



全国英语等级考试 标准教程

第三级

Public
English
Test
System

3

教育部考试中心

全新版

全国英语等级考试 标准教程

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全国英语等级考试

教育部考试中心

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全新版说明

全国英语等级考试 (Public English Test System, 简称PETS) 是教育部考试中心设计并负责的全全国性英语水平考试体系。作为中、英两国政府的教育交流合作项目, 在设计过程中它得到了英国专家的技术支持。建立这一考试体系的目的是更好地为国家的改革开放服务, 并为在适当时机进一步改革我国现行的社会性英语教育考试奠定良好的基础。

PETS测试的重点是英语交际能力。它根据国际外语教学界通行的交际语言活动模式, 对语言运用能力进行分类和定义。在试卷结构上, 根据不同层次的需要, 设置了考查听、说、读、写各种技能的题型, 确保各级别都能全面考查考生的交际能力。

PETS第三级为五个级别中的中间级, 通过该级考试的考生, 其英语已达到高等教育自学考试非英语专业本科毕业水平或符合普通高校非英语专业本科毕业的要求, 基本符合企事业单位行政秘书、经理助理、一般管理人员或科技工作者、外企职员的工作要求, 以及同层次其他工作在对外交往中的基本需要。为满足第三级考试培训和学习的需要, 教育部考试中心根据该级别考试的要求组织编写了本教程。

编写原则

1. 以考试大纲 (全新版) 为依据, 面向已具有相当英语水平的学习者, 便于自学和教学。
2. 紧扣考试大纲 (全新版) 中规定的交际话题和功能意念, 融功能意念于交际之中。
3. 听、说、读、写全面发展。
4. 以考试大纲 (全新版) 中规定的词汇为主, 需要时允许少量超出。本教程的语言素材为一般交际英语, 涉及日常交际中个人兴趣爱好、宗教信仰、工作情况、当地旅游景点等考试大纲 (全新版) 以外的词汇, 由学习者自行决定掌握。
5. 既教授语言, 又适当介绍文化; 既严谨务实, 又生动活泼。
6. 版面设计图文并茂。

编写体例

本教程由18章组成，每章为一个话题。在该话题下设有一到两个单元的子话题，全教程共有30个单元。每单元包括：

1. 对话/独白

该部分由与该子话题相关的4段对话/独白组成，情景真实、语言地道、长短恰当、难度适宜，目的是训练和提高学习者的听力水平。每段对话/独白前，均会有对该对话/独白情景的简单描述，以帮助学习者了解其发生的背景。每段对话/独白后，均有几个简单的问题，以帮助学习者了解自己对话/独白的理解程度。

2. 课文

每单元中均有一篇与该单元的子话题密切相关的课文。课文长度一般为350词左右，难度基本相当于第三级水平，目的是训练和提高学习者的阅读理解能力。每篇课文后，均有几个简单的问题，以帮助学习者了解自己对课文的理解程度。

3. 单词和短语

单词和短语是本单元对话/独白和课文中新出现的单词和短语，这些单词和短语按在对话/独白和课文中出现的顺序排列。

4. 注释

注释是针对对话/独白和课文的，包括两方面的内容：一是从语法、词汇和语用角度解释对话/独白和课文中的语言点；二是解释或讲述对话/独白和课文中提到的文化现象，以帮助学习者了解英语国家的语言背景知识，扩大学习者的知识面。

5. 练习

练习是本单元学习内容的延伸和细化，是对学习者掌握该单元情况的检测。该部分中的题型与考试大纲（全新版）完全一致，以便于学习者备考PETS第三级。

6. 补充阅读

每个单元的最后一部分是一篇补充阅读文章，其内容仍与该单元的子话题相关，目的是扩大学习者的阅读量，开阔其眼界。

教程最后有3个附录，依次为：听力练习录音稿、练习答案及单词和短语总表。

由于时间及编者水平所限，错讹之处在所难免。欢迎广大读者提出宝贵意见，以便及时修订。

编者

2011年3月

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Chapter 1

People

Unit 1

Greeting and Introduction

在本章内，考生应该能：

- ▶ 向他人介绍自己或朋友的个人信息；
- ▶ 就人物话题与他人交谈。

Dialogue/Monologue 1

Melanie Sanders brings out her photo album to show her new Egyptian friend, Layth, pictures of her family.

Melanie: Oh, Layth, I'm sure you recognize Grandmother in this picture? She's in the blue dress.

Layth: Sure, and who's that holding the hand of a boy?

