

第一时间

挑战 **PETS** 全攻略

全国英语等级考试 模拟考场

主编：傅正蓉

编者：严新航 马 梅

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外语教学与研究出版社

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江苏工业学院图书馆
藏书章

外语教学与研究出版社

FOREIGN LANGUAGE TEACHING AND RESEARCH PRESS

北京 BEIJING

图书在版编目(CIP)数据

全国英语等级考试模拟考场. 5 / 傅正蓉主编. — 北京: 外语教学与研究出版社, 2007. 1
(挑战 PETS 全攻略)

ISBN 978-7-5600-6281-5

I. 全… II. 傅… III. 英语—水平考试—习题 IV. H319.6

中国版本图书馆 CIP 数据核字 (2006) 第 154332 号

出 版 人: 李朋义

责任编辑: 郎 崧

封面设计: 刘 冬

出版发行: 外语教学与研究出版社

社 址: 北京市西三环北路 19 号 (100089)

网 址: <http://www.fltrp.com>

印 刷: 北京京师印务有限公司

开 本: 787×1092 1/16

印 张: 15.75

版 次: 2007 年 3 月第 1 版 2007 年 3 月第 1 次印刷

书 号: ISBN 978-7-5600-6281-5

定 价: 26.90 元 (含 MP3 光盘 1 张)

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前言

全国英语等级考试体系（PETS）是由教育部考试中心设计并实施的全国性英语水平考试体系。作为非学历英语能力考试，PETS 向全社会开放，改变了以往英语教育考试自我封闭、与社会需求脱节的被动局面。据了解，目前有不少国家机关、事业单位，甚至部队和一些合资企业已开始使用 PETS 成绩对干部或员工进行英语水平检测，或用 PETS 的相关级别对有关人员进行英语水平考核。为顺应社会需求，帮助考生更好地了解 and 应对 PETS 考试，我们在认真研究最新考试大纲和历年试题规律的基础上，精心编写了“挑战 PETS 全攻略”丛书。本套丛书分为两个系列：“全国英语等级考试教程”和“全国英语等级考试模拟考场”。

根据 PETS 考试的级别，“全国英语等级考试模拟考场”系列共分 5 册，旨在帮助考生进行考前的强化训练，自练自测。本系列的特点如下：

- ※ 按照 PETS 考试级别分册，并根据考试大纲设置相应级别的应试指导，介绍最新大纲要求下各级考试的形式、内容和结构，让考生从宏观上把握 PETS，熟知各级考试的目的和要求。
- ※ 分为笔试模拟考场和口试模拟考场，各设置 5~10 套试题。笔试模拟考场试卷的题型、题量及命题规律均与真题一致，并附有答案及实用的试题详解，帮助考生加强训练，提高应试能力。口试模拟考场分析了 PETS 口试的常见话题，并提供备考方案。
- ※ 全真模拟考试氛围，有利于考生提前进入考试状态，查缺补漏，全方位备考。这种有针对性的试题集训旨在让考生加深对考试目的、要求和内容的理解，帮助考生在考场上发挥出自己的真实水平。

由于编写时间仓促，书中难免出现疏漏之处，恳请专家、同行以及广大考生多提宝贵意见。

编者

PETS 第五级应试指导

大纲要求

1. 关于考试的组成

PETS 第五级考试由笔试（140 分钟，满分 100 分）和口试（15 分钟，满分 5 分）两种独立考试组成。

2. 关于考试指导语和题目用语

PETS 第五级考试中，笔试、口试的指导语和题目用语均为英文。

3. 关于答题卡和登分卡的使用

PETS 第五级考试采用特别设计的答题卡和登分卡。笔试中，使用的是用于光电阅读器（OMR）评分的答题卡 1 和用于人工阅卷（阅读器登分）的答题卡 2。答题卡 1 在机器阅读前，有部分题目也需要人工评阅。

口试使用的是口试成绩登分卡。口试开始前考生在卡上填好自己的考号等有关信息，口试结束时口试教师在卡上填上考生的口试成绩。

PETS 第五级考试所需答题卡和登分卡的种类如下表所示：

| 部 分 | | 答题卡和登分卡种类 | |
|--------|---|-----------|--|
| 听力 | A | 答题卡 1 | |
| | B | | |
| | C | | |
| 英语知识运用 | | | |
| 阅读理解 | A | | |
| | B | | |
| | C | | |
| 写作 | | 答题卡 2 | |
| 口试 | | 登分卡 | |

