



教育部高职高专规划教材（非英语专业用）

第二版获全国普通高等学校优秀教材一等奖

Practical English

Comprehensive Course (Third Edition)

实用英语 综合教程



教育部《实用英语》教材编写组 编

（第三版）



高等教育出版社
Higher Education Press



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内容提要

《实用英语》系列教材是一套专科层次的公共英语教材,是教育部规划的高职高专英语教材。本套教材1995年正式出版发行,1999年至2000年进行了第一次修订。为了更加有利于学生英语应用能力的培养,结合这几年《实用英语》的教学使用反馈,修订组以教育部2000年颁发的《高职高专教育英语课程教学基本要求(试行)》为依据,对《实用英语》进行了第二次修订。

与第二版相比,《实用英语综合教程1》(第三版)每册由原来的10个单元改为8个单元,对技能训练部分的项目作了少量调整,并调换了部分单元的课文。修订后的《实用英语》按照《基本要求》中的词汇重新对《综合教程》课文的分课词汇表进行了标记和增删。

本书第二版曾获2002年全国高等学校优秀教材一等奖。

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第三版修订说明

《实用英语》系列教材是一套供高职高专英语课程使用的教材。自1995年正式出版发行以来,它所坚持的内容的实用性、教学的针对性和编写教材的科学性受到了使用者的热烈欢迎。广大师生把它看作我国专科层次英语教学自己的教材。与此同时,他们本着爱护和培育这块英语教学园地的精神,希望《实用英语》在发扬其优点的同时,能及时对其存在的不足进行适当的修订,使之更加完善,更加符合当前高职高专层次英语教学的需要。为此,我们根据近年来广大师生提出的改进意见,再次对《实用英语》的《综合教程》、《泛读教程》、《综合训练与自测》和《教师参考书》进行了修订。同时,我们还把原《实用英语》的业务英语接续篇《实用业务英语》纳入到《实用英语》的体系中来,变成《实用英语》的第四册,从而使这次修订的《实用英语》成为一套既含基础英语又含业务英语的完整的实用英语教程。

修订后的《实用英语》(第三版)仍然分为《综合教程》、《泛读教程》、《综合训练与自测》和《教师参考书》。根据当前高职高专英语教学的实际情况,各册教程均由原来的10个单元修订为8个单元,对技能训练部分的项目作了少量调整,并调换了部分单元的课文。修订后的《实用英语》按照《高职高专教育英语课程教学基本要求(试行)》(2000年)中的词汇表重新对课文的分课词汇表进行了标记和增删。

《实用英语综合教程1》(第三版)修订工作包括:调换了第一单元Text B、第六单元Text B、第七单元Text A与Text B和第八单元Text B的课文,相应地重新编写了这些课文的练习,并对其他的单元的练习做了少量的更换。

《实用英语综合教程1》(第三版)的修订工作由上海交通大学陈永捷教授和金霞副教授总负责。参加具体修订工作的有陈永捷、金霞、余继英、宋娜娜、毛悦勤、王星、方青等。

《实用英语》(第二版)系列教材曾获2002年全国高等学校优秀教材一等奖。为了使《实用英语》不断完善,编者希望使用本书的教师和学生在使用过程中继续提出宝贵意见。

编者
2004年2月

第二版修订说明

《实用英语》自1995年正式出版发行以来，它所坚持的内容的实用性、教学的针对性和编写教材的科学性受到了使用者的热烈欢迎。广大师生把它看作我国专科层次英语教学自己的教材。与此同时，他们本着爱护和培育这块英语教学园地的精神，希望《实用英语》在发扬其优点的同时，能及时对其存在的不足进行适当的修订，使之更加完善，更加符合当前专科层次英语教学的需要。为此，我们根据近年来广大师生提出的改进意见，对《实用英语》的《综合教程》、《教师参考书》和《综合训练与自测》进行了如下调整和修订：

一、《综合教程》

1. 对每单元的结构进行了如下调整：

调整前

课文A (Text A)

课文B (Text B)

- 阅读技能实践 (Reading Skills)

综合练习 (Comprehensive Practice)

- 写作实践 (Guided Writing)
- 翻译实践 (Translation Practice)
- 听与说 (Listening and Speaking)

调整后

课文A (Text A)

课文B (Text B)

技能训练 (Skills Development and Practice)

