

# ENGLISH

## 大学英语三级教程

曹志希 何玲梅 主编



气象出版社

高等学校教材

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**COLLEGE ENGLISH BAND THREE**

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## 内 容 简 介

本书根据我国学生学习英语的心理规律,针对 CET—3 的重点、难点和趋势,综合性地覆盖了大学英语 1—3 级的学习内容(听力另配)。全书由 14 个单元组成,共有 99 篇阅读文章和 1816 道语法、词汇、阅读和写作模拟题,涉及到了以描写文、记叙文、说明文、议论文和应用文等各种文体形式出现的社会科学和自然科学各个领域的基本知识。

本书可作为高等学校文、理科的专科教材,也可作四级统考复习资料。更适合广大英语爱好者阅读、自学。

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### COLLEGE ENGLISH BAND THREE

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# 使 用 说 明

**一、编写目的:**根据大学英语三级水平的考试和教学大纲的要求,培养学生的阅读能力和初步的写作能力(听力培养另用配套教材)。使学生学完本教材后,能顺利通过全国大学英语三级统考,优秀者能顺利通过四级考试。

**二、适用范围:**本书是高等学校文、理科的专科(非英语专业)教材,也可作为大学四级英语统考的复习资料、成人高校的英语教材和中学英语教学参考书。

**三、教材结构:**本书由 14 个单元组成,每单元由以下几个部分组成:

1. 课文(用于课堂讲练);
2. 词汇(学生预习或复习时使用);
3. 课文理解(用于帮助学生阅读理解);
4. 词汇巩固练习(用于巩固课文中的词汇);
5. 语法与结构练习(用于对基本语法点的讲练);
6. 阅读技巧训练(用于指导学生如何看文章);
7. 三级统考模拟试题(用于学生课外自我训练,教师也可专题讲解)。

## **四、教学安排建议:**

1. 每个单元可根据学生的实际情况由教师自己安排,在一周或两周内用完,共 3—6 课时。
2. 课堂上教师利用课文和词汇部分培养学生听、说、读、写的能力,结合课后练习重点指导学生的听力训练、阅读理解训练、基本句型训练以及篇章结构训练。
3. 教师课堂上的作用是指导并强化学生的自我训练。

# 前 言

本教材是根据国家教育委员会大学英语教学大纲的要求,为大专院校学生及需要取得大学英语三级证书的学员编写的,是国内第一套比较完整而系统的大学英语三级教材。

本教材紧扣大学英语考试大纲及词汇表,内容新颖、语言规范、题材多样,融教育性、科学性、趣味性、知识性于一体,是一套切合学生实际的新教材。

全书词汇逐级递增,文章难度适中。每课书后都附有难点注释和一定量的练习题及国家三级统考模拟试题。

本教材由湖南省教育委员会大学英语重点课程课题组组织编写。参加本书编写工作的,除主编外,还有潘红先、文巧平、陈虹、冷伏秋、何新斌和曹立。在编写过程中,黄道见、曹伏良、李延林及大学英语教研室的全体老师都提出了许多宝贵的意见。担任主审的是湖南省大学外语协会理事王淑珍教授和湖南省翻译工作者协会理事、外语系主任杨英明教授。教材科长刘俊池、教务副处长邱展雄和副校长刘石保教授对此书的编写给予了极大的关怀和支持。气象出版社的周诗健、史秀菊、张淑萍等同志为本书的出版作了大量的工作。在此,我们特向以上各位表示衷心的感谢和崇高的敬意。

同时,由于我们水平有限,时间紧迫,书中肯定有不少缺点和错误。我们诚恳地希望各用书单位和个人多提宝贵意见,不吝指正,以便在再版时修订。

曹志希 何玲梅  
一九九四年元旦于益阳



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# Unit 1    The World of Robots

There are robots all around us. Some do very complicated jobs like flying airplanes and driving subway trains. And some do one simple job.

When an automatic washing machine is switched on, water pours in. The machine waits until the water is hot before washing the clothes. It does this by "feedback". Information about what is happening is "fed back" into the robot to tell it what to do next.

