

五年制高等职业学校学生用书
ENGLISH FOR HIGHER VOCATIONAL EDUCATION

— 英语 —

练习册

WORKBOOK

BOOK 4

第四册

《高职英语》编写组



外文出版社

Language & Culture Press

<http://www.ywcb.com>

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前 言

五年制高等职业教育基础课教材《英语》是根据教育部制定的《高职高专教育英语课程教学基本要求》，紧密结合高等职业技术学院教学实际和培养目标的需求而编写的。教材的起点与义务教育初中英语教学的基本要求相衔接，是高等职业技术学院基础英语教学阶段用书。适合招收初中毕业的5年制高等职业技术学院及实行“3+2学制”的职业技术学校教学使用。

本套教材含有主干教材1—6册、配套教师用《教学参考书》1—6册、配套《练习册》1—6册、外籍教师录音教学磁带每册3盒，教学多媒体课件光盘每册2盘。同时还为入学时英语基础差和零起点的学生编配补学初中英语的职业教育《英语（预备级）》教材1册。根据学生入学英语基础差异情况，可相应选用某册作为起点，完成本套教材第四、五册，可达到《高职高专教育英语课程教学基本要求》规定的B级要求，完成本套教材第六册可达到《基本要求》中规定的A级要求。

本套教材的教学目标是：在初中英语教学的基础上，使学生巩固、扩大英语语言基础知识，发展听、说、读、写基本技能，达到《高职高专教育英语课程教学基本要求》中规定的“掌握必需的，实用的英语语言知识和技能”，满足社会对高职应用型人才英语语言能力的要求。

本套教材对《基本要求》中规定的英语语言知识和技能训练作了系统安排，循序渐进，循环反复，有利于学生构建英语语言知识和语言能力系统。体现了我国改革开放人文环境下的英语语言应用。教材编写注意到五年制高职是初中后入学年龄段学生的特点，注意到文、理、农、工、医等各专业公共英语教学的通用性，也注意到学生入学时英语基础存在着较大差异的实际情况。为此教材配合现代的任务型语言教学模式，组织安排了不同层次和多种形式的“任务型”教学活动，满足高职学生的特点和需求，体现了高职教育的理念和特色。

五年制高等职业教育《英语练习册》是配合五年制高等职业教育《英语》教材而编写的学生练习册。本练习册以复现主干教材的基本教学内容为目标，突出语言技能的综合训练和语言知识的复习；紧密配合主干教材中各单元的教学内容，复习、训练、巩固并适当扩展主干教材所涉及的读、听、说、写、译等各项语言技能及相关的词汇、语法等语言知识；引导学生针对各单元的教学内容，有效地进行练习和实践，以期达到复习、巩固、扩展和提高学生语言能力的目的。练习册中各单元与主干教材各单元分别对应，并在第6单元和第12单元后分别安排一个复习单元。本练习册各单元练习，原则上应在教师指导下，由学生在课后独立完成，使学生全面达到教学大纲的各项语言技能训练和知识学习的要求。

本套教材由高职英语教材编写组编写，成员有：戴宗显教授（北京第二外国语学院）、王立善（吉林邮电学校高级讲师）、美籍专家 Douglas McNeal、阎善明教授（北京对外经济贸易大学）、董蔚君（人教社编审，课程教材研究所研究员）、余达人（贵州省财政学校）、王珍君、乔阔、韩书华（东北师大附属实验学校）、孟琳（哈尔滨工业大学）、徐明（郑州铁路机械学校）、宁凤荣（陕西石油化工学校）、张彦林（陕西省邮电学校）、李恩相（陕西国防工业职工技术学校）、雷淑雅（西安仪表工业学校）、王淙（陕西省对外贸易学校）、刘新（吉林大学）、周正达（石家庄职教中心）。

参加本套教材研讨和编写的有：赵峰（内蒙古化工职业学院）；岳军维（贵阳经济贸易中专）；孙唤娟（哈尔滨航运学校）；徐明（郑州铁路职业技术学院）；张陆（天津市教委教研室）；武玉霞（宁夏财经技术学院）；吴丽荣（河北机职业技术学院）；宁凤荣（陕西石油化工学校）；王仁祯（青岛市职业教育教学研究室）；贾荣武（抚顺职业技术学院）；王立善（吉林省邮电学校）；戴宗显（北京第二外国语学院）

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Unit 1

I. Listening Comprehension

1. Listen to the following dialogues and decide which one is the best answer to the question after each dialogue.

(1) Which sweater will the woman buy?

