

高等学校教材

新编英语教程

3

李观仪主编

A NEW ENGLISH COURSE

Workbook

上海外语教育出版社

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英语专业用

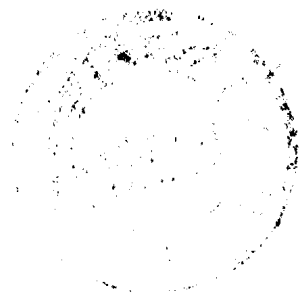
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练习册

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出 版 说 明

《新编英语教程》是为我国大专院校英语专业学生编写的一套综合训练英语教材，共分五级，每级教材由学生用书、练习册、教师用书组成。本教材第一至第三级以语法结构为基础，第四至第五级以课文为主，兼顾交际法教学原则，综合训练听、说、读、写语言能力，也培养一定的交际能力，狠抓基本功，给学生打好扎实的英语基础。本书是这套教材的第三册，配有英语国家人士录制的课文和听力材料的录音磁带。

参加本书审稿工作的有中山大学、山东大学、北京大学、辽宁大学、南开大学、复旦大学、上海师范大学、华东师范大学、广州外国语学院、解放军外国语学院、国际关系学院等十一所高等学校的代表，并由中山大学方淑珍教授担任主审。参加审稿会的代表对这套教材提供了宝贵的意见和建议，并认为本教程是一套思想性、科学性和实践性较强的教材，一致推荐出版。现经高等学校外语专业教材编审委员会审查批准，同意公开出版，特此说明。

A FEW WORDS ABOUT THE WORKBOOK

Each unit in the WORKBOOK of *A New English Course*, Level 3, consists of:

TEXT I

Comprehension. Here inferential questions, questions on the author's attitude and intention, and questions on the students' own opinion are asked. Besides, some complicated sentences with implicit meanings are to be explained by the students in their own words. These two types of exercises, it is believed, will help the students to gain a thorough comprehension of the text.

Language Work. Exercises in this section aim at familiarizing the students with grammatical and lexical items and items of usage arising from the text.

TEXT II

Comprehension. Comprehension questions in this section are of various types. They aim at a general comprehension of the text.

TEXT III

An authentic text, eg, an advertisement, a map, etc, is given in each unit. Each text is followed by a comprehension exercise.

LISTENING COMPREHENSION

Questions to test the students' listening ability are of various kinds.

GUIDED WRITING

Sentence Combination. This aims at helping the students to reconstruct sentences.

Précis Writing. For each text under TEXT I, a précis is required. This ought to be done on the basis of oral discussion in class.

Paragraph/Composition Writing. This is to be done by the students individually.

Letter Writing. Informal letters of various kinds are to be written.

INTEGRATED EXERCISES

Spelling

Dictation

Blank Filling

Translation

Unit 1

TEXT I

My First Job

Comprehension

A. True (T) or False (F)?

Put a T before the statement if you think it is true and put an F if you think it is false.
For false statements, write the facts in parentheses.

- 1. The writer thought that the likelihood of him getting the job was not great though he was young and eager to do something useful.
()
- 2. The headmaster liked the young man at first sight.
()
- 3. The headmaster saw eye to eye with the writer as far as children's games were concerned.
()
- 4. The writer was not happy about his having to teach algebra and geometry, but he did not mind having to walk a mile along the dusty road to the Park.
()
- 5. The young man was satisfied with the salary he would get.
()
- 6. The writer did not feel unhappy at the idea of working under the headmaster's wife.
()

B. Explain the following in your own words:

- 1. Being very short of money and wanting to do something useful, I applied, fearing as I did so, that without a degree and with no experience of teaching my chances of landing the job were slim.
-
-

2. ... three days later a letter arrived, summoning me to Croydon for an interview.

3. He looked at me with an air of surprised disapproval, as a colonel might look at a private whose bootlaces were undone.

4. The headmaster and I obviously had singularly little in common.

5. The teaching set-up appalled me.

6. I should have to split the class up into three groups and teach them in turn at three different levels.

7. It was not so much having to tramp a mile along the dusty streets of Croydon, followed by a crocodile of small boys that I minded, but the fact that most of my friends would be enjoying leisure at that time.

