



全国英语等级考试系列辅导丛书



配高教最新版

全国英语等级考试 教程 (第三级) 同步强化练习

全国英语等级考试指定教材配套用书编委会 编



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著作责任者: 牛保义 主编

责任编辑: 万 琛

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全国英语等级考试指定教材

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出版说明

全国英语等级考试(简称 PETS)是教育部考试中心设计并负责实施的全国性英语水平考试体系,是我国惟一向全社会的多级别权威英语测试体系。因其对考生无年龄、职业以及受教育程度的限制,人们可以根据自己的英语水平选择参加任何一个级别的考试,且等级证书有较高的权威性,推出之后,该考试受到了全社会的广泛欢迎,考生人数逐年增加。

全国英语等级考试是以自学为主,内容繁多,考生应考有相当的难度,为帮助考生很好的掌握大纲和教材内容,顺利通过考试,我们和北京大学出版社合作推出了全国英语等级考试系列辅导丛书。

丛书包括五个系列:

(一) **全国英语等级考试教程同步配套精讲**:对教程中的每课内容进行透彻讲解,既有全部内容的准确翻译,又有对词汇、语法、句子的详细讲解,并配有例句。考生通过学习精讲可全面理解掌握教程内容。

(二) **全国英语等级考试教程同步强化练习**:按照考试题型,每课内容以各种题型的形式予以覆盖,并配以答案解析。考生通过做题检查自己对知识的掌握程度,加深对知识的理解。答案解析让考生知其然,更知其所以然。

(三) **全国英语等级考试标准预测试卷**:通过做预测试卷,考生可检测自己对全书内容的学习情况,同时又能增强实战经验,并从心理上适应考试。

以上三个系列环环相扣,层层训练,既符合学习规律,又符合记忆规律。

(四) **全国英语等级考试口试全程训练**:由基本知识讲解,同步强化训练,全真模拟试题几部分组成,深入浅出,贴近考试,实用高效。

(五) **全国英语等级考试词汇手册**:对每级新增单词进行分析和讲解,并配有例句和译文,帮助学生融会贯通,灵活掌握。

参加丛书编写的人员全部是有较深英语造诣的高校教师。既有国内英语界一流学者,又有专门从事英语等级考试辅导,阅卷的专家教授,有些还参加了大纲的制订。他们对英语等级考试规律的把握准确、全面。

北京大学出版社外语编辑部在丛书出版过程中做了大量工作,为图书的出版把好了最后一道关。

可以说,系列配套用书是一套质量上乘的辅导用书,对考生的学习、考试定会有很大的帮助。当然,书中不足之处在所难免,恳请读者批评、指正。

全国英语等级考试指定教材配套用书编委会

前 言

本书是按照《全国公共英语等级考试大纲》的要求,根据高等教育出版社出版的《全国公共英语等级考试教程》(第三级),针对三级考试而编写的一本同步强化练习。该练习共有 18 课。每课共有 4 项内容:重点导航、同步强化练习(仿真模拟试题,由听力、语言知识运用、阅读理解和写作 4 部分组成)、听力录音材料、参考答案及解析,同步强化练习部分,每题练习除了提供参考答案外,一些较难的试题还配有深入浅出的“解析”;写作部分配有例文供考生参考。

该书是在深入研究《教程》内容、参照近年来三级考试的试题、结合各类考生的需求的基础上编写的。主要有以下特点:

(1) 坚持一课一练,采用仿真试题的形式,每课编写一套练习。

(2) 坚持以课本为“本”,各项练习紧扣课文内容。这样,通过做练习,考生能够自检对每课课文内容的掌握情况。

(3) 坚持训练从严、从难的原则,每套练习的平均难度略高于正式试题。

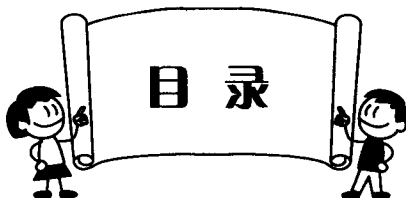
(4) 每套练习的长度基本和正式试题相当。考生应尽可能在规定的时间内做完练习中每项内容。

关于该书的使用,我们建议考生可在掌握每课内容的基础上做对应的练习。然后,结合答案自测,查出不足的地方,认真补上。如能精通《教程》,做好每套练习,通过考试自然是水到渠成。

由于时间仓促,书中难免会有不足之处,敬请广大读者批评指正。

编 者

2004 年 6 月



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Lesson

1

Personal Identification and People

重点导航

1. 课文内容: 四段有关简单日常交际的对话; 一篇关于肯尼亚长跑运动员克普·凯诺人生奋斗的故事。
2. 日常交际: 打电话、谈论别人、初次见面相互介绍。
3. 学习目的: 流利地向外国人介绍自己和朋友的情况, 如姓名、地址、电话号码、出生时间和地点、来自何处、职业和爱好等。

同步强化练习

Section I Listening Comprehension (25 minutes)

Directions:

This section is designed to test your ability to understand spoken English. You will hear a selection of recorded materials and you must answer the questions that accompany them. There are two parts in this section, Part A and Part B.

