



PETS 备考教程

SUCCESS WITH PETS-5



5级

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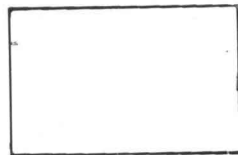
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- 不了解某级的具体要求；
- 不清楚自己的语言水平

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那么请选用本备考系列教材。
它将助你做好语言与思想上的
充分准备，令你成功应试。

PETS 备考系列
系列主编 徐 强

H310.42

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PETS

备考教程

Success with PETS-5



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前言

《PETS 备考系列教程》(英文书名: *SUCCESS WITH PETS*) 是按照国家教育部考试中心制定的“全国英语等级考试体系”要求所编写的一整套备考教程。“全国英语等级考试体系”的英文名称是: China Public English Test System, 简称 PETS, 是一种面向社会、含有 5 个等级的目标参照性英语考试体系。

本套教程共有 5 册, 每一级为 1 册, 可用作课堂教学, 也可供学生自学使用。本套教程的设计以当代第二语言习得理论和实践的研究成果为指导, 紧扣 PETS 考试大纲的各项要求, 突出备考的特点, 以满足考生应考的需求。同时, 作为一套教程, 其课文选材及各类练习的编写, 均突出语言的交际性特点, 而且在内容上注重时代性、知识性、趣味性和可思性; 在练习的形式上注重多样性和灵活性, 目的是提高学习者的兴趣以及在不同的交际情景下灵活运用语言的能力。

本册为第 5 册, 有 18 个单元。其中第 1 至第 16 单元由 4 部分组成: (1) 听力; (2) 阅读; (3) 写作; (4) 口语。第 17 和第 18 两个单元是两套笔试和口试全真模拟试卷。试卷严格参照 PETS 第 5 级考试样卷命题, 供学生自我检测之用。

本册每个单元围绕一个主题展开, 主题的选择以考试大纲的“交际话题表”和留学生活实际为依据。练习形式包括了 PETS 第 5 级笔试和口试所涉及的所有内容。例如: 听力中的“正误判断”、“多项选择”和“回答问题”等; 英语知识运用中的“完型填空”; 阅读理解中的“多项选择”、“段落重组”和“快速阅读”等。写作和口语练习注重实用性、互动性和交际性。

本教程还提供全部的单元练习和模拟试卷答案, 以及听力部分的原文。

为了帮助考生更好地了解 PETS 和 PETS 第 5 级考试, 本书对 PETS 和 PETS 第 5 级考试的标准、要求和形式作了简单、明了的介绍。

本套系列教程由参加全国和上海市英语考试命题和审题多年(其中包括《全国英语等级考试》第 5 级)的上海外国语大学出国培训部徐强教授担任系列主编。本册教程由徐强主编, 浙江大学外语学院庞继贤教授审订。参加编写工作的有于飞(编写第 2、5、7、9 单元); 周成(编写第 4、6、11、13 单元); 朱玉山(编写第 10、12、15、16 单元); 郝景洁(编写第 1、3 单元); 黄霜(编写第 8、14 单元); 徐强(编写第 17、18 单元)。

本册教程的编写得到上海外语教育出版社陈鑫源编审的精心指导和热诚帮助, 全体编者在此表示衷心感谢。

徐强

于上海外国语大学

全国英语等级考试体系(PETS)简介

全国英语等级考试体系是由教育部考试中心设计和开发,由英国剑桥大学考试委员会提供技术支持的国家级权威考试体系。该体系分为5个级别,即:

第1级(初始级)——程度略高于我国九年义务教育全日制初级中学毕业时的英语水平。

第2级(中下级)——程度相当于我国普通高中优秀毕业生的英语水平。

第3级(中 级)——程度相当于我国学生普通高中毕业后在大专院校又学习了2年公共英语或自学了同等程度英语课程的水平。

第4级(中上级)——程度相当于我国学生普通高中毕业后在大学至少又学习了3~4年公共英语或自学了同等程度英语课程的水平。

第5级(最高级)——程度相当于我国大学英语专业二年级结束时的水平。

该体系的主要特色:

- 1 系统性——整个体系层次分明,有统一的系统评价标准,各级别之间有可比性。
- 2 科学性——所有级别都考察听、说、读、写能力。注重语言交际能力的考查,同时兼顾语法结构的准确性和语言传递的流畅性。
- 3 权威性——全国统一的评价标准,全国统一组织的考试,全国一致承认的证书。

该体系考试成绩的用处 (根据教育部考试中心制定的《考试大纲》):

