



“十二五”普通高等教育本科国家级规划教材

# 21st Century College English



(第三版)

## 21世纪

# 大学英语

## 练习册 1

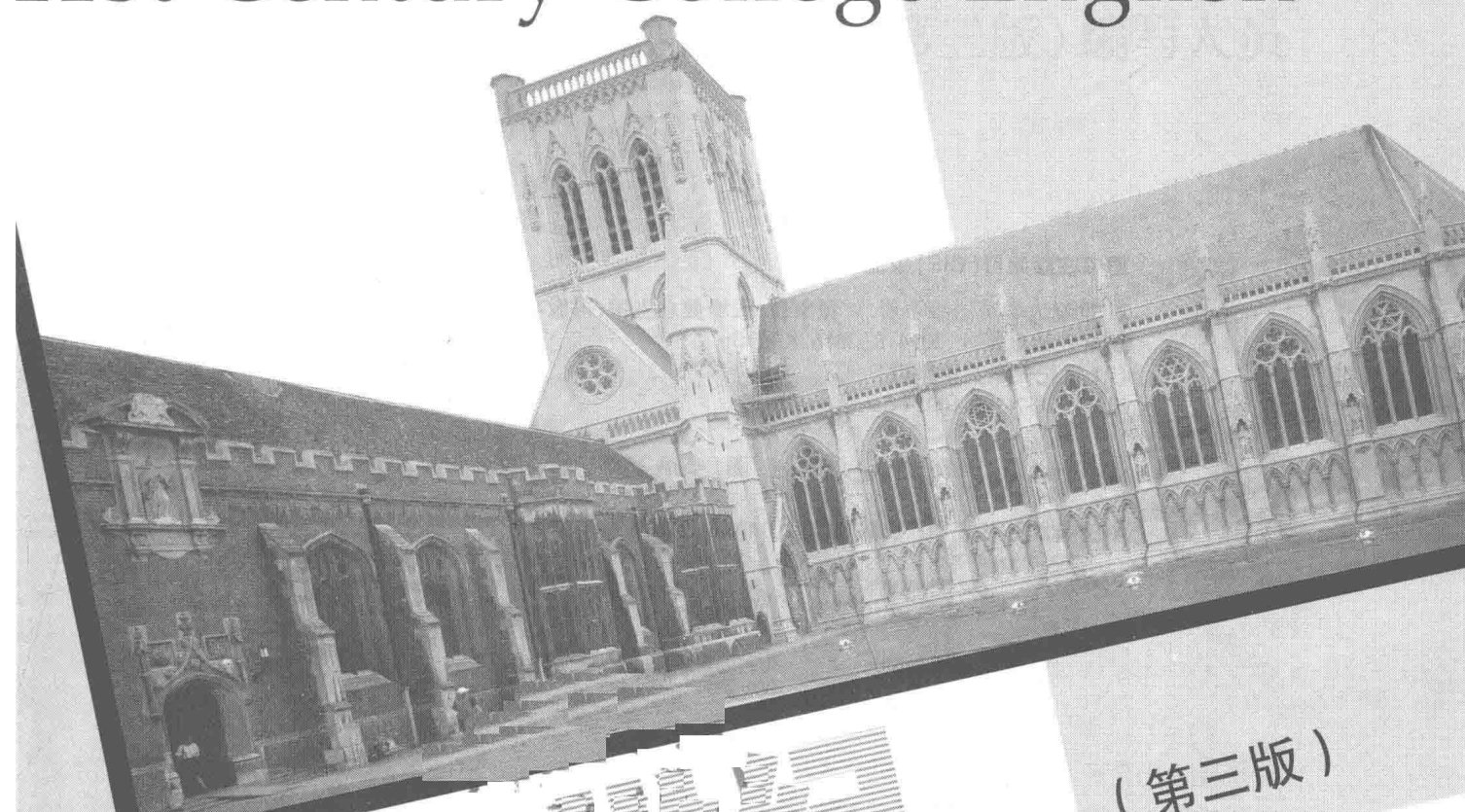
总主编 翟象俊 张增健  
本册主编 冯 豫

复旦大学出版社



“十二五”普通高等教育本科国家级规划教材

# 21st Century College English



(第三版)

## 21世纪

# 大学英语

## 练习册 1

总主编 任德豫  
本册主编 冯健

复旦大学出版社

图书在版编目(CIP)数据

21 世纪大学英语练习册. 1/翟象俊,张增健总主编;冯豫本册主编. —3 版. —上海:  
复旦大学出版社,2014. 8(2016. 8 重印)  
(21 世纪大学英语系列)  
ISBN 978-7-309-10924-5

I. 2… II. ①翟…②张…③冯… 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(2014)第 182674 号

21 世纪大学英语练习册. 1(第三版)

