

COLLEGE ENGLISH PRACTICE TESTS BAND THREE

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# 大学英语

## 分级同步测试

三 级



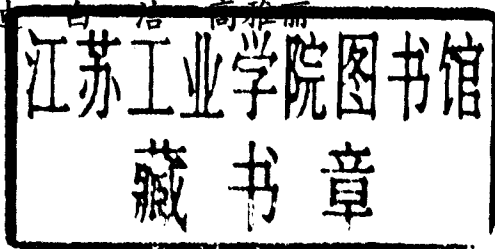
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# College English Practice Tests Band Three

## 大学英语分级同步测试(三级)

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## 内 容 简 介

本书在题型设计上充分兼顾了四、六级考试的要求和变化,在内容、题型构成和难度系数方面与大学英语三级水平保持同步,既可与大学英语三级水平的教材配套使用,又可供学生进行自我测试,为考生顺利通过大学英语四、六级考试先行打好基础。全书共由10套同步测试题构成,每一套题包含写作、快速阅读理解、听力理解、篇章词汇理解或简答题、篇章阅读理解、完型填空或改错、翻译7个部分。书后附参考答案和听力部分的录音文字材料。

本书的读者对象为大学英语三级水平的学生和相当水平的英语学习者。

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# 前言

《大学英语分级同步测试》一级、二级、三级、四级系列丛书是根据《大学英语教学大纲》及《大学英语四、六级考试改革方案(试行)》的精神,参照2005年最新的“大学英语四级考试”试点考试样卷,结合第一线教师在一至四级的教学和研究中所积累的经验和收集的资料,参考学生在学习、考试中反馈的问题编写而成的。编委们集思广益,力求通过此书帮助学生解决英语学习和考试中暴露出来的语言知识、应用能力及应试技巧等方面的问题,以提高他们的外语综合文化素养,为以后实现语言交际能力、顺利通过英语各级考试打好基础。

每册书由三部分组成:(1) 10套完整的模拟试题;(2) 参考答案和听力理解录音文字材料;(3) 随书附赠光盘一张。

除具备同类参考书的一般特点外,本系列丛书具有以下几个鲜明的特点:

## 1. 遵循教学大纲精神,符合考试大纲标准

本系列丛书严格遵守教育部最新制定的《大学英语教学大纲》和《大学英语四、六级考试改革方案(试行)》的要求,根据我们的教学经验,按照标准化的四级考试新题型编写而成,从而突出教材中的重点和难点。部分试题的材料选自国内外图书、报刊、字典和网络。本系列丛书选材广泛,内容新颖,前瞻性好。

## 2. 紧扣教材重点内容,同步分层训练

本系列丛书力求严格与现行教材同步,兼顾各项语言技能。依据教材各单元、各章节的课程目标,把课文中的重点和难点知识融入到试题当中,尤其是词汇题、翻译题和作文题,紧扣课本,注重学生实用能力的培养,帮助学生高效率地掌握相关知识和基本技能。同时,一些原创题的开发可以帮助学生在测试训练中构建自主学习和迎接考试的平台。

## 3. 搭建学习特色平台,构筑考试绿色通道

本系列丛书针对性强,重点围绕学生英语学习中共性的、需要掌握的语言知识和能力,在命题素材、角度和方式等方面均做到精、新、活、准。题项设置上,注重典型性、实用性、灵活性,以期举一反三、触类旁通;题型选择上,注重应用性、科学性、新颖性,以期稳中求进,开阔视野;思路点拨上,注重可操作性、通俗性、规律性,以期激发创新、拓展思维。

本系列丛书各套试题间以及每套试题的题项间都考虑到知识的系统性,内容的

针对性,题量的适度性,题型的代表性和形式的多样性。

本系列丛书可供大学基础阶段准备参加各层次英语考试,尤其是大学英语四级考试前备考复习、自学、自测及强化训练使用。竭诚希望广大师生选用此参考书。

因编写时间仓促,不足之处在所难免,望不吝赐教。

编者

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## Model Test 1

### Part I Writing (30 minutes)

注意:此部分试题请在答题卡上作答。

### Part II Reading Comprehension(Skimming and Scanning) (15 minutes)

**Directions:** *In this part, you will have 15 minutes to go over the passage quickly and answer the questions on the Answer Sheet.*

*For questions 1-7, mark*

**Y (for YES)** *if the statement agrees with the information given in the passage;*

**N (for NO)** *if the statement contradicts the information given in the passage;*

**NG (for NOT GIVEN)** *if the information is not given in the passage.*

*For questions 8-10, complete the sentences with the information given in the passage.*

### The Trouble with Television

It is difficult to escape the influence of television. If you fit the statistical averages, by the age of 20 you will have been exposed to at least 20,000 hours of television. You can add 10,000 hours for each decade you have lived after the age of 20. The only things Americans do more than watch television are work and sleep.