- 1 PETS 首先以全国性“学业证书”考试的形式推出,以满足社会上的各种需求。
- 2 按计划逐步替代现有的自学考试中的公共英语考试。其中第5级考试已于1999年9月正式替代主要用于评价公派出国留学人员英语水平的全国外语水平考试(WSK)中的英语水平考试(EPT)。
- 3 有关级别的考试成绩今后有可能用于高校的招生录取。

PETS 第 5 级考试简介

- 1 PETS 第 5 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 PETS 第 5 级考试的笔试和口试的指导语和题目均为英文。
- 3 PETS 第 5 级考试的答题时间分配如下表所示:

考试部分	听力	英语知识运用	阅读理解	写作	总计(分钟)
笔试时间	35	15	50	40	140
口试时间	15				

- 4 PETS 第 5 级考试各部分的题量、原始分和权重如下表所示:

部分	题量	原始分	权重
听力	30	30	30%
英语知识运用	20	20	10%
阅读理解	30	35	35%
写作	1	25	25%
笔试(合计)	80 + 1	110	100%
口试		5	

* 阅读理解 B 节中的 5 道题每题 2 分。

- 5 PETS 第 5 级考试的最低通过分数为笔试 60 分(其中听力必须是 18 分),口试 3 分。

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Unit 1

People



Part I Listening

Exercise 1 True or False

You are going to hear a conversation between an interviewer and Mr. John Smith, a taxi-driver. Before you listen, read the following statements carefully and try to anticipate what John's answers might be. As you listen, write T for the correct statement and F for the incorrect statement.

1. () John can remember almost all the streets in London.
2. () John usually carries a street map with him.
3. () John often drives far away in bad weather.
4. () John sometimes goes to places outside London.
5. () John gives his home telephone number to passengers.
6. () John dislikes being disturbed on the day of rest.
7. () Intending passengers can make phone calls for a cab.
8. () Taxi-drivers enjoy listening to the radio programs while driving.
9. () John's organization tells John where to pick up passengers.
10. () John's colleagues don't exchange information about queuing passengers.

Exercise 2 Multiple Choice

You are going to hear part of a talk given by an American teacher. Before you listen, read the following questions and choices carefully. As you listen, answer the questions by circling the letter A, B, C or D.

1. The speaker thinks that _____.
[A] Americans do not have typical lifestyles of their own
[B] people welcome accurate generalizations about their nationalities
[C] Americans have more typical features than other people do
[D] many Americans do not like the "typically American" statements
2. It's difficult to summarize American ways of life because _____.
[A] Americans are different from Europeans
[B] America doesn't have a homogeneous society
[C] American people have nothing in common

- [D] Americans focus too much on their individual differences
3. Which of the following statements is **TRUE**?
- [A] American people don't want to be typical
- [B] Italians are Christians while Germans are not
- [C] European people are also concerned about car culture and generation gap
- [D] Britain displays greater variety in climate and landscape than America
4. The speaker quotes a European's words to indicate that _____.
- [A] lifestyles in the two continents are different
- [B] Europeans may follow American lifestyles
- [C] Americans should also learn from Europeans
- [D] Americans should make themselves known to others
5. What will the speaker probably talk about next in the speech?
- [A] European lifestyle
- [B] Americans' interest
- [C] American customs and conventions consistently observed
- [D] Comparison between American and European continents

Exercise 3 Questions and Answers

*You are going to hear a talk about a famous fashion designer. Before you listen, read the following questions and try to anticipate the possible answers. As you listen, answer the questions by writing **NO MORE THAN THREE** words in the space provided. In the real test, you will hear the talk **TWICE**.*

1. When was Coco Chanel born?

2. What kind of childhood did Coco have?

3. Where did the Chanel fashion concept come from?

4. What did Coco think women's clothes should be?

5. What was her ambition before being a fashion designer?

6. Where did Coco get inspiration for her first designs?

7. What was the street Cambon known for since 1910?

8. Who would most likely be Coco's patrons?

9. How did Coco Chanel complete her designs?

10. How did Coco make advertisement for her latest creations?

Exercise 4 Blank Filling

Fill in the following blanks when you listen to the tape.

On the evening of November 29, 1993, despite near-freezing temperature, Yetta Adams apparently went to sleep on a bus bench in Washington, D.C. The next morning, this 43-year-old mother of three grown children was (1) dead on the bench, surrounded by shopping bags and (2) only by an old blanket. Adams had been a familiar face to office workers and (3) people in the neighborhood. Once an employee of a preschool, she had long (4) severe depression and an (5) to painkilling drugs.

