



普通高等教育“十一五”国家级规划教材
获上海普通高校优秀教材一等奖



21st Century Practical College English

21世纪大学实用英语

总主编 翟象俊 陈永捷 余建中 (U版)

Workbook

综合练习 4

本册主编 余建中 姜荷梅

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复旦大学出版社



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前言

《21 世纪大学实用英语》(U 版)系列教材根据教育部颁发的《大学英语课程教学要求》编写,包括《综合教程》、《综合练习》、《教学参考书》(每一种分为 1-4 册)及配套的 MP3 光盘、音带、多媒体课件、电子教案和网络课程等。本套教材供高等院校普通英语教学使用。《综合教程》第 1 册的起点词汇量约为 1 300 词。一般以第 1 册作为起点,基础较好的学生则可以将第 2 册作为起点。

《综合教程》每册 8 个单元,每个单元包括三大板块(听说板块、读写板块和实用板块)和导语。本册中“听说板块”围绕每单元的主题,并结合高等院校学生学习生活和毕业后工作实际需要,对学生进行听力与口语方面的专门训练。“读写板块”由同一题材的两篇文章以及一篇实用阅读材料组成:Text A 为精读材料,配有课文前的热身练习和课文后的口语、阅读理解、词汇、结构、翻译等技能训练;Text B 为泛读材料;Text C 为扩展阅读材料,课后也均配有与课文相关的练习。“实用板块”则根据高等院校英语教学的特点,提供以提高职业技能和素质为目标的实用训练,包括语法复习、实用写作和基本阅读技能等内容。为方便教学,实用板块穿插于每一单元中。

《综合练习》每册 8 个单元,每个单元包括两个部分。第一部分是根据《综合教程》各个单元中 Text A 和 Text B 的内容而设计的相关练习,并配合各单元的主题,增加 2-3 篇快速阅读短文;第二部分结合大学英语四级考试(CET-4)的要求设计练习试题,所有题型和题量均以考试大纲和样题为依据。此外,按照期中、期末的学制安排,《综合练习》还包含期中、期末考试练习卷各一份,最后还附有一份 CET-4 模拟试卷。

《教学参考书》每册 8 个单元,每个单元根据《综合教程》的相关内容配以教法推荐、背景知识、课文译文、课文逐段详解及相应例句(全部例句均配中文译文)、练习答案。

《21 世纪大学实用英语》(U 版)吸取了现行国内外同类教材的优点,以我国高等院校人才培养特点和教学改革成果为依据,突出教学内容的实用性和针对性,将语言基础能力与实际涉外交际能力的培养有机地结合起来,以满

足 21 世纪全球化社会经济发展对高等院校人才的要求。具体说来,本套教材具有以下几个特点:

1. **注重培养听说能力。**本教材根据高等教育英语教学内容和课程体系改革的要求,与时俱进,以“听、说”为重点,将听、说题材与课文主题保持一致,把听、说、读、写、译的技能训练有机地结合起来,使学生的听、说训练贯穿于课程教学的始终。

2. **着眼于提高学生的职业技能和素质。**本教材根据高等教育英语教学的特点,提供相关的实用训练,力求使学生通过切合实际的学习过程打下一定的基础,在日常或涉外工作时能更加熟练地掌握和使用英语。

3. **选材广泛,注重“跨文化”知识的教学。**本教材注重选材内容的趣味性、信息性和实用性,语言的规范性和文体的多样性,不仅重视英语语言基础知识和基本技能的训练,还同时注意将文化内容与语言材料相融合,介绍西方文化背景。

4. **强调教学的整体性。**本教材将听、说内容与读、写内容相结合,将精读、泛读和扩展阅读融为一体,把听、说、读、写、译五种技能的训练和培养围绕着一主题展开,形成一个有机的整体。

5. **将“教、学、练、考”融为一体。**除了与课文内容相关的练习和期中、期末练习试卷以外,本教材还配有专门针对大学英语四级考试(CET-4)的习题和题解,以期让学生在巩固所学内容的同时,还能为参加大学英语四级考试做好准备。

