

PETS

全国英语等级考试

全真模拟卷

全国英语等级考试备考研究组 编

第三级
Level 3



外语教学与研究出版社
FOREIGN LANGUAGE TEACHING AND RESEARCH PRESS

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PETS 第三级全真模拟卷(一)

绝密★启用前 机密★长期 试卷号： 时间：120 分钟

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、复印和出版,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] [■] [C] [D]

Now look at Question 1.

1. How many people suffered in the air crash?

[A] 88.

[B] 83.

[C] 67.

[D] 15.

2. What does the woman mean?
 - [A] Tony should continue taking the course.
 - [B] She approves of Tony's decision.
 - [C] Tony can choose another science course.
 - [D] She can't meet Tony so early in the morning.
3. What does the woman mean?
 - [A] She does not agree with Jack.
 - [B] Jack's performance is disappointing.
 - [C] Most people will find basketball boring.
 - [D] She shares Jack's opinion.
4. What do we learn from the conversation?
 - [A] Some students at the back cannot hear the professor.
 - [B] The professor has changed his reading assignment.
 - [C] Some of the students are not on the professor's list.
 - [D] The professor has brought extra copies of his assignment.
5. What do we learn from the conversation?
 - [A] The woman is a close friend of the man.
 - [B] The woman has been working too hard.
 - [C] The woman is seeing a doctor.
 - [D] The woman is tired of her work.
6. What is the probable relationship between the two speakers?
 - [A] Teacher and student.
 - [B] Doctor and patient.
 - [C] Manager and office worker.
 - [D] Travel agent and customer.
7. What will the man most probably do?
 - [A] Put off his appointment with Mr. Johnson.
 - [B] Help to move things to Mr. Johnson's office.
 - [C] Help the woman move the items.
 - [D] Hurry to Mr. Johnson's office.
8. What does the woman tell the man he must do?
 - [A] Read an article on political science.
 - [B] Present a different theory to the class.
 - [C] Read more than one article.
 - [D] Choose a better article to read.
9. Where will Mr. Smith be on Saturday?
 - [A] At the party.
 - [B] At home.
 - [C] Still on his trip.
 - [D] Back from his trip.
10. When does the man want to leave?
 - [A] On the 6th of June.
 - [B] On the 8th of June.
 - [C] On the 9th of June.
 - [D] On the 19th of June.

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 to 14 are based on the passage you have just heard.

11. Where is the pie-eating contest usually held?
 - [A] In a fast-food restaurant.
 - [B] At a shopping center.
 - [C] In a county fair.
 - [D] In a bakery.
12. What should a person do before entering into the pie-eating contest?
 - [A] Avoid eating any food.
 - [B] Prepare the right type of pie to eat.
 - [C] Wash his hands thoroughly.
 - [D] Practice eating a pie quickly.
13. Where is the person advised to put his hands during the contest?
 - [A] On the table.
 - [B] Behind his back.
 - [C] Under his bottom.
 - [D] On his lap.
14. What suggestion is offered for eating up the pie quickly?
 - [A] Looking sideways to see how fast your neighbor eats.
 - [B] Eating from the outside toward the middle.
 - [C] Swallowing the pie with water.
 - [D] Holding the pie in the right position.

Questions 15 to 18 are based on the passage you have just heard.

15. What did Ethbell do when she was 68?
 - [A] She sat back and relaxed.
 - [B] She decided to retire.
 - [C] She entered university.
 - [D] She worked out a new English program.
16. How long has Ethbell taught minority students?
 - [A] 8 years.
 - [B] 20 years.
 - [C] 16 years.
 - [D] 30 years.
17. What do elderly people do to the university?
 - [A] Bring a great deal of useful experience to the university.
 - [B] Improve human relationships in the university.
 - [C] Bring a fear of aging among young students on the campus.
 - [D] Improve the reputation of the university.
18. What's the most important lesson Ethbell is learning?
 - [A] She is learning English and Drama.
 - [B] She is learning how to make sound judgments.
 - [C] She is learning how to teach minority students.
 - [D] She is learning to perceive, not to judge.

Questions 19 to 22 are based on the passage you have just heard.

19. What does the story tell us about the old woman?
 - [A] She was found stealing in a bookstore.

- [B] She caught someone in the act of stealing.
 [C] She admitted having stolen something.
 [D] She said she was wrongly accused of stealing.
20. What was said to have been stolen?
 [A] A book. [B] \$ 3,000.
 [C] A handbag. [D] A Christmas card.
21. What happened to Ms. White after she was taken back to the store?
 [A] She was questioned by the police.
 [B] She was shut in a small room for 20 minutes.
 [C] She was insulted by the shoppers around her.
 [D] She was body-searched by the store manager.
22. What was now the attitude of the department store in this legal case?
 [A] They refused to apologize for having followed her through the town.
 [B] They regretted having wrongly accused her of stealing.
 [C] They still suspected that she was a thief.
 [D] They agreed to pay her \$ 3,000 damages.

Questions 23 to 25 are based on the passage you have just heard.

