

普通高等教育“十一五”国家级重点教材
2002年全国优秀教材二等奖



21世纪

TWENTY-FIRST CENTURY COLLEGE ENGLISH

大学英语

练习册 (第一册)

(修订版)

主编单位 复旦大学
上海交通大学



复旦大学出版社 高等教育出版社

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修订版前言

《21 世纪大学英语》自 1999 年正式出版以来,受到全国广大师生的欢迎和认可,大家普遍认为这套教材紧扣《大纲》要求,重视语言质量,有利于学生打好语言基础,而且符合中国英语教学的特点和需求,具有很强的信息性、趣味性、可思性和实用性,为课堂教学提供了丰富的素材,使教师有充分的发挥余地。不少师生称赞这套教材选文题材丰富,富有时代气息、人文精神和开放意识,满足了学生对多元文化和各门类信息的需求,且在结构编排上有许多创新之处。老师、同学们的称赞和认可是对我们编者的最大鼓舞和激励,我们表示由衷的感谢。

几年来,我们也不时听到一些师生对这套教材的缺点和不足提出的批评以及对修订本教材提出的建议。这些批评和建议都很中肯、很富建设性。值此大学英语教改进入新阶段之际,我们根据教育部颁发的新《课程要求》,结合广大师生的建议,拟从以下几方面对《21 世纪大学英语》进行了修订:

1. 鉴于新《课程要求》突出了对听说技能的培养要求,我们已新推出一套《视听说教程》四册,由复旦大学、上海大学、北京交通大学、上海交通大学的教师分册负责编写;《视听说教程》各单元的主题均与《读写教程》一致,是整套教材的一部分;

2. 鉴于新《课程要求》强调了阅读(包括快速阅读)技能的培养要求,我们已请复旦大学资深教授、《21 世纪大学英语》主编之一张增健先生新编一套《快速阅读教程》四册,其选材内容在主题上亦与《读写教程》一致,作为整套教材的一部分;

3. 根据广大师生的建议,我们将《读写教程》由原来的每册 10 个单元减为每册 8 个单元,按课文的难易度对前后顺序适当作一些调整,更换一些内容已显过时的课文,对课文后的练习作一些改动,在课文 B 后增加两项词汇练习,每个单元后增加一些格言、谚语、小幽默或诗歌等;

4. 根据广大教师的要求,我们大大充实了《教师用书》教案部分中的背景材料和语言点方面的内容,为教师的教学提供更多的方便,同时对课文的参考译文也作了较大的修改。

希望我们的修订能使教师们教起来更方便、更顺手,使同学们学起来更轻松、更愉快。同时,也希望教师们和同学们能一如既往,不断地对我们的教材提出批评建议,以便几年后再修订时能让我们做得更好。

编者

2005 年 7 月

第一版前言

《21 世纪大学英语》是根据教育部颁发的《大学英语教学大纲》编写的一套大学英语教材，包括《读写教程》、《听说教程》、《练习册》和《教师参考书》各四册，供大学英语教学两年使用。

《读写教程》每个单元由同一题材的三篇文章组成。课文 A 为精读材料，配有阅读理解、词汇、结构、翻译、写作等多种练习；课文 B、C 为泛读材料。课文前系统介绍各种基本阅读技能，课文后配有阅读理解练习题。我们的意图是把精读、泛读融为一体，使听、说、读、写、译五种技能的训练和培养围绕着精读课文进行，重点培养读、写、译的语言能力。

《听说教程》在题材方面与《读写教程》一致，使学生在听、说两方面进一步得到训练。《听说教程》由五个部分组成：1. 复习“热身”；2. 根据功能、意念编写的对话练习；3. 围绕《读写教程》课文 A 进行的主题讨论；4. 课内听、说练习；5. 课外听、说练习。

《练习册》包括三个部分。第一部分是《读写教程》课文 A 篇的词汇、结构补充练习；第二部分为《读写教程》B 篇的词汇、结构补充练习；第三部分是与《读写教程》各单元题材相关的 30 篇阅读材料及阅读理解题。《练习册》可在教师指导下供学生课外自学使用，练习答案附在书后。

