



普通高等教育“十一五”国家级规划教材



21st Century Practical College English

# 21世纪大学实用英语

总主编 翟象俊 余建中 陈永捷

Workbook

## 综合练习 (第三册)

本册主编 宋梅 黄莺



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**宋 梅 黄 莺 本册主编**

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## 内 容 提 要

《21 世纪大学实用英语》系列教材根据《高职高专教育英语课程教学基本要求》以及我国高职高专人才培养特点和教学改革的成果编写而成,突出教学内容的实用性和针对性,将语言基础能力的培养与实际涉外交际能力的训练有机地结合起来,以满足 21 世纪全球化社会经济发展对高职高专人才的要求。

本套教材包括《综合教程》、《综合练习》、《教学参考书》(每一种分为基础教程和 1-4 册)及配套的音带、多媒体课件、电子教案等。本套教材供高职高专院校普通英语教学使用。

本书为《综合练习》第三册,共 8 个单元,供与《21 世纪实用大学英语综合教程》(第三册)配套使用,起到补充和增强的作用,同时也为学生今后参加高等学校英语应用能力考试打下基础。每一单元均包括课文练习(Text Exercises)和高等学校英语应用能力考试练习(Exercises for PRETCO)两部分。本书还配有一份期中练习卷和两份期末练习卷,供学生检测自己的学习情况,了解自己的应考能力。

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# 前言

《21 世纪大学实用英语》系列教材根据教育部颁发的《高职高专教育英语课程教学基本要求》编写,包括《综合教程》、《综合练习》、《教学参考书》(每一种分为基础教程和 1-4 册)及配套的音带、多媒体课件、电子教案和网络课程等。本套教材供高职高专普通英语教学使用。《综合教程》第一册的起点词汇量为 1 000 词,《基础教程》的起点词汇量为 600 词。一般以第一册作为起点,基础稍弱的学生也可以从《基础教程》学起,而基础较好的学生则可以将第二册作为起点。

《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,并结合高职高专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”由同一题材的三篇文章组成:Text A 为精读材料,配有课文前的热身练习,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”则根据高职高专英语教学的特点,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;第二部分结合高等学校英语应用能力考试(Practical English Test for Colleges)的要求设计练习试题,所有题型和题量均以 B、A 两级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 PRETCO 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。另外还附有《综合练习》中的练习答案和录音原文。

《21 世纪大学实用英语》吸取了现行国内外同类教材的优点,以我国高职高专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职高专人才的要求。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应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高等学校英语应用能力考试的习题和题解,以期让学生在巩固所学内容的同时,能够适应各种英语能力考试。

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、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》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

2006 年 7 月

# 使用说明

本书为《21 世纪大学实用英语综合练习》第三册。全书共 8 个单元,供与《综合教程》第三册配套使用。本书对《综合教程》起到补充和增强的作用,同时,也为学生今后参加高等学校英语应用能力考试打下基础。

本书每一单元包括课文练习(Text Exercises)和高等学校英语应用能力考试练习(Exercises for PRETCO)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,让学生在实际情况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。

**Phrasal Verbs** 为本册新增练习内容,包含英语中最常用的动词词组及相关练习。本练习尽可能多地利用了《综合教程》的课文中已经出现的句子,使学生既能学到常用动词词组的释义和用法,又能复习并巩固以前所学的内容。

**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。

高等学校英语应用能力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。考虑到听



力一直是许多学生的薄弱环节,我们在每份练习卷中都编了跟真实考试一样多的习题。在词汇和结构部分,我们力图使学生能够将已经学过的词汇和结构都复习一遍,所以增加了 10 道选择题。阅读理解练习比较费时费力,因而我们在每单元中只安排两项任务,但在各单元中轮流将考试题型全部包含在内。翻译和写作两部分练习则完全按照考试的要求编写。

本书在第四单元后有一份针对《综合教程》前四个单元的期中试卷,第八单元后有一份针对后四个单元的期末试卷。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高等学校英语应用能力考试模拟试卷,供学生了解自己的应考能力。

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  
2006 年 7 月

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# Unit 1

## Part I Text Exercises

### I. Word Building(构词法)

- A. In English, the suffix *-less* can be added to some nouns to make them take the meaning of “without” or “lacking”(在英语中,后缀*-less*可以加在名词之后,使这些名词带有“无”或“缺少”的含义).

e.g.