8. The prospect of working under a woman constituted the ultimate indignity.

Language Work

A. Form adjectives from the *with*-phrases.

Example: a toy with a plastic cover — a plastic-covered toy

1. a girl with a round face _____
2. a man with a bald head _____
3. a woman with white hair _____
4. a baby with blue eyes _____
5. a worker with broad shoulders _____
6. a young woman with regular features _____
7. a child with curly hair _____
8. an old man with bushy brows _____
9. a teacher with an even temper _____
10. a young man with a clear head _____

B. Complete each unfinished sentence with a word, phrase, or structure from the box in the proper form.

apply for	get to one's feet	survive
attach (great) importance to	have much in common	
being	judging by	
competent	not so much ... but the fact that	
a crocodile of	ranging in price/age	

1. Usually the interviewer _____ the educational background, abilities, interests and past experiences of the applicant.
2. Few people in that village _____ the terrible famine of 1962.
3. His efforts to get the job were futile because there were a lot of _____ young men who _____ the job.
4. Great minds think alike. Experienced teachers _____ when they talk about the teaching set-up.
5. _____ the way she prepares the meal, we can say that she must have been trained in a good restaurant.
6. The interviewee is not supposed to _____ before the interviewer does so.
7. There are all kinds of suits for both men and women in the Frist Department Store, _____ from 85 to 120 *yuan*.
8. Gone are the days when a mother made her way home followed by _____ children, _____ from two to ten.
9. _____ completely incompetent for the job, he was discharged.
10. He was dismayed. It was _____ having to teach the children at

three levels, _____ he had to teach two subjects at which he had been incompetent at school.

C. Fill in each blank with the proper form of the word in capitals in parentheses.

Example: He put a _____ of sweets in his pocket when he left. (HAND)

Answer: handful

1. It is an excellent photograph of Mrs Johnson. George, her son, has decided to make several _____ of it. (LARGE)
2. There was a temporary _____ of fresh water on that small island. (SHORT)
3. This muslin is beautiful! But it's so flimsy. Is it _____? (WASH)
4. The helicopter came to rescue the _____ of the plane crash as soon as the local authorities received the radio message. (SURVIVE)
5. Have you seen the _____ which says that a teaching post is vacant in a school in the suburbs of London? (ADVERTISE)
6. A proverb says that a little _____ is a dangerous thing. (KNOW)
7. He was tall and muscular. Obviously he has a perfect _____. (CONSTITUTE)
8. At the end of the interview the young man had the _____ to ask about his salary. (NERVOUS)
9. The headmaster opened the door and looked at the _____ with an air of disapproval. (INTERVIEW)
10. His efforts for an early _____ proved to be a failure because he had to make such an awkward journey. (ARRIVE)

D Rewrite each of the following sentences, using an -ing participle.

1. Example:

I was very short of money and I applied for the job.

Being very short of money, I applied for the job.

- 1) He was too late to catch the train, so he hired a taxi to go to the station.
-

- 2) He was very tired from walking and so he sat down to take a rest.
-

- 3) As Jane was in poor health, she was unable to attend school regularly.
-

- 4) John was in debt and that was why he was not able to send his son to university.
-

2. Example:

He fixed me suddenly with his bloodshot eyes and asked me a number of questions.

Fixing me suddenly with bloodshot eyes, he asked me a number of questions.

1) He turned to the left and found the red brick house.

2) The headmaster looked at me coldly and asked me to come in.

3) When I was talking with the headmaster, I knew it was his wife that really ran the school.

4) I saw his wife coming into the room, and I stood up.

3. Example:

This class consisted of twenty-four boys, who ranged in age from seven to thirteen.

This class consisted of twenty-four boys, *ranging* in age from seven to thirteen.

1) The department store next door has got nice cardigans at different prices, which range from ¥20 to ¥45 each.

2) On this matter he showed all sorts of feelings, which ranged from bitterness to hope.

3) The average daily temperature here in this month varies greatly. It ranges from 5°C to 20°C.

