?
- 4) What is PR work generally about?

II. Outline

Public Relations

A. Introduction: (Para. 1)

The importance of winning public support and trust

B. The Main Concern of Public Relations: (Paras. 2 – 3)

1. Winning public confidence and goodwill
2. Giving the public the necessary information about a company
3. Telling the public about a company's activities, plans or ideas
4. Being on good terms with the public, whether large or small

C. Activities of Public Relations: (Paras. 4 – 8)

1. The Guidelines for PR Work:

The thoughtfulness about other people's beliefs, interests, and feelings is the key factor in gaining the confidence of the public.

2. The Ways to Set up a Public Image:
 - 1) Making speeches
 - 2) Distributing pamphlets and booklets
 - 3) Producing motion-picture films
 - 4) Undertaking public service projects
 - 5) Hiring independent public relations firms

III. Detailed Study of the Text

1. ... they said that a "decent respect" ... why they were freeing themselves of British rule.

— ... in their opinion, what people in general think about had to be given a proper consideration and therefore it is absolutely necessary for the American colonies to let the people both at home and abroad know the reasons for their effort to gain independence from Britain.

free sb./sth. from/of: to allow someone/something to go free; take away from (a person, animal, or place) anything uncomfortable, inconvenient, difficult, unwelcome, etc.

e.g. She is trying to free herself from a three-book contract with her publisher.

We must do whatever we can to free some parts of the country of poverty.

✓ She opened the window to free the room of smoke.

2. The American leaders believed ... unless they had the confidence of other people.

— The American leaders thought/held that they could free themselves from British rule only on the condition that they won the confidence of other people.

3. No company, government agency, ... can flourish ...

— Not any company, government agency ... can develop well and be successful ...

cf. A company, government agency, ... can not flourish unless it pays attention to what the people think of it.

该句为全部否定，使用时应注意与部分否定句型的区别：

1) 全部否定通常采用的形式：

none of + 名词, neither of + 名词, no + 名词和其它否定词，如：nothing, none, nobody, neither, never, nowhere, nor, neither ... nor

e.g. None of us were present when the accident took place.

No one is allowed to drive along that road from May to July.

2) 部分否定通常采用的形式：

every ... not = not every 并不是每……都……

both ... not = not both 并不是两……都……

all ... not = not all 并不是所有的……都……

each ... not = not each 并不是各……都……

e.g. Everyone can not answer all the questions.

Not every child wants to become a film star.

3) 使用 always, much, many, often 也能产生部分否定：

e.g. We can see that failure is not always an evil.

Not many of things are of use in the form in which they are found.

4. ... about how its actions might affect public opinion ...

— ... about how its actions might produce an effect on/have an influence on public opinion ...

affect: to cause some result or change in; influence

e.g. This is an important decision that will affect the future of the company.

Stock market cannot avoid being affected by the macro-economic policies.

cf. **effect:**

1) used as a noun

e.g. Government policy will not have any effect on us.

2) used as a verb, it is very formal and means “to bring about, usually according to one’s wishes”:

e.g. He was able to effect certain changes in government policy.

5. There is not just one big public ... to survive and grow.

— Any company expecting to continue to exist and develop its business can not just show its concern about the opinions of large groups.

survive: to continue to live, esp. after coming close to death

e.g. We survived although others died in the accident.

He is the only man who survived after explosion.

cf. She survived her own daughter by ten years. (to remain alive after someone has died)

Insurance statistics show that most wives survive their husbands. (to live longer than)

6. The company must be on good terms with the government ...

— The company must keep a friendly relationship with the government ...

be on good/bad terms with: to get along well with; have a friendly relationship/bad relationship with

e.g. Mr. Smith was no longer on good terms with his wife.

It is quite easy for a teacher like him to be on good terms with his students.

7. Gaining the confidence of others requires, first of all, thoughtfulness about other people's beliefs, interest, and feelings.

— If a company wants to have the trust and goodwill of the people, it must in the first place think carefully about their beliefs, interests, and feelings.

thoughtful: paying attention to the wishes, feelings, needs, etc., of other people; considerate

e.g. It was very thoughtful of you to come to my hotel to pick me up.

Mary is lucky enough to marry John Smith, a very thoughtful person.

8. Public relations begins by planning one's actions so as to respect the rights and beliefs of other people.

— For the purpose of respecting the rights and beliefs of other people, public relations starts with planning one's actions.

so as to: in order to

e.g. He raised his voice so as to be heard by everyone.

I'm going to make an early start so as not to get stuck in the traffic.

9. Unless a public relations program takes these things into account, ...

— A public relations program can be of little use to a company if it does not include these things.

take ... into account: to consider or include particular facts or details when making a judgment or decision

e.g. The teachers promised to take into account the wishes of the parents before making any changes.

His final exam results were not very good, but we must take his long illness into account.

