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全国性英语“学业证书”考试
替代EPT
替代自考公共英语考试



全国公共英语等级考试 习题集

第五级

Public English Test System Practice Tests
Level 5

北京第二外国语学院专家组 编



中国协和医科大学出版社

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北京第二外国语学院专家组 编

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出版说明

改革开放 20 多年来,为了在全国范围内促进英语的普及与提高,适应不断扩大对外交流的形势与需要,我国先后采用过许多不同类型的考试方法与体系,试图探索出一套更为科学、合理、适用的评定英语水平的考试体系,满足社会上英语能力的鉴定和英语人才市场的需求,使考生成绩使用多样化如升学、求职、就业、职称评定、出国等,为考生开拓前景及推动我国英语教学与考试体系的改革,教育部考试中心经过多年的筹划、探讨,终于今年第四季度首次推出全国英语水平考试体系——全国公共英语等级考试(Public English Test System, 即 PETS)。PETS 在设计过程中得到英国政府的大力支持,并列为中、英两国政府文化交流合作项目。

公共英语等级考试分为 5 个等级,分别为:

PETS 1 即初始级。考试要求略高于初级中学毕业生的英语水平;

PETS 2 即中下级。考试要求略高于普通高级中学毕业生的英语水平;

PETS 3 即中间级。考试要求相当于普通大专院校学生修完两年公共英语课或自学人员具有同等程度英语水平;

PETS 4 即中上级。考试要求相当于大学本科学生学习 3~4 年的公共英语或自学人员具有同等英语水平;

PETS 5 即最高级。考试要求相当于大专院校英语专业二年级结束时的水平或出国留学人员的水平。

PETS 是一个新的全国性非学历性公共英语考试系统,是一个覆盖不同层次需要的,拥有 5 个级别的目标参照性英语考试体系。考生不受职业、年龄和学历背景的限制,并确保相同级别不同考次之间的考生成绩的等值。

为此,使考生在短期的备考复习中能了解考试的范围和重点,并使复习和辅导有所依据,我们特邀请全国著名院校资深的英语教授和富有教学经验的高级教师,依据《PETS 考试大纲》编写了一套《全国公共英语等级考试习题集》,共 5 本,便于应试者考前复习和自我测试。

中国协和医科大学出版社总编室

1999 年 7 月

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PETS 第五级考试简介

概 述

全国公共英语等级考试系统 (Public English Test System, 简称 PETS) 是由教育部考试中心设计、开发的, 在开发过程中得到了英国国际发展部的资助以及英国剑桥大学地方考试委员会的技术支持。

全国公共英语等级考试系统的开发是为了适应当前我国改革开放和对外交往的需要, 改革现存的各种层次、各种专业的英语考试, 向社会提供一种能满足跨部门、跨行业、跨地区的考试系统。该考试是以全体公民为对象的非学历性英语证书考试。

全国公共英语等级考试系统共分五个等级的水平考试。考试内容涵盖了对于考生听、说、读、写的能力的考查。考试的形式包括笔试和口试。笔试包括听力、英语知识运用、阅读理解和写作。PETS 考试系统的重点放在对考生英语语言运用能力的考查。

PETS 第五级考试是全国公共英语等级考试系统五个级别中的最高级, 其标准相当于我国大学英语专业二年级结束时的水平。

本级考试面对一般在 25 岁以上, 他们已经完成了大学或研究生的学业, 通常在大专院校教书、或从事科研工作, 或准备申请国家奖学金去国外进修的人员。通过五级考试的考生, 其英语水平相等于攻读高等院校硕士研究生非英语专业学生的水平要求, 并能满足一般专业技术人员或研究人员、现代企业经理等工作对英语的基本要求。

PETS 第五级考试的要求

参加 PETS 第五级考试的考生应能适当运用有关语法知识, 掌握 7000 左右的词汇以及相关词组。

考生应能听懂英文讲座、学术发言或争论, 同时还能听懂英文广播节目。考生应能够分析性、评议性地阅读, 并从具体目的出发确定有关资料的价值。

考生还应能够较好地写出专业文章, 诸如科研论文、实验报告, 并能准备实用性文件。

在口头表达方面, 考生应能够清楚地学术研讨中, 清楚地表达或论证与自己学科相关的内容。

考试的形式与内容

PETS 第五级考试由笔试和口试组成：笔试（140 分钟）包括听力、英语知识运用、阅读理解和写作；口试（15 分钟）分三节考查考生的口语交际能力。

笔试试卷和口试试卷上面的指导性语言均用英语。

（一）听力

该部分由 A、B、C 三节组成，考查考生理解英语口语的能力。

A 节（10 题）：考查考生理解具体和抽象信息的能力。要求考生根据所听到的一段 500 ~ 600 词的对话或独白，判断 10 个陈述句子的正误。录音材料只播放一遍。

