



普通高等教育“十五”国家级规划教材

普通高等教育“九五”国家级重点教材

# 新编英语教程

## A NEW ENGLISH COURSE

主 编 李观仪

英语专业用  
(修订版)

(REVISED EDITION)

5

练习册  
WORKBOOK



上海外语教育出版社

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## A FEW WORDS ABOUT THE WORKBOOK

Each unit in the WORKBOOK of *A New English Course*, Level 5, consists of:

### TEXT I

- I. Comprehension questions about facts, implications, and your appreciation of the text.
- II. Paraphrase exercises.
- III. Sentence translation exercises.
- IV. Writing exercise on a topic related to the contents of the text.

### TEXT II

Various types of comprehension questions.

### TEXT III

An authentic text from a reference book or a magazine, and corresponding comprehension questions.

### PARAGRAPH WRITING

Exercises corresponding to the paragraph writing skills discussed in the STUDENT'S BOOK.

### LANGUAGE WORK

Various kinds and types of language exercises.

Reference answers to the questions and key to some of the exercises are provided in the Teacher's Book.

## Unit One

### TEXT I

#### Hit the Nail on the Head

*Alan Warner*

#### I. Answer the following questions.

1. Which sentence in the first paragraph establishes the link between the driving of a nail and the choice of a word?

2. What does the word "this" in sentence 1, para. 2, refer to?

3. Do you agree with the author that there is a great deal of truth in the seemingly stupid question "How can I know what I think till I see what I say"? Why or why not?

4. Explain why the word "imprison" in the example given in para. 9, though not a malapropism, is still not the right word for the writer's purpose.

5. What is the difference between "human" and "humane"? And the difference between "human action" and "humane action", and also that between "human killer" and "humane killer"?

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6. What does the word "alive" in the sentence "a student needs to be alive to these differences" (para. 9) mean?

7. The writer begins his article with an analogy between the unskilled use of the hammer and the improper choice of words. Identify the places where the analogy is referred to in the rest of the article.

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## II. Paraphrase the following.

1. A word that is more or less right, a loose phrase, an ambiguous expression, a vague adjective, will not satisfy a writer who aims at clean English. (ll. 6 - 7)

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2. Choosing words is part of the process of realization, of defining our thoughts and feelings for ourselves, as well as for those who hear or read our words. (ll. 15 - 16)

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3. It is hard work choosing the right words, but we shall be rewarded by the satisfaction that finding them brings. (ll. 19 - 20)

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4. The exact use of language gives us mastery over the material we are dealing with.  
(ll. 20 - 21)
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**III. Translate the following into English.**

1. 在举出许多事实并列出一些统计数字后,他终于把他的论点说清楚了。(drive sth. home)
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2. 差不多花了半年功夫,我们才完成了那研究项目。(more or less)
- 
- 
3. 他说的话是如此微妙我们很难理解他的真实意图。(subtle)
- 
- 
4. 他的新书明确无误地审视当代的社会问题。(squarely)
- 
- 
5. 今日的年轻一代对互联网上的最新信息很敏感。(be alive to)
- 
- 
6. 外语是不是在童年更容易学好? 这是一个观点问题。(a matter of)
- 
- 
7. 在挫折面前千万不要丧失信心;鼓起勇气坚定不移地去克服它。(take courage)
- 
- 
8. 米饭、肉类、蔬菜、水果构成均衡的饮食。(constitute)
- 
-

**IV. Following Warner's model of establishing an analogy between two dissimilar things, write a passage, discussing the learning of a foreign language. You are supposed to use an analogy to help you explain. For instance, you may compare the learning of a foreign language to that of swimming, bike-riding, etc.**

Keep in mind that an analogy is not simply a metaphor stated once, but an *extended comparison*.

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## TEXT II

### The Maker's Eye: Revising Your Own Manuscripts

*Donald M. Murray*

**In this text, Murray mentions seven authors and their views about "revising one's manuscripts." Try to state in your own words their views.**

1. Peter F. Drucker

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2. Ray Bradbury

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3. Nancy Hale

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4. John Ciardi

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5. Eleanor Estes

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6. Anthony Bruggess

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7. Roald Dahl

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## TEXT III

## DICTIONARIES AND GRAMMARS

The way a language is used is recorded in its dictionaries and grammars. Traditionally, it used to be felt that such books should prescribe correct patterns of usage only and, in so doing, attempt to preserve the linguistic features of the past. Special handbooks on style are still referred to for evidence about the 'best' usage.