- A. The yellow one. B. The green one. C. The blue one.

(2) When shall the two speakers leave?

- A. 16:00 B. 16:10 C. 16:20

(3) Where are the two speakers?

- A. In a car factory.
B. In a car repairing shop.
C. In a taxi rent house.

(4) What does the man mean?

- A. Women should work hard.
B. Men should take care of the babies.
C. Babies should be taken care of by women.

(5) What will the man do?

- A. Drive the woman to the downtown.
B. Buy something for the woman.
C. Give the woman a gift.

2. Listen to the following dialogue and choose the best answer to each of the questions from 6 to 8.

(6) Why did the woman have to wait?

- A. What she wanted was sold out just now.
B. What she wanted was on delivery.
C. She didn't have enough money

(7) What should the woman do next?

- A. Wait around a corner.
B. Wait for 15 minutes.
C. To buy the chicken in another shop.

(8) How many bottles of milk will the woman get?

- A. 6. B. 7. C. 8.

3. Listen to the following dialogue and choose the best answer to each of the questions from 9 to 11.

(9) What did the woman do at the beginning of this conversation?

- A. She cried to the man first.
 - B. She told a white lie.
 - C. She complained to the man.
- (10) What happened to the woman yesterday?
- A. She lost her purse.
 - B. She cut her finger.
 - C. She failed in her math exam.
- (11) What did the man suggest?
- A. He suggested her call the police to take her purse back.
 - B. He suggested her be careful next time.
 - C. He suggested her not to think of those bad things too much.
- 4. Listen to the monologue and choose the best answer to each of the questions from 12 to 15.**
- (12) What's the main idea of this passage?
- A. The traffic problems in the USA.
 - B. Racial inequality in the USA.
 - C. Black people living in the USA.
- (13) Where could the sign of "white only" be found?
- A. In parks.
 - B. At swimming pools.
 - C. Both A and B.
- (14) What did some cities and states do to separate whites and nonwhites?
- A. To put on a sign of "white only".
 - B. To kill the nonwhites who enter the "white only" section.
 - C. To make laws.
- (15) Where could most members of small nations live?
- A. Wherever they wanted.
 - B. In low living standards areas.
 - C. In high living standards areas.

II. Speaking

Read the following passages first and then answer the questions orally.

A

More than 220 people were killed in the fire which destroyed the Capital Building on February 4th, 1974. The building was Sao Paulo's newest building. All 25 floors of the office building were completely destroyed. The fire also destroyed cars

which belonged to people who worked in the building.

Over 500 people were working in the building when the fire broke out on the 11th floor. Below the 11th floor people were able to escape into the street. However, 300 people were trapped above the fire, because there was no fire escape in the building. The fire lasted 4 hours before the firefighters could control it.

Questions:

- (1) How many people were killed in the fire? _____
- (2) What did the fire destroy? _____
- (3) On which floor did the fire break out? _____
- (4) Why couldn't the people above the fire escape? _____
- (5) How long did the fire last? _____

B

On October 17th, 1989, the city of San Francisco was shaken by a terrible earthquake. It was America's second strongest earthquake and about 100 people were killed. It happened in the evening as people were traveling home. A wide and busy road which was built like a bridge over another road fell onto the one below. Many people were killed in their cars, but a few lucky ones were not hurt.

Questions:

- (1) When did the earthquake take place in San Francisco? _____
- (2) How many people were killed? _____
- (3) What were people doing when the earthquake happened? _____
- (4) What happened to a wide and busy road? _____

III. Comprehensive Exercises

1. Spell each word according to the expression, the first letter of which is given to help you.

- (1) h _____ : to seize control of (a vehicle, esp an aircraft) in order to force it to get to a new destination, to take its passengers hostage or to steal its cargo
- (2) c _____ : person not serving in the armed forces or the police force
- (3) a _____ : any machine that can fly in the air
- (4) h _____ : very large
- (5) e _____ : to blow up
- (6) c _____ : to provide evidence for the truth or correctness of (a report, an

opinion, etc)

- (7) d _____: to send away (from employment)
(8) t _____: object or mark that a person tries to hit in shooting, etc
(9) t _____: pull something forcibly apart or away or to pieces
(10) c _____: fall or strike something suddenly and noisily

2. Read the text "SPECIAL REPORT ON TERRORIST ATTACKS" again, and then fill in each blank to complete the following passage.

