

“十二五”国家重点图书出版规划项目
普通高等教育“十二五”重点规划教材

Nucleus 新核心 大学英语

..... B版

总主编 蔡基刚
主 编 刘佳爱

综合训练 3



上海交通大学出版社
SHANGHAI JIAO TONG UNIVERSITY PRESS

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图书在版编目(CIP)数据

新核心大学英语 B 版综合训练. 3/刘佳爱主编.—上海:上海交通大学出版社,2014

ISBN 978-7-313-11583-6

I. ①新… II. ①刘… III. ①英语—高等学校—习题集
IV. ①H319.6

中国版本图书馆 CIP 数据核字(2014)第 194213 号

新核心大学英语 B 版综合训练 3

主 编: 刘佳爱

出版发行: 上海交通大学出版社

邮政编码: 200030

出 版 人: 韩建民

印 制: 常熟文化印刷有限公司

开 本: 787mm×1092mm 1/16

字 数: 176 千字

版 次: 2014 年 9 月第 1 版

书 号: ISBN 978-7-313-11583-6/H

定 价: 23.00 元

地 址: 上海市番禺路 951 号

电 话: 021-64071208

经 销: 全国新华书店

印 张: 9.25

印 次: 2014 年 9 月第 1 次印刷

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编写说明

《新核心大学英语 B 版综合训练 3》编写目的主要有以下五点:第一,把《读写教程》和《听说教程》的生词进行形式多样的练习,让学生充分掌握和运用各单元词汇,以便大幅度提高词汇量;第二,通过不同形式的阅读训练,培养学生良好的阅读习惯,提高阅读速度,锻炼语句分析能力,加强记忆、判断、推理能力,掌握一定的阅读技能;第三,汇总各个单元重点句型,通过句型改写、翻译等形式,使学生应用所学知识准确地表达出符合英语语言习惯的句子;第四,结合大学英语四六级考试题型,通过翻译练习,提高英语语法、词汇以及句子表述衔接等方面的综合运用能力;第五,通过每个单元的写作练习,从抓英语写作习惯养成入手,强化英语写作技能和技巧训练,有效地提高学生英语写作能力。

本书分为八个单元。每个单元由四部分构成:词汇、阅读、翻译和写作。其中,词汇练习又有三种不同的题型:词形转换(8题)、选词填空(15题)和同义词辨析(30题),通过对各单元重点单词多方位的训练,从各个角度训练和巩固单词的用法。在阅读练习方面有四种不同的题型,分别从主要内容概括、段落理解、细节问答和词句匹配等方面进行练习。翻译练习分为两大部分,一是句型翻译练习;二是段落翻译练习。翻译内容涉及中国历史、文化、经济、社会发展等众多方面。最后,写作训练围绕《读写教程》各单元的写作主题展开,由浅入深,锻炼学生语言运用能力。

本书在训练题型的设计上,考虑到对学生多层次全方位的训练需要,题型设计力求多样化和趣味性,注重培养学生的发散性思维和分析能力。在练习的内容上,结合《读写教程》和《听说教程》各单元的重要知识点,让学生对所学内容温故知新、融会贯通。

本书主要面向《新核心大学英语》教材的学习者,也可以作为社会上广大英语学习者提高英语综合水平的练习用书。

编者

2014年6月

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Unit 1

Age of Robots



Vocabulary

I. Fill in the blanks in the following sentences by applying the proper form of the given words.

1. The military emphasized on education, efficiency, loyalty with all other _____ for determining promotion. (criterion)
2. Each move is completely _____ to cater to the customer needs. (custom)
3. How long would it take her to _____ to a culture where the ability to cause fear and pain was so revered? (adaptation)
4. Do you know how to _____ files to a different format with free tools? (converter)
5. An international card skimming gang is targeting _____ teller machines (ATMs) across New South Wales (NSW) of Australia, the NSW Police warned Thursday. (automation)
6. Life is ten percent what happens to you and ninety percent how you _____ to it. (response)
7. A series of new guiding principles for capital market development unveiled by China's State Council this month will have _____ impact on the country's long-term economic growth. (profoundness)
8. All parties to the conflict have the legal _____ and moral responsibility to do everything they can to avoid and prevent violence against civilians and ensure that their humanitarian needs are addressed. (oblige)

