

全国普通高等学校优秀教材一等奖 第一版

总主编 邹为诚

# Integrated Skills of English

# 综合英语教程

第三版

主 编 白 葵 胡国敏



# 3

Workbook  
同步练习

 高等教育出版社  
HIGHER EDUCATION PRESS

全国普通高等学校优秀教材一等奖 第一版

总主编 邹为诚

# Integrated Skills of English

# 综合英语教程

第三版

Zonghe Yingyu Jiaocheng

主 编 白 葵 胡国敏  
编 者 郭 楠 龚 艺  
廖李利 杨芳庆

# 3

Workbook  
同步练习



## 图书在版编目(CIP)数据

综合英语教程同步练习 3 / 白葵, 胡国敏主编 — 3版 —

北京: 高等教育出版社, 2011 9

ISBN 978-7-04-031995-8

I ①综… II ①白… ②胡… III ①英语—高等学校—  
习题集 IV ①H319.6

中国版本图书馆CIP数据核字(2011)第159705号

总策划 刘 援  
封面设计 张 志

策划编辑 贾 巍  
版式设计 刘 艳

项目编辑 甘红娜  
责任校对 谢 森

责任编辑 甘红娜  
责任印制 张泽业

出版发行 高等教育出版社  
社 址 北京市西城区德外大街4号  
邮政编码 100120  
印 刷 中国农业出版社印刷厂  
开 本 850mm×1168mm 1/16  
印 张 13  
字 数 464千字  
购书热线 010-58581118  
咨询电话 400-810-0598

网 址 <http://www.hep.edu.cn>  
<http://www.hep.com.cn>  
网上订购 <http://www.landaco.com>  
<http://www.landaco.com.cn>

版 次 2006年7月第1版  
2011年9月第3版  
印 次 2011年9月第1次印刷  
定 价 30.00元(含光盘)

本书如有缺页、倒页、脱页等质量问题, 请到所购图书销售部门联系调换  
版权所有 侵权必究  
物 料 号 31995-00

《综合英语教程同步练习》(第三版)是专门为配合《综合英语教程学生用书》(第三版)而编写的练习用书,主要读者对象是目前正在使用《综合英语教程学生用书》的学习者。他们利用本书可以在没有教师辅导的情况下继续深化、熟练掌握《综合英语教程学生用书》所教的语言知识、语言技能和学习策略。

本书重视语言知识、语言技能和学习策略的强化训练。在编写上,编者紧扣学生用书所设定的学习目标,采用多种方式帮助学习者巩固这些知识,使其达到熟练运用的程度。

本书具有如下特点:

1. 自学使用方便。在设计上,充分考虑到学习者自学的需要,采用多种方式使学习者运用一般性的学习策略就可以自行解决困难,因此,绝大部分练习任务不需要教师指导,学习者可以凭借一般的词典或者网络工具解决学习困难,极大地提高了学习效率。
2. 引导学习者运用“英语口语书面语网络语料库”。英美文化界在网上提供的大量免费语料库是我国外语学习者的重要学习工具和学习资源。但是,我国的外语学习者并没有对此给予足够的重视。本书积极鼓励学习者充分利用这些工具和资源。书中的“学习策略”(Learning Strategies)部分有详细的教学过程,学习者只要按照编者所提供的学习程序,就能学会如何使用语料库。
3. 重视外语工具书,尤其是“英英词典”的运用。作者列出了国际上那些非常适合外语学习者使用的学习词典,这些词典在我国已经到处可见,但是我国的学习者一般要到比较高级阶段才会去使用它们。编者鼓励并引导学习者从一开始就使用这些优秀的学习词典,并且编写了详细的词典练习。
4. 重视学习者文学素养的提高。文学作品是十分重要的语言学习素材,具有丰富的人文思想内涵,缺乏文学熏陶的语言学习是低层次的学习,学习者需要在打基础的同时,逐步接触文学作品,从中吸取有利于长远发展的语言和人文元素。编者在本书中大量使用经典的文学作品,让学习者在训练语言的同时学习文学作品,有利于培养学习者的文化素养。
5. 充分考虑学习者参加英语专业四八级考试的需要,书中大量练习按照英语专业四八级考试题型设计,便于学习者在提高语言水平的同时,提高考试能力。