Remember, while you are doing the test, you should first put down your answers in your test booklet. At the end of the listening comprehension section, you will have 3 minutes to transfer your answers from your test booklet onto your ANSWER SHEET 1.

If you have any questions, you may raise your hand NOW as you will not be allowed to speak once the test has started.

Now look at Part A in your test booklet.



You will hear 10 short dialogues. For each dialogue, there is one question and four possible answers. Choose the correct answer — A, B, C or D, and mark it in your test booklet. You will have 15 seconds to answer the question and you will hear each dialogue ONLY ONCE.

1. What can be concluded about Andy?
A. Winter is his favorite time for sports. B. Sports are quite important to him.
C. He should be more enthusiastic. D. He plays better than he used to.
2. Where does the white-haired man most probably work?
A. In a gymnasium. B. In a library.
C. In a bookstore. D. In a police station.
3. What does the woman want to know?
A. Whether the man really saw Leslie. B. How the man knows Leslie.
C. How Leslie's been doing lately. D. What show they saw in San Francisco.
4. What do we learn from this conversation?
A. John Smith isn't in right now.
B. John Smith can't come to the phone right now.
C. John Smith doesn't want to speak to the caller.
D. The caller dialed the wrong number.
5. What do you learn from this conversation?
A. The man did most of the talking. B. The man and the woman robbed the bank.
C. The woman was wearing a black sweater. D. The man and the woman have dark hair.
6. What kind of a person is Mary?
A. She is naughty. B. She is quiet.
C. She is foolish. D. She is like Tom.
7. What do we know about the woman?
A. She is travelling at the moment. B. She is writing novels.
C. She is a writer. D. She is a travel agent.
8. What have we learned about Maria?
A. Maria's friends don't call her very often.

- B. Maria doesn't like to talk on the phone with her friends.
C. Maria likes to talk on the phone with her friends.
D. Maria doesn't have any friends.
9. What does the woman mean?
A. Bob will be late.
B. Bob can't come.
C. She hopes Bob won't come.
D. Bob will be on time.
10. Which language does Mr. Black speak well?
A. Spanish.
B. Arabic.
C. Japanese.
D. Chinese.

Part B

You are going to hear four conversations. Before listening to each conversation, you will have 5 seconds to read each of the questions which accompany it. After listening, you will have time to answer each question by choosing A, B, C or D. You will hear each passage or conversation ONLY ONCE. Make your answers in your test booklet.

Questions 11 - 13 are based on the following dialogue.

11. What kind of neighborhood did the woman live as a child?
A. An affluent one.
B. A poor one.
C. A suburban one.
D. A rural one.
12. What is the woman doing?
A. She is serving her guests.
B. She is singing songs.
C. She is working hard.
D. She is looking at the city.
13. What does the woman like to do?
A. Work.
B. Play.
C. Sleep.
D. Both A and B.

Questions 14 - 17 are based on the following passage.

14. Where is the home of the gorilla according to the passage?
A. In northern Africa.
B. In every part of Africa.
C. In southern Africa.
D. In central Africa.
15. What is the gorilla's life like in zoos and parks?
A. They are happy in zoos and parks.
B. They usually come down with colds and lung diseases.
C. They all die from lung diseases.

- D. They are not tamed and become very frightening.
16. Which is not a food that gorillas feed on?
- A. Bacon. B. Tender shoots of plants.
C. Berries. D. Nuts.
17. What is the main idea of the passage?
- A. Gorillas are larger than men.
B. Gorillas can be dangerous when attacked.
C. Gorillas should live in their natural environment.
D. Gorillas live on fruits.

Questions 18 - 21 are based on the following passage.