23. What's the chief duty of every government?
 [A] To protect persons and property.
 [B] To collect taxes.
 [C] To teach and train citizens.
 [D] To save natural resources for future use.
24. How did the government raise money in the past?
 [A] By selling services that make life comfortable.
 [B] By selling land containing oil.
 [C] By selling public lands.
 [D] By selling coal and other natural products.
25. What is the passage mainly about?
 [A] Environmental pollution and protection. [B] Taxes and services for the public.
 [C] Policy efforts to protect people. [D] People's attitude toward taxes.

Section II Use of English

(15 minutes)

Directions:

Read the following text. Choose the best word or phrase for each numbered blank and mark A, B,

C, or D on ANSWER SHEET 1.

Text

Music is an important way of expressing people's feelings and emotions. The 26, for instance, from 1960 to 1969 will be 27 by many people as a period of social and political unrest in America. 28 this time, many people despaired 29 the music favored by the American teenagers. 30, we must now admit that the music they loved was 31 a sign of the period and a 32 of the tensions and changes that were 33 American society. In the early sixties, 34 about social justice and equality were 35 by the song "Blowing in the Wind" which 36 the civil rights song "We Shall Overcome". The conflict concerning military 37 in Vietnam was sung about in 1965 in the 38 song "Eve of Destruction" and in the song "Ballad of the Green Beret". A few years 39, a gradual shift in mood became 40 in one of the most popular songs which suggested calmer questions and possible answers even as some pop stars protested loudly 41 the draft. Finally, music as a 42 of the political and social process in America was highlighted at Woodstock, New York, where half of a million young people came 43 in 1969 to spend three days listening to songs that spanned the decade. This event was a symbol of the desire for 44 within a time of unrest. Woodstock was a 45 of hope in days of rage.

- | | | | |
|-------------------------|--------------------|--------------------|---------------------|
| 26. [A] decade | [B] age | [C] generation | [D] era |
| 27. [A] recorded | [B] recommended | [C] regretted | [D] remembered |
| 28. [A] During | [B] After | [C] For | [D] At |
| 29. [A] with | [B] at | [C] over | [D] for |
| 30. [A] Moreover | [B] Thus | [C] Therefore | [D] However |
| 31. [A] often | [B] occasionally | [C] only | [D] never |
| 32. [A] reflection | [B] reaction | [C] recreation | [D] relaxation |
| 33. [A] effecting | [B] perfecting | [C] defecting | [D] affecting |
| 34. [A] questions | [B] disputes | [C] debates | [D] arguments |
| 35. [A] raised | [B] removed | [C] dismissed | [D] promoted |
| 36. [A] reformed | [B] echoed | [C] repeated | [D] respected |
| 37. [A] replacement | [B] assignment | [C] involvement | [D] settlement |
| 38. [A] dissatisfying | [B] delighting | [C] pleasing | [D] discouraging |
| 39. [A] on | [B] past | [C] later | [D] ahead |
| 40. [A] realistic | [B] positive | [C] evident | [D] instructive |
| 41. [A] with | [B] about | [C] towards | [D] against |
| 42. [A] mirror | [B] creation | [C] tool | [D] decoration |
| 43. [A] together | [B] up | [C] along | [D] out |
| 44. [A] unity | [B] reality | [C] popularity | [D] individuality |
| 45. [A] performance | [B] display | [C] presentation | [D] publication |

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

Fourteen-year-old Richie Hawley had spent five years studying violin at the Community School of Performing Arts in Los Angeles when he took part in a violin contest. Ninety-two young people were invited to the contest and Hawley came out first.

The contest could have been the perfect setup for fear, worrying about mistakes, and trying to impress the judges. But Hawley says “I did pretty well at staying calm. I couldn’t be thinking about how many mistakes I’d make—it would distract me from playing,” he says. “I don’t even remember trying to impress people while I played. It’s almost as if they weren’t there. I just wanted to make music.”

Hawley is a winner. But he didn’t become a winner by concentrating on winning. He did it by concentrating on playing well.

“The important thing in the Olympic Games is not to win but to take part,” said the founder of the modern Olympics, Pierre de Coubertin. “The important thing in life is not the triumph but the struggle. The essential thing is not to have conquered but to have fought well.”

New research shows that Coubertin’s philosophy is exactly the path achievers take to win at life’s challenging games.

A characteristic of high performers is their intense, pleasurable concentration on work, rather than on their competitors or future glory or money, says Dr. Charles Garfield, who has studied 1,500 achievers in business, science, sports, the arts, and professions. “They are interested in winning, but they’re more interested in self-development, testing their limits.”

One of the most surprising things about top performers is how many losses they’ve had—and how much they’ve learned from each. “Not one of the 1,500 I studied defined losing as failing,” Garfield says. “They kept calling their losses ‘setbacks’.”

A healthy attitude toward setbacks is essential to winning, experts agree.

“The worst thing you can do if you’ve had a setback is to let yourself get stuck in a prolonged depression. You should analyze carefully what went wrong, identify specific things you did right and give yourself credit for them.” Garfield believes that most people don’t give themselves enough praise. He even suggests keeping a diary of all the positive things you’ve done on the way to a goal.