4. 关于答题时间

PETS 第五级考试的答题时间分配如下表所示：

| 时 间 (分钟) | 部 分 | 听力 | 英语知识运用 | 阅读理解 | 写作 | 总计 |
|-------------|-----|----|--------|------|----|-----|
| 考 试 | | | | | | |
| | 笔试 | 35 | 15 | 50 | 40 | 140 |
| | 口试 | 15 | | | | |



5. 关于试卷的题量与采分点（原始赋分）

PETS 第五级考试各部分的题量与采分点（原始赋分）如下表所示。除特殊情况外，原则上每题 1 分。

| 部 分 | 题 量 | 原始赋分 | 备 注 |
|--------|--------|------|------------------|
| 听力 | 30 | 30 | |
| 英语知识运用 | 20 | 20 | |
| 阅读理解 | 30 | 35 | B 节中的 5 道题每题 2 分 |
| 写作 | 1 | 25 | |
| 笔试（合计） | 80 + 1 | 110 | |
| 口试 | | 5 | |

6. 关于分数权重

为处理好考试中题目数量、赋分与各种技能的考查关系，PETS 第五级考试采用了分数加权的办法，即对各部分题目的原始赋分分别给予不同的权重，使之能够平衡各种技能的考查关系。

PETS 第五级考试笔试中各部分所占分数权重如下表所示：

| 部 分 | 权 重（%） |
|--------|--------|
| 听力 | 30 |
| 英语知识运用 | 10 |
| 阅读理解 | 35 |
| 写作 | 25 |
| 合计 | 100 |

考生得到的笔试成绩是其各部分所得原始分分别经过加权处理后的分数总和。如：

某考生听力部分原始得分为 20 分，经加权处理后的分数应为 20 分（ $20 \div 30 \times 30 = 20$ 分）；

其英语知识运用部分原始得分为 15 分，经加权处理后的分数应为 7.5 分（ $15 \div 20 \times 10 = 7.5$ 分）；

其阅读理解部分原始得分 25 分，经加权处理后的分数应为 25 分（ $25 \div 35 \times 35 = 25$ 分）；

其写作部分原始得分 15 分，经加权处理后的分数应为 15 分（ $15 \div 25 \times 25 = 15$ 分）；

该考生未经过加权的原始总分为 75 分，各部分经加权后的总分应为 67.5 \approx 68 分。

7. 关于成绩通知单和合格证书

(1) 任何考生只要参加 PETS 第五级考试的笔试或口试，均能得到成绩通知单。

(2) 笔试成绩是听力、英语知识运用、阅读理解和写作四部分原始得分加权后的总和，考生成绩 60 分以上（含 60 分）为合格。其中听力部分还必须有 60% 以上（含 60%）的得分率，

方视为合格。

(3) 口试成绩单独计算, 不列入笔试总分。口试采取 5 分制评分, 3 分以上(含 3 分)为合格。

(4) 笔试和口试成绩均合格者, 才能获得教育部考试中心颁发的 PETS 第五级合格证书。

题型分析

PETS 第五级考试笔试(140 分钟)的全部试题都在一份试卷中, 包括听力、英语知识运用、阅读理解和写作四部分。

◀ 听 力 ▶

1. 题型介绍

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 词的对话或独白的内容, 判断 10 个陈述句的正误。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 3 段对话或独白(每段 280 ~ 320 词)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(700 ~ 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, 考生将答案写或划在试卷上; 听力部分结束前, 考生有 5 分钟的时间将试卷上的答案转涂或誊写到答题卡 1 上。

该部分所需时间约为 35 分钟(含转涂和誊写时间)。

2. 应试技巧

A 节应试技巧:

(1) 稳定情绪, 做好听音准备; (2) 充分利用本节录音材料播放前的所有时间; (3) 利用已有的语言知识和非语言知识, 分析卷面上每道题的内容; (4) 边听、边看、边答题; (5) 检查答案是否正确。

B 节应试技巧:

(1) 利用录音播放前的读题时间, 预测录音内容; (2) 强记问题, 分析选项; (3) 正式听音时除了抓主题, 听懂大意之外, 还必须注意细节; (4) 听后答题和检查。

C 节应试技巧:

(1) 不要急于答题; (2) 做好必要的记录; (3) 检查时, 注意字数和书写。



◀ 英语知识运用 ▶

1. 题型介绍

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。

该部分共 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，使补全后的文章意思通顺、前后连贯、结构完整。其中约有 12 道题考查语法和语段结构，8 道题考查词汇。

该部分所需时间为 15 分钟。考生在答题卡 1 上作答。

2. 应试技巧

(1) 快速通读全文；(2) 看题读文；(3) 分析句子结构；(4) 查找引导词；(5) 利用固定搭配；(6) 查找连接词；(7) 先易后难。

◀ 阅读理解 ▶

1. 题型介绍

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题型要求从 400 词到 850 词不等。总阅读量约 3 000 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（每段 400 ~ 500 词），从每题（每篇文章有 5 题）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 段文字。

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一篇文章（750 ~ 850 词）的内容，完成 10 道选择搭配题。

该部分所需时间为 50 分钟。考生在答题卡 1 上作答。

2. 应试技巧

A 节应试技巧：

(1) 考生在考试时应注意合理分配时间，不应过多地把时间花在某篇文章或某个问题上；

(2) 在阅读每篇文章之前，应先看文后的 5 个问题，但不要阅读每个问题的选择项，因为这些选项会干扰你的理解。带着问题阅读可使注意力更为集中，有的放矢地加工所需的信息；

(3) 在做选择题时，应首先排除看上去显然不相关联、不合逻辑或自相矛盾的选项；

(4) 应把一篇文章后的题目全部做完后，再阅读下一篇文章；

(5) 做词汇题应注意词的不同意思和近形、近义词；

- (6) 回答主题类问题时,可采用略读法,先读首段、末段及每段的第一句话;
- (7) 回答有关文章细节的问题时,可采用查读法;
- (8) 回答推断性问题时考生依据文章所讲的内容,利用推理的方法,做出合理的选择;
- (9) 目的问题与主题问题关系密切;
- (10) 回答有关语气的问题,关键在于掌握一些语气词。

B 节应试技巧:

- (1) 应把空缺 5 段文字的文章及后面的 6 段文字多读两遍,以了解整篇文章的概貌;
- (2) 要了解文章的体裁。如在记叙文中作者常常按时间顺序叙述事件,阅读这类文章,应留意分析表达时间概念的词汇;
- (3) 分析逻辑连接词也有助于答题,因为段与段之间的联系有时通过逻辑连接词实现。

C 节应试技巧:

- (1) 先把 10 个题目多读几遍,抓住关键词,做到阅读文章之前,对所有题目心中有数;
- (2) 快速阅读文章,理解句群含义,大致把握文章的类型和结构,并联系文章前面的 10 个问题的关键词进行对比和判断,不必记住其他详细内容;
- (3) 可一边阅读,一边用铅笔将题号标在相关信息旁,以便读完文章后逐一核对题目及与之对应的信息;
- (4) 最后重新阅读文章前面的 10 个问题,迅速准确地从文章中找到相关信息,回答问题,但要注意有时答案并不是唯一的。

◀ 写作 ▶

1. 题型介绍

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 1 篇不少于 250 词(标点符号不计算在内)的短文。

该部分答题时间为 40 分钟。考生在答题卡 2 上作答。

2. 应试技巧

- (1) 熟悉各类文章的写作方法和写作规范,把握不同文体的写作技巧,阅读一些范文,对所学的写作方法、规范技巧加以体会;
- (2) 在阅读中积累词汇、表达方法、组织文章的技巧以及思想观点等。要经常阅读与目前社会现象和热点话题相关的文章,将其按话题分类,然后把其中可以借鉴的思想、信息、语言和写作技巧记录下来,以备日后使用;
- (3) 做一些实战演练,自己选择一个题目,在考试规定的时间内写出一篇文章来。每次写完之后,做自我评估,看一看自己哪些地方还写得不够好,问题出在什么地方,如何克服。

总之,备考时既要注意学习和积累,又要注意训练自己适应考试的要求,不断努力才能在考试中取得好成绩。

笔试模拟考场(一)

Section I Listening Comprehension (35 minutes)

Directions:

This section is designed to test your ability to understand spoken English. You will hear a selection of recorded materials and you must answer the questions that accompany them. There are three parts in this section, Part A, Part B and Part C.

