



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

第四级



北京邮电大学出版社  
<http://www.buptpress.com>

清华大学名师指导

全国英语等级考试

(第四级)

# 标准预测试卷

主 编: 蒋隆国

编 委: (排名不分先后)

高 飞      贾泽超      李 敏

曲 昶      阮成杰      殷文玉

· 北京邮电大学出版社 ·

· 北 京 ·

## 图书在版编目(CIP)数据

全国英语等级考试模拟试卷/蒋隆国主编. —北京:北京邮电大学出版社, 2005

ISBN 7-5635-0845-7

I. 全... II. 蒋... III. 英语—水平考试—习题 IV. H319.6

中国版本图书馆 CIP 数据核字(2005)第 125436 号

- 书 名 全国英语等级考试标准预测试卷(第四级)  
主 编 蒋隆国  
责任编辑 李茂林 殷文玉  
出版发行 北京邮电大学出版社  
社 址 北京市海淀区西土城路 10 号 邮编 100876  
经 销 全国各地新华书店  
印 刷 北京市彩虹印刷有限责任公司  
开 本 787 mm × 1 092 mm 1/8  
印 张 10.75  
字 数 344 千字  
版 次 2005 年 11 月第 1 版 2005 年 11 月第 1 次印刷  
书 号 ISBN 7-5635-0845-7/G · 205  
定 价 18.00 元

---

如有印刷问题请与北京邮电大学出版社联系

电话:(010)82551166 (010)62283578

E-mail:publish@bupt.edu.cn

Http://www.buptpress.com

版权所有 侵权必究

# PETS 四级考试简介

PETS 第四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(12 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 节组成,考查考生理解英语口语的能力。

A 节(5 题):考查考生理解详细信息的能力。要求考生根据所听到的一段 180 ~ 220 词的对话或独白的内容,填补句子或表格中的空白。录音材料播放两遍。

B 节(5 题):考查考生理解总体和特定信息的能力。要求考生根据所听到的一段 280 ~ 320 词的对话或独白,回答 5 道简答题。录音材料播放两遍。

C 节(10 题):考查考生获取特定信息,理解主旨要义和详细信息,猜测词义、判断演讲者态度、意图的能力。要求考生根据所听到的三段对话或独白(每段 200 ~ 300 词),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。

问题不在录音中播放,仅在试卷上印出。

考试进行时,考生将答案写或划在试卷上;听力部分结束前,考生有 5 分钟的时间将试卷上的答案誊写或涂到答题卡 1 上。该部分所需时间约为 30 分钟(含誊写和转涂时间)。

## (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的语言规范成分的掌握,这些语言规范成分包括广泛的词汇、表达方式和结构。

共 20 小题。在一篇 240 ~ 280 词的文章中留出 20 个空白,要求考生从每题所给的 4 个选择项中选出最佳选项,使补足后的文章意思通顺、前后连贯、结构完整。其中有 12 ~ 15 道题考查词汇,5 ~ 8 道题考查语法和篇章结构。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两节组成,考查考生理解书面英语的能力。

A节(20题):考查考生理解具体信息,抓文章大意,猜测生词并且进行推断等的能力。要求考生根据所提供的4篇文章的内容(总长度约为1,600词),从每题所给的4个选择项中选出最佳选项。

B节:考查考生准确理解文章的能力。要求考生阅读1篇约400词的文章,将其中5个划线部分(约150词)翻译成中文。

该部分所需时间约为60分钟。考生在答题卡1上作答A节,在答题卡2上作答B节。

### (四) 写作

该部分考查考生的书面表达能力。

考生根据提示信息(中/英文)写出一篇160~200词的短文。提示信息的形式有主题句、写作提纲、规定情景、图、表等。

该部分所需时间约为35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;另一名口试教师主持口试,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:考查考生作自我介绍的能力。此节中两考生无需相互交流(如需要,也可)。该节约需2分钟时间。

B节:考查考生就信息卡上的图片讨论并解决相关问题的能力。本节的形式有解决问题、排序、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3分钟时间。