Calculate for a moment what could be done with even a part of those hours: Five thousand hours, I am told, are what a typical college undergraduate spends working on a bachelor's degree. In 10,000 hours you could have learned enough to become an astronomer or engineer. You could have learned several languages fluently. If it appealed to you, you could be reading Homer in the original Greek or Dostoyevsky in Russian. If it

didn't, you could have walked around the world and written a book about it.

The trouble with television is that it discourages concentration. Almost anything interesting and rewarding in life requires some constructive, consistently applied effort. The dullest, the least gifted of us can achieve things that seem miraculous to those who never concentrate on anything. But Television encourages us to apply no effort. It sells us instant *gratification* (满意). It diverts us only to divert, to make the time pass without pain.

Television's variety becomes a *narcotic* (麻醉的), nor a stimulus. Its serial, *kaleidoscopic* (万花筒般的) exposures force us to follow its lead. The viewer is on a perpetual guided tour: 30 minutes at the museum, 30 at the cathedral, 30 for a drink, then back on the bus to the next attraction—except on television, typically, the spans *allotted* (分配) are on the order of minutes or seconds, and the chosen delights are more often car crashes and people killing one another. In short, a lot of television *usurps* (篡夺; 侵占) one of the most precious of all human gifts, the ability to focus your attention yourself, rather than just passively surrender it.

Capturing your attention—and holding it—is the prime motive of most television programming and enhances its role as a profitable advertising vehicle. Programmers live in constant fear of losing anyone's attention—anyone's. The surest way to avoid doing so is to keep everything brief, not to strain the attention of anyone but instead to provide constant stimulation through variety, novelty, action and movement. Quite simply, television operates on the appeal to the short attention span.

It is simply the easiest way out. But it has come to be regarded as a given, as inherent in the medium itself; as an imperative, as though General Sarnoff, or one of the other august pioneers of video, had *bequeathed* (遗留; 传于) to us tablets of stone commanding that nothing in television shall ever require more than a few moments' concentration.

In its place that is fine. Who can quarrel with a medium that so brilliantly packages escapist entertainment as a mass-marketing tool? But I see its values now pervading this nation and its life. It has become fashionable to think that, like fast food, fast ideas are the way to get to a fast-moving, impatient public.

In the case of news, this practice, in my view, results in inefficient communication. I question how much of television's nightly news effort is really absorbable and understandable. Much of it is what has been aptly described as "machine-gunning with scraps." I think the technique fights coherence. I think it tends to make things ultimately boring (unless they are accompanied by horrifying pictures) because almost anything is



boring if you know almost nothing about it.

I believe that TV's appeal to the short attention span is not only inefficient communication but decivilizing as well. Consider the casual assumptions that television tends to cultivate: that complexity must be avoided, that visual stimulation is a substitute for thought, that verbal precision is an anachronism. It may be old-fashioned, but I was taught that thought is words, arranged in grammatically precise.

There is a crisis of literacy in this country. One study estimates that some 30 million adult Americans are "functionally illiterate" and cannot read or write well enough to answer the want ad or understand the instructions on a medicine bottle.

Literacy may not be an inalienable human right, but it is one that the highly literate Founding Fathers might not have found unreasonable or even unattainable. We are not only attaining it as a nation, statistically speaking, but we are falling further and further short of attaining it. And, while I would not be so simplistic as to suggest that television is the cause, I believe it contributes and is an influence.

Everything about this nation—the structure of the society, its forms of family organization, its economy, its place in the world—has become more complex, not less. Yet its dominating communications instrument, its principal form of national linkage, is one that sells neat resolutions to human problems that usually have no neat resolutions. It is all symbolized in my mind by the hugely successful art form that television has made central to the culture, the 30-second commercial: the tiny drama of the earnest housewife who finds happiness in choosing the right toothpaste.

