

总主编 姜荷梅 蒋秉章

# 全国英语等级考试

# PETS

## 第三级教材



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# 全国英语等级考试 (PETS)第三级教材

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# 前 言

全国英语等级考试(Public English Test System,简称 PETS)是面向社会的含有五个等级的英语考试体系。PETS 测试的重点是英语交际能力,在试卷结构上,根据不同层次的需要,设置了考查听、说、读、写各种技能的题型。《全国英语等级考试(PETS)教材》是以《全国英语等级考试大纲》为依据而编写的一套备考教材,共有 5 册,每一级为一册,既可作为 PETS 考试培训使用教材,也可供考生自学使用。

本套教材紧扣考试大纲中规定的交际话题和功能意念,融功能意念于交际之中,既教授语言知识,又适当介绍英语国家文化,练习设计注重对考生听、说、读、写能力的全面培养和发展。每册每单元覆盖一个交际话题,每一单元的首页简要描述本单元在听、说、读、写方面的学习目标,使 PETS 各级考生了解本单元应努力达到的英语交际水平。某些选材略高于该级别的难度是为了使考生在适应本级难度的情况下,潜移默化地提高自己的英语水平。

与其他备考教材相比,本套教材具有如下特点:

1. 知识与能力并重。不仅注重考生的语言知识的学习和掌握,也兼顾语言接受能力和产出能力的训练。话题和习题设计紧扣考试大纲,力求考生的知识和能力符合考试大纲的要求,课后的主观练习题更有助于学生掌握语言知识,打好基础。

2. 指导与训练并重。在培养考生英语知识运用能力的同时,注意培养考生的应试技能。根据 PETS 书面考试的内容和结构(听力理解、英语知识运用、阅读理解、写作),从考试所采用的题型(客观题、主观题、完型填空题、改错题、写作题、口试题)设计应考小贴士(Exam Tips),分类讲解,分析题型,介绍应考策略。通过自测题与模拟题的训练,考生可以有的放矢地进行考前准备。

3. 系统与简明并重。本教材涵盖了基础英语语法的各个方面,对各级别考试大纲中规定的语法项目都作了比较系统的描述。在保持系统性的同时,根据语法学习的特点和实际需要,对语法知识的描述适当加以简化,避免理论性的描述,突出重点,使考生能较清晰的掌握基本语法结构。

本册书是为准备参加 PETS 第三级考试的考生编写的。三级是全国英语等级考试五个级别中的中间级,其标准相当于高等教育自学考试非英语专业本科毕业或符合普通高校非英语专业本科毕业的要求。本书共有 18 个单元,每个单元由五部分组成:

第一部分为口语练习(Speaking),围绕 PETS 三级考试大纲的功能意念表展开,重点以一、二级未涉及的功能意念为主。每单元设计若干段对话。对话力求情景真实、语言地道得体;练习力求形式多样、循序渐进,旨在帮助学生达到自由交际的目的。

第二部分为听力训练,围绕单元主题,练习形式有回答问题、填空、选择题等。

第三部分阅读是该单元对话内容的补充或延伸,包括两篇课文。第一篇为正课文,第二篇是副课文。正课文由课文、词汇表、注释和练习四大部分组成。注释是从语法、词汇等方面点拨课文中的疑点、难点,需要时介绍相关的文化背景知识,加深考生对课文的理解。练

习是针对各课的重点内容而设计的,包括课文理解、词汇练习、结构练习、构词法练习等。词汇和构词练习旨在让学生深入学习英语词汇,更快、更多、更有效地扩大词汇量,丰富词汇的使用面。副课文由课文和阅读理解题组成。

第四部分为语法,按照 PETS 三级考试大纲的语法项目表编排。重点围绕一、二级未涉及的项目为主。包括语法讲解和练习,练习以主观题为主。

第五部分是指导性写作,简要介绍有关写作技能,包括格式、常用表达语等,提供相应的写作练习。本册书涉及的写作技能以实用为主,如:包括私人信件及商务信件的写法、图表的描述法等等。

此外,本书包含四套自测题、两套模拟题。自测题题型与实际考试一致,但题量略少于实际考试;模拟题配有口试题,其难度、能力要求、考查要点等均接近实际 PETS 三级考试要求,供考生检查自己的听、说、读、写能力和对有关语言知识的掌握情况,以便能及时发现并解决问题,查漏补缺。

