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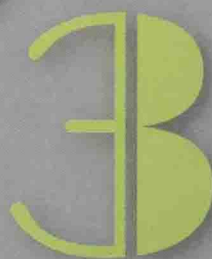
新编英语教程

第三版

THIRD EDITION

A NEW ENGLISH COURSE

主编 梅德明



教师用书
Teacher's Book

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第三版前言

《新编英语教程》第三版1-4册编写组(下称“编写组”)以《国家中长期教育改革和发展规划纲要》和《高等学校本科英语专业规范》两个文件为编写工作的指导思想,明确新时期我国高等教育的历史使命,即“适应国家经济社会对外开放的要求,培养大批具有国际视野、通晓国际规则、能够参与国际事务与国际竞争的国际化人才”,明确高等院校英语专业的人才培养目标,即“培养具有较高的人文素养、熟练的英语语言技能、厚实的英语语言文学专业知识和其他相关专业知识,能运用英语和本族语从事教育、管理、翻译、外事、外贸、研究等各种工作的英语专业人才。”

编写组十分重视学习者英语综合能力的培养,对“英语综合能力”的认识突破“语言+技能”的传统框架,深刻认识到综合语言运用能力的培养和形成是建立在学生的“语言技能、语言知识、情感态度、学习策略和文化意识”等素养整体发展的基础上,明确新版教程必须体现国际化的时代精神和以人为本的教育理念,有利于培养学生良好的英语语言素质、积极的学习态度和规范的学习习惯;有利于促进学生心智、情感、态度与价值观的发展以及综合人文素养的提高;有利于促进探究式、任务型、交际性的教学的实施;有利于培养学生独立思考的习惯、观察分析的能力、合作参与的意识、勇于创新的精神以及人际沟通的技能。

编写组树立国家级规划教材的精品意识和责任意识,坚持以下编写原则:1) 遵循“题材—结构—功能—任务”的编写原则,融语言知识、语言技能、情感态度、学习策略和文化意识于一体;2) 语言生动、真实、自然,内容健康向上,贴近学生生活,符合学生的心理特征和认知规律,能激发学生的学习兴趣;3) 重视教学过程,重视语言知识的感知和体验,重视语言信息的获取和处理,重视听说读写技能的综合运用,教学内容和形式相统一,输入与输出相协调,循序渐进,合理体现词语和语法项目的复现率;4) 提供丰富的中外文化内容,注重培养学生跨文化交际的能力;5) 精心选材,以经典文和现代文为两大主要取材来源。题材、体裁广泛,以人文社科类的散文和短篇小说作品为主,兼收反映自然科学成果以及报道经济法律界人与事方面的文章和报告,小说散文、诗歌戏剧、传记杂记、书信函电、政法公文、广告宣传、叙事议论等体裁均有合理的比例。

编写组认真研究、深入分析了《新编英语教程》第二版1-4册的使用反馈意见,对选文信息、题材内容、语言难度、单元数量、练习设置、配套教辅等方面存在的问题进行了深刻反思和积极的修改,修改幅度达50%。

第三版继承第二版强调英语语言知识和综合技能精确使用的理念,充分考虑人才培养目标、规格以及90后学生的认知特点,摒弃行为主义学习理论所推崇的机械训练方法,强调符合人本主义精神、以跨文化交流为目的的任务交际型的语言能力的培养,合理删减并调整“语言结构”、“对话交谈”和“主副课文”的内容和难度,适当增加具有经典性、时代性、趣味性、多样性等特点的优质选文,同时新增促进语言输入、引导语言输出的“听与说”项目。

第三版的布局和体例基本不变,每册仍然含《学生用书》、《教师用书》、《练习册》三本;削减1-4册的单元数量,第一、二册由原先的18单元降至15单元,第三、四册由原先的15单元降至12

单元; 提升第一、二册的难度, 并适度提高第三、四册的难度; 新增与《教师用书》配套使用的电子教案。

第三版1-4册单元布局如下:

第1册单元设计

Language Structures

Dialogue

Reading I

Reading II

Guided Writing

Interaction Activities

第3册单元设计

Listening In & Speaking Out

Text I

Text II

Oral Work

Guided Writing

第2册单元设计

Language Structures

Dialogue

Listening In & Speaking Out

Reading I

Reading II

Guided Writing

Interaction Activities

第4册单元设计

Text I

Text II

Oral Work

Guided Writing

为了确保《新编英语教程》第三版的编写质量, 编写组聘请了外籍专家Antony Ward对教材的对话部分进行了审校和修饰。与此同时, 编写组还选择了部分有代表性的教学单位, 依次对第三版1-4册的试用本进行了全过程的教学。编写组根据试用单位所提出的意见和建议, 对教程的相关部分又作了相应的调整和修改。在此, 编写组对Antony Ward先生以及参与第三版试用本教学的所有师生, 表示最诚挚的感谢。

编写组认为, 《新编英语教程》第三版1-4册体现了我国高等教育英语专业的学科属性、专业本色和特色以及培养目标。编写组真诚希望本教程能为培养国家和地区所需要的英语专业人才做出应有的贡献。编写组也殷切希望, 本教程使用者本着取精用弘、精益求精的态度, 对教材的不当之处不吝指正。

TO THE TEACHER

A New English Course Level 3 and Level 4 are prepared for students who have completed Levels 1 and 2 of the same course and for those who have reached the intermediate stage of English learning. They are designed to help the students to progress from the intermediate level to the post-intermediate level.

Level 3 and Level 4 differ from the preceding two levels in that they are text based and that emphasis is shifted to reading and writing skills, although listening and speaking skills are not neglected. The texts, mainly chosen from contemporary sources, with the inclusion of a few pieces of classical literary writing, are selections in the original, though a few texts are adapted and abridged. Many subject areas are covered, for example, fiction, biography, history, English language, popular science, education and music. Other authentic materials are in the forms of advertisement, diagram, map, and comic strip. These are meant for scanning as well as comprehension. The writing section is devised systematically with equal stress laid on précis writing, basic writing techniques, paragraph / composition writing and letter writing. For further training in listening and speaking skills, there are various kinds of listening comprehension materials and oral exercises. As the reading and listening comprehension, and other materials are adopted from both British and American sources, there is obviously some degree of inconsistency in spelling and language usage. For the sake of authenticity, no deliberate attempt is made to achieve consistency. After completing Levels 3 and 4 the students are expected to have a firm grasp of the fundamentals of the English language and to be able to communicate in English with ease in a range of general topics.

This Teacher's Book is mainly intended as an aid for you. It provides various suggestions for classroom teaching. The suggestions need not be followed rigidly, but may be used or modified at your discretion to suit the students' needs. You are requested to go over carefully the PREFACE and TO THE STUDENT section in the Student's Book before you use the Teacher's Book.

Each unit of *A New English Course*, Level 3, Teacher's Book, consists of:

LISTENING IN & SPEAKING OUT. This section corresponds to the same section in the Student's Book. This language item is first introduced into the first four levels of *A New English Course* with the purpose of combining a receptive skill, listening, and a productive skill, speaking, in the hope that the integrated modality of language use is brought to the awareness of learners and development of multiple-skill proficiency is encouraged and promoted in a classroom setting. It is advised that the teacher and students take efforts to practice on the given material.

TEXT I. For the texts in this section, reading strategies such as predicting and anticipating

the content of the text, skimming for the main idea(s), guessing the meanings of words and phrases from the context of the text are practiced. Apart from providing practice for these strategies, the texts are treated intensively in more or less the same way as is traditionally done. Each text is dealt with under the following headings in the Teacher's Book.

