



考试辅导专家



考试辅导专家

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根据教育部最新考试大纲编写

全国英语等级考试

全真模拟考卷

第三级

主编 北京大学 王旭琰

第三级



天津大学出版社



天津大学出版社
TIANJIN UNIVERSITY PRESS

一封重庆考生的来信

——原文登载

编辑老师：

你们好！

我是重庆市财经商贸学校的一名学生，自去年参加 PETS 考试以来，一直在用你们出版的《全真模拟考卷》。我认为你们出版的《全国英语等级考试全真模拟考卷》质量非常好，无论是题型还是知识点都充分体现了预测的准确性，更可贵的是它给了考生一个“练兵”的机会，让我们在考试前对题型、分值和时间安排有一个总体的把握，避免盲目性，让我们提前“适应”考试。总之，我认为贵编辑部编写的全真模拟考卷有以下三大特点：

- 一、紧扣考试大纲，重点突出，命中率
 - 二、以活页考卷形式出现，可以在测试时提前进入考试状态，严格按照评分标准来检测自己能否过关；
 - 三、在突出重点的同时还顾及到一些较“偏”的题目。
- 另外，为使本书更加实用，更趋完美，能否增加一些试题解析，好让我们知其然，也知其所以然。再次感谢你们，各位老师辛苦了！
- 最后衷心祝愿你们的事业蒸蒸日上！

重庆 李光
2005 年 5 月 15 日

给李光同学及全国其他考生的回信

李光同学：

您好！

首先非常感谢您对“北大阳光”系列考试用书的认可和支持！收到您的来信，我们编辑部各位同仁都欢欣鼓舞，能够帮助您们顺利通过考试是我们最大的慰藉，也是对我们工作的最大的肯定！我们组织编辑对该系列图书内容进行了认真仔细的修订。现在，修订版本已经推出，并给您寄去一本，希望对您有所帮助。

“北大阳光”系列考试用书自推出以来热销大江南北，广大读者纷纷来电来函，像您一样给我们提出了许多宝贵的意见和建议。正是你们的支持和鼓励，坚定了我们“打造阳光精品图书”的信念。我们对每一封读者来信都非常重视，组织专人分类输入电脑，并编入我们“北大阳光读者俱乐部”。恭喜您成为我们第 4088 名会员！

最后，为了方便我们之间的交流，我们会将您的会员编号和密码通知您。通过这个号码您可以登录我们的“阳光教育在线”<http://www.ygbook.com.cn>，享受优惠的网上购书价格，并可以免费下载历年试题、全真模拟试题、全程跟踪辅导等参考资料。

北大阳光读者俱乐部
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PETS 第三级简介

(一) 概述

1. 关于考试的组成

PETS 第三级考试由笔试(120 分钟, 满分 100 分)和口试(10 分钟, 满分 5 分)两种独立考试组成。笔试试卷分四部分: 听力、英语知识运用、阅读理解和写作。口试试卷分三节考查考生的口语交际能力。

2. 关于考试指导语和题目用语

PETS 第三级考试中, 笔试、口试的指导语均为英文。写作题中所提供的引导性材料可能会涉及少量的中文。

3. 关于答题卡 and 登分卡的使用

PETS 第三级考试采用特别设计的答题卡和登分卡。笔试中, 使用的是用于光电阅读器(OMR)评分的答题卡 1 和用于人工阅卷(阅读器登分)的答题卡 2。

口试使用的是口试成绩登分卡。口试开始前考生在卡上填好自己的考号等有关信息, 口试结束时口试教师在卡上填上考生的口试成绩。

PETS 第三级考试所需答题卡和登分卡的种类如下表所示:

部 分	答题卡和登分卡种类
听力	答题卡 1 (OMR)
英语知识运用	
阅读理解	
写作	答题卡 2 (人工)
口试	登分卡

4. 关于答题时间

PETS 第三级考试的答题时间分配如下表所示:

时间	部分	听力	英语知识运用	阅读理解	写作	总计(分钟)
考试	笔试	25	15	40	40	120
	口试					10

5. 关于试卷的题量与采分点(原始赋分)

PETS 第三级考试各部分的题量与采分点(原始赋分)如下表所示。除特殊情况外, 原则上

每题一分。

部 分	题量	原始赋分	备 注
听力	25	25	
英语知识运用	20	20	
阅读理解	20	35	A 节中的 15 道多项选择题每题 2 分。
写作	1 + 1	30	A 节原始赋分满分为 10 分; B 节原始赋分满分为 20 分。
笔试(合计)	65 + 2	110	
口试		5	

6. 关于分数权重

为处理好考试中题目数量、赋分与各种技能的考查关系, PETS 第三级考试采用了分数加权的方法。即对各部分题目的原始赋分分别给予不同的权重, 使之能够平衡各种技能的考查关系。PETS 第三级考试笔试中各部分所占分数权重如下表所示:

部 分	权重(%)
听力	30
英语知识运用	15
阅读理解	30
写作	25
合计	100

考生得到的笔试成绩是其各部分所得原始分分别经过加权处理后的分数总和。如:

某考生听力部分原始得分为 20 分, 经加权处理后的分数应为 24 分($20 \div 25 \times 30 = 24$ 分);

其英语知识运用部分原始得分为 15 分, 经加权处理后的分数应为 11.3 分($15 \div 20 \times 15 \approx 11.3$ 分);

其阅读理解部分原始得分 25 分, 经加权处理后的分数应为 21.4 分($25 \div 35 \times 30 \approx 21.4$ 分);

其写作部分原始得分 18 分, 经加权处理后的分数应为 15 分($18 \div 30 \times 25 = 15$ 分)。

该考生未经过加权的原始总分为 78 分, 各部分经加权后的总分应为 71.1 $\approx$ 72 分。

7. 关于成绩合格证书

1) 任何考生只要参加 PETS 第三级考试的笔试或口试, 均能得到有关的成绩通知书。

考生的单项(笔试或口试)合格成绩将允许保留到下一考试。在同一次考试或相邻两次考试中, 相同级别的口试和笔试成绩均合格的考生, 由教育部考试中心核发相应级别的《全国英语等级考试合格证书》。在一次考试中没有获得全国英语等级考试合格证书而单项考试成绩合格的考生, 将获得由教育部考试中心核发的相应合格项目的单项成绩合格证书(指《全国英语