本套教材最后附有听力录音原文和练习参考答案。另外,本套教材配有光盘。

由于编者水平有限,错误和疏漏难免,恳请同仁不吝赐教。

编者

2006年11月

# Contents

<b>Unit 1 People</b> .....	1
I. Speaking .....	1
II. Listening .....	5
III. Reading .....	7
IV. Grammar .....	13
小数、分数、百分比 .....	13
V. Guided Writing .....	14
VI. Test Yourself .....	16
<b>Unit 2 Home and Family</b> .....	24
I. Speaking .....	24
II. Listening .....	28
III. Reading .....	30
IV. Grammar .....	36
时态(一)将来完成时;一般过去将来时 .....	36
V. Guided Writing .....	37
VI. Test Yourself .....	40
<b>Unit 3 Weather and Climate</b> .....	47
I. Speaking .....	47
II. Listening .....	51
III. Reading .....	53
IV. Grammar .....	59
时态(二)现在、过去、将来完成进行时 .....	59
V. Guided Writing .....	60
<b>Unit 4 Food and Drink</b> .....	63
I. Speaking .....	63
II. Listening .....	67
III. Reading .....	69
IV. Grammar .....	78
被动语态 .....	78
V. Guided Writing .....	79

<b>Unit 5 Daily Life</b> .....	82
I. Speaking .....	82
II. Listening .....	85
III. Reading .....	86
IV. Grammar .....	92
不定式(进行时、完成时、完成进行时) .....	92
V. Guided Writing .....	95
<b>Unit 6 Free-Time Activities</b> .....	97
I. Speaking .....	97
II. Listening .....	100
III. Reading .....	102
IV. Grammar .....	107
复合结构中的动词-ing形式、-ing形式的完成式、被动式 .....	107
V. Guided Writing .....	109
<b>Unit 7 Shopping</b> .....	112
I. Speaking .....	112
II. Listening .....	116
III. Reading .....	117
IV. Grammar .....	123
虚拟语气(一) .....	123
V. Guided Writing .....	125
<b>Unit 8 Holiday</b> .....	127
I. Speaking .....	127
II. Listening .....	130
III. Reading .....	132
IV. Grammar .....	138
虚拟语气(二) .....	138
V. Guided Writing .....	140
VI. Test Yourself .....	143
<b>Unit 9 Places</b> .....	150
I. Speaking .....	150
II. Listening .....	154
III. Reading .....	155
IV. Grammar .....	163
虚拟语气(三) .....	163

---

V. Guided Writing .....	165
<b>Model Test 1 .....</b>	<b>168</b>
<b>Unit 10 Education .....</b>	<b>181</b>
I. Speaking .....	181
II. Listening .....	185
III. Reading .....	187
IV. Grammar .....	195
虚拟语气(四) .....	195
V. Guided Writing .....	197
<b>Unit 11 Health and Body Care .....</b>	<b>200</b>
I. Speaking .....	200
II. Listening .....	203
III. Reading .....	204
IV. Grammar .....	210
强调句 .....	210
V. Guided Writing .....	213
<b>Unit 12 Services .....</b>	<b>215</b>
I. Speaking .....	215
II. Listening .....	218
III. Reading .....	219
IV. Grammar .....	225
插入语 .....	225
V. Guided Writing .....	227
<b>Unit 13 Social Relations .....</b>	<b>229</b>
I. Speaking .....	229
II. Listening .....	233
III. Reading .....	235
IV. Grammar .....	241
构词法:前缀 inter-, mid-, mis- .....	241
V. Guided Writing .....	242
VI. Test Yourself .....	244
<b>Unit 14 Jobs and Satisfaction .....</b>	<b>251</b>
I. Speaking .....	251

