

高等学校教材

新编英语教程

1B

李观仪主编

**A NEW
ENGLISH
COURSE**

Workbook

上海外语教育出版社

高等学校教材

新编英语教程

英语专业用

1 B

练习册

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A FEW WORDS ABOUT THE WORKBOOK

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

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

READING COMPREHENSION II. Several questions 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 to write a précis.

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.

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

VOCABULARY. The exercises in this section mainly deal with phrasal verbs, word-formation, synonyms and antonyms. It is advisable to use a good dictionary when doing these exercises.

SPELLING & DICTATION. Though elementary in nature, these two exercises are important for language students. They might be called the cornerstone of language learning.

BLANK FILLING. Exercises in this section, which deal with grammar and vocabulary, are all given in context.

TRANSLATION. Translation 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.

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Unit 1

LANGUAGE STRUCTURE

WHO	WHAT HAD THEY DONE?	WHAT WERE THEY DOING?	WHEN
Don	mow the lawn	trim the hedge	4.00 p m last Saturday
Tony	trim the hedge	paint the fence	
Tim	paint the fence	water the flowers	
Betty	water the flowers	mow the lawn	

A. 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.

- A: _____

B: _____

A: _____

B: _____
- A: _____

B: _____

A: _____

B: _____
- 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 1983. 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 institute.

Tang: _____ ?

Paul: About ten months. By the way, are you a native _____ ?

Tang: No, I'm _____. This is _____ to this city.

Paul: So you're 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 Mr 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 COMPREHENSION 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 home town 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 COMPREHENSION 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?

1. The first part of the document is a list of names and their corresponding addresses. The names are listed in the left column, and the addresses are listed in the right column. The names are: John Doe, Jane Smith, and Bob Johnson. The addresses are: 123 Main St, 456 Elm St, and 789 Oak St.
2. The second part of the document is a table with two columns: Name and Address. The names are listed in the left column, and the addresses are listed in the right column. The names are: John Doe, Jane Smith, and Bob Johnson. The addresses are: 123 Main St, 456 Elm St, and 789 Oak St.
3. The third part of the document is a list of names and their corresponding addresses. The names are listed in the left column, and the addresses are listed in the right column. The names are: John Doe, Jane Smith, and Bob Johnson. The addresses are: 123 Main St, 456 Elm St, and 789 Oak St.
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A. Multiple choice questions:

4



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)

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 all 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 spend our evenings staring at the walls (3)_____. 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, 198_

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

VOCABULARY

- 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. red-haired boy _____

2. bad-tempered man _____

3. medium-sized shoes _____

4. home-baked cake _____
5. leather-covered chair _____
6. hand-knitted pullover _____
7. tree-lined street _____
8. 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 down (write)

take for (regard someone as something)

take in (make a garment smaller)

take off (leave the ground)

take over (obtain; have control over)

take to (become fond of)

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 _____?

SPELLING

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

DICTION

A.

B.

BLANK FILLING

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

Old Liu lives 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 _____ 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, computers save time and energy in (4) _____ factories and offices. 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 some universities and schools. Students can check their answers to different problems with (14) _____ help of (15) _____ computer, as

[illegible]

Unit 2

LANGUAGE STRUCTURE

A. 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.