Our eyes, ears and other senses are our feedback. They tell us what is going on around us. So robots are like people in two ways. They work and they have feedback.

But very few robots look like people. Many are hidden away. Robots control the temperature of our houses, our cookers, our hot water systems. We can set the controls to the temperature we want. The robot does the rest. Its feedback usually comes from a thermostat.

One kind of thermostat is a strip of metal which bends when it gets hot. At the right temperature, it bends just enough to work a switch. This turns off the heat. As the air around it cools, the metal straightens, and this turns the heat on again.

There are robots all around, making our lives easier. Some of them, like the pocket calculator, can work much more quickly than human beings can. And they rarely make mistakes.

In some ways robots are better than people. They work quickly, but do not make mistakes. They do not get bored doing the same job over and over again. And they never get tired.

So robots are very useful in factories. They can be taught to do many different jobs. First their electronic brains must be shown how the job is done. A person moves the robot's "arms" and "hand" through each part of the job. The robot's brain remembers each move. When the robot is put to work on its own, its brain controls the rods, wheels and motors which move its arms.

When the robot is needed for a new job, its electronic memory is "wiped clean". Then it is taught how to do its new task.

If the robot's hand stops working, or if something gets in the way, it cannot do the next part of the job. So it stops and signals for help. Then a human engineer attends to the fault.

Robots are also used for doing jobs which are dangerous. They can move objects which are too hot or too heavy for people to handle. They can work in places which are too hot or too cold for people. And they are not affected by poisonous fumes or gases.

The most "intelligent" robots can move and see. Their eyes are cameras. Their metal fingers can feel shapes and even find out how hot and cold objects are. These robots have computer brains, linked to their eyes and fingers, which control their actions.

The expensive robots are used in scientific research. They do such job as handing ra-

radioactive materials.

## New Words

<b>robot</b> ['rəʊbɒt]	<i>n.</i> mechanism made to act like a man 机器人
<b>complicate</b> ['kɒmplikeɪt]	<i>vt.</i> make ... complex 使...复杂化
<b>subway</b> ['sʌbwei]	<i>n.</i> underground passage or tunnel 地道
<b>automatic</b> [ˌɔ:tə'mætɪk]	<i>a.</i> self-acting 自动的
<b>feedback</b> ['fi:dbæk]	<i>n.</i> the feed back to the input 反馈
<b>sense</b> [sens]	<i>n.</i> any one of the special powers of the body by which a person is conscious of things 知觉, 感觉
<b>control</b> [kən'trəʊl]	<i>n.</i> power or authority to direct, order or restrain 控制力
<b>temperature</b> ['temprɪtʃə]	<i>n.</i> degree of heat and cold 温度
<b>cooker</b> ['kʊkə]	<i>n.</i> apparatus, stove for cooking food 炉灶
<b>system</b> ['sɪstəm]	<i>n.</i> group of things working together regularly 系统
<b>thermostat</b> ['θə:məstæt]	<i>n.</i> device for automatically regulating temperature 自动调温器
<b>strip</b> [stri:p]	<i>vt.</i> take off (coverings) 剥, 脱去
<b>straighten</b> ['streɪtn]	<i>vt. vi.</i> make or become straight (使) 变直
<b>calculator</b> ['kælkjuleɪtə]	<i>n.</i> person who calculates; calculating machine 计算器(者)
<b>rarely</b> ['ræli]	<i>ad.</i> seldom; uncommonly 罕见; 非常
<b>electronic</b> [ɪˌlek'trɒnɪk]	<i>a.</i> of electrons 电子的
<b>rod</b> [rɒd]	<i>n.</i> thin straight piece of wood or metal 杆子
<b>signal</b> ['sɪgnəl]	<i>n.</i> movement, light or message, device to give information 信号

## Phases & Expressions

<b>go on</b>	happen; take place 发生
<b>hide away</b>	hide; conceal 收藏
<b>set the control to</b>	操作; 调节
<b>attend to the fault</b>	deal with the problem 处理问题

## Study & Practice

### Comprehension of the Text

I. Choose the best answer for each of the following.

- The robots used for scientific research
  - are not very "intelligent."
  - are very expensive.
  - are very cheap.
  - are very dangerous.
- In this story we are told that
  - we get feedback through our eyes and ears.