Remember, while you are doing the test, you should first answer the questions in your test booklet, not on the ANSWER SHEET. At the end of the listening comprehension section, you will have 5 minutes to transfer your answers from your test booklet onto ANSWER SHEET 1.

If you have any questions, you may raise your hand NOW as you will not be allowed to speak once the test has started.

Now look at Part A in your test booklet.

Part A

You will hear a talk. As you listen, answer Questions 1 ~ 10 by circling TRUE or FALSE. You will hear the talk ONLY ONCE.

You now have 1 minute to read Questions 1 ~ 10.

| | | |
|----|---|------------|
| 1. | The recent social and economic changes in the U. S. have great impact on all the American housing system. | TRUE/FALSE |
| 2. | One out of four married couples have got divorced in America. | TRUE/FALSE |
| 3. | The change in family size has affected the size of houses needed. | TRUE/FALSE |

| | | |
|-----|--|------------|
| 4. | In many areas of the U. S. , people would rather rent an apartment than buy a house. | TRUE/FALSE |
| 5. | People form cooperatives to spend less money on houses. | TRUE/FALSE |
| 6. | People move back to cities because they want to be closer to their offices. | TRUE/FALSE |
| 7. | Living underground can help reduce the cost of heating and lighting | TRUE/FALSE |
| 8. | Inflation has made the interest on housing loans 18% higher than before. | TRUE/FALSE |
| 9. | Unemployment in housing industry and depression in housing market result from social and economic changes. | TRUE/FALSE |
| 10. | Mobile houses are built in order to lower the cost. | TRUE/FALSE |

You now have 20 seconds to check your answers to Questions 1 ~ 10.

That is the end of Part A.

Part B

*You will hear 3 conversations or talks and you must answer the questions by choosing A, B, C or D. You will hear the recording **ONLY ONCE**.*

Questions 11 ~ 13 are based on the following talk. You now have 15 seconds to read Questions 11 ~ 13.

11. What does the speaker suggest that the students should do during the term?
 - A. Consult with her frequently.
 - B. Use the computer regularly.
 - C. Occupy the computer early.
 - D. Wait for one's turn patiently.
12. What service must be paid for?
 - A. Computer classes.
 - B. Training sessions.
 - C. Laser printing.
 - D. Package borrowing.
13. What is the talk mainly about?
 - A. Computer lab services.
 - B. College library facilities.
 - C. The use of micro-computers.
 - D. Printouts from the laser printer.

You now have 30 seconds to check your answers to Questions 11 ~ 13.

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

14. What was the main cause of the severe casualties?
 - A. The tornado came ahead of time.
 - B. There was no warning beforehand.
 - C. The prediction was not accurate.
 - D. The preventions were not effective.
15. What happened to many buildings?
 - A. They were torn apart.
 - B. Their upper parts were carried away.

- C. They were removed. D. Their overall structures were ruined.
16. What was the correspondent's comment on the local government's rescue work?
- A. Prompt. B. Confident.
- C. Ineffective. D. Casual.

You now have 30 seconds to check your answers to Questions 14 ~ 16.

Questions 17 ~ 20 are based on the following talk. You now have 20 seconds to read Questions 17 ~ 20.

17. According to the passage, Americans can accept everything EXCEPT that _____.
 A. one cannot drive a car B. one beats his wife
 C. one always gets drunk D. one doesn't have a car of his own
18. What was the speaker asked to show when he decided to buy a typewriter?
 A. He was asked to show a personal check to the salesman.
 B. He was asked to show anything to prove his identifications.
 C. He was asked to show a credit card.
 D. He was asked to present his pass to the White House.
19. How did the salesman and the floor manager think when they heard that the speaker didn't have a driver's license?
 A. They felt very surprised and was suspicious of him.
 B. They didn't feel any surprise and sold him the typewriter right away.
 C. They thought the speaker was a cheater and was thinking of calling the police.
 D. They felt very sympathetic with him.
20. Who finally come to rescue the man out of the embarrassing situation?
 A. The President of the U. S.
 B. Another of his friends who happened to pass by.
 C. One of his friends who happened to pass by.
 D. The president of the shop.

