

PK PETS 完全辅导精华丛书

金版

公共英语五级考试

阅读成功必备

丛书主编 孙怀庆 董庆发
本册主编 王俊生 王相锋

精

益求精

知应会

编精解

质如金

1000000

2000000

Reading

Comprehension

吉林大学出版社

00124388



金版公共英语五级考试

完全辅导精华丛书

阅 读

成 功 必 备

丛书主编 孙怀庆 董庆发
本册主编 王俊生 王相锋



北航 C0542882

吉林大学出版社

F116 116

责任编辑 杨 枫
封面设计 郭海涛
版式设计 石 坤

金版公共英语五级考试完全辅导精华丛书
阅读成功必备

丛书主编 孙怀庆 董庆发

吉林大学出版社出版发行
(130021 长春市解放大路 125 号)
长春新华印刷厂印刷

开本 880 × 1230 1/32 10 印张 243 千字
2001 年 5 月第 1 版 2001 年 5 月第 1 次印刷
ISBN 7-5601-2336-8/H · 222

定价: 15.00 元

本版图书如有印装质量问题, 可向承印厂调换

金版公共英语五级考试完全辅导精华丛书
阅读成功必备

编 委 会

丛书主编 孙怀庆 董庆发

本册主编 王俊生 王相锋

编 委 (以姓氏笔划为序)

王 军 牟为姣 刘学斌 曲 鑫

张秀丽 吴晓丽 黄 蔷 韩 松

前 言

1999年9月，PETS5级已正式开始替代了用于评价公派出国留学人员英语水平考试（EPT），然而，人们还不太熟悉和适应这一“宠物”（PETS），基于此，我们组织负责PETS考试设计和培训项目的专家、学者、教授编写这套金版公共英语五级完全辅导精华丛书含《英语知识运用成功必备》、《阅读成功必备》、《写作成功必备》、《听力与口试成功必备》四册，旨在帮助考生迅速掌握其面貌和规律，为专业的提升和事业的进取铺平道路。

PETS在开发过程中得到了剑桥大学地方考试委员会的技术支持，它所要求的语言能力的定义是以交际性活动模式为基础的，因而，在试卷构建上，体现了不同层次的差别及应用能力的需要，所以PETS的题型设计更趋科学、合理，具有极高的效度。

本套丛书以PETS五级大纲为依据，以PETS五级范型卷为模式，分题型设立专题，既使用了教学中行之有效的多年积累，也收集了相关试题的最新资料；既注重科学性与实践性相结合，又力求针对性与全面性并重，可谓重点、考点、点点精华；奇招、妙招、招招实用；精编精解，无师自通。

具体地说，本套丛书在编写上有如下特色：

一、全题型，保证在千变万化的试题面前出奇制胜，稳操胜券，极具适应性。

二、高难度，在保证考点全面、典型的同时，突出重点、疑点、难点，极具挑战性。

三、真精解，启发思路，点拨技巧，可使考生举一反三，触类旁通，极具实用性。

最后，祝愿考生顺利、成功地通过PETS五级考试。

杨 枫

吉林大学出版社



PART ONE

TEXT 1

1

TEXT 2

7

TEXT 3

12

TEXT 4

19

TEXT 5

26

TEXT 6

32

TEXT 7

37

TEXT 8

43

TEXT 9

49

TEXT 10

54

TEXT 11

58

TEXT 12

64

TEXT 13

70

TEXT 14

76

TEXT 15	81	TEXT 28	150
TEXT 16	87	TEXT 29	156
TEXT 17	93	TEXT 30	160
TEXT 18	98	TEXT 31	166
TEXT 19	104	TEXT 32	169
TEXT 20	111	TEXT 33	173
TEXT 21	115	TEXT 34	177
TEXT 22	120	TEXT 35	182
TEXT 23	126	TEXT 36	186
TEXT 24	130	TEXT 37	190
TEXT 25	135	TEXT 38	194
TEXT 26	141	TEXT 39	198
TEXT 27	145	TEXT 40	202

TEXT 41	206	TEXT 54	263
TEXT 42	211	TEXT 55	267
TEXT 43	215	TEXT 56	272
TEXT 44	220	TEXT 57	277
TEXT 45	224	TEXT 58	281
TEXT 46	229	PART TWO	285
TEXT 47	233	PART THREE	299
TEXT 48	237		
TEXT 49	242		
TEXT 50	246		
TEXT 51	250		
TEXT 52	255		
TEXT 53	259		

PART ONE

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

TEXT 1

In 1961, scientists set up gigantic, sensitive apparatus to collect radio waves from the far reaches of space, hoping to discover in them some mathematical pattern indicating that the waves were sent out by other intelligent beings. The first attempt failed; but someday the experiment may succeed.

What reason is there to think that we may actually detect intelligent life in outer space? To begin with, modern theories of the development of stars suggest that almost every star has some sort of family of planets. So any star like our own sun (and there are billions of such stars in the universe) is likely to have a planet situated at such a distance that it would receive about the same amount of radiation as the earth.

