



红蓝英语模拟试卷系列·自学、公共考试

# ★ 技术点详解



# 全国公共英语四级考试全真模拟试卷 (全国英语等级考试PETS)



常春藤英语教学研究中心 编

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**红蓝英语**

**模拟试卷系列·自学、公共考试**

**技术点详解**

# **全国公共英语 (PETS) 四级考试全真模拟试卷**

常春藤英语教学研究中心 编

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# 出 版 前 言

由上海、厦门、香港、台北、吉隆坡、洛杉矶等地英语教学专业人士联合组成的常春藤英语教学研究中心,推出体现海外英语学习全新理念的色彩助记外语读物以来,在中国英语图书市场一炮打响,红蓝自测英语速记词汇表二十多个品种常销不衰,双向记忆的红蓝色彩助记卡获得了中华人民共和国的专利。

常春藤英语教学研究中心的英语教育专业人士,在这个基础上充分发挥和海外英语时文零距离接触的强势,潜心研究了中考、高考、大学四级、六级、考研、托福、雅思、GRE、职称考试、自学考试、公共英语等中国内地各个层面、几十个领域的英语考试大纲要求,邀请了中国境内众多英语专业强手加盟,不失时机地编写了有技术点详解的各类英语考试模拟试卷,编写了有色彩助记又有鲜活例句的英语词汇精编。根据读者要求,现对有听力部分的模拟试卷全部配上了音带,常春藤红蓝英语畅销的各类词汇、试卷的品种目前已近百个,“红蓝英语”在外语图书市场中已经成为一个知名品牌。

现在呈现在读者面前的是“红蓝英语模拟试卷系列·自学、公共考试”专辑,内容有全国自学考试非英语专业专科、全国自学考试非英语专业本科、全国自学考试英语专业专科、全国各类专升本英语考试、全国各类成人高考英语考试、全国公共英语(PETS)一级、全国公共英语(PETS)二级、全国公共英语(PETS)三级、全国公共英语(PETS)四级共9个品种。与前一辑面对在校、留学的各类英语考试相比,它是面向社会的,面向自学成材的年青人和中年人的,他们有的已经踏上了工作岗位,有的正待业,他们更需要在英语领域中取得资质。本辑全真模拟试题比现有同类全真题和模拟题,在答题技术点详解方面有更深一层的拓展,并一一作了醒目的归纳,如:逻辑推理法、区分词意法、词组辨析法、逐项排除法、直接定位法、总体推断法……另外,阅读部分的试题同样吸收了海外最新的英语精采时文,会使众多的考生眼前一亮。

《技术点详解全国公共英语(PETS)四级全真模拟试卷》根据教育部考试中心颁布的《全国英语等级考试大纲》(第四级)编写。为何“全国公共英语等级考

试”更名为“全国英语等级考试”后,我们在封面上仍同时保持两种名称,因为英语等级考试的名称太多了,有大学英语等级考试,有学生(中小学)英语等级考试,有职称英语等级考试,还有许多其他专业的英语等级考试,容易混淆,故暂时采用这种过渡的作法。本书包含的模拟试卷根据本级考试大纲,着重体现了考查考生的听、说、读、写的技能和交际能力的要求,其标准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年公共英语的水平(即大学本科生学习3~4年的公共英语的水平)。通过该级考试的考生,其英语水平满足读高等院校硕士生非英语专业及一般研究人员、现代企业经理等工作对英语的需要。

由于时间仓促,难免有疏漏和不当之处,感谢读者指正,待修订再版时进一步完善。

# 目 录

## 上篇 全真模拟试卷

全国公共英语四级考试全真模拟试卷(一).....	(1)
全国公共英语四级考试全真模拟试卷(二) .....	(13)
全国公共英语四级考试全真模拟试卷(三) .....	(25)
全国公共英语四级考试全真模拟试卷(四) .....	(37)
全国公共英语四级考试全真模拟试卷(五) .....	(49)
全国公共英语四级考试全真模拟试卷(六) .....	(61)
全国公共英语四级考试全真模拟试卷(七) .....	(73)
全国公共英语四级考试全真模拟试卷(八) .....	(85)
全国公共英语四级考试全真模拟试卷(九) .....	(97)
全国公共英语四级考试全真模拟试卷(十).....	(109)

