

第 5 级

Public English Test System

全国公共英语 等级考试 指南

浙江大学出版社

Level
Five

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全国公共英语等级考试指南

(第5级)

Public English Test System

LEVEL FIVE

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PETS 及 PETS 五级简介

根据教育部考试中心的宣传手册,我们先回答关于 PETS 及 PETS 五级的几个问题:

1. 什么是 PETS 考试?

PETS 考试是全国公共英语等级考试(Public English Test System)的简称,是由教育部考试中心设计并负责的全性英语水平考试体系,是中英两国政府的教育交流合作项目。

2. PETS 考试有哪些级别? 考试要求如何?

PETS 考试共分五级。

PETS 1 是初始级,其考试要求略高于初中毕业生的英语水平。

PETS 2 是中下级,其考试要求相当于普通高中优秀毕业生的英语水平。

PETS 3 是中间级,其考试要求相当于我国学生高中毕业后在大专院校又学了两年公共英语或自学了同等程度英语课程的水平。

PETS 4 是中上级,其考试要求相当于我国学生高中毕业后在大学至少又学习了 3~4 年的公共英语或自学了同等程度英语课程的水平。

PETS 5 是最高级,其考试要求相当于我国大学英语专业二年级结束时的水平。

这五个级别的考试标准建立在同一能力量表上,相互间既有明显的区别又有内在的联系。

3. 为什么实行 PETS 考试?

实行 PETS 考试的目的是为改进原有的英语教育考试提供一套科学、合理的评价标准,改变现行英语考试过于封闭、与社会需

求脱节的被动局面,向社会提供一个面向公众的英语考试体系。通过测试应试者的水平,颁发英语等级证书,满足社会上英语能力鉴定和人才市场的需求。对考生听、说、读、写等能力进行全面考查,促进英语教学改革,扭转“听不懂,讲不出,难以与外国人直接交流”的不利局面。多级别的英语考试体系,也符合当今社会终身学习、终身教育的时代潮流。

4. PETS 考查哪些英语技能?

PETS 考查的能力是建立在“交际语言行为模式”上,即通常所说的“听、说、读、写”的综合交际能力,但并不完全排斥对语言知识(语法、词汇等)的考查。所以 PETS 考查的内容包括:听力、语言知识、阅读、写作、口语。

5. PETS 有哪些题型?

为提高考试的效度,PETS 从各级别交际能力考查的实际需求出发设置题型。主要有:

客观性试题——多项选择、选择配伍;

半客观性试题——改错、填空、简单概括等;

主观性试题——短文写作、翻译、口试。

6. 什么人可以参加 PETS 考试?

PETS 在考生资格方面,无年龄、职业、以及受教育程度的限制,原则上任何人都可以参加。人们可以根据自己的英语水平选择参加其中任何一个级别的考试。

7. 怎样才能得到 PETS 的等级证书?

PETS 考试将笔试和口试分成两个相对独立的考查成份。

笔试成绩是听力、英语知识运用、阅读理解和写作部分成绩的总和。满分 100 分,60 分以上(含 60 分)为合格。

笔试成绩合格者可以参加相应级别的口试。口试满分 5 分,3 分以上(含 3 分)为合格。笔试和口试成绩均合格者,可获得教育部考试中心颁发的合格证书。

8. PETS 成绩的适用范围和有效期如何?

在 PETS 等级描述中给出了各级考试成绩的适用范围,它仅

供考生个人和考生成绩使用者参考。考生成绩的使用权在录取部门或用人单位。作为社会性考试,考试中心不向考生的学校或所在单位提供考生成绩。

PETS 各级考试成绩的有效期由录取部门或用人单位自行决定。

9. PETS 考试有没有专用的教材?

PETS 考试是英语水平考试,不指定专用教材。凡符合 PETS 相关级别要求的教材,都适于考生进行学习和准备考试之用。

浙江大学出版社出版的一套《全国公共英语等级考试指南》(1~5 级,共五册,每册都有录音)以及《全国公共英语等级考试词汇总表》就是根据教育部考试中心所列的要求专门组织编写的。

10. 关于 PETS 五级有些什么具体要求?

