

英语考试丛书

全国公共英语等级考试第五级

PETS5



全国公共英语等级考试第五级
强化训练 • 阅读

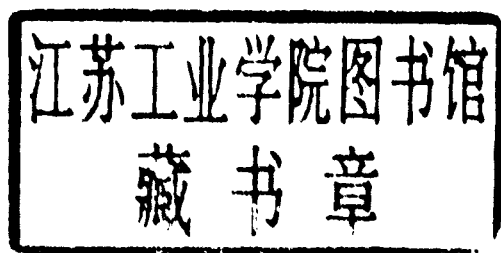
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全国公共英语等级考试第五级强化训练

阅 读

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出版说明

全国公共英语等级考试体系(PETS)是教育部考试中心设计、开发的拥有五个级别的目标参照性英语考试体系。其中的第五级(PETS5)已于1999年9月正式取代了原来的全国外语水平考试(WSK)中的英语水平考试(EPT),作为评价公派出国留学人员英语水平的考试。

和EPT相比,PETS5不仅题型和内容完全不同,而且难度也大大提高。参加过考试的考生普遍感到考试题量多、难度大,考分很不理想。PETS5之所以“难”,不仅因为它和我们较为熟悉且可猜测答题的TOEFL、EPT等英语考试的试题形式完全不同,更因为我们的考生的英语水平(经过大学及研究生公共英语学习,通过大学英语六级测试)与PETS5对考生在听、说、读、写方面的技能和水平上的要求之间还有相当大的距离。要想消除和缩短这一距离,在考试中获得满意的成绩,仅靠做几套模拟试题是远远不够的,而必须让考生的英语总体水平有较大的提高。为此我们组编了这套《全国公共英语等级考试第五级(PETS5)强化训练》。

这套PETS5考试训练教程以教育部考试中心编的《全国公共英语等级考试第五级考试大纲》为依据,结合PETS5考试的重点及PETS5考生的难点(较易出错的语言点)为考生提供了大量针对性强、重点突出的语言技能训练,同时也提供了几套模拟试题供考生选做。这套PETS5强化训练教程将语言知识训练与答题技能训练结合起来,目的是使考生在试前有限的时间内,既能让自己的英语提高到与PETS5的要求基本相符的水平,也能充分熟悉PETS5考试,从而使考试成绩有一个大幅度的提高。

这套《全国公共英语等级考试第五级(PETS5)强化训练》包括五册:

《应试指南与模拟试题》全面系统地介绍了PETS5、有关的报考事项等实用信息,并提供了4套模拟试题。

《听力》对PETS5听力测试部分进行逐节分析、指导和训练,并提供了6套听力模拟试题。

《英语知识运用》中的强化训练包括语法知识训练和词汇训练两大部分。语法部分对PETS5重点测试的语法项目进行了分类和概括性地讲解,并对语法难点进行重点训练;词汇部分的训练主要是扩大考生的词汇量和提高考生猜测生词义的能力。该册提供了9套“英语知识运用”模拟试题。

《阅读》对PETS5阅读测试部分进行了逐节分析、指导和训练,并提供了4套阅读模拟试题。

《写作》的训练分三部分:基本写作技巧、实用写作技巧、PETS5 作文类型分析及写作技巧。书中提供大量写作练习和范文。

PETS5 试卷的客观题采用光电阅读器评分,要求考生在答题卡上填涂正确的选项。在以往的考试中,考生因填涂错行或重行而影响考试成绩的现象时有发生,为此我们在有关的分册后面附上答题卡,考生可以复印,在做模拟试题时要尽量在答题卡上作答,以便熟悉这种答题方式。

大多数考生试前的准备时间有限,因此我们建议考生首先选用《应试指南与模拟试题》,选做其中的一套试题,对自己的英语水平进行摸底,然后针对自己的弱项选用相应的分册重点训练。使用各分册时,考生亦可根据自己的情况进行有选择性的训练。

这套书的作者主要为北京语言文化大学长期从事英语教学和出国留学人员英语培训的教师,中国人民大学的黎宇行先生和其他几位同志参加了《阅读》分册的编写工作。他们在百忙之中承担了这套书的编写工作,为此我们表示深深的谢意。