Pre-Reading Questions. When a person reads a book, a newspaper or magazine article, an advertisement, or indeed anything else, he or she generally reads with a purpose, e.g., to get some information, to be amused, or just to kill time. And when he or she reads on his or her own initiative, he or she usually reads with active interest. When the students are required to read a text from an English coursebook, we presume that they also read with a purpose, i.e., to fulfill an obligation, to be prepared for a test, to improve their English, or to get some information. If the purpose is mainly to fulfill an obligation or to prepare for a test, the students may not read as actively or with the same motivation. As a result, instead of being an enjoyment, reading can just be a bore. In order to help students to read actively and with motivation, some questions are asked of them or expected from them before reading. In answering or asking these questions, the students are actually going through a process of predicting or anticipating. They are led to think actively, to realize what they know or not know, to want to find out about the unknown, and to look forward to answers to their questions. Thus their curiosity is aroused, their minds activated, their interest maintained; and they can grasp the main ideas and details more easily. Moreover, the process of predicting and anticipating not only helps the unmotivated or the less motivated, it is also a reading skill for readers in general. After having read the text, the students can check back to see how successfully they have predicted or anticipated. This checking back may help them to predict and anticipate more effectively as they read further.

It is advisable to set a time limit of not more than two or three minutes for pre-reading activities. If the students do the reading on their own before class, try to persuade them to follow closely the directions for reading.

In this section in the Student's Book, various kinds of pre-reading activities are devised; suggested answers, and sometimes necessary explanations, are provided in the Teacher's Book.

The Main Idea(s). Very often the students read writings in English slowly and laboriously, stopping at every new word or expression and trying to find it in the dictionary. This way they may end up with bits and pieces of information here and there, but are usually liable to miss the main idea(s). It is time to train the students to begin their reading of an English text by going over it rapidly without worrying too much about new words and expressions and to get the main idea(s). They have to be told that with their present knowledge of English, they should be able to make out the meaning of the whole text by just looking at the words and expressions they know and guessing any unfamiliar ones from

the context. The advantages of getting the main idea(s) first are mainly: 1) they will have a clear idea of the theme of the text, 2) they will be able to relate the part to the whole, and 3) they will read the text with interest. The students should also be told to find the main idea in the topic sentence of each paragraph. A topic sentence generally sums up the main idea and often occurs at the beginning or end of a paragraph. This process of looking up the main idea(s) is termed “skimming”. When this skill is acquired, the students will benefit from it in their further studies and research.

A time limit should be set for the process of looking for the main idea(s). This may vary with different levels of reading proficiency on the part of the students. For a group of students of average reading proficiency, a reading speed of between 200 and 250 words per minute might be recommended at the beginning stage. As time goes on, the students should be given less time for the same amount of reading. If the students do the reading on their own before class, try to persuade them to follow closely the directions for reading.

In this section in the Teacher’s Book, suggested answers to the questions in the Student’s Book and necessary explanations are given for each text.

Vocabulary. The two types of lexical exercises given in the Student’s Book require active thinking and independent work from the students. As words mean little without context, we have tried to ensure that words are not learned in isolation but in context. Suggested answers to the vocabulary exercises are provided in the Teacher’s Book.

Questions. This section corresponds to the same section in the Student’s Book and answers for reference to the questions are provided. The questions, whether open-ended ones, or multiple choice, are to be well prepared before class and done orally in class. Try to discourage the students as much as possible from committing to memory the answers they have prepared and from referring to their written notes or to the coursebook itself when they do the oral work in class. Help them to form the habit of thinking and expressing their ideas in English spontaneously. This requires your patience and insistence, and the students’ painstaking efforts and persistence.

Teaching Points for Reference. In this section, a number of language points with some notes and illustrative examples are provided for your reference and are to be used at your discretion.

TEXT II. The texts in this section vary a great deal in length and difficulty. They are not meant for intensive study. They supply the students with additional information on the topics dealt with in Text I texts, helping them to enlarge their vocabulary and widen the scope of their knowledge. Written comprehension questions are provided in the Workbook and oral comprehension questions in the Teacher’s Book. The texts can be exploited more fully if desired.

ORAL WORK. In addition to the oral exercises set for TEXT I, TEXT II, and GUIDED

WRITING, oral work in this section is intended to help to develop the students' oral communicative abilities. The oral activities devised here are largely related to TEXT I and / or TEXT II. The aim is to train the students' speaking skills as well as to reinforce what they have already learned in each unit. There are two types of oral exercises.