II. Choose the best answer to complete the following sentences.

- The expansion of the factory will mean the _____ of forty extra workers.
A. instrument B. development C. department D. employment
- Maggie was late for the meeting because she lost _____ of the time.
A. trace B. track C. tract D. trait
- He _____ himself to the cold weather.
A. adjusted B. adapted C. adhered D. abided
- John equals me in strength but not in _____.
A. hardware B. intelligence C. intellectual D. energy
- It is virtually impossible to _____ an earthquake accurately.
A. protect B. crack C. predict D. arouse
- My grandfather _____ to get up early every day.
A. declines B. customizes C. tends D. refers
- My brother was fitted an _____ tooth by the dentist.
A. false B. fake C. sober D. artificial
- I hope I have the _____ of meeting the queen.
A. hostility B. content C. vision D. privilege
- She refuses to give the story a _____ ending.
A. capable B. honest C. conventional D. confident
- The cost of living in big cities is on the _____.
A. rise B. lapse C. raise D. lift
- Food and water were _____ in this region because of a severe drought.
A. abundant B. scarce C. rich D. decent
- She _____ her way through the crowd.
A. transformed B. pulled C. elbowed D. passed
- It is true that online education gives students enough _____.
A. flexibility B. contribution C. agent D. convention
- Will planting trees help to prevent soil _____?
A. attendant B. deficiency C. damage D. erosion
- Before the project was started, we asked the designer to give us an _____ of the cost of building such a museum.
A. estimate B. evaluation C. assessment D. announcement



III. Choose the synonyms of the underlined words.

1. I agree with you that this job is both dangerous and demanding.
A. amazing B. risky C. picky D. plentiful
2. Has he got a talent for music?
A. ability B. skill C. fiction D. gift
3. I think you must learn how to construct a wiseable argument.
A. primary B. principal C. logical D. stable
4. What's the determinate factor of our economy?
A. component B. element C. indicator D. truth
5. She is a very capable secretary.
A. competent B. effective C. diligent D. smart
6. Can you identify your suitcase among this lot?
A. impress B. fetch C. recognize D. classify
7. He is planning to refine his writing style.
A. define B. improve C. treat D. cope
8. The prices of vegetables vary with the season.
A. increase B. change C. decrease D. raise
9. It's too early to evaluate its success.
A. estimate B. criticize C. conclude D. praise
10. Now markets are flourishing and prices are stable.
A. costly B. considerate C. soaring D. steady
11. I conceived that there must be many difficulties.
A. suspected B. accepted C. considered D. convinced
12. Can you imagine that the picture consists of a lot of discrete spots of color?
A. persistent B. continual C. separate D. desperate
13. There's a wide spectrum of opinions on this novel.
A. mood B. case C. bunch D. range
14. There was a discrepancy in the two reports of the event.
A. argument B. debate C. truth D. disagreement
15. The girl cannot come to school today on account of the flu.
A. concerning B. for C. as to D. because of
16. They lulled the little girl into a false sense of security.
A. protection B. safety C. defense D. confidence

17. Her performance was very uplifting.
 A. inspiring B. astonishing C. excellent D. energetic
18. The neighbors infringed on her privacy.
 A. intruded B. conveyed C. investigated D. exchanged
19. We outsmarted them and got there first.
 A. passed B. outwitted C. outran D. outraged
20. We shouldn't discount the effect of this disease.
 A. overstate B. impress C. ignore D. investigate
21. It's hard to change attitudes that have become so deeply entrenched over the years.
 A. traditional B. fashionable C. firm D. strange
22. She moaned about her misfortunes to anyone who would listen.
 A. correlated B. complained C. confirmed D. condemned
23. You have an hour to expound your views to the public.
 A. advocate B. present C. express D. elaborate
24. When Linda heard the good news she tried to sound casual, but her excitement was obvious.
 A. caring B. disinterested
 C. without plan D. without warning
25. The patterns of spoken language are different from those of writing.
 A. distinct B. distinctive C. distinguished D. distinguishing
26. The teacher told the students to stay in the classroom and they did so.
 A. absolutely B. accidentally C. accordingly D. accurately
27. He listened hard but still couldn't understand what they were talking about.
 A. make over B. make up C. make upon D. make out
28. Winter is not a good season at most hotels in this seaside town, because very few tourists come to stay.
 A. sleazy B. slack C. low D. quiet
29. Last Sunday she came to visit us out of the blue.
 A. unexpectedly B. unhappily C. untidily D. unofficially
30. He is fed up with the same old dreary routine, and wants to quit his job.
 A. dull B. boring C. long D. hard



