



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  
副主编 梅德明

英语专业用  
(修订版)

(REVISED EDITION)

1

练习册  
WORKBOOK



上海外语教育出版社

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**I**

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## A FEW WORDS ABOUT THE WORKBOOK

Each unit in the WORKBOOK of *A New English Course*, Level 1, consists of the following sections:

LANGUAGE STRUCTURES. Here are exercises that aim at consolidating the main language points taught in each unit.

DIALOGUE I. Here is a gapped dialogue patterned after Dialogue I in SB for you to fill in the missing parts.

DIALOGUE II. Here is a set of exercises on communicative functions. Try to use as many sentences and expressions given in SB as possible.

READING I. Mainly two types of exercises are given in this section: true-false questions and multiple-choice questions.

READING II. Several questions on the text are asked, the answers to which are to be arranged in good order to form a coherent passage. In other words, this is an exercise to help you write a précis.

GUIDED WRITING. Here is a set of exercises of the same type as is given in SB. Do these exercises on your own.

### COMPREHENSIVE EXERCISES.

I. Spelling. Though elementary in nature, this exercise is of primary importance to students of English.

II. Dictation. This is an elementary exercise which may present great difficulties to students of English. Together with spelling, dictation might be called the cornerstone of language learning.

III. Listening Comprehension. There are various types of exercises in this section to be done immediately after listening to the recording of the listening comprehension materials.

IV. Translation. There is sentence translation as well as passage translation. The exercises in this

section are not meant to teach translation as such. They are given to call your attention to the contrast between English and Chinese.

V. Blank Filling. Exercises in this section deal with grammar as well as vocabulary.

VI. Vocabulary Work. The exercises in this section deal with phrasal verbs, word-formation, synonyms and antonyms, and new words in the reading texts. It is advisable to use a good dictionary when doing these exercises.

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# Unit 1

## LANGUAGE STRUCTURES

| WHO   | WHAT<br>HAD THEY DONE? | WHAT<br>WERE THEY DOING? | WHEN                       |
|-------|------------------------|--------------------------|----------------------------|
| Don   | mow the lawn           | trim the hedge           | 4:00 p.m.<br>last Saturday |
| Tony  | trim the hedge         | paint the fence          |                            |
| Tim   | paint the fence        | water the flowers        |                            |
| Betty | water the flowers      | mow the lawn             |                            |

Write dialogues about Tony, Tim and Betty.

**Example:**

A: What was Don doing at 4:00 last Saturday?

B: He was trimming the hedge.

A: Was Tony trimming the hedge then, too?

B: No, by 4:00 he'd already trimmed the hedge. He was painting the fence then.

1. A: \_\_\_\_\_  
B: \_\_\_\_\_  
A: \_\_\_\_\_  
B: \_\_\_\_\_  
\_\_\_\_\_
2. A: \_\_\_\_\_  
B: \_\_\_\_\_  
A: \_\_\_\_\_  
B: \_\_\_\_\_  
\_\_\_\_\_
3. A: \_\_\_\_\_  
B: \_\_\_\_\_  
A: \_\_\_\_\_  
B: \_\_\_\_\_  
\_\_\_\_\_

## DIALOGUE I

Complete the dialogue between Tang Hua and Paul Wilson.

**Situation:** Tang Hua, a first-year student in the English Department, and Paul Wilson, a student of Chinese from Canada, have just had a game of tennis in the tennis court. They have not

known each other long. They are asking each other questions.