《教师参考书》为教师提供与《读写教程》、《听说教程》有关的背景知识、难句解释、语言点例释、课堂活动、补充材料以及课文参考译文和练习答案。

此外，《读写教程》配有录音磁带和多媒体课件，《听说教程》也配有录音磁带。

《读写教程》、《听说教程》和《练习册》分工不同且各有侧重点，但相互间又紧密配合，形成一个有机的整体，以实现大纲规定的大学英语教学的目的，即：“培养学生具有较强的阅读能力，一定的听、说、写、译能力，使他们能以英语为工具交流信息。”

《21 世纪大学英语》在选材上注重内容的趣味性、信息性、可思性和前瞻性，语言的规范性、致用性和文体的多样性。课文绝大多数选自 20 世纪 80 年代和 90 年代出版的英美报刊书籍，为适合教学目的对部分内容做了一些删改。

《21 世纪大学英语》由复旦大学和上海交通大学联合编写，上海大学的部分教师参加了《听说教程》的编写工作。美籍专家 Sherill Pociacha 和 Maurice Hauck 参加了部分内容的编写，并对全书提出了修改意见。对他们的辛勤工作我们表示衷心的感谢。

《21 世纪大学英语》于 1997 年初开始编写，初稿曾在复旦大学和上海交通大学 97 级 12 个班、98 级 26 个班中试用，较受欢迎。根据试用师生的反馈意见，我们又作了一些补充、修改。在此，对两校试用这部教材的师生表示诚挚的谢意。

本书为《练习册》第一册，参加编写的还有《读写教程》第一册的部分编者。

编者
1999 年 4 月

使用说明

本练习册(修订版)是《21 世纪大学英语〈读写教程〉》的配套书,供修大学英语课程的学生使用。

本册共有八个单元。每单元均由三部分组成:第一部分为《21 世纪大学英语〈读写教程〉》Text A 的配套练习,第二部分为 Text B 的配套练习,第三部分为快速阅读训练。

第一部分包括以下八类练习:1、拼写与词义;2、构词;3、介词与副词的用法;4、短语动词;5、改错;6、容易混淆的词;7、短语与词组翻译;8、完形填空。其中第三与第四类及第五与第六类隔单元交替出现,即第一、三、五、七单元出现介词与副词的用法和容易混淆的词两类练习,第二、四、六、八单元出现短语动词和改错两类练习。

第二部分主要包括以下三类练习:1、词组翻译(汉译英);2、单词填空;3、词组填空。

第三部分包括三篇 300 词左右的短文,每篇后面均有五个阅读理解多项选择题。短文内容跟读写教程课文相关,以增加读写教程所含词的重现率并方便学生复习、巩固在读写教程中所学的内容。书后所附 Rate Graph 与 Comprehension Graph 供学生记录自己的快速阅读情况时用。Rate Graph 中的 wpm(每分钟阅读词数)指以每篇阅读材料为 300 词计算,学生用去表左所列时间完成阅读任务时相应的每分钟阅读量。

本练习册(修订版)内容不是读写教程中已有练习的简单重复。读写教程因为容量所限,不可能将所有必要的练习都包含进去。本册编者与读写教程诸编者反复考虑后,确定了分别进入读写教程及本练习册的内容和练习形式。使用《21 世纪大学英语》系列教材的教师可根据学生的具体情况,使用本练习册中的全部或部分内容。

编 者

2000 年 6 月

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UNIT 1

Text A

Part I Exercises for Text A

I. Spell the following words with the help of their definitions and the first letters. Then complete the following sentences with some of these words. Change the form where necessary.

1. r _____ keep sth. in one's memory
2. rel _____ connected with the subject being discussed
3. at _____ sb. who is good at sports
4. s _____ a timetable for things to be done
5. ap _____ a way of doing sth.
6. v _____ all the words one knows, learns or uses
7. in _____ related to serious thought
8. d _____ a date or time by which sth. must be done
9. i _____ take no notice of
10. a _____ appoint to a job or duty
11. dr _____ a piece of writing or a plan in its unfinished form
12. f _____ direct attention, etc. on sth.