You now have 40 seconds to check your answers to Questions 17 ~ 20.

That is the end of Part B.

Part C

*You will hear a talk. As you listen, answer the questions or complete the notes in your test booklet for Questions 21 ~ 30 by writing **NOT MORE THAN THREE** words in the space provided on the right. You will hear the talk **TWICE**.*

You now have 1 minute to read Questions 21 ~ 30.

| | | |
|-----|--|--|
| 21. | What do you know about Beethoven's music talent when he was 7? | |
|-----|--|--|

| | | |
|-----|--|--|
| 22. | How old was he when he was made assistant organist in Bonn? | |
| 23. | Beethoven traveled to Vienna and met his idol, Mozart _____. | |
| 24. | What was Mozart's reaction after he heard Beethoven's performance? | |
| 25. | What did Beethoven think of Haydn's teaching? | |
| 26. | What was Beethoven's personality? | |
| 27. | What can we learn about Beethoven from his style of composing? | |
| 28. | Which is the most popular of all his symphonies? | |
| 29. | How did Beethoven communicate with others after he had lost his hearing? | |
| 30. | Beethoven died _____. | |

You now have 100 seconds to check your answers to Questions 21 ~ 30.

That is the end of Part C.

You now have 5 minutes to transfer all your answers from your test booklet to ANSWER SHEET 1.

That is the end of Listening Comprehension.

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 ANSWER SHEET 1.

Dolphins are not the only animals 31 humans that use sounds in an apparently intelligent manner. Whales also use a complex system of sounds 32 is similar in many ways to a human language. One type of whale even sings, and its songs can 33 on for as long as three or four hours. What is more, they can be heard under water at 34 of more than 300 kilometers. After analyzing one of these songs with the aid of a computer, Carl Sagan said it 35 at least a million "bits" of information. This is approximately the same 36 of "bits" as in a long poem like *The Odyssey*.

Chimpanzees also use a system of different sounds to communicate with each 37. One type of cry 38 to mean something like "danger in the air" or "big bird" and another apparently means "danger on the ground" or "snake". When they 39 the first cry, they hide under trees or in holes and look up at the sky. The second cry causes them to hide in the upper

40 of trees and to stare nervously at the grass. Chimpanzees are also 41 of learning sign language. So are gorillas. One chimp called Washoe learned to 42 about 160 separate signs meaning 43 things as "Give me a drink" and "banana". Washoe even 44 to swear. She had a teacher called Jack 45 once refused to give her a drink. Washoe 46 angrier and angrier and used several signs which 47 "dirty Jack"! A group of chimps at research institute in Atlanta, Georgia, have recently 48 taught to type sentences, using a type of computer. The chimps' trainer was called Tim, and he kept correcting the 49 one of the chimps made. The chimp obviously wanted Tim to stop 50 him and typed out the following request: "Tim, please leave room!"

Section III Reading Comprehension

(50 minutes)

Part A

Read the following texts and answer the questions which accompany them by choosing A, B, C or D. Mark your answers on ANSWER SHEET 1.

Text 1

Cyberspace, data superhighway, multi media — for those who have seen the future, the linking of computers, television and telephones will change our lives for ever. Yet for all the talk of a forthcoming technological utopia, little attention has been given to the implications of these developments for the poor. As with all new high technology, while the West concerns itself with the "how", the question of "for whom" is put aside once again.

Economists are only now realizing the full extent to which the communications revolution has affected the world economy. Information technology allows the extension of trade across geographical and industrial boundaries, and transnational corporations take full advantage of it. Terms of trade, exchange and interest rates and money movements are more important than the production of goods. The electronic economy made possible by information technology allows the haves to increase their control on global markets — with destructive impact on the have-nots.

For them the result is instability. Developing countries which rely on the production of a small range of goods for export are made to feel like small parts in the international economic machine. As "futures" are traded on computer screens, developing countries simply have less and less control of their destinies.