**Paul:** Thanks for a most enjoyable game.

**Tang:** The pleasure is mine. \_\_\_\_\_, Paul.

**Paul:** I hope \_\_\_\_\_ again next Saturday.

**Tang:** So do I. By the way, is this the \_\_\_\_\_ China?

**Paul:** No, \_\_\_\_\_ visit.

**Tang:** When did you \_\_\_\_\_?

**Paul:** In 1997. I \_\_\_\_\_.

**Tang:** On a package tour with your parents? That was nice. Did you enjoy yourselves?

**Paul:** Oh, yes, we \_\_\_\_\_ time. My parents \_\_\_\_\_ by \_\_\_\_\_ here.

**Tang:** \_\_\_\_\_ before you \_\_\_\_\_ to China?

**Paul:** No, I was an absolute beginner of Chinese when I \_\_\_\_\_ this university.

**Tang:** \_\_\_\_\_?

**Paul:** About ten months. By the way, are you a native \_\_\_\_\_?

**Tang:** No, I'm \_\_\_\_\_. This is \_\_\_\_\_ to this city.

**Paul:** So you are a newcomer.

## DIALOGUE II

Complete the following dialogue using suitable phrases from SB.

1. **A:** \_\_\_\_\_?

**B:** Yes, that's right, and you must be \_\_\_\_\_.

2. **A:** \_\_\_\_\_? I'm Wang.

**B:** How \_\_\_\_\_?

**A:** \_\_\_\_\_.

3. **A:** \_\_\_\_\_ my classmate, Zhang Ping.

**B:** \_\_\_\_\_!

**C:** \_\_\_\_\_!

4. **A:** \_\_\_\_\_ Mr. Chen, the Director of our school?

**B:** \_\_\_\_\_?

**C:** \_\_\_\_\_?

5. **A:** Did you have a good flight?

**B:** \_\_\_\_\_.

6. **A:** \_\_\_\_\_?

**B:** Well, the train was delayed unfortunately, and at night, of course, it was rather boring.



## READING I

### 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. Herbert had expected to come home from France when his family went to the seaside.  
( )
- \_\_\_\_\_ 2. Herbert had to walk home because he arrived at his hometown at midnight.  
( )
- \_\_\_\_\_ 3. He was about to take a bath when some policemen came.  
( )
- \_\_\_\_\_ 4. Herbert was afraid, so he did not know what to say.  
( )
- \_\_\_\_\_ 5. The policemen did not seem to believe Herbert.  
( )
- \_\_\_\_\_ 6. The next-door neighbour phoned the police because he did not recognize Herbert as he was very short-sighted.  
( )
- \_\_\_\_\_ 7. The policemen were relaxed when they were told that Herbert was not a burglar.  
( )
- \_\_\_\_\_ 8. It was the sergeant who settled the matter.  
( )

## READING II

Write out the answers to the following questions so that they form a coherent passage. Take care that each question is answered in its complete form. Do not write *yes* or *no* to a *yes-no* question.

Supply sentence connectors where necessary, and delete anything that is unnecessary.

1. How long was Andrew going to be away from home?
2. What did he do before he left home?
3. What happened on his way?
4. How did he get back home that evening?
5. Why couldn't he get into the house when he reached home?
6. Why didn't his wife wake up when Andrew pounded on the front door?
7. What did he begin to do with his briefcase?
8. Who came just then?
9. Why had the neighbour telephoned the police?

10. Did the police believe him when Andrew explained that he lived in the house?
11. What did Andrew ask the police to do then?
12. Why did the police conclude that there was no one in the house?

[illegible]

## GUIDED WRITING

- A. Fill in each blank with the most appropriate word or phrase chosen from the ones listed on SB 1.9.**

When friends come to visit us in the evening, they always say they're in a hurry and keep looking at their watches. (1) \_\_\_\_\_, they are not very busy, it is just that we haven't got a TV. People think that we are very strange. "(2) \_\_\_\_\_, what do you do in the evening?" they are always asking. The answer is simple. We don't (3) \_\_\_\_\_ spend our evenings staring at the walls. Both my wife and I have hobbies. She enjoys cooking and painting; (4) \_\_\_\_\_, she attends evening classes in foreign languages. (5) \_\_\_\_\_ this is very useful (6) \_\_\_\_\_ we always go abroad for our holidays. I collect stamps and am always busy with my collection. (7) \_\_\_\_\_, both of us enjoy listening to music and playing chess together.

- B. The following sentences go together to form a note of introduction, but they are in the wrong order. Put them right.**

9 March, 199\_\_

Dear Mr. Keller,

You may interview Ms. Hermann and see if she can fill the vacancy.