- b. we get feedback through the robots.
  - c. only robots get feedback.
  - d. information about feedback.
3. The fact that a robot never gets bored doing the same job over and over again probably means that
- a. it will do some jobs better than people.
  - b. it will not do much better than people.
  - c. it is very much like people.
  - d. when the robot is put to work on its own, its brain controls the rods, wheels and motors which don't move its arm.
4. Our eyes, ears, and other senses are our feedback. They tell us what is going on around us. "Feedback" here means
- a. something used to feed the machine.
  - b. what we dream about.
  - c. something for us to eat.
  - d. information about how a machine or person is doing.
5. What does the author of this story seem to want you to feel about robots?
- a. They will probably take over in the future.
  - b. They are machines that break down a lot.
  - c. They are very helpful and useful to humans.
  - d. They are very important but dangerous.
6. Since people like what robots do, what do you think this means for the future?
- a. More and better robots will be built.
  - b. People will stop making robots.
  - c. There will be laws against using robots.
  - d. Robots will be doing less for the human beings.
7. One kind of thermostat is a strip of metal which bends when it gets hot ... This turns off the heat. "Thermostat" means
- a. a robot that is shaped like a thermometer.
  - b. a device that keeps the temperature even.
  - c. a container for hot drinks.
  - d. a device that switches on the machine.
8. Then a human engineer attends to the fault. To attend means
- a. to pay attention to
  - b. to take care of
  - c. to go along with
  - d. to stand at attention

## *Vocabulary*

- I. Choose to explain the underlined parts of the following sentence.
1. The climate affected his health.
- a. had an effect on
  - b. moved the feelings of
  - c. attacked
  - d. effected
2. Please find out when the train starts.

- a. learn by inquiry or study                      b. discover that something has gone wrong  
c. look after    d. found oneself
3. He often found fault with my work.  
a. complain    b. complain with  
c. complain about                                      d. help me with
4. That teacher has not any control over his class.  
a. can teach his students in an interesting way  
b. can not keep order  
c. checks his students                                      d. can make no control of experiment
5. That complicated matters.  
a. made difficult to understand                      b. paid a compliment to  
c. acted in accordance with                              d. was in harmony with
6. She was bored to death.  
a. made a narrow deep round hole which caused her death  
b. very much tired indeed  
c. dead soon after her birth                              d. born dead
7. Which doctor is attending you, giving you medical care:  
a. present at    b. accompanying  
c. giving care and thought to                              d. looking after
8. The little girl hid away in the cellar.  
a. concealed    b. concealed herself  
c. concealed herself for a period of time  
d. hid out
9. She went on about her illness until I was tired of listening.  
a. entered for    b. passed  
c. continued going    d. continues talking
10. It was a signal victory.  
a. movement to show information                      b. sigh  
c. sign    d. remarkable

## Grammar & Structure

■. Fill in the blanks with appropriate verbs.

1. Supplies are \_\_\_\_\_ short. (turning, running, seeming)  
2. A few apples \_\_\_\_\_ fresh for several months. (turned, became, remained)  
3. Tom \_\_\_\_\_ desperate in front of the locked door. (felt, turned, fell)  
4. He \_\_\_\_\_ desperately in all his pockets for the key. (fell, grew, felt)  
5. At the President's entry everyone \_\_\_\_\_ silent. (fell, felt, looked)  
6. This rule \_\_\_\_\_ good at all times. (grows, looks, holds)  
7. The soles (鞋底) of his shoes have \_\_\_\_\_ thin. (become, worn, stayed)  
8. The road \_\_\_\_\_ north to London. (becomes, continues, gets)  
9. Relations between us \_\_\_\_\_ to be strained (紧张). (feel, fall, continue)

10. You should \_\_\_\_\_ your education.

(remain, keep, continue)

### Reading Skills

IV. Read the following passage at your normal speed, trying to get a good general idea of what the passage is about, and then do the exercises.