外语测试专家、北京语言文化大学出国留学人员培训部许才德教授为这套书写了序,在此我们表示诚挚的感谢。

PETS5 开始实施的时间还不长,对 PETS5 的应试培训还需不断积累经验,本教程中的不足之处,敬请读者批评指正,以利我们今后改进。

北京语言文化大学出版社

序

经中英两国有关部门和双方专家的多年努力,全国公共英语等级考试体系(Public English Test System,简称 PETS)已以崭新的面貌展现在我们的面前。

PETS 的目标和宗旨是“建立一个……拥有五个级别的目标参照性英语考试体系”,“完善各种考查手段,尤其是听、说方面的考查方法,确保各级别都能考查考生听、说、读、写的能力,以便配合有关的教学改革,使考生‘听不懂,说不出,难以与外国人直接交流’的问题逐步得以解决”等等。

PETS 共分五个级别。在该体系中,PETS Level 5(简称 PETS5)是最高,也就是最难的一个级别,其标准相当于我国大学英语专业二年级结束时的水平。

那么,PETS5 和原 WSK·EPT 有哪些主要区别呢?

经对这两种试卷的剖析,我的看法是:它们的区别之处远远超过相同之处。除不完全排斥对语法和词汇等语言知识的考查外,PETS5 是基于交际语言行为模式的一种考试,更侧重于考查使用语言的能力,即交际能力。因此,为了提高考试的效度,PETS5 摒弃了过分强调信度和过多采用客观题的做法,笔试试卷中新设置的半主观题和主观题以及口试都更加符合在国外使用英语的实际需要。《全国公共英语等级考试第五级考试大纲》(第 10 页)明确地把能力划分为“互动能力”、“接受能力”和“产出能力”。由此可见,PETS5 决不是 EPT 的简单的改版,而是吸取了当今先进的教育测试理论和行之有效的经验,使题型更加符合我国留学人员在国外使用英语的方式和要求。比如:在“听力”部分增设考查产出能力的完成句子或回答问题的题型;“英语知识运用”部分全部采用半主观性的填空题;在“阅读理解”部分增设了两篇长度各达 750~850 词的文章;“写作”部分的词数要求增至不少于 250 词;“口试”的考查形式更是让人耳目一新,着重考查互动能力和连续表达观点的能力。

综上所述,PETS5 具有较高的现代语言研究的科技含量,也反映了当前国际教育测量界普遍采用的外语评价模式。而我们目前的考生大都是在传统的外语教学环境中长大的。他们在语法和词汇中泡大,缺乏使用语言的条件,习惯于过分强调信度的考试题型。初次面对 PETS5,他们会感到生疏和不适应。为此,我愿趁《全国公共英语等级考试第五级(PETS5)强化训练》出版之际,向读者提几点建议:

1. 有必要细读《全国公共英语等级考试第五级考试大纲》对考试的“目标和宗旨”、“级别标准”和“形式、内容与结构”等的描述,从中可了解考试的调整和

变化,这将有助于把握试卷的重点和倾向。例如:“英语知识运用”题量是 20,经加权处理后的分数只占整卷分数的 10%。由此可见,试卷明确地向交际能力倾斜。又如:多项选择题(四选一)只占采分点总数的 18%。因此,猜测成功概率的总和将大幅度地减小。

2. 考生应增加产出能力的训练:语言能力可分两大类——接受能力和产出能力。一般来说,接受能力先于产出能力;接受能力属于被动的能力,产出能力属于主动的能力;把语言形式的知识转化成一种能力,尤其是产出能力,需要经过一个过程,这并非是一朝一夕之功。PETS5 涉及产出能力的题型(听力 C 节、英语知识运用、写作)占总分的 45%。目前,相当多考生的接受能力极为虚弱,表现为听不懂读不懂,且处于无产出能力的状态。另一个突出的现象是语言知识和运用之间存在着较大的落差,不少考生无法运用准确的语言形式,如大小写、拼写、词法、句法等。《考试大纲》在“写作评分标准与评分方法”(61~63 页)及“语言技能表”(94 页)中对产出能力的要求做了详尽的描述。