<i>regard</i>	+	<i>-less</i>	→	<i>regardless</i>
<i>aim</i>	+	<i>-less</i>	→	<i>aimless</i>
<i>thought</i>	+	<i>-less</i>	→	<i>thoughtless</i>
<i>price</i>	+	<i>-less</i>	→	<i>priceless</i>
<i>pain</i>	+	<i>-less</i>	→	<i>painless</i>

Now use the following words plus the suffix *-less* to fill in the blanks in the sentences below (将下列词加上后缀*-less*并填入下面句子的空格中).

care	end	help	home	hope	need	penny	use
------	-----	------	------	------	------	-------	-----

1. She had a very negative attitude towards everything and felt totally \_\_\_\_\_ about the future.
2. The earthquake left thousands of people \_\_\_\_\_.
3. It was \_\_\_\_\_ of me to leave the door open. I should have kept it closed.
4. Safety is everyone's responsibility. All of us should learn to protect ourselves from \_\_\_\_\_ injury and death.
5. He asks me for money every day and seems to think that I have a(n) \_\_\_\_\_ supply of it.
6. All the computers in the world would be \_\_\_\_\_ without those people who supply various programs for them.

7. Newborn babies are completely \_\_\_\_\_. They cannot sit up, move from one place to another, feed themselves, or talk.
8. She'd soon be \_\_\_\_\_ if she couldn't find a suitable job.

B. The suffix *-ward(s)* means "towards a particular direction or place" or "in a specified direction in time or space" (后缀 *-ward(s)* 意为“朝,向”或“在时间或空间上处于某个特定的方向”).

e.g.

<i>out</i>	+ <i>-ward(s)</i>	→	<i>outward(s)</i>
<i>down</i>	+ <i>-ward(s)</i>	→	<i>downward(s)</i>

Write out the Chinese equivalents of the following words with the suffix *-ward(s)* and fill in the blanks in the sentences below with these words (写出下列带 *-ward(s)* 后缀的单词的中文对应词并用这些词填入下面的句子空格中).

backward(s)	_____
eastward(s)	_____
forward(s)	_____
northward(s)	_____
onward(s)	_____
southward(s)	_____

- In spring, millions of small birds fly \_\_\_\_\_ to North America across the Gulf of Mexico(墨西哥湾).
- The Canadian needleleaf(针叶) forests extend \_\_\_\_\_ into the Western United States, where they include many of the world's largest trees.
- Two of the world's longest rivers, the Yellow River and the Yangtze, begin in the highlands and flow \_\_\_\_\_ across China to the sea.
- To date(确定...的年代) an event before the birth of Christ, we count \_\_\_\_\_ from 1.
- From the turn of the century \_\_\_\_\_, the country underwent a lot of changes.
- It has been reported that their project cannot go \_\_\_\_\_ without more money.



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. 心情好          | _____ |
| 2. 幸福极了         | _____ |
| 3. 遇到不顺心的日子     | _____ |
| 4. 看到积极的一面      | _____ |
| 5. 对某事感到好奇      | _____ |
| 6. 每当我心情不好的时候   | _____ |
| 7. 砍掉所有毫无价值的东西  | _____ |
| 8. 对紧急情况作出反应    | _____ |
| 9. 仔细考虑某人所说的话   | _____ |
| 10. 遭到持枪劫持      | _____ |
| 11. 我心中掠过的第一件事情 | _____ |
| 12. 对…过敏        | _____ |

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. choose to have a happy attitude ( )                | A. 共同拥有           |
| 2. have little to do with sth. ( )                    | B. 导向外部           |
| 3. have in common ( )                                 | C. 自尊相对较高的人       |
| 4. whatever works to increase one's self-esteem ( )   | D. 控制自己的命运        |
| 5. in contrast ( )                                    | E. 跟某事几乎没有关系      |
| 6. direct outward ( )                                 | F. 任何行之有效的增强自尊的方法 |
| 7. be directly related to ( )                         | G. 经常性地           |
| 8. people with relatively high self-esteem ( )        | H. 对照之下           |
| 9. control one's own destiny ( )                      | I. 大大有助于改善我们的总体心态 |
| 10. be quick to blame other people ( )                | J. 跟…直接相关         |
| 11. on a regular basis ( )                            | K. 选择拥有快乐的心态      |
| 12. go a long way to improve our overall attitude ( ) | L. 急于责备别人         |

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).

go + *ad.* / *prep.*

Match the definitions in Column B with the phrasal verbs in Column A. Then fill in the blanks 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适当形式填空。)

