



众创精品

清华大学 名师指导

全国英语等级考试系列辅导丛书

PETS

全国英语等级考试

标准预测试卷

清华大学 蒋隆国 主编

第五级



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PETS 五级考试简介

PETS 第五级考试由笔试试卷和口试试卷组成。

笔试试卷(140 分钟)分四部分:听力、英语知识运用、阅读理解和写作。口试试卷(15 分钟)分三节考查考生的口语交际能力。

笔试和口试都使用英文指导语。

(一) 听力

该部分由 A、B、C 三节组成,考查考生理解英语口语的能力。

A 节(10 题):考查考生理解具体和抽象信息的能力。要求考生根据所听到的一段 500-600 词的对话或独白,判断 10 个陈述句的正误。录音材料只播放一遍。

B 节(10 题):考查考生理解细节、事实、要点、观点、态度等的的能力。要求考生根据所听到的三段平均 300 词左右的对话或独白的内容,从每题所给的 4 个选择项中选出最佳选项。每段录音材料只播放一遍。

C 节(10 题):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对话或独白(约 800 词)的内容,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,考生将答案划或写在试卷上;听力部分结束前,考生有五分钟的时间将试卷上的答案涂或誊写到答题卡 1 上。该部分所需时间约为 35 分钟(含誊写或转涂时间)。

(二) 英语知识运用

该部分不仅考查考生对诸如连贯性和一致性等语段特征的辨识能力,还考查考生对用于一定语境中规范的语言成分的掌握,这些规范的语言成分主要是词汇和语法结构。

共 20 小题。在一篇 250-300 词的文章中留出 20 个空白,要求考生根据短文内容填空,使补足后的文章意思通顺、前后连贯、结构完整。其中约有 12 题考查语法和语段结构,8 题考查词汇。该部分所需时间约为 15 分钟。考生在答题卡 1 上作答。

(三) 阅读理解

该部分由 A、B、C 三节组成,考查考生理解书面英语的能力。

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。该部分中各篇文章的长度根据其题型要求从 400 词至 850 词不等。总阅读量约 3000 词。

A 节(15 题):考查考生对文章主旨要义和细节信息的理解能力。要求考生根据所提供的 3 篇文章的内容(各长 400 - 500 词),从每题(一篇文章有五题)所给的 4 个选择项中选出最佳选项。

B 节(5 题):考查考生对诸如连贯性和一致性等语段特征的理解。本部分内容为一篇长 750 - 850 词的文章,其中有 5 段文字为空白,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):考查考生使用略读或掠读的方法识别具体信息的能力。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。

该部分所需时间约为 50 分钟。考生在答题卡 1 上作答。

(四) 写作

该部分考查考生的书面表达能力。

要求考生根据主题性或情景性的提示或问题写一篇约 250 词的短文。

该部分所需时间约为 40 分钟。考生在答题卡 2 上作答。

(五) 口试

口试分 A、B、C 三节,测试考生英语口语的交际能力。

每次口试采取两名口试教师和两名考生的形式。一名口试教师不参与交谈,专事评分;另一名主持口试,随时与考生交谈并评分。专事评分的教师所给分数的权重占考生口试成绩的三分之二,主持口试的教师所给分数的权重占考生口试成绩的三分之一。