46. Hawley won the contest because _____.

[A] he tried his best to avoid making mistakes

[B] he cared much about the judges’ feelings

[C] he put all his mind to his performance

[D] he paid close attention to the people around

47. What is common among high performers is that they tend to give priority to _____.

[A] glory

[B] wealth

[C] pleasure

[D] work

48. According to the passage, successful people concentrate on _____.

[A] avoiding setbacks

[B] challenging their own limits

[C] defeating their opponents

[D] learning from others

49. It can be learned from the passage that top performers are not _____.

[A] free of losses

[B] interested in winning

[C] accustomed to failures

[D] concerned about setbacks

50. The passage tells us that “praise” in times of trouble _____.

[A] helps people realize their goals

[B] helps people deal with their disappointment

[C] makes people regret about their past

[D] makes people forget their setbacks

Text 2

When we think about happiness, we usually think of something extraordinary, a peak of great delight—and those peaks seem to get rarer the older we get.

For a child, happiness has a magical quality. 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.

For teenagers, or people under twenty, the concept of happiness changes. Suddenly it’s conditional on such things as excitement, love, and popularity. 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 great happiness of being invited at another event to dance with a very handsome young man.

In adulthood the things that bring great joy—birth, love, marriage—also bring responsibility and the risk of loss. Love may not last, sex isn’t always good, and loved ones die. For adults, happiness is complicated.

My dictionary explains happy as “lucky” or “fortunate”, but I think a better explanation of happiness is “the capacity for enjoyment”. The more we can enjoy what we have, the happier we are. It’s easy to overlook the pleasure we get from loving and being loved, the company of friends, the freedom to love where we please, even good health. Nowadays, with so many choices and such pressure to succeed in every area, we have turned happiness into one more thing we “gotta have”.

We’re so self-conscious about our “right” to it that it’s making us extremely unhappy. So we

chase it and consider it to be the same as wealth and success, without noticing that the people who have those things aren't necessarily happier.

While happiness may be more complex for us, the solution is the same as ever. Happiness isn't about what happens to us—it's about how we perceive what happens to us. It's the ability to find positive for every negative, and view a setback as a challenge. It's not wishing for what we don't have, but enjoying what we do possess.

51. According to the author, happiness lies in the ability to _____.
[A] feel the magic quality of pleasure [B] experience delight at an old age
[C] think of something extraordinary [D] enjoy what one has at the moment
52. According to the passage, a teenager looks at happiness mainly in terms of _____.
[A] spiritual satisfaction [B] social distinction
[C] material gains [D] academic achievements
53. As is suggested in the passage, failure to feel happy often results from _____.
[A] taking everything one has for granted [B] lack of freedom to love and be loved
[C] lack of company of friends [D] ignoring the choices one is given in life
54. The author implies that when one chases wealth and finally gets it _____.
[A] he can realize what happiness is
[B] he should not feel content with himself
[C] he may consider it extreme happiness
[D] he may not end up with happiness
55. The passage aims to tell _____.
[A] the constant pursuit of happiness [B] the great importance of happiness
[C] the real meaning of happiness [D] the changing concept of happiness

Text 3

Children in the United States are exposed to many influences other than that of their families. Television is the most significant of these influences, because the habit of watching television usually begins before children start attending school. And, by the time that the average child finishes high school, he or she will have spent 18,000 hours in front of a television set as opposed to 12,000 hours in a classroom.

Parents are concerned about these figures. They are also concerned about the lack of quality in television programs for children. The degree of violence in many of these shows also worries them. Even if it is unreal—a cartoon cat beating up a cartoon mouse with a baseball bat—this violence may have a negative effect on the young minds exposed to it. Studies indicate that, when children are exposed to violence, they may become aggressive or insecure.

Parents are also concerned about the commercials that their children see on television. Many parents would like to see fewer commercials during programs for children. And some parents feel that these shows should not have any commercials at all because young minds are not mature enough to

deal with the claims made by advertisers.

Educational television has no commercials and has programs for children that many parents approve of. The most famous of these is "Sesame Street", which tries to give preschool children a head start in learning the alphabet and numbers. It also tries to teach children useful things about the world in which they live.

Even though most parents and educators give "Sesame Street" and shows like it high marks for quality, some critics argue that all television, whether educational or not, is harmful to children. These critics feel that the habit of watching hours of television every day turns children into bored and passive consumers of their world rather than encouraging them to become active explorers of it.

We still do not know enough about the effects of watching television to be able to say whether or not it is good for children. Until we do, perhaps it would be wise to put a warning on television sets such as the one on cigarette packages: "Caution: Watching Too Much Television May Be Harmful to Your Child's Developing Mind."

56. We can infer from the text that _____.
[A] children may imitate what they have seen on television
[B] a cartoon program is not harmful if it is not real
[C] parents are strongly opposed to children watching TV
[D] the quality of children's programs is not the parents' main concern
57. Which of the following is NOT mentioned in the text about some parents' attitudes toward commercials?
[A] Children can benefit from some commercials.
[B] Advertisers are not always telling truth in commercials.
[C] Children should never watch commercials on TV.
[D] There shouldn't be too many commercials in children's programs.
58. Some critics argue that children should not watch TV because _____.
[A] they can learn little from educational programs
[B] watching TV makes their way of life passive
[C] there is too much violence on TV
[D] TV programs are of poor quality
59. Which of the following is the author's opinion?
[A] We should limit the children's time in watching TV.
[B] We should improve educational programs for children.
[C] No commercials should be shown in children's programs.
[D] TV programs may prevent children from developing their minds.
60. The best title for the text would be _____.
[A] Education and Television [B] Bad Influence of Television
[C] Children and Television [D] TV Programs for Children

Part B

Directions:

Read the texts from a newspaper article in which five people talked about where they played when they were children. 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.