Melanie: That's my older brother, Lester, with my nephew, Nicky, when he was two years old. My sister-in-law, Dorothy, is next to him but she's not smiling because she was angry with Lester. Lester always leaves her and goes out of town on business.

Layth: I like this picture. It's so funny!

Melanie: Oh, it's my niece, Nicole, when she was thirteen, I remember. She was upset because Chris took her picture while she was curling her hair. You'll probably find this one funny, too. This is my great aunt, Anna Lawrence, Grandma's sister. Her hat is really out of date.

Layth: Who's this skinny man?

Melanie: That's my great uncle, George Lawrence, Anna Lawrence's husband. You can tell they lived during the Depression. He's wearing boots because shoes were out of stock.

Layth: I can see they're definitely from the old generation.

Melanie: Here's a more recent picture showing all three generations together. Here are Grandpa and Grandma Murphy, my mother's

parents. And here are Mom and Dad, and here's my older brother, Lester, again with his wife and three of their children: Nicolas, Ryan, and Laura. Ryan really has an outgoing personality. See how he's smiling?

Layth: Yes. He looks like he's fun to be with. You know what? I can see a strong family resemblance. Oh, who's this?

Melanie: That's Curtis Lane, Lester's brother-in-law, his wife's brother. You ought to meet this man. He really knows how to bring a person out. I wish I had his social skills.

Layth: Who's this lady with Curtis Lane?

Melanie: That's his and Dorothy's mother, Lester's mother-in-law, Mrs. Lane.

Layth: Does Mrs. Lane live with Lester and Dorothy?

Melanie: Oh, no! Lester always said he would never live with his in-laws. Well, Layth, since we've looked at all the pictures, would you like to go out and stretch your legs?

Layth: Okay! That's a good idea. But I enjoyed looking at the pictures.

Questions

1. What is the relationship between Melanie and Dorothy?
2. What does George Lawrence look like?
3. Who are Grandpa and Grandma Murphy?
4. What is the relationship between Melanie and Curtis Lane?

Dialogue/Monologue 2

Mr. Irving, chairman of a new vocational school, is talking with Mrs. Schmidt, the school's human resources manager, about qualities needed in their personnel.

Mr. Irving: Now, Mrs. Schmidt, it's time for us to discuss qualities needed in our personnel, since we're going to recruit some staff so that we can get our new school going in time. Naturally the staff of a model school should be representative in character. Have you thought of which traits we should be looking for? I'd like to hear your suggestions.

Mrs. Schmidt: Yes, according to psychological research, generally speaking, the traits most necessary for interpersonal success are honesty,

dependability, tolerance, cooperativeness, and perseverance, and in the professional world particularly, vision, competency, fair-mindedness, and punctuality are important.

- Mr. Irving: Those are good qualities that we would want in every employee. Now, perhaps we should discuss virtues needed in a director. What do you want to tell me in this respect?
- Mrs. Schmidt: Some of my acquaintances have accumulated quite a lot of experience in the international business that enables them to make valuable suggestions. So I have talked to them for this matter.
- Mr. Irving: Oh have you? What did they say?
- Mrs. Schmidt: According to them, a desirable director is humble, diplomatic, and flexible but well-educated and experienced. He should also be concerned, and even generous.
- Mr. Irving: Absolutely! Now, would you address character description for the Commercial and Industrial Arts staff? You used to operate a vocational school, so your experience must have given you many ideas.
- Mrs. Schmidt: In addition to those general assets, our school should seek practical leaders who are skillful and diligent. The best ones are also creative but modest, clever but humble.
- Mr. Irving: There are a number of other positions to consider. We have done good work so far. We can discuss the remaining items after lunch.

Questions

1. What does interpersonal success in the professional world rely on?
2. What is an ideal director like?
3. Why did Mrs. Schmidt talk to some of her acquaintances?
4. Which of the positions discussed in the dialogue is Mrs. Schmidt most familiar with?

Dialogue/Monologue 3

Listen to the following monologue about Mary, a store detective.

Mary was an eighteen-year-old girl. She was only five feet two inches tall and 105 pounds heavy. When she was offered a job of a store detective she felt surprised. The manager explained that they just needed persons like Mary for she didn't look like a detective. He said, "Most shoplifters are well-

dressed, and many of them have much money and good jobs.”

The manager was right. One morning, Mary saw someone who looked like a businessman standing at the tie counter. The salesclerk showed the man expensive silk ties. Then the clerk went to help another customer. As soon as the clerk turned around, the man put three ties in his briefcase. Two minutes later when the clerk turned, the man said, “I don’t like these silk ties. They aren’t of good quality.”