6. **拓展教学时空,实现教材的立体化。**本教材包括配套的音带、MP3 光盘、多媒体学习课件、电子教案及网络课程等,以期充分利用多媒体和网络化现代教学手段,立体、互动地引导学生开发各种学习潜能。

《21 世纪大学实用英语》(U 版)的主干教材由复旦大学、上海交通大学、上海商学院等高校的翟象俊教授、余建中教授、陈永捷教授、梁正溜教授、姜荷梅副教授等主编。上海及其他省市多所高等院校的资深专家共同参加了编写工作。

编者
2009 年 9 月

使用说明

本书为《21 世纪大学实用英语》(U 版)系列教材《综合练习》第 4 册。全书共 8 个单元,供与《综合教程》配套使用。本书对《综合教程》起到补充和增强的作用,同时,也为学生今后参加大学英语四级考试打下基础。

本书每一单元包括课文练习(Text Exercises)和大学英语四级考试练习(Exercises for CET-4)两部分。

课文练习主要由 Word Building, Translation, Cloze, Reading Comprehension 等内容组成,目的是帮助学生巩固课堂所学并且适当增加阅读量。

Word Building 通过介绍英语的主要构词方法,让学生在应用中掌握这些构词方法。除了本书所给的例子外,使用本书的学生还可以举一反三,尽可能多地列出用相似方法构成的英语单词。

Translation 含 Text A 的短语或词组汉译英和 Text B 的短语或词组英译汉练习。由于《综合教程》中已经有了句子练习,因此本练习主要通过重新组合课文中出现的短语和词组,使学生能够通过翻译进一步掌握它们。

Cloze 练习一般选用 Text A 中的精彩段落,去掉一定比例的实词和虚词之后,让学生凭记忆补上空白处的单词。本练习的目的是让学生检测自己对课文的熟悉程度。

为了提高单词和词组的复现率,并使学生进一步熟悉课文结构和相关的各种表达方法,供 **Reading Comprehension** 用的三篇文章都跟《综合教程》中的同一单元的主题相关。其中前两篇使用多项选择题,后一篇使用简短问答题来检测学生的理解程度。教师可以让学生在规定的时间内完成阅读,然后快速回答问题。如果学生对问题的答对率较低,教师可以让学生延长阅读时间;反之,则应进一步压缩阅读时间。

大学英语四级考试练习包含正式考试中所有题型的模拟练习。由于本书的容量及学生的时间和精力问题,我们对练习量作了一定的调整。

本书在第 4 单元后有一份针对《综合教程》前 4 个单元的期中试卷,第 8 单元后有一份针对后 4 个单元的期末试卷。学生应当在规定的时间内完成试卷

内容,以检查自己的学习情况。

全书最后有一份完整的大学英语四级考试模拟试卷,供学生了解自己的
应考能力。

本书所有练习答案和听力练习的文字材料均单独装订。本书可由学生自
主学习,也可由教师在课堂上择要讲解。如果使用本书的学校决定让学生自
主学习本书,我们建议教师在学生初次使用本书时,给予学生一定的指导。

编 者
2009 年 9 月

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Unit 1

Part I Text Exercises

I. Word Building (构词法)

In English, the prefix *pre-* can be added to verbs, nouns and adjectives, meaning “before” or “prior to” (英语前缀 *pre-* 加在动词、名词和形容词前面, 表示“在...之前”).

e.g.

pre- + *monition* (警告) → *premonition*

pre- + *war* → *prewar*

Match the following words with their definitions and then use them to fill in the blanks in the sentences below (将下列单词与它们的定义相配, 并填入下面句中空格).