翟象俊 张增健 总主编 冯 豫 本册主编  
责任编辑/庄彩云

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  
上海浦东东北联印刷厂

开本 850×1168 1/16 印张 6.75 字数 181 千  
2016 年 8 月第 3 版第 3 次印刷

ISBN 978-7-309-10924-5/H·2380

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。  
版权所有 侵权必究

# 《21 世纪大学英语练习册·1》(第三版)编写人员

## 总主编

翟象俊 张增健

## 本册主编

冯 豫

## 本册编写人员

冯 豫 余建中 尤志文

## 责任编辑

庄彩云



## 第三版前言

《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》进行了第二次修订：

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《全新版 21 世纪大学英语视听说教程》（基础级和 1—4 册）及相关教参，由复旦大学资深教师分册负责编写；《视听说教程》各单元的主题与《读写教程》相关但又自成体系，与整套教材相辅相成。

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《全新版快速阅读教程》1—4 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，每册更换课文 6—8 篇，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，并从第三册起在课后练习中新增段落翻译。此次修订替换内容达 30% 以上。

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

2014 年 5 月

## 使用说明

本《练习册》(第三版)是《21 世纪大学英语读写教程》(第三版)的配套书,供修大学英语课程的学生使用。

本册共有 8 个单元。每单元均由 3 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 8 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. 容易混淆的词;6. 改错;7. 短语与词组翻译;8. 段落翻译。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练习。

第二部分主要包括以下 3 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 3 篇 300 词左右的短文,每篇后面均有 5 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,学生按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》(第三版)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

2014 年 6 月

# Contents

<b>Unit 1</b>	1
Part I Exercises for Text A	1
Part II Exercises for Text B	4
Part III Fast Reading	6
<b>Unit 2</b>	11
Part I Exercises for Text A	11
Part II Exercises for Text B	14
Part III Fast Reading	15
<b>Unit 3</b>	20
Part I Exercises for Text A	20
Part II Exercises for Text B	23
Part III Fast Reading	25
<b>Unit 4</b>	30
Part I Exercises for Text A	30
Part II Exercises for Text B	33
Part III Fast Reading	35
<b>Unit 5</b>	40
Part I Exercises for Text A	40
Part II Exercises for Text B	43
Part III Fast Reading	45
<b>Unit 6</b>	50
Part I Exercises for Text A	50
Part II Exercises for Text B	53
Part III Fast Reading	55
<b>Unit 7</b>	59
Part I Exercises for Text A	59
Part II Exercises for Text B	62
Part III Fast Reading	64

## ***Unit 8***

69

Part I Exercises for Text A

69

Part II Exercises for Text B

72

Part III Fast Reading

74

## *Key to Exercises*

78

## *Appendix*

96

Rate Graph

96

Comprehension Graph

97



## UNIT 1

## 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. While good at sports, \_\_\_\_\_ need help to achieve academic excellence.
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. John should study hard instead of \_\_\_\_\_ his teachers' good advice.
10. After working overnight on a paper, Lisa found it hard to \_\_\_\_\_ in class.

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. (necessary) Straight A students are not \_\_\_\_\_ those who only study with no life.
3. (concentrate) It takes a lot of \_\_\_\_\_ to understand Prof. Wilson's lectures.
4. (interrupt) I usually choose a quiet place and turn off my cell phone so that I can study without \_\_\_\_\_.
5. (day) Why don't you learn the new words \_\_\_\_\_ and retain them longer?
6. (improve) He has been working very hard and his schoolwork has shown much \_\_\_\_\_.

since last term.

7. (discuss) At college, students need to participate actively in class \_\_\_\_\_.
8. (relevant) What you are saying is very \_\_\_\_\_ to the point under discussion.
9. (curious) When \_\_\_\_\_ never fails, one is naturally a lifelong learner.
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.

1. When I first came to college, I realized that brainpower didn't count \_\_\_\_\_ much.
2. Everyone in the class wants to make the most \_\_\_\_\_ the four years in college to learn as much as possible.
3. The English teacher divided the class \_\_\_\_\_ six groups for oral discussion.
4. Walk down the hallway and our classroom is \_\_\_\_\_ the left.
5. Prof. Wang is going to give a series of lectures \_\_\_\_\_ socialist economics.
6. I decided to cut \_\_\_\_\_ on social media when I realized it took away too much study time.
7. If you are well prepared for the exam, why are you so worried \_\_\_\_\_ it?
8. If you have no more questions about this paragraph, let's move \_\_\_\_\_ to the next paragraph.
9. In many cases, hard work alone does not necessarily lead \_\_\_\_\_ success.
10. If I get my hands \_\_\_\_\_ that book, I'll send it to you.
11. You may hear it time \_\_\_\_\_ time at college that planning your time carefully is most important to your success.
12. 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 Internet has become a major \_\_\_\_\_ of information for young students.
2. It's a book about the \_\_\_\_\_ of the universe.
3. Twenty years after graduation, I was surprised that my professor could \_\_\_\_\_ me and remember my name.
4. The University of Cambridge is \_\_\_\_\_ as one of the world's top universities.
5. As a college student, do you \_\_\_\_\_ that asking questions is at least as good as memorizing facts?
6. Some students hand in bad homework because they \_\_\_\_\_ to check it for themselves after it is completed.
7. Let's \_\_\_\_\_ the minor issues for the time being and concentrate on the important ones.
8. The young boy feels very \_\_\_\_\_ in the first few months at college.
9. You may choose to study \_\_\_\_\_, but sometimes it may also be helpful to study with others.
10. Jane's been struggling with calculus, and actually she's not \_\_\_\_\_. The other students in the same class have the same problem.