18. When was Mr. Finch's cottage built?
- A. In the 15th century. B. In the 6th century.
C. In the 5th century. D. In the 16th century.
19. Why did the tourists come to see Mr. Finch's cottage?
- A. Because it was at the seaside.
B. Because of its old style of architecture.
C. Because of the beautiful garden in front of it.
D. Because it was the only modern building there.
20. Why did Mr. Finch put up a notice in the window?
- A. To make money. B. To welcome the tourists.
C. To keep the tourists away. D. To warn the tourists not to ruin his garden.
21. Why did Mr. Finch buy another house?
- A. In order to have more peace. B. In order to welcome more visitors.
C. In order to earn more money. D. In order to have a bigger garden.

Questions 22 - 25 are based on the following talk.

22. What was Casey's first job?
- A. It was to stop fire burning.
B. It was to design a machine.
C. It was to look after the fire in a steam engine.
D. It was to drive express freights.
23. Why did Casey decide to run the return trip?
- A. He needed the money. B. He was scheduled for the trip.
C. The scheduled engineer was missing. D. The scheduled engineer was too sick of the job.
24. According to the account, what did the incident claim?
- A. Hundreds of lives. B. Two victims.

- C. Only one casualty. D. Countless deaths.
25. Who wrote the song in memory of Casey's deeds?
- A. His friend and co-worker. B. His fireman named Sim.
- C. A locomotive driver called Saunders. D. His friend Jackson.

Section II Use of English (15 minutes)

Directions:

Read the following text. Choose the best word or phrase for each numbered blank and mark A, B, C or D on your ANSWER SHEET 1.

Text

After lunch, without permission from their parents, the two boys set off to explore the part of the beach which 26 by the headland. They had 27 their young sister to 28, saying that the long walk would be 29 tiring for her. Once they had got beyond the headland, the beach 30 away endlessly before them. 31 discovering the world. There were damp, dark caves to 32; there were innumerable pools among the rocks, full of sea creatures; 33 here and there along the beach were those strange, yet commonplace objects, washed up and 34 by the tide.

The afternoon passed quickly. The sun was already setting when the boys reluctantly 35 to make their way homeward. But long before they reached the headland, they could see that the tide had come in 36 far that they were now 37 from either end of the beach. Their only chance of 38 was to find a way up the cliff nearby.

They soon found a narrow path leading to the cliff top. But half way up, their path was 39 by a large rock which they could not 40. The two boys had to shout at the top of their voices, 41 someone might come to their 42. Just then, to their great surprise, their father 43 over the top of the rock, and with him were two policemen. One of them climbed down a rope which was 44 over the rock. The two boys were then pulled to safety, and thus 45 from spending a miserable night on the cliff.

- | | | | |
|--------------------|-----------------|-------------------|---------------|
| 26. A. lay | B. laid | C. lying | D. was laid |
| 27. A. persuaded | B. forbidden | C. warned | D. permitted |
| 28. A. keep quiet | B. stay behind | C. take a nap | D. join them |
| 29. A. too | B. even | C. ever | D. still |
| 30. A. prolonged | B. expanded | C. reached | D. stretched |
| 31. A. It was like | B. It was liked | C. They were like | D. They liked |
| 32. A. took up | B. dig | C. hide in | D. seek |

- | | | | |
|------------------------|------------------|-------------------|-----------------|
| 33. A. and | B. however | C. meantime | D. therefore |
| 34. A. moved | B. covered | C. stayed | D. left |
| 35. A. had decided | B. decided | C. were deciding | D. would decide |
| 36. A. very | B. too | C. so | D. such |
| 37. A. cut off | B. left behind | C. held back | D. put away |
| 38. A. running through | B. keeping clear | C. getting away | D. turning back |
| 39. A. blocked | B. covered | C. stopped | D. filled |
| 40. A. jump over | B. climb over | C. mount on | D. wall through |
| 41. A. had hoped | B. hoped that | C. were hoping | D. hoping |
| 42. A. relief | B. direction | C. rescue | D. position |
| 43. A. turned | B. appeared | C. jumped | D. flew |
| 44. A. tied | B. placed | C. hung | D. lowered |
| 45. A. saved | B. had saved | C. had been saved | D. would save |

Section III Reading Comprehension(40 minutes)



Directions:

Read the following three texts. Answer the questions on each text by choosing A, B, C or D. Mark your answer on the ANSWER SHEET by drawing a thick line across the corresponding letter in the brackets.

Text 1

Language learning begins with listening. Individual children vary greatly in the amount of listening they do before they start speaking, and late starters are often long listeners. Most children will “obey” spoken instructions some time before they can speak, though the word obey is hardly accurate as a description of the eager and delighted cooperation usually shown by the child. Before they can speak, many children will also ask questions by gesture and by making questioning noises.

