

高职高专公共英语精品教材



北京市高等教育精品教材立项项目

高职高专综合英语教程 · 练习册

Exercise Book

第三册

修月祯◎主编



旅游教育出版社

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第三册

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出版说明

随着中国经济的深入发展,社会对实践能力强、懂外语的高等应用型人才需求越来越大,而高职高专教育(即普通高等专科教育、高等职业教育和成人高等专科教育)着重培养的就是技术、生产、管理、服务等领域的高等应用型专门人才。因此,教育部非常重视高职高专教育,并对其英语课程教学提出了具体要求,对业务英语所涉及的听、说、读、写、译等交际活动的范围和语言技能都作了比较全面科学的具体描述。本套教材就是按照教育部《高职高专教育英语课程教学基本要求》(以下简称《基本要求》)编写的。

《基本要求》指出,高职高专教育英语课程的教学目的是:经过180~220学时的教学,使学生掌握一定的英语基础知识和技能,具有一定的听、说、读、写、译的能力,从而能借助词典阅读和翻译有关英语业务资料,在涉外交际的日常活动和业务活动中进行简单的口头和书面交流,并为今后进一步提高英语交际能力打下基础。

《基本要求》还明确了教学要求:鉴于目前高职、高专和成人高专学生入学时的英语水平差异较大,本课程的教学要求分为A、B两级,实行分级指导。A级是标准要求,B级是过渡要求。入学水平较高的学生应达到A级要求,入学水平较低的学生至少应达到B级要求。随着入学英语水平的不断提高,学生均应达到A级要求。本课程在加强英语语言基础知识和基本技能训练的同时,重视培养学生实际使用英语进行交际的能力。

根据以上既定的教学目的和教学要求,同时鉴于教育对象的知识基础和接受能力,我们编写了这套“高职高专公共英语精品教材”。本套教材分为三册,每册包含《高职高专综合英语教程》和配套的《高职高专综合英语教程·练习册》《高职高专综合英语教程·教师用书》。第一册是基础篇,目的是复习中学阶段所学过的英语基础知识,并在此基础上有所拓展,为达到《高等学校英语应用能力考试大纲》(以下简称《考试大纲》)B级要求做准备。第二册按照《考试大纲》B级标准编写。第三册按照《考试大纲》A级标准编写。在课时允许的情况下,建议分三个学期完成本套教材,共需约220学时。

本套教材在编写过程中特别注意根据语言学习的规律,由浅入深,循序渐

进,并合理分配了听、说、读、写、译训练的比例,以确保各项语言能力的协调发展。

《高职高专综合英语教程》以基础英语教学为重要目的,遵循“实用为主、够用为度”的原则,将语言基础能力与实际涉外交际能力的培养有机地结合起来,加强听说和应用文体阅读和模拟写作训练,使“学”与“用”紧密地结合,培养实际应用英语的能力。《基本要求》中所要求学生掌握的语法知识,分散在每课最后的“Grammar”模块进行专项讲解。音标相关知识和语音训练内容附在第一册后的附录中。另外,每册还附有本册的词汇总表,便于学生查阅和记忆。

《高职高专综合英语教程·练习册》的主要目的是巩固课堂所学知识,同时又有一定扩展。练习册中的各项训练内容特别注重了与教材的互补性,一是在语法知识、词汇和语言功能上力求和教材保持一致,给学生更多的训练机会,巩固课堂所学知识;二是为学生自学提供内容,培养学生的自学能力;三是紧密结合“高等学校英语应用能力考试”要求,以考试题型作为平时的练习题型,并精选历年真题融入练习题中,将考试模拟搬到平时课堂上,加强了学习的针对性。

《高职高专综合英语教程·教师用书》包括教学目的与要求、背景材料、语言点、语法提示与练习,《高职高专综合英语教程》中的情景会话和课文译文、练习答案,以及《高职高专综合英语教程·练习册》中的练习题答案和听力文字材料。因为第一册是基础篇,内容比较简单,只有“写给教师的几点建议”放在书前作为总的教学指导。《高职高专综合英语教程·教师用书》为电子版,如有需要,可从中国旅游教育网(www.tepcb.com)下载。

本套教材配有录音光盘,录音内容包括《高职高专综合英语教程》中的情景会话、课文和词汇,以及《高职高专综合英语教程·练习册》中的听力练习。录音光盘附在每册《高职高专综合英语教程》后。

由于编者水平有限,书中难免出现考虑不周之处,请各位同仁提出宝贵意见,以便改进。

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Unit 1 Interview

I. Listening Comprehension

Section A

Directions: This section is to test your ability to understand short dialogues. There are 5 recorded dialogues in it. After each dialogue, there is a recorded question. Choose the best answer from the 4 choices marked (A), (B), (C) and (D).