B 节（10 题）：考查考生理解细节、事实、要点、观点、态度等的能力。要求考生根据所听到的三段平均 300 词左右的对话或独白的内容，从每题所给的 4 个选择项中选出最佳选项。每段录音材料只播放一遍。

C 节（10 题）：考查考生理解并记录主要信息的能力。要求考生根据所听到的一段对话或独白（约 800 词）的内容，回答问题或补全不完整的句子。录音材料播放两遍。

问题不在录音中播放，仅在试卷上印出。

听力考试进行时，考生将答案划或写在试卷上；听力部分结束前，考生有五分钟的时间将试卷上的答案涂或誊写到答题卡 1 上。该部分所需时间约为 35 分钟（含誊写或转涂时间）。

（二）英语知识运用

该部分不仅考查考生对诸如连贯性和一致性等语段特征的辨识能力，还考查考生对用于一定语境中规范的语言成分的掌握，这些规范的语言成分主要是词汇和语法结构。

共 20 小题。在一篇 250 ~ 300 词的文章中留出 20 个空白，要求考生根据短文内容填空，使补足后的文章意思通顺、前后连贯、结构完整。其中约有 12 题考查语法和语段结构，8 题考查词汇。

该部分所需时间约为 15 分钟。

（三）阅读理解

该部分由 A、B、C 三节组成，考查考生理解书面英语的能力。

文章广泛地选自近期发表的文字材料，其形式与内容都是真实的。该部分中各篇文章的长度根据其题型要求从 400 ~ 850 词不等。总阅读量约 3000 词。

A 节（15 题）：考查考生对文章主旨要义和细节信息的理解能力。要求考生根据所提供的 3 篇文章的内容（各 400 ~ 500 词），从每题（一篇文章有五题）所给的 4 个选择项中选出最佳选项。

B 节（5 题）：考查考生对诸如连贯性和一致性等语段特征的理解。本部分内容为一篇长 750 ~ 850 词的文章，其中有 5 段文字为空白，文章后有 6 段文字，要求考生根据文章内容从 6 段文字中选择能分别放进文章中 5 个空白处的 5 段。

C 节（10 题）：考查考生使用略读或掠读的方法识别具体信息的能力。要求考生根据所提供的 1 篇文章（750 ~ 850 词）的内容，完成 10 道选择搭配题。

该部分所需时间约为 50 分钟。

(四) 写作

该部分考查考生的书面表达能力。

要求考生根据主题性或情景性的提示或问题写一篇约 250 词的短文。

该部分所需时间约为 40 分钟。

(五) 口试

口试分 A、B、C 三节，测试考生英语口语的交际能力。

每次口试采取两名口试教师和两名考生的形式。一名口试教师不参与交谈，专事评分；另一名主持口试，随时与考生交谈并评分。专事评分的教师所给分数的权重占考生口试成绩的三分之二，主持口试的教师所给分数的权重占考生口试成绩的三分之一。

A 节：考查考生理解一般性问题并能恰当地回答这些问题的能力。考官问一些有关考生生活、工作、学习等自我介绍方面的问题。

该节约需 2 分钟时间。

B 节：考查考生用英语进行讨论的能力。该节的形式有解决问题、排序、角色扮演、讨论、决策、或就两个完全相反的观点阐述自己的观点等。

该节约需 5 分钟时间。

C 节：考查考生连续表达的能力。考生分别从所给的三个话题中选择一个话题进行连续表达，并就此话题互相提问、回答。

该节约需 8 分钟。

考试的结构

笔试结构

部分	节	为考生提供的信息	指导语语言	考查要点	题型	题目数量	时间分钟
听力	A	1 段独白或对话 (500 ~ 600 词) (放一遍录音)	英语	理解主旨要义 和详细信息 抓住要点 判断态度	判断正误题	10	35
	B	3 段独白或对话 (每段 280 ~ 320 词) (放一遍录音)	英语		多项选择题 (四选一)	10	
	C	一段独白或对话 (700 ~ 800 词) (放两遍录音)	英语		完成句子或 回答问题	10	
英语知识运用		1 篇文章 (250 ~ 300 词)	英语	语法、词汇和结构	完形填空	20	15