本书是专为 PETS 五级的考生编写的。全书由 10 套完整的试卷组成,它们都是根据教育部考试中心的样卷同步编写的。PETS 五级的总体要求是:

听说方面能够就广泛的社会问题以及在学术和专业方面用英语与外国人交谈,且其语言符合英语的文化习惯。能积极主动地参加学术研讨或导师主持的课堂讨论。能够听懂英文讲座、学术发言、讨论或争论,同时还能听懂英文广播节目。在学术研讨中,能够清楚地表达或论证与自己学科相关的内容。

语法方面要求考生在听、说、读、写方面应能更准确、灵活、自如地全面运用语法知识。

词汇方面应能掌握 7500 左右的单词以及相关词组(7500 个单词的词汇表详见浙江大学出版社出版的《全国公共英语等级考试词汇总表》一书)。这些单词主要来自大学英语专业基础阶段教学大纲,成人高校英语大专教学基本要求,商务印书馆出版的常用词汇分级词表和出国留学英语强化培训教学大纲。PETS 五级考试为普通英语考试,考虑到交际的需要,考生应自行掌握涉及个人好恶、生活习惯、宗教信仰以及本人工作或专业等方面的特殊词汇。

PETS 五级考试阅读材料中出现的超出五级词汇表的英语单

词不再给出中文注释。

总之,通过该级考试的考生,其英语水平基本满足在国外攻读硕士研究生非英语专业或从事学术研究工作的需要。该水平的英语也能满足他们在国内外从事专业和管理工作的需要。

本书由浙江大学外国语学院组织编写,附有录音带5盒,由美籍教师 Nathan Thomas、Kate Druschel 录音。

● 全国公共英语等级考试二级词汇汇总表

● 全国公共英语等级考试指南(第5级) 配磁带5盒

● 全国公共英语等级考试指南(第4级) 配磁带4盒

● 全国公共英语等级考试指南(第3级) 配磁带3盒

● 全国公共英语等级考试指南(第2级) 配磁带3盒

● 全国公共英语等级考试指南(第1级) 配磁带4盒

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应试技巧漫谈

一、听力理解

I 概述

听力理解是全国公共英语等级考试第五级笔试中的第一部分,用时 35 分钟。该部分由 A、B、C 三节组成,主要用来考查考生理解英语口语的能力。A 节(10 题):本节主要用来考查考生理解具体和抽象信息的能力。A 节为一段 500~600 词的对话或独白,要求考生根据所听到的内容判断 10 个陈述句的正误,录音材料只播放一遍。B 节(10 题):本节主要用来考查考生理解细节、事实、要点、观点、态度等的能力。要求考生根据所听到的三段 280~320 词的对话或独白的内容,从每题所给的 4 个选项中选出最佳答案。每段录音材料只播放一遍。C 节(10 题):本节主要用来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 700~900 词的对话或独白内容用 3 个(含 3 个)以内的词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,考生将答案划在或写在试卷上,听力部分结束前,考生有 5 分钟的时间将试卷上的答案选项涂黑或誊写到答题卡上相应的位置。

听力部分不仅要考查考生在听懂的基础上获取信息以及在听的过程中判断和了解信息重点的能力,还要考查考生是否有较强的记忆力。事实上,记忆力在这部分的考试中,起着相当重要的作用。但是许多考生很难将听到的内容强记下来;有的考生听得懂,但记不住;有的考生听得懂,也记得住一些细节,但记住了的细节往往又不是所考查的信息;有的考生听时似乎能懂大部分内容,但由于一些关键词没有抓住或具体细节没有掌握,对整个内容的理解是片断式的、模糊的或似是而非的。

针对上述情况,我们具体谈谈听力理解的应试技巧。

II 应试技巧

1. 技术性应试技巧

1)考前应适应考场中使用的听音设备,适应每次听音的长度(约35分钟),以最快的速度用最适合自己使用的铅笔在试卷上划出答案或记下关键词。在最后五分钟转抄过程中,用握笔的手涂黑答案,用另一只手指着题目,聚精会神地注意试卷和答案,以防在抄的过程中抄错答案。

2)所有的正误判断题、选择题和问题一般都是按照原文顺序提出的,所以在听之前应快速浏览所有的题目,根据自己已有的知识,对所听的信息进行推测或假设。

3)在收听阶段,考生要尽可能地调动各种语言和非语言因素,使大脑处于兴奋状态,以便检索或贮存信息。听时切忌紧张、烦躁。在听懂的基础上,抓住与题目和问题有关的信息。万一没有听懂与题目有关的某一关键词或某些信息,要学会以音代词,不必纠缠其词义或尽早放弃该词,以免影响往下听的情绪。

