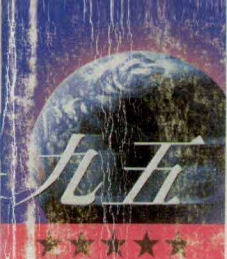


普通高等教育“九五”国家级重点教材



21世纪

大学英语

TWENTY-FIRST CENTURY COLLEGE ENGLISH

练习册（第一册）

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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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》每册十个单元，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，把听、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. 听力练习；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》各单元题材相关的三十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、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 Pociеча 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、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。

本册共有十个单元。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、九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、十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

1999年6月

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UNIT 1

Text A

Part I Exercises for Text A

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

- How many gold medals do you think Chinese athletes can win in the next Olympic Games?
- Most of the students know that they need a new approach to the study of English in college.
- This point is not really relevant and we had better move on to the next point.
- He read five or six simplified English novels during the summer, thus greatly increasing his vocabulary.
- Mary has a good memory that retains everything she reads.
- We finished the project two weeks ahead of schedule.

7. Too much homework could damage the intellectual ~~text~~ development of children.
8. What's your deadline for finishing the project?
9. When I saw Jim, I stopped and smiled, but he ignored me and walked on.
10. He must be very tired today; he doesn't seem able to focus 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 abilities ~~ability~~ in one class?
2. (move) The automobile has given people great freedom of movement ~~moving~~. It enables them to decide where they want to go and when.
3. (concentrate) It takes a lot of concentration 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 runner in Chinese history.
5. (day) This medicine must be taken three times daily ~~everyday~~ ~~dayly~~.
6. (improve) ~~improvement~~ He has been working very hard and his schoolwork has shown much improvement since last term.
7. (discuss) After two hours' discussion, the members of the club made the final decision at last.
8. (relevant) What you are saying is very irrelevant to the point under discussion.
9. (curious) Children have a natural curiosity about the world around them.
10. (educate) In many countries in the world today, public schools offer an education to all children.

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

1. When I first came to college I realized that brainpower didn't count for ~~very~~ much.

Unit 1

2. Everyone in the class wants to make the most of the four years in college to learn as much as possible.
3. The English teacher divided the class into six groups for oral discussion.
4. Do you know that in Britain people drive on the left?
5. Prof. Wang is going to give a series of lectures on socialist economics.
6. You're smoking far too much; can't you cut down or stop altogether?
7. Look at the map at the top of this page and try to find where Arizona is.
8. If you have no more questions about this paragraph, let's move on to the next paragraph.
9. In many cases, hard work alone does not necessarily lead to success.
10. If I get my hands on that book, I'll send it to you.
11. I have told him time after time not to waste his money buying expensive gifts for me.
12. Could you just go through 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. (<u>alone</u>) | without others |
| (<u>lonely</u>) | feeling left by oneself and longing for company or friends |
| (<u>ignore</u>) | refuse to take notice of; intentionally disregard |
| 2. (<u>neglect</u>) | fail to care for or to do; pay little or no attention to |
| (<u>realize</u>) | understand clearly or correctly; be fully aware of |
| 3. (<u>recognize</u>) | know again (sb. or sth. one has met before); accept as being legal, real, or important |
| (<u>source</u>) | the place from which anything comes or is obtained |
| (<u>origin</u>) | the point at which something rises or comes into existence |

1. The family has to find a new source of income.
2. It's a book about the origin of the universe.
3. I hadn't seen her for 20 years, but I recognized 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 realize how difficult it's going to be, but we must try.
6. A responsible father never neglects the education of his children.
7. Let's ignore the minor issues for the time being and concentrate on the important ones.
8. The young boy felt very lonely in the new school.
9. She's very disappointed about how things have developed, and she's not alone in that.
10. Mr. Mooney lives alone in his old house and has nothing to do with his neighbors.

V. Translate the following into English.

1. ^{make the most of one's}充分发挥自己的本能
2. ^{master a few basic}掌握一些基本技术
3. ^{The students at the top}在班上名列前茅的学生
4. ^{allow no interruption}不允许打断学习时间
5. ^{be assigned to tut.}被指派辅导成绩差的运动员
6. ^{use the time to memorize}利用这段时间熟记生物学术语
7. ^{look at a book's}先看一本书的目录
8. ^{stick a vocabulary}把一张词汇表贴在盥洗室的墙上
9. ^{keep asking questions}不停地问问题
10. ^{try to use different}试用不同的方法
11. ^{write two or three}就课文写两到三句话
12. ^{take longer than expected}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) only answer. The most gifted students do not (2) necessarily perform best in exams. Knowing how to make the most of one's abilities (3) counts for much more.

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

Text B

Part II Exercises for Text B

I. Translate the following into English:

- 又苦又甜的记忆 *the bitter-sweet memories*
- 去一所离家远的大学读书
- 正好相反
- 把自己偏爱的东西强加于某人
- 碰巧位于我的故乡芝加哥或其附近
- 只要经济上行得通 *as long as financially feasible*
- 非常想家 *miss ones*
- 能够转学 *be able to*
- 来一个180度的大转弯 *take a 180-degree turn*
- 财政困难 *financial difficulties*

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

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

- If you happen to see Tom, ask him to give me a call.
- Her lost purse was finally found in the reading room of the department.
- As autumn approached, the plants and colours in the garden changed.

4. On that particular day we had to be at school early.
5. The new Museum of Shanghai is located in the People's Square.
6. Your plan sounds quite feasible both technically and financially.
7. When the wind shift from south to north, it began to get cold.
8. He gave us the assurance that he would give up smoking.
9. Thanks to his wife's experienced care, John has managed to survive several heart attacks in the past two years.
10. Though the accident looked horrible, no one was seriously injured.
11. Mary missed her family so much that she wanted to transfer to a college near her hometown of Chicago.
12. Despite the difference in their ages, they are close friends.
13. He doesn't like the prospect of having to live alone away from home.
14. Today she still treasures 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	just the opposite	on the other hand	come of age
keep up	turn out	file into	on one's own
well up	for good	set in	what if

1. Tom was reading about the tragic death of the little girl when tears well up uncontrollably in his eyes.
2. That is just the opposite of what I mean. You have misunderstood me completely.
3. In many countries, a young person comes of age on his or her 18th birthday.
4. Ever since her mother's death, Janet has been on her own. But she is going to get married next month.
5. Mr. and Mrs. Jones wanted to go for a walk; the children, on the other hand, 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 keep up.
7. What if 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 turned out to be a fine day.