

总主编 李观仪

● 国家教委高等学校第三届优秀教材二等奖

新编英语教程

第三版

THIRD EDITION

A NEW ENGLISH COURSE

主编 梅德明



练习册

WORKBOOK



上海外语教育出版社

外教社 SHANGHAI FOREIGN LANGUAGE EDUCATION PRESS

www.sflep.com

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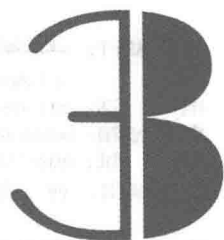
A NEW ENGLISH COURSE

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图书在版编目(CIP)数据

新编英语教程(第三版)3练习册 / 李观仪总主编; 梅德明主编. —3版.

—上海: 上海外语教育出版社, 2012

ISBN 978 - 7 - 5446 - 2725 - 2

I. ①新… II. ①李… ②梅… 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(2012)第059660号

出版发行: 上海外语教育出版社

(上海外国语大学内) 邮编: 200083

电 话: 021-65425300 (总机)

电子邮箱: bookinfo@sflep.com.cn

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责任编辑: 曹 娟

印 刷: 常熟市华顺印刷有限公司

开 本: 787×1092 1/16 印张 12.25 字数 371千字

版 次: 2012年7月第1版 2012年7月第1次印刷

印 数: 10 000 册

书 号: ISBN 978-7-5446-2725-2 / H · 1305

定 价: 31.00 元

本版图书如有印装质量问题, 可向本社调换

Contents

A Time to Write About the World

	Text I	Text II
Unit 1	My First Job p 2	How to Do Well on a Job Interview p 3
Unit 2	The Wedding Letter p 17	The Family Portrait p 18
Unit 3	A Man from Stratford — William Shakespeare p 32	William Shakespeare p 34
Unit 4	The Light at the End of the Chunnel p 49	Confucius, the Philosopher p 50
Unit 5	On Not Answering the Telephone p 63	How to Cope with Your Phone p 65
Unit 6	On Buying Books p 78	Online Shopping p 80
Unit 7	Who Killed Benny Paret? p 95	A Piece of Steak p 98
Unit 8	"Keep Class 2 Under Your Thumb" p 113	Letter to a B Student p 114
Unit 9	A Winter to Remember p 128	A January Wind p 130 B Ode to Autumn p 130
Unit 10	A Fable for Tomorrow p 143	The Nightmare of Life Without Fuel p 145
Unit 11	After Twenty Years p 160	Friends, Good Friends — and Such Good Friends p 162
Unit 12	Christmas p176	Family Christmas p 177

Text III		Guided Writing	Comprehensive Exercises
Are You the One in 50 We're Looking for?	p 4	p 5	p 9
The Bermuda Triangle	p 19	p 19	p 23
Shakespeare's Plays	p 35	p 36	p 39
How Does a Lakeland Cottage in Killarney Sound?	p 51	p 52	p 54
How to Use the Telephone	p 66	p 66	p 70
Bestsellers from the History Guild	p 81	p 82	p 86
Boxing Rules	p 98	p 99	p 103
The History Guild	p 115	p 116	p 120
	p 130	p 131	p 134
Down the Drain	p 146	p 147	p 150
<i>By the Pricking of My Thumbs</i> Agatha Christie	p 163	p 164	p 167
Peanuts	p 178	p 179	p 182

A Few Words About the Workbook

Each unit in the *WORKBOOK of A New English Course, Level 3*, consists of:

TEXT I

Comprehension. Here inferential questions, questions on the author's attitude and intention, and questions on the students' own opinion are asked. Besides, some complicated sentences with implicit meanings are to be explained by the students in their own words. These two types of exercises, it is believed, will help the students to have an adequate understanding of the text.

TEXT II

Comprehension. Comprehension questions in this section are of various types. They aim at a general comprehension of the text.

TEXT III

An authentic text in the form of an advertisement, a map, etc., is given in each unit (except Unit 9). Each text is followed by a comprehension exercise.

GUIDED WRITING

Sentence Combination. This aims at helping the students to reconstruct sentences and to write effective paragraphs.