II. Listening .....	254
III. Reading .....	256
IV. Grammar .....	262
构词法:前缀 over-, under-, mini-.....	262
V. Guided Writing .....	264
VI. Test Yourself .....	266
<b>Unit 15 Environment .....</b>	<b>273</b>
I. Speaking .....	273
II. Listening .....	277
III. Reading .....	278
IV. Grammar .....	285
构词法:前缀 multi-、名词后缀-ion, -ation, -ence .....	285
V. Guided Writing .....	287
<b>Unit 16 Current Affair .....</b>	<b>289</b>
I. Speaking .....	289
II. Listening .....	293
III. Reading .....	295
IV. Grammar .....	303
构词法:后缀-or, -ty, -hood .....	303
V. Guided Writing .....	305
<b>Unit 17 Popular Science .....</b>	<b>308</b>
I. Speaking .....	308
II. Listening .....	311
III. Reading .....	313
IV. Grammar .....	318
构词法:形容词后缀-ible, -ic, -ical .....	318
V. Guided Writing .....	320
<b>Unit 18 History .....</b>	<b>322</b>
I. Speaking .....	322
II. Listening .....	326
III. Reading .....	328
IV. Grammar .....	334
构词法:形容词后缀-ous, -less .....	334
V. Guided Writing .....	335
VI. Test Yourself .....	337

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<b>Model Test 2</b> .....	345
<b>Tape Script</b> .....	358
<b>Key</b> .....	410

# Unit 1 People

## 单元学习目标

**Listening:** 能听懂对话中有关人物的描述

**Speaking:** 能掌握开始和结束谈话的技巧;学会如何下定义;确认对方是否理解所说的话;表示犹豫

**Reading:** 能通过阅读这两篇文章掌握相关人物的主要信息

**Grammar:** 学会分数、小数、百分比的表达法

**Writing:** 能写入学申请信

## I. Speaking

### Conversations

#### 1

#### Haven't We Met Before?

M: Hi. Uh, haven't we met before? You look so familiar.

W: Yeah. We met on campus last week. [Yeah!] and you asked me the same question.

M: Oh, oh really? I'm sorry, but I'm terrible with names. But, but, but ... Let me guess. It's Sherry, right?

W: No. It's Sharon. And what's your name?

M: It's Ben, but everyone calls me B.J. And, uh, what do you do. Sh ... Sharon?

W: I'm a graduate student majoring in TESL.

M: Uh, TESL ... What's that?

W: It stands for teaching English as a second language. I want to teach English to non-native speakers overseas.

M: Oh, yeah. I'm pretty good at English grammar. You know, verbs and adjectives, and uh ... Hey, that sounds really exciting. And do you need some type of specific degree or experience to do that? I mean could I do something like that?

- W: Well, most employers overseas are looking for someone who has at least a Bachelor's degree and one or two years of experience. [Oh!] And what do you do? Are you a student on campus?
- M: Yeah, but, uh ... I guess I'm mulling over the idea of going into accounting or international business, but I guess I'm now leaning towards a degree in marketing.
- W: Oh, uh ... Well, I have to run. I have a class in ten minutes.
- M: Okay, well, bye.

## 2

**A Talk on Farmland Development**

- Sue: You know, John, I feel that the developers are using up the best farmland to build high-rises ...
- John: Mm.
- Sue: Nuh, in fact, I just joined this group — it's called The Citizens Against Overdevelopment — and they have a really good point ...
- John: Yes, you're right, but ...
- Sue: Oh, but another thing. I mean, of course we need places for people to live, but do they have to take some of the best farmland to build it?
- John: Well, I know, but let's face it, we have more people, and they need housing, and industry has to be developed ...
- Sue: Yes, but the way I see it is you don't have to take the best farmland to build high-rises ...
- Mary: You know, Sue, I think you've got a good point there. Now, now John, what you were saying is right too, but I think if ... well, if everybody just got together and talked about it, I think everything would work out.
- Sue: Well, see, the thing is ... is that the developers have had their way long enough, and it's ...
- Mary: That's right.
- Sue: ... time for people to fight back!
- Mary & John: Yes.

## 3

**Generation X-ers**

- Yoko: So what year were you born?
- Jim: 1971. Yes, I'm part of the Generation X.
- Yoko: Generation X? I think I've heard of it, but I don't know what it means.
- Jim: It's basically a trendy classification for the generation born in the United States after 1965. It was coined in 1991 by author Douglas Coupland, who wrote a book by that title.