Similar expressions:

take account of

e.g. These figures do not take account of changes in the rate of inflation.

take ... into consideration

e.g. Your teacher will take your recent illness into consideration when marking your exams.

10. Not all the money in the world ... , can make a company look as if it cares about other people ...

该句为部分否定，请参阅第三条注解。

as if/though: “as if” 和 “as though” 意义相当，表示相似和类比意义。

e.g. It looks as if/though it is going to rain.

You look as if/though you're going to cry.

通常以 as if, as though 引导的分句还可以用虚拟语气：

e.g. She treats me as if I was/were a stranger.

She treated me as though I were/had been a stranger.

care about: to be worried, anxious, or concerned (about); mind

e.g. He cares about nothing but money.

Henry is such a man who never cares about what people think.

cf. **care for:** means “like” in questions and negative sentences.

e.g. He doesn't really care for his occupation.

How could she possibly care for an old and poor man like him?

11. Most companies, ... to a new location or buying another business ...

location: a place esp. where something happens

e.g. No one knows the location of his hidden treasure.

This corner would make a good location for a power station.

12. The department is made up of writers, editors, ...

— The department consists of writers, editors, ...

be made up of: to consist of; be composed of

e.g. The United Kingdom is made up of Great Britain and Northern Ireland.

The family is made up of Jane, her husband and three children.

13. There are many ways to reveal a company's activities and character.

reveal: to make known (sth. previously unknown or secret)

e.g. She promised not to reveal his secret.

I can now reveal that the new chairperson of the department is to be Bill Handsome.

Ant. conceal: to keep from being known

e.g. The doctor decided that he could not conceal the truth from the old man any longer.

14. ... such as the local chamber of commerce and various clubs.

commerce: the buying and selling of goods, esp. between different countries; trade

e.g. Our country has grown rich because of its commerce with other nations.

Overseas commerce increased 20 percent in the last quarter.

cf. **commercial:** (when used as a noun) advertisement on television or radio

e.g. The TV show was interrupted by too many commercials.

club: a society of people with a special interest, usu. a sport or entertainment

e.g. He is a keen member of the local boys' club.

You must follow the club rules.

cf. 1) **union:** an association of people who see themselves as uniting for a particular purpose

2) **circle:** a group of people associated in an informal way because of common interests

3) **chamber:** a group of persons organized for purposes of trade

4) **institution:** a large society or organization, usu. set up to do something for others.

15. Printed pamphlets and booklets, ... also help inform the public about a company.

inform ... about/of: to tell; give information or knowledge to

e.g. The radio announcer informed his audience of the plane crash soon after it happened.

John wasn't informed of the decision until it was too late.

cf. **inform against (on) sb.:** to give the police, or someone in a position of power, information about the guilt of someone

e.g. I am extremely surprised to hear that she was the very person who informed on her husband.

16. ... undertake projects not directly connected with its business, to help make society better.

— ... engage in projects which have no direct relation with its business, to help make society better.

undertake: to take up (a position); start on (work)

e.g. No one is willing to undertake the leadership of the team.

I must undertake responsibility of the work now.

17. Besides using their own public relations staffs, ... for several clients at once.

staff: a group of assistants working together under a manager or head

e.g. The university owns apartments for faculty and staff.

The merchant has a large staff of clerks.

cf. 1) staff 是集合名词，通常用单数形式。本课中用的“staffs”是指“全体职员”。

2) staff 用作主语时，谓语动词可用单数，也可用复数。

e.g. The school staff are the teachers.

The office staff is (are) efficient and excellent.

at once: at the same time

e.g. The teacher could not listen to all the children at once; they should speak one at a time.

I can't do two things at once.

cf. Put a burning match next to a piece of paper, and it will begin burning at once. (without delay, immediately)

18. Specially trained outsiders often see trends or problems that people inside a company might miss because they are too close to the situation.

— A company's own PR staff, who are too close to the situation, are usually less conscious of new tendencies or existing problems than PR experts outside a company.

19. Anyone who plans to do public relations work should get as broad an education as possible.

此句为同级比较结构。其肯定形式用 as ... as ..., 否定形式用 not as (so) ... as ... , 使用时应注意以下几点:

1) 避免误用连接词。

e.g. Waiting for a plane to take off from an airport can often take **as long as** the trip itself.

(不可用 “so long as”)

- 2) 当该结构中的形容词为 **same** 时, 前面通常不用 **as**, 而用 **the**。

e.g. Michael is home after a year in Jordan and he looks just **the same** as before.

- 3) 当该结构中的形容词跟单数可数名词连用时, 要注意不定冠词的位置。

e.g. Exercising is **as good a way** as any to lose unwanted weight.

- 4) 该结构中如有 **just, almost, twice, three times** 等这类状语时, 这类词应放在副词 **as**, **so** 之前。

e.g. She is **almost as happy here** as he was at home.