等级考试笔试成绩合格证》或《全国英语等级考试口试成绩合格证》)。

2)笔试成绩是听力、英语知识运用、阅读理解和写作四部分原始得分分别经过加权处理后的分数的总和,考生成绩60分以上(含60分)为合格。

3)口试成绩单独计算,不列入笔试总分。PETS第三级的口试采取5分制评分,3分以上(含3分)为合格。

(二)笔试试卷内容与结构

PETS第三级考试笔试(120分钟)的全部试题都在一份试卷中,包括听力、英语知识运用、阅读理解和写作四部分。

第一部分 听力

该部分由A、B两节组成,考查考生理解英语口语的能力。

A节(10题):考查考生理解事实性信息的能力。要求考生根据所听到的10段简短对话(总长约400词,总持续时间约3'30"),从每题所给的4个选项选出最佳选项。每题有15秒答题时间(5秒用作听前读题,10秒用作听后答题)。每段录音材料只播放一遍。

B节(15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4段对话或独白(每段平均约200词,持续1'40"~2'10",总长约800词,持续8'30"),从每题所给的4个选项选出最佳选项。每题有15秒答题时间(5秒用作听前读题,10秒用作听后答题。每篇对话或独白的听前读题和听后答题时间,均按题数累计给出)。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。

听力考试进行时,考生将答案标在试卷上;听力部分结束前,考生有3分钟的时间将试卷上的答案涂到答题卡1上。该部分所需时间约为25分钟(含转涂时间)。

第二部分 英语知识运用

该部分考查考生对语法结构、词汇知识和表达方式的掌握情况。

该部分共20小题。在1篇200~250词的短文中留出20个空白,要求考生从每题所给的4个选项项中选出最佳选项,使补足后的短文意思通顺、前后连贯、结构完整。其中有13~15道题考查词汇和表达方式,5~7道题考查语法结构。

该部分所需时间约为15分钟。考生在答题卡1上作答。

第三部分 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(15题):考查考生理解总体和特定信息的能力。要求考生根据所提供的3篇文章的内容(平均长度约350词),从每题所给的4个选项项中选出最佳选项。

B节(5题):考查考生理解文章(约长350词)的主旨要义的能力。考生须从7个选项项中排除两个干扰项,将正确的概括与5段文字逐一搭配成对。

该部分所需时间约为40分钟。考生在答题卡1上作答。

第四部分 写作

该部分由A、B两节组成,考查考生的书面表达能力。

A节:考生根据所给情景(英/中文)写出约100词(标点符号不算在内)的简单信件、便笺等。

B节:考生根据所给情景(英文),写出1篇不少于120词(标点符号不算在内)的文章。

提供情景的形式有图画、图表、文字等。

该部分所需时间约为40分钟。考生在答题卡2上作答。

(三)口试试卷内容与结构

口试分为三节,考查考生用英语进行口头交际的能力。考试时间约10分钟。

每次口试采取两名口试教师和两名考生的形式¹。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:考查考生提供个人信息、回答有关他们日常生活、家乡、家庭、工作、学习等问题的能力。该节约需3分钟时间。

B节:考查考生就信息卡上的图片或文字讨论有关问题的能力。

该节约需3分钟时间。

C节:考查考生就信息卡上的图片或文字作简短描述,之后另一考生就同一话题阐述个人观点。该节约需4分钟时间。

PETS第三级口试试卷结构如下表所示:

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	3	口试教师与考生对话	口试教师提出的问题 (使用标准语言)	· 回答询问 · 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(图片或文字)	· 与他人交流 · 讨论一般性质的问题	· 交换信息 · 表达观点 · 提出建议	
C	4	考生连续表达	信息卡(图片或文字)	· 描述事物 · 阐述观点或论证	· 事物的描述 · 观点的阐述或论证	

¹如果某考点的实考人数为单数,最后一组考生人数应为3人。这种形式的考试所用材料与两名考生的形式基本相同。3人组的考试时间为16分钟:A节,5分钟;B节,5分钟;C节,6分钟。

全国英语等级考试

全真模拟考卷

第三级

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Emily

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天津大学出版社

注意：
因以下项目填写不清
而影响成绩责任自负

准考证号

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姓名

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考试

地点

考场

归属

区县

(准考证证的区县)

PETS 第三级

全真模拟考卷(一)

绝密★启用前

机密★长期

试卷号：

全国英语等级考试

第三级

Public English Test System (PETS)

Level 3

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. 各项填涂部分一律用 2B 铅笔,按照答题卡上的要求填涂。如要改动,必须用橡皮擦干净。
4. 写作部分必须用黑色签字笔在答题卡 2 上答题。注意字迹清楚。
5. 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。

Section I Listening Comprehension

(25 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 TWO parts in this section, Part A and Part B.

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 3 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 10 short dialogues. For each dialogue, there is one question and four possible answers. Choose the correct answer—A, B, C or D, and mark it in your test booklet. You will have 15 seconds to answer the question and you will hear each dialogue ONLY ONCE.

Example:

You will hear:

W: Could you please tell me if the Beijing flight will be arriving on time?

M: Yes, Madam. It should be arriving in about ten minutes.

You will read:

Who do you think the woman is talking to?

[A] A bus conductor.

[B] A clerk at the airport.

[C] A taxi driver.

[D] A clerk at the station.

From the dialogue, we know that only a clerk at the airport is most likely to know the arrival time of a flight, so you should choose answer [B] and mark it in your test booklet.

Sample answer: [A] [B] [C] [D]

Now look at Question 1.

1. Where does this conversation probably take place?

[A] On a campus.

[B] In a shop.

- [C] At the man's home.
[D] At a fashion show.

2. What do we learn from the conversation?

- [A] The woman is talking with her boss.
[B] The woman likes her job very much.
[C] The woman is complaining.
[D] The woman needs help from the man.