Learn the following new words before reading the passage:

stadium [steɪdɪəm] *n.* (周围有看台的)体育场(或馆)

tier [tiə] *n.* 一排, 一层, 一列

spectator *n.* 观众; 旁观者

stage *n.* 舞台

focus *vt.* 使注视; 集中

script *n.* 剧本

gladiatorial [ˌglædiə'tɔ:riəl] *adj.* (古罗马的)角斗士的

imitation [ˌɪmɪ'teɪʃən] *n.* 模仿; 仿效

perspire [pə'spaɪə] *vi. vt.* (使)出汗

torture [tɔ:tʃə] *n.* 拷打; 折磨

urge [ɜ:dʒ] *vt.* 催促; 力劝

lick *vt.* 舔, 舔吃

destined ['destənd] *n.* 预定的; 指定的

decline [di'klaɪn] *n.* 下降; 晚期; 衰落

The theatre is like a small stadium; its rows on rows of tiered seats, holding over 15,000 excited spectators, encircle the huge stage — a platform more than 300 feet long — upon which every pair of eyes is focused.

On this stage two men are fighting to the death. This is a play, and the two men who are fighting have roles in the play; but the script calls for one of them to die, and the spectators, accustomed to seeing actual death in gladiatorial contests, will not be cheated with mere imitation. The actor who is to die knows it; beneath his mask he is perspiring with fright, his body is trembling. Any attempt to escape would be punished not only by death, but by torture as well. The audience is urging the fighters on, licking its lips in expectation of the kill.

The fight reaches a climax: the despairing slave meets his destined death giving one last shiver of agony as his blood stains the stage. The audience sighs with pleasure and forgets him.

That was the theatre of Rome in its decline.

1. The scene described takes place in
  - a. the pantheon.
  - b. modern Rome.
  - c. ancient Greece.
  - d. ancient Rome.
2. Apparently, the theatre was much like a

- a. convention(大会,会议) hall.
  - b. gymnasium(体育馆).
  - c. modern theatre.
  - d. football stadium.
3. In length, the stage measured
- a. more than 300 yards.
  - b. more than 300 feet.
  - c. 15 yards.
  - d. 15,000 feet.
4. The participants in this event are called
- a. actors.
  - b. boxers.
  - c. wrestlers(摔跤士).
  - d. heroes.
5. Which participant will die
- a. depends on which is stronger.
  - b. is decided before the fight.
  - c. is decided by the combatants(格斗者).
  - d. is unknown.
6. The audience is
- a. sympathetic.
  - b. calm.
  - c. shocked.
  - d. bloodthirsty.
7. The combatants are
- a. slaves.
  - b. criminals.
  - c. noblemen.
  - d. Christians.
8. The loser was resigned to his fate because
- a. it was preferable to slavery.
  - b. he was obedient to the emperor.
  - c. he was a good sport.
  - d. he would face torture and death if he did not.

## COLLEGE ENGLISH PRACTICE TEST

### Model Test One

#### Part I Vocabulary and Structure

Directions: There are 40 items in this part. For each item there are four choices marked a), b), c) and d). Choose the one word or phrase that best completes the meaning of the item. Then mark the corresponding letter with a single line through the center.