C节:考查考生针对信息卡上的图片进行连续表达及简短讨论的能力。

该节约需7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)	A	1 段独白或对话 (180 ~ 220 词) (放两遍录音)	英语	详细信息	填补句子或表格的空白	5	5	30	30
	B	1 段独白或对话 (280 ~ 320 词) (放两遍录音)	英语	总体或特定信息	简答题	5	10		
	C	3 段独白或对话 (每段 200 ~ 300 词) (放一遍录音)	英语	理解大意和细节推断词义判断态度/意图	多项选择题 (四选一)	10	10		
II 英语知识运用(接受)		1 篇文章 (240 ~ 280 词)	英语	语法、词汇和结构	完形填空多项选择题 (四选一)	20	20	10	15
III 阅读理解(接受)	A	4 篇文章 (共约 1600 词)	英语	理解大意和细节猜测词义进行推断	多项选择题 (四选一)	20	20	25	60
	B	一篇文章 (约 400 词) 5 处划线部分 (约 150 词)	英语	理解的准确性	英译汉	5	15	10	
IV 写作(产出)		中英文提示信息以及有关要求	英语	书面表达	短文 (160 ~ 200 词)	1	20	25	25
总计						65 + 1	100	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	口试教师提出的问题	提供个人信息	* 提供个人信息 * 谈论过去及现在的经历 * 谈论将来的打算	5
B	3	两考生对话	信息卡(图片)	讨论及解决问题	* 交换信息 * 表达个人观点	
C	7	考生就信息卡内容连续表达并进行简短讨论	信息卡(图片)	连续表达	* 事物的描述 连续表达个人观点并论证	

**PETS 第四级**  
**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**

**第四级**

**Public English Test System (PETS)**

**Level 4**

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      (25 minutes)

### Directions:

This section is designed to test our ability to understand spoken English. You will hear a selection of selected 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 booklet to ANSWER SHEET 1.

If you have any question, 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

For questions 1 ~ 5, you will hear a dialogue. While you listen, fill out the blanks with the information you have heard. Some of the information has been given to you before the blanks. You will hear the recording twice. You now have 25 seconds to read the questions below.

1. Mary likes to \_\_\_\_\_.
2. The poetry book dated back to \_\_\_\_\_.
3. According to Mary, Mark Twain's signature is worth \_\_\_\_\_.
4. John bets his seventy-five cents mystery is \_\_\_\_\_.
5. The conversation probably takes place in \_\_\_\_\_.

### Part B

You will hear a passage. Answer questions 6 ~ 10 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.

What does "potential elite pool" mean?

	6
--	---

Why it is easier for people of high social status to secure elite positions?

	7
--	---

Besides one's ability and degree, can you list other factors to help one get higher position?

	8
--	---

What are the two most important factors in the competition for entry into the potential elite pool?

	9
--	---

What are the two forms of self-selection?

	10
--	----

### Part C

You will hear three dialogues or monologues. Before listening to each one, you will have 5 seconds to read each of the questions which accompany it. While listening, answer each question by choosing A, B, C or D. After listening, you will have 10 seconds to check your answer to each question. You will hear each piece ONLY ONCE.

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

11. Why is Wilt Chamberlain considered a famous basketball player?
- A. Because he led his teams to many championships.
  - B. Because he set as many as 65 different records.
  - C. Because he still played the game after he retired.
  - D. Because he didn't stop playing even when he was seriously injured.
12. What happened to Wilt Chamberlain in 1972?
- A. He lost the final chance to win a championship.
  - B. He was knocked out during one contest.
  - C. He broke a bone in the wrist during a match.
  - D. He was awarded with a \$ 1.5 million house.
13. What was Wilt Chamberlain determined to do before he retired?
- A. To break the previous records.
  - B. To buy a luxury house.
  - C. To win one more championship for his team.
  - D. To play against the New York team once again.

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

14. What kinds of courses do summer schools offer?
- A. Language courses.
  - B. Courses in British history.
  - C. Courses in sports.
  - D. Teacher training courses.
15. Why do summer schools arrange visits and other activities for the students?

- A. To attract more students.
- B. To make the summer school more like a holiday.
- C. To let the students have a good rest.
- D. To make the courses suitable for students.

16. Why do students in summer schools learn quickly?

- A. Because they all work very hard.
- B. Because their teachers are all native speakers of English.
- C. Because they are all advanced students.
- D. Because they learn not only in but also out of class.

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

17. What's a student in his second year called?

- A. Senior.
- B. Sophomore.
- C. Freshman.
- D. Junior.

18. In a big university, what may several thousand students be taking at the same time?

- A. Arts and sciences.
- B. Geometry.
- C. A compulsory course.
- D. A course in poultry marketing.

19. How many separate classes would the students be divided into?

- A. 300.
- B. 200.
- C. 90.
- D. 80.

20. Which of the following is widely accepted as an ideal to be aimed at?

- A. A maximum of discussion.
- B. Formal teaching.
- C. Closed-circuit television.
- D. Preparation.