Role-Play. This is a form of exercise familiar to those who have used Levels 1 and 2. In the Student's Book, only a brief situation is introduced, and some expressions relevant to specific language functions are supplied in each unit. Suggested role cards appear in the Teacher's Book. These role cards are to be prepared before class and distributed to the students in class. Give adequate guidance to the students while they are doing pair work. After pair work, let some students act out their dialogues in front of the whole class.

Interaction Activities. Most activities in this section are challenging and require the students' imagination, creativity, initiative and spontaneity. The students should be encouraged to speak their minds without reserve or restraint. Some suggestions in relation to the content of the Interaction Activities are given in the Teacher's Book, but they are by no means sufficient. You are expected to foresee the students' limitations and make full preparations before class.

GUIDED WRITING. This section is organized in the same way as it was in Levels 1 and 2, namely, one set of exercises is to be done orally in class and another set in writing in the Workbook. A good deal of guidance can be found at the beginning of Level 3, but, little by little, control is reduced to the minimum towards the end of Level 4. In the Teacher's Book there are three sections corresponding to those in the Student's Book.

Précis Writing. In this section, the choice of the topic/opening sentence is given. The selection of the supporting details is left for you to decide. The reference version of the précis is supplied in the Key.

Paragraph / Composition Writing. The example passage in the Student's Book can be more fully explained so far as the organization and the writing techniques are concerned. A reference version of what is required of the students is given in the Teacher's Book. Withhold it until everyone in the class has done the paragraph or composition by themselves.

Letter Writing. Make sure that the students are familiar with the form of a letter in English. The introductory and concluding sentences / sentence frames provided in each unit in the Student's Book are very useful. Encourage the students to make full use of them when they write letters in English. Reference versions of letters are supplied in the Student's Book.

LISTENING COMPREHENSION. There are two types of listening comprehension materials: passages that narrate, explain, etc., and instructions for the students to follow in performing certain tasks. The scripts for the listening comprehension materials are given in the Teacher's Book, and written comprehension exercises in the Workbook. It is suggested that the written exercises in the Workbook should be done by the students immediately after

the listening and followed by the teacher's oral questions in the classroom. The purpose of the latter is to help the students to solve their problems in listening and to improve their listening skill.

To sum up, for Level 3 and Level 4, the selection of the texts is careful, with due attention paid to both language and content; and exercises are ample and varied, aiming at 1) developing steadily the four skills, 2) helping the students to achieve both fluency and accuracy, and 3) enabling the students to comprehend subtleties of the language and to communicate fairly sophisticated ideas.

Contents

Listening In & Speaking Out

Text I

Text II

Unit 1	Evaluating a Job Offer p2	My First Job p3	How to Do Well on a Job Interview p10
Unit 2	Compromise on Details, Not Principles p18	The Wedding Letter p19	The Family Portrait p23
Unit 3	Shakespeare's Tragedy p30	A Man from Stratford — William Shakespeare p31	William Shakespeare p37
Unit 4	French and British Etiquette p42	The Light at the End of the Chunnel p43	Confucius, the Philosopher p49
Unit 5	Martin Cooper and the Cell Phone p56	On Not Answering the Telephone p57	Remote Control p63
Unit 6	The Benefits of Buying Books Online p68	On Buying Books p69	Online Shopping p75
Unit 7	The Function of Sport in Life p80	Who Killed Benny Paret? p81	A Piece of Steak p88
Unit 8	Cyber Charter Schools: Public School at Home? p96	"Keep Class 2 Under Your Thumb" p97	Letter to a B Student p103
Unit 9	Light up Your Life: How the Weather Affects Our Moods p108	A Winter to Remember p109	A January Wind p116 B Ode to Autumn p117
Unit 10	Water Pollution p122	A Fable for Tomorrow p123	The Nightmare of Life Without Fuel p129
Unit 11	How to Make Friends for Life p134	After Twenty Years p135	Friends, Good Friends — and Such Good Friends p142
Unit 12	Out of the Box p148	Christmas p149	Family Christmas p157
Key to the Workbook	p164		