本书配有学习光盘,包含书中练习题的答案及听力练习题的录音文本,方便学习者使用。

参加本书编写的教师都来自湖北襄樊学院外语学院教学第一线,他们具有丰富的教学实践经验,深知中国学生的学习困难,因此,他们设计的练习对广大的英语学习者具有针对性。他们大多在编写教材方面还是初出茅庐,因此书中错误不足之处在所难免,恳请学习者不吝指出,我们一定努力改正。

邹为诚

2011年5月于上海

<b>Unit 1 My Father</b> .....	<b>1</b>
■ Part 1 Vocabulary and Structure .....	1
■ Part 2 Listening Comprehension .....	3
■ Part 3 Learning Strategies .....	4
■ Part 4 TEM 4 Practice .....	5
■ Part 5 Extra Reading .....	8
<b>Unit 2 Why My Great-uncle Gave Up the Ministry</b> .....	<b>10</b>
■ Part 1 Vocabulary and Structure .....	10
■ Part 2 Listening Comprehension .....	12
■ Part 3 Learning Strategies .....	13
■ Part 4 TEM 4 Practice .....	13
■ Part 5 Extra Reading .....	18
<b>Unit 3 Saved by His Mistakes</b> .....	<b>23</b>
■ Part 1 Vocabulary and Structure .....	23
■ Part 2 Listening Comprehension .....	25
■ Part 3 Learning Strategies .....	26
■ Part 4 TEM 4 Practice .....	27
■ Part 5 Extra Reading .....	34
<b>Unit 4 The Two Roads</b> .....	<b>36</b>
■ Part 1 Vocabulary and Structure .....	36
■ Part 2 Listening Comprehension .....	38
■ Part 3 Learning Strategies .....	38
■ Part 4 TEM 4 Practice .....	39
■ Part 5 Extra Reading .....	41
<b>Unit 5 Creating a Caribbean Spring Festival</b> .....	<b>44</b>
■ Part 1 Vocabulary and Structure .....	44
■ Part 2 Listening Comprehension .....	45

■ Part 3 Learning Strategies .....	46
■ Part 4 TEM 4 Practice .....	47
■ Part 5 Extra Reading .....	54
■ Part 6 Reading Literature .....	56
<b>Unit 6/ My First Class .....</b>	<b>63</b>
■ Part 1 Vocabulary and Structure .....	63
■ Part 2 Listening Comprehension .....	65
■ Part 3 Learning Strategies .....	65
■ Part 4 TEM 4 Practice .....	66
■ Part 5 Extra Reading .....	71
<b>Unit 7/ Genius Sacrificed for Failure .....</b>	<b>74</b>
■ Part 1 Vocabulary and Structure .....	74
■ Part 2 Listening Comprehension .....	76
■ Part 3 Learning Strategies .....	76
■ Part 4 TEM 4 Practice .....	77
■ Part 5 Extra Reading .....	78
<b>Unit 8/ A Horse and Two Goats .....</b>	<b>84</b>
■ Part 1 Vocabulary and Structure .....	84
■ Part 2 Listening Comprehension .....	86
■ Part 3 Learning Strategies .....	87
■ Part 4 TEM 4 Practice .....	87
■ Part 5 Extra Reading .....	94
<b>Unit 9/ Learning a Language .....</b>	<b>99</b>
■ Part 1 Vocabulary and Structure .....	99
■ Part 2 Listening Comprehension .....	101
■ Part 3 Learning Strategies .....	101
■ Part 4 TEM 4 Practice .....	102
■ Part 5 Extra Reading .....	107

<b>Unit 10 Bargains</b> .....	<b>112</b>
■ Part 1 Vocabulary and Structure .....	112
■ Part 2 Listening Comprehension .....	114
■ Part 3 Learning Strategies .....	115
■ Part 4 TEM 4 Practice .....	115
■ Part 5 Extra Reading .....	117
■ Part 6 Reading Literature .....	120
<b>Unit 11 Out of the Mists</b> .....	<b>127</b>
■ Part 1 Vocabulary and Structure .....	127
■ Part 2 Listening Comprehension .....	129
■ Part 3 Learning Strategies .....	130
■ Part 4 TEM 4 Practice .....	130
■ Part 5 Extra Reading .....	138
<b>Unit 12 Where the Sun Always Rises</b> .....	<b>142</b>
■ Part 1 Vocabulary and Structure .....	142
■ Part 2 Listening Comprehension .....	144
■ Part 3 Learning Strategies .....	145
■ Part 4 TEM 4 Practice .....	145
■ Part 5 Extra Reading .....	151
<b>Unit 13 Glue</b> .....	<b>153</b>
■ Part 1 Vocabulary and Structure .....	153
■ Part 2 Listening Comprehension .....	155
■ Part 3 Learning Strategies .....	155
■ Part 4 TEM 4 Practice .....	156
■ Part 5 Extra Reading .....	158
<b>Unit 14 A Changing World</b> .....	<b>163</b>
■ Part 1 Vocabulary and Structure .....	163