You told me last Saturday that your secretary had left you.

She left her former post because it took her too long to get to the office.

Ms. Hermann is a well-trained, experienced and conscientious secretary.

This is to introduce Ms. Ruby Hermann.

Her former employers have all found her competent.

I can vouch for her honesty.

Henry Monroe

## COMPREHENSIVE EXERCISES

### I. Spelling

- |     |     |     |
|-----|-----|-----|
| 1.  | 2.  | 3.  |
| 4.  | 5.  | 6.  |
| 7.  | 8.  | 9.  |
| 10. | 11. | 12. |

### II. Dictation

- A. \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- B. \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

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### III. Listening Comprehension

#### A. Multiple-choice questions:

Choose the phrase or clause that best completes the sentence by circling the letter beside the choice.



1. "A Happy Coincidence" here means \_\_\_\_\_.
  - A. "Ted and Carol were happy to meet each other"
  - B. "Ted met Carol unexpectedly"
  - C. "Ted was happy to find the person he was looking for"
  - D. "Ted was happy to find out that Carol was the owner of the purse"
2. Carol looked familiar to Ted because \_\_\_\_\_.
  - A. Ted had met her before
  - B. Ted knew who she was
  - C. Ted had seen her from a picture of hers
  - D. Ted had got some information about her from his aunt

#### B. Exercise to highlight the main points:

1. A purse was found
  - 1) in \_\_\_\_\_ (where)
  - 2) inside the purse were \_\_\_\_\_ (what)
  - 3) it was handed to \_\_\_\_\_ (where / whom)
2. Meeting with Carol
  - 1) dinner at \_\_\_\_\_ (where)
  - 2) met \_\_\_\_\_ (whom)

- 3) \_\_\_\_\_ were introduced to each other (who)
3. The lost purse
- 1) \_\_\_\_\_ lost a purse \_\_\_\_\_ (who and when)
- 2) the purse was \_\_\_\_\_ (colour and material)
- 3) inside the purse was \_\_\_\_\_ (what)
- 4) the purse was \_\_\_\_\_ (whose)
4. A happy coincidence \_\_\_\_\_ (why)

#### IV. Translation

##### A. Translate the following sentences into English.

1. 等我赶到顶楼的会议室时,他们已经离开了。(by the time)
- \_\_\_\_\_
- \_\_\_\_\_
2. 这一节目迎合大众的许多不同的兴趣和品味。(cater)
- \_\_\_\_\_
- \_\_\_\_\_
3. 这首老歌使人想起了过去那些美好的日子。(bring back)
- \_\_\_\_\_
- \_\_\_\_\_
4. 他们比预期提前一个星期完成了这项工程。(expect)
- \_\_\_\_\_
- \_\_\_\_\_
5. 最后陪审团终于确信,这个中年男子与这件谋杀案无关。(convince)
- \_\_\_\_\_
- \_\_\_\_\_
6. 这是我第三次到上海来,我发现了上海已呈现出一副新的面貌。( ... the third time ...)
- \_\_\_\_\_
- \_\_\_\_\_

##### B. Translate the following passages into English.

1. 一天,马明放学回家,发现屋里到处杂乱无章 (turn upside down)。他看到母亲在翻 (search) 抽屉,父亲在翻书橱,弟弟在一边哭。他感到奇怪,不知发生了什么事。

母亲看到他就问:“你看到小庆的算术课本了吗?”马明走到床边,从枕头下拿出课本说:“昨晚我进屋时,小庆已睡觉了。他的书丢在地上,我拣起来就塞在他的枕头底下了。”

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. 上星期五,我在上海博物馆碰到一位老同学。我们大约四年没见面了。中学毕业后,他上了大学,我参了军。他说他已从浦江大学英语系毕业了,现在在国际旅行社工作。我们都为这次不期而遇感到分外高兴。