A 节:考查考生理解一般性问题并能恰当地回答这些问题的能力。考官问一些有关考生生活、工作、学习等自我介绍方面的问题。

该节约需 2 分钟时间。

B 节:考查考生用英语进行讨论的能力。该节的形式有解决问题、排序、角色扮演、讨论、决策、或就两个完全相反的观点阐述自己的观点等。

该节约需 5 分钟时间。

C 节:考查考生连续表达的能力。考生分别从所给的三个话题中选择一个话题进行连续表达,并就此话题互相提问、回答。

该节约需 8 分钟时间。

(六) 笔试结构表

部分	节	为考生提供的信息	指导语语言	考查要点	题型	题目数量	采分点	权重 (%)	时间 (分钟)
I 英语听力* (接受与产出)	A	1 段独白或对话 (500-600 词) (放一遍录音)	英语	理解主旨要义和详细信息抓住要点判断态度	判断正误题	10	10	30	35
	B	3 段独白或对话 (每段 280-320 词) (放一遍录音)	英语		多项选择题 (四选一)	10	10		
	C	1 段独白或对话 (700-900 词) (放两遍录音)	英语		完成句子或回答问题	10	10		
II 英语知识运用(产出)		1 篇文章 (250-300 词)	英语	语法、词汇和结构	完形填空	20	20	10	15
III 阅读理解(接受)	A	3 篇文章 (每篇 400-500 词)	英语	总体和细节理解	多项选择题 (四选一)	15	15	35	50
	B	1 篇文章 (750-850 词)	英语	理解文章结构	选择搭配题	5	10		
	C	1 篇材料 (750-850 词)	英语	略读或掠读信息	选择搭配题	10	10		

IV 写作(产出)	提问或提示信息(英语)	英语	书面表达	1 篇短文 (不少于 250 词)	1	25	25	40
总计					80 + 1	110	100	140

* 问题不在录音中播放,仅在试卷上印出。

(七) 口试结构表

节	时间 (分钟)	形式	为考生提供的信息	考查要点	考生需提供的信息	分数
A	2	口试教师与考生对话	口试教师提问	互动技能和有效交流	回答问题 提供个人信息	5
B	5	两考生讨论	信息卡(文字或图片)		就所给信息进行讨论	
C	8	考生连续表达并相互问答	信息卡(文字或图片)		就所给信息连续表达并讨论	

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PETS 第五级 标准预测试卷(一)

绝密★启用前

机密★长期

试卷号:

全国英语等级考试

第五级

Public English Test System (PETS)

Level 5

姓名 _____

准考证号 _____

考生注意事项

1. 严格遵守考场规则,考生得到监考人员指令后方可开始答题。
2. 答题前考生须将自己的姓名和准考证号写在试卷和答题卡上。
3. 答客观题时,一律用 2B 铅笔,按照答题卡 1 上的要求答题。如要改动答案,必须用橡皮擦干净。
4. 答写作题时,必须用黑色签字笔在答题卡 2 上答题。
5. 注意字迹清楚,保持卷面整洁。
6. 考试结束时将试卷和答题卡放在桌上,不得带走。待监考人员收毕清点后,方可离场。

* 本试卷任何单位或个人不得保留、复制和出版,违者必究。

Model Test One

Section I Listening Comprehension (35 minutes)

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. **NOT** on the **ANSWER SHEET**. At the end of the listening comprehension section, you will have 5 minutes to transfer your answers from your test booklet onto **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 conversation. As you listen, answer Question 1 to 10 by circling **True** or **False**. You will hear the conversation **ONLY ONCE**.

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

1. Paul once lectured on cooking with practical demonstrations in Australia and New Zealand. TRUE/FALSE
2. His lecture had been very popular. TRUE/FALSE
3. Paul once wanted to set up his business in a competitive place. TRUE/FALSE
4. The owner, Paul, always has the final say when disagreement comes up. TRUE/FALSE
5. Paul feels all right keeping serving the same dishes. TRUE/FALSE
6. The staff members of the restaurant don't share in decision-making. TRUE/FALSE
7. Alan may not want to have his recipe publicized. TRUE/FALSE
8. The restaurant used to be a farmhouse. TRUE/FALSE
9. Alan has been with Paul for fifteen years. TRUE/FALSE
10. The woman is a journalist from a magazine. TRUE/FALSE

Part B

You will hear 3 conversations or talks and you must answer the questions by choosing A, B, C or D. You will hear the recording **ONLY ONCE**.

Questions 11 ~ 13 are based on the following talk. You now have 15 seconds to read Questions 11 ~ 13.