续表

部分	节	为考生提供的信息	指导语语言	考查要点	题型	题目数量	时间分钟
阅读理解	A	3 篇文章 (每篇 400 ~ 500 词)	英语	总体和 细节理解	多项选择题 (四选一)	15	50
	B	1 篇文章 (750 ~ 850 词)	英语	理解文章结构	选择搭配题	5	
	C	1 篇文章 (750 ~ 850 词)	英语	略读或掠读信息	选择搭配题	10	
写作		提示或提示信息 (英语)	英语	书面表达	一篇短文 (不少于 250 词)	1	40
总计						80 + 1	140

口试结构

节	时间 (分钟)	形式	为考生提供的信息	考查要点	考生须提供的 信息	分数
A	2	口试教师与 考生对话	口试教师提问	互动技能 和有效交流	回答问题 提供个人信息	5
B	5	两考生讨论	信息卡 (文字或图片)		就所给信息 表达并讨论	
C	8	考生连续表达 并互相问答	信息卡 (文字或图片)		就所给信息连续 表达并讨论	

PETS 笔试应试指导与练习

Part I 听力

测试要求

(1) 考试时间:

时间总共约为 35 分钟, 包括考生试卷上的答案转涂到答题卡上的时间 (5 分钟)。

(2) 听力测试结构:

PETS 第四级听力部分由 A 节 (10 题)、B 节 (10 题)、C 节 (10 题) 组成。

(3) 听力测试题内容分类:

A 节考查考生理解具体和抽象信息的能力。B 节考查考生理解细节、事实、要点、观点、态度等的能力。C 节考查考生理解并记录主要信息的能力

A 节试题简介

A 节 (10 题): 考查考生理解具体和抽象信息的能力。要求考生根据所听到的一段 500 ~ 600 词的对话或独白, 判断 10 个陈述句子的正误。录音材料只播放一遍。

例题

以下是试卷式样

Part A

You will hear a lecture about the American university. As you listen, answer Questions 1 to 10 by circling True or False. You will hear the conversation ONLY ONCE.

You now have 60 seconds to read Questions 1 ~ 10.

- | | |
|---|------------|
| 1. You may find a 55 year old student in an American university. | TRUE/FALSE |
| 2. Normally American college students are well prepared when they enter the university. | TRUE/FALSE |
| 3. Most young American university students have traveled abroad. | TRUE/FALSE |
| 4. Most American university students are poorly informed about international affairs. | TRUE/FALSE |
| 5. The average undergraduate students take 5 courses per semester. | TRUE/FALSE |

-
6. In many classes small group discussions will take place once a week. TRUE/FALSE
7. American professors encourage students to ask questions in class. TRUE/FALSE
8. Students usually have too much homework and have little time to review their lessons. TRUE/FALSE
9. Students are not allowed to visit their teachers during office hours. TRUE/FALSE
10. It is not compulsory for the students to finish their class assignment. TRUE/FALSE

考生将听到如下录音：

Today I'd like to give you some idea about how life at an American university or college might be different from the way it is in your country.

First of all, you will find students of all ages. Although, most students start college at around the age of 18, you will see students in their 30s and 40s and even occasionally in their 60s and 70s. Students on a US campus come from a wide variety of socioeconomic backgrounds. Many students work at least part-time, and some of them work full-time.

Now let's begin by talking about an average student entering his or her freshman year. Of course, such a person never really exists, but still it's convenient to talk about an "average" student for our purposes. Foreign students are often surprised at how poorly prepared American students are when they enter a university. Actually, at very selective schools the students are usually very well prepared, but at less selective schools, they may not be as well prepared as students in your country are. If you will remember the educational philosophy we discussed in our last lecture, you will understand why. Schools in the States simply admit a lot more students than is usual in most other countries. Also, most young American university students have not traveled in other countries and are not very well - versed in international matters and do not know a lot about people from other countries. Foreign students usually find them friendly but not very well - informed about their countries or cultures.