1. How many gold medals do you think Chinese _____ can win in the next Olympic Games?
2. Most of the students know that they need a new _____ to the study of English in college.
3. This point is not really _____ and we had better move on to the next point.
4. He read five or six simplified English novels during the summer, thus greatly increasing his _____.
5. Mary has a good memory that _____ everything she reads.
6. We finished the project two weeks ahead of _____.
7. Too much homework could damage the _____ development of children.
8. What's your _____ for finishing the project?
9. When I saw Jim, I stopped and smiled, but he _____ me and walked on.
10. He must be very tired today; he doesn't seem able to _____ at all.

II. Complete each of the following sentences with the proper form of the word given in brackets.

1. (able) How are you going to teach students of different _____ in one class?
2. (move) The automobile has given people great freedom of _____.
It enables them to decide where they want to go and when.
3. (concentrate) It takes a lot of _____ to understand Prof. Wilson's lectures.
4. (run) Wang Junxia, the winner of women's 5000-meter race in 1996's Olympic Games, is

- the greatest long-distance _____ in Chinese history.
5. (day) This medicine must be taken three times _____.
6. (improve) He has been working very hard and his schoolwork has shown much _____ since last term.
7. (discuss) After two hours' _____, the members of the club made the final decision at last.
8. (relevant) What you are saying is very _____ to the point under discussion.
9. (curious) Children have a natural _____ about the world around them.
10. (educate) In many countries in the world today, public schools offer an _____ to all children.

III. Fill in each of the blanks in the following sentences with a proper preposition or adverb.

- When I first came to college I realized that brainpower didn't count _____ much.
- Everyone in the class wants to make the most _____ the four years in college to learn as much as possible.
- The English teacher divided the class _____ six groups for oral discussion.
- Do you know that in Britain people drive _____ the left?
- Prof. Wang is going to give a series of lectures _____ socialist economics.
- You're smoking far too much; can't you cut _____ or stop altogether?
- Look at the map _____ the top of this page and try to find where Arizona is.
- If you have no more questions about this paragraph, let's move _____ to the next paragraph.
- In many cases, hard work alone does not necessarily lead _____ success.
- If I get my hands _____ that book, I'll send it to you.
- I have told him time _____ time not to waste his money buying expensive gifts for me.
- Could you just go _____ these papers and mark anything that's relevant?

IV. There are four pairs of words below that are easily misused. Fill in the brackets in Column A with these words with the help of the corresponding definitions given in Column B. Then fill in the blanks with these words in their proper forms.

alone	lonely
neglect	ignore
recognize	realize
origin	source

- | A | B |
|------------|--|
| 1. () | without others |
| () | feeling left by oneself and longing for company or friends |
| 2. () | refuse to take notice of; intentionally disregard |
| () | fail to care for or to do; pay little or no attention to |
| 3. () | understand clearly or correctly; be fully aware of |
| () | know again (sb. or sth. one has met before); accept as being legal, real, or important |

4. () the place from which anything comes or is obtained
 () the point at which something rises or comes into existence

1. The family has to find a new _____ of income.
2. It's a book about the _____ of the universe.
3. I hadn't seen her for 20 years, but I _____ her as soon as I saw her.
4. Emily Dickinson has been _____ as one of the greatest American poets of the 19th century.
5. I _____ how difficult it's going to be, but we must try.
6. A responsible father never _____ the education of his children.
7. Let's _____ the minor issues for the time being and concentrate on the important ones.
8. The young boy felt very _____ in the new school.
9. She's very disappointed about how things have developed, and she's not _____ in that.
10. Mr. Mooney lives _____ in his old house and has nothing to do with his neighbors.

V. Translate the following into English.

1. 充分发挥自己的才能
2. 掌握一些基本技术
3. 在班上名列前茅的学生
4. 不允许打断学习时间
5. 被指派辅导成绩差的运动员
6. 利用这段时间熟记生物学术语
7. 先看一本书的目录
8. 把一张词汇表贴在盥洗室的墙上
9. 不停地问问题
10. 试用不同的方法
11. 就课文的要点写两三句话
12. 花费的时间比预期的长

VI. Fill in each of the following blanks with one word. You are expected to use the exact word that appears in your textbook.