When before in human history has so much humanity collectively surrendered so much of its leisure to one toy, one mass diversion? When before has virtually an entire nation surrendered itself wholesale to a medium for selling?

Some years ago Yale University law professor Charles L. Black, Jr., wrote: "... forced feeding on trivial fare is not itself a trivial matter." I think this society is being forced-fed with trivial fare, and I fear that the effects on our habits of mind, our language, our tolerance for effort, and our appetite for complexity are only dimly perceived. If I am wrong, we will have done no harm to look at the issue skeptically and critically, to consider how we should be residing it. I hope you will join with me in doing so.

注意:此部分试题请在答题卡上作答。

1. In America people do sleeping and watching televisions more than anything else.

2. From the passage we know the time an average American spends on watching TV could have made the person learn to become an astronomer or engineer.
3. The trouble with TV is that it distracts people's attention and encourages them to make no efforts toward their life.
4. TV programmers base this operation on the attraction of long-span attention of audiences.
5. According to the author the improper television operation in American society will be likely to make things eventually boring.
6. Americans will face a serious problem of illiteracy due to the negative impact of TV.
7. In American society literacy is a certain right that cannot be deprived.
8. It may be old-fashioned, but I was taught that thought is words, \_\_\_\_\_.
9. Everything about this nation—the structure of the society, its forms of family organization, its economy, its place in the world—has \_\_\_\_\_.
10. I fear that the effects on our habits of mind, our language, our tolerance for effort, and our appetite for complexity are \_\_\_\_\_.

### Part III Listening Comprehension (35 minutes)

#### Section A

**Directions:** In this section, you will hear 8 short conversations and 2 long conversations. At the end of each conversation, one or more questions 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. Then mark the corresponding letter on the **Answer Sheet** with a single line through the centre.

11. A. They will take the train at 10 o'clock.  
 B. The train is overdue.  
 C. The train has arrived early.  
 D. The woman doesn't know when the train will come.
12. A. \$ 3.90.                      B. \$ 3.50.                      C. \$ 4.10.                      D. \$ 5.00.
13. A. At an art museum.                      B. In a store.  
 C. At a zoo.                      D. On a college campus.

14. A. It will stop soon.  
C. It will never stop.
15. A. Monday and Tuesday.  
C. Wednesday and Thursday.
16. A. All right.  
C. Not bad.
17. A. At a restaurant.  
C. In an office.
18. A. The woman does not want to go to the concert.  
B. The man wants to go out to dinner.  
C. The man must go to the concert.  
D. The woman wants to go to the concert.
- B. It will last for several days.  
D. It only stops at the time of the year.
- B. Monday and Friday.  
D. Monday and Thursday.
- B. Interesting.  
D. Not satisfactory.
- B. In a hotel.  
D. On a train.

**Questions 19 to 22 are based on the conversation you have just heard.**

19. A. Fishing.  
C. Hiking.
20. A. In the afternoon.  
C. In the morning.
21. A. Raincoats.  
C. Rainboots.
22. A. Next to picnic table.  
C. Under picnic table.
- B. Mountain biking.  
D. Playing a card game.
- B. At night.  
D. Not mentioned.
- B. Umbrellas.  
D. Rainbow.
- B. On picnic table.  
D. Not mentioned.

**Questions 23 to 25 are based on the conversation you have just heard.**

23. A. To the science museum.  
C. To the natural history museum.
24. A. A dollar forty.  
C. A dollar fourteen.
25. A. About every four minutes.  
C. About every six minutes.
- B. To the art museum.  
D. To the picture museum.
- B. A dollar fifteen.  
D. A dollar fifty.
- B. About every five minutes.  
D. About every seven minutes.

## Section B

**Directions:** In this section, you will hear 3 short passages. At the end of each passage,

*you will hear some questions. Both the passage and the question will be spoken only once. After you hear a question, you must choose the best answer from the four choices marked A, B, C and D. Then mark the corresponding letter on the Answer Sheet with a single line through the centre.*

### Passage 1

**Questions 26 to 28 are based on the passage you have just heard.**

- 26. A. Requesting one's business card directly.
  - B. Accepting one's card but not continuing contact with him.
  - C. Putting one's business card in the card file.
  - D. Refusing a request for your business card directly.
- 27. A. Saying "Thank you" and putting it away.
  - B. Saying "Thank you" and examining it briefly.
  - C. Saying "Thank you" and putting it in your card file.
  - D. Saying "Thank you" and passing it to your secretary.
- 28. A. To recall one's name and title.
  - B. To arrange the next meeting.
  - C. To recall the previous meeting.
  - D. Both A and C.