Every winter, homeless people like Yetta Adams (6) on the streets during cold nights. Typically, there is little (7) attached to their deaths, and in some (8) authorities can never even identify the (9). However, Yetta Adams' death received (10) attention because of where she died; right across from the U.S. Department of Housing and Urban Development.

Yetta Adams was (11) one of many people in the United States who live on city or suburban streets, in (12) buildings, in subway stations and train yards, in public parks, or in (13). According to a 1993 estimate, the nation's homeless population is at least 700,000 and may be as (14) as 3 million. Given the limited space in public shelters, at a (15) hundreds of thousands of people in this country are homeless and without shelter.

Homelessness is (16) in both industrialized and developing countries. In Great Britain, some 175,000 (17) accounting for about 400,000 people are accepted as homeless by the government and are given (18). An even larger number, perhaps 1 million people, are (19) away from government assistance or are sharing a household with relatives or acquaintances but want (20) accommodations. In Third World countries, rapid population growth has outpaced the expansion of housing by a wide margin, leading to a rise in homelessness.



Part II Reading

Exercise 1 Cloze

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

word.

Various studies have documented the differences in family organization among social classes in the United States. In the _____ (1) class, there is a particular emphasis _____ (2) lineage and maintenance of family position. One is considered not simply a member of a nuclear family but _____ (3) a member of a larger family tradition ("the Rockfellers" or "the Kennedys"). As a _____ (4), upper-class families are quite _____ (5) about what they see as "proper training" for children.

Lower-class families do not often have the luxury of worrying about the "family name"; they must first struggle to pay their bills and _____ (6) the crises often associated with life in poverty. Such families are more _____ (7) to have only one parent in the home, a situation which presents special challenges in _____ (8) of child care and financial needs. Children in lower-class families typically _____ (9) adult responsibilities — including marriage and parenthood — at an earlier age than children of _____ (10) homes. In part, this is because they may _____ (11) the money needed to remain in school.

Social class differences in family life may not be as striking as they once _____ (12). In the past, family specialists agreed that there were pronounced contrasts in child-rearing practices. Lower-class families were _____ (13) to be more authoritarian in rearing children and more _____ (14) to use physical punishment. Middle-class families were more permissive and more restrained in _____ (15) their children. However, these differences may have narrowed _____ (16) more and more families from all social classes have turned _____ (17) the same books, magazines, and even television talk shows for advice on rearing children.

Among the poor, women often play a significant role in the economic _____ (18) of the family. Men may earn low wages, may be unemployed, or may be _____ (19) from the family. In 1991, 46 percent of all families headed by women with no husband present were _____ (20) the government poverty line. This compared with only 7 percent for all traditional dual-parent families.

Exercise 2 Multiple Choice

Read the following text and answer the questions by choosing A, B, C or D.

Traditionally, family researchers have suggested that divorce has a more detrimental effect on boys than on girls. These researchers have often written that the absence of fathers is more harmful for the development of boys than for girls and that girls receive greater emotional support from custodial mothers. However, more recent studies have led to a reexamination of these long-held assumptions.

Psychologist Neil Kalter and his associates supervised clinical work with more than 600 children of divorce over a 10-year period. In addition, they interviewed and

tested about 500 research subjects and conducted preventive intervention programs for about 2,000 children in public schools. Kalter's work shows that boys and girls react differently to divorce, but that traditional views concerning their reactions are not necessarily accurate.

Boys from divorced families are often angry and combative and may develop delinquent behavior. They frequently resist the authority of their mothers and teachers, become involved in fights at school or in the neighborhood, and underachieve at school relative to their abilities. The reduced interaction with their fathers which typically results from divorce has a clear and negative impact on sons.

For girls, the harmful effects of divorce emerge somewhat later than for boys, sometimes only in adolescence or even in adulthood. When compared with daughters from intact families, daughters of divorce are more likely to have feelings of lowered self-worth. The absence of a caring father leads many daughters to wonder if they can be loved by a man; indeed, these girls may believe that their fathers left home because their daughters were not attractive or lovable enough.

In suggesting that divorce has a more detrimental impact on boys than on girls, many researchers maintain that custodial mothers develop closer relationships with their daughters than with their sons. However, for the adolescent female, this may be a mixed blessing. A daughter of divorce may find it difficult to achieve a healthy separation and independence from her mother. Moreover, as she struggles with her emerging sexuality during her adolescence, a young woman may face additional complications if she is sharing a home with a stepfather or a close male friend of her mother.