So what are the options for regaining control? One alternative is for developing countries to buy in the latest computers and telecommunications themselves — so-called "development



program, Panorama. It is true that never in human history were so many people so often and so much exposed to so many intimations about societies, forms of life, attitudes other than those which obtain in their own local societies. This kind of exposure may well be a point of departure for acquiring certain important intellectual and imaginative qualities, width of judgment, a sense of the variety of possible attitudes. Yet in itself such exposure does not bring intellectual or imaginative development. It is no more than the masses of a stone which lie around in a quarry and which may, conceivably, go to the making of a cathedral. The mass media cannot build the cathedral, and their way of showing the stones does not always prompt others to build. For the stones are presented within a self-contained and self-sufficient world in which, it is implied, simply to look at them, to observe — fleetingly — individually interesting points of difference between them, is sufficient in itself.

Life is indeed full of problems on which we have to — or feel we should try to — make decisions, as citizens or as private individuals. But neither the real difficulty of these decisions, nor their true and disturbing challenge to each individual, can often be communicated through the mass media. The disinclination to suggest real choice, individual decision, which is to be found in the mass media is simply the product of a commercial desire to keep the customers happy. It is within the grain of mass communications. The organs of the Establishment, however well-intentioned they may be and whatever their form (the State, the Church, voluntary societies, political parties), have a vested interest in ensuring that the public boat is not violently rocked, and will so affect those who work within the mass media that they will be led insensibly towards forms of production which, though the skin to where such enquiries might really hurt. They will tend to move, when exposing problems, well within the accepted cliché — cliché not to make a disturbing application of them to features of contemporary agitation of problems for the sake of the interest of that agitation in itself; they will therefore, again, assist a form of acceptance of the status quo. There are exceptions to this tendency, but they are uncharacteristic.

The result can be seen in a hundred radio and television programs as plainly as in the normal treatment of public issues in the popular press. Different levels of background in the readers or viewers may be assumed, but what usually takes place is a substitute for the process of arriving at judgment. Programs such as this are noteworthy less for the “stimulation” they offer than for the fact that that stimulation (repeated at regular intervals) may become a substitute for, and so a hindrance to, judgments carefully arrived at and tested in the mind and on the pulses. Mass communications, then, do not ignore intellectual matters; they tend to castrate them, to allow them to sit on the side of the fireplace, sleek and useless, a family plaything.

56. According to the passage, the mass media present us with _____.

- | | |
|--|---|
| A. insufficient diversity of information | B. too restricted a view of life |
| C. a wide range of facts and opinions | D. a critical assessment of our society |

57. The word "disinclination" in the second paragraph implies that _____.
A. mass media are not capable of giving real choice and individual decision
B. mass media does not feel like giving real choice and individual decision
C. mass media does not manage to give real choice and individual decision
D. people do not expect to get real choice and decision from mass media
58. The author uses the comparison with building a cathedral to show that _____.
A. worthwhile results do not depend on raw material only
B. the mediaeval world had different beliefs
C. great works of art require good foundations
D. close attention to detail is important
59. Radio, TV and the press are criticized here for _____.
A. widening the gap between classes
B. assuming that everyone's tastes are the same
C. failing to reach any definite conclusions
D. setting too intellectual a standard
60. What is the author's final judgment on how mass communications deal with intellectual matters?
A. They regard them as unimportant.
B. They see them as a domestic pastime.
C. They consider them to be of only domestic interest.
D. They rob them of their dramatic impact.

Text 3

An industrial society, especially one as centralized and concentrated as that of Britain, is heavily dependent on certain essential services; for instance, electricity supply water, rail and road transport, the harbours. The area of dependency has widened to include removing rubbish, hospital and ambulance services, and, as the economy develops, central computer and information services as well. If any of these services ceases to operate, the whole economic system is in danger.

It is this interdependency of the economic system which makes the power of trade unions such an important issue. Single trade unions have the ability to cut off many countries' economic blood supply. This can happen more easily in Britain than in some other countries, in part because the labour force is highly organized. About 55% of Britain workers belong to unions, compared to under a quarter in the United States. For historical reasons, Britain's unions have tended to develop along trade and occupational lines, rather than on an industry-by-industry basis, which makes a wages policy, democracy in industry and the improvement of procedures for fixing wage levels difficult to achieve.

There are considerable strains and tensions in the trade union movement, some of them