Reading
Passage 1

A robot is a machine. But it is not just a machine. It is a special kind of machine. It is a machine that moves. It follows instructions. The instructions come from a computer. Because it is just a machine, it does not make mistakes. And it does not get tired. And it never complains. Unless you tell it to!

Robots are all around us. Some robots are used to make things. For example, robots can help make cars. Some robots are used to explore dangerous places. For example, robots can help explore volcanoes. Some robots are used to clean things. These robots can help vacuum your house. Some robots can even recognize words. They can be used to help answer telephone calls. Some robots look like humans. But most robots do not. Most robots just look like machines.

Long ago, people imagined robots. Over 2,000 years ago, a famous poet imagined robots. The poet's name was Homer. His robots were made of gold. They cleaned things and they made things. But they were not real. They were imaginary. Nobody was able to make a real robot. The first real robot was made in 1961. It was called Unimate. It was used to help make cars. It looked like a giant arm.

In the future, we will have even more robots. They will do things that we can't do. Or they will do things that we don't want to do. Or they will do things that are too dangerous for us. Robot will help us fight wars. They will help us fight sickness. They will help us discover things. They will help make life better now, we have all realized.

Task 1 Choose the best answer according to the passage.

- As used in paragraph 1, we can understand that something special is NOT _____.
A. normal B. expensive C. perfect D. tired
- According to the author, robots may be used to _____.
① make cars ② explore volcanoes ③ answer telephone calls
A. ① only B. ① and ② only
C. ② and ③ only D. ①②, and ③
- What is the main purpose of paragraph 2?
A. To show how easy it is to make a robot.

- B. To tell what a robot is.
 C. To describe the things a robot can do.
 D. To explain the difference between a robot and a machine.
4. Using the information in the passage as a guide, which of these gives the best use of a robot?
 A. To help make a sandwich. B. To help tie shoes.
 C. To help read a book. D. To help explore Mars.

Task 2 Near the end of the passage, the author says that “in the future, we will have even more robots”. The author concludes by telling us that robots “will help make life better”. What do you think about this? Do you think this is true? Will robots help make life better? Why or why not? Please explain.

Passage 2

Read the following text and fill in the blanks with words which best fit each space. Use only one word in each space.

In fiction robots have a personality, but reality is disappointingly different. Although sophisticated 1. _____ to assemble cars and assist during complex surgery, modern robots are dumb automatons, 2. _____ of striking up relationships with their human operators.

However, change is 3. _____ the horizon. Engineers argue that, as robots begin to make 4. _____ a bigger part of society, they will need a way to interact with humans. To this end they will need artificial personalities. The big question is this: what does a synthetic companion need to have so that you want to engage 5. _____ it cover a long period of time? Phones and computers have already shown the 6. _____ to which people can develop relationships with inanimate electronic objects.

Looking further 7. _____ engineers envisage robots helping around the house, integrating with the web to place supermarket orders using email. Programming the robot with a human-like person and 8. _____ it the ability to learn its users' preferences, will help the person feel at ease with it. Interaction with such a entity in



this context is more natural than sitting with a mouse and keyboard.

Passage 3

Suppose we built a robot to explore the planet Mars. We provide the robot with seeing-detectors to keep it away from danger. It is powered entirely by the sun. Should we program the robot to be equally active at all times? No. The robot would be using up energy at a time when it was not receiving any. So we would probably program it to cease its activity at night and to wake up at dawn the next morning.