- Yoko: So what is the distinction of the Generation X? What characterizes them?
- Jim: Well, they are usually college students educated and dissatisfied with their careers.
- Yoko: So, they are basically overeducated and underemployed?
- Jim: Right. And they're also having a pessimistic attitude about society. They don't see life getting any better. They're disillusioned with corporate America. They don't even like the label "Generation X".
- Yoko: I can see why. Nobody likes to be stereotyped.
- Jim: There are actually two different stereotypes associated with the Generation X-ers. One is the slacker image in which the individual has no motivation and is a whiner. On the other extreme is the highly educated computer hacker who has his own business.
- Yoko: So tell me some more about Generation X lingo.
- Jim: Sure. ...

## Notes

1. TESL: teaching English as a second language 教英语作为第二语言。
2. It's basically a trendy classification for the generation born in the United States after 1965. It was coined in 1991 by author Douglas Coupland, who wrote a book by that title. 新生代是一种时髦的分类法,指美国 1965 年后出生的一代人。这个词汇是 1991 年由 Douglas Coupland 创造的。
3. lingo: 方言,行话。
4. 在英语中表达犹豫不决时,除了 Let me think, Let me see 等表达法以外,还可用语气词来拖延时间。

## Useful Expressions

Opening and closing a conversation	Making definitions
<ul style="list-style-type: none"> <li>• <i>To begin with</i></li> <li>• <i>Let's start by ...</i></li> <li>• <i>Nice day, isn't it?</i></li> <li>• <i>Horrible weather we're having.</i></li> <li>• <i>Excuse me, is anybody sitting here?</i></li> <li>• <i>Excuse me, have you got a light?</i></li> <li>• <i>Say, don't I know you from somewhere?</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>... maybe defined as ...</i></li> <li>• <i>The red light means that the battery is low.</i></li> <li>• <i>The word has several different meanings.</i></li> <li>• <i>These symbols on the map represent schools.</i></li> <li>• <i>What does NATO stands for?</i></li> <li>• <i>He used the term "democratic" in its broadest sense.</i></li> <li>• <i>Obviously your definition of "rich" is very different from mine.</i></li> </ul>

续表

Opening and closing a conversation	Making definitions
<ul style="list-style-type: none"> <li>• See you!</li> <li>• Have a good weekend!</li> <li>• I'm really going to miss you.</li> <li>• Take care!</li> <li>• Keep in touch!</li> <li>• Nice chatting with you.</li> <li>• Let's get together sometime.</li> <li>• Nice talking to you. See you around.</li> </ul>	
Understanding	Hesitating
<ul style="list-style-type: none"> <li>• I know just what you mean.</li> <li>• Got it?</li> <li>• Do you see what I mean?</li> <li>• I'm with you.</li> <li>• Yes. I read you loud and clear.</li> <li>• I get the picture/message.</li> <li>• I hear what you are saying.</li> <li>• I got you.</li> </ul>	<ul style="list-style-type: none"> <li>• Let me see.</li> <li>• How can I put it?</li> <li>• You know the thing is ...</li> <li>• Well ... let me think.</li> <li>• Er ... if I didn't, ...</li> <li>• Yes. It's like this, you see.</li> </ul>

## Oral Practice

1. Practice with your partner paying attention to how people usually start a conversation. Then choose the subject from the following you know least about! The idea is to keep talking constantly and not be silent while you are thinking. The following conversation on the weather is for your reference.

(Two strangers meet at a bus stop.)

Woman: We couldn't ask for a better day, could we?

Man: I know. There isn't a cloud in the sky. I love this time of year.

Woman: Me too. The cherry blossoms are beautiful, aren't they?

Man: They sure are. But I heard they are calling for rain all weekend.

Woman: Really? Oh well. I have to work all weekend anyway.