### Passage 2

**Questions 29 to 31 are based on the passage you have just heard.**

- 29. A. You can imagine that you are a sport professional.
  - B. You can imagine your cause.
  - C. You can imagine a beautiful picture.
  - D. You can imagine the outcome that you want.
- 30. A. You should try to talk with yourself.
  - B. You should think about people that can help you.
  - C. You should try to draw on a positive imagination.
  - D. You should write down several positive sentences.
- 31. A. How to face misfortune.
  - B. How to face success.
  - C. How to keep a positive attitude.
  - D. How to imagine positively.

### Passage 3

Questions 32 to 35 are based on the passage you have just heard.

32. A. The former CEO. B. The CEO's rivals.  
C. The CEO himself. D. The employees.
33. A. Sales dropped.  
B. There were serious product problems.  
C. Things went along very well.  
D. The new CEO had to be fired.
34. A. Hold a press conference. B. Blame the former CEO.  
C. Ask for more employees. D. Reorganize.
35. A. More envelopes should be prepared.  
B. He should write more letters.  
C. He should show more respect for his employees.  
D. He should consider resigning.

### Section C

**Directions:** In this section, 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 36 to 42 with the exact words you have just heard. For blanks numbered from 43 to 45 you are required to fill in the missing information. For these blanks, 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.

注意：此部分试题请在答题卡上作答。

Foxes and farmers have never got on well. These small dog-like animals have long been(36) \_\_\_\_\_ of killing farm animals. They are officially(37) \_\_\_\_\_ as harmful and farmers try to keep their numbers down by shooting or poisoning them.

Farmers can also call on the services of their local hunters to control the fox population. Hunting(38) \_\_\_\_\_ of pursuing a fox across the countryside, with a group of

(39) \_\_\_\_\_ trained dogs, followed by men and women riding horses. When the dogs

(40) \_\_\_\_\_ catch the fox, they kill it or a hunter shoots it.

People who take part in hunting think of it as a sport; they wear a special (41) \_\_\_\_\_ of red coats and white trousers, and follow strict (42) \_\_\_\_\_ of behavior.

But owning a horse and hunting regularly is expensive, so most hunters are wealthy.

(43) \_\_\_\_\_. But over the last couple of decades the number of people opposed to fox hunting, because they think it is *brutal* (残酷的), has risen sharply. Nowadays it is rare for a hunt to pass off without some kind of confrontation between hunters and hunting *saboteurs* (阻拦者). Sometimes these incidents lead to violence, but mostly saboteurs interfere with the hunt by misleading riders and disturbing the trail of the fox's smell, which the dogs follow.

Noisy confrontations between hunters and saboteurs have become so common that they are almost as much a part of hunting as the pursuit of foxes itself. (44) \_\_\_\_\_

\_\_\_\_\_ . A Labor Party Member of Parliament, Mike Foster, is trying to get parliament to approve a new law which will make the hunting of wild animals with dogs illegal. (45) \_\_\_\_\_

## Part IV Reading Comprehension(Reading in Depth)

(25 minutes)

### Section A

**Directions:** In this section, there is a passage with ten blanks. You are required to select one word for each blank from a list of choices given in a word bank following the passage. Read the passage through carefully before making your choices. Each choice in the bank is identified by a letter. Please mark the corresponding letter for each item on the Answer Sheet with a single line through the center. You may not use any of the words in the bank more than once.

Questions 46 to 55 are based on the following passage.

For many environmentalists, the world seems to be getting worse. They have developed a hit-list of our main fears: natural resources are 46 out; the population is ever

growing, leaving less and less to eat; species are becoming 47 in vast numbers, and the planet's air and water are becoming ever more polluted.