Any attempt to trace the development from the noises babies make to their first spoken words leads to considerable difficulties. It is agreed that they enjoy making noises, and that during the first few months one or two noises sort themselves out as particularly indicative of delight, distress, sociability, and so on. But since these cannot be said to show the baby's intention to communicate, they can hardly be regarded as early form of language. It is agreed, too, that from about three months they play with sounds for enjoyment, and that by six months they are able to add new sounds to their store. This self-imitation leads on to deliberate imitation of sounds made or words spoken to them by other people. The problem then arises as to the point at

which one can say that these imitations can be considered as speech.

It is a problem we need not get our teeth into. The meaning of a word depends on what a particular person means by it in a particular situation; and it is clear that what a child means by a word will change as he gains more experience of the world. Thus the use, at his seven months, of “mama” as a greeting for his mother can not be dismissed as a meaningless sound simply because he also uses it at other times for his father, his dog, or anything else he likes.

Playful and apparently meaningless imitation of what other people say continues after the child has begun to speak for himself. I doubt, however, whether anything is gained when parents cash in on this ability in an attempt to teach new sounds.

46. Children who start speaking late _____.
A. may have problems with their hearing
B. probably do not hear enough language spoken around them
C. usually pay close attention to what they hear
D. often take a long time in learning to listen properly
47. A baby's first noises are _____.
A. a reflection of his moods and feelings
B. an early form of language
C. a sign that he means to tell you something
D. an imitation of the speech of adults
48. The problem of deciding at what point a baby's imitations can be considered as speech _____.
A. is important because words have different meanings for different people
B. is not especially important because the changeover takes place gradually
C. is one that can never be properly understood because the meaning of words changes with age
D. is one that should be completely ignored because children's use of words is often meaningless
49. It is implied in the passage that _____.
A. parents can never hope to teach their children new sounds
B. children no longer imitate people after they begin to speak
C. children who are good at imitating learn new sounds more quickly
D. even after they have learnt to speak children still enjoy imitating
50. It can be inferred from the passage that when a 7-month baby calls his or her mother “ma-ma”, _____.
A. he probably has already known the meaning of mama
B. he probably has known that mother should be called in this way
C. he probably does not know the sound stands for mother

D. it is the first meaningful sound pronounced by him

Text 2

The period of adolescence, i. e. , the period between childhood and adulthood, may be long or short, depending on social expectations and on society's definition as to what constitutes maturity and adulthood. In primitive societies adolescence is frequently a relatively short period of time, while in industrial societies with patterns of prolonged education coupled with laws against child labor, the period of adolescence is much longer and may include most of the second decade of one's life. Furthermore, the length of the adolescent period and the definition of adulthood status may change in a given society as social and economic conditions change. Examples of this type of change are the disappearance of the frontier in the latter part of the nineteenth century in the United States, and more universally, the industrialization of an agricultural society.

In modern society, ceremonies for adolescence have lost their formal recognition and symbolic significance and there no longer is agreement as to what constitutes initiation ceremonies. Social ones have been replaced by a sequence of steps that lead to increased recognition and social status. For example, grade school graduation, high school graduation and college graduation constitute such a sequence, and while each step implies certain behavioral changes and social recognition, the significance of each depends on the socio-economic status and the educational ambition of the individual. Ceremonies for adolescence have also been replaced by legal definitions of status roles, rights privileges and responsibilities. It is during the nine years from the twelfth birthday to the twenty-first that the protective and restrictive aspects of childhood and minor status are removed and adult privileges and responsibilities are granted. The twelve-year-old is no longer considered a child and has to pay full fare for train, airplane, theater and movie tickets. Basically, the individual at this age loses childhood privileges without gaining significant adult rights. At the age of sixteen the adolescent is granted certain adult rights which increases his social status by providing him with more freedom and choices. He now can obtain a driver's license; he can leave public schools; and he can work without the restrictions of child labor laws. At the age of eighteen they also can marry without parental permission. At the age of twenty-one the individual obtains his full legal rights as an adult. He now can vote, he can buy liquor, he can enter into financial contracts, and he is entitled to run for public office. No additional basic rights are acquired as a function of age after majority status has been attained. None of these legal provisions determine at what point adulthood has been reached but they do point to the prolonged period of adolescence.

51. The period of adolescence is much longer in industrial societies because _____.

- A. the definition of maturity has changed
- B. the industrialized society is more developed
- C. more education is provided and laws against child labor are made