4)做完所有的听力题目后,一般来说,没有百分之百的把握,不要轻易改动第一次做好的答案。因为在听力部分,第一次的选择往往是最正确的。

2. 考题类型及其应试技巧

1)同义重述(相关的细节、事实)

在听力理解中,有的对话或独白的问题涉及到文章中提到的某一具体事实或细节。这些细节主要包括人名、地点、数字以及人物之间的关系,时间先后顺序关系,事物发展的因果逻辑关系等等。这类题目的特点是难记易做。一般要求考生在选项中选出在意思上与所听原文相同或相近的句子。在做这类题目时,要特别注意排除干扰选项。干扰选项一般有以下三个特点:

①同音或近音词和词组,或语法结构上与原文相似的词组。

②不合情理、不符合逻辑、读起来拗口。

③四个选项中,有两项在意思上完全相同。

2)推理与判断

在听力测试中也有一些考题很难从录音材料中直接找到答案。考生必须在对材料中所提供的信息进行综合、归纳、推理、判断的基础上,方能找到正确答案。在内涵推理过程中,应抓住听力材料中所提供的主要情节、关键信息词、人物关系、作者或说话人的语气态度等,要忠实原文——即所听的原文内容为答题的惟一依据。换言之,原文之外的任何信息、知识、事实等等,即使它们是千真万确的,也不能作为答题的依据。这类题可采用边听边做的方法;一时难以作出推断的,务必要记下其关键词或与之相关的信息,以便回过头做时有思考的素材。

3)主题思想

考生在听独白时,要力争抓住每个段落的主题句(the topic sentence)。它们通常在段落的开头或者结尾,有时也出现在段落的中间,阐明段落的中心思想或高度概括段落的主要内容,起着提纲挈领的作用。听清了主题句,易于领会作者的观点和态度,如肯定、否定、怀疑、询问、幽默、讽刺等等。听力理解部分的文章篇幅虽长短不一,但只要抓住了主题句,再结合主要情节和关键词,就能轻松地归纳出主题思想了。

下面我们一起来看看样题中的 Part C,分析一下后面 10 个题目分别属于哪种类型。

Part C

You will hear a talk given by a university lecturer. As you listen, you must answer Questions 1 ~ 10 by writing NO MORE THAN THREE words in the space provided on the right. You will hear the talk TWICE.

You now have 60 seconds to read Questions 1 ~ 10.

1. What's the average annual increase of foreign student population in the period between 1985 and 1990 in terms of percentage?
2. Which part of the world contributed to an increase between 1994/1995 and 1995/1996?

3. When will the speaker talk about the economic and political changes?
4. What will the speaker discuss first?
5. Where do the three largest groups of students come from?
6. What's the number of students from Malaysia?
7. Which is the most popular field of study?
8. What's the percentage of students in business and management?
9. In terms of academic levels, in which level do we find the smallest number?
10. In summary, what did the speaker talk about?

Tapescript

For those of you who are either already studying in the United States or plan to one day, it might be interesting to know something about the foreign student population in the United States. For the academic year 1995/1996 there was a total of approximately 344,000 foreign students studying in the United States. This figure of 344,000 may seem like a very large number until you compare it with the total population of 241,000,000. The foreign student population has been growing for a number of years and is still growing, but the rate of increase has dropped sharply during the 1990s. During the 1980s, the population grew quite rapidly. For example, between 1985 and 1990, the average yearly increase was 12.5%. However, the picture in the 1990s is quite different. The rate of increase has declined quite noticeably. In fact, the rate of increase between 1994/1995 and 1995/1996 was only 0.5%. Although the overall rate of increase has dropped to only 0.5%, the number of students from some parts of the world is increasing while the number of students from other areas is decreasing. For example, during this same time period, that is between the academic years 1994/1995 and 1995/1996, there was a decrease in the number of students from the Middle East, while the number of students from South and East Asia increased. These

changes in the number of students coming from different parts of the world no doubt reflected changing economic and political situations. I'm sure you are aware of many of these changes, and perhaps we can discuss them at our next meeting. For today let's confine our talk to first, a discussion of the origin of these students, or, in other words, where they come from; second, the kinds of studies they pursue; and, finally, the academic levels they are found in. If we have a little time left, we might quickly discuss in which geographic areas most of them go to school.