The man walked as quickly as possible out of the front door. Mary followed him. When the man was about to step on a magnificent Rolls-Royce, Mary went up to him and said, “Excuse me, sir, would you mind letting me take a look in your briefcase?” The man was seized with terror but soon he calmed down and said, “I’m afraid I certainly do mind, if it’s all the same to you. Now go away.”

Mary produced her identity card indicating that she was a store detective and she insisted on having a look into the man’s briefcase. The man had no way out, saying, “Oh, very well. Anything to help a woman detective.” Mary took out from the briefcase three silk ties. “Can you explain?” Mary asked. “Yes, nothing unusual in that,” the man said. “I’ll go to attend respectively a negotiation, a wedding and a funeral. I like to wear differently colored ties on different occasions.”

Questions

1. Why was Mary offered the job as a store detective?
2. What are most shoplifters like?
3. How did the man respond when Mary asked to have a look into his briefcase at first?
4. What does the passage imply?

Dialogue/Monologue 4

Listen to the following monologue about Jules Verne and his stories.

Jules Verne was not an inventor and he was not a scientist, but he read a great many scientific books. He had a very strong imagination and he loved adventure although he did not have many great adventures himself. He wrote a number of exciting books about the things which he thought that scientists and inventors would one day be able to do. At the time, his stories seemed

like fairy stories!

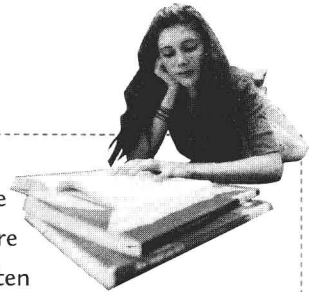
Many of Jules Verne's attempts to look into the future, however, were surprisingly accurate. For example, one book was called *From Earth to Moon*. In this book, three men and a dog made a journey around the moon. They did this in a hollow "ship" fired from a gun. After going round the moon, they returned to the earth and splashed down into the sea not far from where the first real moon travelers landed in July 1969, about a hundred years later!

In all his books Jules Verne used his scientific knowledge as well as his imagination in describing future inventions. Sometimes he was wrong, of course, but often the accuracy of his descriptions is very surprising.

Questions

1. What was Jules Verne?
2. Why did Jules Verne's stories seem like fairy stories during his lifetime?
3. Why is the book *From Earth to Moon* surprisingly accurate?
4. What did Jules Verne base his stories on?

Passage



The circumstances surrounding the birth of a female infant in Kosciusko, Mississippi, on Jan. 29, 1954, were not promising. Present was the usual mix that had so often accumulated into a burden too heavy for a single-parent household like the one Oprah Winfrey grew up in. The state in which she was born had laws in place waiting to characterize her as unwelcome, to bar her participation in otherwise acceptable social activities, to shackle her to the residue of slavery and other injustices of the past. The simple truth is that her grandmother, her great-grandmother and all the great-great-grandmothers before them never experienced one day of life free from the harsh decrees of state-sponsored racial repression.

In hindsight, it appears that her birth was an uneventful one. But at age three she was reciting speeches from church pulpits. Upon discovering books,

the child delved into the written word, turning out weekly book reports for her father. Even during turbulent times, not a moment was wasted. Seeds were being planted, watered, and nurtured. On April 13, 1964, nearly an adolescent and watching television from the linoleum floor of her mother's walk-up flat in Milwaukee, Wisconsin, she witnessed an event that connected to something deep inside of her. She was watching the live broadcast of the Academy Awards ceremony and saw a young African-American actor receiving the film industry's highest honor. Sharing in that moment and all it implied, she later told me, caused her to say softly to herself, "If he can do that, I wonder what I could do?"

The ground had been set. The journey of Oprah Winfrey had begun. The babe, the child, the adolescent, the young woman — all their strengths were harnessed into a force of astonishing power that placed itself in the service of nature and the human family. That the world has changed in meaningful ways since 1954 is beyond question. Oprah and her activities were driving forces in many of those changes. Her enormously influential talk show, her philanthropic work with children in Africa and elsewhere, her popular book club and magazine, her empowering spiritual message, her contribution (by action and example) to improving race relations — all speak to the human family, touching hearts and leaving each one uplifted.

Mississippi too seems to be mellowing out into a more congenial place than it was in 1954. That may also be partly due to the very special energy that is Oprah Winfrey — a courageous, funny, compassionate, well-informed, dazzlingly curious person, as down-to-earth and loving as any human being I've ever known.