## 中篇 答案技术点详解

全真模拟试卷(一).....	(121)
全真模拟试卷(二).....	(125)
全真模拟试卷(三).....	(129)
全真模拟试卷(四).....	(133)
全真模拟试卷(五).....	(138)
全真模拟试卷(六).....	(141)

全真模拟试卷(七).....	(146)
全真模拟试卷(八).....	(150)
全真模拟试卷(九).....	(154)
全真模拟试卷(十).....	(159)

## 下篇 听力书面材料

全真模拟试卷(一).....	(164)
全真模拟试卷(二).....	(167)
全真模拟试卷(三).....	(172)
全真模拟试卷(四).....	(175)
全真模拟试卷(五).....	(179)
全真模拟试卷(六).....	(183)
全真模拟试卷(七).....	(186)
全真模拟试卷(八).....	(190)
全真模拟试卷(九).....	(194)
全真模拟试卷(十).....	(198)

# 全真模拟试卷

全国公共英语四级考试

全真模拟试卷(一)

(考试时间 140 分钟)

## Section I Listening Comprehension

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 put down your answers in your test booklet. At the end of the listening comprehension section, you will have 5 minutes to transfer all your answers from your test booklet to 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 passage about making telephone calls in U. S. . Listen and complete the sentence in questions 1~5 with the information you've heard. Write not more than 3 words in each numbered box. You will hear the recording twice. You now have 25 seconds to read the table below.

In the U. S. , we may find phone books—  
or directories—under the telephone in

In the U. S. , all the telephone numbers  
have

There are two main kinds of

	1
	2
	3



If you need a phone number that's not in your phone book, you may get help from In order to deal a long distance call, you must know

	4
	5

### Part B

You will hear a text on tourist industry. Answer questions 6~10, complete the sentences and answer the questions while you listen. Use not more than 5 words for each answer. You will hear the recording twice. You now have 25 seconds to read the questions.

In what aspect does the tourist industry differ from many others?

	6
--	---

What is necessary for the successful operation of a travel agent?

	7
--	---

What job do some travel agents usually take when they enter their career?

	8
--	---

What do the travel agents have to be kept informed of?

	9
--	---

When they got the information on prices of airlines, what kind of agents have an advantage over others?

	10
--	----

### Part C

You will hear three dialogues or monologues. Before listening to each one, you will have time to read the questions related to it. While listening, answer each question by choosing A, B, C or D. After listening, you will have time to check your answers. You will hear each piece once only.

Questions 11~13 are based on the following talk introducing George Daniels, a watchmaker. You now have 15 seconds to read questions 11~13.

11. What do you know about George Daniels?

- A. He is one of the few remaining watchmakers in the world.
- B. He is the last of the great watchmakers.
- C. He is training young watchmakers.
- D. He thinks watchmaking will continue for another three centuries.

12. Which statement best describes George Daniels' interest in watches?

- A. His interest in watches was strong because his father was a watchmaker.
- B. His interest in watches grew because he had to repair watches when he was in the

army.

C. His interest in watches started at school.

D. His interest in watches is lifelong.

13. Which of the following statements is true?

A. All his watches are kept in museums.

B. One of his watches is being kept in an American museum.

C. All his watches are kept in American museums.

D. One of his watches is kept in a British museum.

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

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

14. What's the relationship between Tom and Steve?

A. Uncle and nephew.

B. Cousins.

C. Brothers.

D. Good friends.

15. Becoming a doctor is \_\_\_\_\_ idea?

A. Tom's

B. Steve's

C. Steve's father's

D. Tom's father's

16. What did Tom tell Steve's father?

A. Steve was quite sure that he wanted to be a doctor.

B. It was too early for Steve to decide his future.

C. Steve wanted to be a photographer.

D. Steve wanted to study medical photography.

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. How to get over the first step to write a letter?