- | | |
|--|--|
| 1. prediction () | A. showing of a film, an exhibition, a play, etc. before it is shown to the public 电影、展览会、戏剧等的预映, 预展, 预演 |
| 2. predict () | B. decide or arrange before sth. happens, so that it does not happen by chance 预先决定 |
| 3. preview () | C. done too early or too soon; happening before the natural or proper time 过早的; 不成熟的 |
| 4. predetermine () | D. relating to the time in a child's life before they are old enough to go to school 学前的 |
| 5. precaution () | E. sth. that must happen or exist before sth. else can happen 先决条件, 前提 |
| 6. precondition () | F. a statement about what you think is going to happen, or the act of making this statement 预言 (n.) |
| 7. premature () | G. sth. you do in order to prevent sth. dangerous or unpleasant from happening 预防措施 |
| 8. preschool () | H. say that sth. will happen before it happens 预言 (v.) |
| 9. It would be _____ to accuse anyone before the investigation (调查) is complete. | |
| 10. The colour of your eyes is _____ by the colours of your parents' eyes. | |
| 11. Tourists should take _____ in any large city and should avoid traveling | |

alone at night.

12. Some scientists _____ that the earth's temperature will rise by as much as 2.2°F over the next 100 years.
13. One of the most obvious _____ for economic growth is a stable government.
14. _____ education aims to develop the habits, attitudes, and skills that are necessary for school.
15. Journalists will be able to get a _____ of the exhibition before it is open to the public.
16. It's too early to make any _____ about the election results.

II. Translate the following phrases and expressions from Chinese into English (把下列汉语短语译成英语). (for Text A)

- | | |
|------------------|-------|
| 1. 拄着拐杖 | _____ |
| 2. 一捆脏衣服 | _____ |
| 3. 逐一数出 | _____ |
| 4. 从来没有对…如此满意过 | _____ |
| 5. 一个难得的人才 | _____ |
| 6. 准备好某物 | _____ |
| 7. 养老院 | _____ |
| 8. 显示出人类的顽强 | _____ |
| 9. 在超出体力极限的情况下工作 | _____ |
| 10. 最多三个星期 | _____ |
| 11. (某人)杳无音信 | _____ |
| 12. 为…感到伤心 | _____ |
| 13. 补一件衬衫 | _____ |
| 14. 凹陷的嘴巴和苍白的双唇 | _____ |
| 15. 再一次站起来 | _____ |
| 16. 在…的帮助下 | _____ |

III. Match the English phrases and expressions in the left column with the Chinese ones in the right column (把左栏的英语短语与右栏的汉语短语相配). (for Text B)

- | | |
|------------------------------------|---------------------|
| 1. there is sth. on one's mind () | A. 有偿还债务的良好信用 |
| 2. ask for credit () | B. 打开了通往成年人尊敬和信任的大门 |
| 3. the ugly shadow of racism () | C. 遵守诺言 |
| 4. a weathered man () | D. 把…归因于 |

- | | |
|--|----------------|
| 5. be good for one's debt () | E. 仔细考虑 |
| 6. be filled with pride () | F. 与...有利害关系 |
| 7. open a door to an adult's respect and trust () | G. 问题的另一面 |
| 8. keep one's word () | H. 有心事 |
| 9. do wrong () | I. 不在乎是否保持好的名声 |
| 10. have a stake in... () | J. 将好名声传下去 |
| 11. think of... as () | K. 为...铺平道路 |
| 12. do sth. out of habit () | L. 使某人品行端正 |
| 13. restore a sense of self-respect () | M. 要求赔偿 |
| 14. keep sb. straight () | N. 相互承担义务 |
| 15. the reverse side of the coin () | O. 至今 |
| 16. be pregnant out of wedlock () | P. 犯罪;干坏事 |
| 17. attribute... to () | Q. 种族歧视的丑恶阴影 |
| 18. be committed to each other () | R. 一个饱经风霜的人 |
| 19. think twice () | S. 听说了某人的成功 |
| 20. not care about keeping a good name () | T. 把...看作 |
| 21. pass on the good name () | U. 未婚先孕 |
| 22. to this day () | V. 心里充满了自豪 |
| 23. know of sb.'s success () | W. 恢复自尊感 |
| 24. pave the way for... () | X. 出于习惯做某事 |

IV. Study the following phrasal verbs and do the corresponding exercises (学习下列短语动词并做相应的练习).

let + ad. / prep.