## V. Blank Filling

### A. Fill in each blank with a verb, paying attention to its tense.

Old Liu lived in a small village. The nearest big city (1) \_\_\_\_\_ many kilometres away. Although his brother (2) \_\_\_\_\_ in the city, Liu (3) \_\_\_\_\_ never \_\_\_\_\_ there until recently. Last month his brother died and he (4) \_\_\_\_\_ a trip to the city for the first time in his life. He (5) \_\_\_\_\_ hardly believe what he (6) \_\_\_\_\_. He (7) \_\_\_\_\_ many things that he (8) \_\_\_\_\_ never \_\_\_\_\_ before and (9) \_\_\_\_\_ many things that he (10) \_\_\_\_\_ never \_\_\_\_\_ before. For example, one day his nephew (11) \_\_\_\_\_ him to the biggest department store in the city. They (12) \_\_\_\_\_ by bus. As he (13) \_\_\_\_\_ never \_\_\_\_\_ in a bus before, he (14) \_\_\_\_\_ it a new experience. They (15) \_\_\_\_\_ off the bus and (16) \_\_\_\_\_ to cross several streets to get to the department store. Liu (17) \_\_\_\_\_ very upset when he (18) \_\_\_\_\_ such heavy traffic there. Even when the green traffic light (19) \_\_\_\_\_ on, he (20) \_\_\_\_\_ not cross. He (21) \_\_\_\_\_ never \_\_\_\_\_ traffic lights before and he (22) \_\_\_\_\_ no idea what they (23) \_\_\_\_\_ for.

### B. Fill in each blank with an article where necessary.

(1) \_\_\_\_\_ first computers were large, heavy and expensive. Modern computers are much smaller and are doing more and more jobs in (2) \_\_\_\_\_ world. In (3) \_\_\_\_\_ industry and business and in (4) \_\_\_\_\_ factories and offices, computers save time and energy. Here are some examples of other uses:

In some hospitals (5) \_\_\_\_\_ doctors keep information about their patients in (6) \_\_\_\_\_

\_\_\_\_\_ computer. In addition, (7) \_\_\_\_\_ computer has information about (8) \_\_\_\_\_ different illnesses and their treatment. When (9) \_\_\_\_\_ patient arrives at (10) \_\_\_\_\_ hospital, (11) \_\_\_\_\_ doctor makes his diagnosis with (12) \_\_\_\_\_ help of (13) \_\_\_\_\_ computer.

Today, there are computers in all universities and schools. Students can check their answers to different problems with (14) \_\_\_\_\_ help of (15) \_\_\_\_\_ computer, as well as using (16) \_\_\_\_\_ computer for information. In (17) \_\_\_\_\_ future, computer technology can play (18) \_\_\_\_\_ important part in education.

In supermarkets with computerized check-out counters, all items have special labels. (19) \_\_\_\_\_ computer scanner reads (20) \_\_\_\_\_ labels and identifies (21) \_\_\_\_\_ item and (22) \_\_\_\_\_ price. (23) \_\_\_\_\_ machine then prints this information on (24) \_\_\_\_\_ piece of paper for (25) \_\_\_\_\_ customer; at (26) \_\_\_\_\_ same time, (27) \_\_\_\_\_ computer keeps (28) \_\_\_\_\_ record of (29) \_\_\_\_\_ items left in (30) \_\_\_\_\_ supermarket.

## VI. Vocabulary Work

**A. Compound adjectives are often formed with an adjective or an adverb joined to an -ed participle by a hyphen. Such compound adjectives have a passive meaning.**

**Examples:** sandy-haired man (man who has sandy hair)

oddly-shaped rock (rock which is oddly shaped)

Explain the compound adjectives in the following phrases like the examples.

