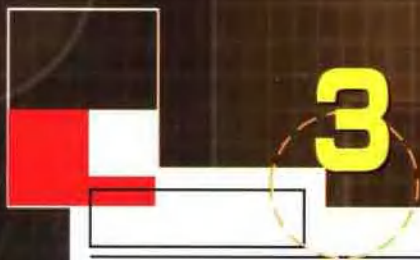



★ 全国公共英语等级考试必备丛书



# 模拟试题分册

(三级)

主编 王长喜

 中国人民大学出版社

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# 总 序

本丛书是社会上所有有志于全面提高自己的英语听、说、读、写、译能力的人士的学习指导用书和参加全国公共英语等级考试的考生的复习指导用书。它是为了配合我国的外语教学改革和新型考试体系的推广而编写的。在编写思路上和编排形式上都充分体现了全国公共英语等级考试体系(Public English Test System 简称 PETS)的背景、目标和宗旨,以及设计原则。为了让大家更好地了解 PETS 这种全新的考试和更自觉地用国内、国际外语教学界的最新研究成果来指导自己的外语学习,我们有必要对 PETS 考试和它的指导原则以及本丛书的编写思路做一个简要的介绍。

## 一、前景美好的 PETS 考试体系

PETS 考试必将成为全国最具影响力的外语考试,而且其影响力是深远的,它一定会极大地巩固和提高我国的外语教育成果,有力地推动外语教学改革,普遍提高全社会的外语水平。该考试 1999 年开始在北京、天津、山东、浙江、广东等省、市试点后,立即引起强烈反响。报名期间,各考点门前报名应试者都排起了长长的队伍。

### 1. PETS 考试权威性强,适用面广

它由教育部考试中心主持,以全国性“学业证书”的形式推出。它的第五级已经于 1999 年 9 月正式替代了主要用于评价公派出国留学人员英语水平的全国外语水平考试(WSK)中的英语水平考试(EPT);它的其他级别的考试将逐渐替代现有的自学考试中的公共英语考试和同级水平的入学招生考试;可以预见 PETS 考试将成为所有用人单位评价其工作人员英语水平的统一标准。另外,分级别的英语考试体系,也符合当今社会终身学习、终身教育的时代潮流。

### 2. PETS 考试所改革的就是以往外语教学的低效率

我国的外语教学在过去的几十年里积累了相当的经验也取得了许多成绩,但总的来说效率是不高的。大多数英语学习者经过多年的学习虽然能获得一定的语法和词汇知识,听、说、读、写的语言技能却十分低下,这种情形根本不能适应现实社会的需要,不改革不行。PETS 考试的目的是用新型的考试来推动外语教学改革,它不但要考查学习者的外语知识,更着重考查他们全面的语言能力。

### 3. PETS 考试依据科学理论,获得国际权威考试机构技术支持

PETS 考试的出发点是考查语言应用能力,其语言运用能力的分类和定义建立在交际性语言活动模式的基础上。交际性语言活动模式是近 20 年来在国际外语教学界发展起来的一种新模式。PETS 在开发过程中得到了英国国际发展部的资助以及剑桥大学地方考试委员会的技术支持。

## 二、交际性语言活动模式

交际性语言活动模式以语言交际需要为掌握外语的目的。交际法承认学习者有必要掌握语法规则,但强调指出,学习规则的目的是用来做事情,完成一定的功能;交际法还认为不

同的学习者有不同的学习要求；学习者犯些错误是学习过程的一部分，应该尽量鼓励学习者使用语言进行有意义的交际活动；书面语言和口头语言将来都是学习者所需要的。

### 三、《全国公共英语等级考试必备丛书》

1. 本丛书严格按照第一级到第五级 PETS 考试大纲编写，共 15 册，每级都包括《词汇分册》、《综合分册》和《模拟试题分册》，每级的《综合分册》和《模拟试题分册》均配有录音磁带。

2. 每级的《词汇分册》都包括大纲词汇表的所有词汇，并配有国际音标、词素分析、词性、英文例句及其中文翻译、相关词组和短语以及派生词。

语言记忆规律告诉我们，对语言加工的程度越深记忆就越深刻，我们在每一个词条下所加以上内容就是为了让读者了解一个单词的方方面面从而加深记忆。语言记忆规律还告诉我们，一切语言输入必须是有意义的，音必须在词中学，词必须在许多不同的句子语境中去学。因此我们所列的例句不仅是为了让读者了解单词的用法还可以帮助记忆单词本身。个人兴趣也会影响人的记忆，我们的例句大多与我们的现实生活紧密联系，目的就是为了提高大家的学习兴趣。

