

# 高职高专

● 沈银珍 主编

## 英语辅导



最新高教版配套用书  
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科学技术文献出版社

ENGLISH

# 高职高专英语辅导

(第二册)

主 编 沈银珍

副主编 郑 斌

编 委 郑 斌 王 勤 王玉华

周 瑾 徐 方 沈碧萍

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**网 址** <http://www.stdph.com>

**E-mail:** stdph@istic.ac.cn;stdph@public.sti.ac.cn

**策 划 编 辑** 科 文 唐 玲

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## 内 容 简 介

本书是最新版高职高专英语教材第二册的同步辅导书,共设15课。每课包括相关知识介绍、学习重点、语言点、补充练习等。本书适合我国普通高等院校专科学子、普通高等专科学校学生和高职院校学生及相应程度的英语自学者使用。本书补充练习还适合备考高等学校英语应用能力考试及大学英语三、四级考试的考生使用。

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科学技术文献出版社是国家科学技术部系统唯一一家中央级综合性科技出版机构,我们所有的努力都是为了使您增长知识和才干。

# 前 言

为提高高职高专英语教学水平,加强学生的英语语言应用能力,教育部于2000年10月颁发了《高职高专教育英语课程教学基本要求》,根据此要求,高等教育出版社于2001年4月出版了《英语》(高职高专版)系列教材。该套教材出版后,已在全国各地高职院校推广使用。为使广大英语教师更好地使用该教材,同时,使学生更好地领会和掌握知识,增加课后操练的机会,应对高等学校英语应用能力考试和大学英语三、四级等级考试,我们编写了这套《高职高专英语辅导》。

本书的内容编排与《英语》(高职高专版)教材各册同步,各单元内容包括:①相关知识介绍;②学习重点;③语言点;④补充练习等。

相关知识介绍着重介绍与该单元内容相关的一些文化背景知识,使学生了解英美国家的风土人情,加大英语教学的文化含量,尽可能为学生扫清在跨文化交际中的障碍,使其学会用英语得体、自如地表达与交流。

学习重点包括重点技能、重点单词和词组、重点句型和习惯表达法。教师与学生可围绕这些重点开展教学活动,进行课外操练等。

语言点主要针对课文中的难句、重点单词和短语进行解释、说明,力求精解详注。注释采用英汉并用,并逐步过渡到第四册以英语注释为主;每一例句都配有中文翻译,以帮助学生理解与自学。重点单词和词组除了注释其在本单元出现的词意外,还补充注释其他常用词意,有的单词还附上了派生词、短语搭配等,旨在进一步帮助学生扩大词汇量。

补充练习由阅读理解、词汇、语法结构、中译英和写作五个部分组成。每单元配有四篇阅读理解,其中有一篇与课文内容相关,每篇阅读材料后附有5道测试题,1~3篇的测试题为单项选择题,第4篇的测试题为简答题。词汇和语法结构均为选择题,主要针对本单元出现的语法现象和重点词汇,让学生操练,以求巩固、提高。中译英主要检测学生用本单元所学的语法、词汇和句型进行相关翻译的技能,也为学生参加高等学校英语应用能力考试和大学英语三级考试打下基础。写作部分力求与本单元主题与写作技能配套,第一、二册以应用文写作为主,我们选用了各种题材的应用文,以增强学生在工作中的书面表达能力;第三、四册以议论文写作为主,

根据大学英语四级考试的要求设计练习,循序渐进,层次分明,通过训练,使学生了解和掌握各种题材、各种类型文章的写作要求与技巧。

本书适合我国普通高等院校专科学生、普通高等专科学校学生和高职院校学生及相应程度的英语自学者使用。书中的补充练习还适合备考高等学校英语应用能力考试及大学英语三、四级考试的考生使用。

限于编者水平,加之时间较紧,本书不免存在不足和缺点,诚请专家、读者不吝指正。

编者

SCIENTIFIC AND TECHNICAL DOCUMENTS PUBLISHING HOUSE



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# *Unit 1 The Education*

## *I Received*

### **I . Information Related to the Text(相关知识介绍)**

Today more than 56 million Americans are attending a wide variety of schools and universities across the nation. One half of all the people in the country between the ages of 18 and 25 attend a university.