Peter:

My favorite childhood play area was the back garden. Back in the days when I was growing up on a large housing estate, the “goals” would be a pair of garage doors or two jackets laid out in the garden. I would spend hours kicking a ball about with my dad, learning how to control, dribble or kick it.

Simon:

The playground was quite small. The floor was covered with flat bricks and there were many that were cracked or broken or missing, and a few weeds struggled through. It was totally enclosed on one side by the school and on the other by high brick walls. It was more like a prison yard—on top of the walls was a layer of concrete into which pieces of broken glass had been stuck. After school was finished my friends and I would climb a lamppost outside the school and sit on top of the wall, slowly breaking off the bits of glass.

Alan:

I come from an area of terraced houses, pavements and streets. There were no gardens. My first school was Prince’s Street Primary and the room in which I received my first lessons had large, folding glass doors that opened onto a small playground that had grass, bushes and flowers. My amazement at seeing these items, which are normal to most of the world, has stayed with me all my life.

Nick:

I was strictly forbidden from the obvious playground—a long, overgrown ditch running through waste ground, mainly built to take away the rain. It was irresistible to us local school children. Its charm, compared with the surrounding tennis courts, football pitches and farmland, was purely because it was out of bounds. That area was truly where I grew up, more than in the rest of the little town’s correct and neat suburbia, where my house was.

Julle:

Until I was twelve I was brought up on airforce camps and each camp had a small playground in the middle of the houses. It was always a great meeting place and I remember sitting with my friends on the swings many evenings until dark. You would often go out and swing for hours until someone else came out. I always liked swinging.

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

Note: there are two extra statements.

Statements

61. Peter
- [A] I enjoyed the feeling of flying.
62. Simon
- [B] I never went straight home from school.

63. Alan
64. Nick
65. Julle

- [C] I developed sporting skills there.
- [D] My play area was just outside my classroom.
- [E] I enjoyed both being alone and with friends.
- [F] I played in a place dangerous in others’ eyes.
- [G] There were some playground equipment around my play area.

Section IV Writing

(40 minutes)

Directions:

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

Part A

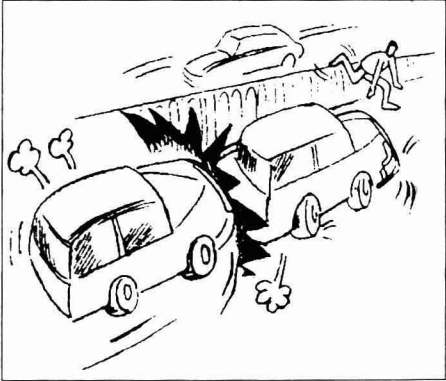
66. Suppose you are a secretary of the manager of a company. You have attended the negotiation between your company and a foreign company. Write a memo of the negotiation. The memo should include:

- 1) time and place of the negotiation
- 2) participants of the negotiation
- 3) content of the negotiation including the agreement reached and the differences that still remain
- 4) the time for the next negotiation

You should write approximately 100 words.

Part B

67. Here is a picture of a traffic accident caused by a man crossing the street in a hurry. Write an essay of approximately 120 words describing the accident and giving your comment on it.



THIS IS THE END OF THE TEST.

PETS 第三级专家预测卷(二)

绝密★启用前 机密★长期 试卷号： 时间：120 分钟

全国英语等级考试 第三级 Public English Test System (PETS) Level 3

姓名_____ 准考证号_____

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4. 写作部分须用黑色签字笔在答题卡 2 上答题。注意字迹清楚。
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Section I Listening Comprehension

(25 minutes)

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Part A

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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] [■] [C] [D]

Now look at Question 1.

1. How many lessons must the man review over the weekend?

[A] Five lessons.

[B] Three lessons.

- [C] Twelve lessons. [D] Fifteen lessons.
2. Where did Susan often go to read?
[A] In the library. [B] In the college.
[C] On the campus. [D] In the classroom.
3. What is the probable relationship between the two speakers?
[A] A guest and a receptionist.
[B] A passenger and an air hostess.
[C] A customer and a shop assistant.
[D] A guest and a waitress.
4. What are the speakers talking about?
[A] An art museum. [B] A college campus.
[C] A beautiful park. [D] An architectural exhibition.
5. What does the woman mean?
[A] She knows the guy who will give the lecture.
[B] She thinks the lecture might be informative.
[C] She wants to add something to her lecture.
[D] She'll finish her report this weekend.
6. What does the woman mean?
[A] The man didn't practice hard enough.
[B] The man should find a new partner.
[C] The man should not give up.
[D] The man should not dream of being a superstar.
7. Which of the following best describes Bill?
[A] Robust. [B] Brave. [C] Generous. [D] Dangerous.
8. Did the man watch the game last night?
[A] No, he missed. [B] Yes, he did.
[C] No, he didn't. [D] Yes, he probably did.
9. What does the woman imply?
[A] The man is a forgetful person. [B] The typewriter is not new.
[C] The man can have the typewriter later. [D] The man misunderstood her.
10. What will the woman do tonight?
[A] Go to the concert. [B] Watch her neighbors' children.
[C] Go to a military dinner. [D] Visit her neighbors.