1. a red-haired boy \_\_\_\_\_
2. a bad-tempered man \_\_\_\_\_
3. a pair of medium-sized shoes \_\_\_\_\_
4. a home-baked cake \_\_\_\_\_
5. a leather-covered chair \_\_\_\_\_
6. a hand-knitted pullover \_\_\_\_\_
7. a tree-lined street \_\_\_\_\_
8. a well-trained footballer \_\_\_\_\_

**B. Some verbs change in meaning when we put particles (prepositions or adverbs) after them. Now study the phrasal verbs formed with *take* and different particles in the list first, and then fill in each blank with one that fits in the proper form.**

take after (look like)

take off (leave the ground)

take down (write)

take over (obtain; have control over)

take for (regard someone as something)

take to (become fond of)

take in (make a garment smaller)

take up (start)

1. I wonder if you could possibly alter a dress for me. It needs \_\_\_\_\_.
2. My brother \_\_\_\_\_ stamp-collecting as a hobby.
3. The new baby does not \_\_\_\_\_ either of its parents.

4. He intends to let his son \_\_\_\_\_ the firm next year.
5. The policeman began to \_\_\_\_\_ their statements in his book.
6. Your cousin is smart. I \_\_\_\_\_ her instantly.
7. The plane has not \_\_\_\_\_ on time. I have to stay here for one more day.
8. Why did you act so rudely? What did you \_\_\_\_\_ me \_\_\_\_\_?

**C. The adjective *sound* may have many different meanings depending on the context in which it is used. Choose a word or phrase that is closest in meaning to *sound* and that can be used in place of *sound* in each of the following sentences.**

1. The house was surprisingly *sound*, though it was more than two hundred years old.
 

|                |               |
|----------------|---------------|
| A. magnificent | B. sturdy     |
| C. artistic    | D. attractive |
2. These people are mentally *sound*, but physically handicapped.
 

|            |                |
|------------|----------------|
| A. strong  | B. intelligent |
| C. healthy | D. good        |
3. We need to develop a *sound* theoretical foundation.
 

|                            |                       |
|----------------------------|-----------------------|
| A. sensible and reasonable | B. solid and clever   |
| C. reliable and strong     | D. desirable and fair |
4. Industrial expansion was a very *sound* investment in present-day society.
 

|              |                |
|--------------|----------------|
| A. reliable  | B. large-scale |
| C. strategic | D. successful  |
5. In the end, the enemy force suffered a *sound* defeat and soon withdrew from the front.
 

|             |               |
|-------------|---------------|
| A. dreadful | B. disastrous |
| C. great    | D. thorough   |
6. She was still *sound* asleep when all her roommates had finished their breakfast.
 

|            |               |
|------------|---------------|
| A. quietly | B. fast       |
| C. noisily | D. completely |
7. I believe that it's *sound* for boys and girls to have basically the same education.
 

|               |              |
|---------------|--------------|
| A. acceptable | B. necessary |
| C. good       | D. useful    |
8. Fortunately, my wife was safe and *sound* after her ordeal.
 

|               |             |
|---------------|-------------|
| A. calm       | B. cheerful |
| C. untroubled | D. unharmed |



# Unit 2

## LANGUAGE STRUCTURES

Combine each pair of sentences into one sentence.

Examples:

Why is he angry? Do you know?

Do you know why he is angry?

Is he in a hurry? Please ask him.

Please ask him if he is in a hurry.

1. What is he complaining about? Can you tell me?  
\_\_\_\_\_
2. Where was he heading for? Can you tell me?  
\_\_\_\_\_
3. How did he escape the accident? I wonder.  
\_\_\_\_\_
4. Who hid himself under the bed? Find out.  
\_\_\_\_\_
5. How many points are you going to explain? I want to know.  
\_\_\_\_\_
6. When should we return the book to him? Can you tell me?  
\_\_\_\_\_
7. Which book did your grandfather recommend? Please tell us.  
\_\_\_\_\_
8. Has she got married? I wonder.  
\_\_\_\_\_
9. Can Li get along with his neighbours? Do you know?  
\_\_\_\_\_
10. Have you handed in your exercise? I want to know.  
\_\_\_\_\_
11. Should we write in ink? I don't know.  
\_\_\_\_\_
12. Do the people in the United States drive on the left? Tell me.  
\_\_\_\_\_

## DIALOGUE I

A. Complete the dialogue between John and a stranger.