Match the definitions in Column B with the phrasal verbs in Column A. Then fill in the blanks in the sentences below with these phrasal verbs in their proper forms. (将 B 栏中的定义与 A 栏中的短语动词相配,并用这些短语动词的恰当形式填空。)

A

- let off ()
- let out ()
- let alone ()
- let down ()
- let in for ()

B

- cause to be disappointed; fail to keep a promise to (sb.)
- admit; allow to enter (a house, room, etc.)
- give sb. a lighter punishment than they expect or no punishment at all
- express; utter; make (clothes) bigger
- not to mention; stop worrying about (sb./sth.)

6. let up () F. cause (esp. oneself) to have (sth. unwanted)
7. let in () G. lessen; gradually cease; stop
8. With the damage you did to that car, you _____ yourself _____ a bill of nearly a thousand dollars.
9. The policeman said, "I should fine you for running the light, but I will _____ you _____ this time."
10. Mary's mother has to _____ her dress several inches because she has grown so tall.
11. We mustn't _____ since we have nearly achieved our goal.
12. This is the second time I have been _____ by my uncle. I will never trust him again.
13. Hungry and cold, the beggar wanted to find something to eat, but the waiter didn't _____ him _____.
14. The young man couldn't afford to rent a house like that, _____ buy it.

pass + ad. / prep.

Fill in each of the blanks in Column A with an adverb and/or a preposition so as to form a suitable phrasal verb that matches the corresponding definition in Column B. Then complete the sentences below with these phrasal verbs in their proper forms. (在 A 栏的空格中填入一个副词或介词组成一个与 B 栏定义相配的短语动词,并用这些短语动词的适当形式填空。)

A**B**

- | | |
|---------------|--|
| 1. pass _____ | die |
| 2. pass _____ | (of time) go by |
| 3. pass _____ | teach or give (sth.) to sb. who will be alive after you have died |
| 4. pass _____ | gain (usu. false) recognition and acceptance as (sth./sb.) |
| 5. pass _____ | disappear gradually |
| 6. pass _____ | send (sth. such as information or work) from person to person; go further, move on |
| 7. pass _____ | avoid discussing a particular subject, or ignore sth. that sb. has said |
| 8. pass _____ | become unconscious |
9. As the weeks _____, I began to give up hope of ever seeing him again.

10. They were in possession of important information which they failed to _____ to the police.
11. It has been more than 20 years since my grandmother _____, but she still lives in my heart.
12. The tradition has been _____ from father to son for generations.
13. Seen at a distance, the elderly lady might _____ a woman of thirty.
14. The pain was severe at the beginning, but it soon _____.
15. If small mistakes are _____, they may lead to more serious ones later.
16. It was so hot in the building that I thought I was going to _____.

V. Fill in the following blanks with words that you have learned from Text A (用课文 A 中所学的词填空).

Laundering was not (1) _____ in those days. The old woman had no running water (2) _____ she lived but had to bring in the water (3) _____ a pump. And the drying! It could not be done (4) _____ because thieves would (5) _____ the laundry. So it had to be carried up to the attic and hung (6) _____ clotheslines. Only God knows (7) _____ the old woman had to endure each (8) _____ she did a wash!

She could have (9) _____ at the church door or entered a home (10) _____ the penniless and aged. But there was in her a certain pride and love of labor (11) _____ which many members of the labor force have been blessed. The old woman did not want to become a burden, and so she (12) _____ her burden.

VI. Read the following passages and choose the best answer for each of the questions below (阅读下列短文, 选择每一问题的最佳答案).

Passage 1

Let me tell you about a man named Emmanuel Ninger. The year is 1887, and the scene is a small neighborhood grocery store. A distinguished looking gentleman in his late 50's or early 60's is buying some greens(绿叶蔬菜). He hands the clerk a \$20 bill and waits for his change. As she starts to make change, she notices that the ink is coming off on her fingers which are still wet from handling the greens. She is shocked and pauses to consider what to do. She thinks, "This is Emmanuel Ninger, a long-time friend, a neighbor, and a customer. Surely he would not give me a bill that was anything less than genuine." So, she gives him the change and he leaves.

Later she had some second thoughts because \$20 was a large amount of money in 1887. She sent for the police. One policeman was confident that the \$20 bill was

genuine. The other was puzzled about the ink that rubbed off(擦掉). Finally they obtained a warrant(搜查令) to search Mr. Ninger's home.