_____ Tuesday, September 11th, terrorists hijacked four _____ passenger aircraft. At 8:45 in the morning, New York _____, one of the planes _____ into the north building of the World Trade Center. It _____ a huge hole in the building and it _____ a huge fire.

Another _____ airliner crashed into the south building of the World Trade Center and _____ and both buildings were burning. Forty minutes later, a _____ hijacked aircraft crashed into the Defense Department Building called _____ near Washington D.C.

About 10 o'clock in New York, the south building of the World Trade Center _____. About twenty-five minutes _____, the north building fell down.

Twenty minutes later, it was confirmed that a fourth hijacked aircraft had crashed. There were no _____. It was believed that the _____ of people on the airplanes and those who died in the buildings was more than five thousand.

The World Trade Center in New York was a group of buildings that opened in 1973. Its two largest buildings were more than 410 meters tall. They were once the _____ buildings in the world. About 50,000 people worked each day in the World Trade Center. It was built to _____ severe weather conditions and serious fires, but could not survive the thousands of liters of airplane fuel that caused extremely hot _____.

3. Choose the best answer to complete the following sentences.

- (1) The train had left _____ (when, while) I got to the railway station.
(2) I have written her twenty letters _____ (when, since) she left here.
(3) Don't say anything while John is here. Wait _____ (when, until) he has gone.
(4) We hadn't waited long _____ (before, until) he came out.
(5) I have known Grandma Li _____ (when, since) I was a boy.
(6) I didn't realize how much time I had wasted _____ (after, until) I began to work.
(7) It is eight years _____ (since, before) he began to smoke.

- (8) It will be two months _____ (since, before) he comes back.
 (9) How can I explain it to you _____ (if, unless) you don't want to listen?
 (10) He will not come _____ (unless, only if) he is invited.
 (11) _____ (In case, Since) it rains tomorrow, what shall we do?
 (12) I will not help him _____ (as long as, if) he doesn't come to my help.
 (13) He will surely finish the job on time _____ (so long as, in case) he's left to do it in his own way.
 (14) Mr Green didn't begin his class _____ (until, as) all the students arrived.
 (15) Jack has learned a lot _____ (because, since) he entered the school.

4. Complete the following sentences by putting the Chinese in the brackets into English.

- (1) _____ (人们认为) the terrorists were flying both planes.
 (2) Forty minutes later, a third _____ (被劫持的飞机) crashed into the Defense Department Building called the Pentagon near Washington D.C.
 (3) Two of the aircraft _____ (改变预定航向) and flew to New York City.
 (4) The aircraft _____ (撞了一个大洞) in the building.
 (5) Here too, airplane fuel _____ (引起了大火).
 (6) _____ (这架航班上的乘客的英勇行为) may have saved hundreds if not thousands of other lives.
 (7) Officials still do not know _____ (多少无辜的人在这次恐怖行动中丧生).
 (8) The World Trade Center was built to _____ (可抵御恶劣的天气), such as winds from large ocean storms.
 (9) The fire _____ (软化了支撑大楼的钢铁).
 (10) Each part fell into the next _____ (直到整个大楼不复存在).

5. Choose the best answer for each blank to complete the sentences.

- (1) Israeli planes _____ Lebanon, bombing three coastal villages.
 A. attracted B. attacked C. stuck D. beat
 (2) The ticket collector _____ my ticket in two and handed back the return half.
 A. tear B. tore C. divide D. separate
 (3) The boiler _____ and many people were injured by the hot steam.
 A. exposed B. exploded C. smashed D. crashed
 (4) It was a terrible accident. The motor car _____ through the wall.
 A. knocked B. hit C. crashed D. beat
 (5) Only a few of the soldiers _____ the battle.
 A. survived B. escaped C. run out D. avoid