1. (A) experienced (B) intelligent
(C) diligent (D) sociable
2. (A) experience combined with theory study
(B) education combined with strong personality
(C) Ph. D degree combined with experience
(D) education combined with experience
3. (A) motivation and teamwork (B) hardworking and teamwork
(C) overworking and inspiring (D) being fair and open-minded
4. (A) in silence (B) say something at once
(C) discuss later (D) cool off himself
5. (A) administrative (B) skillful
(C) organizational (D) managerial

Section B

Directions: This section is to test your ability to understand short conversations. There are 2 recorded conversations in it. After each conversation, there are some recorded questions. Both the conversations and questions will be spoken two times. Choose the best answer from the 4 choices marked (A), (B), (C) and (D).



Conversation 1

- | | |
|-------------------------------|-------------------------------------|
| 1. (A) To be a cook. | (B) To be a computer programmer. |
| (C) To be a cameraman. | (D) To be a waiter. |
| 2. (A) In a restaurant. | (B) In a computer company. |
| (C) At a school. | (D) In a government department. |
| 3. (A) He's bored. | (B) He quits his job. |
| (C) He wants more money. | (D) He's interested in the new job. |
| 4. (A) Competent for the job. | (B) A very fast learner. |
| (C) Not fit for the job. | (D) Good computer user. |

Conversation 2

- | | |
|----------------------------------|---------------------------------|
| 1. (A) Office clerk | (B) Team leader |
| (C) Saleswoman | (D) Receptionist |
| 2. (A) Her past work experience. | (B) Her organizational ability. |
| (C) Her desired pay. | (D) Her work efficiency. |

Section C

Directions: This section is to test your ability to comprehend short passages. You will hear a recorded passage. The passage is printed below, but with some words missing. The passage will be read three times. Listen to the passage and fill in the blanks.

Your answer to the question "Why do you want this position?" should offer what you think are the most 1 aspects of the position. More responsibility and opportunity, including a higher salary, are acceptable answers, but state them in a way that isn't 2. For example, "because it 3" is not a good answer. But, stating that, "The position offers more responsibility, 4 and interesting opportunities, as well as a 5," is a good answer.

II. Vocabulary & Grammar

Section A

Directions: There are 10 incomplete statements below. You are required to complete each statement by choosing the appropriate answer from the 4 choices marked (A), (B), (C) and (D).

1. Many people have found _____ uncomfortable to hold the same position for a long time.
(A) it (B) which (C) thus (D) that
2. I felt so embarrassed that I couldn't do anything but _____ there when I first met my present boss. (2005 年 1 月 A 级真题)
(A) to sit (B) sitting (C) sat (D) sit
3. He was very sorry _____ her at the airport. (2002 年 6 月 A 级真题)
(A) not to meet (B) to not meet
(C) to have not met (D) not to have met
4. Nothing can make the brave soldier _____ his country.
(A) turn against (B) to turn against
(C) to turn to (D) turn to
5. It was foolish _____ his car unlocked.
(A) for him to leave (B) of him to leave
(C) for him leave (D) him to leave
6. —You were lost on your way to the lake, weren't you?
—Yes, we were and had to stop _____ the way.
(A) asking (B) to ask (C) asked (D) to be asked
7. If you were much younger, I would arrange _____ as the general manager, for all your colleagues speak highly of your work.
(A) for you to work (B) of you to work
(C) for you work (D) you work
8. _____ water before breakfast seemed to them a rule that never _____.
(A) To get; breaks (B) To get; to break
(C) Getting; breaks (D) Get; to break
9. Your flat needs _____. Do you want me _____ it for you?
(A) to clean; to do (B) cleaning; doing
(C) cleaning; to do (D) to be cleaned; doing
10. What the scientist said greatly encouraged us _____ the experiment again, but his secretary's words discouraged us _____ the experiment any more.
(A) to try; to do (B) to try; from doing
(C) for trying; from doing (D) trying; to do



Section B

Directions: There are 10 incomplete statements below. Fill in each blank with the proper form of the words given in the brackets.

1. When she was very young, my sister already knew where (put) _____ her toys and dolls. (2005 年 12 月 A 级真题)
2. We formally invited the General Manager of the Panda Group (attend) _____ our opening ceremony. (2001 年 12 月 A 级真题)
3. The patient was warned (not eat) _____ oily food after operation.
4. I'd prefer (stay) _____ home rather than (take) _____ a walk.
5. She felt it a great shame (criticize) _____ so severely in the presence of her boy friend.
6. Remember (put back) _____ the newspaper when you have finished it.
7. As she has never been there before, I'll have someone (show) _____ her the way.
8. (see) _____ is to believe.
9. Tim cannot but (ask) _____ his supervisor to help him solve the difficulty he has in doing his project.
10. You know better than (rush) _____ into the road.