11. Where is the least likely place for pickpocketing?
- A. Banks and supermarkets. B. Train and bus stations.
C. Post offices and hospitals. D. Elevators and airports.
12. Which of the following about pickpocketing is not true?
- A. It is a fast increasing crime.
B. Its methods are improving.
C. Nobody is safe from a veteran pickpocket.
D. There are about 4 000 000 victims very year.
13. What was probably the reason for discontinuing to hang a pickpocket in the 18th century?
- A. Hanging was a useless warning. B. It was too cruel and violent.
C. Too many people watched the practice. D. Other pickpockets were only spectators.

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

14. The man is _____.
- A. a retired pilot B. a retired engineer C. a post officer D. a farmer
15. The object _____.
- A. stayed still all the time B. moved around from time to time
C. flew away slowly D. flew away quickly
16. The woman is most likely _____.
- A. a local officer B. a newspaper correspondent
C. a UFO fan D. a TV reporter

Questions 17 ~ 20 are based on the following conversation. You now have 20 seconds to read Questions 17 ~ 20.

17. What does the woman suggest the man do?
- A. Research what TV set is best for him. B. Ask for a cheaper price on the TV.
C. Try a different store. D. Be satisfied with what he has.
18. What will the man probably do as a result of the conversation?
- A. Watch less TV.

- B. Return the TV to the store.
- C. Pay for the TV.
- D. Show the woman how to use the remote control.

19. What's the man's attitude toward the TV now?

- A. He would prefer a more expensive model.
- B. He is confused by the remote control.
- C. He's eager to use it.
- D. He is not happy that he bought it.

20. What the main topic of the conversation?

- A. A popular TV program.
- B. A breakthrough in technology.
- C. A recent purchase.
- D. A new electronic store.

Part C

You will hear a talk given by a university lecturer. As you listen, you must answer Questions 21-30 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 21-30.

- 21. What did the sailors plan to do to Dionysos? _____
- 22. According to Greek legend, what dolphins originally were? _____
- 23. On what are dolphins often found in Greek? (Name two things) _____
- 24. According to Greek culture, what do dolphins symbolize? _____
- 25. What kind of stories about dolphins and man appear in Greek legend most? _____
- 26. What was Arion? _____
- 27. What did Arion do to the untrustworthy sailors before he jumped into the sea? _____
- 28. What happened to Arion when he jumped into the sea? _____
- 29. What do some people obviously think the Greek stories to be? _____
- 30. What does the lecturer want to tell the audience? _____

Section II Use of English (15 minutes)

Read the following text and fill each of the numbered spaces with **ONE** suitable word. Write your answers on **ANSWER SHEET 1**.

"Everything happens for the best," my mother said (31) _____ I faced disappointment. "If you carry on, one day something good will (32) _____". And you'll realize that

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it wouldn't have happened if not for that previous disappointment.

Mother was right, (33) _____ I discovered after graduating from college in 1932. I had decided to try for a job in radio, then work my way up to sport announcer. I hitchhiked to Chicago and knocked on the door of every (34) _____ -and got turned down every time.

In one studio, a kind lady told me that big stations couldn't risk hiring an inexperienced person. "Go out in the sticks(偏僻地区) and find a (35) _____ station that'll give you a chance," she said.

I thumbed home to Dixon, Illinois. (36) _____ there were no radio-announcing jobs in Dixon, my father said Montgomery Ward had opened a store and wanted a local athlete to manage its sports department. Since Dixon was (37) _____ I had played high-school football, I applied. The job sounded just right for me. (38) _____ I wasn't hired.

My disappointment (39) _____ have shown. "Everything happens for the best." Mom reminded me. Dad offered me the car to job hunt. I tried WOC Radio in Davenport, Iowa. The program director, a wonderful Scotsman named Peter MacArthur, told me they had already (40) _____ an announcer.

As I left his office, my frustration boiled over. I asked (41) _____, "How can a fellow get to be a sports announcer if he (42) _____ get a job in a radio station?"