## Section II Use of English (5 minutes)

### Directions:

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

A 80-year old man from Cincinnati in America is making legal history by suing doctors who saved his wife. Edward Winter has witnessed his wife's death from a 21 attack. The doctors had tried to restart her heart with an electric 22 with remarkable, but leaving her brain 23. Her death was a long and 24 experience, which he did not want to go through himself. After she died he asked his doctor 25 to save him in 26 circumstances, but instead to let him die 27.

While out visiting in May 1988, Mr. Winter 28 the heart attack, which he was treated, and was rushed to St Francis hospital in Cincinnati. The doctor who 29 him wrote down on his chart that he was not to be 30 but the duty nurse was not informed of Mr. Winter's 31. The nurse took the usual 32 action and tried to revive him with an electric shock. His life was saved 33 the treatment was not completely successful. Since then he 34 stay in a nursing home, partially 35 and barely able to speak without weeping.

密

封

线

内

不

要

答

题

Though there is 36 hope of improvement in his condition, doctors say he could 37 many more years. The hospital 38 his story, arguing that the injury suffered by Mr. Winter is the 39 of an act of God and they 40 him over \$60,000 for saving his life.

- |                    |                  |                |                |
|--------------------|------------------|----------------|----------------|
| 21. A. heart       | B. liver         | C. brain       | D. nerves      |
| 22. A. system      | B. shock         | C. device      | D. operation   |
| 23. A. destroyed   | B. disintegrated | C. dismembered | D. damaged     |
| 24. A. peaceful    | B. unconscious   | C. painful     | D. harmless    |
| 25. A. not try     | B. try           | C. not to try  | D. to try      |
| 26. A. similar     | B. critical      | C. serious     | D. crucial     |
| 27. A. quickly     | B. naturally     | C. peacefully  | D. comfortably |
| 28. A. caught      | B. suffered      | C. passed      | D. avoided     |
| 29. A. saw         | B. knew          | C. admitted    | D. nursed      |
| 30. A. dead        | B. neglected     | C. alive       | D. revived     |
| 31. A. condition   | B. verdict       | C. preference  | D. wishes      |
| 32. A. emergency   | B. urgency       | C. crucial     | D. immediacy   |
| 33. A. except      | B. but           | C. and         | D. instead     |
| 34. A. had had to  | B. had to        | C. has had to  | D. has to      |
| 35. A. paralysed   | B. authenticate  | C. intoxicated | D. deliberate  |
| 36. A. little      | B. much          | C. some        | D. such        |
| 37. A. struggle    | B. survive       | C. stay        | D. endure      |
| 38. A. dislikes    | B. proves        | C. supports    | D. disputes    |
| 39. A. subsequence | B. influence     | C. punishment  | D. consequence |
| 40. A. donated     | B. charged       | C. lent        | D. spared      |

### Section III Reading Comprehension (60 minutes)

#### Part A

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

Looking back on my childhood, I am convinced that naturalists are born and not made. Although we were all brought up in the same way, my brothers and sisters soon abandoned their pressed flowers and insects. Unlike them, I had no ear for music and languages. I was not an early reader and I could not do mental arithmetic.

Before World War I we spent our summer holidays in Hungary. I have only the dim memory of the house we lived in, of my room and my toys. Nor do I recall clearly the large family of grandparents, aunts, uncles and cousins who gathered next door. But I do have a

crystal-clear memory of the dogs, the farm animals, the local birds, and above all, the insects.

I am a naturalist, not a scientist. I have strong love of the natural world and my enthusiasm had led me into varied investigations. I love discussing my favourite topics and enjoy burning the midnight oil reading about other people's observations and discoveries. Then something happens that brings these observations together in my conscious mind. Suddenly you fancy you see the answer to the riddle, because it all seems to fit together. This has resulted in my publishing 300 papers and books, which some might honour with the title of scientific research.

But curiosity, a keen eye, a good memory and enjoyment of the animal and plant world do not make a scientist: one of the outstanding and essential qualities required is self-discipline, a quality I lack. A scientist, up to point, can be made. A naturalist is born. If you can combine the two, you get the best of both worlds.

