



“十二五”普通高等教育本科国家级规划教材

New 21st Century College English

全新版 21世纪 大学英语

2

总主编 翟象俊 张增健 余建中

练习册

复旦大学出版社



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图书在版编目(CIP)数据

全新版 21 世纪大学英语练习册. 2/翟象俊, 张增健, 余建中总主编. —上海:
复旦大学出版社, 2013. 5 (2013. 7 重印)
ISBN 978-7-309-09576-0

I. 全… II. ①翟…②张…③余… III. 英语-高等学校-习题集 IV. H319.6

中国版本图书馆 CIP 数据核字(2013)第 045800 号

全新版 21 世纪大学英语练习册. 2

翟象俊 张增健 余建中 总主编
责任编辑/庄彩云 施胜今

复旦大学出版社有限公司出版发行
上海市国权路 579 号 邮编: 200433

网址: fupnet@fudanpress.com <http://www.fudanpress.com>

门市零售: 86-21-65642857 团体订购: 86-21-65118853

外埠邮购: 86-21-65109143

上海华教印务有限公司

开本 787 × 1092 1/16 印张 11 字数 199 千
2013 年 7 月第 1 版第 2 次印刷

ISBN 978-7-309-09576-0/H · 2055

定价: 25.00 元

如有印装质量问题, 请向复旦大学出版社有限公司发行部调换。

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前 言

2004 年教育部制定的《大学英语课程教学要求》明确提出:“大学英语的教学目标是培养学生的英语综合应用能力,特别是听说能力,使他们在今后工作和社会交往中能用英语有效地进行口头和书面的信息交流。”这一要求无疑是为当今的大学英语教学树立了方向标:着力改变以语法、阅读为核心的英语教学传统,而朝着语言技能全面并举的方向倾斜。新大纲推动了英语教学的变革,而教学的实际需求更催唤着新一代教材的诞生。《全新版 21 世纪大学英语》正是在这一形势下审慎推出的一套力求体现大学英语编写新理念的系列教材。

上世纪 90 年代后期我们在编写《21 世纪大学英语》时,除了强调选材的内容清新、语言生动外,在练习编写和教学过程中更突出听、说、读、写、译诸方面语言技能的培养。与此同时,也开始利用现代化教育技术手段,如课件光盘及学习软件系统等,积极展开以学生为中心的课堂教学活动。现今推出的《全新版 21 世纪大学英语》系列教材,以功能意念贯穿始终,充分利用现代计算机技术、网络技术和多媒体教学手段,全面提高学生的英语视、听、说、读、写、译的实用技能,以“立体化”的方式体现教学活动的实用性以及语言的交际功能。

《全新版 21 世纪大学英语》是根据国家教育部颁发的《大学英语课程教学要求》精神编写的系列教材,包括《读写教程》、《练习册》、《教师参考书》、《视听说教程》、《快速阅读》、《阅读教程》、《语法教程》等系列教材及相关配套网络平台。原《21 世纪大学英语》教材,是采用主题教学法则(theme-based)加以编写的,即:单元内 A/B 课文中形成同一主题,另外再在《练习册》内也配以一定数量的同类题材练习材料。《全新版 21 世纪大学英语》虽仍沿用这一教学法则,但是进一步把视、听、说、读、写、译各项能力互相交织且有机结合起来,这种针对性强、符合外语教学规律的综合反复训练,既利于提高学生的综合应用能力,又完整实现了真正意义上的主题教学法。