I was (43) _____ for the elevator when I heard MacArthur calling, "What was that you said about sports? Do you know (44) _____ about football?" Then he stood me (45) _____ a microphone and asked me to (46) _____ an imaginary game.

The preceding autumn, my team had won a game in the last 20 seconds with a 65-year run. I did a 15-minute buildup(宣传) to that play, and Peter told me I would be broadcasting Saturday's (47) _____!

On my way (48) _____, as I have many times since, I thought of my mother's words: "If you carry on, one day something good will happen—something (49) _____ wouldn't have happened if not for that previous disappointment."

I often wonder what direction my life might have (50) _____ if I'd gotten the job at Montgomery Ward.

Section III Reading Comprehension (50 minutes)

Part A

Read the following texts answer the questions accompany them by choosing A, B, C or D. Mark your answers on ANSWER SHEET 1.

Text 1

Anything, if it concerns all nations in the world, we need standards to regulate it.

Space flight and air travel would shock time travelers from the mid-19th century. People considered such thing impossible back again. But when it comes to that gem of late 20th century technology, the Internet, the time travelers might well say: "Been there. Done that."

They have the reasons to say so.

Both system grew out of the cutting-edge science of their time. The telegraph's land lines, underwater cables, and clicking things reflected the 19th century's research in electromagnetism. The Internet's computers and high-speed connections reflect 20th century, and material technology.

But, while small devices make a global network possible, it takes human cooperation to make it happen. To do so, nations negotiated these standards through ITU—the International Telegraph Union—a century and a half ago.

Consider a couple of technical parallels. Telegrams were sent from one station to the next, where they were received and retransmitted until they reached their destination. Stations along the way were owned by different entities, including national governments. Internet data is sent from one server computer to another that receives and retransmits it until it reaches its destination. Again the computers have a variety of owners. Telegraph messages were encoded in dots and dashes. Internet data is encoded in ones and zeros.

Then there's the social impact. The Internet is changing the way we do business and communicate. It makes possible virtual communities for individuals scattered around the planet who share mutual interests. Yet important as this may turn out to be, it is affecting a world that was already well connected by radio, television, and other telecommunications. The Associated Press, Reuters, and other news services would have spread the bombing of Yugoslavia quickly without the Internet. In this respect, the global telegraph network was truly revolutionary. The unprecedented availability of global news in real time gave birth to the Associated Press and Reuters news services. It gave a global perspective to newspapers that had focused on local affairs. A provincialism that geographical isolation had forced on people for millennia was gone forever.

As the experience of the past century and a half has shown, the standards set up by ITU are not only necessary, but also workable. Therefore, in today's world, while the Internet is playing an ever more important role in our life, we also need standards, and that is through the same ITU—now called the International Telecommunication Union.

51. The mid-19th century time travelers would not be surprised by today's Internet because _____.
- A. they were totally ignorant of it
 - B. they would consider such a thing as a dream
 - C. they had seen similar things before
 - D. they had thought of it for quite a long time
52. How many similar points has the writer pointed out between the Internet and telegraph?
- A. At least 5.
 - B. At least 3.
 - C. At least 7.
 - D. At least 8.
53. Among the following similarities, which is NOT mentioned in the passage?
- A. Information is sent from one station(server) to another.
 - B. Both need electricity to run.
 - C. Both are the result of people's search of a better way of communication.
 - D. Both send information by something that is not our languages.
54. The author seems to think that _____.
- A. the Internet is totally changing the way we communicate
 - B. the Internet can only work on the base of the communication methods already in existence
 - C. the Internet will never be able to substitute radio, TV, and other telecommunications
 - D. with the Internet, we can do without radio, TV, and other telecommunications
55. The theme of the passage is _____.
- A. The Internet has ended the geographical isolation in the world
 - B. Newspaper, TV and radio are as important as the Internet
 - C. The Internet is something that mid-19th century people would be familiar with
 - D. We need standards to make the Internet work better

Text 2

No people doubt the fundamental importance of mothers in child rearing, but what do fathers do? Much of what they contribute is simply being the second adult in the home. Bringing up children is demanding, stressful and exhausting. Two adults can support and make up for each other's deficiencies and build on each other's strength.