But a quick look at the facts shows a different picture. First, energy and other natural resources have become more 48 not less so, since the book "The Limits to Growth" was published in 1972 by a group of scientists. Second, more food is now produced per 49 of the world's population than at any time in history. Fewer people are 50. Third, although species are indeed becoming extinct, only about 0.7% of them are expected to disappear in the next 50 years, not 25-50%, as has so often been 51. And finally, most forms of environmental pollution either appear to have been 52, or are transient—associated with the early stages of industrialization and therefore best cured not by restricting economic growth, but by 53 it. One form of pollution—the release of greenhouse gases that causes global warming—does appear to be a phenomenon that is going to extend well into our future, but its total impact is unlikely to 54 a *devastating* (令人心神不安的) problem. A bigger problem may well turn out to be an inappropriate response to it.

Yet opinion polls suggest that many people nurture the belief that environmental standards are declining and some factors seem to cause this disjunction between 55 and reality.

注意:此部分试题请在答题卡上作答。

A. pose	I. starving
B. exaggerated	J. head
C. accelerating	K. running
D. extinct	L. predicted
E. exist	M. abundant
F. perception	N. conception
G. wealthy	O. reducing
H. magnified	

## Section B

**Directions:** There are 2 passages in this section. Each passage is followed by some questions or unfinished statements. For each of them there are four choices marked A, B, C and D. You should decide on the best choice and mark the

corresponding letter on the **Answer Sheet** with a single line through the centre.

## Passage One

Questions 56 to 60 are based on the following passage.

When we talk about intelligence, we do not mean the ability to get good scores on certain kinds of tests or even the ability to do well in school. By intelligence we mean a way of living and behaving, especially in a new or upsetting situation. If we want to test intelligence, we need to find out how a person acts instead of how much he knows what to do.

For instance, when in a new situation, an intelligent person thinks about the situation, not about himself or what might happen to him. He tries to find out all he can, and then he acts immediately and tries to do something about it. He probably isn't sure how it will all work out, but at least he tries. And, if he can't make things work out right, he doesn't feel ashamed that he failed; he just tries to learn from his mistakes. An intelligent person, even if he is very young, has a special outlook on life, a special feeling about life, and knows how he fits into it.

If you look at children, you'll see great difference between what we call "bright" children and "not-bright" children. They are actually two different kinds of people, not just the same kind with different amount of intelligence. For example, the bright child really wants to find out about life—he tries to get in touch with everything around him. But, the unintelligent child keeps more to himself and his own dream-world; he seems to have a wall between him and life in general.

56. According to this passage, intelligence is \_\_\_\_\_.

- A. the ability to play well
- B. the ability to do well in school
- C. the ability to deal with life
- D. the ability to get high scores on some tests

57. In a new situation, an intelligent person \_\_\_\_\_.

- A. thinks more about what might happen to him
- B. can predict the result he will get
- C. concentrates on what to do about the situation



- D. cares more about himself
58. If an intelligent person failed, he would \_\_\_\_\_.  
 A. try not to feel ashamed                      B. learn from his experiences  
 C. try to regret as much as possible          D. ignore his failure
59. Bright children and not-bright children \_\_\_\_\_.  
 A. are two different types of children  
 B. are different mainly in their outlook on life  
 C. have difference only in their way of thinking  
 D. have different knowledge about the world
60. The author of this passage will probably continue to talk about \_\_\_\_\_.  
 A. how to determine what intelligence is  
 B. how to cultivate the bright children  
 C. how to solve practical problems  
 D. how an unintelligent person should be taught

## Passage Two

Questions 61 to 65 are based on the following passage.

Human needs seem endless. When a hungry man gets a meal, he begins to think about an overcoat, when a manager gets a new sports car, a big house and pleasure boats dance into view.

The many needs of mankind might be regarded as making up several levels. When there is money enough to satisfy one level of needs, another level appears.

The first and most basic level of needs involves food. Once this level is satisfied, the second level of needs, clothing and some sort of shelter, appears. By the end of World War II, these needs were satisfied for a great majority of Americans. Then a third level appeared. It included such items as automobiles and new houses.

By 1957 or 1958 this third level of needs was fairly well satisfied. Then, in the late 1950s, a fourth level of needs appeared: the "life-enriching" level. While the other levels involve physical satisfaction, that is. The need in comfort, safety, and transportation, this level stresses mental needs for recognition, achievement, and happiness. It includes a variety of goods and services, many of which could be called "luxury" items. Among them are vacation trips, the best medical and dental care, and recreation. Also included here are fancy goods and the latest styles in clothing.