In America, most schools, whether public or private are divided according to the following system:

Elementary school—for students from the first grade to six grade (ages 6 to 12 years);

Junior high school—for students in grades seven and eight (ages 13 and 14 ).

High school—for students grades nine through twelve (ages 15 through 18).

University—for students 18 years and up. The university sometimes referred to as “college ” usually offers a four-year “undergraduate” course. There are many fine universities in the USA, both public and private.

## II. Learning Focus(学习重点)

### 1. Focal Skills(重点技能)

Discussing the education received before.

Useful Questions:

- (1) What university did you go to?
- (2) What courses did you take?
- (3) How long did you study?
- (4) When did you graduate?
- (5) What are you going to do after graduation?

### 2. Key Words and Phrases(重点单词和词组)

course, education graduate, solve, sympathy, popular, major, enthusiastic, favourite, no point in doing, have a chance to do, do one's degree in, enjoy one's time, go on strike, be good at doing sth., offer to do sth., pay...for..., feel sympathy for

### 3. Important Patterns and Expressions(重点句型和习惯表达法)

- (1) When/Where/How long did you receive the education?
- (2) When/Where did you graduate from... school or... university?
- (3) What was your major?
- (4) Which was your favourite subject?
- (5) How long is the university (college, school)?
- (6) When was it founded?
- (7) How many students are there in your university (college, etc.)?
- (8) Did you have a good time in the university?

### III. Language Points(语言点)

1. Liu Lin is one of his Chinese students, is interested to know about the education he received.

刘林是他的一个中国学生,他对迪克所受的教育很感兴趣。

one of his Chinese students:……之一,注意 of 后用可数名词复数形式。

e. g. Shanghai is one of the largest cities in China.

上海是中国最大的城市之一。

Hangzhou is one of the most beautiful cities in our country.

杭州是我国最美丽的城市之一。

he received 是省略关系代词 that 的定语从句。在定语从句中作宾语的关系代词往往省略。

e. g. He is the old man Tom helped yesterday.

他就是汤姆昨天帮助的老人。

This is the pen I lost several days ago.

这支笔就是我前几天丢的那支。

2. I did an MA in philosophy.

我读的是哲学硕士。

英语中常用缩写来表示学位,如:

BA—Bachelor of Arts 文学学士

BS—Bachelor of Science 理学学士

MA—Master of Arts 文学硕士

MS—Master of Science 理学硕士

MBA—Master of Business Administration 工商管理学硕士

Ph.D. —Doctor of Philosophy 哲学博士

原句中 did 意思是“学习、研究”。

e. g. I am going to do MBA in Zhejiang University next year.

明年我准备去浙大攻读工商管理学硕士。

3. But most of her friends tended to find math very difficult, and because they thought it was a useless subject, they saw no point in working at it.

但是她的大多数朋友都觉得数学很难学,而且他们认为数学是门没有用的课程,所以觉得没有必要在这上面下功夫。

tend to: to happen often, be likely to do something 有某种倾向

e. g. Women tend to live longer than men.

女人多比男人长寿。

I tend to go to bed earlier during the winter.

我在冬天常睡得较早。

find...difficult 这一复合宾语的句型很常用。其结构为动词 find + 宾语 + 宾语补足语。宾语补足语表示宾语的状态、身份、行为或特征,其结构如下:

find (found) + 名词(代词) + 名词/形容词/介词短语/现在分词/过去分词/动词不定式

e. g. They found Hangzhou beautiful.

他们发现杭州很美。

They found Tommy smart.

他们发现汤米很聪明。

They found the cat under the bed.

他们发现那只猫在床下。

They found the boys playing football there.

他们发现那些男孩在那儿踢足球。

They found Nancy's eyes filled with tears.

他们发现南希的眼中噙满了泪水。

They found it difficult to solve the problem.

他们发现要解决这个问题很难。

4. Math, in fact, the least popular subject in Caroline's class.

在卡罗琳的班里,数学实际上最不受欢迎。

least 是形容词 little 的最高级形式,是形容词 most 的反义词。

e.g. He did the least of the work, but got the most of the money.