3. 每级的《综合分册》都包括听力、语言知识运用、阅读理解、写作和口语等五部分。这五部分内容就是 PETS 书面考试的四种题型和口试。

听力部分依据考试大纲所列的功能意念表和语言技能表，首先详细讲述了各种听力能力的标准和培养方法，在每一种方法后面都有相应的练习题；然后根据 PETS 考试出题形式和试题结构作了细致的题型分析和应试指导，每一部分后面也提供了与考试大纲样题完全一致的模拟训练题。

语言知识运用部分体现在完形填空这种题型上，它是综合考查应试者英语水平的题型。针对此种题型，我们分别从词汇、语法和语篇层次上阐述了应对方法，帮助读者提高对连贯性和一致性等语段特征的掌握和对一定语境下规范的语言成分的掌握。每部分后配有相应的练习题。

阅读理解部分全面介绍了大纲规定的阅读能力的构成和培养，包括（1）理解主旨要义；（2）理解文中具体信息；（3）根据上下文推测生词的词义；（4）进行有关的判断、推理和引申；（5）理解文中的概念性含义；（6）理解文章的结构以及单词之间、段落之间的关系；（7）快速略读较长的文字材料，获取有关信息；（8）理解作者的意图、观点或态度；（9）区分观点、论点和论据；（10）与作者形成有意识的交流。针对考查每一种能力的题型，我们还介绍了具体的应试技巧，每部分之后还有专项阅读训练。整个部分之后还有和大纲样题形式完全一致的阅读理解模拟训练题。

写作在 PETS 考试中被称做语言产出能力的一种，也就是以书面的形式与他人交流的能力。我们从选词造句、连句成段和连段成篇等方面全面介绍了英语写作基础知识和现实交际所需的各种实用文体的写作。以作文实例分析了优秀文章的写作技巧，写作练习部分提供了范文。

口语部分详尽介绍了各种功能意念在口语表达中的运用，以及 PETS 口试的三个部分，即考生与口试教师的交流、两个考生的相互交流和每个考生的连续表达及两个考生的相互提问的试题形式、考查内容和应试技巧。本部分也提供了相应的模拟练习及参考对话和范文。

每级的《模拟试题分册》包括 15 套全真模拟题，每套题都包括该级考试的所有题型，

各种题都提供了参考答案和详解，听力部分提供听力材料；写作部分提供了参考范文。

最后我们感谢教育部考试中心推出 PETS 考试，它使我们从事外语教学与研究的高校教师和英语语言研究的同志明确了教学和研究方向，也使得我们能为我国的外语教育改革和对外交流事业尽一分绵薄之力；感谢中国人民大学出版社领导对本丛书的出版给予的大力支持；感谢丛书的项目负责人刘敏博士对我们的指导和帮助。丛书由中国人民大学外语系王长喜和北京师范大学从事英语语言学和英语教学研究的赵万鹏博士、马秋武博士及何宏华博士组成的编委会多次召开研讨会，论证编写思路和编写体例，选定北京大学、北京外国语大学、北京师范大学和中国人民大学以及天津部分高校的教授和专家为编写者，大家都投入了大量的时间和精力将自己从事交际教学的研究成果融入丛书之中。由于时间仓促，编写工作量加上水平有限，丛书存在的不完善和错误之处，恳请广大读者和外语教学与研究方面的同行批评指正。

王长喜

1999 年 11 月于人大红楼

## 编者的话

本书系《全国公共英语等级考试必备丛书》第三级系列教材的模拟试题分册，是配合该系列的《综合分册》和《词汇分册》编写的。本书共有 15 套模拟试题，目的是使学生通过一定数量的练习，对所学知识、技能加深理解，提高运用能力。