A. You consider that you owe somebody a letter.

B. You consider that letters are gifts.

C. You consider that writing letters makes you feel cheerful.

D. You should feel ashamed that you haven't answered a letter.

18. When should a letter be considered obligatory?

A. When you make a good friend.

B. When you receive a gift.

C. When you want to visit your friends.

D. When you haven't answered a letter for a long time.

19. What is suggested if you want to keep your friends?

- A. Write letters carefully.
  - B. Express prompt thinks.
  - C. Always use nice words.
  - D. Write letters with a proper style.
20. What should be considered the most important when you write a letter?
- A. Clarity.
  - B. Dramatic effect.
  - C. Information.
  - D. Grammar and style.

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

**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

Read the following text. Choose the best words for each numbered blank and mark A, B, C or D on ANSWER SHEET 1.

"Intelligence" at best is an assumptive construct—the meaning of the word has never been clear. There is 21 agreement on the kinds of behavior 22 by the term than there is on how to interpret or classify them. 23 it is generally agreed that a person of high intelligence is one who can grasp ideas 24, make distinctions, reason logically, and make use of verbal and mathematical 25 in solving problems. An intelligence test is a 26 measure of a child's capacity for learning, 27 for learning the kinds of things required in school. It does not measure character, social adjustment, physical 28, manual skills, or artistic abilities. It is not 29 to—it was not designed for such purposes. To criticize it for such failure is roughly 30 to criticizing a thermometer for not measuring wind velocity.

The other thing we have to 31 is that the assessment of the intelligence of any 32 is essentially a comparative affair. We must be sure that the 33 with which we are comparing our subjects provides a "valid" or "fair" comparison. 34 this, any test performed involves at least three factors: the 35 to do one's best, the knowledge required for understanding 36 you have to do, and the 37 ability to do it. The first two must be equal for all that are being compared, if any comparison 38 intelligence is to be made.

No one is 39 interested in the marks a little child gets on his test; instead we are interested in 40 we can conclude from his mark on the test that the child will do better or worse than other children of his age at tasks which we think require "general intelligence".

- 21. A. too much      B. less      C. more      D. so much
- 22. A. related with      B. referred to      C. applied to      D. brought forward
- 23. A. So      B. But      C. Otherwise      D. Even

- |                     |                    |                    |                     |
|---------------------|--------------------|--------------------|---------------------|
| 24. A. readily      | B. conveniently    | C. smoothly        | D. accessibly       |
| 25. A. formulas     | B. marks           | C. symbols         | D. signals          |
| 26. A. tough        | B. rough           | C. thorough        | D. harsh            |
| 27. A. specially    | B. specifically    | C. evenly          | D. particularly     |
| 28. A. endurance    | B. durability      | C. figure          | D. elasticity       |
| 29. A. for          | B. on              | C. by              | D. with             |
| 30. A. comparative  | B. comparable      | C. incompatible    | D. comparing        |
| 31. A. spot         | B. identify        | C. detect          | D. notice           |
| 32. A. subject      | B. object          | C. subordinate     | D. target           |
| 33. A. ruler        | B. parameter       | C. scale           | D. variable         |
| 34. A. In line with | B. With respect to | C. In spite of     | D. In contrast with |
| 35. A. faculty      | B. facilities      | C. proficiency     | D. intention        |
| 36. A. what         | B. how             | C. that            | D. which            |
| 37. A. intelligence | B. intellect       | C. intellectual    | D. intellectually   |
| 38. A. according to | B. in terms of     | C. in disregard of | D. as to            |
| 39. A. at least     | B. in the least    | C. at the least    | D. least of all     |
| 40. A. that         | B. how             | C. whether         | D. when             |

## Section III Reading Comprehension

### Part A

#### Directions:

Read the following four texts. Answer the questions below each text by choosing A, B, C or D. Mark your answers on ANSWER SHEET 1.