- 阅读技能实践 (Reading Skills)
- 翻译实践 (Translation Practice)
- 写作实践 (Guided Writing)
- 听与说 (Listening and Speaking)

2. 对听说训练部分进行了较大的调整：

- 1) 听力训练：适当降低了难度，主要是Listening Passage部分。修订后的听力训练文章短小精悍，生动有趣，且尽可能与Conversation Practice所涉及的话题相关，使听与说的训练更紧密结合；
- 2) 会话练习按功能和情景两大类进行了局部调整，第一、二册以功能为主线，第三册以情景为依托，并把话题情景加以具体化，使之尽可能适合中国学生在国内可能会遇到的涉外交际场景，以增强会话训练的针对性和实用性。

3. 对写作练习部分进行了局部调整：

原书的写作部分分为“基础训练”和“实用英语写作”两个小模块，这是本书的特色之一，受到师生们的好评。但基础训练部分有的练习偏长偏难，这次作了适当简化或更新。对部分应用文进行了删换，删除了部分内容偏专的商业信函，增补了传真、求学信、成绩单和公证书等专科学生可能会实际使用的涉外应用文。

4. 把《综合教程》中的部分综合练习与《综合训练与自测》中的相关内容合并统一编排，使练习更加紧凑合理。
5. 调整了个别课文与相应练习。

二、《教师参考书》

依照《综合教程》的调整和修订，《教师参考书》也相应调整和修订了练习答案、录音脚本、课文译文等内容。

三、《综合训练与自测》

增加了构词法的例示,修订了词汇练习部分。

修订工作由孔庆炎教授总负责,《综合教程》和《教师参考书》中的听说部分由姜怡、姜辛修订编写,应用文部分由安晓灿、刘然修订编写,课文部分由向前进修订编写,《综合训练与自测》由余渭深、刘寅齐、安晓灿修订编写。

本修订版承蒙《实用英语》第一版总主编吴银庚教授和华南理工大学郭杰克教授审阅,在此谨表示衷心地感谢。

修订后的《实用英语》在保持了第一版注重基础,强调实用特点的同时,练习更加紧凑,结构更加合理。它不仅适用于高等专科学校的学生,也适用于高等职业教育的学生。希望广大师生在使用过程中继续提出宝贵意见。

编者
1999年4月

第一版前言

《实用英语》是一套供高等专科学校使用的英语教材。本教材的编写以教育部1993年颁发的《普通高等专科学校英语课程教学基本要求》为依据。《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,具有阅读和翻译与本专业有关的英文资料的初步能力,并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及现状,力求正确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:第一阶段应重视语言共核教学,培养基本的语言技能;第二阶段应结合专业,强调基本的阅读和翻译技能在本专业的实际应用。为了体现这一教学安排,本套教材也分成两个阶段。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。《综合教程》和《泛读教程》是《实用业务英语》的基础,并在教学内容、技能培养方面逐渐向《实用业务英语》过渡;《实用业务英语》是《综合教程》和《泛读教程》的总结和提高,并结合学生毕业后使用英语的需要,侧重于实用文体的阅读和翻译、实用英语口语的训练和实用文体模拟写作方面的训练。为了便于广大师生使用上述教材,还编配了《教师参考书》和同步练习性质的《综合训练与自测》。

本书为《综合教程》第一册,供第一学期使用。本册共有10个单元,每个单元基本安排是:

- 课文A (Text A)
- 课文B (Text B)
 - ◆ 阅读技能实践 (Reading Skills)
- 综合练习 (Comprehensive Practice)
 - ◆ 写作实践 (Guided Writing)

◆ 翻译实践 (Translation Practice)

◆ 听与说 (Listening and Speaking)

课文 (Text): 课文A与B是本教程的基本阅读材料。文章语言真实、规范。文章的题材丰富, 第一册包括学习方法、美国音乐、国际贸易、社会调查、风俗习惯、社区服务、广告与新闻、大脑与记忆等。

课文A与B的练习分别由阅读理解练习 (Reading Tasks)、词汇结构练习 (Vocabulary and Structure)、阅读技能实践 (Reading Skills) 等几个模块组成。阅读理解练习包括读前准备, 读中提问 (课文A) 和读后练习。词汇结构练习侧重课文中所出现的《基本要求》要求掌握的词汇和结构的操练和运用。阅读技能实践这一项目安排在课文B之后, 目的是利用已学过的课文介绍和实践《基本要求》中规定学生需要掌握的一些阅读技能项目。这一册的阅读技能实践内容包括通过主题句确定中心思想、猜测生词词义、利用目录和附录查阅资料、理解同义关系、理解指代关系、识别事实与观点等。