Let's discuss the origins of the foreign student population in the United States for the academic year 1995/1996. Let's discuss it in order from those areas sending the most students to those areas sending the fewest students. If we look at the figures provided by the annual census of foreign students in the United States for the year 1995/1996, we see that most of the foreign students studying in the United States during this year were from South and East Asia. This is a rather large geographical area which includes such countries as China, Korea, Pakistan, India, Malaysia, and Indonesia. The total number of students from this area, South and East Asia was 156,830. In other words, roughly 2 out of every 5 foreign students come from South and East Asia. Almost 24,000 of this total were from China. Malaysia was close behind with just a little over 23,000 students. The next largest number of students came from the Middle East. The number of students from the Middle East came to about one-third the number from South and East Asia. The fourth largest number came from South America. Next came Europe, Africa, North America, and Oceania. Let's recapitulate what we've said. The largest number of students studying in the United States during the academic year 1995/1996 were from South and East Asia, followed by the Middle East, South America, Europe, Africa, North America, and Oceania.

What fields are these large numbers of foreign students studying in? It probably won't surprise you to learn that the largest number are in the

field of engineering. In fact, 21.7% of the total number are studying engineering. Business and management is close behind, however, with a total of 18.9%. The third most popular field was mathematics and computer sciences with 10.3%. As you can see, engineering with 21.7%, business and management with 18.9%, and mathematics and computer sciences with 10.3% comprise about one half of the total number of foreign students.

Let's talk about which academic levels these students can be found in. Foreign students can be found studying at all levels of higher education. As you might expect, the greatest number of them are studying at the undergraduate level – approximately 158,000. The second largest group study at the graduate level and that number is just under 122,000. The rest study at junior colleges or in non-degree programs. It is at the graduate level that foreign students have the most impact. While foreign students comprise only 2.7% of the total US student population, they account for 8.7% of all the graduate students studying at US institutions. Let me give you those percentages again so you can get a better feel for the overall picture. Foreign students make up only 2.7% of the total US student population, but they make up 8.7% of the total graduate student population.

Well, I see that's all the time we have today. We'll have to leave discussions of the geographic areas these students study in until another time.

1. 正确答案为“12.5%”。原文中的句子是：“For example, between 1985 and 1990, the average yearly increase was 12.5%.”该题属于同义重述,回答具体细节(数字),类似这样的问题,听时要特别注意记下与题目有关的关键词。

2. 正确答案为“South (and) East Asia”。原文中的句子是：“For example, during this same time period, that is between the academic years 1994/1995 and 1995/1996, there was a decrease in the number of

students from the Middle East, while the number of students from South and East Asia increased.”该题属于同义重述,回答具体细节(地点)。

3. 正确答案为“(at the) next meeting”。原文中的句子是:“I’m sure you are aware of many of these changes, and perhaps we can discuss them at our next meeting.”该题属于同义重述,回答具体细节(时间)。

4. 正确答案为“origin(s) of students”原文中的句子是:“For today let’s confine our talk to first, a discussion of the origin of these students,...”该题属于同义重述,回答具体细节(内容)。

5. 正确答案为“China, Malaysia, (the) Middle East”。原文中的句子是“Almost 24,000 of this total were from China. Malaysia was close behind with just a little over 23,000 students. The next largest number of students came from the Middle East.”该题属于同义重述,回答具体细节(地点)。

6. 正确答案为“23,000”。原文中的句子是“Malaysia was close behind with just a little over 23,000 students.”该题属于同义重述,回答具体细节(数字)。

7. 正确答案为“engineering”。原文中的句子是:“It probably won’t surprise you to learn that the largest number are in the field of engineering.”该题属于推理判断题。工程专业学生人数最多,自然便是最受欢迎的专业。

8. 正确答案为“18.9%”。原文中的句子是:“Business and management is close behind, however, with a total of 18.9%.”该题属于同义重述,回答具体细节(数字)。

9. 正确答案为“junior colleges/non-degree programs”。原文中的句子是:“As you might expect, the greatest number of them are studying at the undergraduate level – approximately 158,000. The second largest group study at the graduate level and that number is just under 122,000. The rest study at junior colleges or in non-degree programs.”该题属于推理判断题。由于本科生的的人数最多,其次是研究生,自然大专生的