In the attic they found the facilities for reproducing \$20. As a matter of fact, they found a \$20 bill in the process of being printed. They also found three portraits(画像) which Emmanuel Ninger had painted. Ninger was an artist, and he was a good one. He was so good, he had hand painted those \$20 bills. Meticulously(一丝不苟地), stroke by stroke(一笔一画地), he had applied the master's touch so skillfully that he was able to fool everyone until a quirk of fate(命运的播弄) in the form of wet hands of a grocery clerk exposed him.

After the arrest, his portraits were sold at public auction(拍卖) for \$16,000 — over \$5,000 each. The irony of the story is it took Emmanuel Ninger almost exactly the same length of time to paint a \$20 bill as it took him to paint a \$5,000 portrait.

This brilliant and talented man was a thief in every sense of the word. Tragically, the person he stole the most from was himself, Emmanuel Ninger. Not only could he have been a wealthy man if he had legitimately(合法地) marketed his ability, but he could have brought joy and benefit to his fellowmen. He had a choice, and he compromised his integrity. (368 words)

1. Before Emmanuel Ninger was exposed, he _____.
 - A) had always looked like a thief
 - B) appeared to be a decent gentleman
 - C) had lived in poverty for many years
 - D) was a common painter
2. The grocery store clerk accepted the fake money because she _____.
 - A) did not find anything unusual about it
 - B) was afraid of Emmanuel Ninger
 - C) wanted to help her long-time friend and neighbor
 - D) believed that Emmanuel would not do anything against the law
3. The grocery store clerk finally sent for the police because _____.
 - A) more ink came off from the \$20 bill
 - B) 20 dollars was a large amount of money then
 - C) one of the policemen could tell whether the \$20 bill was genuine or not
 - D) Emmanuel Ninger looked nervous when he got the change
4. Judging from the way Emmanuel Ninger made the fake money, we know that _____.
 - A) he loved painting more than anything else
 - B) he was a very clever man
 - C) he had quite a lot of mental problems

- D) he was a very good painter
5. In the last but one paragraph, the word *irony* is an indication of the writer's opinion that _____.
- A) Emmanuel Ninger could have earned more money without his illegal act
- B) Emmanuel Ninger could have become a greater painter if he kept on practicing his skills
- C) making money was not so easy as Emmanuel Ninger had thought
- D) the portraits were useless now that Emmanuel Ninger was arrested
6. The word *compromised* in the last sentence of the passage means _____.
- A) strengthened
- B) settled
- C) preserved or protected
- D) damaged

Passage 2

One day, a poor boy, who was selling goods from door to door to pay his way through school, found he had only one thin dime(一角硬币) left, and he was hungry. He decided he would ask for a meal at the next house. However, he lost his nerve when a lovely young woman opened the door.

Instead of a meal, he asked for a drink of water. She thought he looked hungry and so she brought him a large glass of milk. He drank it slowly, and then asked, "How much do I owe you?"

“You don’t owe me anything,” she replied. “Mother has taught us never to accept payment for a kindness.” He said, “Then I thank you from my heart.” As Howard Kelly left that house, he not only felt stronger physically, but his faith in God and man was strengthened also. He had been ready to give up and quit.

Years later, that young woman became critically(危急地) ill. The local doctors were baffled(难住). They finally sent her to the big city, where they called in specialists(专家) to study her rare(罕见的) disease.

Dr. Howard Kelly was called in for the consultation(会诊). When he heard the name of the town she came from, he went down the hall of the hospital to her room. Dressed in his doctor's gown(罩衣), he went in to see her. He recognized her at once. He went back to the consultation room determined to do his best to save her life. From that day, he gave special attention to the case.

After a long struggle, the battle was won. Dr. Kelly requested from the business office to pass the final billing(开账单) on to him for approval. He looked at it, then wrote something on the edge, and the bill was sent to her room. She feared to open it, for she was sure it would take the rest of her life to pay for it all. Finally she looked, and something caught her attention on the side of the bill. She read these

words :