

Level 1

Modern English

WORKBOOK

现代英语

第一级 学生练习册
《现代英语》修订组

高等教育出版社

China
HEP

MODERN ENGLISH

for University Students

现代英语

(第二版)

Workbook

学生练习册

Level 1

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前 言

这一套《学生练习册》是中国高等教育出版社和英国麦克米伦出版公司合作出版的文、理、工各科通用大学英语教材《现代英语》(第二版)的配套教材,旨在帮助学生主要通过自测和自学达到复习、巩固教材(特别是《读与写》)教学内容的目的。练习册各单元由阅读理解、词汇、结构、完形填空和写作五大部分构成,在内容上覆盖教材并适当归纳、补充和拓展,以期帮助学生全面达到教学大纲的相应要求。

《学生练习册》在编写方式上尽量做到便于学生自学。除阅读理解部分亦可作课堂快速阅读训练材料外,其余练习原则上均应在教师指导下,由学生在课下独立完成。为了方便学生自测、自学,不仅在书末附了全部练习的参考答案,而且对疑难问题采用了适当讲解或注释的办法,使学生既能复习、巩固有关的知识和技巧,又免除了翻查工具书的麻烦。

为了全面复习、巩固教材内容,《学生练习册》在保证复现教材的基本教学内容的前提下,注意做到教材中详者在练习册中略,教材中略者在练习册中详,使之既与教材密切配合,又具有独立成书的特点。因此,阅读材料与现教材阅读课文在题材上基本一致。而在词汇、结构、练习中均有一些教材中训练不够或语焉不详而应予加强或可以增设的训练内容及练习形式。完形填空的选择项尽可能多容纳一些教材中出现的语言现象。至于写作训练,《学生练习册》利用单独成书的方便,从修辞功能角度入手,讲练结合,以练为主,引导学生学会造句、扩句与并句的各种技能,进而熟悉段落的基本结构和各种句间连接过渡、转折等手法,然后逐步掌握各种特殊段落的展开方式,练习册各级分工明确,先易后难,循序渐进,

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结合教材把从句到段的各种写作技能逐一分析讲解,指导学生进行目的明确的训练,为四级的短文写作打下一个比较坚实的基础。

本书为《学生练习册》第一级。本书在编写过程中得到了许多院校及有关方面人士的关心、支持和帮助,在这里我们要特别感谢东南大学、重庆大学、成都地质学院、郑州粮食学院等院校的大力支持。曹根望、罗信群、邹长征、秦傲松、徐承钟、王志纯等参加了本练习册的审稿工作,并提供了宝贵的修改建议,在此一并致谢。

本书由李五全制定编写细则,并完成阅读理解(大部分)及写作部分的编写任务,罗润田负责词汇、结构及一部分阅读理解的编写工作,贾莉负责完形填空的编写工作,初稿完成后,由李五全统一修改定稿。除主编、副主编外,先后参加编写工作的有:朱红、刘万中、肖洪森、霍玉秀、马玉梅、彭秀玲和刘国仕。

编者

1993年3月

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UNIT ONE

READING COMPREHENSION

READ — FASTER AND BETTER

A few years ago some teachers of French did an interesting experiment with a group of English speaking beginner students. They gave the students a difficult reading passage in French. Some students finished the article quickly. Other students read slowly and stopped when they couldn't understand a word. The result was that the fast readers understood the general meaning of the passage, but the slow readers didn't. Of course, this shows that it is better to read quickly.

If you want to read quickly you must learn to use your eyes quickly. You must learn to look at groups of words at the same time and not one word only. Perhaps when you read your own language you read groups of words automatically. Certainly, when a lot of students read a foreign language they read word for word. Now try to read groups of English words together — if you practise this exercise soon you'll understand the general meaning.

First read a passage at your normal reading speed. Then

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read the same passage again twice as quickly. And again, more quickly. When you read quickly you'll find that two things will happen. First you'll read groups of words naturally. Secondly it will be impossible not to read the "key" words. The "key" words are the most important words. And, of course, they help you to understand the general meaning.

There are two important things to remember when you read. You must sit comfortably because your brain can understand more when it is relaxed — so you must be relaxed. The other important point to remember is that you must practise — in the same way as you practise a sport. It's better to practise reading for ten minutes every day than for an hour once a week.