Furthermore, such a planet would probably have the same general composition as our own; so, allowing a billion years or two—or three—there would be a very good chance for life to develop, if current theories of the origin of life are correct.

But intelligent life? Life that has reached the stage of being

able to send radio waves out into space in a deliberate pattern? Our own planet may have been in existence for five billion years and may have had life on it for two billion, but it is only in the last fifty years that intelligent life capable of sending radio waves into space has lived on earth. From this it might seem that even if there were no technical problems involved, the chance of receiving signals from any particular earth-type planet would be extremely small.

This does not mean that intelligent life at our level does not exist somewhere. There is such an unimaginable number of stars that, even at such miserable odds, it seems certain that there are millions of intelligent life forms scattered through space. The only trouble is, none may be within hailing distance of us. Perhaps none ever will be; perhaps the appalling distances that separate us from our fellow denizens of this universe will forever remain too great to be conquered. And yet it is conceivable that someday we may come across one of them or, frighteningly, one of them may come across us. What would they be like, these extraterrestrial creatures?

1. What is the main topic of the passage?
 - A. Intelligent life forms on other planets.
 - B. Various stages undergone by the intelligent life on other planets.
 - C. Grounds for the assumption about probable existence of intelligent life on other planets.
 - D. The possibility of intelligent life existing on our planet.
2. Had radio waves from another planet reached our planet one hundred years ago, the earth would have _____.
 - A. sent an immediate answer
 - B. replied after a few years
 - C. sent no answer at all
 - D. given a short reply only
3. Which of the following can be inferred from the passage?

- A. An encounter is probable between people from the earth and intelligent beings from another planet.
- B. Though the first attempt failed, scientists did discover the radio waves sent out by other intelligent beings.
- C. Other intelligent beings were able to send out radio waves into space well before the last fifty years.
- D. The author was certain that there were millions of intelligent beings scattered in space but only they were beyond hailing distance of us.
4. What point is the author making by stating that almost every star has some sort of family of planets?
- A. Sooner or later intelligent beings will be found on one of the stars.
- B. There must be one or two of the planets on which there are no intelligent beings.
- C. There are sufficient planets for there to be one that enjoys the same conditions as the earth does.
- D. One or two billion years later intelligent beings will generate on those planets.
5. According to the author, what is the difference between "we may come across one of them" and "one of them may come across us"?
- A. The earth would be dangerously disadvantaged if it is sought after by possibly much more developed creatures.
- B. It would prove that there are alarmingly too many extra-terrestrial intelligent beings if "one of them comes across us".
- C. The history of the development of the earth would be proved to be shorter than that of "them" if "they" come

after us.

D. It would prove that the distance in between is not so great as we think if “we come across one of them” someday.

精 解

1.【题解】C

【分析】“认为其它行星上可能有智慧生物的依据”与短文全篇分析其它行星上存在智慧生物的内容相同。其它三个选择均错误：A“其它行星上智慧生物的形态”，这是说已经发现了智慧生物，然后讨论它们的形态，但实际上还未发现。B“其它行星上智慧生物所经历的各阶段”，情形同A。D“我们行星上存在智慧生物的可能”，如果做这种选择就否定了人类的存在。

2.【题解】C

【分析】“根据不会回答”。文中明确说近50年来人类才有能力向太空中发送电流，所以，100年前如果收到无线电波是无法答复的。同样，A“立即答复”，B“几年之后答复”均不符合文意。D“做简短答复”也不对。

3.【题解】A

【分析】作者在文中认为与外星人接触是有可能的，虽然是困难的。其它例如B“虽然首次试探失败了，但科学家确实发现了由智慧生物发出的电波”，C“在过去的50年以前很久其它智慧生物就有能力向太空中发出电波”，D“作者明确认为宇宙中散布着千百万智慧生物，只是距离我们过远”，均在文中没有根据。

4.【题解】C

【分析】“行星的数量多到足够有一个拥有与地球相同的条件”，这正是作者试图证明外星人存在可能性的根据。其它是错误的：A“早晚有一天会在某一个恒星上找到智慧生物”，读选择时要

认真,如这里说的是“小恒星”,而不是“行星”,只差一个词,结果实全不同;B“一定有几个行星其上面是没有智慧生物的”,这等于说多数行星上都有智慧生物,在文中是没有根据的;D“数十亿年之后在那些行星上将有智慧生物出现”,这本身虽有可能,但题中句却不能证明作者是要阐明这样一点。

5.【题解】A

【分析】如果是我们被“它们”先找上了,最大的可能性是这证明地球人不如它们发达,那时地球上将处于被动的、不利的境地。B“如果它们先找上我们,那将证明存在着过多的天外生物”这也有可能,但文中作者所说, frighteningly “担心”的并不在此;C“如它们先找到我们,那将证明地球的发展史比它们的短”,这在文中无根据;D“如是我们先找到它们则将证明相互之间的距离不如想象的那么大”,与作者的写作意图无关。

参考译文

1961年,科学家们建起了一个巨而灵敏的装置,目的是收集来自宇宙深处的无线电流,希望能够从中找出某种数学上的规律,能够证明该电流发自其它有智力的生物。第一次的努力失败了,但这个实验早晚有一天会成功。