Kalter's studies show that the detrimental effect of divorce often appears earlier in boys than in girls — and that this detrimental effect is sometimes more obvious and more dramatic in boys because of their greater tendency toward aggressiveness and antisocial behavior. Nevertheless, these studies remind us that we should not underestimate the harmful impact of divorce on girls.

While divorce can obviously be a painful experience for both female and male children, it is important to avoid labeling young people as "children of divorce" as if this parental experience is the singular event defining the life of a girl or boy. Large-scale studies in the United States and Great Britain have shown that some of the alleged negative effects of divorce actually resulted from conditions (such as poverty) that existed before the parental separation. Moreover, if divorce does not lower children's access to resources and does not increase stress, its impact on children may be neutral or even positive. Divorce does not ruin the life of every child it touches, though its effect on a child is not always benign.

1. The main idea of the passage is that _____.

[A] divorce is more harmful to boys than to girls

- [B] children from divorced families tend to commit crimes
 - [C] divorce doesn't always have negative effect upon children
 - [D] the impact of divorce on female children should not be underestimated
2. Neil Kalter's research suggests that _____.
- [A] boys are more aggressive and combative than girls
 - [B] traditional views on the influence of divorce upon children might be inaccurate
 - [C] girls study better than boys do at school
 - [D] the absence of fathers is more harmful for the development of boys than for girls
3. The negative impact of divorce on girls may include the following **EXCEPT** that _____.
- [A] they have closer relationships with their mothers
 - [B] they probably feel they can no longer be loved by a man
 - [C] they feel difficult to cope with a stepfather
 - [D] they are more likely to have a feeling of lowered self-worth
4. Compared with girls, boys from divorced families sometimes demonstrate greater harmful effects of divorce because _____.
- [A] boys spend less time with their mothers
 - [B] the effect is more obvious and dramatic in boys
 - [C] boys tend to be more aggressive
 - [D] boys are not as mature as girls at the same age
5. Which of the following statements is **NOT** correct?
- [A] Labeling young people as "children of divorce" may cause greater pain to them.
 - [B] Divorce always has harmful effects on children.
 - [C] People often ignore some other conditions that underlie the unhappiness of children from the divorced families.
 - [D] Divorce brings problems to children but sometimes it doesn't influence children so much.

Exercise 3 Word Study

Find the word or phrase in Column B which has the same meaning with the word in Column A chosen from the above text.

Column A	Column B
1. detrimental	a. aggressive; ready to attack
2. combative	b. good
3. delinquent	c. not touched
4. intact	d. harmful

- 5. alleged
- 6. benign
- 7. access

- e. claimed
- f. approach
- g. criminal

Exercise 4 Gapped Text

In the following article some paragraphs have been removed. Choose the most suitable paragraph from the list A ~ F to fit into each of the numbered gaps. There is one paragraph which does not fit in any of the gaps.

As Swann headed west, an eastbound Buick veered onto his side of the road. At the wheel was a 16-year-old girl driving on her learner's permit. She was trying to pass a minivan, but had failed to see Swann's pickup. The vehicles slammed into each other head-on. Swann's truck turned upside down and exploded in flames. Swann and one of his passengers were killed; the other two were severely burned. The teenager and her mother, who was also in the car, were badly injured.

A simple error on a clear day, by a novice driver on a straight stretch of road, cost two men their lives and left three young boys fatherless. Every day in America good drivers, obeying speed limits and the rules of the road, are nonetheless injured or killed by careless, drunk, inexperienced or reckless drivers.

1.	
----	--

The kind of accident that killed Philip Swann and his friend is a top killer of innocent drivers. Head-ons killed 42 percent of the good drivers in our survey. For those behind the wheel, death by an oncoming auto can be particularly devastating because of the laws of physics: the speed of both cars multiplies the violence of the collision. And they are often the most sudden and unavoidable. "It doesn't appear that Swann had time to take evasive actions. It was over in a second," says an accident investigator.

Surprisingly, our study shows that only six percent of head-on collisions were caused by drivers passing at inopportune times. Twenty percent occurred on curves where often a driver going too fast veered into the opposite lane. But the great majority, 63 percent, happened when drivers were steering straight. The clashes were likely caused by drivers who were distracted by other things (kids, changing a CD, talking on a cell phone), or who fell asleep, or nearly so, and drifted into oncoming traffic.

2.	
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"That tracks with our experience," says a driver. "More fatal accidents of every type seem to occur in nice weather when drivers may relax their guard; in bad weather, the majority of drivers tend to be more cautious, more attentive."