《全新版 21 世纪大学英语读写教程》第一册的起点词汇为 1 800 词,可供各类高校新生使用。起点较高的学生可从第二册起步。《读写教程》每册 8 个单元,每

单元包括四大板块,即:视频导入(Video Starter)、精读课文(Text A)、辅助阅读(Text B)和与主题相关的补充学习活动(Additional Theme-Related Activities)。视频导入板块,由编者精心设计一段或一组围绕单元主题展开的热身练习,教师即藉此以“拉家常”的方式跟学生交流互动,引出学习主题并启发学生的思路,激发学生的学习热情。课文由同一题材的两篇文章及相关练习组成,其中 A 课文为精读材料,配有大声朗读(Reading Aloud)、课文理解(Understanding the Text)、语言学习(Learning the Language)三大项;B 课文为泛读材料,配有阅读理解检测(Comprehension Check)和深度讨论(In-depth Discussion)等练习。与主题相关的补充学习活动,旨在进一步拓宽学生视野,如引入与主题相关的名人名言(Famous quotes to appreciate)、补充视听和口语练习(Viewing comprehension and oral practice)等内容。纵观整个单元的练习编写,《读写教程》在练习形式和设计上既继承了《21 世纪大学英语读写教程》中的词汇、结构练习等准则精华,又有所创新与突破,如新增“补充视听和口语练习”(Viewing comprehension and oral practice)和“译写练习”(Translational writing)等强调语言学习的输出训练,进一步深化了学生的实际运用能力。

《练习册》的设计在内容与主题上均与《读写教程》相关联,起到补充和增强的作用,同时,也为学生今后参加全国大学英语四、六级考试奠定坚实基础。《练习册》每册共 8 个单元。每单元均由五部分组成:第一部分为听力,第二部分为词汇和结构,第三部分为翻译,第四部分为阅读,第五部分为写作。《练习册》的练习设计本着主题教学与实用的原则,可由学生自主学习,也可由教师在课堂上择用讲解。

《教师参考书》供使用《读写教程》教材的教师作教学参考。每册 8 个单元,每个单元都提出明确的教学目标,并根据《读写教程》的相关内容,分别采用对应的方式配以详细的问题与答案、中文译文、疑难注解。《教师参考书》还提供了大量例句、练习答案和视频材料的文字稿。值得一提的是,教参还配置了课堂讨论题的参考对答材料,供教师掌控使用。

总之,《全新版 21 世纪大学英语》系列教材博采众长,尽可能地吸纳了现行国内外多种同类教材的优点。同时,还以 21 世纪我国人才培养的特点和教学改革现有成果为依据,力图在有限的教学时间里,让使用本教材的学习者在英语能力方面得到最大程度的提高。具体说来,本套教材具有以下几个特点:

1. 高标准选材,注重“跨文化”背景介绍。本教材对课文的选择力求实用、有

趣、有品位;在练习例句和其他材料的选择上,则力求简洁、生动、有效。除了选材内容的趣味性、信息性和实用性,语言的规范性和文体的多样性,本教材在重视英语语言基础知识和基本技能训练的同时,还注意将文化内容与语言材料相融合,介绍西方文化背景。

2. 编排合理,循序渐进。本教材各单元的顺序参考弗莱什-金卡伊德分级法(Flesch-Kincaid Grade Level)并根据编者反复讨论的结果而排定。因此,各单元的文字基本上由浅入深,同时也根据教学需要略有调整,例如第一册第一单元的主题安排,便是契合学生们入学之初状况的需求。

3. 注重培养听说能力。本教材根据《大学英语课程教学要求》中有关教学内容和课程体系改革的精神,与时俱进,加大了“听、说”训练的力度,将视听说题材与课文主题保持一致,把听、说、读、写的技能训练有机地结合起来,使学生的听、说训练贯穿于整个课程教学的始终。

4. 强调主题教学的整体性。本教材将听、说、读、写内容相结合,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. 拓展教学时空,实现教材的立体化。除上述教学用书外,本教材还包括配套的光盘、多媒体课件和网络课程等,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。

《全新版 21 世纪大学英语》系列教材由复旦大学翟象俊、张增健、余建中三位教授总主编,并由众多资深专家和常年在教学第一线的优秀教师共同参加编写而成。希望使用本书的教师在使用过程中不断给我们提出宝贵意见和建议,以便我们在日后的修订中把工作做得更好。

编者

2013 年 5 月

使用说明

本书为《全新版 21 世纪大学英语读写教程》相配套的《练习册》第二册。本书对《全新版 21 世纪大学英语读写教程》起到补充和增强的作用,同时,也为学生今后参加全国大学英语四、六级考试打下基础。

全书共 8 个单元。每单元均由 5 部分组成:第一部分为听力,第二部分为词汇和结构,第三部分为翻译,第四部分为阅读,第五部分为写作。每单元使用的材料和《全新版 21 世纪大学英语读写教程》教材各单元主题一致。

