

普通高等教育“十一五”国家级规划教材
获上海普通高校优秀教材一等奖



复旦卓越·英语系列

总主编 翟象俊 余建中 陈永捷

(第2版)

21世纪大学实用英语

21st Century Practical College English

综合练习 1 Workbook

本册主编 余建中 季佩英 宋梅



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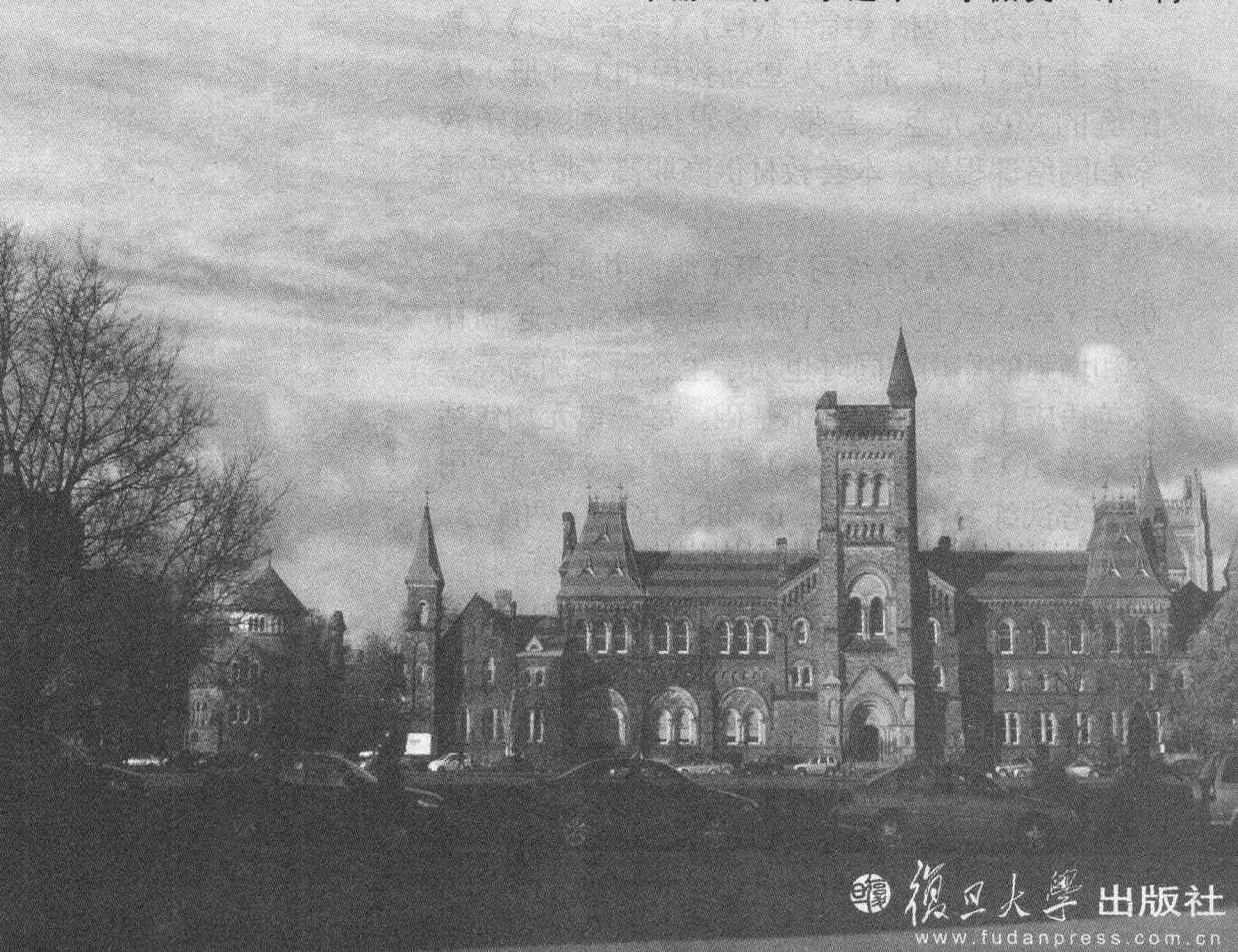
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内 容 提 要

《21 世纪大学实用英语》系列教材(第 2 版)根据《高职高专教育英语课程教学基本要求》以及我国高职高专人才培养特点和教学改革的最新成果编写而成,突出教学内容的实用性和针对性,将语言基础能力的培养与实际涉外交际能力的训练有机地结合起来,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。

本套教材包括《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 MP3 光盘、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院校普通英语教学使用。