3. What do we learn from the conversation?

- [A] The woman is too tired to go out.
[B] The man doesn't like watching TV.
[C] The woman promised him a gift on his birthday.
[D] The man insists on going out.

4. What does the man mean?

- [A] He wanted to see what the woman bought.
[B] The woman bought a lot of books.
[C] There wasn't a large selection at the bookstore.
[D] He didn't like the books the woman bought.

5. Where does the man work?

- [A] At an art museum.
[B] At a post-office.
[C] In a bank.
[D] At a newspaper office.

6. At what time must the passenger be at the airport for flight 452?

- [A] 2:50.
[B] 2:15.
[C] 3:50.
[D] 3:15.

7. What is the woman complaining about?

- [A] That the man is late.
[B] That they should have a class.
[C] That she must speak for him.
[D] That the train was delayed.

8. Where does the conversation most probably take place?

- [A] At a theater.
[B] In a hotel.
[C] At a restaurant.
[D] At a shopping center.
9. What are they doing?
[A] Watching TV.

- [B] Listening to the radio.
[C] Changing the channel.
[D] Changing their news program.

10. Why does Mr. Jones want to go to Australia?

- [A] He has enough time to travel there.
[B] He wants to have a rest.
[C] He wants to find a job there.
[D] He has nothing else to do.

Part B

You will hear four 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 refer to the following conversation.

11. Who is the woman?

- [A] A landscape artist.
[C] A student.
[B] A teacher.
[D] A school register.

12. What does a student usually have to do before taking the advanced sketching course?

- [A] Take the beginning sketch course.
[C] Enroll in another class.
[B] Attend an afternoon meeting.
[D] Go to the art museum.

13. What does the man give the woman?

- [A] A textbook.
[C] A bouquet of flowers.
[B] Some painthrushes.
[D] Some drawings.

Questions 14 ~ 17 are based on the following dialogue.

14. What are the two speakers doing?

- [A] Watching ads. on TV.
[C] Reading ads. in newspaper.
[B] Listening to ads. on radio.
[D] Looking for a job in a company.

15. What kind of person does the advertisement say they need?

- [A] A general manager.
[C] A secretary.
[B] A junior sales manager.
[D] A sales assistant.

16. What kind of company is it?

- [A] A large international textile company.
[B] A large international chemical company.
[C] A small textile company.
[D] A small chemical company.

17. What will the man most probably do later?

- [A] Go on looking for jobs.
[B] Go to the company and have a try.

- [C] Work in the company.
[D] Stay at home and do nothing but watch TV.

Questions 18 ~ 21 are based on the following conversation.

18. Where is this conversation taking place?
[A] In a classroom.
[C] At a secondhand bookstore.
[B] In a library.
[D] In a museum.
19. How much does the book of nineteenth-century plays cost?
[A] 50 cents.
[C] 5 dollars.
[B] 75 cents.
[D] A million dollars.
20. What do we know about Harold Dickinson from this conversation?
[A] He was a famous writer.
[C] He died in 1856.
[B] He was a politician.
[D] He once gave a book as a present.
21. What will the man buy?
[A] The book with the signature.
[C] A novel which costs 60 cents.
[B] A novel published six years ago.
[D] A nineteenth-century book.

Questions 22 ~ 25 are based on the following passage.

22. How long does the registration last?

- [A] 30 minutes.
[B] 45 minutes.
[C] 60 minutes.
[D] 75 minutes.

23. When will the meeting end?

- [A] 11 am.
[B] 10:30 am.
[C] 11:30 am.
[D] 12 am.

24. What will the students do before the lunch break?

- [A] Listen to a speech by someone from the international center.
[B] Take the placement tests.
[C] Go to the library.
[D] Take an interview.

25. How long does it take to tour around campus?

- [A] 40 minutes.
[B] 45 minutes.
[C] 50 minutes.
[D] 55 minutes.

Now you have 3 minutes to transfer your answers from your test booklet to ANSWER SHEET 1.

That is the end of the listening comprehension section.

Section II Use of English

(15 minutes)

Directions:

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

Text

There has been tons of literature on the simplicity of American meals. My dining 26 in the States does not differ too much from 27 I have learnt earlier. My roommate and her boyfriend would drive for half an hour 28 on weekends to the neighboring town just 29, guess what, a hamburger meal. Actually, I don't have much trouble with this kind of simple and 30 way of eating. As 31 the food passes the throat, it does not make much 32 whether what you have 33 swallowed is a chunk of raw steak or some shredded beef 34 with sliced onion, imported black beans sauce plus 50-year old rice wine. Just 35. How much time it 36, and how much fun you miss!

But I did have two bounty meals in the US. One is the Thanksgiving dinner I had at a professor's 37. (Thanksgiving is one of the few occasions 38 Americans eat less efficiently and more unhealthily.) 39 is the farewell dinner hosted by my dad's friend in Philadelphia right before I left the US. She is a kind and 40 hospitable lady, well aware 41 the reputation of American food. With her East Coast generosity and ambition, she decided to modify the reputation before 42 me onto the homebound plane. She bought me smoked salmon and lobster cake. She made clam-chowder soup and blue fish fillet. 43 the end of the dinner she served Hagen-Dass ice-cream and then asked, her eyes sparking 44 expectation, "How do you think of American food now?" "Well, it could be very good sometimes." She sat back, wearing a(n) 45 that is seen on the face of the white house press officer after a successful conference on the presidential sex scandal.

