

GOLDEN KEY

高教自考



金钥匙书系



# 许国璋《英语》(3·4) 学习指南及强化训练

林夕宝 主编

*A Reference Book  
for Xu Guozhang English  
Book 3 & Book 4*

青岛海洋大学出版社

# 许国璋《英语》三、四册 学习指南及强化训练

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# 吹尽狂沙始到金

——高教自考金钥匙书系出版缘起

我们生活在一个充满机遇和挑战的时代。人人都渴望成功,但前进道路上却布满荆棘。涉足自学考试领域的莘莘学子对此更是感触良深。显然,没有一步一个脚印的努力和坚持不懈的耕耘,想品尝收获的喜悦是不可能的。

尽了努力,目标没有达到,并不觉后悔;后悔的往往倒是那一暴十寒留下的遗憾。因为机遇即在我们身边,我们没有理由不去鼎力铆劲;因为拼搏往往意味着成功,我们没有理由不去主动出击;因为脚踏实地是自考战场上的排雷兵,我们没有理由去崇尚高谈阔论——这些理念,正是我们高教自考金钥匙书系所倡导的精神。

此时此刻,以这种“实战”的精神去对待自考的历程,至少有三点可以确保:在自考学习中,不断磨炼内功,熟练技巧,掌握要领,此其一;在考场上,面对竞争,坦然应付挑战,此其二;在个人求学生涯里,追求成功、实现自我,此其三。

机遇对每个人都是均等的。有的人在机遇刚一“露头”时便能抓住,有的人则每每失之交臂。究其根本原因,失机遇者往往在于光说不练,纸上谈兵。须知,自考竞争如此激烈,容不得心存侥幸,需要的则是“滴水穿石”。未雨绸缪,立足现在,脚踏实地,才能成功。

鉴此,我们拟遵循上述精神、沿着下列思路出版好高教自考金钥匙书系:

第一,以目前国内通用的权威教材为蓝本(有修订的则以最新

修订本内容为依据),根据自学考试计划,严格按照教育部颁布的《自学考试大纲》的要求编写。

第二,引介和取用国内该领域最新、最实用、最适合自考生实情的有关材料,聘请高教自考方面的相关专家、学者编写成书。

鲁迅先生曾经说过:路是人们从没路的地方践踏出来的。为此,我们希望有志之士积极参与该书系的编写,献其所长,共同开拓自学考试指导的新天地。

## 前 言

自全国实行自学考试以来,英语专业的自考教材一直使用许国璋《英语》。该书语法知识系统、课文内容广泛,融知识性、趣味性和文学性于一体,受到广大读者的欢迎。但该书设置的练习题相对较少,使自学者在应试时产生一定的难度。为了满足广大自学者的要求,我们针对自学考试的需要编写了《许国璋〈英语〉三、四册学习指南及强化训练》一书,希望它能给广大自学者带来一些益处。

本书是根据自学考试的类型,在许国璋《英语》三、四册每一课内容的基础上编写的,共计 34 套自测题。每套自测题在题型上与自学考试的要求一致,在内容上以每一课的主要语法、词汇和课文内容为基础。自测题中的题目大都出自影响较大的语法指南、历年的自学考试试题以及编者在多年教学中遇到的典型例题。这些自测题内容丰富、形式新颖,既有利于自学者巩固所学的英语知识,又能提高自学者的应试能力。所有题目都附有答案,作文附有范文,便于自学者参考。

由于我们水平有限,加之时间仓促,书中不妥之处在所难免,敬请广大读者批评指正。

编 者

1999 年 5 月

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**许国璋《英语》(3)**

**Xu Guozhang**

**English Book III**



## LESSON ONE THE ART SCHOLARSHIP (SCENE I)

**语法重点:** 介词的用法

**重点句型:** to have somebody for

**重点词组:** change one's mind / be grateful to somebody

**I. Complete each of the following sentences with the correct form of the word on the left of each sentence.**

1. (*art*) The \_\_\_\_ decided to spend his vacation in a small village.
2. (*scholarship*) The committee consists of \_\_\_\_ from all over the world.
3. (*appear*) His sudden \_\_\_\_ gave us a big surprise.
4. (*shy*) She always smiles \_\_\_\_.
5. (*shame*) What a \_\_\_\_ lack of knowledge!
6. (*soft*) The ice-cream \_\_\_\_ and began to melt.
7. (*invite*) Thank you for your \_\_\_\_.
8. (*speech*) The \_\_\_\_ was too nervous to say a word.
9. (*draw*) The black girl is good at \_\_\_\_.
10. (*congratulation*) A lot of friends will come to \_\_\_\_ you tomorrow.