15 套试题全部严格按照《大纲》第三级要求，所用考试指导语及格式均与《大纲》所提供的模拟试题完全一样，以激发考生临场发挥的潜能。

每套题后都附有各部分的试题详解，帮助考生通过各种技能的训练，循序渐进，稳步发展语言水平，最终顺利通过考试。

编者水平有限，不妥之处一定不少。希望使用本书的同志批评指正。

**编者**

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# Test One

## 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 your 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 is 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 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

### Part A

1. Where is the woman from?  
[A] Sweden  
[B] Italy  
[C] Sylvia  
[D] Wales
2. Which one does the woman want to buy?  
[A] better quality, expensive one  
[B] cheaper one in this shop  
[C] cheaper one in another shop  
[D] better quality in this shop
3. Why is he going to talk to the lady over there?  
[A] Because he wants to know the time.  
[B] Because he wants to thank her.  
[C] Because his watch was lost.  
[D] Because the lady over there is waiting for him.
4. According to the dialogue, what kind of shirt is more expensive?  
[A] those made of wool  
[B] those made of nylon  
[C] those made of cotton  
[D] those made of silk
5. How does the woman feel at the end of the conversation?  
[A] angry  
[B] relieved  
[C] upset  
[D] sarcastic
6. What does the man mean?  
[A] The proofreading was better this time.  
[B] It will be an interesting job.  
[C] There will be more proofreading to do soon.

[D] The job should be done as quickly as possible.

7. What does the woman say about Mary?

[A] She's always running.

[B] She's still in the race.

[C] She feels very comfortable.

[D] She still has a fever.

8. What does Linda mean?

[A] At last she enjoys campus life.

[B] School has changed little since last year.

[C] She has many new friends.

[D] It's easier to find his way around this year.

9. What does the man mean?

[A] Bill is too tired to study any more.

[B] He told Bill not to study late at night.

[C] He had often advised Bill to study.

[D] Bill didn't hear the alarm.

10. What does the woman mean?

[A] She feels that the trip will take too long.

[B] The students haven't chosen a professor.

[C] Professor Goldsmith has to choose the destination first.

[D] It's not certain the trip will take place.

## Part B

*You are going to hear four conversations. Before listening to each conversation, you will have 5 seconds to read each of the questions which accompany it. After listening, you will have time to answer each question by choosing A, B, C or D. You will hear each conversation ONLY ONCE. Mark your answers in your test booklet.*

*Questions 11–13 are based on a lecture about education in America.*

11. What controls the public schools of the United States?

[A] the national government

[B] the church authorities

[C] the local communities

[D] the state laws

12. How many percentage did the American young people graduate from high school by 1970?
- [A] forty percent
  - [B] forty five percent
  - [C] seventy percent
  - [D] seventy five percent
13. Why is education made various in form in the United States?
- [A] Because students vary in needs.
  - [B] Because schools offer different subjects.
  - [C] Because teaching methods vary greatly.
  - [D] Because there are different aids at school.

*Questions 14—17 are based on a conversation you are going to hear.*

14. Why did the man decide to go to the library?
- [A] One of his classes finished early.
  - [B] He wanted to get some studying done.
  - [C] The library had a special display on the Industrial Revolution.
  - [D] His books were ten days overdue.
15. After getting the books, what did the man do?
- [A] checked them out
  - [B] took notes on them
  - [C] returned them to the shelves
  - [D] put them in his book bag
16. According to the man, what happens to all the books in the library?
- [A] They are marked with colored labels.
  - [B] They are specially coded.
  - [C] They are checked out.
  - [D] They are inspected by the guard.
17. According to the man, what does the librarian behind the desk do?
- [A] copies down the name and the address of each borrower
  - [B] checks all books for missing pages
  - [C] demagnetizes the books as they are checked out
  - [D] helps students use the card catalog

*Questions 18—21 are based on a conversation you are going to hear.*

18. What does the man need to do at the travel agency?  
[A] purchase her plane ticket  
[B] change her plane ticket  
[C] pick up a passport application form  
[D] arrange for her accommodations in Europe
19. Why doesn't the woman want to give up her apartment entirely?  
[A] She doesn't have time to move.  
[B] She would have difficulty finding another apartment.  
[C] She's paid her rent for the summer in advance.  
[D] She doesn't want to paint another apartment.
20. How long would the woman be in Europe?  
[A] three weeks  
[B] one month  
[C] three months  
[D] over a year
21. What will the woman most likely do about her apartment?  
[A] leave it vacant  
[B] rent it to the man she's talking with  
[C] sublet it to Jim Thomas  
[D] ask her landlord to sublet it