26. [A] experience [B] feeling [C] time [D] literature
27. [A] that [C] which [D] those
28. [A] exciting [B] excitement [C] excitedly [D] excited
29. [A] at [B] for [C] to [D] from
30. [A] long [B] efficient [C] effective [D] slow
31. [A] much [B] far as [C] for [D] long as
32. [A] sense [B] difference [C] significance [D] point
33. [A] just now [B] yet [C] almost [D] just
34. [A] cook [B] to cook [C] cooking [D] cooked
35. [A] to imagine [B] imagining [C] imaginary [D] imagine
36. [A] spends [B] costs [C] saves [D] takes
37. [A] office [B] place [C] home [D] house

38. [A] where [B] that [C] when [D] for
 39. [A] Another [B] Other [C] The rest [D] The other
 40. [A] complete [B] more [C] extremely [D] perfect
 41. [A] of [B] that [C] to [D] at
 42. [A] putting [B] taking [C] seeing [D] sending
 43. [A] To [B] At [C] With [D] In
 44. [A] for [B] with [C] of [D] out of
 45. [A] appearance [B] expression [C] gesture [D] feeling

Section III Reading Comprehension

(40 minutes)

Part A

Directions:

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

Text 1

The great advance in rocket theory 40 years ago showed that liquid-fuel rockets were far superior in every respect to the skyrocket with its weak solid fuel, the only kind of rocket then known. However, during the last decade, large solid-fuel rockets with solid fuels about as powerful as liquid fuels have made their appearance, and it is a favorite layperson's question to inquire which one is "better". The question is meaningless; one might as well ask whether a gasoline or a diesel engine is "better". It all depends on the purpose. A liquid-fuel rocket is complicated, but has the advantage that it can be controlled beautifully. The burning of the rocket engine can be stopped completely; it can reignited when desired. In addition, the thrust can be made to vary by adjusting the speed of the fuel pumps. A solid-fuel rocket, on the other hand, is rather simple in construction, though hard to build when a really large size is desired. But once you have a solid-fuel rocket, it is ready for action at very short notice. A liquid-fuel rocket has to be fueled first and cannot be held in readiness for very long after it has been fueled. However once a solid-fuel rocket has been ignited, it will keep burning. It cannot be stopped and reignited whenever desired (it could conceivably be stopped and reignited after a pre-calculated time of burning has elapsed) and its thrust cannot be varied. Because a solid-fuel rocket can be kept ready for a long time, most military missiles employ solid fuels, but human-piloted space flight needs the fine adjustments that can only be provided by liquid fuels. It may be added that a liquid-fuel rocket is an expensive device; a large solid-fuel rocket is, by comparison, cheap. But the solid fuel, pound per pound, costs about 10 times as much as the liquid fuel. So you have, on the one hand, expensive rocket with a cheap fuel, and on the other hand, cheap rocket with an expensive fuel.

46. The author feels that a comparison of liquid-fuel rocket and solid-fuel rocket shows that

- [A] the solid-fuel rocket is the best
 [B] the liquid-fuel rocket is better
 [C] each type has certain advantages
 [D] neither type is very economical

47. The most important consideration for human-piloted space flight is that the rocket can be

- [A] capable of lifting heavy spacecraft into orbit
 [B] easily controlled
 [C] inexpensive to construct
 [D] inexpensive to operate

48. Solid-fuel rockets are expensive to operate because of their

- [A] fuel
 [B] complicated engines
 [C] size
 [D] burning time

49. Which of the following statements is not characteristic of liquid-fuel rockets?

- [A] They can be stopped and reignited.
 [B] The fuel is cheap.
 [C] They must be used soon after fueling.
 [D] They are cheap to build.

50. Compared with liquid-fuel rockets, solid-fuel rockets

- [A] can be stopped and reignited whenever desired
 [B] can be ready for action at short notice
 [C] are more complicated in construction
 [D] can be controlled beautifully

Text 2

Your nonacademic activities are also considered by admissions officers. "As your academic profile gets weaker, the personal side of your profile needs to be stronger," says Margit Dahl, director of undergraduate admissions at Yale University in New Haven, Conn. These activities reveal your "sparkled facts" as Tulane's Lois Conrad describes them: leadership, community spirit, volunteerism, competitive nature, ability to work with others, and stick-to-itiveness.

Unfortunately, many students make the mistake of assembling a laundry list of activities. "We're more interested in depth of involvement in two or three areas than in superficial involvement in dozens of activities," explains Kathlynn Cionpi, director of undergraduate admissions at Vanderbilt University in Nashville.

In general, the more selective the school, the more importance it places on outside activities. At the College of William and Mary in Williamsburg, Va., for example, your personal qualities count for 25

percent of the admissions decision.

Managing your activities may take some doing. You don't want to spend so much time at them that your grades suffer. But opportunities abound. There are, of course, the school-associated clubs, teams and groups: football, basketball, band, student government and theater, to name just a few.

Nonorganized activities are important too. One student from Lakeside High School in Atlanta gained acceptance to the U. S. Naval Academy at Annapolis despite mediocre SAT scores and only a 2.5 grade-point average (GPA) out of a possible 4.0. However, he was involved in athletics and was student-body president. He also had gone through a school training program so he could serve as a peer counselor helping troubled eighth and ninth graders.

The key is to communicate experiences like these. If you worked on a local congressional campaign, you may have learned important lessons about winning and losing, and about fighting for your beliefs. If you did volunteer work at a hospital or nursing home, you may have gained insight into the needs of the infirm or elderly.

Mention job experience too. It may show problem-solving ability and a business sense. If you are working to save money for college, that can also demonstrate your interest in assuming responsibility.

51. You can mention your extracurricular activities to the admission officers especially when _____.

- [A] they are required by some universities
- [B] your academic records are not so good
- [C] the admission officer is interested in them
- [D] you can do a variety of extracurricular activities

52. A high school graduate was admitted to U. S. Naval Academy because of _____.

- [A] his strong constitutions, leadership and ability to work with others
- [B] his leadership, community spirit and stick-to-itiveness
- [C] his volunteerism, competitive nature and stick-to-itiveness
- [D] his academic records, leadership and strong constitutions

53. You should reveal to the admission officers _____.

- [A] as many activities you are involved in as possible
- [B] the activity which you most deeply involved in
- [C] activities that reflected your leadership and competitive nature
- [D] the activities which best illustrate your extraordinary qualities

54. Which of the following sentences is not true according to the passage?

- [A] The better the university, the more importance it attaches to extracurricular activities.
 - [B] Some students take part in extracurricular activities at the expense of their academic grades.
 - [C] Nonorganized activities are as important as the school-related activities.
 - [D] You can derive various experiences from extracurricular activities as well as part-time jobs.
55. It is implied in the passage that _____.