#### Text 1

Of all the areas of learning the most important is the development of attitudes. Emotional reactions as well as logical thought processes affect the behavior of most people.

"The burnt child fears the fire" is one instance; another is the rise of despots like Hitler. Both of these examples also point up the fact that attitudes stem from experience. In the one case the experience was direct and impressive, in the other case it was indirect and cumulative. The Nazis were formed largely by the speeches they heard and the books they read.

The classroom teachers in the elementary school is in a strategic position to influence attitudes. This is true partly because children acquire attitudes from those adults whose opinion they respect.

Another reason is that pupils often delve somewhat deeply into a subject in school that has only been touched upon at home or has possibly never occurred to them before. To a child who had previously acquired little knowledge of Mexico, his teacher's method of handing such a unit would greatly affect his attitude toward Mexicans.

The media through which the teacher can develop wholesome attitudes are innumerable. Social attitudes ( with special reference to races and nationalities ), science matters of health and safety, the very atmosphere of the classroom—these are a few of the fertile fields for the induction of proper emotional reactions.

However, when children come to school with undesirable attitudes, it is unwise for the teacher to attempt to change their feelings by cheating or scolding them. She can achieve the proper effect by helping them obtain constructive experiences. Finally, a teacher must constantly evaluate her own attitudes, because her influence can be harmful if she has personal prejudices. This is especially true in respect to controversial issues and questions on which children should be encouraged to reach their own decisions as a result of objective analysis of all the facts.

41. In the second paragraph, the author gives two examples to show \_\_\_\_\_.
  - A. the development of attitudes are most important.
  - B. people's behavior can be shaped by direct or indirect experience.
  - C. conscious instruction is important in shaping people's behavior.
  - D. unpleasant experience leaves a greater impression on people.
42. Most often attitudes are shaped by \_\_\_\_\_.
  - A. what children learn in the classroom.
  - B. what children learn at home.
  - C. whether knowledge is learned from books of other sources.
  - D. how the teacher introduces knowledge.
43. The author advises teachers to \_\_\_\_\_.
  - A. correct the pupil's incorrect attitude whenever they see it.
  - B. ignore the pupil's incorrect attitude altogether.
  - C. give the proper criticism to the pupil's incorrect attitude.
  - D. try to use positive experience to develop proper attitude in the pupils.
44. The word "harmful" in the last paragraph most probably means \_\_\_\_\_.
  - A. bad-affecting.
  - B. ill-effective.
  - C. widespread.
  - D. irritating.
45. What is the passage mainly about?
  - A. How to develop the desired attitude in children.
  - B. What role do emotional reactions play in education.
  - C. How children's attitude affects their study.
  - D. Why undesirable attitudes are hard to eliminate.

## Text 2

Back in 1892, when Baron Pierre de Coubertin re-created the Olympics, the purpose of the games was to encourage friendly competition between athletes and nations. The Olympic

arena was the showcase for the strongest, the fastest, the most graceful of every nation.

Unfortunately, de Coubertin's dream has been ignored because of the increasing politicization of the games. Adolph Hitler began this trend in 1936. The 1936 games were held in Berlin, Germany, and the American black athletes, Jesse Owens, won four gold medals. Instead of following the tradition by which the leader of the host nation congratulates gold medalists, Hitler refused to shake hands with a black man.

In 1986, the medal ceremony was again used as a political vehicle. This time three black Americans who had won medals in a track and field event displayed the black power sign as they stood to receive their medals.

The Olympic committee has again shown the politicization of the games with its ongoing debate over which Chinese delegation—the People's Republic of China or Taipei—should represent the Chinese people.

The worst of all years in modern Olympic history was 1972. First, committee of predominantly Communist judges handed down obviously unfair rulings in boxing matches, gymnastic competitions, and basketball games. Then far worse, a group of Palestinian terrorists attacked the Israeli quarters and eleven innocent Israeli athletes were killed.