听力部分包括听力理解(Listening Comprehension)和听力综合任务(Listening-Based Integrated Tasks)。前者有听对话和短文两项任务,后者有填空听力(Spot Dictation)和复述(Listening and Repeating)两项任务。目的是帮助学生听懂与课文主题相关的材料,以及复述出课文中一些重要的句子。

词汇和结构部分的多项选择帮助学生巩固《全新版 21 世纪大学英语读写教程》Text A 的重要词汇和结构。填空任务帮助学生巩固 Text B 的重要词汇。

翻译含 Text A 的短语或词组的汉译英和句子的英译汉的任务。目的是帮助学生加深理解和掌握课文中的重要表达方式。

阅读包括深度阅读(Reading in Depth)和快速阅读(Fast Reading)两部分。为了使进一步熟悉和课文相关的表达方式,这部分的文章和《全新版 21 世纪大学英语读写教程》中的同一单元主题相关。每单元还有阅读理解技巧,供学生参考。

写作部分为段落写作,每单元介绍一种写作方法,并要求学生使用这种方法进行段落写作训练。

本书附有练习答案和听力练习的文字材料。使用本书的学生应该在做完练习后再查对相关答案。

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

2013 年 5 月

CONTENTS

Unit 1 Bonds of Friendship	1
Part I Listening	1
Part II Vocabulary and Structure	4
Part III Translating	6
Part IV Reading	7
Part V Writing	14
Unit 2 Road to Success	15
Part I Listening	15
Part II Vocabulary and Structure	18
Part III Translating	20
Part IV Reading	22
Part V Writing	27
Unit 3 Being True to One's Self	29
Part I Listening	29
Part II Vocabulary and Structure	32
Part III Translating	35
Part IV Reading	36
Part V Writing	43
Unit 4 Cultural Values	44
Part I Listening	44
Part II Vocabulary and Structure	47
Part III Translating	49
Part IV Reading	51
Part V Writing	56

Unit 5 A Piece of Advice	58
Part I Listening	58
Part II Vocabulary and Structure	61
Part III Translating	63
Part IV Reading	65
Part V Writing	70
Unit 6 Future World	72
Part I Listening	72
Part II Vocabulary and Structure	75
Part III Translating	77
Part IV Reading	78
Part V Writing	83
Unit 7 Non-Human Earthlings	85
Part I Listening	85
Part II Vocabulary and Structure	88
Part III Translating	90
Part IV Reading	92
Part V Writing	98
Unit 8 New Technology	100
Part I Listening	100
Part II Vocabulary and Structure	103
Part III Translating	106
Part IV Reading	107
Part V Writing	113
Key	114

Unit 1

Bonds of Friendship

Part I Listening

Section A Listening Comprehension

Task 1 Conversations

Directions: You will hear 5 short conversations. At the end of each conversation, a question will be asked about what was said. Both the conversation and the question will be spoken only once. After each question there will be a pause. During the pause, you must read the four choices marked A), B), C) and D), and decide which is the best answer.

1. A) Some people help because they want to be popular with others.
B) Some people help in order to win votes.
C) Some people help out of self-interest.
D) Some people help simply because it is the right thing to do.
2. A) Mary moved to a new town several years ago.
B) Mary was the woman's best friend in high school.
C) Mary lost contact with the man.
D) Mary hasn't seen the woman for a long time.
3. A) Painting. B) Gardening.
C) Shopping. D) Tailoring.
4. A) She will proofread her writing.
B) She will look over the man's writing.
C) She will email her writing to the man.
D) She will ask the man to finish the writing for her.
5. A) The man didn't think much of his salad.
B) The man is not good at making a salad.

- C) The man was too busy to make a salad himself.
D) The man spent a lot of time making the salad.

Task 2 Short Talk

Directions: You will hear a report twice. At the end of the report, you will hear some questions. After you hear a question, choose the best answer from the four choices marked A), B), C) and D).

1. A) The advantages are quite obvious.
B) The advantages are not immediately obvious.
C) The advantages are significant.
D) There are no advantages at all.
2. A) Rarely. B) Occasionally.
C) Routinely. D) Never.
3. A) How babies help each other.
B) How babies help their parents.
C) How parents help their babies.
D) How babies accept their parents' help.
4. A) Altruism (利他主义) comes solely from social pressure.
B) Altruism is a fact of life.
C) Altruism is acquired after birth.
D) Altruism has its genetic roots.
5. A) They do not show any altruistic (无私的) signs.
B) Their altruistic signs are as clear as humans'.
C) Their altruistic signs are not as clear as humans'.
D) Their altruistic signs are even clearer than humans'.