- [A] job experience is as important as education background

- [B] a mediocre high school graduate can be admitted if he has political background
- [C] revealing sparkle facts of yourself is helpful for application for admission
- [D] superficial involvement in a lot of activities is meaning

Text 3

Judging from recent surveys, most experts in sleep behavior agree that there is virtually an epidemic (流行病) of sleepiness in the nation. "I can't think of a single study that hasn't found Americans getting less sleep than they ought to," says Dr. David. Even people who think they are sleeping enough would probably be better off with more rest.

The beginning of our sleep-deficit (睡眠不足的) crisis can be traced to the invention of the light bulb a century ago. From diary entries and other personal accounts from the 18th and 19th centuries, sleep scientists have reached the conclusion that the average person used to sleep about 9.5 hours a night. "The best sleep habits once were forced on us, when we had nothing to do in the evening down on the farm, and it was dark." By the 1950s and 1960s, that sleep schedule had been reduced dramatically, to between 7.5 and 8 hours, and most people had to wake to an alarm clock. "People cheat on their sleep, and they don't even realize they're doing it," says Dr. David. "They think they're okay because they can get by on 6.5 hours, when they really need 7.5, 8 hours or even more to feel ideally vigorous."

Perhaps the most merciless robber of sleep, researchers say, is the complexity of the day. Whenever pressures from work, family, friends and community mount, many people consider sleep the least expensive item on his programme. "In our society, you've considered dynamic if you say you only need 5.5 hours' sleep. If you've got to get 8.5 hours, people think you lack drive and ambition."

To determine the consequences of sleep deficit, researchers have put subjects through a set of psychological and performance tests requiring them, for instance, to add columns of numbers or recall a passage read to them only minutes earlier. "We've found that if you're in sleep deficit, performance suffers," says Dr. David. "Short-term memory is weakened, as are abilities to make decisions and to concentrate."

56. People in the 18th and 19th centuries used to sleep about 9.5 hours a night because they had _____.

- [A] no drive and ambition
- [B] no electric lighting
- [C] the best sleep habits
- [D] nothing to do in the evening

57. According to Dr. David, Americans _____.

- [A] are ideally vigorous even under the pressure of life
- [B] often neglect the consequences of sleep deficit
- [C] do not know how to relax themselves properly
- [D] can get by on 6.5 hours of sleep

58. Many Americans believe that _____.

- [A] sleep is the first thing that can be sacrificed when one is busy
- [B] they need more sleep to cope with the complexities of everyday life
- [C] to sleep is something one can do at any time of the day
- [D] enough sleep promotes people's drive and ambition

59. The underlined word "subjects" (Para. 4) refers to _____.

- [A] the performance tests used in the study of sleep deficit
- [B] special branches of knowledge that are being studied
- [C] people whose behavior or reactions are being studied
- [D] the psychological consequences of sleep deficit

60. It can be concluded from the passage that one should sleep as many hours as necessary is to _____.

- [A] improve one's memory dramatically
- [B] be considered dynamic by other people
- [C] maintain one's daily schedule
- [D] feel energetic and perform adequately

Part B

Directions:

Read the texts from an article. For questions 61 to 65, match the name of each people (61 to 65) to one of the statements (A to G) given below. Mark your answers on ANSWER SHEET 1.

Bury

We rush home or gulp down our meals to be in time for this or that programme. We have even given up sitting at table and having a leisurely evening meal, exchanging the news of the day. A sandwich and a glass of beer will do anything, providing it doesn't interfere with the programme. The monster demands and obtains absolute silence and attention. If any member of the family dares to open his mouth during a programme, he is quickly silenced.

Cornell

With television, we become content with second-hand experiences. It is so easy to sit in our armchairs watching others working. Little by little, television cuts us off from the real world. We get so lazy, we choose to spend a fine day in semi-darkness, glued to our sets, rather than go out into the world itself. We become used to accepting what is on the screen instead of thinking and seeking the answers by ourselves.

Weller

Before we admitted the one-eyed monster into our homes, we never found it difficult to occupy our spare time. We used to enjoy civilized pleasures. For example, we used to have hobbies, we used to entertain our friends and be entertained by them, we used to go outside for our amusements to theatres, cinemas, restaurants and sporting events. We even used to read books and listen to music and broadcast talks occasionally. But all that belongs to the past.

Wilford

You can get a lot of useful information from it. Just think how much you can get from the news. You don't have to go out and spend money buying newspaper. Just sit down and turn on the set, then you get all kinds of news with pictures. Also you don't have to waste so much money on the expensive amusements outside. Just switch on the TV and you get a variety of programmes. You can choose what interests you and enjoy yourself. What a wonderful invention in our life!

Holman

After we bought the TV, we seldom visited our friends. Even at home, we seldom talk to each other. Everyone is preoccupied with this talking box and no one cares about what other people are talking. Our house used to be filled with our voice and laughter, but now all you can hear is the noise from this talking box. I really miss the happy times without TV.

Now match each of the left (61 to 65) to the appropriate statement.

Note: there are two extra statements.

Statements

- 61. Bury [A] TV is a cheap source of information and entertainment.
- 62. Cornell [B] TV is a unifying force in the family.
- 63. Weller [C] Free time is now regulated by television.
- 64. Wilford [D] TV prevents us from communicating with each other.
- 65. Holman [E] TV makes us neglect other things.
[F] TV limits creative thinking.
[G] TV makes us busy.

Section IV Writing

(40 minutes)

You should write your responses to both Part A and Part B of this section on ANSWER SHEET 2.

Part A

66. At the request of Mr. Mei Gangyi, you write a letter to recommend him as a publishing house trainee to Mr. Wilson. Provide sufficient information about Mr. Mei and make sure not to write your own name at the end of the letter. (100 ~ 120 words)

Part B

67. Write an essay of about 120 words, making reference to the following points:

- (1) Bill Gates establishes a software kingdom that makes him very rich.
- (2) He donates thousands of millions of dollars to the public.
- (3) If I were Bill Gates, I would...

