21st Century Practical College English

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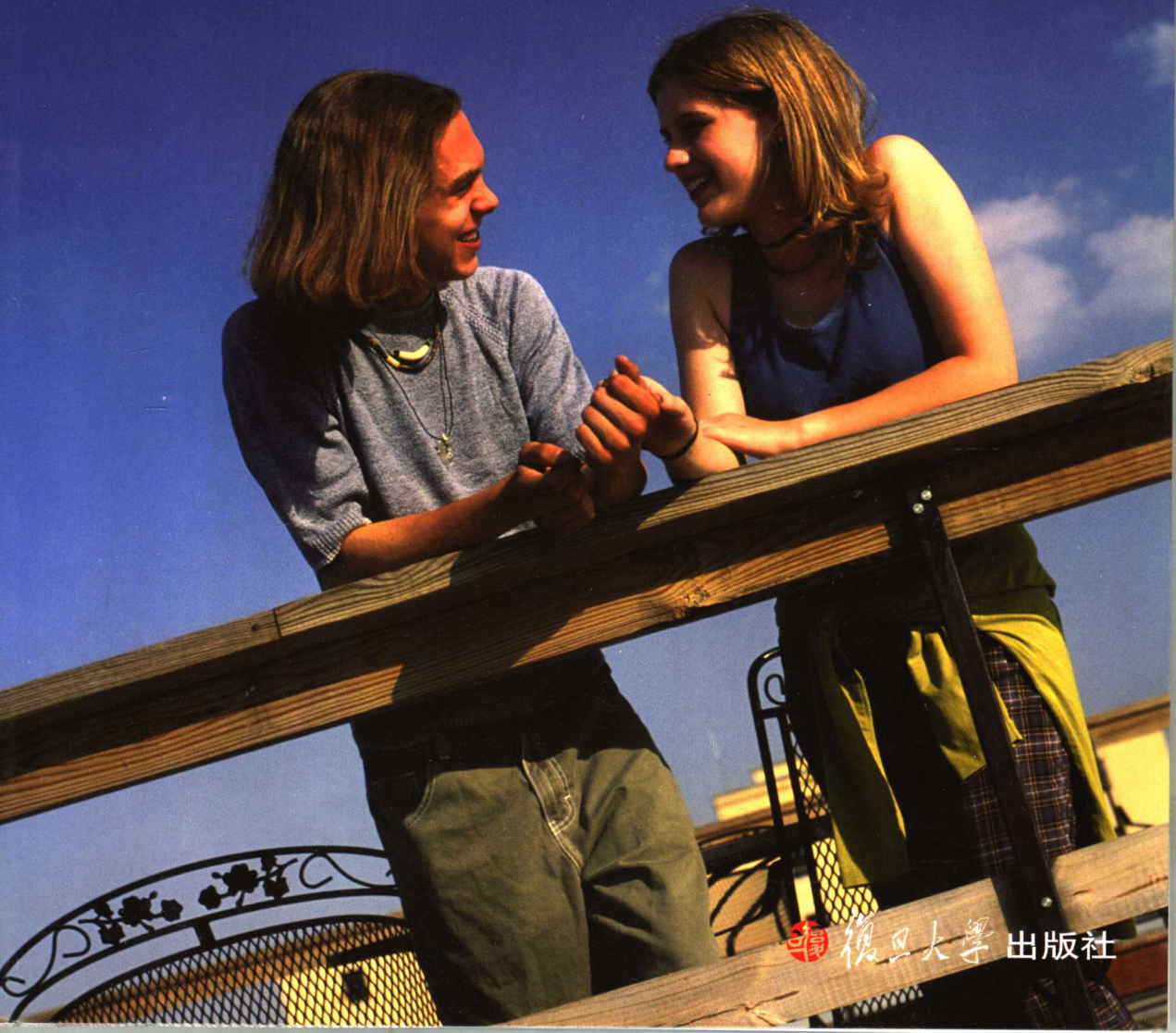
21世纪大学实用英语

总主编　翟象俊　陈永捷　余建中

Workbook

综合练习（第二册）

本册主编　余建中　季佩英　宋梅

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21 世纪大学实用英语综合练习（第二册）

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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的成果为依据,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同一主题展开,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》第二册。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里完成阅读,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里完成试卷内容,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。

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编　者

2006 年 7 月

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CONTENTS

Unit 1

Part Ⅰ Text Exercises

Ⅰ. Word Building（构词法）

In English, the prefix *mis-* can be added to some verbs, nouns or adjectives to form new words with the meaning "bad(ly) or wrong(ly)"（在英语中，前缀 *mis-*可以加在动词、名词或形容词之前构成新词，意为"坏，错"）.