Section B Listening-Based Integrated Tasks

Task 1 Spot Dictation

Directions: You will hear a passage three times. When the passage is read for the first time, you should listen carefully for its general idea. When the passage is read for the second time, you are required to fill in the blanks numbered from 1 to 10 with the exact words you have just heard. For the blanks numbered from 11 to 12, you can either use the exact words you have just heard or write down the main points in your

own words. Finally, when the passage is read for the third time, you should check what you have written.

Whitney's Story

There was a time when Whitney didn't have a lot of friends. She was a bit shy. She never really wanted to be popular, but she did want to have someone to _____ (1). All through high school, though, she just _____ (2) where she didn't find a lot of comfort or companionship.

When it came time to go to college, Whitney was quite nervous. She was going to be rooming with someone she didn't know and living in a town _____ (3). There wouldn't be a single person she knew in town. She had no idea how she was going to make friends in this new environment.

The first week of classes, something happened that changed Whitney's life forever. In her English Composition class, all the students were asked to share a little about themselves. She told everyone _____ (4) and all of the other ordinary details that students share _____ (5). The final question for each student was always the same: "What is your goal for this class?" Now, most of the students said it was to _____ (6), pass the class or something similar, but for some reason, Whitney said something _____ (7). She said that her goal was to make just one good friend.

While most of the students sat _____ (8), one student came to Whitney and _____ (9) and introduced himself. He asked if she would be his friend. The whole room was silent — all eyes focused on Whitney and the hand _____ (10). She smiled and stretched her hand out to take his and a friendship was formed. It was a friendship that lasted all through college. It was a friendship that turned into a romance. It was _____ (11). And Whitney learned _____ (12).

Task 2 Listening and Repeating

Directions: You are going to listen to ten sentences. Each sentence is read twice. After hearing the sound of a bell, you are required to repeat the sentence exactly as you hear it.

1. _____

2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Part II Vocabulary and Structure

Task 1 Multiple Choice

Directions: There are 15 incomplete sentences in this part. For each sentence there are four choices marked A), B), C) and D). Choose the one that best completes the sentence.

1. My daughter had no problems in _____ at the new school.
A) coping B) adjusting C) coming up D) brightening up
2. Children have a whole _____ of problems that very few parents are able to understand.
A) parcel B) frame C) series D) bunch
3. We should make _____ to face the financial crisis.
A) preparations B) relationships C) invitations D) gestures
4. Jane _____ my silence as a sort of agreement.
A) propped B) indicated C) interpreted D) absorbed
5. Many people _____ tears in response to stress.
A) feigned B) perplexed C) winked D) shed
6. The man walked towards the microphone, and _____ he wanted to say something.
A) mostly B) evidently C) notably D) merrily
7. If the drought continues, deaths will occur on a(n) _____ scale.
A) unhappy B) lion's C) massive D) helpless

8. Tom _____ his knee in the game on Saturday.
A) tripped B) twisted C) tipped D) turned
9. Learning to cope _____ angry feelings is a regular part of growing up.
A) with B) up C) for D) up with
10. You'll have to lean _____ your previous teaching experience to do this job.
A) towards B) to C) on D) in
11. I lent him _____ with designing the website.
A) some help B) some assistance
C) a favor D) a hand
12. Jack turned _____ the invitation because he had a cold.
A) down B) over C) off D) away
13. _____ to his success in Internet marketing, John was already successful as a sales manager.
A) Previous B) Due C) Owing D) Prior
14. Alice has excellent socializing skills and finds it easy to keep _____ good terms with everybody in the office and at home.
A) in B) on C) up D) of
15. You should let go of negative emotions for the _____ of your health.
A) cause B) benefit C) sake D) interest

Task 2 Filling in Blanks

Directions: Fill in the following blanks with the words or phrases given below. Change the form where necessary.

arrange	confine	dial	deserve
hopeful	likely	slim	reunion
cut short	for anything	somewhat	undertake
track down	work on	give away	hang up

1. It is not _____ that Tom will accept such a low salary.
2. Mr. White _____ the leadership of the team.
3. Professor White _____ all the praise for his great leadership in addressing climate change.
4. Please _____ your use of the office telephone to business calls.