Section C

Directions: Fill in the blanks with the correct form of the expressions given below.

by... we do not mean prior to bring... up-to-date match with
blend with turn things to one's advantage lighten be capable of
stand out above extend oneself

1. He never expects that his wife _____ such a shameful crime.
2. No operation of this machine can be done _____ the start of the engine.
3. If my roommate Mike hadn't _____ me _____, I would never know they have got married already.
4. I think the most important dressing code is that your style _____ your identity.
5. He could always _____; there is nothing that he couldn't make a profit from.



6. In this speech contest, candidate number 5 _____ all the other competitors and won the first prize.
7. _____ “one country, two systems”, _____ that the two systems are totally different and can’t benefit from each other.
8. “Of course,” her face _____, “we’ll work on the problems and we’ll find a way out.”
9. When the English word “breakfast” _____ “lunch”, a new word “brunch” was formed.
10. I love challenges because that is the opportunity where I can fully _____.

III. Reading Comprehension

Passage 1

Tell Me about Yourself

This is usually the first question asked because it is a good ice-breaker. You shouldn’t use this open-ended question to offer useless information about your hobbies and home life. Many people will make the mistake of saying, “I’m 32 years old, married, and mother of three children aged 5, 7 and 9. My hobbies are knitting, cycling, reading and... blah blah blah.” This is not a good answer.

A good answer to this question is about two minutes long and focuses on work-related skills and accomplishments. Tell the interviewer why you think your work-related skills and accomplishments would be an asset to the company. Describe your education and work history (be brief). Then mention one or two personal character traits and tell the interviewer how the traits helped you accomplish a task at school or work. Do not describe yourself with tired old clichés such as “I am a team player,” “I have excellent communication skills,” unless you can prove it with an illustration. For example: “I would describe myself as a self-starter. At Acme Corporation, there was a problem with... so I created a new inventory system (give details) that reduced expenses 30 percent.”

For example, someone with a new degree in an IT field might answer this question as follows: “I have enjoyed working with computers since I was nine years old and have always been adept at using them. Throughout junior high and high school, friends and relatives were always asking me for help with their computer problems, so no one was surprised when I chose to major in computers.” His answer



could go on to explain how in college, he discovered he wanted to concentrate his studies on a specific IT field; how his internships or work experience influenced him or led him in a certain direction; and how he has come to decide that he wants to work for this particular company and why he would be an asset to this company.

ice-breaker [ˈaɪsbreɪkə]	n.	打破沉默的话; 消除尴尬局面所做的事
open-ended [ˌəʊpənˈendɪd]	adj.	(问题等)无确定答案的
accomplishment [əˈkɒmplɪʃmənt]	n.	成就, 完成
asset [ˈæset]	n.	资产, 有用的东西
trait [treɪt]	n.	显著的特点; 特性, 特征
cliché [ˈkliːʃeɪ]	n.	陈词滥调
illustration [ˌɪləˈstreɪʃən]	n.	例证, 例子
adept [əˈdeɪpt]	adj.	熟练的, 拿手的
internship [ˈɪntəˌnʃɪp]	n.	实习期; (美) 实习医师(或实习教师、实习生)的职位

Task 1

Directions: Answer the following questions.

1. What question does the interviewer usually ask as an ice-breaker?

2. What kind of self-introduction is considered a bad answer in an interview?

3. What can be included in a good answer to the question "tell me about yourself"?

4. What else is also needed when you describe yourself as teamwork-oriented?

5. Based on the last paragraph, suppose you apply for the position of salesperson; what would you say in your self-introduction?

Task 2

Directions: Match Column A with Column B for the right illustrations.

Column A	Column B
1. I have excellent communication skills.	A. At Acme Corporation, there was a problem with... so I created a new inventory system (give details) that reduced expenses 30 percent.
2. I am a team player.	B. I understand in modern times great work should be accomplished through united powers. In my previous job, I had always paid much attention to how people help and harmonize with each other.
3. I would describe myself as a self-starter.	C. Throughout junior high and high school, friends and relatives were always asking me for help with their computer problems, so no one was surprised when I chose to major in computers.
4. I have enjoyed working with computers since I was nine years old and have always been adept as using them.	D. I had successfully won several very difficult contracts which involve much negotiating and communicating.

Passage 2

Your EQ and Your Interview

Emotional Quotient (EQ) is the ability to deal effectively with other people and their feelings as well as your own. In job hunting, a high EQ can produce a successful interview and ultimately a job offer. Unlike your Intelligence Quotient (IQ), which is genetically predetermined, you can increase your EQ through awareness. EQ may be as much a predictor of success (if not a better one) than your IQ, especially in job hunting, where personal interaction plays an important role.