V. Each of the following sentences chosen from Text A contains an error in it. Point it out and correct it at the end of the sentence.

- The students on the top of the class get there by mastering a few basic techniques that others can easily learn. ( )  
A B C D
- Once the books are open, phone calls go unanswered, TV unwatched and newspapers are unread. ( )  
A B C D
- A university professor in Arizona who assigned to tutor underachieving college athletes, recalls a runner who exercised daily. ( )  
A B C D
- Paul, a student in New Mexico, keeps two-folders for each subject — one for the day's assignments, another for homework completed and ready to hand in. ( )  
A B C D
- He would aim to finish a couple of days before the assignment due so that if it took longer than expected, he'd still meet the deadline. ( )  
A B C D
- "Try to study when you're overtired isn't smart," she advises. "Even a short break to stretch or get some fresh air can work wonders." ( )  
A B C D
- "I used to spend hours going through irrelevant material," Amanda remembers. "But then I got used to read

quickly; if the first sentence of a paragraph wasn't relevant, I'd move on to the next paragraph.” ( )

D

8. To such students, the secret of good reading is to be an active reader — one who keeps asking questions

A

B

C

that lead to a full understanding of the material is being read. ( )

D

9. “Before writing anything, I divide my page into two parts,” says Amanda, “the left part is about a third

A

B

C

of the page wide; the right, two-third.” ( )

D

10. In a lecture on economics, for example, curious students would ask how the Chinese economy could

A

B

C

be both socialist and market-driven, thus to interest themselves not only in whats, but also in whys and

D

hows. ( )

#### VI. 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

#### VII. Translate the following paragraph into English.

中国学生大多习惯于听老师讲课并专注于记笔记。因此有必要通过削减老师花在讲课上的时间来改进教学，以便让学生提出问题并参与讨论。课前，学生需要完成布置的阅读作业。课堂上，老师不是唯一的知识来源，学生积极的思维可以使自己对阅读材料有更好的理解。

### Part II Exercises for Text B

#### I. Translate the following into English.

1. 苦涩而又甜蜜的记忆

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 8th grade I started understanding a little on my own, but I was reading at an incredibly slow rate. In 8th 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
- D) one may not find enough time to use at the last minute

4. The purpose of reviewing old topics is to \_\_\_\_\_.

- A) build up a good foundation for new skills
- B) appreciate the good ideas contained in them
- C) throw away the old, useless information
- D) avoid making mistakes in the future

5. Which of the following is the best title for the passage?
- A) Why Children Are Capable of Learning a Language Better than Grown-ups.
  - B) A Few Brief Suggestions on Studying a Foreign Language.
  - C) Why Learning a Foreign Language Is More Difficult than Anything Else.
  - D) An Introduction to Language Teaching and Learning.

### Passage III

Research shows that the average high school student will study four hours per week for any major test. The outcome of this four hours of study varies from an A to an F, which means that in high school grades are strongly determined by intelligence since everyone studies the same amount of time.

But college is different. Most of the students are highly intelligent and each has plenty of time for self-study. To score high on any test, a college student has to work hard and, probably more importantly, know how to use his or her time most efficiently. The problem is that your study habits formed in high school may make you unable to study well in college because you have never experienced what it takes to perform at the college level. That is why the freshman year is the hardest year for all college students.

Based on my extensive observation of student performances on college tests, I recommend the following study time per test: 6 hours per week for an A, 4 hours for a B, 3.5 hours for a C, 2.5 hours for a D and 0 hours for an F. An hour of study is defined as studying for 45 minutes and a break of 15 minutes. Ten hours of continuous study without a break is defined as one hour of study. The brain does not process and store information the way students prefer studying. Occasionally, some succeed by studying at the last minute, but they are exceptions to the rule.

Research also suggests that the slowest 10 percent of the students may need 5 to 6 times as much time to learn the same material as the fastest 10 percent. Each person is very likely to have strengths and weaknesses. Overcoming your weakness increases your strength.

(301 words)

1. According to the writer, the reason why high school students get different test results is that \_\_\_\_\_.
- A) some students work harder than the rest of them
  - B) some students have good study habits while others do not
  - C) their intelligence varies from person to person
  - D) their teachers teach them in different ways
2. The freshman year is considered the hardest for all college students because \_\_\_\_\_.
- A) they have to take a lot of courses at the same time
  - B) they are too anxious to score high on all tests
  - C) they don't know yet how to study at the college level
  - D) they feel worried among so many intelligent people