Précis Writing. For each TEXT I text, a précis has to be written. This ought to be done on the basis of oral discussion in class.

Paragraph/Composition Writing. A paragraph / composition of the type that is discussed in the Student's Book is to be written by the student on his / her own.

Letter Writing. Informal letters of various kinds are to be written.

COMPREHENSIVE EXERCISES

Spelling

Dictation

Listening Comprehension

Translation

Blank Filling

Sentence Rewriting

Unit 1

TEXT I

My First Job

Comprehension

A. 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. The writer thought that the likelihood of him getting the job was not great though he was young and eager to do something useful.
()
- _____ 2. The headmaster liked the young man at first sight.
()
- _____ 3. The headmaster saw eye to eye with the writer as far as children's games were concerned.
()
- _____ 4. The writer was not happy about his having to teach algebra and geometry, but he did not so much mind having to walk a mile along the dusty road to the Park.
()
- _____ 5. The young man was satisfied with the salary he would get.
()
- _____ 6. The writer did not feel unhappy at the idea of working under the headmaster's wife.
()

B. Explain the following in your own words.

1. Being very short of money and wanting to do something useful, I applied, fearing as I did so, that without a degree and with no experience of teaching my chances of landing the job were slim.

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2. Three days later a letter arrived, summoning me to Croydon for an interview.

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3. He looked at me with an air of surprised disapproval, as a colonel might look at a private whose bootlaces were undone.

.....

-
-
4. The headmaster and I obviously had singularly little in common.
-
-

5. The teaching set-up appalled me.
-
-

6. I should have to split the class up into three groups and teach them in turn at three different levels.
-
-
-

7. It was not so much having to tramp a mile along the dusty streets of Croydon, followed by a crocodile of small boys that I minded, but the fact that most of my friends would be enjoying leisure at that time.
-
-
-

8. The prospect of working under a woman constituted the ultimate indignity.
-
-

TEXT II

How to Do Well on a Job Interview

Comprehension

True (T) or False (F)?

For false statements, write the facts in parentheses.

- _____ 1. Most people think that a job interview is a terrible experience.
()
- _____ 2. You're often given a reason if you're not hired after an interview.
()
- _____ 3. You should neither wear casual student clothing nor overdress yourself when going to an interview.
()
- _____ 4. To demonstrate your ability to be politely sociable, you should initiate small talk before getting down to business.
()

- _____ 5. You should be frank and list all your flaws to the interviewer.
()
- _____ 6. A thank-you note shortly after the interview is one more chance to help you make a good impression.
()

TEXT III



ARE YOU THE ONE IN 50 WE'RE LOOKING FOR?

The *Times* is looking for Telephone Sales staff to make up our team, to work in the exciting atmosphere of the No.1 national newspaper, selling the benefits of our world famous classified columns. However, it's not as easy — you will need 'O' level standard education and demonstrate a thoroughly professional approach — drive, enthusiasm and the ability to succeed working under pressure are just some of the qualities needed to carry out this challenging position.

That's why from 50 applicants, we may only appoint one. However, in return, we will offer a complete sales training to ensure your success in your new career. We'll reward you with £6,000+ bonus on a 9-day fortnight and 6 weeks holiday.

If you believe you are the one and can start on August 26th — Ring Libby Morgan on 01-837 1234 ext 7115.

'O' level ordinary level in the General Certificate of Education — examinations taken at the age of 16

Comprehension

True (T) or False (F)?

For false statements, write the facts in parentheses.

- _____ 1. The *Times* is looking for a person who is able to sell telephones.
()
- _____ 2. The *Times* enjoys high prestige.
()
- _____ 3. Education is not important for the job.
()
- _____ 4. One of the qualities the applicants must possess is to be able to drive.
()
- _____ 5. It's a job for only 50 people to apply for.
()
- _____ 6. The person who gets the job will work four and a half days a week.
()

GUIDED WRITING

Sentence Combination

Combine the following sentences into an effective paragraph. The sentences in each numbered group make up one sentence.