A

B

- |  |   |
|--|---|
| 1. go on (    )<br>2. go about (    )<br>3. go off (    )<br>4. go along with (    )<br>5. go by (    )<br>6. go for (    )<br>7. go over (    )<br>8. go through (    ) | A. set about to do<br>B. pass through; experience; examine carefully<br>C. pass, elapse<br>D. try to obtain or win<br>E. explode; leave<br>F. accept or support (sth. )<br>G. take place, happen; continue<br>H. examine; study, review |
|--|---|
9. I want to learn German but I don't know the best way to \_\_\_\_\_ it.
10. Seven years \_\_\_\_\_ since I said goodbye to my hometown.
11. Jackson is \_\_\_\_\_ his second gold medal in the current contest.
12. The children grew up and got married. Five of the seven \_\_\_\_\_ to college, most after they were married.
13. I don't \_\_\_\_\_ her views on the cause of environmental problems.
14. It is my understanding that this illegal practice has been \_\_\_\_\_ for many years.
15. She \_\_\_\_\_ his jacket pockets and eventually found the keys.
16. There are quite a few mistakes in your homework. Please \_\_\_\_\_ it carefully before you hand it in.

cut + *ad.* / *prep.*

Fill in each of the blanks in Column A with an adverb or a preposition so as to form a suitable phrasal verb that matches the definition in Column B. Then

complete the sentences 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. cut _____ | go across (a place) in order to make your route shorter   |
| 2. cut _____ | remove (sth.) by cutting  |
| 3. cut _____ | reduce (sth.)   |
| 4. cut _____ | cut through the main part of (sth.) so that it falls on the ground; reduce the size, amount or number of (sth.) |
| 5. cut _____ | interrupt sb. when they are speaking  |
| 6. cut _____ | [often passive] interrupt (sb.) on the telephone by breaking the connection; remove from sth. larger by cutting |
| 7. cut _____ | remove (sth.) by cutting round it, often with scissors; stop doing, using or eating (sth.)                      |
| 8. cut _____ | divide (sth.) into small pieces with a knife, etc.  |
9. This article is too long. We need to \_\_\_\_\_ it \_\_\_\_\_ to 1,000 words.
10. His finger got \_\_\_\_\_ in an accident at work.
11. My mother is not a bargain shopper. She does not \_\_\_\_\_ coupons (购物优待券) or compare products or prices.
12. Let's \_\_\_\_\_ the cake into eight pieces so that everyone can have one.
13. I usually \_\_\_\_\_ the car park (停车场) to get to work.
14. The pioneers (拓荒者) needed to use axes to \_\_\_\_\_ the brush (灌木丛) and small trees in order to go on ahead.
15. As there is more than enough wheat (小麦) on the market, the farmers have agreed to \_\_\_\_\_ production next year.
16. She kept \_\_\_\_\_ on our conversation though I told her to be quiet.

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).

Seeing his style really made me curious. So one day I went up to Jerry and asked him, "I don't (1) \_\_\_\_\_ it! You can't be a positive person all the (2) \_\_\_\_\_. How do you do it?"

Jerry replied, "Each morning I (3) \_\_\_\_\_ up and say to myself,

'Jerry, you have two (4) \_\_\_\_\_ today. You can choose to be in a good mood or you can choose to be in a bad mood.' I (5) \_\_\_\_\_ to be in a good mood. Each time something bad happens, I can choose to be a (6) \_\_\_\_\_ or I can choose to learn from it. I choose to learn from it. Every time someone comes to me (7) \_\_\_\_\_, I can choose to accept their complaining or I can point (8) \_\_\_\_\_ the positive side of life. I choose the positive side of life. "

"Hey, it's not (9) \_\_\_\_\_ easy," I protested.

"Yes it is," Jerry said. "Life is all about choices. When you cut (10) \_\_\_\_\_ all the junk, every situation is a choice. You choose how you (11) \_\_\_\_\_ to situations. You choose how people will (12) \_\_\_\_\_ your mood. You choose to be in a good or bad mood. The bottom line; it's your choice how you live life. "

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

### Passage 1

When you wake up every day, you have two choices: You can either be positive or negative, an optimist or a pessimist.

I choose to be an optimist. I see the glass as half-full, not half-empty. I realize that after every storm the sun shines and there is a solution to every problem.

It's like the two salesmen who fell on(遭遇) hard times(艰难时期) and ended up broke in a small town in Montana. They needed money to move on and learned that the town paid \$20 each for wolf pelts(毛皮). They sensed opportunity. That night they set out with a couple of clubs(棍棒) and some borrowed supplies and made camp(搭起帐篷) in the distant hills. They were no sooner asleep than one was awakened by a strange and frightening howl(嚎叫). He crawled outside the tent to find himself surrounded by hundreds of snarling(嗥叫的) wolves. Back into the tent he crawled and shook his friend.

"Wake up!" he cried. "Wake up! We're rich!"

There is another story about a terrible tornado(龙卷风) that swept through Minnesota a few summers back. It caused massive damage and an entire town was wiped out. People were worried and upset. One photojournalist for a local TV station captured a slightly different picture of the disaster when he featured(突出介绍) a man standing by his car, which had been crushed by a fallen tree. He was smiling, waving at people