3. 考生应增加长段的语言实践:PETS5 增设了五个文字量较多的题型,例如:听力 A 节和 C 节、阅读 B 节和 C 节以及写作。与短篇相比,长段的语言实践有其自身特点和技术要求,即在不中断语流的条件下增大了信息量,这无疑将要求考生具备较好的信息存储能力、较强的融会贯通能力、较快的信息搜索能力以及快而准的语言表达能力。听力 C 节特别强调技能的转换,用产出能力来检验接受能力。阅读 B 节则要求考生与文章作者通过有意识的交流之后,理解其文章的思路和结构。

4. 考生应根据不同的写作目的进行具有针对性的写作练习,注意遵循文章的特定格式,合理地组织文章的内容和段落,并准确地运用语法、词汇、拼写和标点。所谓针对性的写作,不是指背抄范文和压题。“写作评分标准”明确规定“内容与要求无关”,是 0 分。那种牛头不对马嘴的背抄是最易被评卷人员发现的。由于主客观的原因,考生普遍缺乏良好的基本写作技能,如:如何搭框架,如何写段落,如何选词等,更不知如何写好描述文、叙述文和说明文。另外,文章长度是个硬指标——不得少于 250 词,这使许多写作能力不强的考生感到更加困难。

这样看来,考生如能参加注重技能培训的学习班并采用科学编写的本系列教程,一定会得益不浅。只要坚持学练结合,接受和产出兼顾,听、说、读、写四项技能均衡发展,并坚持按 PETS5 的标准要求自己,通过一段时间的努力,就一定能取得满意的成绩!

许才德

2000 年 5 月于北京语言文化大学

概 述

阅读理解是全国公共英语等级考试第五级(简称 PETS5)中笔试部分的第三部分。笔试部分共 140 分钟,满分 100 分,其中阅读理解占 50 分钟,35 分。该部分考查考生理解书面英语的能力,要求考生在规定的 50 分钟内阅读长度从 400 词至 850 词不等的 5 篇短文,并回答 30 个问题。

该部分由 A、B、C 三节组成。

A 节 15 题,占 15 分,含 3 篇文章(各长 400~500 词),每篇文章有 5 题,题型为四选一的单项选择题。

B 节 5 题,占 10 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。

C 节 10 题,占 10 分,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。

PETS5 阅读理解部分的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。

PETS5 要求考生掌握 7500 左右的词以及相关词组,但阅读材料中出现的超出相关词表的英语单词,并不给出中文注释,但会严格控制此类单词的数量。

为了帮助广大考生熟悉和掌握 PETS5 的要求和题型,全面系统地进行复习准备,我们按照考试大纲要求,编写了这本《全国公共英语等级考试第五级(PETS5)强化训练·阅读》。本书分为强化训练和模拟试题两大部分。在强化训练部分,我们对 A、B、C 节的考试要求、题目形式、应试策略分别做了介绍,然后提供丰富的练习供考生复习使用。各部分练习由浅入深,由易及难。通过练习,使考生逐渐熟悉 PETS5 阅读理解各部分试题类型,掌握答题技巧,找出自己的不足,以提高阅读水平和应试能力。模拟试题部分提供了 3 套完整的阅读理解模拟试题。书后提供全书练习及模拟试题的答案。

本书在编写过程中得到了北京语言文化大学出版社英文编辑室各位老师的大力支持和帮助,在此深表感谢。

参与本书编写和资料整理的人员还有王丽娟、杨曼、董惠池、王令、王玉等,一并表示感谢。

由于编者水平有限,书中疏漏和错误在所难免,恳请读者和专家批评指正。

编 者

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A 节

一、考试目的

A 节主要考查考生对文章主旨要义和细节信息的理解能力。阅读文章内容涉及社会、政治、经济、文化、地理、历史、科学、科技等题材。

二、问题分析

PETSS 中阅读理解 A 节的问题通常包括以下几种:1)归纳主旨;2)查询事实;3)推断观点;4)猜测词义;5)推测语气、态度;6)推广运用。通过这些不同类型的问题,考查考生的综合概括、识别理解、逻辑推理能力。下面分别就这几类问题进行说明。

1. 归纳主旨

这类问题针对文章的全篇内容设定,包括对文章主旨(main idea)、作者的目的、文章标题等方面的提问,具有较强的概括性,常见的题干为:

Which one of the following is the best title for the text?