What kind of academic experiences will this so-called "average" student have? The average undergraduate student takes five classes a semester and is in class about 15 hours a week. If he or she takes a class that has a laboratory, this will require two or three more hours. Many introductory under-graduate classes are given in large lectures of 100 or more students. However, many of these classes will have small discussion groups of 15 to 20 students that meet once a week. In these smaller groups, a teaching assistant will lead a discussion to help clarify points in the lectures. Other kinds of classes - for example, language classes - will be much smaller so that students can practice language. In general, American professors are informal and friendly with their students, and, as much as possible, they expect and invite participation in the form of discussion. A large amount of reading and other work is often assigned to be done outside class, and students are expected to take full responsibility for completing these assignments

and asking questions in class about those areas they don't understand. As a rule of thumb, students spend two to three hours preparing for each hour they spend in class. American professors often encourage their students to visit them during office hours, especially if the students are having problems in the class.

根据上面录音的内容,考生可以得出正确答案。

- | | | | | |
|---------|----------|----------|----------|----------|
| 1. TRUE | 2. FALSE | 3. FALSE | 4. TRUE | 5. TRUE |
| 6. TRUE | 7. TRUE | 8. FALSE | 9. FALSE | 10. TRUE |

应试技巧

A 节试题的测试目的是考查考生理解具体信息的能力。这就要求考生认真听录音,随听随注意试卷上问题所问的细节,如:时间、地点、活动方式、活动中的人与物等。

由于只能听一遍,所以一开始特别要注意整篇录音在讲什么。这一信息可以在录音开始前的 60 秒内,通过阅读问题而获得。

B 节试题简介

B 节(10 题):考查考生理解细节、事实、要点、观点、态度等的的能力。要求考生根据所听到的三段平均 300 词左右的对话或独白的内容,从每题所给的 4 个选择项中选出最佳选项。每段录音材料只播放一遍。

例题

以下是试卷式样

Part B

Question 14 ~ 16 are based on the following talk. You now have 15 seconds to read Questions 14 ~ 16.

14. What does "setting" mean in the lecture?

- [A] Background information.
- [B] The environment.
- [C] The message channel.
- [D] The signal sent by the speaker.

15. What was the main way to teach in ancient times according to Janis Anderson?

- [A] Teaching without classrooms.
- [B] Teaching within classrooms.
- [C] Teaching with pens and desks.
- [D] Teaching with discomforts.

16. In what terms does culture influence student-teacher interaction in classroom?

- [A] In terms of verbal communication.

- ▼
- [B] In terms of non-verbal communication.
 - [C] In terms of verbal and non-verbal communication .
 - [D] In terms of classroom performance.

考生将听到如下录音：

Today's lecture deals with the topic of language, culture, and communication in the North American classroom. Samovar and Porter, in their book *Intercultural Communication*, define "communication" as a form of human behavior that results from a need to interact with other human beings.

As a result of this need, we send verbal and nonverbal messages to communicate with both friends and strangers. Communication can take the form of nonverbal signals, of one kind or another. The talk or signals send messages that communicate a person's thoughts, feelings, and intentions to others. Many scholars study the general topic of communication, in general, and speech communication, specifically, in order to learn how individuals send and interpret messages. A number of these scholars conduct research on the topic of intercultural communication. That is, they study communication between people from different cultures. One area of research in intercultural communication is the study of the influence of the setting, or environment, on the success and/or failure of communication. In this lecture, I will be talking about one specific aspect of intercultural communication: that is intercultural communication that takes place in the classroom. This information is taken from a book chapter written by Janis Andersen and Robert Powell entitled "Intercultural Communication and the Classroom." It appeared in Samovar and Porter's edited book *Intercultural Communication*.

When you are asked to picture a classroom in your mind's eye, what do you see? You probably see a classroom that is familiar to you and that would be familiar to students from your culture. However, not everyone will see the same picture in their minds. Although many people have similar images of what a classroom looks like in their mind's eye, their culture greatly influences the way they view the teacher-student environment, and culture also influences how a person understands the ways in which information is taught and learned in the classroom. Culture also plays an important role in determining how teachers and students communicate in the classroom. In this lecture, I'll give you a few examples of some of the ways that culture affects this communication. The "classroom" as we know it, by the way, is a relatively recent innovation, according to Janis Andersen and Robert Powell. Great teachers like Socrates, Plato, Aristotle, and Confucius taught without the benefit of a blackboard, chalk, desks, and the standard comforts (or discomforts) of a classroom building. But let me return to the main topic of this lecture - the influence of culture on behavior and communication between teacher and students in the classroom.