READING TIMES : READING SPEED :

1st reading _____ minutes	5 minutes = 59 WPM
2nd reading _____ minutes	4 minutes = 74 WPM
	3 minutes = 98 WPM
	2 minutes = 147 WPM

COMPREHENSION CHECK

Circle the letter of the best answer to each of the following questions.

1. According to this passage, if you want to understand the general meaning of an article, it's better for you to read
 - A. carefully
 - B. slowly
 - C. the "key" words
 - ☒ D. quickly

2. To read quickly one must learn to
- A. read word for word carefully
 - B. look at one word only at a time
 - ☒ C. read groups of words together
 - D. sit comfortably and be relaxed
3. Which of the following is NOT correct according to the passage?
- A. A good reader sits comfortably.
 - B. A good reader is relaxed.
 - C. To be a good reader, one must practise reading regularly.
 - ☒ D. To be a good reader, one must read for a long time once a week.
4. According to the author, if we read a foreign language quickly
- A. it will be possible not to read the "key" words.
 - B. we'll read groups of words naturally.
 - C. it'll be impossible not to read the "key" words.
 - ☒ D. Both B and C
5. In paragraph 1, "English speaking beginner students" were most probably
- A. children who began to learn English
 - B. adults whose mother tongue was English
 - ☒ C. students who were learning to speak English
 - ☒ D. students whose mother tongue was English and who were learning French
6. In paragraph 2, the word "automatically" most nearly means
- ☒ A. without thinking
 - B. without help
 - C. with self-confidence
 - D. with self-control

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7. In paragraph 3, the sentence "read the same passage again, twice as quickly" most nearly means
- A. read two identical passages equally quickly
 - B. read the same passage once more as quickly as you can
 - ☒ C. read the same passage once more at double the speed
 - D. read the same passage at the same speed the second and the third time

Vocabulary

I. ANTONYMS

Match the words in Column I with their corresponding antonyms in Column II.

Column I	Column II
1 majority	A illegal
2 encourage	B child
3 primitive	C disadvantage
4 advantage	D temporary
5 adult	E civilized
6 opponent	F teammate
7 legal	G minority
8 permanent	H discourage

- II. Choose the word that, if inserted in the sentence, would agree most closely with thought of the sentence.

cover

encouraged

involve

accept	opponents	advantages
proportion	contrast	permanent

1. Try to _____ yourself in the general activity of the house; it'll be good for you.
2. This dictionary doesn't _____ the whole of the English vocabulary.
3. Her success _____ her to continue her study in the foreign country.
4. There are several _____ in making computers as small as one can.
5. The government officials are not allowed to _____ rewards.
6. This book shows the very interesting _____ between life now and life a hundred years ago.
7. The _____ of men to women in the population has changed so that there are now fewer women and more men.
8. The two _____ in the game were of almost equal skill.

III. Substitute, in place of the italicized word or words, the idiomatic expression partially indicated in parentheses. Change the word form where necessary.

1. Those books with coloured illustrations *are mainly prepared for* use in kindergartens.
[design _____]
2. You'll soon *get used to* the change of climate.
[accustom _____]

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3. I don't see how happiness can *be connected with* having money.
[associate _____]
4. Next time the problem comes up, I'll *take action about* it.
5. I hurt my arm on the stone that *is in a position further forward* from the wall.
[stick _____]
6. He read through the timetable carefully and wanted to *learn* when the last train arrived.
[find _____]
7. What are you going to be when you *become an adult*?
[grow _____]
8. You must consider these matters *all together*, not one by one.
[_____ whole]

STRUCTURE

I. UNTIL

Look at these examples:

Most children become permanent right- or left-handed after they are five or six years old .

→ Most children do not become permanent right- or left-handed until they are five or six years old .

OR

→ It is not until they are five or six years old that most children become permanent right- or left-handed.

Rewrite the following sentences in the other two ways.

1. The violin can be played after it has been carefully tuned.
2. Mary came home after she had finished shopping.
3. She remembered her appointment with the doctor after she had arrived home.
4. The mother left the room after the child fell asleep.
5. He went to bed after his brother came back.
6. People know the value of health after they lose it.