IV. Summary of the Text

Public relations is a general term describing a wide variety of techniques used by various institutions to present themselves in a favorable light to the general public. To win public support and trust has, therefore, become the essence of PR work, which has been well established ever since the moment when American founders wrote their *Declaration of Independence*. The same still holds true now for any organizations or companies expecting for their survival and growth. In addition to a decent respect for other people's beliefs, interests and feelings, many companies may also give a due consideration to the opinions of the big public and smaller groups. Many large companies, therefore, have a public relations department which does almost everything such as speeches, printed materials, films to help inform the public about its company. Furthermore, many companies may also hire independent public relations firms to exert their influence on public opinion.

V. Text-related Information

- public relations:** relations with the general public as through publicity, specifically, those functions of a corporation, organization, government department, etc. that acquaint the general public with its activities, purposes, policies, and accomplishments so as to improve its public image and create favorable public opinion for itself.
- Declaration of Independence :** a document declaring the thirteen American colonies free and independent of Great Britain, adopted by the Continental Congress on July 4, 1776. In the document the author referred to “a decent respect to the opinions of mankind requires that they should declare the causes which impel them to the separation,” and he tried to tell the world why they were freeing themselves of British rule.
- public opinion:** the opinion of a majority of the people generally, esp. as a force in determining social, political or economic action.
- public relations officer/worker (P.R.O.):** a person employed within a corporate or institutional framework or in a public relations counseling firm to promote good public relations.
- public service:** some service performed for the public with no direct charge, as by a private corporation.

Text B

The Interview

I. Introduction

1. Introductory Remarks

There are many occasions on which you can be expected to take an interview. During the interview, your personal qualifications, abilities and the training received are the factors worthy of the interviewers' consideration, and your appearance, personalities, behaviors and manners may become equally important as well. The passage you are going to read will tell you more in detail about some dos and don'ts in the interview.

2. Introductory Questions

Exercise 1 (Page 10)

Exercise 2 after reading the passage (Page 13)

II. Outline

The Interview

A. Preparations Before the Interview

1. Information about your personal qualifications
2. Knowledge concerning the employer
3. Promptness and attractive appearance

B. Behaviour During the Interview

1. Showing courtesy in your appearance and manner
2. Answering questions simply, directly and honestly
3. Looking straight at your interviewer and calling him or her "Sir" or "Madam"
4. Getting ready with any queries about the company you have applied for

III. Detailed Study of the Text

1. ... your prospective employer ...

— ... your possible future employer...

2. How do you prepare yourself and behave during this interview?

behave: to do things, go about, meet people, talk, etc. in a socially acceptable or polite way
e.g. The children do not know how to behave themselves decently.

She behaved as if she were a child while answering the teacher's question.

3. The following advice should help you get through this most important first step towards getting a job.

— The following advice should help you successfully in the interview, which is the most important first step towards getting a job.

get through: to pass through, or come successfully to the end of

e.g. We were all delighted when we heard he had got through his final exams.

The government managed to get the new law through despite strong opposition.

cf. **get through with:** to finish (AmE)

e.g. When you get through with your work, let's take a trip abroad.

4. First of all, do everything you can to prepare for the interview ...

— First of all, you should get everything ready for the interview ...

prepare for: to get ready by making necessary arrangements, planning, studying, etc.

e.g. He requested his classmate to help him prepare for the interview.

Let's hope for the best and prepare for the worst.

cf. **prepare to do sth.:** to prepare oneself to do sth.

e.g. The hero bravely prepared to die for his country.

China was preparing itself to take over the sovereignty of Hong Kong.

arrange: to plan the details of (a future event); organize in advance

e.g. The meeting has been arranged between the two parties.

Unless otherwise arranged, the conference will be held in July.

5. Make a list of all the points ...

make a list of: to put ... on a list

e.g. Please make a list of those who are coming to the dinner party tonight.

According to the new tariff, a full list of this kind of goods has been made at once.

6. Equip yourself with all your certificates and other relevant documents, ...

— You should supply yourself with all your certificates and other relevant documents, ...

equip ... with: to provide with what is necessary for doing sth.

e.g. They equipped themselves with a pair of sharp axes and set out for the forest.

The newly established factory is equipped with the modern machines imported from Japan.

cf. His wide experience ensures he is well equipped with for the challenge ahead.

document: a paper, small book, etc. that gives information, proof, or support of something else

e.g. Let me see all the official documents concerning the sale of this land.

Shakespeare's plays, particularly the great tragedies, are the most vital human documents in literature.

7. ... denoting subjects and credits, ...

— ... showing subjects you have learnt and credits you have got ...

8. ... then you should list details of this as well and your reasons for leaving.

— ... then you should make a detailed list of this too and also give your reasons why you left that job.

detail: a small part, component, fact, item, etc. of something larger

e.g. Although sometimes too much attention to details may be costly, they should not be overlooked.