e. g.

mis-	+ *place*	*misplace*
mis-	+ *understanding*	*misunderstanding*
mis-	+ *fortunate*	*misfortunate*

Add the prefix *mis-* to the words below and fill in the blanks in the following sentences with them in their proper forms（给下列单词加上前缀 *mis-*，并将它们以正确形式填入句中空格）.

fortune　　　　　　　_____

judge　　　　　　　　_____

lead　　　　　　　　　_____

leading　　　　　　　_____

print(印刷;印出的字)　_____

pronounce(发音)　　　_____

spell　　　　　　　　_____

use　　　　　　　　　_____

1. In the last sentence of the article, "unclear" is a _____ for "nuclear."

2. I don't want to _____ anyone by saying that these two words are

almost the same.

3. His speech gives a _____ impression of what is happening to the economy.

4. _____ of this medicine can result in serious consequences.

5. He _____ the situation and so failed to win the victory.

6. I am terribly sorry if I _____ your name.

7. I really can't imagine what a _____ it must be for a mother to lose her son in such an accident.

8. Nothing is as embarrassing as _____ your own name or street address.

The suffix *-ous* can be added to a noun to make it an adjective, describing something that has a particular quality(后缀*-ous* 可以加在名词之后构成形容词,用以描述某物具有某种特性).
e. g.

mystery(将 *y* 变成 *i* 后)	+ *-ous*	*mysterious*
danger	+ *-ous*	*dangerous*
poison	+ *-ous*	*poisonous*

Write out the adjectives derived from the nouns below and use them to fill in the blanks in the following sentences(写出由下列名词派生出的形容词,并用它们填入下列句中的空格).

Nouns	Adjectives
courage	_____
fame	_____
glory	_____
humor	_____
mountain	_____
space	_____

9. It was a very dangerous experience but the boys were very _____.

10. With all her talent, her future could be more _____ than her past.

11. Fog(雾) and rain are common in the _____ regions near the border.

12. In their newly bought house, the bedrooms are _____ although the bathrooms are a little too small.

13. Through his own hard work, he made himself rich and _____.

14. Judging from the way he laughed as he told it, the joke was meant to be _____.

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. 径直走向   _____
2. 吃饭不付钱   _____
3. 从一个人传到另一个人   _____
4. 在很远的地方呆着   _____
5. 给某人造成麻烦   _____
6. 在北京的南边   _____
7. 听到广播自己的航班号   _____
8. 听起来相似   _____
9. 造成公路关闭   _____
10. 纳闷到底发生了什么事   _____
11. 请准时   _____
12. 想哭   _____

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. present sb. with a present (　)   A. 感冒
2. get sth. right (　)   B. 如坐针毡;坐立不安
3. catch a cold (　)   C. 打破僵局
4. How about...? (　)   D. 完全没有道理
5. make no sense at all (　)   E. 失去自控能力
6. beside oneself (　)   F. 学习英语的基础知识
7. learn the basics of the English language (　)   G. 将一件礼物赠送给某人
8. be on pins and needles (　)   H. 你觉得…怎样?

9. break the ice ( )   I.   把某事彻底弄清楚

10. dawn on sb. ( )   J.   某人突然明白

Ⅳ. 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）.

Because so many English words sound similar, misunderstandings among English-speaking people are not (1) ＿＿＿＿＿＿. Not all misunderstandings result (2) ＿＿＿＿＿＿ highways being closed or passengers (3) ＿＿＿＿＿＿ to the wrong continent. (4) ＿＿＿＿＿＿ misunderstandings are much less (5) ＿＿＿＿＿＿. Every day people speaking (6) ＿＿＿＿＿＿ ask one another questions (7) ＿＿＿＿＿＿ these: "Did you say seventy (8) ＿＿＿＿＿＿ seventeen?" "Did you say (9) ＿＿＿＿＿＿ you can come or that you (10) ＿＿＿＿＿＿?" Similar-sounding words can be (11) ＿＿＿＿＿＿ confusing for people who speak English (12) ＿＿＿＿＿＿ a second language.

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

Passage 1

Some nations pride themselves on having a clear and logical language. The French, for instance, point to their language as being the clearest and most logical in the world. The Germans, similarly, tend to point to their own language as the best in the world.

The British have never made any such claim. We know that it is one of the muddiest languages in the world. Sometimes we cannot even hear what people are saying. We find it hard to tell the difference between "fourteen" and "forty." We can spell words in different ways (hullo, hallo, hello) and we can pronounce some words different ways (either "eether" or "ither").