- 1. I love travelling.
I travel by train.
- 2. I enjoy fast expresses.
I enjoy slow local trains.
Slow local trains stop at every station.
I enjoy suburban trains.
Suburban trains take businessmen to their offices.
They take them home again.
I enjoy all these trains.
- 3. What is it that attracts me?
It must be the element of romance.
- 4. There's no romance in a car.
There's no romance on a motorway.
The car is a box of metal and rubber.
It runs on a strip of concrete.
There's no romance in flying.
There's no romance flying through the air.
There's no romance flying in a tube.
The tube is pressurized.
It flies from one airport to another.
The airports are identical.
The airports are made of plastic and glass.
- 5. But trains are different.
- 6. On a train you can walk around.
You can look at the scenery.

You can observe people.
They are travelling with you on the same train.
But in a plane you see the clouds.
You see other people.
You see the back of their heads.
That's all you can see.

7. And then there are the stations.

8. Some stations have become like airports.

They are too like airports.

I am afraid.

Others are old and dirty.

It is fortunate.

They are full of details.

The details are unexpected.

They have peculiarities.

The peculiarities are of their own.

They are individual peculiarities.

9. Travelling by train remains an adventure.

You try to interpret the timetable.

You try to persuade the booking office clerk.

You ask him to sell you a ticket.

You try to understand the messages.

The messages come over the loudspeaker system.

The messages are incomprehensible.

10. Then there's uncertainty.

That uncertainty is delightful.

Am I on the right train?

Am I on the right part of the train?

You wonder.

11. There's nothing like it.

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2. It was your first visit to your teacher's office. You saw another teacher there.
3. Your roommate could not go home last weekend, you went to his / her home to inform his / her family about this. You happened to meet his / her father.

1. What is the main purpose of the document?
 2. What are the key findings of the study?
 3. What are the limitations of the study?
 4. What are the implications of the study?
 5. What are the conclusions of the study?
 6. What are the recommendations of the study?
 7. What are the future research directions?
 8. What are the acknowledgments?
 9. What are the references?
 10. What are the appendices?

Write a letter accompanying a present to your English friend Ben/Betty who is now in Birmingham.

With a short story, you can explore the lives of people in a way that is both engaging and informative. You can also use a short story to explore a specific theme or issue, such as the importance of family or the power of love.

COMPREHENSIVE EXERCISES

I Spelling

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

II Dictation

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III Listening Comprehension

A. True (T) or False (F)?

For false statements, write the facts in parentheses.

- _____ 1. Henry would have liked his interview to begin at once.
()
- _____ 2. The secretary waited in the manager's office while the manager signed the letters.
()
- _____ 3. The technical journals were very carefully arranged on the top shelf.
()
- _____ 4. The manager's desk was very tidy.
()
- _____ 5. The manager had no idea what job Henry had come for.
()

B. Complete the following sentences with relevant information from the passage.

1. The telephone rang just as the manager was explaining that
2. The manager apologized for
3. The bookcase was so large that
4. In the box which was marked, the manager dropped

IV Translation

A. Translate the following sentences from Chinese into English.

1. 他们都认为他成功的可能性很小。

.....

.....

2. 我不知道她为何总带有一种闷闷不乐的神情。
-
-
3. 等到所有同学都就座后，学生会主席才开始宣布野营的日程安排。
-
-
4. 胃是人体至关重要的器官，请善待之。
-
-
5. 他认为总经理如此重视那些日常琐事是荒唐的。
-
-
6. 她的研究涉及多种语言和文化，富有挑战性。
-
-
7. 根据安排，全体工作人员轮流值晚班。
-
-
8. 想到要远离父母独立生活，她深感不安。
-
-
9. 对于她是否胜任这项工作我们不甚担心，我们更担心她的健康问题。
-
-
10. 想到要作一次环球航海旅行，他为之激动不已。
-
-

在这之前弗雷德一直在当推销员。他现在想调工作并不是因为缺钱，而是因为作为一名推销员他几乎没有空闲的时间。

显然这位董事很满意。正当弗雷德想着自己很可能得到工作时，董事接着问他：“你愿意加班吗？”

[illegible]

A. Form adjectives from the *with*-phrases.

1. a girl with a round face
2. a man with a bald head
3. a woman with white hair
4. a baby with blue eyes
5. a worker with broad shoulders
6. a young woman with regular features
7. a child with curly hair
8. an old man with bushy brows