As we all know, fathers also bring an array of unique qualities. Some are familiar: protector and role model. Teenage boys without fathers are notoriously prone to trouble. The pathway to adulthood for daughters is somewhat easier, but they must still learn from their fathers, in ways they cannot from their mothers, such as how to relate to men. They learn from their fathers

about heterosexual trust, intimacy and difference. They learn to appreciate their own femininity from the one male who is most special in their lives. Most important, through loving and being loved by their fathers, they learn that they are love-worthy.

Current research gives much deeper — and more surprising insight into the father's role in child rearing. One significantly overlooked dimension of fathering is play. From their children's birth through adolescence, fathers tend to emphasize game more than caretaking. The father's style of play is likely to be both physically stimulating and exciting. With older children it involves more teamwork, requiring competitive testing of physical and mental skills. If frequently resembles a teaching relationship: come on, let me show you how. Mothers play more at the child's level. They seem willing to let the child directly play.

Kids, at least in the early years, seem to prefer to play with daddy. In one study of $2\frac{1}{2}$ -year-old who were given a choice, more than two-thirds chose to play with their fathers.

The way fathers' play has effects on everything from the management of emotions to intelligence and academic achievement. It is of particular importance in promoting self-control. According to one expert, "children who roughhouse with their fathers quickly learn that biting, kicking and other forms of physical violence are not acceptable." They learn when to "shut it down".

At play and in other realms, fathers tend to lay stress on competition, challenge, initiative, risk-taking and independence. Mothers, as caretakers, stress emotional security and personal safety. One the playground fathers often try to get the child to swing ever higher, while mothers are cautious, worrying about an accident.

We know, too, that fathers' involvement seems to be linked to enhanced verbal and problem-solving skills and higher academic achievement. Several studies found that along with paternal strictness, the amount of time fathers spent reading with them was a strong predictor of their daughters' verbal ability.

For sons the results have been equally striking. Studies uncovered a strong relationship between fathers' involvement and the mathematical abilities of their sons. Other studies found relationship between paternal nurturing and boys' verbal intelligence.

56. The first paragraph points out that one of the advantages of a family with both parents is

- _____.
- A. husband and wife can share housework
 - B. two adults are always better than one
 - C. the fundamental importance of mothers can be fully recognised
 - D. husband and wife can compensate for each other's shortcomings

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57. According to paragraph 3, one significant difference between the father's and mother's role in child rearing is _____.
- A. the style of play encouraged
 - B. the amount of time available
 - C. the strength of emotional ties
 - D. the emphasis of intellectual development
58. Which of the following statements is true?
- A. Mothers tend to stress personal safety less than fathers.
 - B. Boys are likely to benefit more from their fathers' caring.
 - C. Girls learn to read more quickly with the help of their fathers.
 - D. Fathers tend to encourage creativeness and independence.
59. Studies investigating fathers' involvement on child rearing show that _____.
- A. this improves kids' mathematical and verbal abilities
 - B. the more time spend with kids, the better they speak
 - C. the more strict the fathers are, the cleverer the kids
 - D. girls usually do better than boys academically
60. The writer's main point in writing this article is _____.
- A. to warn society of increasing social problems
 - B. to focus the father's role in the family
 - C. to discuss the responsibilities of fathers
 - D. to show sympathy for one-parent families

Text 3

Until men invented ways of staying underwater for more than a few minutes, the wonders of the world below the surface of the sea were almost unknown. The main problem, of course, lies in air. How could air be provided to swimmers below the surface of the sea? Pictures made about 2,900 years ago in Asia show men swimming under the surface with air bags tied to their bodies. A pipe from the bag carried air into the swimmer's mouth. But little progress was achieved in the invention of diving devices until about 1490, when the famous Italian painter, Leonardo da Vinci, designed a complete diving suit.