Meanings of certain English words or phrases waver all over the place, too. Let's consider the case of the word "funny." When someone uses it we often have to ask them which meaning they intend: Is that "funny ha, ha" (as in "*You look really funny in that hat.*") or "funny strange"? (as in "*Your keys aren't here.*"

"That's funny — I'm sure I left them on the table.")

Take "next Monday" for another example. How often do you hear conversations such as this:

"When are you going off on holiday?"

"Next Monday."

"The day after tomorrow?"

"No, not this Monday — next Monday."

"But the day after tomorrow is next Monday. It's the next Monday we have."

"Yes, but 'next Monday' is what we call the one after this one. This Monday is Monday next."

And so on. It is all very confusing, isn't it? In fact, there are plenty more like this if you look for such examples around you. (269 words)

1. Compared with the French and Germans, the British _____.

   A) are very proud of their English language

   B) believe that English is better than French or German

   C) are aware of the confusion that English may cause

   D) spend more time learning foreign languages

2. In English, it is difficult to tell the difference between some words because they _____.

   A) sound similar   B) are spelt in different ways

   C) look similar   D) are pronounced different ways

3. It can be known from the context that the word "waver" in the first sentence of the 3rd paragraph means _____.

   A) move up and down   B) never change

   C) move back and forth   D) change

4. The word "funny" is used in the 3rd paragraph _____.

   A) to make the readers laugh and feel interested

   B) as an example of a word with more than one meaning

   C) to show how an adjective is used in some sentences

   D) as a strange word that English has in its vocabulary

5. Through the conversation towards the end of the passage, the writer _____.

   A) gives another example of the muddiness of the English language

B) wants to tell the readers how to use the phrase "next Monday" correctly

C) indicates that he is going off on holiday soon

D) wants to show how interesting certain English conversations can be

Passage 2

How many languages do you speak? One, maybe two, you say? Wrong! If you speak English, you use words from at least 35 foreign languages. Want proof? Read the next two sentences out loud:

"Jane saw a baby squirrel(松鼠) outside the window. Although she was still wearing her cotton pajamas(睡衣), she hurried outside to look at it."

There. You just spoke five languages — counting English! "Baby" comes from a Dutch word spelled the same way. "Squirrel" is French. "Cotton" was first an Arabic word and "pajamas" was taken right from the Urdu language of India. Surprised?

You shouldn't be. Tim Morris is an English professor at the University of Texas, Arlington. He says that when we speak English, we're using bits and pieces of many languages.

Dr. Morris asks his college English classes to count "loan words" — words we use that were taken directly from other languages. He jokes about the term "loan words." "It seems unlikely that we're going to give these words back after we've done with them," he says. "Imported words" might be a better term.

According to studies done by Morris and others, simple English sentences may contain 15 percent or less of these "loan words." Complex sentences may be 50 percent or more "imports." Scientific papers might use mostly loan words. "We use imports constantly(不断地)," Morris says, "generally without any idea we are using them." (232 words)

1. It can be known from the passage that if one speaks English, one is likely _____.

A) to know many foreign languages well

B) to read some sentences out loud

C) to make mistakes when asked to speak a foreign language

D) to know some words of other languages

2. The two sentences in the second paragraph are used by the writer of the passage

to _____.

A) tell a story about Jane

B) show that the English language has quite a few foreign words

C) test the readers' knowledge of English grammar

D) prove that foreign languages are easy to learn

3. Prof. Morris prefers using the word "imported" instead of "loan" because

_____.

A) "imported" is an easier word

B) his students have difficulty understanding the word "loan"

C) he likes to tell jokes in class

D) the so-called "loan words" will not be given back

4. What kind of writing in English most contains foreign words?

A) Novels.   B) Scientific papers.

C) Poems.   D) Students' writings.

5. From what is said in the passage, we can know that _____.

A) many English-speaking people speak several foreign languages

B) Tim Morris knows at least 35 foreign languages

C) English-speaking people usually know which word is imported and which is not

D) most people are unaware of the foreign words that they use

Ⅵ. Read the following passage and complete the information by filling in the blanks below. For each blank, write no more than three words (阅读下列短文并完成句子,每一空格填写单词不超过 3 个).

It has been said by someone other than me that no language that pronounces the word colonel /ˈkɜːnl/ is perfect. In spite of some flaws(瑕疵), English is a great language. It isn't easy, though. I write a lot of English and never stop running into problems.

For example, how come someone who writes a play is a playwright and not a playwrite? Why is "next Monday" the Monday after the coming one?

A recent newspaper story said, "The teachers asked the students to read the papers they had written." Isn't it very confusing as to who wrote the papers — the students or the teachers?