Man: Wow. What a pity!

babies	hitchhiking	trees	classical music
the sun	the moon	electricity	literature
insects	vegetarianism	politics	royalty

2. Practice with your partner by making definition of something at hand. Try to use the expressions above. Then change turns and ask some questions if you can't understand while listening. The following things are for your reference.

pencil sharpener	calculator	zipper	watch
mobile phone	MP3	file folder	dictionary

## II. Listening

### Passage

#### J. K. Rowling — The “Mother” of Harry Potter

1. Listen to the passage once and choose the best answer to each of the questions.

- Where was Rowling born?
  - Britain.
  - America.
  - Canada.
  - Australia.
- When did Rowling write her first book?
  - In primary school.
  - At university.
  - At the age of six.
  - After she had a baby.
- What kind of “bad” time did Rowling have?
  - She was out of work, divorced and poor.
  - She was penniless and couldn't not afford to buy papers.
  - She felt so lonely that she often went to a small café.
  - She was out of work and had to make money by writing.
- What did she do before her book was published?
  - She went to café to write books for them.
  - She had tried a lot of publishers.
  - She read the book to her daughter.
  - She was expected by some publishers.
- Who like her books most?
  - Children.
  - Children and their parents.
  - Children and adults.
  - Preschool children.

## 2. Listen to the passage again and fill in the chart with what you hear.

J. K. Rowling's Story	
<p><b>Before she was famous:</b> She had a "bad patch" in her life:</p> <p>1) She was _____, _____ and she was so _____.</p> <p>2) She lived in a _____ and _____.</p> <p>3) In order to _____, she _____.</p> <p>4) She sent her manuscripts to _____ before she eventually _____.</p>	<p><b>After she was famous:</b></p> <p>5) Her books _____.</p> <p>6) _____ like her books.</p>

## Interview

## Interview with Sharon Epperson, CNBC

1. Sharon Epperson is a correspondent with CNBC Business News. Epperson is a former writer with Time Magazine, and has interned with The Wall Street Journal, The Washington Post, the Boston Globe and the Pittsburgh Press. Now he is interviewed by Journalism-Jobs.com. Listen to the interview once and choose the best answer to each of the questions.
- What does Epperson think of the two mediums being a journalist in both newspaper and television?
    - Television is more interesting than newspaper.
    - Television transfers information quicker than print.
    - Television is as money-making as newspaper.
    - The audience can be engaged in the activities on TV.
  - Why doesn't Epperson give up writing?
    - Because the readers love his stories.
    - Because he is a good storyteller.
    - Because the TV program is easy to be forgotten.
    - Because he likes to tell his readers what he can't say on TV.
  - Where was Epperson born?
    - America.
    - Harlem.
    - Louis Farrakhan.
    - Africa.
  - Why did Epperson feel very close to the local people when he was working in Africa?
    - Because he is an African American.
    - Because he was very friendly to them.
    - Because his name is Sharon Epperstein.
    - Because he was the director of Time.
  - Which of the following is Not true?

- A. Epperson felt uneasy to cope with people from Mosque Number 7 in Harlem.
- B. He couldn't make himself understood.
- C. He felt difficult coping with Americans.
- D. He was viewed as selling out the news story.

2. Listen to the interview again and fill in the chart with what you hear.

The advantages of print	The advantage of TV
1) _____.	3) _____.
2) _____.	

### III. Reading

#### Passage One

#### Suh Sang-Rok

In 1997, Suh Sang-Rok was earning about U.S. \$7,500 a month. He was a vice-president of Sammi, the 26th biggest conglomerate in South Korea and the world's third biggest producer of specialty steel. In 1997, when the Korean economy collapsed, Sammi went bankrupt. The company had been expanding so quickly and borrowing so much money it could not keep going in difficult times.

Suh Sang-Rok did not lose his job immediately. He remained employed while arrangements were made for closing the company down. But he had nothing to do — and he realized that before long he would be out of work. Even though he had been making good money, and was 62 years old, Suh Sang-Rok hadn't saved much, and, because his company had gone bankrupt, he didn't have a pension. He couldn't retire. So he started thinking about what he was going to do next.

He decided that he didn't want to stay in the business world any longer. He was tired of that kind of life. In particular, he was tired of having to eat everyday with the company's bankers, lying to them and trying to persuade them to lend Sammi more money so it could stay in business. He called it "a pig's life" and complained he often had to eat five or six meals a day.

Suh Sang-Rok also started to think about the "values" — the Korean ideas about good behaviour — that he had followed all his life. One of these ideas was that "status" is very important — and most people believed that the best way to get status was to have a high level job and a good salary. Anyone in that position who lost their job had lost their status — and their honour. In other words, they had "lost face".

But after thinking about things for a while, Suh Sang-Rok decided he didn't believe in