Oral Work	Guided Writing	Listening Comprehension
Role-Play Interaction Activities p13	Précis Writing Paragraph Writing Letter Writing p14	The Interview p15A
Role-Play Interaction Activities p26	Précis Writing Paragraph Writing Letter Writing p27	The Strange Story of <i>Lady Be Good</i> p27A
Role-Play Interaction Activities p39	Précis Writing Paragraph Writing Letter Writing p40	The Taming of the Shrew p41A
Role-Play Interaction Activities p52	Précis Writing Paragraph Writing Letter Writing p53	Different Forms of Hospitality p53A
Role-Play Interaction Activities p65	Précis Writing Paragraph Writing Letter Writing p66	Telephone Calls p67A
Role-Play Interaction Activities p77	Précis Writing Paragraph Writing Letter Writing p78	An Unwelcome Passenger p79A
Role-Play Interaction Activities p93	Précis Writing Paragraph Writing Letter Writing p94	Wrestling p95A
Role-Play Interaction Activities p105	Précis Writing Paragraph Writing Letter Writing p106	A Kindly Library Assistant p107A
Role-Play Interaction Activities p119	Précis Writing Composition Writing Letter Writing p120	Snowed In p121A
Role-Play Interaction Activities p131	Précis Writing Composition Writing Letter Writing p132	Population Growth p133A
Role-Play Interaction Activities p145	Précis Writing Composition Writing Letter Writing p146	Police Investigation p147A
Role-Play Interaction Activities p161	Précis Writing Composition Writing Letter Writing p162	Christmas Music p163A

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THIRD EDITION

A NEW ENGLISH COURSE

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教师用书

Teacher's Book

Unit 1

LISTENING IN & SPEAKING OUT

Evaluating a Job Offer

I Get to know the following before listening:

1. assess — evaluate or estimate the nature or quality of
2. benefits — welfare
3. potential — possible
4. prestige — status
5. dampen — reduce, subdue
6. be exempt from — not be affected or bound by, be excused from
7. compensatory — related to the payment of compensation

II Listen to the recording and answer the following questions:

1. When you receive a job offer, what issues must you consider before making a decision?
2. Can you ask your potential employer directly about such issues?
3. Why is a job with a lack of opportunities considered a bad offer?
4. List several sources where you can find information about earnings and benefits.
5. Why is the organization's policy regarding overtime an important factor to consider?

III Speaking practice:

1. Give an oral presentation on the summary of the main points of the listening passage.
2. Discuss and comment on the effectiveness of each other's oral presentation.
3. Work in pairs and take turns to ask and give answers about the following topics:
 - a. What kind of job do you think is an ideal job for you?
 - b. What factors will you take into consideration when choosing a job?
 - c. Which do you think is more important, high salary or promotion possibilities?

My First Job

PRE-READING QUESTIONS

Before you read the text, think about the title and tick off the statements which you think are likely to tell the content of the text.

- ☐ 1. The writer describes what his first job was like.
- ☐ 2. The writer wanted to have a job because he wanted some experience.
- ☐ 3. The writer found his first job unpleasant.
- ☐ 4. The writer enjoyed his first job.

THE MAIN IDEA (Suggested time limit: 3 mins. for reading)

Go over the text rapidly once without worrying about the new words and phrases.

TEXT

While I was waiting to enter university, I saw in a local newspaper a teaching post advertised at a school in a suburb of London about ten miles from where I lived. Being very short of money and wanting to do something useful, I applied, fearing as I did so, that¹ without a degree and with no experience of teaching my chances of landing the job were slim².

However, three days later a letter arrived, summoning me to Croydon³ for an interview.¹ It proved an awkward journey: a train to Croydon station; a ten-minute bus ride⁴ and then a walk of at least a quarter of a mile. As a result I arrived on a hot June morning too depressed to feel nervous.

The school was a dreary, gabled Victorian house of red brick and with big staring sash-windows⁵. The front garden was a gravel square; four evergreen shrubs stood at each corner, where they struggled to survive the dust and fumes from a busy main road.