More recently, however, dictionaries and grammars have become less concerned with laying down rules, and more concerned with describing a language. As well as containing information about

meaning, pronunciation, spelling and derivation, for example, dictionaries have a wide range of descriptive labels. These labels, such as 'informal', 'slang' or 'technical', point out the differences between the various usages of words.

Dictionaries do not 'fix' the language for all time, but reflect its evolution. To keep pace with the changes that occur in language usage and the frequent introduction of new words, dictionaries are constantly being revised and new editions are published periodically.

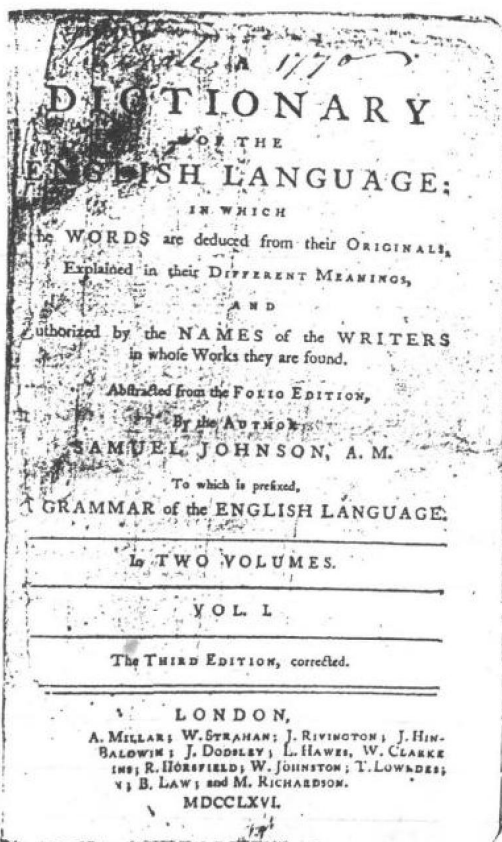


The first systematic dictionary of the English language was produced by Dr Samuel Johnson (above) and published in 1755. Some of Johnson's definitions are remarkable for the way they convey his personal opinions:

**lexicographer** – a writer of dictionaries; a harmless drudge, that busies himself in tracing the original, and detailing the signification of words.

**oats** – a grain, which in England is generally given to horses, but in Scotland supports the people.

**patron** – commonly a wretch who supports with insolence, and is paid well with flattery.



From: *Reader's Digest Library of Modern Knowledge*, v.2, p.885.

# I. Complete each of the following statements with relevant information.

1. Traditional dictionaries are said to be prescriptive because \_\_\_\_\_

2. More recent dictionaries are said to be descriptive because \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
3. Dictionaries reflect the evolution of the language in that \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

## II. Fill in each blank with a proper word.

The facsimile of the title page of Samuel Johnson's *Dictionary of the English Language* shows that it is the first volume of a (1) \_\_\_\_\_ work. It is the (2) \_\_\_\_\_ edition with (3) \_\_\_\_\_, and it was published in the year (4) \_\_\_\_\_ (use the Arabic numerals).

Note: Roman numerals and their equivalents in Arabic numerals:

M - 1 000    D - 500    C - 100    L - 50    X - 10    V - 5    I - 1

## III. How did Johnson convey his personal opinions while defining the words?

1. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
2. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
3. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

## PARAGRAPH WRITING

### Writing Topic

Limit the general topics given below and write a specific topic for each of them.

Example:

General Topic:            Architecture

1. 8

- Time: The present  
Place: In our city  
Aspect: Architectural style of buildings  
Specific Topic: Architectural Style of All New Buildings in Our City
1. General Topic: Crime and Punishment  
Time:  
Place:  
Aspect:  
Specific Topic:
2. General Topic: Advertising  
Time:  
Place:  
Aspect:  
Specific Topic:
3. General Topic: College  
Time:  
Place:  
Aspect:  
Specific Topic:
4. General Topic: Athletics  
Time:  
Place:  
Aspect:  
Specific Topic:
5. General Topic: Students  
Time:  
Place:  
Aspect:  
Specific Topic:

## LANGUAGE WORK

I. Read the following list of words and consider carefully the meaning of each word. Then complete each of the sentences below using the correct form of an appropriate word from the list.