■ Part 2 Listening Comprehension .....	165
■ Part 3 Learning Strategies .....	166
■ Part 4 TEM 4 Practice .....	166
■ Part 5 Extra Reading .....	174

**Unit 15 William Shakespeare: His Life and Works ..... 182**

■ Part 1 Vocabulary and Structure .....	182
■ Part 2 Listening Comprehension .....	183
■ Part 3 Learning Strategies .....	184
■ Part 4 TEM 4 Practice .....	185
■ Part 5 Extra Reading .....	190
■ Part 6 Reading Literature .....	192



# My Father

## Part 1 Vocabulary and Structure

### A Error Correction

1. He lacks of confidence.  
\_\_\_\_\_
2. She bitterly opposed with the idea of moving to the small town.  
\_\_\_\_\_
3. Mr. Smith had no sense of humorous.  
\_\_\_\_\_
4. The coffee was just to my like.  
\_\_\_\_\_
5. I was pleased to hearing you've been promoted.  
\_\_\_\_\_

### B Blank Filling

*Fill in each blank with one of the words from each pair.*

1. Either you or Tom \_\_\_\_\_ to Paris on business. (go / goes)
2. Neither Mr. Lee nor the other teachers \_\_\_\_\_ the author of the novel. (knows / know)
3. There \_\_\_\_\_ an apple, a knife and several plates on the table. (are / is)
4. Not only the parents but also their son \_\_\_\_\_ sick. (was / were)

5. Tony as well as his friends \_\_\_\_\_ pop music. (like / likes)

### C Blank Filling

Fill in the blanks using the words in the box.

whoever

whatever

whenever

whichever

however

wherever

- You can contact us by telephone or e-mail, \_\_\_\_\_ you prefer.
- \_\_\_\_\_ rich one may be, there is always something one wants.
- \_\_\_\_\_ I say, he always disagrees.
- \_\_\_\_\_ she goes, there are crowds of people waiting to see her.
- \_\_\_\_\_ he was asked why he was late for class, he would answer carelessly, always the same thing.
- Can \_\_\_\_\_ leaves last please lock up?
- Everyone is equal before the law, and \_\_\_\_\_ breaks the law should be punished.
- We can go to the seven o'clock performance or the eight — \_\_\_\_\_ suits you best.
- Don't, \_\_\_\_\_ you do, tell Patrick or the world will know!
- If Emma likes something, she'll buy it \_\_\_\_\_ much it costs.

### D Multiple Choice

Choose the best answer to complete the following sentences.

- It was very \_\_\_\_\_ of him to wait for us.  
A. considerable      B. considering      C. considerate      D. considered
- A thought just \_\_\_\_\_ me that we should make a new plan.  
A. turned to      B. occurred      C. struck to      D. struck
- The girl showed a natural \_\_\_\_\_ for learning foreign languages.  
A. skill      B. aptitude      C. genius      D. faculty
- Sarah is \_\_\_\_\_ with the movie star.  
A. interested      B. attracted      C. obsessed      D. appealed
- It isn't all \_\_\_\_\_ cold, you do not need to have your jacket on.  
A. as      B. that      C. such      D. /

6. \_\_\_\_\_, have you heard from Ann recently?  
A. Eventually      B. Accidentally      C. Naturally      D. Incidentally
7. There is a rising \_\_\_\_\_ of unemployment because of the economic crisis.  
A. rate      B. percentage      C. ratio      D. proportion
8. The father is so proud of his son that he always \_\_\_\_\_ the Gold Medal his son won in the Olympic Games to the visitors.  
A. shows around      B. shows off      C. shows up      D. shows over
9. The manager \_\_\_\_\_ him \_\_\_\_\_ for being late for the regular meeting.  
A. blamed ... off      B. scolded ... off      C. accused ... off      D. told ... off
10. I really used to be \_\_\_\_\_ comic books when I was a high school student.  
A. into      B. in      C. onto      D. on

## E Blank Filling

Complete each of the sentences with the appropriate form of the word given in the bracket.