他干得最少,钱却拿得最多。

5. Caroline gave private math lessons to three of her friends, that they would have a chance of passing their examination.

卡罗琳单独给她的三位朋友上数学课,这样他们就有可能通过考试了。

so that 在此引导目的状语从句,意为“以便于、为了”,从句中常有情态动词。

so that + ... + can / may / could / should, ect.

e.g. He ran fast so that he could catch the train.

他跑得快以便能赶上那班火车。

He read a lot of different books so that he could know more.

他阅读广泛以便能知道得更多。

so that 还可引导结果状语从句,常用 so... that 的结构。

e.g. We were so tired that we could not walk any further. =

We were tired so that we could not walk any further.

我们太累了,无法再往前走。

He was so careless that he left his room unlocked. = He was careless so that he left his room unlocked.

他太粗心了,房门都忘了锁。

## IV. Supplementary Exercises(补充练习)

### 1. Reading Comprehension(阅读理解)

Directions: In this part there are four passages. Each passage is followed by a number of comprehension tasks. Read the passage and do the tasks. Where you are given a choice of four possible answers, you should choose the best answer among A, B, C or D.

#### Passage One

When we say Cambridge is a university town we do not mean that it is a town with a university in it. A university town is one where there is no clear separation between the university buildings and the rest of the city. The university is not just one part of the town; it is all over the town. The heart of Cambridge has its shops, restaurants, market place and so on, but most of it is university—college, libraries, clubs and other places for university staff and students. The town was there first. Cambridge became a centre of learning in the thirteenth century. Many students were too poor to afford lodgings. Colleges were opened so that students could live cheaply. This was the beginning of the present-day college system.

Today there are nearly thirty colleges. Very few students can now live in college for the whole of their course; the numbers are too great. Many of them live in lodgings at first and move into college for their final year. But every student is a member of his college from the beginning. He must eat a number of meals in the college hall each week.

Students are not allowed to keep cars in Cambridge, so nearly all of them use bicycles. Don't try to drive through Cambridge dur-

ing the five minutes between lectures, as you will find crowds of people on bicycles hurrying in all directions. If you are in Cambridge at five minutes to the hour any morning of the term, you'll know that you are in a university town. Stop in some safe place, and wait.

- 1) Cambridge can be described as a university town because \_\_\_\_\_.
  - A. the size of Cambridge is just as big as the town
  - B. the separating line between the university and the town is not obvious
  - C. the university buildings fit in well with the rest of the town
  - D. the university is located in the town
- 2) In the first paragraph, "but most of it is university", it refers to \_\_\_\_\_.
  - A. the rest of the city
  - B. the town
  - C. the university
  - D. the heart of Cambridge
- 3) Which of the following can best give the main idea of the second paragraph?
  - A. Cambridge has a long history.
  - B. The town was build before the university.
  - C. Many students lacked money, so colleges were set up then.
  - D. It was cheaper for students to live in college than in lodgings.
- 4) It is possible for the college student to \_\_\_\_\_.
  - A. live in college from the beginning
  - B. keep both bikes and cars in college



- C. live in college for their final year of the college
  - D. have all the meals outside the college each week
- 5) People found it hard to drive through Cambridge at five minutes to the hour in the morning because of \_\_\_\_\_.
- A. the large numbers of cars in the streets
  - B. safety checks for the cars at this time
  - C. streams of bikes going in all directions
  - D. the accepted limit of the car

### Passage Two

Although February is a very cold month in many parts of the United States, many things happen during February. It is the month when Americans celebrate the birthdays of George Washington, Abraham Lincoln, and Thomas Alva Edison. Washington, for whom the capital was named, was the first president of the United States. Lincoln, who was also a president, is especially remembered for ending slavery in 1862.

Thomas Edison is the most honored American inventor. He invented the electric light, the photograph, and the moving picture—three of the most important inventions of the modern world.

St Valentine's Day also comes in February. It is the day when young people give valentine cards or candy to their favorite boyfriends or girlfriends. Valentines often have the shape of a red heart and are a nice way to say "I love you."

The entire month of February has been named "Black History Month". Cities, schools and clubs often plan programs to honor the black men and women who have contributed so much to American culture. Los Angeles, Washington and Cleveland are some of the big