<i>creep</i>	<i>loiter</i>	<i>march</i>	<i>meander</i>	<i>pace</i>
<i>patrol</i>	<i>plod</i>	<i>prowl</i>	<i>ramble</i>	<i>roam</i>
<i>saunter</i>	<i>shuffle</i>	<i>stagger</i>	<i>stalk</i>	<i>step</i>
<i>stride</i>	<i>strut</i>	<i>stroll</i>	<i>toddle</i>	<i>tramp</i>
<i>tread</i>	<i>trudge</i>	<i>walk</i>		

1. After the maths examination Fred, feeling exhausted, \_\_\_\_\_ across the campus.
2. The soldiers reached their camp after \_\_\_\_\_ 15 miles through the deep snow.
3. It is pleasant to \_\_\_\_\_ in the park in the evening.
4. After the cross-country race Jack \_\_\_\_\_ to the changing room.
5. Last night when he sleepily \_\_\_\_\_ to the ringing telephone, he accidentally bumped into the wardrobe.
6. We saw him \_\_\_\_\_ towards the station a few minutes before the train's departure.
7. The old couple \_\_\_\_\_ through the park, looking for a secluded bench to sit on and rest.
8. The newly-appointed general \_\_\_\_\_ about the room like a latter-day Napoleon.
9. Peter whistled happily as he \_\_\_\_\_ along the beach.
10. These old people liked to \_\_\_\_\_ about the antique ruins in search of a shady picnic spot.
11. Many tourists \_\_\_\_\_ about the mall, windowshopping.
12. We were fascinated by the view outside the room — a beautiful verdant meadow and brooks \_\_\_\_\_ through it.
13. Mary used to \_\_\_\_\_ about the hills and pick wild flowers for her mother.
14. Eager to see the pony in the stable, the children \_\_\_\_\_ down the staircase, their hearts pounding violently.
15. The lion had \_\_\_\_\_ the jungle for a long time before it caught sight of a hare.
16. My brother began to \_\_\_\_\_ when he was ten months old.
17. The farmers often let their horses \_\_\_\_\_ freely in the meadow so that they could eat their fill of grass.
18. The patrols were \_\_\_\_\_ along through the undergrowth when the bomb exploded.
19. The thugs were reported to be \_\_\_\_\_ the streets for women workers who were on their way home after the afternoon shift.
20. The first-year students not only learned how to \_\_\_\_\_, they were also taught how to take aim and shoot when they had military training.
21. Sometimes Tom, our reporter, would \_\_\_\_\_ up and down the study, deep in thought.
22. When he was \_\_\_\_\_ Third Street, Fred found the little match girl lying dead at the street corner.
23. Secretaries hated seeing their new manager \_\_\_\_\_ in and out of the office without even casting a glance at them.
24. Mother asked us to \_\_\_\_\_ lightly so as not to wake Granny.
25. The refugees \_\_\_\_\_ for miles and miles all day hunting for a place to work.

26. When the pop singer \_\_\_\_\_ out of the car, his fans ran to him, eager to get his autograph.
27. The labourers \_\_\_\_\_ on their way home after working in the plantation the whole day.
28. The lion was feeling pretty good as he (A) \_\_\_\_\_ through the jungle. Seeing a tiger, the lion stopped it.

“Who is the King of the jungle?” the lion demanded.

“You, O lion, are the King of the jungle,” replied the tiger.

Satisfied, the lion (B) \_\_\_\_\_ on, until he came across a large, ferocious-looking leopard.

“Who is the King of the jungle?” asked the lion, and the leopard bowed in awe. “You, mighty lion, you are the King of the jungle,” it said humbly and (C) \_\_\_\_\_ off.

Feeling on top of the world, the lion proudly (D) \_\_\_\_\_ up to a huge elephant and asked the same question. “Who is the King of the jungle?”

Without answering, the elephant picked up the lion, swirled him round in the air, smashed him to the ground and jumped on him.

“Look,” said the lion, “there’s no need to get mad just because you didn’t know the answer.”

**II . Make a list of more specific words for each of the following general terms. For example, for WALK, you could list *stride, stroll, saunter, plod, toddle* and so on. Give sentences to illustrate how the words may be used.**

1. SAY

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2. SEE

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3. BEVERAGE

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4. EXCITEMENT

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5. DELIGHT

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6. SKILFUL

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III. In the following sentences three alternatives are given in parentheses for the italicized words. Select the one which you think is most suitable in the context.