According to the evolutionary theory of sleep, evolution equipped us with a regular pattern of sleeping and waking for the same reason. The theory does not deny that sleep provides some important restorative functions. It merely says that evolution has programmed us to perform those functions at a time when activity would be inefficient and possibly dangerous. However, sleep protects us only from the sort of trouble we might walk into; it does not protect us from trouble that comes looking for us. So we sleep well when we are in familiar, safe place, but we sleep lightly, if at all, when we fear that bears will nose into the tent.

The evolutionary theory accounts well for differences in sleep among creatures. Why do cats, for instance, sleep so much, while horses sleep so little? Surely cats do not need five times as much repair and restoration as horses do. But cats can afford to have long periods of inactivity because they spend little time eating and are unlikely to be attacked while they sleep. Horses must spend almost all their waking hours eating, because what they eat is very low in energy value. Moreover, they cannot afford to sleep too long or too deeply, because their survival depends on their ability to run away from attackers.

Choose the best answer according to the passage.

1. The author uses the example of the robot in space exploration to tell us .
 - A. the differences between robots and men
 - B. the reason why men need to sleep
 - C. about the need for robots to save power
 - D. about the danger of men working at night
2. Evolution has programmed man to sleep at night chiefly to help him .
 - A. maintain a regular pattern of life

- B. prevent trouble that comes looking for him
 C. avoid danger and inefficient labor
 D. restore his bodily functions
3. According to the author, we cannot sleep well when we _____.
- A. are worrying about our safety B. are overworked
 C. are in a tent D. are away from home
4. Cats sleep much more than horses do partly because cats _____.
- A. need more time for restoration
 B. are unlikely to be attackers
 C. are more active than horses when they are awake
 D. spend less time eating to get enough energy
5. Which of the following best summarizes the main idea of the passage?
- A. Evolution has equipped all creatures with a regular pattern of sleeping and waking.
 B. The study of sleep is an important part of the evolutionary theory.
 C. Sleeping patterns must be taken into consideration in the designing of robots.
 D. The sleeping pattern of a living creature is determined by the food it eats.

Passage 4

Robots battle for supremacy in Portland this weekend, but for their young creators, the games are a “coopetition”.

Two groups of three robots, all towing round trailers, bounce about like bumper cars in a fenced area called the crater as they scoop up soccer sized balls and shoot or spit them into their opponents’ trailers. The group that sinks the most balls wins. This is how 54 robots—each representing a team of high school students from Oregon, Hawaii, Alaska, California, Idaho or Washington—are slugging it out this weekend at Portland’s Memorial Coliseum for a chance to go on to international competition in Atlanta next month.

The final rounds of competition, which are free and open to the public, will be between 1 and 3 p.m. today. While the competition is fierce, it is softened by uncommon civility and geared to produce future scientists and leaders.

In the first two-minute round Friday, a robot built by a team from the Saint George’s private school in Spokane failed to move. Minutes later, in another area



called the pit, Eric Anderson, 15, and Ian McNee, 17, members of a team from Meridan, Idaho, were helping the Spokane team fix some chains, a battery cable and other problems.

“You don’t want them not to show up.” McNee said. “We want everybody to complete.”

The robot makers display team spirit with cheers, mascots, shirts, flags, buttons, hats and capes, but they also commonly help one another as part of what they call “gracious professionalism”. It is a value that the hundreds of coaches and sponsors and thousands of adult mentors try to foster in students.

The robotic crowd calls this brand of sportsmanship “coopetition,” says Deb Mumm-Hill, Northwest regional director in West Linn For Inspiration and Recognition of Science and Technology, a nonprofit that organizes the competition in an effort to steer more students into science, engineering and mathematics. “We’re a work force development group,” she said. Today’s workers need to work in teams and with other teams and countries to solve the world’s complex problems, she said.

To develop those skills, the robotics competition uses a sports model to engage students, she said, “but we took out the bad part, the ‘braggadocio’ and ‘crush your opponent’.”