If you have come from another culture to study in North America, you may already have noticed that teachers and students in American universities interact and communicate in the classroom in ways that differ from how teachers and students communicate in your home culture. It's culture that influences and establishes these interactions and communication patterns. Of course, culture is a term that is used in many different ways. Basically, culture provides us with a system of knowledge that allows us to communicate with others and teaches us how to interpret their verbal and nonverbal behavior. Culture influences and

establishes how people interact with one another (or do not interact with one another). In particular, culture influences the rituals that take place in the classroom setting, and it influences the ways students participate in the classroom discourse. It also influences the esteem in which teachers are held.

根据上面录音的内容, 考生可以得出正确答案。

14. [B] 15. [A] 16. [C]

C 节试题简介

C 节考查考生理解并记录主要信息的能力。要求考生根据所听到的一段对话或独白 (约 800 词) 的内容, 回答问题或补全不完整的句子。录音材料播放两遍。

例题

以下是试卷式样

Part C

You will hear a talk given by a university lecturer. As you listen, you must answer Question 21 ~ 30 by writing No MORE THAN THREE words in the space provided on the right. You will hear the talk TWICE.

You will have 60 seconds to read Questions 21 ~ 30.

21. What movement has gained a lot of attraction in recent years in North America?
22. What do women fight for except equal rights?
23. How old is the women movement in the USA?
24. When was the earliest organized activity on behalf of women's rights?
25. What was women considered to be in old times by law?
26. In what area did great changes take place in Europe and America in the early 1900s?
27. What was the main cause that brought about all the changes about women's position in society in the 40's?
28. What right did women get in America in 1920?
29. What was the great change involving women during World War II?
30. What label have all the following jobs got?

考生将听到如下录音

The Women's Movement in the United States is a social movement that is nearly a century and a half old, according to Barbara Ryan, author of *Feminism and the Women's Movement*. According to Ryan, organized activity on behalf of women's rights began in the mid 1800s, when both by law and by custom, women were considered "nonpersons".

In the early 1900s, important changes occurred in the social and political climate in Europe and America as a result of World War I. After the war, a number of countries granted women the right to vote, and in 1900, American women gained the right to vote. Twenty years later, another war brought more major social changes that affected the lives of many men and women. One of the social changes involved women working outside the home. During World War II, large numbers of women entered the job market to do the jobs of men who had been drafted into military service. A great many of these women became factory workers, and they proved themselves to be capable and dependable workers. Today, women have gained more employment and job opportunities, and they hold different jobs and occupations. Women are breaking into male-dominated fields from sports, writing to police work to firefighting, though their progress into these male dominated professions is slow. In fact, women make up 1.5 percent of the 200,000 professional firefighters in the USA today, and they make up 4 percent of airline pilots and navigators.

根据上面录音的内容，考生可以得出答案。

21. women's movement
22. equal treatment
23. 1.5 century
24. mid 1800s
25. nonpersons
26. social and political climate
27. World War I
28. right to vote
29. work in factories
30. man dominated profession

Part II 英语知识运用

测试要求

(1) 考试时间

该部分所需时间为 15 分钟。

(2) 英语知识运用测试结构

PETS 第五级英语知识部分是一篇 250 ~ 300 词的文章中留出 20 个空白，要求考生根据短文内容填空，使补足后的文章意思通顺、前后连贯、结构完整。其中约有 12 题考查语法和语段结构，8 题考查词汇。

(3) 测试内容

该部分不仅考查考生对诸如连贯性和一致性等语段特征的辨识能力，还考查考生对用于一定语境中规范的语言成分的掌握，这些规范的语言成分主要是词汇和语法结构。

英语知识运用试题简介

例题 1

Section II Use of English

(15 minutes)

Read the following text and fill each of the numbered spaces with ONE suitable word.

Write your answers on the ANSWER SHEET.