- \_\_\_\_\_ time, she will make a first-class table tennis player. (give)
- For breakfast he only drinks juice from fresh fruit \_\_\_\_\_ on his own farm. (grow)
- \_\_\_\_\_ in the fields on a fine March afternoon, she could feel the warmth of spring. (walk)
- Seriously \_\_\_\_\_, Allen was rushed to the hospital. (injure)
- He scored 100, \_\_\_\_\_ him the best student. (make)

## Part 2 Listening Comprehension

### A Multiple Choice

Listen to the passage and choose the best answer.



- What is the most popular subject of study for international students at colleges and universities in the United States according to the speaker?  
A. Electronic Science and Technology.      B. Engineering.  
C. Business and Management.      D. Accounting.
- The GMAT is a computer-based test that measures all the following ones EXCEPT \_\_\_\_\_.  
A. writing skills      B. listening skills      C. mathematics      D. reading
- Why should business schools use the GMAT instead of the GRE?  
A. The GRE is too difficult for business students.

- B. 400 programmes around the world use the GMAT as an important part of their admissions process.  
 C. The cost of the GRE is low.  
 D. It is said that the GMAT was designed by business schools for business schools.
4. Which country sends the most students to the United States for higher education according to what you've heard?  
 A. China.                      B. Japan.                      C. India.                      D. Canada.
5. What is the number of international students for higher education in the United States last year?  
 A. 583 100.                      B. 624 000.                      C. 642 000.                      D. 62 400.



## Blank Filling

*Listen again and fill in the blanks.*

- \_\_\_\_\_ of foreign students studied engineering during the last academic year.
- \_\_\_\_\_ of foreign students studied business and management.
- You have to write \_\_\_\_\_ essays in \_\_\_\_\_ minutes.
- The GMAT costs \_\_\_\_\_ dollars.
- The test can be taken almost \_\_\_\_\_ of the year at more than \_\_\_\_\_ centers around the world.

## Part 3 Learning Strategies

Read the following sentences from *My Daughter*. Pay attention to the usage of *big*.  
 "I used to take her to see the opera, which is my *big* passion."

### TASK

*Big* is used to modify "passion" in the above sentence. What other adjectives can usually be found to modify passion?

Use the Corpus of Contemporary American English (COCA at <http://www.americancorpus.org/>) to search for at least ten adjectives which are frequently used to modify passion.

Write your findings in the following space.

- The word: \_\_\_\_\_

Sentence: \_\_\_\_\_

2. The word: \_\_\_\_\_

Sentence: \_\_\_\_\_

3. The word: \_\_\_\_\_

Sentence: \_\_\_\_\_

4. The word: \_\_\_\_\_

Sentence: \_\_\_\_\_

5. The word: \_\_\_\_\_

Sentence: \_\_\_\_\_

6. The word: \_\_\_\_\_

Sentence: \_\_\_\_\_

7. The word: \_\_\_\_\_

Sentence: \_\_\_\_\_

8. The word: \_\_\_\_\_

Sentence: \_\_\_\_\_

9. The word: \_\_\_\_\_

Sentence: \_\_\_\_\_

10. The word: \_\_\_\_\_

Sentence: \_\_\_\_\_

## Part 4 TEM 4 Practice

### Dictation



*Listen to the following passage. Altogether the passage will be read to you four times. During the first reading, which will be done at normal speed, listen and try to understand the meaning. For the second and third readings, the passage will be read sentence by sentence, or phrase by phrase, with intervals of 15 seconds. The last reading will be done at normal speed again and during this time you should check your work. You will then be given 2 minutes to check through your work once more.*

## B Cloze

*Decide which of the choices given below would best complete the passage.*

Painting, the execution of forms and shapes on a surface by means of pigment, has been continuously practiced by humans for some 20 000 years. Together with other activities (1) \_\_\_\_\_ ritualistic in origin but have come to be designated as artistic (such as music or dance), painting was one of the earliest ways in which man (2) \_\_\_\_\_ to express his own personality and his (3) \_\_\_\_\_ understanding of an existence beyond the material world. (4) \_\_\_\_\_ music and dance, however, examples of early forms of painting have survived to the present day. The modern eye can derive aesthetic as well as antiquarian satisfaction (5) \_\_\_\_\_ the 15 000-year-old cave murals of Lascaux — some examples (6) \_\_\_\_\_ to the considerable powers of draftsmanship of these early artists. And painting, like other arts, exhibits universal qualities that (7) \_\_\_\_\_ for viewers of all nations and civilizations to understand and appreciate.