1. A *clumsy* (heavy, stupid, unskilful) workman is likely to find fault with his tools.
2. As John was a *deft* (skilful, clever, ready) mechanic, he was hired by the joint-venture in no time.
3. The writer made a point of avoiding using *loose* (vague, unbound, disengaged) terminology in his science fiction.
4. We didn't appreciate his *subtle* (delicate, tricky, profound) scheme to make money at the expense of the customers.
5. Annie Oakley became famous as one of the world's most *precise* (accurate, scrupulous, rigid) sharpshooters.
6. The government in that newly-independent country has decided to make a *shift* (alteration, turn, transference) in its foreign policies.
7. Misunderstanding arose on account of the *vague* (undetermined, confused, ambiguous) instructions on the part of the manager.
8. If soldiers do not pay *scrupulous* (exact, vigilant, conscientious) attention to orders they will not defeat the enemy.
9. In some areas, the virgin forest has been cut through *ignorance* (blindness, want of knowledge, darkness) of the value of trees.
10. Since many pure metals have such *disadvantages* (harm, unfavourableness, drawbacks) as being too soft and being liable to rust too easily, they have little use.
11. My colleague, Mr. Hill, has a small but well-chosen library, where it is said he spends most of his spare time *cultivating* (nourishing, tilling, developing) his mind.
12. If you think photography is my hobby, your belief is quite *mistaken* (fraudulent, erroneous, deceitful).
13. What appears to the laymen as *unimportant* (minute, trivial, diminutive) and unrelated facts is often precious to the archaeologist.
14. The lounge has a seating capacity of 30 people but it is too *dark* (dim, dingy, gloomy) to read there.
15. These career-oriented women are used to *flexible* (adaptable, willowy, docile) working hours in the office.

16. Only experts with a professional eye can tell the *fine* (fair, pleasant, subtle) distinction between the two gems.
17. The goose quill pen has a great *sentimental* (tender, emotional, soft) appeal to Emily as it was a gift from her best friend.
18. Being thoughtful of and enthusiastic towards others is the *essence* (gist, kernel, quintessence) of politeness.
19. When they destroyed some of their nuclear and chemical weapons, they acted under *coercion* (repression, concession, compulsion).
20. My uncle's oft-repeated anecdotes of his adventures in Africa were *fascinating* (catching, pleasing, absorbing) to listen to.

**IV. Give one generic term that covers each of the following groups of words.**

1. artificer, turner, joiner, carpenter, weaver, binder, potter, paper-cutter
2. volume, brochure, pamphlet, treatise, handbook, manual, textbook, booklet
3. painter, sculptor, carver, poet, novelist, musician, sketcher
4. grin, smirk, beam, simper
5. donation, subscription, alms, grant, endowment
6. bandit, poacher, swindler, fraud, embezzler, imposter, smuggler
7. nibble, munch, devour, gulp
8. drowse, doze, slumber, hibernate, coma, rest, nap
9. manufacture, construct, weave, compose, compile
10. ancient, antique, old-fashioned, obsolete, archaic
11. slap, tap, pat, thump, whack
12. alight, descend, dismount, disembark

**V. Fill in each blank with an appropriate word.**

In discussing the relative difficulties of analysis which the exact and inexact sciences face, let me begin with an analogy. Would you agree that swimmers are (1) \_\_\_\_\_ skilful athletes than runners (2) \_\_\_\_\_ swimmers do not move as fast as runners? You probably would (3) \_\_\_\_\_. You would quickly point out (4) \_\_\_\_\_ water offers greater (5) \_\_\_\_\_ to swimmers than the air and ground do to (6) \_\_\_\_\_. Agreed, that is just the point. In seeking to (7) \_\_\_\_\_ their problems, the social scientists encounter (8) \_\_\_\_\_ resistance than the physical scientists. By (9) \_\_\_\_\_ I do not mean to belittle the great accomplishments of physical scientists who have been able, for example, to determine the structure of the atom (10) \_\_\_\_\_ seeing it. That is a tremendous (11) \_\_\_\_\_; yet (12) \_\_\_\_\_ many ways it is not so difficult as what the social scientists are expected to (13) \_\_\_\_\_. The conditions under which the social scientists must work would drive a (14) \_\_\_\_\_ scientist frantic. Here are five of (15) \_\_\_\_\_ conditions. He can



perform (16) \_\_\_\_\_ experiments; he cannot measure the results accurately; he (17) \_\_\_\_\_ control the conditions surrounding (18) \_\_\_\_\_ experiments; he is often expected to get quick results (19) \_\_\_\_\_ slow-acting economic forces; and he must work with people, (20) \_\_\_\_\_ with inanimate objects. . .