What is the main message/main idea of this text?

Which one of the following best identifies the main topic of the passage?

The author describes ... in order to _____.

2. 查询事实

这类问题旨在考查考生对文中所述的重要事实、细节的查阅能力。常见的题干表述为:

The passage suggests that...

例如:

The passage suggests that if all insurers classified risk, who among the following would be adversely affected?

3. 推断观点

这类问题考查考生从字里行间推断隐含观点的能力。隐含的观点有时可以从某一段落里推理得出,有时则需通读全文方能领会。常见的题干表述为:

In the third paragraph, Doctor Laragh implies that _____.

It can be inferred that the author believes _____.

4. 猜测词义

这类问题有时考查考生对多义词的掌握情况,有时考查考生猜测生词词义的能力。前者要求考生能够根据上下文判断出某词在特定语境下的含义,后者要求考生通过分析上下文、句子结构猜测出某词的大概含义。常见的题干表述为:

The phrase "vocal exponent"(Line 2, paragraph 4) most probably means _____.

5. 推测语气、态度

这类问题要求根据作者行文的语气、文体的风格来判断作者对文中所谈问题的态度。回答这类问题不仅需要考生正确理解文章内容,还需要考生具有分析文体、欣赏文风的能力。常见的题干表述为:

The author's attitude is best described as which of the following?

6. 推广应用

这类问题要求考生在充分理解文章的中心思想和作者的观点、态度的基础上,能将这些思想、观点正确地应用在其他场合,既可能要求考生从选项中挑出与作者思想观点相符的答案,也可能用文章的观点来解决在其他情境中出现的问题,常见的题干表述为:

Which one of the following cases is least likely to indicate sex discrimination, as it is described in the passage?

With which of the following is the author least likely to agree?

三、解题思路

针对不同的问题,在解题过程中应该采取不同的解题方法。

1. 归纳主旨

首先,对于归纳主旨型的问题,可以先用查阅文章主题句的方法来解决。主题句是概括全文的句子,浓缩了全文的中心思想。根据英文的行文习惯,文章主题句在篇首居多,找到主题句即可辨别答案项和干扰项,通常答案项可能变换了一些词句,但主要意思与主题句一致,而干扰项则与主题句有出入,具体可能表现为:

- 1) 虽涵盖了文章的全文意思,但过于笼统;
- 2) 内容太过狭窄,不足以概括全文大意;
- 3) 与文章内容相关,但又涵盖其他不相关内容;
- 4) 与文章观点相悖。

因此考生需仔细分析文章所提供的答案选项,斟酌之后挑出正确选项。

其次,有些文章可能没有明确的主题句,需要考生在通读全文后自己进行归纳总结,这样难度有所增加,考生不妨在答题时反问这样几个问题,来归纳出文章的主旨:

- 1) 作者想要表达什么观点?
- 2) 作者具体想要讨论的问题是什么?
- 3) 作者的写作意图是什么?

然后通过找寻各段的主题句,来归纳全文的主旨。

2. 查询事实

这类问题通常是针对作者在文中提及的具体事实。回答该类问题时,考生可以在阅读题干之后,再到文中找出相应的句子,选择在表达上与原文最相像的选项。值得注意的是,正确选项与原文措辞不同,或是选用原文的同义词、近义词,或是换一种说法来解释原文的意思,但意思与原文基本保持一致。

3. 推断观点

这类问题要求考生在理解作者的某一观点后,通过逻辑推理来判断另一相关观点的正确性。与事实型问题不同的是,事实型问题通常能在原文中找出相应的句子,而推理型问题的答案在原文中没有对应的句子,它的答案是从文章的观点中推理得出的,在原文中出现的是与答案相关的句子。换言之,这类问题的答案项是在文章所给的事实的基础上加以逻辑推理而得出的观点。

4. 猜测词义

在 PETS5 中,考查词义通常有以下两种情况:

1) 考查的词是生词,即超纲词,这时需要考生调动一些线索来弄清词义。常见的答题技巧有:根据上下文来猜测词义;寻找生词的同位语和定语从句。

2) 考查的词并不是生词,可能是一词多义,要求考生根据语境来判断该词在文中的具体含义。

5. 推测语气、态度

这类问题针对作者的态度和语气而设。作者的态度通常能通过一些带有感情色彩的形容词和副词来体现,例如文中有 somewhat,表明作者的态度是谨慎的(cautious);如果文章措辞激烈,作者的观点可能是 critical;如果文章并没有明确赞扬还是反对,则其态度可能是 neutral。

6. 推广应用

这类问题可能把文章的观点类比运用于其他场合,在做这类题时,要求考生在吃透原文的基础上,在对文章的观点有深刻理解的基础上,再进行分析判断,找出其本质上存在的共同之处。

四、实例分析

In most developed countries, men have higher salaries, on average, than women. Much of the salary differential results from the tendency of women to be in lower-paying occupations. The question of whether this occupational employment pattern can be attributed to sex discrimination is a complex one. In fact, wage differentials among occupations are the norm rather than the exception. Successful athletes commonly earn more than Nobel Prize-winning academics; gifted artists often cannot earn

enough to survive, while mediocre investment bankers prosper. Given such differences, the question naturally arises: talent and ability being equal why does anyone — man or woman — enter a low-paying occupation? One obvious answer is personal choice. An individual may prefer, for example, to teach math at a modest salary rather than to become a more highly paid electrical engineer. Some people argue that personal choice also explains sex-related wage differentials. According to this explanation, many women, because they place a high priority on parenting and performing household services, choose certain careers in which they are free to enter and leave the work force with minimum penalty. They may choose to acquire skills, such as typing and sales clerking, that do not depreciate rapidly with temporary absences from the work force. They may avoid occupational specialties that require extensive training periods, long and unpredictable hours, and willingness to relocate, all of which make specialization in domestic activities problematic. By choosing to invest less in developing their career potential and to expend less effort outside the home, women must, according to this explanation, pay a price in the form of lower salaries. But women cannot be considered the victims of discrimination because they prefer the lower-paying occupations to higher-paying ones.

An alternative explanation for sex-related wage differentials is that women do not voluntarily choose lower-paying occupations but are forced into them by employers and social prejudices. According to proponents of this view, employers who discriminate may refuse to hire qualified women for relatively high-paying occupations. More generally, subtle society-wide prejudices may induce women to avoid certain occupations in favor of others that are considered more suitable. Indeed, the "choice" of women to specialize in parenting and performing household services may itself result from these subtle prejudices. Whether the discrimination is by employers in a particular occupation or by society as a whole is irrelevant; the effect will be the same. Further, if such discrimination does occur, women excluded from certain occupations will flood others, and this increase in supply will have a depressing effect on wages in occupations dominated by women.

1. Which one of the following is the best title for the passage?
 - [A] Wage Differentials between Men and Women
 - [B] Women in Low-Paying Occupations: Do They Have a Choice?
 - [C] Sex Discrimination in the Workplace
 - [D] The Role of Social Prejudice in Women's Careers.
2. In stating that "Successful athletes commonly earn more than Nobel Prize-winning academics", the author's primary purpose is to
 - [A] suggest that people with talent and ability should not enter low-paying occupations.
 - [B] show that highly paid occupations generally require long hours and extensive training.
 - [C] imply that a person can be successful and still not make much money.
 - [D] give an example of how certain occupations are better paid than others, regardless of inherent worth or talent required.