综合练习 (Comprehensive Practice): 写作和翻译实践实际上涉及到综合技能的操练, 因此我们把它们设在综合练习 (Comprehensive Practice) 部分。写作实践 (Guided Writing) 由两大部分组成。在第一册中, 第一部分侧重于句子水平的写作与操练, 第二部分是实用英语写作, 内容包括缩略语的使用, 信封书信格式, 明信片贺卡写法, 便条、通知、告示、请假条、请帖的写法等。翻译实践 (Translation Practice) 也由两大部分组成。第一部分为翻译的一些基本技能的操练, 包括词义选择、词义引申、词类转译、增词译法等, 第二部分为课文A和B中句子的翻译。

听说训练 (Listening and Speaking) 分别由辨音 (Sound Discrimination)、会话 (Conversation Practice)、听力理解 (Listening Comprehension) 和听力训练 (Listening Practice) 四部分组成。

本书除了设有分课词汇表和词组表外, 书末还附有本书课文A和B中出现的所有《基本要求》规定学生需要掌握的词汇总表及词组表。

编者相信, 这样安排不仅有利于课堂教学的组织安排, 还有利于学生自学、复习和巩固提高。

高等专科英语教材编写组由参加本套教材的编纂者组成。

《实用英语》总主编为吴银庚。

《综合教程》第一册主编为陈永捷, 葛亮宏。

参加《综合教程》第一册编写的编者为上海交通大学吴银庚、陈永捷, 上海机械高等专科学校葛亮宏, 上海化工高等专科学校汪俭, 上海轻工业高等专科学校孙立良。

上海立信会计高等专科学校俞敏参加了本书的部分编排工作。

本书由高等专科英语教材编审组顾问上海交通大学刘鸿章教授、大连理工大学孔庆炎教授审定。美籍专家Larry G. Craig 对全书进行了详尽的审阅。本书在出版前, 曾在部分省市试用。在听取了使用学校意见的基础上, 我们进行了修订。对于他们的宝贵意见和贡献, 编者在此表示衷心感谢。

为了使《实用英语》不断完善, 编者希望使用本书的教师和学生在使用过程中继续提出宝贵意见。

编 者

1995年2月

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1

UNIT

Text A

PRE-READING TASK



Background

Exercise 1

Consider the questions before reading the passage.

1. Is your college life the same as you expected?
2. What came into your mind when you became a college student?
3. Are people around you at college nice and friendly to you?

Now compare your answers with those of your neighbours*.

College — A New Experience

What does the phrase probably mean?

What does that refer to?

1 College is a new and different experience for me. I'm away from home, so I have many things to adjust to. Being on my own, talking with friendly people, and **having Fridays off** — these are just some things I like about college.

2 Living at college, first of all, gives me a sense of responsibility, of being on my own. My parents aren't around to say, "No, you're not going out tonight" or "Did you finish your homework?" Everything I do has to be my decision, and that gives me the responsibility of handling my own life. During the second week I was at college, I had to go out and look for a bank where I could open an account. Before **that** I looked in the phone book since I had no clue about any banks around here or where they were located. Someone told me about a good bank: Continental Federal Savings. I went to the bank and made decisions for myself — whether to have a checking or savings account and whether or not to get a MASTER card. That was one example of having responsibility now that I'm on my own and of making my own decisions.

3 Friendly people: that's another aspect I like about college. On my first day (and even now) people were nice to me. I came to Marymount University here in Virginia from New York and — even though I'd been here before — I was a bit confused about where I was going. My mother and I drove in, not knowing the



building we were supposed to go to, and the guard was especially nice: with a smile, he told us what building we were looking for and where we could park our car. My room was on the first floor of New Gerard, and I knew I had to go through some glass doors — but my mother and I didn't know which ones. Some upperclassmen saw me and asked, "Are you a new student?" When they found out I was looking for New Gerard, one said, "Oh, just follow us; that's where we're going." Even now I feel comfortable in the dorm because there are friendly

people around to talk with.

4 Finally — to add to my likes of college — I love having Fridays off; I wouldn't be able to cope with five days of classes in a row. Also, I love to sleep in. One Thursday night, my roommate and I and the people across the hall went to Georgetown. We got in rather early the next morning, and my roommate (Juanita) and I decided to sleep in, something I couldn't do in high school.