41. The first paragraph tells us the author \_\_\_\_\_.  
A. was interested in flowers and insects in his childhood  
B. lost his hearing when he was a child  
C. was born to a naturalist's family  
D. didn't like his brothers and sisters
42. The author can't remember his relatives clearly because \_\_\_\_\_.  
A. he didn't live very long with them  
B. he was fully occupied with observing nature  
C. the family was extremely large  
D. he was too young when he lived with them
43. It can be inferred from the passage that the author was \_\_\_\_\_.  
A. first of all a scientist  
B. a naturalist but not a scientist  
C. no more than a born naturalist  
D. a scientist as well as a naturalist
44. The author says that he is a naturalist rather than a scientist probably because he thinks he \_\_\_\_\_.  
A. has a great deal of trouble doing mental arithmetic  
B. comes up with solutions in a most natural way  
C. lacks some of the qualities required of a scientist  
D. just reads about other people's observations and discoveries
45. According to the author, a born naturalist should first of all be \_\_\_\_\_.  
A. full of ambition  
B. self-discipline  
C. full of enthusiasm  
D. knowledgeable

## Text 2

The subject of my study is women who are initiating social change in a small region in Texas. The women are Mexican Americans who are, or were, migrant agricultural workers. There is more than one kind of innovation at work in the region, of course, but I have chosen to focus on three related patterns of family behavior.

The pattern I life style represents how migrant farm workers of all nationalities lived in the past and how many continue to live. I treat this pattern as a baseline with which to compare the changes represented by pattern II and III. Families in pattern I work and travel in extended kin units, with the eldest male occupying the position of authority. Families are large and no children are unusual. And all members are economic contributors in this strategy of family migration. Families in pattern II manifest some differences in behavior while still maintaining aspects of pattern I. They continue to migrate but on a reduced scale, often modifying their schedules of migration to allow children to finish the school year. Parents in this pattern often find temporary local jobs as checkers to make up for lost farming income. Pattern II families usually have fewer children than do pattern I families.

The greatest amount of change from pattern I, however, is in pattern III families, who no longer migrate at all. Both parents work full time in the area and have an average of three children. Children attend school for the entire year. In pattern III, the women in particular create new roles for themselves for which no local models exist. They not only work full time but may, in addition, return to school. They also assume a greater responsibility in family decisions than do women in the other patterns. Although these women are in the minority among residents of the region, they serve as role models for others, causing moderate changes to spread in their communities.

Now opportunities have continued to be determined by pre-existing values. When federal jobs became available in the region, most involved working under the direction of female professionals such as teachers or nurses. Such positions were unacceptable to many men in the area because they were not accustomed to being subordinate to women. Women therefore took the jobs, at first, because the income was desperately needed. But some of the women decided to stay at their jobs, at first, after the family's distress was over. These women enjoyed their work, their responsibilities, and the companionship of fellow women workers. The steady, relatively high income allowed their families to stop migrating. And, as the benefits to these women became increasingly apparent, they and their families became even more willing to consider changes in their lives that they would not have considered before.

46. Which of the following titles best reflects the main focus of the passage?

- A. A Survey of Three Mexican American Families at Work in Texas.
- B. Innovative Career Women: Effects on Family Unity.
- C. Changes in the Life Styles of Migrant Mexican American Families.

D. Farming of Family: The Unavoidable Choice for Migrant Farm Workers.

47. All of the following statements about pattern II children express differences EXCEPT

- A. they migrate for part of each year
- B. they spend less time contributing to family income
- C. they spend more months on school
- D. their parents sometimes work at jobs other than farming

48. According to the passage, which of the following is NOT true of women in pattern III families?

- A. They earn a reliable and comparatively high income.
- B. They continue to work solely to meet the urgent needs of their family.
- C. They enjoy the fellowship involved in working with other women.
- D. They serve as models of behavior for others in the region.

49. The author's attitude towards the three patterns of behavior mentioned in the passage is best described as one of \_\_\_\_\_.

- A. great admiration
- B. unbiased objectivity
- C. dissatisfaction
- D. indifference

50. From the passage we can find out that the author mainly studies \_\_\_\_\_.

- A. patterns of family behavior
- B. women who are initiating social change in a small region in Texas
- C. migrant agricultural workers
- D. how migrant farm workers lived in the past

### Text 3

Proper arrangement of classroom space is important to encourage interaction. Most of us have noticed how important physical setting is to efficiency and comfort when we work. Today's corporations hire human engineering specialists and spend a great deal of time and money to make sure that the physical environments of buildings are fit to the activities of their inhabitants.

Similarly, college classroom space should be designed to encourage the activity of critical thinking. We will move into the twenty-first century, but step into almost any college classroom and you will step back in time at least a hundred years. Desks are normally in straight rows, so students can clearly see the teacher but not all their classmates. The assumption behind such an arrangement is obvious: Everything important comes from the teacher.