In 1680, an Italian professor invented a large air bag with a glass window to be worn over the diver's head. To "clean" the air a breathing pipe went from the air bag, through another bag to remove moisture, and then again to the large air bag. The plan did not work, but it gave later inventors the idea of moving air around in diving devices.

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In 1819, a German, Augustus Siebe, developed a way of forcing air into the head-covering by a machine operated above the water. At last in 1837, he invented the "hard-hat suit" which was to be used for nearly a century. It had a metal covering for the head and an air pipe attached to a machine above the water. It also had small openings to remove unwanted air. But there were two dangers to the diver inside the "hard-hat suit". One was the sudden rise to the surface, caused by a too great supply of air. The other was the crushing of the body, caused by a sudden diving into deep water. The sudden rise to the surface could kill the diver; a sudden dive could force his body up into the helmet, which could also result in death.

Gradually the "hard-hat suit" was improved so that the diver could be given a constant supply of air. The diver could then move around under the ocean without worrying about the air supply.

During the 1940s diving underwater without a special suit became popular. Instead, divers used a breathing device and a small covering made of rubber and glass over parts of the face. To improve the swimmer's speed another new invention was used; a piece of rubber breathing pipes made it possible for divers to float on the water, observing the marine life underneath them. A special rubber suit enabled them to be in cold water for long periods, collecting specimens of animal and vegetable life that had never been obtained in the past.

The most important advance, however, was the invention of a self-contained underwater breathing apparatus, which is called a "scuba".

Invented by two Frenchmen, Jacques Cousteau and Emile Gagnon, the scuba consists of a mouthpiece joined to one or two tanks of compressed air which are attached to the diver's back. The scuba makes it possible for a diver-scientist to work 200 feet underwater or even deeper for several hours. As a result, scientists can now move around freely at great depths, learning about the wonders of the sea.

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61. In 1490 or so, the main progress mentioned in this passage was _____.

- A. an Italian professor invented a large air bag
- B. men invented the best diving devices
- C. an Italian painter designed a complete diving suit
- D. an air bag

62. An invention of an Italian professor _____.

- A. gave later inventors the idea of moving air around in diving devices
- B. can "clean" the air
- C. was used to remove moisture
- D. was nothing but a plan

63. The German, Augusts Siebe, invented the "hard-hat suit" which was used _____.

- A. for nearly a hundred years B. for almost a thousand years
C. for over a century D. for a century

64. Siebe's invention was not a perfect one, because _____.

- A. too great a supply of air could result in a sudden rise to the surface
B. a sudden dive into deep water could cause the crushing of the body
C. the air pipe attached to a machine could be above the surface
D. both A and B

65. The word "scuba" is _____.

- A. a certain diver's name B. an original English word
C. named by the inventor D. the first letters of five English word

Part B

In the following article some paragraphs have been removed. For Questions 66 ~ 70, 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. Mark your answers on ANSWER SHEET 1.

For a child, happiness has a magical nature. I remember making hide-outs in newly-cut hay, playing cops and robbers in the woods, getting a speaking part in the school play. Of course, kids also experience lows, but their delight at such peaks of pleasure as winning a race or getting a new bike is unreserved.

In the teenage years the concept of happiness. Suddenly it's conditional on such things as excitement, love, popularity and whether that zit will clear up before night. I can still feel the agony of not being invited to a party that almost everyone else was going to. But I also recall the ecstasy of being plucked from obscurity at another event to dance with a John Travolta look-a-like.

66.

My dictionary defines happy as "luck" or "fortunate", but I think a better definition of happiness is "the capacity for enjoyment". The more we can appreciate what we have, the happier we are. It's easy to we please, even good health.

67.

Later, peace descended again, and my husband and I enjoyed another pleasure—intimacy. Sometimes just the knowledge that he wants can bring me joy.