3. Which one of the following cases is least likely to involve sex discrimination, as it is described in the passage?
- [A] An employer hires a man rather than an equally qualified woman.
 - [B] A woman chooses to enter a high-paying occupation that uses her talent and ability.
 - [C] A woman chooses an occupation that is already dominated by women.
 - [D] A woman chooses a low-paying job that allows her to devote more time to her family.
4. Which one of the following statements is the best completion of the last paragraph of the passage?
- [A] Wage differentials will become more exaggerated and economic parity between men and women less and less possible.
 - [B] Finally, women will be automatically placed in the same salary range as unskilled laborers.
 - [C] The question is, how long will women allow themselves to be excluded from male-dominated occupations?
 - [D] In the last analysis, women may need to ask themselves if they can really afford to allow sex discrimination to continue.
5. The author's attitude toward sex discrimination as an explanation for wage differentials can best be characterized as _____.
- [A] critical of society's acceptance of discrimination
 - [B] skeptical that discrimination is a factor
 - [C] neutral with respect to its validity
 - [D] frustrated by the intractability of the problem

第1题答案为[B]。本题题干表述为“Which one of the following is the best title for the passage?”,显然是归纳主旨型的问题。答题时应先查询文章的主题句。从第2句可以看出该文章主要将讨论妇女从事低薪工作的问题。作者从男女不同酬的事实说起,归根到底是为了说明导致这一现象的原因在于妇女不得不从事低薪工作。在以后的篇幅中,作者重点讨论其根本原因并不仅限于性别歧视,而是在多种条件作用下的必然结果。

第2题答案为[D]。该题旨在考查作者阐述某一事实的意图。通过引用“Successful athletes commonly earn more than Noble Prize-winning academics”这一事实,作者是为了证明在上文中提到的观点,即“wage differentials among occupations are the norm rather than the exception”。而在所提供的选项中,只有[D]最符合这一表达。

第3题答案为[B]。该题为推广运用型的问题。文中讨论了性别歧视问题,这一题则从反面来分析不属于性别歧视范畴的现象。文章并没有给出直接的答案,需要考生充分理解作者的观点,然后进行判断,看哪一现象能说明作者的观点。

第4题答案为[A]。该题为推断观点型的问题。题干要求选出最能补充最后段落的句子,即选出能够归纳全文的选项,也就是作者在篇末通过上文的分析,最终能得出什么结论。

第5题答案为[C]。很明显这是一个探讨作者语气、态度的问题。文章主要讨论妇女从事低薪工作的原因。性别歧视只是原因之一,但同时作者也强调诸如社会影响、个人选择等因素。所以综合来看,对于前者,作者采取的是既不反对,也不忽视的中立态度。

[练习一]

Read the following texts and answer the questions which accompany them by choosing A, B, C or D.

Text 1

There were several reasons why the Industrial Revolution started in Great Britain rather than in France, the other great power of the day. In the first place, Britain had the money necessary to finance the larger enterprises. England's supremacy on the seas had encouraged commerce, and Englishmen had been amassing wealth through their commerce and industry. The newly rich class in that country were not the aristocratic group, but merchants and businessmen who were willing to devote themselves to industry and scientific agriculture. The wealth of France, on the other hand, was largely in the hands of the nobility, and they were not willing to do the necessary work to develop industry. In the second place, Great Britain had undertaken very early the manufacturing of inexpensive and more practical products for which there would be ever-growing demand from the people, especially the new middle class. On the other hand, France produced articles in the luxury class. These could never be turned out in quantities because they demanded individuality. England was the producer of goods that were produced in quantities, and if she could find a cheaper means of producing them, her markets would grow. So she was ready for methods that would make it possible to manufacture in large quantities. In the third place, for a long time England had large numbers of semiskilled workers. When the feudal system broke down in England and the manors were turned to sheep raising, numbers of Englishmen went to the towns. There they engaged in weaving, making shoes, wood carving and many other occupations that developed skills. When the Industrial Revolution began, these men were available for the work on the new machines. Moreover they were free men who could move from place to place as the need for workers arose. This had not been the case in France, which was still chiefly an agricultural country with peasants bound to their masters in many ways so they could not easily move to the cities. In the fourth place, coal was abundant in Great Britain, and a large amount of this cheap fuel was necessary for running the factories. There was coal in northern France, too, but France was late in tapping such resources because really everyone depended directly or indirectly on farming for his living.