- (6) Mother told me that I can _____ the tea by adding water.
 A. weak B. weaken
 C. strong D. strengthen
- (7) He promised to pay back the money tomorrow _____ today.
 A. only if B. if C. if not D. even not
- (8) Why didn't you ask for the job? You _____ got it.
 A. should have B. could have C. may D. must
- (9) A loud noise _____ me to jump back.
 A. made B. result C. caused D. let
- (10) The old lady _____ on the street and broke her leg.
 A. fell down B. fell off C. slide D. slides
- (11) When the class _____, the children rushed for the door.
 A. was dismissed B. dismissed C. were dismissed D. over
- (12) Don't stand too _____ the fire, or your clothes will catch fire.
 A. close to B. close in
 C. closely to D. closely with
- (13) How much a person can earn at this work _____ his skill.
 A. depends on B. depend
 C. depend with D. belong to
- (14) The computer makes _____ easier for people to buy their tickets.
 A. that B. it C. this D. them
- (15) The strike lasted two weeks, but the government _____.
 A. took no action B. took an action
 C. have no action D. have an action

6. Choose the best answer for each blank to complete the passage.

Few people escaped from seeing or hearing about the terrorist attacks in the United States Tuesday morning. Two hijacked airplanes __ (1) __ the World Trade Center in New York City. A short time later, __ (2) __ hijacked plane hit the headquarters of the United States Defense Department, near Washington. A fourth hijacked plane crashed in the eastern state of Pennsylvania.

All 266 people on the four planes were killed. Hundreds of other people are known to have died. Thousands of others are missing, and feared dead. The President declared Friday a day __ (3) __ the memories of the many victims of the attacks.

When a terrorist attack happens, many people feel very frightened and worried. They experience the same feelings during a war, earthquake, flooding or other major event that is out of control.

Mental health experts __ (4) __ children who experience a tragic event before

they are eleven years of age. They say such children are three times __ (5) __ likely to develop emotional problems than those who experience their first tragedy later in life.

Experts say children are better able to deal with a tragedy if parents, friends and other __ (6) __ help them understand the experience. They say help should start as soon as possible after the event. Experts offer a number of suggestions about how to explain a tragedy to children. They say how adults react to a child's feelings and questions is important to helping a child feel safe again.

First, experts say parents should attempt to control their reaction to the tragedy. Parents should remain as calm as possible. They say children will react to what they see.

Next, adults should help children feel secure. Listen to the worries children express, without judging them. Parents should talk to their children. Tell children repeatedly that they and other loved ones are safe. Also, family members need to gather in one area and __ (7) __ more time together.

__ (8) __ a tragic event is difficult. The kind of explanation has to be based on the child's age and level of thinking. For a young child, a tragedy must be explained in simple terms. A terrorist attack can be explained as some people did something very bad.

Some experts urge adults to limit their time with radio or television when children are present. They say adults should not let their desire to be informed about events affect a child's __ (9) __ health. Experts also urge parents to return to their normal activities as soon as possible. They say people of all ages like to have an established __ (10) __ of doing things.

- | | | | |
|------------------------|------------------|------------------------|--------------|
| (1) A. struck | B. strikes | C. hited | D. beat |
| (2) A. other | B. the other | C. another | D. all |
| (3) A. to remember | B. to forget | C. to honour | D. honour |
| (4) A. are worry about | | B. are concerned about | |
| | C. are afraid of | D. are frightened by | |
| (5) A. much | B. more | C. less | D. most |
| (6) A. adults | B. teachers | C. person | D. child |
| (7) A. take | B. spend | C. cost | D. use |
| (8) A. Explain | B. To explain | C. Explaining | D. Explained |
| (9) A. inetal | B. physical | C. mind | D. mental |
| (10) A. way | B. ways | C. idea | D. opinion |

7. Read the passage and then choose the best answer to each of the following questions.

The Peace Corps (和平志愿者团体) is an agency of the United States government.

It has improved the lives of many people around the world. And, it has changed the lives of many Americans.

The Peace Corps is celebrating its fortieth anniversary this year. The very first American Peace Corps workers arrived in the city of Accra, Ghana, in 1961. They were volunteers. They had agreed to work for almost no pay. They would spend two years in Ghana helping to make life better for poor people.

The Peace Corps volunteers (志愿者) lived and worked in much the same way as the Ghanaians (加纳人) they helped. They ate Ghanaian food. They spoke the local language. They followed local customs. And they learned what few Americans knew: the reality of life in a developing country.

In the forty years since then, more than 160,000 Americans have served as Peace Corps volunteers. They have lived in 134 developing countries.