II. V - ING AS SUBJECT

Look at these examples:

- A. In sports it is often an advantage to do things with the left hand (or left foot).
In sports doing things with the left hand (or left foot) is often an advantage.
- B. If you throw, kick, punch or bat from the "wrong side", you may disconcert your opponents .
Throwing, kicking, punching or batting form the "Wrong side" may disconcert your opponents.

Rewrite the following sentences, changing the italicized verb into - ing form .

1. It can be a difficult matter *to decide* on where to spend one's holidays.
2. If you *live* in a big city, you have many advantages, such as good schools, libraries and theatres.
3. It requires great patience and understanding *to try* to teach backward children.
4. If you *smoke* heavily, your health may be affected seriously.

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5. It always amuses children *to sail* toy ships in a pool of water.
6. If you *make* a big change, problems may be caused.

Now complete the following sentences, using the gerundial clause as the subject.

1. Reading good books ...
2. Swimming in the sea ...
3. Eating to excess ...
4. Seeing him sad ...
5. His always doing things in a hurry ...

CLOZE

Young people and older people do not always agree. They sometimes have 1 ideas about living, working and playing. 2 in one special program in New York State, 3 and teenagers live together in space.

Each summer 200 teenagers and 50 adults live together 4 eight weeks 5 members of a special work group. Everyone 6 several hours each day. The aim is not just to keep 7. It is to find meaning and enjoyment 8 work. Some teenagers work in the woods or 9 the farms near the village. Some learn 10 furniture and to build houses. The adults 11 them these skills.

There are several free hours each day. Weekends are free, 12. During the free hours 13 of the teenagers learn photography or painting. Others sit 14 and talk or

sing. Each teenager chooses his own way 15 his free time.

1. A. the same ~~B.~~ different C. similar D. many
2. A. And B. So ~~C.~~ But D. Moreover
3. A. children B. old people ~~C.~~ adults D. middle-aged men
4. ~~A.~~ for B. during C. within D. in
5. A. like ~~B.~~ as C. with D. among
6. A. studies B. talks ~~C.~~ works D. plays
7. ~~A.~~ busy B. free C. studying D. talking
8. A. for ~~B.~~ at ~~C.~~ in D. during
9. A. for ~~B.~~ on C. at D. beside
10. A. to use ~~B.~~ to make C. use D. make
11. ~~A.~~ give B. learn ~~C.~~ teach D. lend
12. A. also ~~B.~~ too ~~C.~~ either D. neither
13. A. all B. any ~~C.~~ some D. most
14. A. down B. through C. up ~~D.~~ around
15. A. spend B. spent C. spending ~~D.~~ to spend

WRITING

COORDINATION: SIMPLE COORDINATORS

Coordination is a very common and effective way of joining similar elements within a sentence. It occurs when a word called *coordinator* — a word like **or**, **and**, or **but** — connects one or more elements in a sentence to another. The elements joined by a coordinator may be single words, phrases, or clauses. Coordination allows writers to be economical with their words and helps avoid needless repeti-

tion.

Exercise A: Combine each of the following groups of sentences into a single sentence by using an appropriate simple coordinator.

1. In sports, throwing from the "wrong side" may disconcert opponents.

In sports, kicking from the "wrong side" may disconcert opponents.

In sports, batting from the "wrong side" may disconcert opponents.

2. Mary studied for a math test last night.

Mary wrote an English composition last night.

Mary read a chapter in her history test last night.

3. John was happy with his achievement.

John was tired from the struggle.

4. Today left-handedness is generally accepted.

Left-handedness is still a disadvantage in an indisputably right-handed world.

5. He will continue to go to college.

He will have a lot of wasted time to make up for.

6. Do it now.

You will have difficulty later.

7. Kathy is a writer.

Kathy is an actress.

8. Peggy cooked breakfast.

Then ~~she~~ fed the baby.

Then ~~she~~ reviewed her notes.

Then she wrote her newspaper article.

Exercise B: Study the examples carefully, paying special attention to the coordinators. Then combine each of the pairs of sentences into a single sentence after the examples.

Examples:

- a. The word *right* in many languages means *correct* or *legal*, **whereas** words associated with *left* generally have bad meanings.
- b. He felt no fear, **for** he was a brave man.
1. I decided to stop and have lunch.
I was feeling quite hungry.
2. This year I am comparatively free.
Last year I was very busy.
3. She doesn't go out now.
She is very old.
4. They want a house.
We would rather live in a flat.