5 I do like things about college — being on my own, talking with friendly people, having Fridays off, but this doesn't mean I don't think about things at home. Although I like college, I can still get homesick: New York is a pretty good place, too.

New Words

adjust /ə'dʒʌst/ v.	调整, 适应于
responsibility /ris.pɒnsə'biliti/ n.	责任, 责任心
handle /'hændl/ v.	1. to deal with; control 处理, 应付, 操纵 2. to treat 对待, 处理
account /ə'kaunt/ n.	1. 账目, 账户 2. a written or spoken report or story 报道, 叙述
Δ clue /klu:/ n.	something that helps to find an answer to a question, difficulty, etc. 线索, 暗示
locate /ləu'keɪt/ v.	to fix or set in a certain place 把...设置在, 使...坐落于
continental /kɒntɪ'nentl/ a.	大陆的
* continent /'kɒntinent/ n.	大陆, 大洲
Δ federal /'fedərəl/ a.	联邦的, 联邦制的
savings /'seɪvɪnz/ n.	储蓄 (金)

注: 未加标注的词为《高职高专教育英语课程教学基本要求(试行)》中B级需要掌握的词; 标有“*”的词为除B级词以外A级需要掌握的词; 标有“Δ”号的词为超纲词。

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check /tʃek/ <i>n.</i>	(=cheque) 支票
aspect /'æspekt/ <i>n.</i>	a certain side of many-sided state of affairs, idea, plan, etc. (问题、事物等的) 方面
confuse /kən'fju:z/ <i>v.</i>	使...困惑, 把...弄糊涂
suppose /sə'pəuz/ <i>v.</i>	1. (常用被动语态) 期望, 认为应该 2. to think or believe that something is true or possible 认为, 以为
guard /gɑ:d/ <i>n.</i> <i>v.</i>	警卫 (员), 看守 to protect property, places or people from attack or danger 保护, 保卫
especially /is'peʃəli/ <i>ad.</i>	very much; to a particular degree 特别, 尤其, 格外
Δ upperclassman /'ʌpə'klo:sməŋ/ <i>n.</i>	(美) 高年级学生, 大学三 (四) 年级学生
comfortable /'kʌmfətəbl/ <i>a.</i>	feeling pleasantly physically relaxed 舒服的, 舒适的
* dorm /dɔ:m/ <i>n.</i>	(= dormitory /'dɔ:mitri/) 集体寝室, 宿舍
add /æd/ <i>v.</i>	to increase; put something together with something else so as to increase the size, number, amount, etc. 增加, 加
cope /kəup/ <i>v.</i>	to deal successfully (with something) 妥善处理
row /rau/ <i>n.</i>	一排, 一行, 一列
Δ roommate /ru:mmeit/ <i>n.</i>	住同室的人
hall /hɔ:l/ <i>n.</i>	1. (大学的) 宿舍楼 2. 厅, (会) 堂, 礼堂
Δ homesick /'həʊm,sɪk/ <i>a.</i>	feeling a great wish to be at home, when away from it 想家的, 思乡病的
pretty /'prɪti/ <i>ad.</i> <i>a.</i>	很, 非常 pleasant to look at, or (especially of a woman, or a girl) attractive without being very beautiful 漂亮的, 美丽的, 标志的

Phrases and Expressions

adjust to	适应于
on one's own	独立地 (的)
have ... off	休假
first of all	首先
look for	寻找
open an account	开账户
make a decision	作出决定
now that	既然, 因为
find out	了解到, 发现
add to	给...增添
cope with	处理
in a row	连续地

sleep in

迟起, 睡懒觉

Proper Names

Continental Federal Savings

大陆联邦储蓄银行

MASTER card

万事达信用卡

Marymount University /məˈraɪmənt/

玛丽芒特大学

Virginia /vəˈdʒɪnjə/

弗吉尼亚州 (美国州名)

New York /njuːˈjɔːk/

1. 纽约州 (美国州名) 2. 纽约市 (美国城市)

New Gerard /ˈdʒerəd/

新吉拉德大楼

Georgetown /ˈdʒoːdʒtaʊn/

乔治敦 (华盛顿市内西部一住宅区)

Juanita /hwaːˈniːtə/

胡安妮塔 (人名)

AFTER-READING TASK**Reading Comprehension****Exercise 2**

Circle the best answers according to the passage.