In light of this history, it is difficult to understand the public outcry against politicization by resistance of the 1980 games. The purpose of the 1980 resistance is to protest the invasion in late December 1979 of Afghanistan by the USSR. The locale of the 1980 Olympics was in Moscow, and the presence there of international press and athletes is a powerful propaganda opportunity for the Russians. Russia can show its own people how popular and important it is; the world can be shown the brightest aspects of life in USSR. Resistance of the Olympics by a large portion of the "free world" would seriously damage the propaganda value of the Games.

A show of solidarity by the governments and the athletes of the "free world" might demonstrate to the Russians that conquest and domination of weaker countries will no longer be tolerated. The Olympics might, in an indirect way, turn out to be the instrument of peace and freedom for small nations.

46. According to the author, politicization of the Olympics \_\_\_\_\_
- is resisted by the Olympic Committee.
  - goes against the purpose of the Olympics.
  - was insisted on by Hitler.
  - existed when de Coubertin re-created the Olympics.
47. The year in which politicization of the Olympic Games was most prominent was \_\_\_\_\_
- 1936.
  - 1968.
  - 1972.
  - 1980.
48. When the politicization of the 1980 games was mentioned, the author's tone is one of \_\_\_\_\_
- approval.
  - criticism.
  - anger.
  - denouncement.
49. The resistance of 1980 games by the Western countries indicates that \_\_\_\_\_

- A. the USSR was weak.
  - B. the "free world" was weak.
  - C. the Olympics can be used for the purpose of peace.
  - D. the Olympics should not be politicized.
50. Hitler's refusal to shake hands with Owens showed \_\_\_\_\_
- A. his jealousy.
  - B. his racist idea.
  - C. his hatred.
  - D. his rudeness.

### Text 3

The extent of a nation's power over its coastal ecosystems and the natural resources in its coastal waters has been defined by two international law doctrines: freedom of the seas and adjacent state sovereignty. Until the mid-twentieth century, most nations favored application of broad open-seas freedoms and limited sovereign rights over coastal waters. A nation had the right to include within its territorial dominion only a very narrow band of coastal waters (generally extending three miles from the shoreline), within which it had the authority, but not the responsibility, to regulate all activities. But, because this area of territorial dominion was so limited, most nations did not establish rules for management or protection of their territorial waters.

Regardless of whether or not nations enforced regulations in their territorial waters, large ocean areas remained free of controls or restrictions. The citizens of all nations had the right to use these unrestricted ocean areas for any innocent purpose, including navigation and fishing. Except for controls over its own citizens, no nation had the responsibility to control such activities in international waters. And, since there were few standards of conduct that applied on the "open seas", there were few jurisdictional conflicts between nations.

The lack of standards is traceable to popular perceptions held before the middle of this century. By and large, marine pollution was not perceived as a significant problem, in part because the adverse effect of coastal activities on ocean ecosystems was not widely recognized, and pollution caused by human activities was generally believed to be limited to that caused by navigation. Moreover, the freedom to fish, or overfish, was an essential element of the traditional legal doctrine of freedom of the seas that no maritime country wished to see limited. And finally, the technology that later allowed exploitation of other ocean resources, such as oil, did not yet exist.

To date, controlling pollution and regulating ocean resources have still not been comprehensively addressed by law, but two recent developments may actually lead to future international rules providing for ecosystem management. First, the establishment of extensive fishery zones, extending territorial authority as far as 200 miles out from a country's coast, has provided the opportunity for nations individually to manage larger ecosystems. This opportunity, combined with national self-interest in maintaining fish populations, could lead nations to

reevaluate policies for management of their fisheries and to address the problem of pollution in territorial waters. Second, the international community is beginning to understand the importance of preserving the resources and ecology of international waters and to show signs of accepting responsibility for doing so. Thus it will become more likely that international standards and policies for broader regulation of human activities that affect ocean ecosystems will be adopted and implemented.