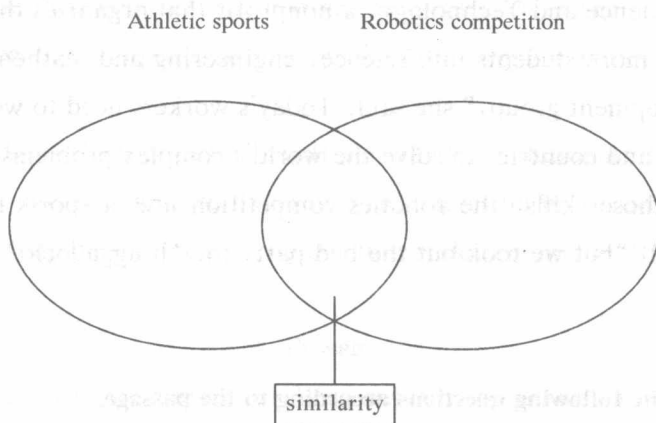
Task 1 Answer the following questions according to the passage.

1. If you were trying to summarize this article for someone who had not read it, what would you say about it?

2. A new word has been created by the Robotics event — “coopetition”. Explain what this word means and give examples of how it is demonstrated by the teams at the regional event.

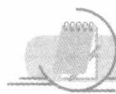
3. Although the article doesn't explain directly how Deb. Mumm-Hill feels about athletic competitions, the author gives some clues about her attitude. Explain how Ms. Mumm-Hill views sports competitions, using examples of quotes from the article to support your perspective.

Task 2 Using the Venn diagram below, compare participation in athletic sports with participation in the robotics competition. Include both similarities and differences.



Task 3 Using the chart below, give 3 examples of figurative language (simile, metaphor, personification) from the article and explain how each example helps make the writing more effective.

Check the type	Examples from the text	How it makes the writing effective
Simile		
Metaphor		
Personification		



Translation

A. Translate the following English sentences into Chinese, and then translate the Chinese



sentences into English simulating the structure of the English sentences.

1. The world champion described the experience as being every bit as grueling as playing a top-notch human challenger. (Main Reading, Paragraph B)

英译汉: _____

秋季的哮喘患者比夏季要高六倍, 其中许多患者是小学生, 需要去医院治疗。

汉译英: _____

2. The difference is that, unlike Deep Blue, EHW continually crops and refines its search algorithm—the sequence of logical steps it takes to find a solution. (Main Reading, Paragraph D)

英译汉: _____

平庸与卓越之间的差异, 在于那一点点的额外努力。

汉译英: _____

3. John Koza of Stanford University in California claims that analogue-circuit design is the domain of engineers “off in a room wearing purple hats with gold stars”. (Main Reading, Paragraph K)

英译汉: _____

有些心理学家认为人们出门在外时会感到孤独。

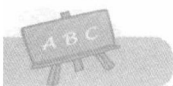
汉译英: _____

4. Author says that a leading explanation for the disappearance of the middle class is “ongoing automation and off-shoring of middle-skilled ‘routine’ tasks that were formerly performed primarily by workers with moderate education”. (Related Reading, Paragraph E)

英译汉: _____

对于王尔德的作品经久不衰的一个常见的解释是他作品中主题的真实性。

汉译英: _____



5. **The hard truth**—and you don't see it addressed in news reports—**is that** the middle class is disappearing in large part because technology is rendering middle-class skills obsolete. (Related Reading, Paragraph F)

英译汉: _____

根据皇家调查团的调查结果:澳大利亚的天主教教堂里是虐待儿童的常见场所。

汉译英: _____

6. **What is true is that** industrial robots have been carrying ever more of the manufacturing burden on their steely shoulders since they appeared in the 1950s. (Related Reading, Paragraph G)

英译汉: _____

更重要的是,我们需要承诺——承诺采取行动。

汉译英: _____

7. If the skills and talents that are truly financially rewarding become harder and harder to acquire, people who would never consider themselves students of economists might start questioning whether, given the circumstances, **it still makes sense to** pay people based solely on the demand for their skills in a marketplace that would be demanding very few skills. (Related Reading, Paragraph N)

英译汉: _____

明智的做法是以批发价购进,这样可以在转卖时获得最大的利润。

汉译英: _____

8. If Market place forces and increased automation leave the average person without any prospects for a decent job, we may have the chance—or perhaps even the moral obligation—to change the opportunity to do meaningful work, treating it not merely as a privilege, but as something everyone deserves. (Related Reading, Paragraph O)

英译汉: _____