1. You don't have to tell him ! He is fully \_\_\_\_\_ the danger.
  - a. sure of
  - b. aware of
  - c. blind to
  - d. confident of
2. In those miserable days, his kind words gave me great \_\_\_\_\_.
  - a. consideration
  - b. comfortableness
  - c. concern
  - d. comfort
3. He said he was going to drop off the basketball and \_\_\_\_\_ his studies.
  - a. fill in
  - b. decide on
  - c. go over
  - d. concentrate on



16. The plow is not a complicated tool.
  - a. simple
  - b. easy
  - c. basic
  - d. complex
17. Ann was so mixed up that she couldn't answer the teacher's question.
  - a. doubtful
  - b. delighted
  - c. confused
  - d. confident
18. Some urgent business has turned up, which will take up the whole morning.
  - a. use up
  - b. exhaust
  - c. waste
  - d. occupy
19. I hate to mention it, but you owe me some money.
  - a. speak
  - b. notice
  - c. talk about
  - d. state
20. Although only of average intelligence, Tom speaks four languages fluently.
  - a. minor
  - b. middle
  - c. slow
  - d. ordinary
21. Such problems \_\_\_\_\_ air, water, and noise pollutions are becoming more and more serious in some big cities.
  - a. like
  - b. as
  - c. of
  - d. about
22. Cars moved very slowly in the 1920's, but they \_\_\_\_\_ move more quickly than in 1911.
  - a. were to
  - b. would
  - c. did
  - d. could
23. He used to go swimming in the river, \_\_\_\_\_?
  - a. didn't he
  - b. wasn't he
  - c. wouldn't he
  - d. weren't he
24. Their assignments \_\_\_\_\_, Tom and John went to play table tennis in the room.
  - a. are done
  - b. doing
  - c. done
  - d. did
25. We haven't seen Mr. Smith \_\_\_\_\_.
  - a. a few days ago
  - b. for a few days
  - c. a few days before
  - d. since a few days
26. The room is too small \_\_\_\_\_.
  - a. for us to live
  - b. to live in for us
  - c. to live for us
  - d. for us to live in
27. \_\_\_\_\_ Friday evening at eight, Linda will give a lecture in Bailey Hall on "My Experience in China."
  - a. In
  - b. At
  - c. Of
  - d. On
28. The situation today is obviously quite different from \_\_\_\_\_ it was only 40 years ago.
  - a. what
  - b. which

- c. when  
d. such
29. Peter is an intelligent writer. He writes poems, novels and \_\_\_\_\_.  
a. some plays as well  
b. and some plays as well  
c. as some plays as well  
d. and some plays well
30. Would you speak English \_\_\_\_\_ everyone could understand you?  
a. as that  
b. so as to  
c. so that  
d. in order to
31. Every means \_\_\_\_\_ been tried since then.  
a. have  
b. has  
c. is  
d. are
32. Energy can never be obtained from nothing, nor \_\_\_\_\_.  
a. can it ever be destroyed  
b. can it be ever destroyed  
c. it can ever be destroyed  
d. it can be ever destroyed
33. The matter \_\_\_\_\_ you were arguing about last night has been settled.  
a. what  
b. as  
c. whom  
d. that
34. Mary speaks as \_\_\_\_\_ as her sister.  
a. clear  
b. clearly  
c. more clear  
d. more clearly
35. "Do you like New York?"  
"Yes. It's big and the people are cold, but I lived there for a while and I \_\_\_\_\_ it".  
a. got used to  
b. used  
c. used to  
d. got using to
36. \_\_\_\_\_ lovely the dog is!  
a. What  
b. That  
c. How  
d. What a
37. The student speaks as if he \_\_\_\_\_ on the spot.  
a. were  
b. was  
c. had been  
d. for
38. Do you happen to know the reason \_\_\_\_\_ his failure in the final exam?  
a. of  
b. because  
c. why  
d. for
39. Do you make the same mistake \_\_\_\_\_ I did.  
a. which  
b. that  
c. like  
d. as
40. Take an umbrella \_\_\_\_\_ it rains.  
a. in any case  
b. in case  
c. because  
d. for

### Part I Reading Comprehension

Directions: There are 4 reading passages in this part. Each passage is followed by some



questions or unfinished statements. Each of them is given four suggested answers marked a), b), c) and d). You should choose the ONE best answer and mark the corresponding letter with a single line through the center.