How do A students like these do it? Brains aren't the (1) _____ answer. The most gifted students do not (2) _____ perform best in exams. Knowing how to make the most of one's abilities (3) _____ for much more.

Hard work isn't the whole story (4) _____. Some of these high-achieving students (5) _____ put in fewer hours than their lower-scoring classmates. The students at the (6) _____ of the class get there by mastering a few basic (7) _____ that others can easily learn. (8) _____, according to education experts and students (9) _____, are the (10) _____ of A students.

Part II Exercises for Text B

I. Translate the following into English.

1. 又苦又甜的记忆
2. 去一所离家远的大学读书
3. 正好相反
4. 把自己偏爱的东西强加于某人
5. 碰巧位于我的故乡芝加哥或其附近
6. 只要经济上行得通
7. 非常想家
8. 能够转学
9. 来一个180度的大转弯
10. 财政困难

II. Fill in the blanks with the words given below. Change the form where necessary.

approach	finally	survive	assurance	happen
particular	transfer	despite	horrible	prospect
treasure	feasible	shift	locate	

1. If you _____ to see Tom, ask him to give me a call.
2. Her lost purse was _____ found in the reading room of the department.
3. As autumn _____, the plants and colours in the garden changed.
4. On that _____ day we had to be at school early.
5. The new Museum of Shanghai is _____ in the People's Square.
6. Your plan sounds quite _____ both technically and financially.
7. When the wind _____ from south to north, it began to get cold.
8. He gave us the _____ that he would give up smoking.
9. Thanks to his wife's experienced care, John has managed to _____ several heart attacks in the past two years.
10. Though the accident looked _____, no one was seriously injured.
11. Mary missed her family so much that she wanted to _____ to a college near her hometown of Chicago.
12. _____ the difference in their ages, they are close friends.
13. He doesn't like the _____ of having to live alone away from home.
14. Today she still _____ very much her memories of those happy days at the university.

III. Complete the following sentences with the expressions given below. Change the form where necessary.

as for	file into	on the other hand	what if
keep up	turn out	just the opposite	set in
well up	for good	on one's own	come of age

1. Tom was reading about the tragic death of the little girl when tears _____ uncontrollably in his eyes.
2. That is _____ of what I mean. You have misunderstood me completely.
3. In many countries, a young person _____ on his or her 18th birthday.
4. Ever since her mother's death, Janet has been _____. But she is going to get married next month.
5. Mr. and Mrs. Jones wanted to go for a walk; the children, _____, preferred to stay home and watch TV.
6. The work that the class is doing is too difficult for me. I don't think I'll be able to _____.
7. _____ I don't like the college I have selected? Can I transfer to another school?
8. Though it looked like rain this morning, it has _____ to be a fine day.
9. Slowly, they _____ the room and sat down.
10. Most of my classmates will go travelling during the summer vacation. _____ me, I am not going anywhere.
11. After his recovery from the illness, Alex made up his mind to give up smoking _____.
12. Panic _____ when it became clear that there was not enough room in the lifeboat for everyone on the sinking ship.

Part III Fast Reading

In this part, there are three passages followed by some multiple choice questions. Read the first passage as quickly as possible and mark the time you spent in the Rate Graph provided at the back of the workbook. Then do the multiple choice questions and check your answer against the key. After you are done with the questions, mark your comprehension rate in the Comprehension Graph. Do the second and the third passages in the same way.

Passage I

When I was in 7th grade, I had a lot of trouble reading. My mother used to sit by my side, and explain each paragraph of each school reading assignment to me because I didn't understand what I was reading. She would have to read each paragraph to me, and then after each paragraph, she summarized what we just read.