本书为《综合练习》第 1 册,共 8 个单元,供与《综合教程》(第 1 册)配套使用,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。每一单元均包括课文练习(Text Exercises)和高等学校英语应用能力考试练习(Exercises for PRETCO)两部分。本书还配有一份期中练习卷和两份期末练习卷,供学生检测自己的学习情况,了解自己的应考能力。

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前言

《21 世纪大学实用英语》系列教材(第 2 版)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 MP3 光盘、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 1 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 1 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 2 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”由同一题材的两篇文章以及一篇实用阅读材料组成: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;Practical Reading 为实用阅读材料,并配有与阅读材料相关的练习。“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 级和 A 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》(第 2 版)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》(第 2 版)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
2009 年 6 月

使用说明

本书为《21 世纪大学实用英语》系列教材(第 2 版)《综合练习》第 1 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。其中前两篇使用多项选择题,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内完成阅读,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 道多项选择题。阅读理解练习比较费时费力,因而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 4 单元后有一份针对《综合教程》前 4 个单元的期中试卷,第 8 单元后有一份针对后 4 个单元的期末试卷。学生应当在规定的时间内完成试卷内容,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试能力。

本书所有练习答案和听力练习的文字材料均放入教学参考书中。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
2009 年 6 月

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Unit 1

Part I Text Exercises

I. Word Building(构词法)

In English, the suffix *-ful* can be added to nouns to form adjectives, meaning “full of, having the quality of something, or causing something”(在英语中,后缀*-ful*可以加在名词之后构成形容词,意为“充满…的”、“有…特性的”、“引起…的”).

e.g.

<i>colour</i>	+ <i>-ful</i>	<i>colourful</i>
<i>power</i>	+ <i>-ful</i>	<i>powerful</i>
<i>fear</i>	+ <i>-ful</i>	<i>fearful</i>

An adjective ending with *-ful* can usually become an adverb after it takes the suffix *-ly* (以*-ful*结尾的形容词加上后缀*-ly*,通常可变为副词).

e.g.

<i>colorful</i>	+ <i>-ly</i>	<i>colorfully</i>
<i>powerful</i>	+ <i>-ly</i>	<i>powerfully</i>
<i>fearful</i>	+ <i>-ly</i>	<i>fearfully</i>

Write out the adjectives and adverbs derived from the following nouns and fill in the blanks in the sentences with some of them(写出由下列名词派生出的形容词和副词,并用其中的一些填入句中空格).

Nouns

care

harm

Adjectives

Adverbs

help	_____	_____
hope	_____	_____
pain	_____	_____
skill	_____	_____
success	_____	_____
thank	_____	_____

1. In class, the teacher asked the students to listen _____.
2. Smoking can be _____ to your health.
3. This program has been running _____ for six months now. Everything is all right.
4. She is _____ to her doctor for saving her life.
5. Frank is _____ that he will be in better health when the weather becomes warmer.
6. Be _____ to look both ways when you cross the road.
7. My friend Mark had finally got onto a plane for New York and _____ he would be there by early evening.
8. Tom finds it _____ to set up a routine that meets his needs.
9. If a person cannot drink water for several days, he will die _____.
10. It's still _____ for him to talk about failing the exam.
11. Policemen have to be _____ drivers, as they must arrive everywhere needed as soon as possible.
12. I wasn't very _____ helping my brother achieve his goal.

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. 学习好 _____
2. 第一次 _____
3. 离开家人 _____
4. 与某人竞争某物 _____

5. 制订学习计划 _____
6. 决定何时睡觉 _____
7. 准时去上课 _____
8. 以良好的成绩通过考试 _____
9. 把自己的忧虑告诉某人 _____
10. 换一个角度看自己 _____
11. 对自己负责的人 _____
12. 处理面前的事物 _____

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. other than a degree () | A. 回顾过去 |
| 2. make history in my family () | B. 应用数学技能 |
| 3. go far beyond my ability () | C. 在我家里创造历史 |
| 4. maintain assurance of ourselves () | D. 对我们自己保持自信 |
| 5. after graduation from high school () | E. 中学毕业后 |
| 6. apply math skills () | F. 除了学位之外 |
| 7. as a result of a college education () | G. 因为受了大学教育 |
| 8. take a look back () | H. 实现自己的目标 |
| 9. motivate sb. to do sth. () | I. 激励某人做某事 |
| 10. accomplish one's goals () | J. 远远超出我的能力 |

IV. Fill in the following blanks with the words you have learned from Text A(用课文 A 中所学的词填空).

At first, life was a bit difficult. I made mistakes in (1) _____ I used my time. I spent too much time (2) _____ friends. I also made some mistakes in how I (3) _____ my first friends in college.