I

Thousands of years before Columbus came to the New World, the American Indians entered North America by crossing a narrow strip of land that once connected Alaska and Siberia. The migrants entered a new world in which there were no people at all. But there were many animals to hunt, and there were forests where nuts, roots, and berries could be gathered.

When the Europeans came to the New World, the Indians, at first, taught the settlers how to plant corn, bake fish, make canoes, and smoke tobacco. In return, the whites introduced horses, guns, gun—powder, alcohol. But at last, there were struggles for land, and the wars were over, all Indians were moved to large tracts of land called reservations. Now, some of them, embittered (激怒) by past mistreatment, are determined to preserve their tribal life; some wish to modernize the reservations. These alternatives, with many variations, are what most Indians have chosen—a future in modern technology and education, or the revival (复兴) of ancient tradition and treaties.

41. The Indians entered North America \_\_\_\_\_ ,
  - a. with Columbus
  - b. before Columbus did
  - c. after Columbus arrived
  - d. in the 18th century
42. The Indians moved to a new world which was \_\_\_\_\_.
  - a. once settled by Europeans
  - b. inhabited by primitive men
  - c. dwelled in by American migrants
  - d. completely uninhabited by other people
43. As soon as the Europeans set foot on the New World, they \_\_\_\_\_.
  - a. were hostile to the Indians
  - b. kept terms with Indians
  - c. didn't treat the Indians in a friendly way
  - d. traded with the Indians friendly
44. The most accurate statement about contemporary Indians is \_\_\_\_\_.
  - a. most Indians reject modern culture and technology
  - b. some Indians preserve conventional life style
  - c. some Indians have adopted modern culture and technology
  - d. both b and c
45. The Indians were good at \_\_\_\_\_.
  - a. struggles for land
  - b. contemporary tribal life
  - c. making boats
  - d. the revival of their tradition

I

Marcus Moziah Garvey was born in St. Ann's Bay, Jamaica, in August 1887. At that time many black people lived in countries controlled by colonial administrations which did not

recognize that the local people had their own culture. Slavery had been officially abolished for fifty years but as a schoolboy Marcus was made aware that he was considered an unfit companion for the young daughter of a white church minister.

After finishing elementary school, Marcus had to start earning a living. He began to work as a printer's apprentice and in 1907, at the age of twenty, he helped to lead an unsuccessful printers' strike. Next came a period of travel — to Costa Rica, Panama and other Central American countries where he noted the harsh (苛刻的) treatment given to black workers. In 1912 Marcus Garvey went to London to study and when he returned to Jamaica he founded the organization which was to be his life's work — the Universal Negro Improvement Association, a self-help organization for black people.

46. Marcus was born in \_\_\_\_\_.  
a. 1912  
b. 1887  
c. 1907  
d. not mentioned
47. At that time Jamaica was \_\_\_\_\_.  
a. an independent country  
b. controlled by blacks  
c. a colony of the white people  
d. under Marcus' control
48. Who told him that he could not play with white girls?  
a. His parents.  
b. His teacher.  
c. The whites.  
d. Not mentioned.
49. When he was twenty, he \_\_\_\_\_.  
a. led a strike  
b. studied in school  
c. went to London  
d. visited many places
50. He organized the Universal Negro Improvement Association in order to \_\_\_\_\_.  
a. help the people all over the world  
b. help black people  
c. help white people  
d. help himself

### III

There are three common calendar systems in use by the United States higher education institutions. Semester Systems are one of them.

The academic year is divided into two terms, each of which provides for about 15 weeks of instruction plus a week for final examinations. The fall semester, considered the first term of the academic year, usually begins in September or late August, and it is increasingly common for the term to start early enough to be completed before the two-week Christmas holiday. Colleges start later in September. The second or spring semester usually begins sometime in January and ends in late May or early June. Most schools schedule a one- or two-week vacation in March or April. A variation of the semester system being tried by some institutions is the 4-1-4 calendar, which has a four-month fall semester ending in December, a one-month short term in January for which students may enroll if they wish, and another four-month semester beginning early in February.