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

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will hear each piece ONLY ONCE.

Questions 11 to 14 are based on the passage you have just heard.

11. Who threw the tea into the sea?
[A] American colonists. [B] Red Indians.
[C] The Britain army. [D] The American army.
12. How did the Americans feel about buying British goods and paying taxes to Britain?
[A] Happy. [B] Unhappy. [C] Satisfied. [D] Sorry.
13. What did the event of throwing the tea into the sea mean?
[A] The tea became bad.
[B] The Red Indians were making fun.
[C] The tea was too expensive.
[D] The Americans were against the British Government.
14. When did the Americans win the independence?
[A] In 1789. [B] In 1776. [C] In 1773. [D] In 1781.

Questions 15 to 18 are based on the conversation you have just heard.

15. Why does the man feel dumb?
[A] He can't process all the information available.
[B] There is so much he doesn't know.
[C] There is so much he hasn't read.
[D] All of the above.
16. Which of the following doesn't the woman mention as the way to get information?
[A] Television. [B] Radio.
[C] Internet. [D] All sorts of magazines.
17. According to the man, how many magazines should one read in order to keep up in his own field?
[A] Twenty or thirty a month. [B] Twenty a month.
[C] Twenty or thirty a year. [D] Thirty a year.
18. According to the woman, what does an educated adult have to do also?
[A] To be a responsible person.
[B] To get all the information.
[C] To learn all the ways to get information.
[D] To keep up with some important international events.

Questions 19 to 22 are based on the passage you have just heard.

19. What's the topic discussed in this passage?
[A] Why people hold back their tears. [B] Why people cry.

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- [C] How to restrain one's tears. [D] How tears are produced.
20. What is Winifred trying to find out?
- [A] What chemicals tears are composed of.
[B] Whether crying really helps us feel better.
[C] Why some people tend to cry more often than others.
[D] How tears help people cope with emotional problems.
21. What does the passage say about teenage boys and girls?
- [A] Only one out of four girls cries less often than boys.
[B] Of four boys, only one cries very often.
[C] Girls cry four times as often as boys.
[D] Only one out of four babies doesn't cry often.
22. What's the difference between human beings and other animals when shedding tears?
- [A] Only humans respond to emotions by shedding tears.
[B] Only humans shed tears to get rid of irritating stuff in their eyes.
[C] Only human tears can resist the invading bacteria.
[D] Only human tears can discharge certain chemicals.

Questions 23 to 25 are based on the passage you have just heard.

23. How much percent of the earth does the sea cover?
- [A] Seventy-one percent.
[B] Thirty percent.
[C] Thirty-nine percent.
[D] Twenty-nine percent.
24. How is the water around the edges of the continents?
- [A] Shadow. [B] Deep. [C] Shallow. [D] Regular.
25. Where is the good place for living creatures in the sea?
- [A] The deep water area of the sea.
[B] The end of the flat area.
[C] The shallow water area near the continents.
[D] Any place on the sea floor.

Section II Use of English

(15 minutes)

Directions:

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

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Text

After 20 years of marriage, a husband may still not understand his wife. How is it that she is never at a 26 for words? How can she 27 the names of a couple they met on 28 years ago? Now we know 29 to tell him: It's her brain.

Although there are obviously cultural 30 for the differences in emotions and behavior, 31 breakthrough research reveals that the 32 of many puzzling differences between men and women may 33 in the head. Men's and women's brains 34 much in common, but they are definitely not the same 35 size, structure or insight. Broadly speaking, a woman's brain, like her body, is ten to fifteen percent smaller than a man's, 36 the regions dedicated to the language may be more densely 37 with brain cells.

Girls generally speak earlier and read faster. The reason may be 38 females use both sides of the brain when they read. In 39, males rely only on the left side.

At every age, women's memories 40 men's. They have a greater ability to 41 names with faces than men do, and they are 42 at recalling list. The events people remember best are those that an emotion is attached to. 43 women use more of their right brains, which 44 emotions, they may do this automatically.

While we don't yet know what all these findings imply, one thing is 45: Male and female brains do the same things, but they do them differently.

- | | | | |
|------------------|-----------------|--------------|---------------|
| 26. [A] loss | [B] puzzle | [C] slip | [D] failure |
| 27. [A] realize | [B] understand | [C] recall | [D] perceive |
| 28. [A] festival | [B] holiday | [C] occasion | [D] event |
| 29. [A] when | [B] how | [C] what | [D] where |
| 30. [A] senses | [B] meanings | [C] purposes | [D] reasons |
| 31. [A] recent | [B] instant | [C] present | [D] immediate |
| 32. [A] root | [B] basis | [C] bottom | [D] stem |
| 33. [A] hide | [B] lie | [C] fix | [D] set |
| 34. [A] divide | [B] share | [C] have | [D] store |
| 35. [A] in | [B] at | [C] with | [D] for |
| 36. [A] thus | [B] hence | [C] yet | [D] then |
| 37. [A] wrapped | [B] packed | [C] gathered | [D] rested |
| 38. [A] that | [B] why | [C] which | [D] whether |
| 39. [A] fact | [B] consequence | [C] addition | [D] contrast |
| 40. [A] equal | [B] match | [C] top | [D] challenge |
| 41. [A] mix | [B] associate | [C] join | [D] combine |
| 42. [A] shier | [B] easier | [C] keener | [D] better |
| 43. [A] Although | [B] While | [C] Since | [D] Unless |
| 44. [A] perceive | [B] promote | [C] process | [D] produce |

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45. [A] important [B] clear [C] special [D] mysterious

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

I'd been living with my wife for eight years and one night "mom" says, "I guess you guys are never gonna get married. I mean, you've been through jail together, you're living together, but... oh, forget it."