*Questions 22–25 are based on a conversation you are going to hear.*

22. Where does this conversation take place?  
[A] at a hotel  
[B] at a motel  
[C] at a restaurant  
[D] at a shopping centre
23. Why can the man and his family stay at this motel?  
[A] They have a reservation.  
[B] The motel has several vacancies.  
[C] They are friends of the owner.  
[D] Someone else cancelled a reservation.
24. When does the motel want its guests to pay?  
[A] before they arrive

- [B] while they register
- [C] when they reserve a room
- [D] just before their departure

25. What is the reason for the motel's policy on payments?

- [A] Some guests may not be honest.
- [B] The policy is required by law.
- [C] No. 61 is a luxury unit.
- [D] The owners are simply greedy.

## 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 your ANSWER SHEET 1.*

Many teachers believe that the responsibilities for learning lie with the student. 26 a long reading assignment is given, instructors expect students to be familiar with the 27 in the reading even if they don't discuss it in class or take an exam. The 28 student is considered to be 29 who is motivated to learn for the sake of 30, not the one interested only in getting high grades. Sometimes homework is returned 31 brief written comments but without a grade. Even if a grade is not given, the student is 32 for learning the material assigned. When research is 33, the professor expects the student to take it actively and to complete it with 34 guidance. It is the 35 responsibility to find books, magazines, and articles in the library. Professors do not have the time to explain 36 a university library works; they expect students, 37 graduate students, to be able to exhaust the reference 38 in the library. Professors will help students who need it, but 39 that their students should not be 40 dependent on them. In the United States, professors have many other duties 41 teaching, such as administrative or research work. 42, the time that a professor can spend with a student outside of class is 43. If a student has problems with classroom work, the student should either 44 a professor during office hours 45 make an appointment.

- |                    |              |              |                  |
|--------------------|--------------|--------------|------------------|
| 26. [A] If         | [B] Although | [C] Because  | [D] Since        |
| 27. [A] suggestion | [B] context  | [C] abstract | [D] information  |
| 28. [A] poor       | [B] ideal    | [C] average  | [D] disappointed |
| 29. [A] such       | [B] one      | [C] any      | [D] some         |
| 30. [A] fun        | [B] work     | [C] learning | [D] prize        |
| 31. [A] by         | [B] in       | [C] for      | [D] with         |

- |                      |                 |                 |                  |
|----------------------|-----------------|-----------------|------------------|
| 32. [A] criticized   | [B] innocent    | [C] responsible | [D] dismissed    |
| 33. [A] collected    | [B] distributed | [C] assigned    | [D] finished     |
| 34. [A] maximum      | [B] minimum     | [C] possible    | [D] practical    |
| 35. [A] student's    | [B] professor's | [C] assistant's | [D] librarian's  |
| 36. [A] when         | [B] what        | [C] why         | [D] how          |
| 37. [A] particularly | [B] essentially | [C] obviously   | [D] rarely       |
| 38. [A] selections   | [B] collections | [C] sources     | [D] origins      |
| 39. [A] hate         | [B] dislike     | [C] like        | [D] prefer       |
| 40. [A] too          | [B] such        | [C] much        | [D] more         |
| 41. [A] but          | [B] except      | [C] with        | [D] besides      |
| 42. [A] However      | [B] Therefore   | [C] Furthermore | [D] Nevertheless |
| 43. [A] plentiful    | [B] limited     | [C] irregular   | [D] flexible     |
| 44. [A] greet        | [B] annoy       | [C] approach    | [D] attach       |
| 45. [A] or           | [B] and         | [C] to          | [D] but          |

### Section II 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 answer on the ANSWER SHEET by drawing a thick line across the corresponding letter in the brackets.*

#### Text 1

The dog, called Prince, was an intelligent animal and a slave to Williams. From morning till night, when Williams was at home, Prince never left his sight, practically ignoring all other members of the family. The dog had a number of clearly defined duties, for which Williams had patiently trained him and, like the good pupil he was, Prince lived for the chance to demonstrate his abilities. When Williams wanted to put on his boots, he would murmur "Boots" and within seconds the dog would drop them at his feet. At nine every morning, Prince ran off to the general store in the village, returning shortly not only with Williams' daily paper but with a half-ounce packet of Williams' favorite tobacco, John Rhiney's Mixed. A gun-dog by breed, Prince possessed a large soft mouth specially evolved for the safe carrying of hunted creatures, so the paper and the tobacco came to no harm, never even showing a tooth mark.