The major (8) \_\_\_\_\_ examples of early painting anywhere in the world are found in Western Europe and the former Soviet Union. But some 5 000 years ago, the areas in which important paintings were executed (9) \_\_\_\_\_ to the eastern Mediterranean Sea and neighboring regions. (10) \_\_\_\_\_, Western shared a European cultural tradition — the Middle East and Mediterranean Basin and, later, the countries of the New World.

Western painting is in general distinguished by its concentration (11) \_\_\_\_\_ the representation of the human (12) \_\_\_\_\_, whether in the heroic context of antiquity or the religious context of the early Christian and medieval world. The Renaissance (13) \_\_\_\_\_ this tradition through a (14) \_\_\_\_\_ examination of the natural world and an investigation of balance, harmony, and perspective in the visible world, linking painting (15) \_\_\_\_\_ the developing sciences of anatomy and optics. The first real (16) \_\_\_\_\_ from figurative painting came with the growth of landscape painting in the 17th and 18th centuries. The landscape and figurative traditions developed together in the 19th century in an atmosphere that was increasingly (17) \_\_\_\_\_ “painterly” qualities of the (18) \_\_\_\_\_ of light and color and the expressive qualities of paint handling. In the 20th century these interests (19) \_\_\_\_\_ to the development of a third major tradition in Western painting, abstract painting, which sought to (20) \_\_\_\_\_ and express the true nature of paint and painting through action and form.

1. A. may have been      B. that may have      C. may have      D. that may have been

- |                       |                 |                    |                  |
|-----------------------|-----------------|--------------------|------------------|
| 2. A. seek            | B. sought       | C. seek for        | D. sought for    |
| 3. A. emerging        | B. emergency    | C. merging         | D. merger        |
| 4. A. As              | B. Unlike       | C. Like            | D. Since         |
| 5. A. from            | B. to           | C. into            | D. for           |
| 6. A. ratify          | B. testify      | C. certify         | D. gratify       |
| 7. A. make easy       | B. make it easy | C. make hard       | D. make it hard  |
| 8. A. extinct         | B. extent       | C. extant          | D. exterior      |
| 9. A. had shifted     | B. have shifted | C. shifting        | D. shifted       |
| 10. A. Nevertheless   | B. Moreover     | C. However         | D. Therefore     |
| 11. A. to             | B. in           | C. on              | D. for           |
| 12. A. figure         | B. shape        | C. shadow          | D. form          |
| 13. A. extracted      | B. extended     | C. extorted        | D. extruded      |
| 14. A. closing        | B. close        | C. closed          | D. closure       |
| 15. A. on             | B. for          | C. in              | D. to            |
| 16. A. break          | B. breakage     | C. breakdown       | D. breaking      |
| 17. A. concerned with | B. concerning   | C. concerning with | D. concerned for |
| 18. A. reaction       | B. action       | C. interaction     | D. relation      |
| 19. A. distributed    | B. attributed   | C. contributed     | D. construed     |
| 20. A. discover       | B. uncover      | C. recover         | D. cover         |

## C Writing

### Section A Composition [35 MIN]

Nowadays, the traffic problems in some big cities like Beijing, Guangzhou, Shanghai, and Wuhan have become increasingly serious.

*Write a composition of about 200 words on the following topic:*

**Has Automobile Improved Modern Life or Caused Serious Problems?**

*You are to write in three parts.*

*In the first part, state specifically what your opinion is.*

*In the second part, support your opinion with appropriate details.*

*In the last part, bring what you have written to a natural conclusion or a summary.*

*Marks will be awarded for content, organization, grammar and appropriateness. Failure to follow the instructions may result in a loss of marks.*

### Section B Note-writing [10 MIN]

*Write a note of about 50-60 words based on the following situation:*

You have enjoyed very much the party held at your best friend — Jason's home. Write to him a note to thank him for his hospitality and express your hope for more of such kind of parties to be held.

*Marks will be awarded for content, organization, grammar and appropriateness.*

## Part 5 Extra Reading

*A Lesson in Sports, and Life, from Dad*

By Mark Purdy

Dads and sports, as a package, are part of American culture. They go together by law. Sort of like peanut butter and jelly. Or late-night television and ShamWow commercials.