"Oh, well," I said, "put it like that and I'll marry your daughter tomorrow."

Actually, I don't know what we were waiting for, except that for a guy it's never the right time to get married. I'm also suspicious of any two people who don't struggle with that decision. Part of my problem was that I was still lusting in my heart after other ladies. But somehow I knew that I wasn't going to find another woman remotely as great as my soon-to-be wife. It's a good thing my mother-in-law finally spoke up.

I finally gathered my courage one day when we were having a picnic, and popped the question. I also gave my wife a big tourist pamphlet about Switzerland. I wasn't taking any chances.

She said no.

It killed me. I felt sick to my stomach. I lost my appetite. Our dog just stared at me, thinking, "If you're not going to eat your lunch, I will." Finally, I said, "But the Switzerland trip is yours if you say yes."

"Switzerland," she said, "is filled with precise, humorless people."

"Maybe I should have suggested Paris?"

For a minute it seemed as if my change in travel plans would rate a solid "maybe". But she said no again.

When we woke up the next morning, she told me that she'd slept on my proposal. "I guess I was a little rude to you last night," she explained. Meanwhile, I'm figuring I'm off the hook for this marriage thing for at least another eight years. I could afford to be generous.

"I asked, you said no. It's okay," I said. I might have looked a little too relieved because later that day she gave me a little box. Inside was a gold watch. On the back was inscribed. "Yes. I've reconsidered."

I liked the watch, so I did the right thing.

46. The reason why the man had waited so long was that he _____.

- [A] didn't think he was ready to propose to her
[B] suspected that husband and wife would often quarrel
[C] didn't think eight years was long enough
[D] was waiting for his mother-in-law's approval

47. The man proposed to the woman because _____.

- [A] he was eager to visit Switzerland with the woman
[B] he was afraid that the woman might leave him
[C] he realized he could find no other woman better
[D] he could finally overcome his fear for marriage

48. By saying "I could afford to be generous." (third paragraph from the bottom) the man implied that he _____.

- [A] was rich enough to support his wife
[B] could take her to a better place than Pads
[C] wouldn't care too much if he stayed single
[D] didn't care what she thought about his proposal

49. The last sentence "I did the right thing" implied he _____.

- [A] traveled with his wife [B] had a successful marriage
[C] liked the watch very much [D] waited for another eight years

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

- [A] How My Mother-In-Law Helped Me [B] How I Received a Gold Watch I Liked
[C] How I Made My Wife Travel with Me [D] How I Came to Marry My Wife

Text 2

Sleep is a funny thing. We're taught that we should get seven or eight hours a night, but a lot of us get by just fine on less, and some of us actually sleep too much. A study out of the University of Buffalo reported that people who routinely sleep more than eight hours a day and are still tired are nearly three times as likely to die of stroke—probably as a result of an underlying disorder that keeps them from sleeping soundly.

Doctors have their own special sleep problems. Residents are famously short of sleep. It is not unusual for them to work 40 hours in a row without rest. They are not in the least worried about it, confident they can still deliver the highest quality of medical care. But an article in the *Journal of the American Medical Association* points out that in the morning after 24 hours of sleeplessness, a person's motor performance is comparable to that of someone who is drunk. Curiously, surgeons who believe that operating under the influence of alcohol is grounds for sacking often don't think twice about operating without enough sleep.

"I could tell you horror stories," says Jaya Agrawal, president of the American Medical Student Association, which runs a website for residents. Some are terrifying. "I was operating after being up

for over 36 hours,” one writes. “I literally fell asleep standing up and nearly planted my face into the wound.”

“Practically every surgical resident I know has fallen asleep at the wheel driving home from work.” writes another. “I know of three who have hit parked cars. Another hit a ‘Jersey gate’ on the New Jersey Expressway, going 105km/h.”

“Your own patients have become the enemy,” writes a third, because they are “the one thing that stands between you and a few hours of sleep.”

The U. S. controls the hours of pilots and truck drivers. But until such a system is in place for doctors, patients are on their own. If you’re worried about the people treating you or a loved one, you should feel free to ask how many hours of sleep they have had and if more rested staffers are available.