It was clearly the headmaster himself that opened the door. He was short and rotund. He had a sandy-coloured moustache, a freckled forehead and hardly any hair. He was wearing a tweed suit — one felt somehow he had always worn it — and across his ample stomach was looped a silver watch-chain.⁶

He looked at me with an air of surprised disapproval, as a colonel might look at a private whose bootlaces were undone. "Ah yes," he grunted. "You'd better come inside." The narrow, sunless hall smelled unpleasantly of stale cabbage; the cream-printed walls had gone a dingy margarine colour, except where they were scarred with ink marks; it was all silent. His study, judging by the crumbs on the carpet, was also his dining room.⁷ On the mantelpiece there was a salt cellar and pepper-pot. "You'd better sit down," he said, and proceeded to ask me a number of questions: what subjects had I taken in my General School Certificate⁸; how old was I; what games did I play; then fixing me suddenly with his bloodshot eyes, he asked me whether I thought games were a vital part of a boy's education. I mumbled something about not attaching too much importance to them. He grunted. I had said the wrong thing. The headmaster and I obviously had singularly⁹ little in common.

The school, he said, consisted of one class of twenty-four boys, ranging in age from seven to thirteen. I should have to teach all subjects except art, which he taught himself.¹⁰ Football and

cricket¹¹ were played in the Park, a mile away on Wednesday and Saturday afternoons.

The teaching set-up¹² appalled me. I should have to split the class up into three groups and teach them in turn at three different levels; and I was dismayed at the thought of teaching algebra
30 and geometry — two subjects at which I had been completely incompetent at school. Worse perhaps was the idea of Saturday afternoon cricket. 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 that¹³ most of my friends would be enjoying leisure at that time.

I said diffidently, "What would my salary be?" "Twelve pounds a week plus lunch." Before I
35 could protest he got to his feet. "Now," he said, "you'd better meet my wife. She's the one who really runs this school."

This was the last straw.¹⁴ I was very young: the prospect of working under a woman constituted the ultimate indignity.

By Robert Best

Now decide which of the following statements best sums up the content. Put a tick by it.

- _____ 1. The writer went to an interview and felt depressed.
- _____ 2. The writer was interviewed by the headmaster of a school and was not given a job which he needed badly.
- _____ 3. The writer was interviewed by the headmaster of a school and was offered a job which was none too pleasant.

VOCABULARY

- A. Guess the meanings of the following words from the context by matching each word in Column A with the word or phrase in Column B that is similar in meaning.

A	B
1. fume (line 10)	a. made afraid or discouraged at the prospect of trouble
2. sandy (line 12)	b. dry and unappetizing
3. somehow (line 13)	c. for some reason or other
4. stale (line 16)	d. full of blood; red because the small blood vessels are swollen or broken
5. dingy (line 16)	e. go ahead
6. proceed (line 19)	f. smoke or vapour; offensive or suffocating gas
7. bloodshot (line 21)	g. dirty-looking; not fresh or cheerful
8. dismayed (line 29)	h. of the colour of sand; pale reddish-yellow

B. Look up the following words in an English-English dictionary and write down the definition of each word that fits the context.

1. awkward (line 6)
2. depressed (line 7)
3. dreary (line 8)
4. grunt (line 15)
5. vital (line 22)
6. appal (line 28)
7. diffidently (line 34)
8. ultimate (line 38)

NOTES

1. I saw in a local newspaper a *teaching post advertised* at a school ... *Being* very short of money and *wanting* to do something useful, I applied, *fearing* as I did so, that ...
... a letter arrived, *summoning* me to Croydon for an interview.

The italicized words and phrases above and some other such words and phrases in the text are *-ing* or *-ed* participles and *-ing* or *-ed* participial phrases. They function differently in different sentences. Here is a brief summary of the principal uses of the *-ing* and *-ed* participles, and of the *-ing* and *-ed* participial phrases.