51. Until the mid-twentieth century there were few jurisdictional disputes over international waters because \_\_\_\_\_.
  - A. the nearest coastal nation regulated activities.
  - B. few controls or restrictions applied to ocean areas.
  - C. the ocean areas were used for only innocent purposes.
  - D. broad authority over international waters was shared equally among all nations.
52. The author suggests in the third paragraph that, before the mid-twentieth century, most nations' actions indicated that \_\_\_\_\_.
  - A. managing ecosystems in either territorial or international waters was given low priority.
  - B. unlimited resources in international waters resulted in little interest in territorial waters.
  - C. a nation's authority over its citizenry ended at territorial lines.
  - D. nations considered it their responsibility to protect territorial but not international waters.
53. Before the mid-twentieth century, nations failed to establish rules protecting their territorial waters because \_\_\_\_\_.
  - A. the waters appeared to be unpolluted and to contain unlimited resources.
  - B. the fishing industry would be adversely affected by such rules.
  - C. the size of the area that would be subject to such rules was insignificant.
  - D. the technology needed for pollution control and resource management did not exist.
54. From the last paragraph we learn that the extension of fishery zones may be a good thing in that \_\_\_\_\_.
  - A. individual nations may in time take on greater responsibility for ocean protection.
  - B. fish populations within coastal waters will increase as a result.
  - C. the international community will begin to formulate laws to regulate human activities there.
  - D. individual nations will make fuller use of ocean resources to benefit themselves.
55. The passage as a whole can best be described as \_\_\_\_\_.
  - A. a chronology of the events that have led up to a present-day crisis.
  - B. a legal inquiry into the abuse of existing laws and the likelihood of reform.
  - C. a political analysis of the problems inherent in directing national attention to an interna-



tional issue.

D. a historical analysis of a problem that requires international attention.

#### Text 4

The United States in the 1990s has had seven years of economic boom with low unemployment, low inflation, and low government deficit. Amid all of this good news, inequality has increased and wages have barely risen. Commonsense knowledge seems to be right in this instance, that is, the rich get richer, the poor get poorer, and the middle class is shrinking. Though President Clinton boasts that the number of people on welfare has decreased significantly under his regime to 8 million, a 44% decline from 1994, he forgets that there are still 36.5 million poor people in the United States, which is only a 2% decline in the same amount of time. How is it possible that we have increasing inequality during economic prosperity?

This contradiction is not easily explained by the dominant neoclassical economic discourse of our time. Nor is it resolved by neoconservative social policy. More helpful is the one book under review: James K. Galbraith's *Created Unequal*, a Keynesian analysis of increasing wage inequality.

James K. Galbraith provides a multicausal analysis that blames the current free market monetary policy for the increasing wage inequality. He calls for a rebellion in economic analysis and policy and for a reapplication of Keynesian macroeconomics to solve the problem. In *Created Unequal*, Galbraith successfully debunks the conservative contention that wage inequality is necessary because the new skill-biased technological innovation requires educated workers who are in short supply. For Galbraith, this is a fantasy. He also critiques their two other assertions: first, that global competition requires an increase in inequality and that the maintenance of inequality is necessary to fight inflation. He points to transfer payments that are mediated by the state: payment to the poor in the form of welfare are minor relative to payment to the elderly in the form of social security or to the rich in the form of interest on public and private debt.

Galbraith minimizes the social indicators of race, gender, and class and tells us that these are not important in understanding wage inequality. What is important is Keynesian macroeconomics. To make this point, he introduces a sectoral analysis of the economy. Here knowledge is dominant (the K-sector) and the producers of consumption goods (the C-sector) are in decline. The third sector is large and low paid (the S-sector). The K-sector controls the new technologies and wields monopoly power. Both wages and profit decline in the other two sectors. As a result of monopoly, power inequality increases.

56. The writer accuses President Clinton of \_\_\_\_\_

- A. being too optimistic about the economic prosperity.
- B. lying about the economic situation to the public.
- C. increasing the number of people on welfare.
- D. being reluctant to raise the salary of the average people.