51. Sleep is a funny thing because _____.
[A] the longer one sleeps, the less sound sleep he gets
[B] the more sleep one gets, the more likely a stroke occurs
[C] many people stick to about eight hours of sleep to stay fine
[D] many people who sleep six hours a night still feel energetic in the day
52. A surgeon who has worked 40 hours in a row without sleep _____.
[A] may ignore the potential risk of insufficient sleep
[B] will remain alert because he is used to it
[C] can still provide quality medical care
[D] should be fired if he continues the medical operation
53. According to one resident, they are short of sleep because _____.
[A] they are kept by treating their patients
[B] they are forbidden to sleep at work
[C] they are too tired to fall asleep
[D] they are too worried about oversleeping
54. The resident who hit a “Jersey gate” on the New Jersey Expressway must have _____.
[A] been driving too long [B] drunk too much
[C] fallen asleep [D] avoided hitting parked cars
55. Patients are now advised to _____.
[A] monitor the hours of doctors by themselves
[B] allow their doctors to sleep several hours before the operation
[C] ask for legal control of the hours of doctors
[D] make sure that the doctors who treat them have had enough sleep

Text 3

Whenever advertisers want you to stop thinking about the product and to start thinking about something bigger, better, or more attractive than the product, they use that very popular word

“like”. The word “like” is the advertiser’s equivalent of the magician’s use of misdirection. “Like” gets you to ignore the product and concentrate on the claim the advertiser is making about it.

“For skin like peaches and cream” claims the ad for a skin cream. What is this ad really claiming? It doesn’t say this cream will give you peaches-and-cream skin. There is no verb in this claim, so it doesn’t even mention using the product. How is skin ever like “peaches and cream”? Remember, ads must be read exactly according to the dictionary definition of words. This ad is making absolutely no promise for this skin cream. If you think this cream will give you soft, smooth, and youthful-looking skin, you are the one who has read the meaning into the ad.

The wine that claims “It’s like taking a trip to France” wants you to think about a romantic evening in Paris as you walk along the street after a wonderful meal in an intimate cafe. Of course, you don’t really believe that a wine can take you to France, but the goal of the ad is to get you to think pleasant, romantic thoughts about France and not about how the wine tastes or how expensive it may be. That little word “like” has taken you away from crushed grapes into a world of your own imaginative making. Who knows, maybe the next time you buy wine, you’ll think those pleasant thoughts when you see this brand of wine, and you’ll buy it.

How about the most famous “like” claim of all, “Winston tastes good like a cigarette should”? Ignoring the grammatical error here, you might want to know what this claim is saying. Whether a cigarette tastes good or bad is a subjective judgment because what tastes good to one person may well taste horrible to another. There are many people who say that all cigarettes taste terrible, other people who say only some cigarettes taste all right, and still others who say all cigarettes taste good.

56. The word “like” in an ad often focuses the consumers’ attention on _____.
[A] why the advertiser promotes the product
[B] what magic the product really possesses
[C] what the advertiser says about the product
[D] why the product is as good as promised
57. The author suggests that the language in ads should be understood _____.
[A] imaginatively [B] according to its contexts
[C] according to its dictionary definition [D] impartially
58. To promote sales, advertisers often exploit consumers’ _____.
[A] emotional need [B] practical need [C] economic status [D] social status
59. Advertisers often use ambiguous language to _____.
[A] promise excellent quality
[B] take advantage of consumers’ imagination
[C] appeal to consumers’ rational judgments
[D] cash in on grammatical errors
60. The best title for the passage would be _____.
[A] The Magic of “Like” in Advertising
[B] The Application of “Like” in Advertising

- [C] The Definition of "Like" in Advertising
[D] The Promise of "Like" in Advertising

Part B

Directions:

Read the texts from the "LETTERS" section of a magazine in which five people commented on the magazines story of Bono, a superstar. For questions 61 to 65, match the name of each person (61 to 65) to one of the statements (A to G) given below. Mark your answers on ANSWER SHEET 1.

Caroline Hartman:

Thanks for the terrific article on U2's Bono and his efforts to save Africa from financial ruin. He's not a saint. He is a hard-working, real man, using his gifts to inspire us in song and make a difference in the world. Some issues are so serious that most of us don't even try to fix them. Bono can't save the world by himself, but like others who have shown the way, such as Martin Luther King, Jr. and Mohandas Gandhi, he is proving that one man can make a difference.

Molly Leuschel:

Bono may be smarter, better informed and more committed than other stars, but Africa's problems are larger than his ambition. After living in Africa nearly six years, I returned to the U. S. with more questions than answers. Debt relief is a noble idea, but most foreign aid does little to enrich the life of the average African.

Amanda Adichie:

I am a 24-year-old Nigerian and have often viewed stars' "concern" for Africa with resentment. My reaction to Bono was different: I was impressed. He is right in recommending not only debt relief but the lowering of trade restrictions on African countries. What Africa needs is not gifts of fish but fair access to the fishing pond.

Malin Ranganathan:

Your story on the smartest superstar on the planet was brilliant. I felt like I was right there with him, there to nod my head in approval and to believe in the potential of his African-debt-relief campaign, there to appreciate the peculiar, stubborn, witty and human sides to a guy who seems too famous to be real. Hats off to you for capturing these features so aptly and for making Bono's personality so real, his cause so true.

Lynne Pereira:

I loved your article on Bono, but why the annoying wording on your cover: "Don't laugh—the planet's biggest rock star is on a mission to make a difference"? Who would want to laugh? Bono has proved that he's willing and able to do what plenty of world leaders can't or won't do: Put his money where his mouth is and make a difference.

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

Note: there are two extra statements.