有什么理由认为我们有可能在外太空发现智慧生物呢?首先,星体成长的现代理论认为,几乎所有恒星都拥有某种形式的星系流,所以,任何一个像我们太阳的恒星(这类恒星在宇宙中数以十亿百亿计)都可能有一个行星:其所处的距离恰好能够接收到与地球同样多的射线。

再进一步看,很大的可能性是这样的一个行星也具有与地球相同的构成成分,因此,给它一、二——或者三——十亿年的时间,如果目前流行的生命起源理论是正确的话,那么生命形成的可能性是非常之大的。

不过，一定是“智慧”生物吗？那种达到了有能力向太空中发出有规律的无线电流阶段的生物吗？我们自己这个行星可能已经存在了五十亿年的时间，出现生命的时间则可能有二十亿年。但是，有能力向太空发出无线电波的智慧生物在这里出现却仅仅就在最近的五十年。由此看来，即便不存在技术难点，接收到来自任一地球行星的信号的可能性也是微乎其微的。

但这并不意味着绝无可能在什么地方存在着达到我们这一水平的智慧生命。星球的数量大得令人难以想象，因此，尽管可能性小到可怜的程度，但宇宙中散布着千百万有智力的生命形式，这一点似乎还是可以肯定的。而唯一的一个难题是，很可能没有一个是在我们的呼叫范围内的；很可能永远不会有；很可能阻隔在我们和我们的天外邻居之间那骇人听闻的距离永远大得无法征服。然而，我们还是可以想象，没准哪一天我们就会找到他们中的哪一个，或者，虽然有点令人忐忑，他们中的哪一个会找上我们。他们会是一付什么尊容呢，那些天外生物？

TEXT 2

The whole process of summarizing implies an ability to make decisions. You have to decide what the author's plan is, how the material has been organized, what the key ideas are, and what material is used merely as example. You will not find the technique of summarizing easy at first because it requires so many decisions. But your efficiency in making summaries, as well as your general reading efficiency, will increase in proportion to the time and effort you spend on perfecting your note-taking technique.

Your final summary should reflect clearly and accurately what the author has said. An inaccurate summary may be worse than no summary at all. An effective method of testing the quality of your summary is to set it aside for a month or two and then reread it. If it still recalls the essential information for you and seems to express the material in a clear and exact manner, you have done a good job. If it does not, make another attempt. This time you will do a better job. This method, incidentally, may well be applied to other types of writing. Many young writers have been advised to put their material aside for a while. If a piece of writing seems as good a year or two later as the day they finished it, they can begin to feel that it will stand the test of time. The same thing, of course, applies to what someone else has written and you have read. If you think a book you read several years ago was the best you have known, reread it. Don't be surprised if you find yourself sadly disappointed.

Good summaries serve many purposes. Everyone, from professional to houseperson, needs and uses them. Doctors may have to summarize a report of their findings in a particular case for a medical board. They will have to read the summaries of other doctors and summaries of the latest medical research in their field. Lawyers need to prepare a summary, or brief, of their cases before they present it in court. Their summary usually takes the form of a sentence outline, and many an early career is hurt by an inability to present a clear and accurate brief. A junior executive may write a summary of a long report for the president of the company. Electrical engineers will summarize their findings to formulate their plans. A student prepares summaries for use in a term paper.

1. According to the author,
 - A. those who are skillful in making summaries are generally decision-makers
 - B. one has to decide whether or not a summary is necessary before he actually makes one
 - C. the more notes you take while reading, the more efficient you are in making summaries
 - D. to improve your summary-making efficiency, you had better spend more time and effort on practising your note-taking technique
2. The author mainly discuss in the second paragraph.
 - A. the quality of a summary
 - B. an effective method of making a summary
 - C. an example of the inaccurate summary
 - D. a way to recall the essential information of a summary
3. Many young writers have been advised to put their writings aside for a while .

- A. to wait for comments from their readers
 - B. to see if their works are still good in the future
 - C. to see if there is any change to make
 - D. to see if the method of writing summaries applies to other types of writing
4. "If it does not, make another attempt" (para. 2). In this sentence, "make another attempt" means .
- A. try to make another summary
 - B. try to test the quality of your summary once more
 - C. try to set aside your summary for a little longer and then reread it
 - D. try to recall the essential things once again
5. The author develops the last paragraph by .
- A. listing many purposes good summaries may serve
 - B. citing some examples of how to make a good summary
 - C. giving some instances of the correct use of summaries
 - D. illustrating all possible forms of summary that are widely used nowadays

精 解

1.【题解】D

【分析】从第一段最后一句话可以知道,随着你在完善记笔记技巧上所花时间的增加以及所付努力的投入,你在一般阅读以及做总结方面的有效性就会不断增加。

2.【题解】A

【分析】在整个第二段,作者围绕着“总结应清晰准确地反映作者所说的内容”这一点展开,那么,作者所讨论的中心话题应为A“总结的质量问题”。