-
- 4) This village exports agricultural products of various kinds, which range from rice to garlic.
-
-

TEXT II

The Interview

Comprehension

Write down in note form the relevant information about Blakey.

Name	Blakey
Family background	
Educational background	
Purpose of application	
Reason to change subject of study	
Social activities he took on at the university	
Financial source	
Spare time interests	

TEXT III (See page 7.)

Comprehension

True (T) or False (F)?

For false statements, write the facts in parentheses.

- 1. *The Times* is looking for a person who is able to sell telephones.

(

- 2. *The Times* enjoys high prestige.

(

TEXT III



ARE YOU THE ONE IN 50 WE'RE LOOKING FOR?

The Times is looking for Telephone Sales staff to make up our team, to work in the exciting atmosphere of the No. 1 national newspaper, selling the benefits of our world famous classified columns.

However, it's not as easy—you will need O' level standard education and demonstrate a thoroughly professional approach—drive, enthusiasm and the ability to succeed working under pressure are just some of the qualities needed to carry out this challenging position.

That's why from 50 applicants, we may only appoint one. However, in return, we will offer a complete sales training to ensure your success in your new career. We'll reward you with £6,000 + bonus on a 9-day fortnight and 6 weeks holiday.

If you believe you are the one and can start on August 26th—Ring Libby Morgan on 01-837 1234 ext 7115.

'O' level ordinary level in the General Certificate of Education—examinations taken at the age of 16

— 3. Education is not important for the job.

— 4. One of the qualities the applicants must possess is to be able to drive.

— 5. It's a job for only 50 people to apply.

(

— 6. The person who gets the job will work four and a half days a week.

(

LISTENING COMPREHENSION

A. True (T) or False (F)?

For false statements, write the facts in parentheses.

— 1. Henry would have liked his interview to begin at once.

(

— 2. The secretary waited in the manager's office while the manager signed the letters.

(

— 3. The technical journals were very carefully arranged on the top shelf.

(

— 4. The manager's desk was very tidy.

(

— 5. The manager had no idea what job Henry had come for.

(

B. Complete the following sentences with relevant information from the passage.

1. The telephone rang just as the manager was explaining that _____

2. The manager apologized for _____

3. The bookcase was so large that _____

4. In the box which marked _____, the manager dropped _____

GUIDED WRITING

Sentence Combination

Combine the following sentences into an effective paragraph. The sentences in each

numbered group make up one sentence.

1. I love travelling.
I travel by train.
2. I enjoy fast expresses.
I enjoy slow local trains.
Slow local trains stop at every station.
I enjoy suburban trains.
Suburban trains take businessmen to their offices.
They take them home again.
I enjoy all these trains.
3. What is it that attracts me?
It must be the element of romance.
4. There's no romance in a car.
There's no romance on a motorway.
The car is a box of metal and rubber.
It runs on a strip of concrete.
There's no romance in flying.
There's no romance flying through the air.
There's no romance flying in a tube.
The tube is pressurized.
It flies from one airport to another.
The airports are identical.
The airports are made of plastic and glass.
5. But trains are different.
6. You can walk around.
You can look at the scenery.
You can observe people.
They are travelling with you on the same train.
7. In a plane you see the clouds.
You see other people.
You see the back of their heads.
That's all you can see.
8. And then there are the stations.
9. Some stations have become like airports.
They are too like airports.
I am afraid.
Others are old and dirty.
It is fortunate.
They are full of details.

They are individual peculiarities.

- The messages are incomprehensible.

- You wonder.**

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Précis Writing

Write a précis of *My First Job*.

Essential points to be put in:

- school far away
 - not certain mentally
 - long journey to reach the school
 - the school house and its environment
 - the school teacher versus 'me'
 - the work to be undertaken
 - the pay
 - to work under a woman
-
-
-
-
-
-
-
-
-
-

Paragraph Writing

Write a short paragraph about any one of the following situations in which you describe the person(s) you meet and the surroundings.

1. You entered the room assigned to you on the first day of school. You saw two of your future roommates.
2. It was your first visit to your teacher's office. You saw another teacher there.
3. Your roommate could not go home last weekend, you went to his/her home to inform his/her family about this. You happened to meet his/her father.