5. The girl is _____ more confident than she used to be.
6. There are some _____ signs of gradual recovery in the country's economy.
7. Chris says he only has a _____ chance of winning the F1 drivers' championship.
8. Linda impatiently _____ when I was talking to her.
9. It was not long before I _____ the lost cell phone.
10. Nobody wants this type of heater anymore — I can't even _____ it _____!
11. The singer has been _____ a new song for over a month now.
12. A man called up my phone a few minutes ago to confirm an order I did not make.
When I questioned him, he _____ rudely.

Part III Translating

Task 1

Directions: Translate the following phrases into English.

1. 适应陌生的环境 _____
2. 帮助他准备茶点 _____
3. 时不时地拜访他 _____
4. 指了指两张相框里的照片 _____
5. 他去世前的两周 _____
6. 扭伤了我的脚踝 _____
7. 为了我而不是你自己的缘故 _____
8. 迫切需要可以谈心的人 _____

Task 2

Directions: Translate the following sentences into Chinese.

1. While at the market one day, trying to decide which bunch of flowers would best brighten up my digs, I spied an elderly gentleman having difficulty holding onto his walking stick and his bag of apples.

2. I interpreted his weak protest as gratitude for the assistance.

3. I've never been one to turn down an offer from a good-hearted lass.

4. Mr. Burns owned a small black-and-white television set, but he evidently preferred the books and photograph records for entertainment.

5. Although Mr. Burns talked, he allowed me the lion's share.

6. It was as if he were reading me, absorbing all the information I provided, and adding details from his own experience and imagination to create a truer understanding of my words.

7. Coming up to the house, I saw him working in his garden, bending with ease and getting up with equal facility.

8. He'd made a gift of his time, bestowing attention and kindness to a young girl who needed both.

Part IV Reading

Section A Reading in Depth

Task 1

Directions: There is a passage in this section. The passage is followed by some questions. For each of them there are four choices marked A), B), C) and D). You should decide on the best choice.

For more than 40 years, Peggy Kiriara has felt guilty about Stewart.

Peggy liked Stewart. They went to high school together. Their fathers were

friends, both farmers in California's Central Valley, and Peggy would always say "hi" when she passed Stewart in the hall. Yet every day when Stewart boarded their school bus, a couple of boys would tease (戏弄) him mercilessly (无私地). And every day, Peggy would just sit in her seat, silent.

"I was dying inside for him," she said. "There were enough of us on the bus who were feeling awful — we could have done something. But none of us said anything." Peggy still can't explain why she didn't stick up for Stewart. She had known those boys since they were all little kids, and she didn't find them threatening. She thinks if she had spoken up on his behalf, other kids might have helped her to make the teasing stop.

But perhaps most surprising — and upsetting — to Peggy is that she considers herself a moral person, yet those convictions aren't backed up by her conduct on the bus. "I think I would say something now, but I don't know for sure," she said. "Maybe if I saw someone being beaten up and killed, I'd just stand there. That still worries me."

Many of us share Peggy's concern. We've all found ourselves in similar situations: the times we've seen someone harassed (骚扰) on the street and didn't intervene (介入); when we've driven past a car stranded (抛锚) by the side of the road, assuming another driver would pull over to help; even when we've noticed litter on the sidewalk and left it for someone else to pick up. We see a problem, consider some kind of positive action, then respond by doing ... nothing. Something holds us back. We remain bystanders.

Why don't we help in these situations? This is a question that haunts all of us. Every day we serve as bystanders to the world around us — not just to people in need on the street but to larger social, political, and environmental problems that concern us, but which we feel powerless to address on our own. Indeed, the bystander phenomenon pervades the history of the past century.

"The bystander is a modern archetype (典型)," says Charles Garfield, a clinical professor of psychology at the University of California, San Francisco, School of Medicine who is writing a book about the psychological differences between bystanders and people who display "moral courage". "Why," asked Garfield, "do some people respond to these crises while others don't?"

In the shadow of these crises, researchers have spent the past few decades trying to answer Garfield's question. Their findings reveal a valuable story about human