(4) _____, however, I had my life (5) _____ control. I

managed to go to class (6) _____ time, do my first assignments and (7) _____ them in, and pass my first exams with (8) _____ good grades. In (9) _____, I made a few friends (10) _____ whom I felt comfortable and with whom I could (11) _____ my fears. I set up a routine that was really my (12) _____ — a routine that met my needs.

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

It was a beautiful morning that summer day. I neatly packed(将...打包) everything that I needed into my little green car. Then I started my car and drove out of my large neighborhood(街坊) in Lawrenceville. Today was the day I would move into college. I glanced back at my house for one last time and knew life would never be the same. Taking that big step from living at home to moving away involved(包括) many gains and losses.

Arriving at college that day, I realized that I had already lost many things. First, I had lost my parents' guidance(指导) I had had all my life. The comfort(舒适) and support of my family would not be there as much as before. For instance, when I got sick my mother would make me some hot soup and care for me. Now I would have to care for myself. Also, I had left some of my closest friends. Many of them had chosen to go to different colleges. It is difficult to keep in touch with(与...保持联系) friends who are far away. I would miss the nights all the girls would get together and talk about what was going on in their lives. Finally, I noticed that I was missing my hometown. I had lived near big stores and several movie theatres. Here at college I feel as if I am in the country(乡下). I can't find any store as big as those in Lawrenceville. Maybe, as time goes on I will come to like the move.

Now that I have been in college for a few weeks, I am discovering that it is not as bad as I thought it would be. I have gained new friends from all parts of Georgia(佐治亚州) and who knows, maybe they will become some of my closest friends. We all have classes together and go to the same parties. Secondly, I have been able to be-

come more independent. For example, I used to need someone by my side wherever I went, but here I feel so comfortable with my surroundings (环境) that I sometimes like to take walks by myself. Lastly, I have learned to be more responsible for my actions. I know that homework always comes first and that my social life must wait until all my work is done. (395 words)

1. It can be learned from the first paragraph that _____.
 - A) the writer was happy to leave home
 - B) the writer was a little sad when she left home
 - C) the writer forgot something and went back home again to get it
 - D) there were too many things for her to put into her little green car
2. How many things did the writer mention that she had lost when she arrived at college?
 - A) 1.
 - B) 2.
 - C) 3.
 - D) 4.
3. Which of the following sentences tells the main idea of the second paragraph?
 - A) Arriving at college that day, I realized that I had lost many things.
 - B) Maybe, as time goes on I will come to like the move.
 - C) First, I had lost my parents' guidance which I had had all my life.
 - D) Here at college I feel as if I am in the country.
4. After staying at college for a few weeks, the writer found that college life _____.
 - A) had helped her to become more friendly to other people
 - B) was more difficult than she had thought
 - C) had helped her to join in all kinds of social life
 - D) was not as bad as she had thought
5. Which of the following examples has the writer given to show that she is more independent now?
 - A) She always has someone with her wherever she goes.
 - B) She feels happy with the surroundings.
 - C) She likes to take walks by herself.
 - D) She does not live with her parents.

Passage 2

When you see Sally, she is usually carrying a book under her arm. I am not talking only about the times when you see her at school. She often has a book with her when she is shopping, riding in the car, going to see relatives(亲戚), or doing just about anything where there might be an opportunity(机会) to read. Now, you might think Sally is a bookworm(书呆子), but that would not be accurate(准确) because she also enjoys spending a lot of time with her friends and doing lots of different things. Very simply put(简而言之), books are one of Sally's main hobbies(业余爱好).

People practice their hobbies in many different ways. Some people like to collect stamps, others like to listen to music or go to the movies, and still others like to travel and visit new places. Sally likes to read books — many different kinds of books. When she finds a good book in the library, she usually borrows it to investigate(研究) more deeply. She also likes to go to a large bookstore near her home, where she can see all kinds of new books and sometimes buy one that she likes.

Sally's love of books has made it a lot easier for her to do well in school because, after all, you do have to read a lot of books in your classes. When Sally gets an assignment and has to read a chapter(章), it almost seems like she is practicing her hobby. The books she uses in her classes are written very clearly and are really quite interesting. The only different thing is that sometimes she has to do a written exercise for homework. To Sally that seems like a small price to pay for the opportunity to read another book about something new and interesting. As Sally has read so many books and learned so many new words, she usually only has to do an assigned reading once because she understands just about everything the first time through. (344 words)

1. What is Sally usually doing when you see her?

- A) She is shopping.
- B) She is riding in a car.
- C) She is carrying a book under her arm.
- D) She is reading in a classroom.