Noted EQ researcher Rob Scher suggests that the following five elements of EQ are particularly applicable to interviewing.

Being Assertive

Being assertive helps you move the job opportunity forward without offending or



frustrating the interviewer.

For example, suppose you are trying to close on a job offer, but the interviewer is delaying the final decision. You can respond in one of the three ways:

- **Passive:** "Could you give me a call when you've made a decision?"
- **Assertive:** "Could you give me a specific time and date when you'll make your final decision?"
- **Aggressive:** "If you don't hire me right now, I'll go work for your competitor."

The first response is almost guaranteed to fail, while the third response, even if immediately successful, creates resentment. The second approach sets up specific conditions for the job offer without forcing the pace.

Self-Awareness

Identify your own feelings, and use them to cope effectively with the job-hunting process. Follow these steps:

- Identify which emotions you're feeling. Are you angry? Sad? Self-conscious? Confident?
- Predict how your feelings will affect your performance during the job-hunting process.
- Compensate for negative emotions that might hinder your effectiveness, and expand positive ones that might help you get the job offer.

For example, if you're furious that your first interview was a no-show, take some time to calm down before you go on to another interview.

Empathy

Adapting to the interviewer's moods and emotions is as important as recognizing your own. Empathy begins with effective listening and observation. But simply knowing what the interviewer might be feeling is not enough to be empathetic. You must actually be able to feel what the interviewer is likely to be feeling.

Problem-Solving

To show the interviewer how you will help satisfy his organization's needs, you need to act as a problem solver. Follow these steps:

- Discover what these needs really are. Don't try to present yourself as a solution to a problem you don't fully understand.
- Help the interviewer visualize how these needs should and can be addressed.
- Show how your involvement could move the interviewer's organization closer to

the way the interviewer would like it to be.

Happiness

It's important to maintain a sense of balance when things go awry, and leave your prospective employer a good impression.

Suppose, for instance, an important job interview goes poorly. You might want to beat yourself up and question the worthiness to be hired. Instead, you should realize that every interview is different, and the next will probably be better. If you can take a bad interview in your stride, you are more likely to feel and communicate better with enthusiasm and energy during your next interview.

Emotional Quotient(EQ)	n.	情商
Intelligence Quotient(IQ)	n.	智商
genetically [dʒiˈnetikəli]	adv.	遗传地
predetermined [ˌpriːdiˈtəːmind]	adj.	预先确定的
predictor [priˈdiktə]	n.	预言者, 预报器
applicable [ˈæplikəbəl]	adj.	可适用……的, 可应用的
assertive [əˈsɜːtiv]	adj.	断定的, 肯定的
self-conscious [ˌself kənˈfəs]	adj.	不自在的; 忸怩的, 害羞的
compensate [ˈkɒmpənsaɪt]	v.	偿还, 补偿
no-show [ˈnəʊʃəʊ]	n.	未如约出席/参加的人
adapt [əˈdæpt]	vt.	使适应
empathy [ˈempəθi]	n.	移情, 同情; 同感
awry [əˈraɪ]	adj.	歪曲的, 错误的
prospective [prəˈspektɪv]	adj.	预期的, 未来的; 将要发生的
stride [straɪd]	n. & v.	(一)大步, (一)跨步
take sth. in one's stride		镇静地应对某事; 成功地解决

Task 3

Directions: Answer the following questions.

1. What does EQ mean?



2. According to the passage, what's the difference between EQ and IQ?

3. Why can high EQ help people succeed in job interviews?

4. What elements of EQ are particularly applicable to interviewing?

5. Of the three passive, assertive and aggressive responses, which one is the best and why?

Task 4

Directions: Choose the best answer.

1. Why can the assertive approach help in moving your job opportunity forward?
 - (A) It has immediate success.
 - (B) It creates resentment.
 - (C) It frustrates the interviewer.
 - (D) It doesn't offend the interviewer.
2. Which one is not a necessary step of self-awareness?
 - (A) To realize your depression may project yourself as a diffident person.
 - (B) To know how you feel about yourself.
 - (C) To make sure people around you understand you.
 - (D) To minimize your bad feelings.
3. To be empathetic, you'll have to _____.
 - (A) listen and observe
 - (B) adapt to others' feelings
 - (C) understand the possible feelings of other people
 - (D) all of the above
4. What should you do if you want to enable the interviewer to know you can help satisfy his organization's needs?
 - (A) Find out what problems they have.
 - (B) Make the interviewer believe the problems can be solved.
 - (C) Move the organization forward on the right way.
 - (D) Act as a problem-solver.
5. What does "take a bad interview in stride" in the last paragraph mean?