If you were lucky enough as a kid to have had a dad in your life, sports were probably part of that relationship. Sure, it can go off the rails if dads are pushy or obstinate. Thankfully, most are not. Over the years, people have told me heartwarming stories about how their dad showed them how to shoot a basketball, or took them to their first Major League game, or taught them lessons about sportsmanship.

My own dad-and-sports story also taught me a lesson. But it involved something a little different. It involved my father being cursed at, screamed at, worked into a sweat and never receiving a pat on the back or a thank-you.

That wasn't his regular job. Dad was a judge in my small Midwestern hometown. But on weekends, to stay in shape and release stress, he refereed high school basketball games. When I got to be 7 or 8 years old, he deemed me worthy of following him.

Let me tell you, for a grade-school kid, it was pure heaven. On those frigid winter Fridays I would climb into our 1957 Pontiac and ride shotgun as Dad drove the two-lane roads across the flat tundra of northwestern Ohio. After an hour or so we would pull into a little burg where the school gym's windows would be steamed up and the citizens would be primed to cheer for their teams — and give holy grief to my dad.

And by "holy grief" I mean that literally. In games between Catholic schools, Dad would occasionally find himself being harassed by a priest. But the vast majority of insults came from passionate fans. They called my dad every name in the books I wasn't old enough to read yet.

Often, the person sitting next to me would be one of those fans. The guy would notice I wasn't making much noise and ask, "Which team are you cheering for, anyway?"

"Neither one," I answered.

"Why not?"

"Because," I would say proudly, pointing my finger, "that is my dad!"

Whereupon the person sitting next to me would feel embarrassed or apologize. Or, usually, go back to screaming and cursing. I just enjoyed the scene and being there. On the ride home we would hit a truck stop or greasy spoon roadhouse for a hamburger and soda. With Patsy Cline playing on the jukebox in the background, we'd talk about the game Dad had just worked, or about Ohio State basketball, or about school, or whatever.

And the next weekend, it would be almost the same — with a different gym, different teams, new and worse curses. At some point, Dad must have worried about what I was experiencing in the stands because one night over a track-stop burger, he told me:

"Look, when people are calling me a so-and-so, it isn't because they actually think I'm a so-and-so. They don't know me at all as a person. What they are really saying to me is, 'That foul call



you just whistled makes me believe you are a so-and-so.' Don't worry about it. You should only get concerned if a good friend or a neighbor tells you that you're a so-and-so."

I nodded, but I didn't think too deeply about it — until many years later. After I landed my dream gig of writing a sports column, I discovered that some people responded to my opinions with vile phone calls or letters or (eventually) emails? It was then that I flashed back to that discussion. I realized that Dad had prepared me not just to view a game with as objective an eye as possible, but also how to deal with people who are obscenely personal in their criticism.

Dad is now 86 years old and going strong. Not the strong-to-the-hoop-against-Dwight-Howard kind of strong. But he and Mom are doing fine enough to live without assistance in a house not far from the same elementary school that I escaped on Fridays for those blacktop road refereeing adventures.

In our family archives we have no picture of my father in a black-and-white striped shirt, just the usual posed snapshots in civilian clothes. The refereeing was a very small part of his life. He built a successful law practice, taught university classes, and was elected president of the local school board. But for me, a late-night hamburger after a game will always bring back memories of my father's best moments — and remind me of the lesson he gave me without even knowing.

I hope that, through sports or otherwise, your own father gave you something like that. If you have a chance today, make sure to tell him how much you appreciated it and how fortunate you feel.

I just did.

(From *English Language Learning* 2009.10)

● Choose the best answer for each question.

- In this passage the relationship between dads and sports is described as EXCEPT \_\_\_\_\_.
  - peanut butter and jelly
  - hamburger and soda
  - late-night television and ShamWow commercials.
- Dad was a judge in their small Midwestern hometown, but why did he referee high school basketball games on weekends?
  - To get some extra payment.
  - To be a referee was his dream.
  - To stay in shape and release stress.
- Many years later, the son worked as \_\_\_\_\_.
  - a college teacher
  - a judge
  - a sports reporter for newspapers
- What else did dad do besides working as a judge and a referee of school basketball games?
  - Taught classes in universities.
  - A lawyer.
  - Elected the president of the county.