Questions

1. Why were the circumstances surrounding the birth of Oprah Winfrey not promising?
2. How did Oprah Winfrey study?
3. What influenced young Oprah Winfrey so much as to shape what she is?
4. What contributions has Oprah Winfrey made to changes of the world since 1954?
5. What is Oprah Winfrey like, according to the writer?

] Words and Expressions

album /'ælbəm/ *n.* 相册; (同一人的歌曲或音乐) 专辑

sister-in-law /'sɪstəɪnlɔː/ *n.* 嫂子, 弟媳

curl /kɜːl/ *v.* 卷曲

skinny /'skɪni/ *adj.* 极瘦的

depression /dɪ'preʃən/ *n.* 萧条(期); 沮丧

boot /buːt/ *n.* 靴

definitely /'defɪnɪtli/ *adv.* 无疑地; 确切地

outgoing /'aʊtɡəʊɪŋ/ *adj.* 率直的; 往外去的

personality /pɜːsə'nælɪti/ *n.* 个性

resemblance /rɪ'zembləns/ *n.* 相似

social /'səʊʃəl/ *adj.* 社交的

vocational /və(ʊ)'keɪʃənəl/ *adj.* (与)职业(有关)的

personnel /pɜːsə'nel/ *n.* [总称] 人员

representative /,reprɪ'zentətɪv/ *adj.* 典型的, 有代表性的

character /'kærɪktə(r)/ *n.* 性格

trait /treɪt/ *n.* 品质, 特征

interpersonal /,ɪntə'pɜːsənəl/ *adj.* 人际(关系)的

dependability /dɪ'pendə'bɪlɪti/ *n.* 可靠性

tolerance /'tɒlərəns/ *n.* 宽容

cooperativeness /kəʊ'ɒpərətɪvnɪs/ *n.* 合作

perseverance /pɜːsɪ'vɪərəns/ *n.* 坚持不懈

professional /prə'feʃənəl/ *adj.* 职业的; 从事特定专业的

vision /'vɪʒn/ *n.* 远见; 视觉

competency /'kɒmpɪtənsɪ/ *n.* 能力

fair-mindedness /'feə'maɪndɪdnɪs/ *n.* 公正

punctuality /pʌŋktju'ælɪti/ *n.* 严守时刻

virtue /'vɜːtjuː/ *n.* 美德; 优点

desirable /dɪ'zɑɪərəbl/ *adj.* 理想的, 令人

满意的

accumulate /ə'kjuːmjuleɪt/ *v.* 积累

humble /'hʌmbəl/ *adj.* 谦卑的

diplomatic /,dɪplə'mæɪtɪk/ *adj.* 有外交手腕的; 外交上的

flexible /'fleksɪbl/ *adj.* 灵活的

generous /'dʒenərəs/ *adj.* 慷慨的; 宽宏大量的

absolutely /'æbsəluːtli/ *adv.* 的确如此; 绝对地

asset /'æset/ *n.* 优点; 财产

diligent /'dɪlɪdʒənt/ *adj.* 勤奋的

modest /'mɒdɪst/ *adj.* 谦虚的

shoplifter /'ʃɒp,lɪftə(r)/ *n.* 商店货物扒手

salesclerk /'seɪlzklerk/ *n.* 售货员

magnificent /mæg'nɪfɪsnt/ *n.* 豪华的; 壮丽的

terror /'terə(r)/ *n.* 惊骇; 恐怖

negotiation /nɪ,gəʊ'sɪ'eɪʃən/ *n.* 谈判

funeral /'fjuːnərəl/ *n.* 葬礼

occasion /ə'keɪʒən/ *n.* 场合

inventor /ɪn'ventə(r)/ *n.* 发明者

imagination /ɪ,mædʒɪ'neɪʃən/ *n.* 想象力

fairy /'feəri/ *n.* 小精灵; 仙子

accurate /'ækjʊrət/ *adj.* 准确的

hollow /'haləʊ/ *adj.* 空(心)的

splash /splæʃ/ *v.* 溅落

invention /ɪn'venʃən/ *n.* 发明(物)