**II. For each of the following blanks, four choices are given, choose the most appropriate one.**

1. When the curtain \_\_\_\_, the Principal is sitting at her desk.  
A. raises      B. rises      C. is raised      D. is rising
2. He is looking at a water-painting and appeared quite \_\_\_\_.  
A. interested      B. interesting      C. interest      D. uninteresting
3. The girl has real talent \_\_\_\_ drawing.  
A. at      B. on      C. with      D. in
4. I wonder \_\_\_\_ such things will last.  
A. how much      B. how long      C. how      D. how far
5. She can't believe her ears because the news is \_\_\_\_ good \_\_\_\_ be true.  
A. too... to...      B. so... to...  
C. as... as...      D. so... as...
6. She was told her picture won the Artist Club \_\_\_\_.  
A. reward      B. prize      C. award      D. praise
7. \_\_\_\_ the left of the window stands a bookcase.  
A. To      B. On      C. In      D. By
8. The food is not quite \_\_\_\_ her taste.  
A. for      B. in      C. with      D. to
9. She didn't do it \_\_\_\_ her own sake.  
A. with      B. for      C. at      D. in
10. I haven't seen him \_\_\_\_ ages.  
A. at      B. in      C. with      D. for

**III. For each of the underlined words or phrases, four choices are given. Choose the one that best explains or defines the underlined part.**

1. A young teacher sat in an armchair near the fireplace.  
A. besides      B. beside      C. on      D. to
2. You have a bright pupil there.  
A. white      B. black      C. smart      D. interesting
3. I would not allow race discrimination in my school.  
A. unfair treatment      B. Punishment  
C. problem      D. hatred
4. There have always been those silly prejudices.  
A. problems      B. unfair opinion  
C. unfair action      D. punishment
5. It is just a simple scene in the park.  
A. a place seen in a picture      B. scenery  
C. landscape      D. view
6. I hope she will always feel like a daughter of America, and not like a stepchild.  
A. a bad child  
B. a child of an earlier marriage  
C. a child not loved by parents  
D. an adopted child
7. I hope nothing will happen before I get the scholarship.  
A. reward      B. award  
C. a sum of money given to a student      D. knowledge
8. The boy has a great musical talent.  
A. interest      B. love      C. skill      D. natural ability
9. History is my best subject at school.  
A. course studied      B. topic  
C. cause      D. action
10. Don't get over-excited. Think what you are going to say.

A. too nervous

B. too surprised

C. too thrilled

D. too angry

IV. Each of the following sentences has four parts underlined and marked A, B, C, and D. You are to identify the one that needs correction and write the right one.

1. Come for me if you think I can be of some use to you.  
A B C D
2. Customs differs from country to country.  
A B C D
3. In the best of my knowledge the book was written  
A B C  
in the 17th century.  
D
4. A monument was set up to the memory for the heros of the  
A B C D  
war.
5. Many people prefer tea than coffee.  
A B C D
6. We are busy prepare for May Day celebration.  
A B C D
7. The child is very ill; we must send a doctor at once.  
A B C D
8. The boy is tall at his age.  
A B C D
9. I really feel most thanks to you.  
A B C D
10. I hope the Committee won't change his mind.  
A B C D

V. Cloze.

For three centuries the United States has been the Promised



Land for the hungry of Europe and of other parts of the world. Immigration here has come in waves, reflecting 1 conditions in the immigrants' country of 2.

After the early period of settlement, the first sharp increase in immigration 3 in the 1830's and 1840's bringing poor Irish, German political refugees and other North European craftsmen.

In the 1880's a tremendous tide of 4 began coming in, this time largely from southern and eastern Europe. Their languages, 5 and ways of life were very different from those established Americans. Being poor, and accustomed to poverty, they were 6 to work for very low wages. This made other workers 7 that the immigrants would 8 wage level and take jobs away from Americans. Indeed, organized labor became one of the chief 9 of continued immigration. This opposition finally led to the immigration quota acts of the 1920's, which 10 further immigration. In 1965 these laws were replaced by a new immigration act. The new law gives an equal chance to foreigner's seeking entry to the United States, regardless of the place from which they have come.

1. A. incorrect    B. unhappy    C. attractive    D. destructive
2. A. root    B. source    C. origin    D. organ
3. A. occurred    B. came    C. resulted    D. went
4. A. refugees    B. immigrants  
C. travelers    D. human beings
5. A. customs    B. practice    C. likes    D. interest
6. A. illegal    B. available    C. likely    D. willing
7. A. feared    B. panic    C. happy    D. afraid