- What is the passage mainly about?
 - Activities at college.
 - Responsibilities of being a college student.
 - Living on one's own.
 - A new and different experience of being a college student.
- All of the following are mentioned to show the author's likes of college EXCEPT _____.
 - talking with friendly people
 - a sense of being on her own
 - having no class on Fridays
 - being homesick for New York
- The author seems to be proud of _____.
 - entering college
 - making her own decisions
 - being away from her parents
 - opening an account in a famous bank
- The example in Paragraph 4 probably shows that the author _____.
 - is not so good at her studies
 - doesn't like to get up early

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- C. expects to have more free time of her own
- D. has no class on Fridays

5. According to the passage, which of the following is NOT TRUE?
- A. The author's parents don't know the right way to teach their child.
 - B. When she is at college, the author is still missing her family in New York.
 - C. People at college are friendly to the author.
 - D. The author did not seem to be very busy with her studies at college.

Exercise 3

Decide whether the statements are True or False according to the passage.

Exercise 4

Read the passage again and then complete the note-taking exercise.

College—A New Experience

The Main Idea: College is a new and different experience for me.

- My likes of college: 1. _____
2. Friendly people
3. _____

Vocabulary and Structure**Exercise 5**

Find the definition (定义) in Column B which matches the word or phrase in Column A.

A	B
1. adjust to	a. in the first place
2. locate	b. to deal successfully with
3. aspect	c. to decide (something)
4. confuse	d. to get used to (something) by making necessary changes
5. cope with	e. to make unclear or uncertain
6. first of all	f. to fix or set in a certain place
7. homesick	g. one of the parts of character or nature
8. make a decision	h. feeling unhappy because of missing home or family when away from home

Exercise 6

Translate the expressions into Chinese or English.

1. open an account _____
- close an account with a bank _____
- a checking account _____
- _____ 储蓄存款账户

2. adjust to a new life

adjust a watch _____

adjust an error _____

_____ 适应大城市的生活

3. be located in a business center

locate the shop _____

_____ 坐落在城市中心

_____ 在地图上找出某地的位置

4. be confused about the new ways

a confused student _____

confuse black with white _____

confuse the accounts _____

Exercise 7

Fill in the blanks with the given words. Change the form where necessary.

cope

locate

confuse

savings

adjust

clue

check

handle

account

aspect

- Glass, _____ with care.
- I'll open an _____ in your name.
- Can you give me any _____ to the case?
- We should consider the plan in all its _____.
- In general, people keep their _____ in banks.
- I would like to pay by _____ rather than in cash.
- She had a lot of difficulties, but she was able to _____ with them.
- He _____ very quickly to the heat of the country.
- Their offices are _____ in the centre of the city.
- If you try to learn too many things at a time, you may get _____.

Exercise 8

Complete the sentences with the given expressions. Change the form where necessary.

add to

cope with

in a row

think about

now that

sleep in

adjust to

have ... off

find out

on one's own

- I have skimmed over five chapters _____.
- She _____ and missed an important meeting.
- Some young people _____ nothing but pleasure.
- They found it was very difficult to _____ all these problems.
- The bad weather only _____ our difficulties.
- Last week we _____ two and a half days _____.
- The girl has been living _____ since her parents died.

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Exercise 9

Rewrite the sentences after the model.

8. It takes a little time for the eyes to _____ the dark.
9. _____ you have finished your work, you can have a rest.
10. I'll ring him up and _____ the train time.

MODEL: People expect that he will leave immediately.

A. It is expected that he will leave immediately.

B. He is expected to leave immediately.

1. People expect that the chairman will speak today.
A. _____
B. _____
2. They think that she is the best singer that France has ever produced.
A. _____
B. _____
3. People say that the two men were hiding in the woods.
A. _____
B. _____
4. According to the report, a strange flying object was seen over New Jersey last night.
A. _____
B. _____
5. We feel that very little was done to settle the matter.
A. _____
B. _____
6. We know that you were in town when this happened.
A. _____
B. _____

Exercise 10

Complete the sentences with the correct form of the given words.

1. He finished (work) _____ at 3:00 P.M.
2. Although the majority appeared (be) _____ uninterested, the speaker kept right on (talk) _____.
3. Would you mind (turn on, not) _____ the radio?