With a little imagination and effort, unless desks are fixed to the floor, the teacher can correct this situation and create space that encourages interchanges among students. In small or

○ 密

封

○ 线

内

○ 不

要

○ 答

○ 题

standard-size classes, chairs, desks and tables can be arranged in different ways: circles, U-shapes, or semicircles. The primary goal should be for everyone to be able to see everyone else. Larger classes, particularly those held in lecture halls, unfortunately, allow much less flexibility.

Arrangement of the classroom should also make it easy to divide students into small groups for discussion or problem-solving exercises. Small classes with movable desks and tables present no problem. Even in large lecture halls, it is possible for students to turn around and form groups of four to six. Breaking a class into small groups provides more opportunities for students to interact with each other, think out loud, and see how other students' thinking processes operate—all these are the most important elements in developing new modes of critical thinking.

In course that regularly use a small group format, students might be asked to stay in the same small groups throughout the course. A colleague of mine allows students to move around during the first two weeks, until they find a group they are comfortable with. He then asks them to stay in the same seat, with the same group, from then on. This not only creates a comfortable setting for interaction but helps him learn students' names and faces.

51. The expression "step back in time at least a hundred years" (in Paragraph 2) is intended to convey the idea that \_\_\_\_\_.
- A. college classrooms often remind people of their college life
  - B. critical thinking was encouraged even a century ago
  - C. a hundred years ago, desk arrangement in a classroom was quite different
  - D. there is not much change in the college educational idea over the past hundred years
52. The primary purpose of desk rearrangement is \_\_\_\_\_.
- A. for the teacher to divide students into small groups
  - B. to make it possible for students to interact with each other
  - C. for the teacher to find out how students think
  - D. to give students more opportunities to practise speaking
53. The greatest advantage in allowing each student to find his own group might be that \_\_\_\_\_.
- A. the teacher saves the trouble in doing that
  - B. learning is made comfortable in this way
  - C. the teacher can easily remember students' names and faces
  - D. brighter students can help slower ones
54. Which of the following is NOT true according to the passage?
- A. New kind of desks and chairs should be made.
  - B. Many companies are trying to improve the working settings for their employees.
  - C. Classroom interaction between students is essential to the training of critical thinking.
  - D. A comfortable environment leads to higher working efficiency.



55. Which of the following arrangement of the classroom can bring about the best teaching effect?

- A. Arranging the desks in straight rows and providing every minute for the students to listen to the teacher.
- B. Breaking a class into small groups and letting the students find the group they prefer to stay in.
- C. Putting the students in larger classes and allowing them to discuss.
- D. Breaking a class into small groups and asking the students to stay in the fixed groups as the teacher arranges.

### Text 4

Although there had been various small cameras developed, it was not until George Eastman introduced the Kodak in 1888 that the mass appeal of photography attracted America and Europe and thereafter spread quickly to the far corners of the earth. Eastman called his new famous camera the Kodak for no particular reason except that he liked the word. It was easy to remember and could be pronounced in any language.

An immediate consequence of Eastman's invention was a blizzard of amateur photographs that soon became known as snapshots. The word came from hunters' jargon. When a hunter fired a gun from the hip, without taking careful aim, it was described as a snapshot. Photographers referred to the process of taking pictures as shooting, and they would take pride in a good day's shoot the way country gentlemen would boast about the number of birds brought down in an afternoon.

Photography became not only easy but fun because of the Kodak. Almost overnight photography became one of the world's most popular hobbies. A new and universal folk art was born; the showing of one's latest pictures and the creation of family albums became popular social pastimes. Camera clubs and associations numbered their members in the millions. One ardent amateur was the French novelist Emile Zola, who took a lot of photographs of his family, friends, and travels. Interviewed about his favorite hobby in 1900, he observed, "I think you cannot say you have thoroughly seen anything until you have got a photograph of it."

"The little black box," as the Kodak was affectionately dubbed, revolutionized the way people communicated. "A picture is worth a thousand words" was the claim and there were literally billions of pictures. In one year alone—1988, the centenary of the invention of the Kodak—it is estimated that almost thirty billion were taken in America alone. The impact of the sale of photographic equipment on the economy is equally mind-boggling.

Photography has played an essential role in the media revolution. It has greatly enhanced our ability to convey information, so that the concept of the global village has become a commonplace. Photographs have greatly extended our understanding of and compassion for our fellow human beings.