注意：
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Public English Test System (PETS)

Level 3

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. 各项填涂部分一律用 2B 铅笔,按照答题卡上的要求填涂。如要改动,必须用橡皮擦干净。
4. 写作部分必须用黑色签字笔在答题卡 2 上答题。注意字迹清楚。
5. 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。

Section I Listening Comprehension

(25 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 TWO parts in this section, Part A and Part B.

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 3 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 10 short dialogues. For each dialogue, there is one question and four possible answers. Choose the correct answer—A, B, C or D, and mark it in your test booklet. You will have 15 seconds to answer the question and you will hear each dialogue ONLY ONCE.

Example:

You will hear:

W: Could you please tell me if the Beijing flight will be arriving on time?

M: Yes, Madam. It should be arriving in about ten minutes.

You will read:

Who do you think the woman is talking to?

[A] A bus conductor.

[B] A clerk at the airport.

[C] A taxi driver.

[D] A clerk at the station.

From the dialogue, we know that only a clerk at the airport is most likely to know the arrival time of a flight, so you should choose answer [B] and mark it in your test booklet.

Sample answer: [A] [B] [C] [D]

Now look at Question 1.

1. Why did the man come back?

[A] He was tired.

[B] He had bought everything.

- [C] There were too many people shopping.
[D] The weather was terrible.
2. What do we learn from the conversation?
[A] Jane has typed her paper.
[B] Jane's cousin is going to type the paper for her.
[C] Jane is still doing some research.
[D] Jane will use her cousin's typewriter to type.
3. When will they visit the National Library?
[A] On Tuesday.
[B] On Wednesday.
[C] On Thursday.
[D] On the weekend.
4. Why can't the woman go with the man?
[A] She's a little tired.
[B] She's going to study.
[C] She wants to listen to music.
[D] She's going to go to the library.
5. Why hasn't the man seen the woman for ages?
[A] She moved.
[B] She went to Scotland with her sister.
[C] She's on a holiday with her friends.
[D] She's just come back from Scotland.
6. What will they do tonight?
[A] Stay at home.
[B] Go to the concert.
[C] See a film.
[D] Go to a football match.
7. What does the woman say about Janet?
[A] She hasn't gone camping for several weeks.
[B] She likes to take long camping trips.
[C] She prefers to go camping on weekends.
[D] She takes a long time to go.
8. What does the woman imply?
[A] The machine works like the other one.
[B] The man should change machines.
[C] The machine might not be turned on.
[D] The man might be charged for the copies.
9. Is George coming today?
[A] Yes, he intended to come.

- [B] Yes, he'll come after sending his wife's father to hospital.
[C] Yes, he's well enough to come.
[D] No, he is busy sending his wife's father to hospital.
10. What did the man do first?

- [A] He did some literature assignment.
[B] He returned some books.
[C] He played football.
[D] He went to see a film.

Part B

You will hear four 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 refer to the following conversation.

11. Why did the woman want to talk to the man?
[A] She tried to help newcomers to her country.
[B] She wanted to teach English better.
[C] She planned to write about the evening school.
[D] She was interested in foreigners.
12. What did the man think he was poor in when talking about his English?
[A] Reading.
[B] Grammar.
[C] Speaking.
[D] Writing.

13. What was the man going to do after the conversation?

- [A] Have classes.
[B] Meet his brother.
[C] Work in a restaurant.
[D] See his uncle.

Questions 14 ~ 17 are based on the following dialogue.

14. What did the professor want to talk to Ann about?
[A] A vacation trip to Yellow Stone Park.
[B] A lecture by a visiting professor.
[C] Her biology thesis.
[D] A research project.
15. According to the professor, why is the buffalo population increasing?
[A] More buffalo are surviving the winter.
[B] Fewer buffalo are dying of disease.

- [C] More buffalo are being born.
[D] Fewer buffalo are being killed by hunters.
16. Why does the professor think Ann would be interested in going to Yellow Stone?
[A] She is from Wyoming.
[B] She needs the money.
[C] She has been studying animal diseases.
[D] Her thesis adviser is heading the project.
17. How will Ann probably spend the summer?
[A] Collecting information about the bacteria.
[B] Working on a cattle ranch.
[C] Writing a paper about extinct animals.
[D] Analyzing buffalo behavior.

Questions 18 ~ 21 are based on the following conversation.

18. What are the two speakers doing?
[A] They are having a friendly chat.
[B] One is interviewing the other.
[C] They are talking about each other's family.
[D] One is asking about the other's family background.
19. Why didn't Miss Smith continue her study after she finished school?
[A] She did not like to study.
[B] She had to work to support her family.
[C] A friend of his father's offered her a job.
[D] Her father did not like her to study art.
20. Why was her father disappointed at first?
[A] She had done her first job badly.
[B] She had given up her job as an accountant.
[C] She spent too much time on art.
[D] She didn't do well in the Art College.
21. Which of the following is not her hobby?
[A] Acting.
[B] Fishing.
[C] Reading.
[D] Taking pictures.

Questions 22 ~ 25 are based on the following passage.

22. Which statement is not true according to the speaker?
[A] Monday is the beginning of the workweek.
[B] Monday is the day Americans like least.
[C] Saturday is the day Americans like most.

- [D] Sunday is the day Americans like most.
23. Which won't most Americans do on weekends?
[A] Taking care of their house, car or garden.
[B] Getting up later in the morning.
[C] Going for a drive in the country.
[D] Continuing the remaining work from office.
24. Who first adopted the 5-day workweek in the U. S. ?
[A] Automobile maker Henry Ford.
[B] Oil tycoon Rockefeller.
[C] Steel tycoon Carnegie.
[D] Media magnate Murdoch.
25. Why did employers establish a 5-day workweek?
[A] People needed enough rest to be more productive.
[B] People would spend more money in 2-day weekends.
[C] Employers would pay less in 5-day workweeks.
[D] Employees went on strike for 2-day weekends.

Now you have 3 minutes to transfer your answers from your test booklet to ANSWER SHEET 1.

That is the end of the listening comprehension section.