Statements

- | | |
|------------------------|---|
| 61. Caroline Hartman | [A] Competition on an equal footing is vital to Africa. |
| 62. Molly Leuschel | [B] Bono should save himself from himself. |
| 63. Amanda Adichie | [C] One man's power, though limited, is significant. |
| 64. Malini Ranganathan | [D] Africa's problems are insolvable. |
| 65. Lynne Pereira | [E] You have presented a real image of Bono. |
| | [F] Africa is faced with other issues besides debts. |
| | [G] Bono's cause is a serious business. |

Section IV Writing

(40 minutes)

Directions:

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

Part A

66. Suppose you have made an appointment with your friend at 5 pm, but you have some urgent business to attend to and have to cancel your appointment. Write a note to your friend:

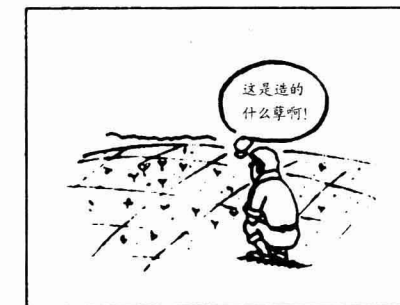
- 1) explaining why you have to cancel your appointment
- 2) making an apology for that
- 3) telling him/her how you plan to make up for it

You should write approximately 100 words. Do not sign your own name at the end of your note. Use "Wang Lin" instead.

Part B

67. Look at the pictures below and write an essay of about 120 words making reference to the following points:

- 1) a description of these two pictures
- 2) your comment on this phenomenon



THIS IS THE END OF THE TEST.

PETS 第三级全真模拟卷(三)

绝密★启用前 机密★长期 试卷号： 时间：120 分钟

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、复印和出版,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] [■] [C] [D]

Now look at Question 1.

1. What's the relationship between the two speakers?

[A] Boss and secretary.

[B] Lawyer and client.

- [C] Teacher and student. [D] Nurse and patient.
2. How much money do they have between them?
[A] \$ 46. [B] \$ 86. [C] \$ 56. [D] \$ 130.
3. What is the probable relationship between the man and the woman?
[A] Husband and wife. [B] Father and daughter.
[C] Doctor and patient. [D] Teacher and student.
4. What does the man mean?
[A] He will tell Mary how to operate the dishwasher.
[B] He will wash the dishes himself instead.
[C] He will help Bill to translate the manual.
[D] He himself will operate the dishwasher.
5. What does the woman think the man should also do?
[A] Lose weight. [B] Quit smoking.
[C] Weigh himself frequently. [D] Have a talk with the doctor.
6. What do we learn from this conversation?
[A] The man wants to attend tomorrow's show.
[B] There aren't any tickets left for tonight's show.
[C] There aren't any tickets left for tomorrow's show.
[D] The man doesn't want to attend tomorrow's show.
7. Where is Mr. Adams now?
[A] At the Sun Valley. [B] At the Health Center.
[C] At home. [D] At the office.
8. Where is the conversation most probably taking place?
[A] At the airport. [B] In a travel agency. [C] In a hotel. [D] At home.
9. What is the woman going to do?
[A] Join her friend. [B] Stay inside. [C] Sketch the tree. [D] Look for a job.
10. What does the man suggest they should do?
[A] Find a larger room. [B] Sell the old table.
[C] Buy two bookshelves. [D] Rearrange some furniture.

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 to 14 are based on the conversation you have just heard.

11. What didn't the woman leave for the man?

- [A] Her keys. [B] Her American Express Card.
[C] Her Blooming dale's Credit Card. [D] Her visa card.
12. How much did the woman take out of their savings account?
[A] \$ 2,000. [B] \$ 3,000. [C] \$ 20,000. [D] \$ 200.
13. Which of the following didn't the woman pay?
[A] The rent. [B] The Con-Ed Bill.
[C] The phone bill. [D] The utility bill.
14. What's wrong with their marriage according to the woman?
[A] The man married the wrong person. [B] The man is always late.
[C] The man is always joking. [D] It's the man's fault.

Questions 15 to 18 are based on the passage you have just heard.

15. Why did the man give up studying physics?
[A] He didn't like physics any more. [B] His eyesight was too poor.
[C] Physics was too hard for him. [D] He had to work to support himself.
16. Why did the man resign from the engineering firm?
[A] He was not happy with the new director. [B] He was not qualified to be an engineer.
[C] He wanted to travel. [D] He found his job boring.
17. Why did the man take the job at the travel agency?
[A] He wanted to work with his friend. [B] He enjoyed travelling around the world.
[C] He wanted to go to Spain. [D] He was rejected by the engineering firm.
18. Why did the man start to teach English part time?
[A] He enjoyed teaching English.
[B] He wanted to earn more to support his family.
[C] The owner of the school promised him a good position.
[D] He could earn more as a teacher than as a travel agent.

Questions 19 to 21 are based on the passage you have just heard.

19. Why didn't the farmer know what to do when the sack of wheat fell on the ground?
[A] Because the sack broke.
[B] Because the farmer was not strong enough to lift the sack alone.
[C] Because the farmer fell down, too.
[D] Because the sack was too heavy for the horse.
20. What did the farmer feel when he recognized the rider?
[A] Humble. [B] Happy. [C] Discouraged. [D] Ashamed.
21. Which of the following is not true?
[A] The rider helped the farmer.
[B] The rider didn't ask the farmer for money.