In class, I tried to hide the fact that I couldn't read. My teachers gave us the last 10 minutes of class to start our reading homework, and I would sit there for the last ten minutes of class staring at the page, pretending I was reading it — I remember a terrible feeling of not wanting to get in trouble for not being able to comprehend. I had to wait until I got home so my mother could explain it to me. How did I ever get into Cornell University? By eighth grade I started understanding a little on my own, but I was reading at an incredibly slow rate. In eighth grade, I got hold of all the speed reading books I could get my hands on. I read them all very slowly at the

time. I even went out and took a course on speed reading. Then I developed my own system which was easier and produced quicker results. I started practicing these techniques every day, and as I started to read faster, my understanding increased. I found that I stopped daydreaming and thinking about other things while I was reading, and started getting the larger meaning. I was reading faster and comprehending better.

I found that when you read slowly, word by word, you get lost in the words, lose the bigger picture, and your comprehension drops. When you read faster, your concentration actually increases and your comprehension goes up because instead of getting lost in the words, you see the overall picture.

(316 words)

1. The main difficulty the writer had in reading in her 7th grade was that _____.
 - A) she often forgot her school reading assignments
 - B) she had difficulty reading with comprehension
 - C) she had a poor vocabulary and very bad grammar
 - D) she always looked elsewhere when asked to read
2. The writer would pretend to be reading in the last 10 minutes of class because _____.
 - A) she was afraid of being found out
 - B) the reading class was terrible
 - C) she had to do what others were doing
 - D) her mother told her to do so
3. The writer's reading ability improved a great deal mainly because _____.
 - A) she entered Cornell University
 - B) she took a course on speed reading
 - C) her mother managed to help her out
 - D) she developed her own way of reading
4. From her own experience, the writer found that _____.
 - A) one's comprehension drops if one reads too slowly
 - B) in order to understand better, one has to read slowly
 - C) one tends to neglect the detailed information if one reads fast
 - D) many people read fast in order to save time
5. After reading the passage, we can conclude that the writer wrote the passage in order to _____.
 - A) convince the readers of the importance of higher education
 - B) tell a story in honor of her mother
 - C) give a detailed description of different reading skills
 - D) illustrate the necessity of fast reading

Passage II

Learning a foreign language is not a matter of reading some grammar rules and memorizing some vocabulary words — although those are important activities not to be ignored. Acquiring a language is learning a skill, not a body of information. It's as much like learning to swim or ride a bike as it is like learning about the Second World War. That is, you must not only understand the ideas and concepts, have information at hand, but also make your body accustomed to using that information in physical activity: in this case the physical activity involved is speaking, listening, writing and reading.

You need, then, not only to memorize and understand, but also to practice!

Here are a few brief suggestions on effective practice/study techniques.

1. Make your mouth or hand do what your mind is learning. Study out loud. Do go to the lab and work on the tapes. Study with a friend, thus involving yourself in speaking and listening. Try to write sentences or a short paragraph using the skills you have practiced orally.

2. Study day-by-day. You cannot get by in a foreign language course by cramming (临时抱佛脚) at the last minute. You may be able to “learn” vocabulary items that way, but you cannot teach your mouth to use them in sentences.

3. Occasionally go back and review “old” topics and vocabulary. Language learning is cumulative (累积的). You learn new skills on the basis of old ones. The more you “recycle” familiar information and skills, the better you will be able to absorb new ones.

4. Don't be afraid to make mistakes. Self-consciousness (害羞) can be a mighty obstacle to learning a language. Perhaps part of the reason small children readily acquire languages is that they are not afraid of making mistakes.

(292 words)

1. The first paragraph of the passage has been written to emphasize that _____.
 - A) memorizing vocabulary words is necessary in language learning
 - B) learning to swim is quite similar to learning about the Second World War
 - C) understanding the ideas and concepts is more important than anything else
 - D) language learning is a process of acquiring different language skills
2. One of the advantages of studying with a friend is that _____.
 - A) it makes one talk in a particular language
 - B) it strengthens the friendship between two friends
 - C) friends can share tapes or other learning materials
 - D) one studies better in a friendly atmosphere
3. Cramming should be avoided while learning a language because _____.
 - A) it is of little use to study without a clear purpose
 - B) nothing can be learnt through cramming
 - C) anything learnt that way can hardly be put into use