Section II Use of English

(15 minutes)

Directions:

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

Text

The United States of America, 26 a population of 255.5 million 27 July 1992, is the third most 28 country in the world 29 China and India. The census in 1990, that is, the official 30 of population, 31 that the population rose 32 an annual rate of 0.9% in the 1980s, against 1.7% in the 1950s, 1.3% in the 1960s and 1.1% in the 1970s. The 1990s have 33 faster growth, over 1%, and it is expected that the population 34 sharply over the next 60 years, mainly 35 higher, 36 levels. 37 the year 2050, the population is expected to 38 to 383 million, a 50% increase. Immigration 39 a major source of population growth. 8.7 million people came to the United States during the 1980s. The 40 of immigrants 41 greatly 42 region 43 region. In the western United States, 14.8% of the population 44 foreign-born and in the South, 5.3%. Ellis Island of New York was an important immigration region spot in the 1890s and 45 the turn of the century.

26. [A] has [D] on
27. [A] by [B] with
28. [A] populous [C] of
29. [A] before [C] on
30. [A] counting [C] popularizing
31. [A] showing [C] over
32. [A] in [C] counsel
33. [A] begun [C] showed
34. [A] increases [C] to
35. [A] results [C] began at
36. [A] immigrant [C] is increased
37. [A] By [C] resulting in
38. [A] be climbed [C] immigration
39. [A] accounts to [C] In
40. [A] percentage [C] lift
41. [A] differs [C] accounts on
42. [A] both [C] amount
43. [A] and [C] converts
44. [A] being [C] from
45. [A] in [C] neither
[B] at [C] nor
[B] arise [C] are
[B] accounts for [C] at
[B] part [C] to
[B] varies [C] either
[B] neither [C] to
[B] or [C] were
[B] is [C] on
[B] from

Section III Reading Comprehension

(40 minutes)

Part A

Directions:

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

Text 1

In a 30-knot(30 哩)wind abeam(正横), the sails on the fully loaded ship can provide 53 percent of the power to travel at 12 knots. To get the most from other wind speeds and points of sail, a microcomputer system gives automatic commands to trim the steel-framed sails by rotating the masts. In a fair and strong wind, the engine slows down automatically. Otherwise, the engine works no harder than necessary to maintain constant ship speed. With efficient equipment and design, fuel savings can be as high as 50 percent.

Wind is secondhand solar energy; its basic driving force is the unequal heating of the earth and atmosphere. It is given characteristic flow patterns by the earth's rotation.

As every sailor knows, winds constantly shift in direction and vary in speed. Although public

services would have to learn to accommodate the variable outputs of wind machines, researchers believe wind power could become a continually useful source of energy.

Its availability depends on geography. Wind generators are most practical in the Great Plains, in mountains, and along certain coastal areas.

The Wind Energy Systems Act of 1980 has started an eight-year, 900-million-dollar program to develop cost-effective windpower systems in the United States, and a number of large wind turbines are already in the experimental testing or developments stages. But it would take 30,000 large turbines and thousands of smaller ones to supply 10 percent of the nation's electrical power needs by the year 2000.

Small windmills can be used by individuals; In 1920 perhaps a million were in use in the U. S., mainly on farms. Denmark alone had about 25,000 in the 1890s. After the horse, ox, and himself, man's primary mechanical energy source before the industrial revolution was wind. It has a role to play again.

46. According to the passage, the engine of a fully-loaded ship can _____.

[A] provide 53 percent of the power to travel at 12 knots.

[B] give automatic commands to rotate the masts.

[C] be controlled by a microcomputer system.

[D] get the most from wind speeds and points of sail.

47. The underlined word "accommodate" most nearly means _____.

[A] adapt

[B] accumulate

[C] accept

[D] supply

48. Which of the following is not true according to the passage?

[A] People can make great use of wind power in mountains.

[B] Wind power is an indirect form of safer energy.

[C] Wind power was the most important mechanical energy source before the industrial revolution.

[D] Wind flows regularly because of the rotation of the earth.

49. The United States _____.

[A] can supply 10 percent of the nation's electric power with the windpower system.

[B] is likely to make great use of windpower in the next 12 years.

[C] began to develop its windpower system early in 1920.

[D] plans to use small windmills again.

50. The title below that best expresses the ideas of the passage is _____.

[A] Harnessing the Wind

[B] Windpower

[C] Windpower and Man

[D] Wind Plays Role Again

Text 2

When we say that Cambridge is a university town, we do not mean just that it is a town with a

university in it. London and Liverpool have universities, but we do not call them university towns. A university town is one where there is no clear separation between the university buildings and the rest of the city. The university is not just one part of the town. It is all over the town. The heart of Cambridge has its shops, market-place and so on, but most of it is university—colleges, libraries, clubs and other places for university staff and students. Students fill the shops, cafes, banks, and churches, make these as well part of the university.

The town was there first. Two Roman roads crossed there, and there are signs of building before Roman times (earlier than A.D. 43). Trouble in Oxford in 1209 caused some students and their teachers to move. Cambridge became a center of learning, and the authority of the head of the university, the chancellor, was recognized by the king in 1226.

At that time many of the students were very young (about fifteen), and many of the teachers were not more than twenty-one. At first they found lodgings where they could, but many students were too poor to afford lodgings. Colleges were opened so that students could live cheaply. This was the beginning of the college system which has continued at Cambridge up to the present day.

The colleges were built with money from kings, queens, religious houses, or other sources. Today there are nearly thirty colleges. The newest are University College, founded in 1956, and Clare Hall, founded in 1966, both for graduates. Very few students can now live in college for the whole of their course; the numbers are too great. Many of them live in lodgings at first and move into college for their final year.

With about 8,250 undergraduates and over 2,000 postgraduates, the city is a busy place. Don't try to drive through Cambridge during the five minutes between lectures. If you are in Cambridge any morning at five minutes to the hour (the time lectures start), you know you are in a university town. Stop in some safe place and wait.