Peace Corps volunteers have taught millions of students. They have planted crops and trees. They have started health care centers. They have built village water systems. They brought chicken farming to India. And they helped end malaria (疟疾) in Thailand and smallpox (天花) in Ethiopia (埃塞俄比亚).

Today, the Peace Corps has more than seven-thousand volunteers working in 76 countries. They are working in agriculture, economic development, education, the environment and health care.

Peace Corps agriculture programs are designed to teach people how to grow food without damaging the land and other natural resources. In parts of central Africa, for example, volunteers taught farmers how to raise fish in fresh water areas. In Thailand, volunteers taught farmers how to improve soil conditions.

The Peace Corps also has economic development programs. Volunteers provide advice and training to help small businesses develop. They work with business owners, trade groups, community leaders and local governments. In Albania, for example, volunteers helped small stores, eating places and hotels improve their businesses.

In Vanuatu, volunteers helped develop a new computer system for the country's main bank. Almost forty percent of Peace Corps volunteers serve as teachers. In Armenia, for example, a volunteer worked with a local radio station to develop programs to teach English to more people. In Nepal, volunteers helped students write books about their lives, culture and communities. The students sold their books to help earn money for school supplies.

Peace Corps volunteers also help people protect and improve the environment. In Costa Rica, volunteers taught methods of planting trees to 25,000 farmers. In Sri Lanka, volunteers worked with a local environment organization to protect wetland areas.

Volunteers also help provide health care around the world. In Nicaragua,

volunteers developed health education programs about preventing such diseases as cholera, malaria, and AIDS. In many African countries, they have organized programs to give children vaccine (疫苗) medicines to protect them from disease.

Questions:

- (1) What is the Peace Corps?
 - A. It is a person.
 - B. It is a state.
 - C. It is a town.
 - D. It is an agency.
- (2) When was the Peace Corps founded?
 - A. It was founded four years ago.
 - B. It was founded this year.
 - C. It was founded forty years ago.
 - D. It was founded in 1961.
- (3) What have the Peace Corps volunteers done?
 - A. They have taught millions of students.
 - B. They have sold crops and trees.
 - C. They have brought duck farming to India.
 - D. They have lived in more than 200 developing countries.
- (4) What are the Peace Corps agriculture programs designed to do?
 - A. To grow plants which have more products.
 - B. To taught farmers how to raise fish in salty water.
 - C. To taught farmers how to grow crops and protect the land and natural resources at the same time.
 - D. To improve the soil conditions.
- (5) Which of the following statements about the Peace Corps is not true?
 - A. Protecting and improving the environment.
 - B. Helping provide health care around the world.
 - C. Providing advice and training to help small business develop.
 - D. Teaching English to the whole world on BBC.

8. Writing

某英文报纸设有一个帮助者信箱(letter to Dr Helper)。请根据一份学生现状调查中列出的部分信息,以高三学生王雷的名义给 Dr Helper 写一封英文短信。

学生现状		负担过重的原因
每日在校时间	9 小时	考试压力大 作业多 家长期望高
每日作业时间	3—4 小时	
每日课外活动时间	几乎没有	
每日睡眠时间	不足	

Unit 2

I. Listening Comprehension

1. Listen to the following dialogues and then answer the question after each dialogue.

(1) Where does this conversation happen?

- A. At a post office.
- B. At a bank.
- C. At a police office.

(2) Who is the woman?

- A. Mr Butler's hostess.
- B. Mrs Butler.
- C. Mr Butler's neighbor.

(3) What's the conversation about?

- A. An interview.
- B. A meeting.
- C. A phone call.

(4) What is the man now?

- A. An engineer.
- B. A student.
- C. A clerk.

(5) What will the man do next?

- A. Borrow one from someone else.
- B. Use the pencil.
- C. Use his own pencil.

2. Listen to the following dialogue and choose the best answer to each of the questions from 6 to 8.

(6) Where does the conversation probably happen?

- A. On a court.
- B. In the street.
- C. At a police office.

(7) What has happened to the woman?

- A. She drives beyond the speed limit.
- B. Her speed counter doesn't work well.
- C. The man measured her speed wrongly.

(8) How does the man deal with the case?

- A. He fines the woman some money.
- B. He takes the woman's license away.
- C. He warns the woman not to speed again.

3. Listen to the following dialogue and choose the best answer to each of the questions from 9 to 12.

(9) Where does the conversation happen?