accuracy /'ækjʊrəsi/ *n.* 准确度

circumstance /'sɜːkəmstəns/ *n.* 境况

surround /sə'raʊnd/ *v.* (包)围

infant /'ɪnfənt/ *n.* 婴儿

promising /'prɒmɪsɪŋ/ *adj.* 有希望的

burden /'bɜːdn/ *n.* 负担

household /'haʊshəʊld/ *n.* 家庭

participation /pɑːtɪsɪ'peɪʃən/ *n.* 参与
activity /æk'tɪvɪti/ *n.* 活动
shackle /'ʃækl/ *v.* 束缚
residue /'rezɪdjuː/ *n.* 残余
slavery /'sleɪvəri/ *n.* 奴隶制
injustice /ɪn'dʒʌstɪs/ *n.* 不公正(的行为)
harsh /hɑːʃ/ *adj.* 严酷的; 苛刻的
decree /dɪ'kriː/ *n.* 政令; 法令
racial /'reɪʃəl/ *adj.* 种族的
repression /rɪ'preʃən/ *n.* 压制; 镇压
hindsight /'haɪnsaɪt/ *n.* 事后的认识
uneventful /,ʌnɪ'ventfʊl/ *adj.* 平凡的; 过程平淡的
recite /rɪ'saɪt/ *v.* 背诵
pulpit /'pʊlpɪt/ *n.* 布道
delve /delv/ *v.* 钻研
weekly /'wiːkli/ *adj.* 每周的
turbulent /'tɜːbjʊlənt/ *adj.* 动荡的
nurture /'nɜːtʃə(r)/ *v.* 培育
adolescent /,ædəʊ'lesənt/ *n.* 青少年
linoleum /lɪ'nəʊljəm/ *n.* (亚麻)油毡
witness /'wɪtnɪs/ *v.* 目睹
academy /ə'kædəmi/ *n.* 学院

award /ə'wɔːd/ *n.* 奖
ceremony /'serɪməʊni/ *n.* 典礼
babe /beɪb/ *n.* 婴儿
harness /'hɑːnɪs/ *v.* 治理
influential /ɪnflu'enʃl/ *adj.* 有影响的
philanthropic /fɪlən'θrɒpɪk/ *adj.* 慈善(事业的)
empower /ɪm'paʊə(r)/ *v.* 促进...的
实现(或影响)
uplift /ʌp'lɪft/ *v.* (在道德等方面)提高;
振奋(精神)
mellow /'meləʊ/ *v.* 变得柔和(或丰美)
congenial /kən'dʒiːniəl/ *adj.* 令人愉快的
partly /'pɑːtli/ *adv.* 部分地, 在某种
程度上
compassionate /kəm'pæʃənət/ *adj.* 有同情心的
well-informed /wel ɪn'fɔːmd/ *adj.* 见识
广博的
dazzlingly /'dæzliŋli/ *adv.* 令人惊叹地
down-to-earth /'daʊntuː'ɜːθ/ *adj.* 脚踏实地的

Notes

1. the Depression 大萧条, 指 1929 年到 20 世纪 30 年代早期的世界性严重经济萧条
2. Rolls-Royce 劳斯莱斯汽车
3. Jules Verne 儒勒·凡尔纳 (1828—1905), 法国科幻小说家, 被誉为“科幻小说之父”
4. Kosciusko 科修斯科 (美国密西西比州一小镇)
5. Oprah Winfrey 奥普拉·温弗里 (美国著名脱口秀女主持人)
6. Milwaukee 密尔沃基 (美国威斯康星州东南部港市)
7. Academy Awards (美国) 奥斯卡 (Oscar) 金像奖, 美国电影艺术科学院颁发的年奖

Exercises

Section I Listening Comprehension

Part A

You will hear short dialogues below. For each dialogue, there is one question and four possible answers. Choose the correct answer — A, B, C or D. You will have 15 seconds to answer each question and you will hear each dialogue ONLY ONCE.

1. Why is the man proud of his daughter?
[A] Because she takes pride in her work.
[B] Because she is a successful manager.
[C] Because she looks very attractive.
[D] Because she has a very nice character.
2. What can we learn from the conversation?
[A] David's sister is leaving for Alaska.
[B] David's sister has taken a job in Alaska.
[C] David will be living in Los Angeles.
[D] David will go to Los Angeles for work.
3. What does the man mean about Professor Philips?
[A] He lectures to a group of humorous people.
[B] He is nervous about giving lectures.
[C] He is not serious with his lectures.
[D] He gives amusing lectures.

Part B

You will hear dialogues or monologues below. Before listening to each one, you will have 5 seconds to read each of the questions which accompany it. While listening, answer each question by choosing A, B, C or D. After listening, you will have 10 seconds to check your answer to each question. You will hear each piece ONLY ONCE.

Questions 4–6 are based on the following story.

4. Why was the boy accepted by the gentleman?
[A] He was the only one who applied to work in the office.
[B] He displayed proper behavior at the job interview.
[C] He had recommendations from a great many people.
[D] He was recommended by the gentleman's friend.