51. What is the most important in the definition of a university town is that _____.
[A] there is no separation between the university buildings and the rest of the city
[B] there are plenty of universities in the city
[C] the university takes up most of the city area
[D] most people in the city has university education

52. The history of Cambridge the town can be traced back to _____.
[A] Roman times
[B] A.D. 43
[C] before Roman times
[D] the year 1209

53. The college system came into being when _____.
[A] colleges were built for poor students
[B] colleges were built for students under the age of 15
[C] colleges were built for poor teachers
[D] donations came from kings and queens

54. Students of Cambridge in their first year there should live _____.

- [A] in colleges
[B] at home
[C] in Clare Hall
[D] in lodgings

55. The best title for this text would be _____.

- [A] Cambridge's College System
[B] Cambridge the University Town
[C] Colleges of Cambridge
[D] Cambridge the Center of Learning

Text 3

A new technology is brewing, one that could transform our daily lives, help to form new industries, even unsettle world economic powers. Unlike the wave of industrialization that began in the West and spread later to the rest of the world, the new developments are taking place in research labs all over the globe—and Asians are in the forefront. Physicists are grinding out a new class of materials that display an amazing property unanticipated even two years ago—superconductivity.

Used today only in specialized equipment, superconductors have the potential to radically alter most of the electrical and electronic appliances found in the home, making them smaller, more powerful and efficient. They could free our cities of pollution by replacing petrol and diesel vehicles with electric cars, and cut the cost of electricity. The new materials do something that even the best of conductors such as copper and silver cannot—they eliminate all electrical resistance. The implications for energy storage—even on the scale of the needs of an entire city—are immense.

The technology is in its infancy, still accessible to countries that decide to invest brains and money. For 75 years it had remained little more than a scientific curiosity with limited practical use. Reason: the phenomenon occurred only at extremely low temperatures. It was first observed in 1911 by a Dutch scientist named Heike Kamerlingh Onnes, who cooled mercury to temperatures below -269°C with liquid helium. Then in January last year, two IBM scientists, K. Alex Muller and J. George Bednorz, found a metal oxide ceramic that superconducted at -243°C . Their report went largely unnoticed until last December, when it was verified at a scientific meeting in Boston. Today Japan, India, China and other Asian countries all have their share of workaholics (工作狂) who spend their days and nights in labs, acting as midwives to a new technology.

56. In paragraph 1, "A new technology is brewing...", the word "brewing" means _____.
[A] arising [B] flourishing [C] climbing [D] developing

57. The new technology differs from the others in that _____.
[A] it began in the East and spread later to the West
[B] it began in the West and spread later to the rest of the world
[C] it is being cultivated in the research labs around the world
[D] it is accessible to Asian physicists

58. It can be anticipated that the changes the new technology will bring to the world would be _____.

- [A] sophisticated [B] effective [C] practical [D] dramatic

59. From the passage, we may conclude that _____.

- [A] Asian scientists gain the lead in the growth of the new technology
[B] Dutch scientists kept reporting new findings for the last 75 years
[C] IBM scientists' report received immediate attention all over the world
[D] the West was astonished at the new technology developed by the Asians

60. Which of the following would be the best title for the passage?

- [A] The Prospect of a New Technology
[B] Superconductivity: A New Technology
[C] A New Technology: The Key to Changing the Way of Our Lives
[D] A New Technology: A Joint Effort of Many Countries

Part B

Directions:

Read the texts from an article. For questions 61 to 65, match the name of each type of job (61 to 65) to one of the statements (A to G) given below. Mark your answer on ANSWER SHEET.

The following are five types of jobs.

Realistic jobs

These are mainly skilled trades or technical jobs, usually involving work with tools or machines. People who are attracted to realistic jobs usually have good physical condition, but sometimes they have trouble expressing themselves in words or in talking with other. They prefer to deal with things rather than with ideas or with people. Possessions are important to them, and they usually put their recreational money into cars, boats, or other machinery.

Conventional jobs

These are usually office jobs where people work with organization, files and regular schedules. People who enjoy conventional jobs describe themselves as "conforming, conscientious, efficient, obedient, orderly, etc". They like to be orderly and go according to plan. They like to know what is expected of them, and they enjoy carrying out their assignments.

Investigative jobs

The tasks involved in investigative jobs are scientific or laboratory in nature, and usually involve trying to solve some puzzles. Investigative workers are usually found in research laboratories or clinical settings, but they also work in a wide range of other places where problems are being attacked in a systematic, scientific way. They describe themselves as "analytical, curious, independent and reserved." They especially dislike repetitive activities.

Artistic jobs

These are jobs where people work with words or music or art. Artistic jobs are found in settings such

as art museums, art galleries, radio and television studios and any place where artistic skills are used or taught. People who enjoy working in artistic jobs like to work in free environments that allow them to express themselves in a wide variety of media writing, music, drawing or any art form.

Social jobs

The tasks involved in social jobs are those concerned with working with other people, teaching them, or training them, or curing them, or leading them, or organizing them, or enlightening them. People who enjoy working in social jobs describe themselves as "cooperative, friendly, generous, helpful, idealistic, responsible, social, tactful and understanding." They like to work in groups, especially small groups that are working on problems common to individuals in the group.

Now match each of the left (61 to 65) to the appropriate statement.

Note: there are two extra statements.

Statements

61. Realistic jobs [A] People engaged in this line pursue freedom and creation.
62. Conventional jobs [B] Scientists are engaged in this line.
63. Investigative jobs [C] If you think you are curious, persistent, social and cooperative, you may choose this kind of job.
64. Artistic jobs [D] If you are practical, genuine and shy, you'd better choose this kind of job.
65. Social jobs [E] Secretary, bank cashiers who are obedient are in this line.
[F] People who like work in groups choose this kind of job.
[G] An ambitious, energetic and self-confident people choose this kind of job.

Section IV Writing

(40 minutes)

You should write your responses to both Part A and Part B of this section on ANSWER SHEET 2.

Part A

66. Write a letter in answer to the advertisement.

OFFICE ASSISTANT, with experience in book-keeping and typing, wanted for position involving much detail and requiring judgment and accuracy; Address, giving age, education, experience, and references, A956, Herald Office

Do not sign your own name at the end of your letter. Use "Wang Lin" instead. You do not need to write address.

Part B

67. Write an essay of about 120 words entitled "Does TV Make Our Society Better or Worse?" List some positive and negative effects of TV.