- 1) As a noun modifier, e.g.,

... a *teaching post* (Para.1)

... big *staring* sash-windows. (Para.3)

... with an air of *surprised* disapproval (Para. 5)

What an *amusing* story he has told us!

Please throw away the *broken* bottles.

- 2) As the subject complement, e.g.,

The news of his success on the TV quiz was *exciting* to everyone.

He looked *disappointed* as he had to work under a woman.

- 3) As the object complement, e.g.,

I saw a teaching post *advertised* ... (Para.1)

The long journey to Croydon made him *tired*.

The headmaster did not keep the young man *waiting*.

- 4) As a relative clause equivalent, e.g.,

... a letter arrived, *summoning* (= which summoned) me to ... (Para.2)

... one class of twenty-four boys, *ranging* (= who ranged) in age from seven to thirteen (Para. 6)

There were a lot of boys *playing* (= who were playing) cricket in the park.

- 5) As an adverbial denoting cause or reason, e.g.,

Being very short of money and *wanting* to do something useful, I applied. (Para.1)

Not knowing her way home, the little girl burst out crying.

Totally *exhausted* by the journey, the boy fell asleep at once.

- 6) As an adverbial denoting accompanying circumstances, e.g.,

... I applied, *fearing* ... that ... (Para.1)

... *fixing* me suddenly with his bloodshot eyes, he asked me ... (Para. 5)
He wrote to me, *telling* me about his new job.

7) As an adverbial denoting time, e.g.,

Seeing those pictures, he recalled his school days.

Seen from the distance, the gabled Victorian house looked beautiful.

8) As an adverbial denoting condition, e.g.,

Given (= If we are given) more time, we can do it better.

United we stand, *divided* we fall.

2. ... *with no experience of teaching my chances of landing* the job *were slim* — without any teaching experience, it was highly unlikely that I would get the job. The two *-ing* forms here, *teaching* and *landing*, are examples of gerunds which function as nouns following the preposition *of*. *Experience of teaching* may also be written as *teaching experience*. In the latter case, *teaching* becomes a participle which functions as an adjective that qualifies the noun *experience*. *To land a job* means “to succeed in getting a job”. *Chances* here means “possibility”. When *chances of ... are slim*, there is little possibility of ..., or, it is highly unlikely that ..., e.g.,

Being out of practice for a long time, his *chances of winning first place in the contest are slim*.

3. Croydon — name of a city in Surrey, England, just south of London

4. a *ten-minute bus ride* — a bus ride that takes ten minutes. *Ten-minute* is a compound adjective of time formed by combining a cardinal number with a noun in the singular number which are joined by a hyphen. Other examples:

a *three-week* holiday, a *ten-kilo* bag of rice, a *two-month-old* baby

Ordinal numbers are used in compound adjectives in a similar way, e.g.,

a *first-rate* opera, a *second-hand* book, a *nineteenth-century* building

5. a ... *gabled Victorian house* ... *with big staring sash-windows* — A *Victorian house* is a house typical of the time Queen Victoria (1819–1901) reigned over Britain (1837–1901). From the sentence we may visualize a house with triangular upper parts of the wall at the end of a ridged roof, and with large windows of two frames which open by sliding one frame up or down behind or in front of the other.

6. *and across his ample stomach was looped a silver watch-chain* — This is a clause in the inverted order. The subject “a silver watch-chain” is placed at the end of the sentence.

7. His study, *judging by the crumbs on the carpet*, was also his dining room. — An *-ing* phrase usually has a logical subject. When the *-ing* phrase functions as an adverbial, its logical subject is usually the subject of the main clause. As a general rule, the *-ing* participle and the subject of the main clause should be correctly related. However, some *-ing* participles have become fixed expressions, and so the rule of correct relation no longer applies. For example, the *judging by* phrase in the above sentence is correctly used although its logical subject is not *his study*.

More examples:

Judging from the result, he has worked hard for the team.

Generally speaking, more people prefer TV to the cinema.

8. General School Certificate — The formal name of this certificate is General Certificate of Education (GCE), which stands for an educational qualification in Britain. There are two levels