Several United States' cities have personalities that you remember long after you have visited them. Boston moves to the beat of students from the many nearby (31) _____ and universities. The people may be young; (32) _____, the city's roots reach deep into the pre-revolutionary past. New York is different. The skyscraper canyons and high-energy life of Manhattan give this North American city a (33) _____ quality. If Washington's wide boulevards remind one (34) _____ the Champs Elysee in Paris, they should. The same Frenchman designed (35) _____ cities. To the south lies lovely Charleston, South Carolina, (36) _____ is famous for its restored homes and gardens. Three (37) _____ in the southeast have developed very (38) _____ personalities. A modern, bustling city, Atlanta acts (39) _____ the center of the new South. New Orleans is steeped in the rich, almost overripe atmosphere of France and Africa. (40) _____ its explosion of hotel cubes, Miami Beach shelters many retired people; nearby Miami has a large Hispanic- (41) _____. Two cities in North America's heartland stick (42) _____ the memory. Acknowledged as the queen of the Great Plains states, Chicago spreads along the shores of Lake Michigan. Denver (43) _____ within sight of the rocky Mountains. At 5,000 feet, it is one of the country's highest cities. The southwestern cities of Houston and Phoenix are large Sunbelt metropolises. (44) _____ of California's three major cities-San Diego, Los Angeles, and San Francisco-projects its (45) _____ personality. San Diego, close (46) _____ the Mexican border, might be called "the city that even Californians think (47) _____ as a vacation spot." Sprawling over miles of coastal land and laced with freeways, Los Angeles attracts many creative people. To the north, San Francisco has a hilly, Victorian charm (48) _____ few can resist. Northernmost along the Pacific coast is Seattle, considered (49) _____ many to be a model city. (50) _____ its imaginative parts, stunning office buildings, and captivating Public Market.

参考答案

- | | | | |
|---------------|-------------|----------------|---------------|
| 31. colleges | 32. however | 33. unique | 34. of |
| 35. both | 36. which | 37. cities | 38. different |
| 39. as | 40. With | 41. population | 42. in |
| 43. stands/is | 44. Each | 45. own | 46. to |
| 47. of | 48. that | 49. by | 50. with |

应试技巧

第五级考试的英语语言运用试题仍然采用完形填空，但并没有提供选择项，而是留着空白要求考生自己主动添上合适的词。从某种意义上讲，这种试题的难度较大，因为考生没有任何可参照的提示。

作这种试题时，要明确应从何处入手。

考生应从“词性”、“词义”、和上下文关系入手。首先，须明确空白处的词性应是什么。然后，判断此处应添入什么词义的词，同时不能孤立地看待这一句的意思，而是要从上下文从文章的整体意思判断是什么词。

由于有时在某一空白处不同的同义词均可添入，而且句子意思并不改变。所以，答案有时并非是唯一的，如例题中的（43）的答案就是如此。

Part III 阅读理解

全国公共英语五级考试第三部分阅读理解考题分 A、B、C 三节组成。考题设计的宗旨是考查学生理解英语文字材料的能力。

A 节简介

（一）主旨题——篇章大意

第五级考试阅读理解部分的 A 节试题是测试考生对长达 400 ~ 500 词的文章主旨要义和细节信息的理解能力。考题的难度主要体现在确定大意和细节信息时涉及许多阅读及思考的技能。

A 节试题中的主旨要义往往不在语段的开头段或结束语中。考生需要从整篇文章着手，分析综合各段的内容后才能确定这篇文章的内涵。

测试考生确定篇章中心思想的能力常通过以下几个问题：

1. What is the main topic for this article?
2. What does the article mainly discuss?
3. Which of the following best states the main idea of this article?
4. Which of the following best summarizes this article?

确定篇章大意的难度（是因为）在于篇章是由二个或更多的语段组成，段落之间又有承上启下的联系，所涉及的信息细节内容更多，如地点、时间、人物特点等。如果是故事性篇章，其包含的情节，如人物和故事发展过程也更复杂。因此，考生在确定篇章大意时，需要应用推理分析的方法。有些篇章因为篇幅长，细节多，还需采用略读和查读的方法。

推理是阅读理解过程中不可缺少的手段，难度很大，要求考生有较强的分析、综合、推理和判断的能力。考生要根据阅读材料的文字信息和具体事实情节，在上下文的语境中判断作者思想和意图。通过逻辑推理来确定文章的大意和内在含义。

由于人们对任何信息材料或具体事实都会作出不同的推理。因此，考生在作推理题时要按所给的四个答案的思路确定答案。