1. Britain had the money necessary to develop industry because _____.
 - [A] Britain was much wealthier than France at that time
 - [B] Britain government encouraged the development of industry
 - [C] the merchants and businessmen were willing to finance the industry
 - [D] the aristocratic group was willing to develop the industry
2. According to the passage, French people attached importance to _____.
 - [A] the quantities of the articles
 - [B] the individuality of the articles
 - [C] the practicality of the articles
 - [D] the price of the articles

3. Which of the following statements is true?
- [A] The wealth of France was largely in the hands of the new middle class.
 - [B] French people were bound to the new machines.
 - [C] France was more likely to produce goods in quantities.
 - [D] France could not get free workers necessary to the industry.
4. When the Industrial Revolution began, Englishmen _____.
- [A] were busy amassing wealth through commerce and industry
 - [B] had found a cheaper means of producing goods needed in quantities
 - [C] depended on farming for their living
 - [D] could move from place to place as the need for workers arose
5. What can be inferred from the passage?
- [A] The demand for luxury goods was limited.
 - [B] Industrial Revolution was the result of the interaction of various factors.
 - [C] French people preferred farming to industry and commerce.
 - [D] Coal was very important to people's life.

Text 2

Becket not only traveled light, he lived light. In all over the world he owned just the clothes he stood up in, a full suitcase and a bank account. Arriving anywhere with these possessions, he might just as easily put up for a month or a year as for a single night. For long stays, not less than a month, he might take a furnished flat, sometimes even a house. But whatever the length, he rarely needed anything he did not have with him. He was, he liked to think, a self-contained person.

Becket had one occasional anxiety: the suspicion that he owned more than that would fit comfortably into the case. The feeling, when it came, was the signal for him to throw something away or just leave it lying about. This was the automatic fate of his worn-out clothes for example. Having no use for choice or variety, he kept just a raincoat, a suit, a pair of shoes and a few shirts, socks and so on; no more in the clothing line. He bought and read many books, and left them wherever he happened to be sitting when he finished them. They quickly found new owners.

Becket was a professional traveler, interested and interesting. He liked to get the feeling of a place by living in it, reading its newspapers, watching its TV, discussing its affairs. Though Becket's health gave him no cause for alarm, he made a point of seeing a doctor as soon as he arrived anywhere. "A doctor knows a place and its people better than anyone", he used to say. He never went to see a doctor; he always sent for one; that, he found, was the quickest way to confidences, which came out freely as soon as he mentioned that he was a writer.

Becket was an artist as well. He painted pictures of his places and, when he had gathered enough information, he wrote about them. He sold his work, through an agent, to newspapers and magazines. It was an agreeable sort of life for a good social mixer, and as Becket never stayed anywhere for long, he enjoyed the satisfying advantage of paying very little in tax.

6. What do we know about Becket's possessions?
- [A] He had enough baggage to stay for one night.
 - [B] He carried all of them around with him.
 - [C] He had thrown or given them away.
 - [D] He left most of his things at home when he traveled.
7. Becket took over a flat when _____.
- [A] there were no suitable hotels
 - [B] he meant to stay somewhere for several nights
 - [C] he was sure of staying a year or more
 - [D] he expected not to move on for a month at least
8. How did Becket feel about taxation?
- [A] It worried him, so he kept moving from place to place.
 - [B] He hated it, so he broke the tax laws.
 - [C] He was pleased he could honestly avoid it.
 - [D] He felt ashamed of not paying taxes.
9. If anything worried Becket, it was _____.
- [A] the thought of having too much baggage
 - [B] his habit of leaving things lying about
 - [C] the fact that he owned so little
 - [D] the poor state of his clothes
10. Becket did not keep books because _____.
- [A] he had not interest in literature
 - [B] the books he read belonged to other people
 - [C] he had no room in his case for them
 - [D] he preferred to give them to his friends

Text 3

Representatives of Callahan Media Associates (CMA) announced today that the news agency would attempt to buy the National Broadcasting System (NBS), the second largest television and radio network in the United States. Ronald Callahan, son of Jessica Callahan, who started CMA, told reporters that he expects his company's offering price to be high enough to win out over other offers. He indicated that NBS executives had already discussed reorganization plans that might result from a CMA takeover.

A native of the United Kingdom, Jessica Callahan began to buy newspapers, magazines, and radio stations in the United States eight years ago, and CMA now owns or controls more than fifteen news organizations here. Before she became a leader in media in this country, she had established her family-owned company as one of the most important forces in British TV and newspapers. Callahan