Williams was a railwayman, an engine driver, and he wore a blue uniform which smelled of oil and oil fuel. He had to work at odd times — "days", "late days" or "nights". Over the years Prince got to know these periods of work and rest, knew when his master would leave the house and return, and the dog did not waste this knowledge. If Williams

overslept, as he often did, Prince barked at the bedroom door until he woke, much to the annoyance of the family. On his return, Williams' slippers were brought to him, the paper and tobacco too if previously undelivered.

A curious thing happened to Williams during the snow and ice of last winter. One evening he slipped and fell on the icy pavement somewhere between the village and his home. He was so badly shaken that he stayed in bed for three days; and not until he got up and dressed again did he discover that he had lost his wallet containing over fifty pounds. The house was turned upside down in the search, but the wallet was not found. However, two days later—that was five days after the fall—Prince dropped the wallet into William's hand. Very muddy, stained and wet through, the little case still contained fifty-three pounds, Williams' driving license and a few other papers. Where the dog had found it no one could tell, but found it he had and recognized it probably by the faint oily smell on the worn leather.

46. How did the dog perform his duties?

- [A] He was delighted to show them off.
- [B] He did his best but was not often successful.
- [C] He did them quickly to get them over.
- [D] He had few opportunities to do them.

47. What does the passage tell us about gun-dogs?

- [A] They are the fastest runners of all dogs.
- [B] Their teeth are removed when they are young.
- [C] They can carry birds, etc. without hurting them.
- [D] They breed well, producing many young dogs.

48. As a result of Williams' work \_\_\_\_\_.

- [A] he did not get enough sleep
- [B] there was an oily smell from his clothes
- [C] the dog grew accustomed to travelling by train
- [D] the dog was confused about the time of the day

49. It upset Williams' wife and family when \_\_\_\_\_.

- [A] Williams had to go to work at night
- [B] the dog made too much noise in the house
- [C] Williams made them all get up early
- [D] the dog would not let them see the newspaper

50. Williams did not realise his loss for several days because \_\_\_\_\_.



- [A] he trusted the dog to find the wallet
- [B] he was unconscious all that time
- [C] he thought the wallet was in the house
- [D] he had no occasion to feel in his pockets

## Text 2

About ten men in every hundred suffer from colour blindness in some way; women are luckier only about one in two hundred is affected in this manner. There are different forms of colour blindness. A man may not be able to see deep red. He may think that red, orange and yellow are all shades of green. Sometimes a person cannot tell the difference between blue and green. In rare cases an unlucky man may see everything in shades of green—a strange world indeed.

In certain occupations colour blindness can be dangerous and candidates are tested most carefully. For example, when fighting at night, soldiers use lights of flares to signal to each other. A green light may mean "Advance" and a red light may mean "Danger! Keep back!", You can see what will happen if somebody thinks that red is green! Colour blindness in human beings is a strange thing to explain. In a single eye there are millions of very small things called "cones", These help to see in a bright light and to tell the difference between colours. There are also millions of "rods" but these are used for seeing when it is nearly dark. They show us shape but not colour. Wait until it is dark tonight, then go outside. Look round you and try to see what colors you can recognize.

Birds and animals which hunt at night have eyes which contain few or no cones at all, so they cannot see colours. As far as we know, bats and adult owls cannot see colours at all only light and dark shapes. Similarly cats and dogs cannot see colours as well as we can.

Insects can see ultra-violet rays which are invisible to us, and some of them can even see X-rays. The wings of a moth may seem grey and dull to us, but to insects they may appear beautiful, showing colours which we cannot see. Scientists know that there are other colours around us which insects can see but which we cannot see. Some insects have favourite colours. Mosquitoes like blue, but do not like yellow. A red light will not attract insects but a blue lamp will.

51. Among people who suffer from colour blindness, \_\_\_\_\_.  
[A] some may see everything in shades of green  
[B] few can tell the difference between blue and green  
[C] few may think that red, orange and yellow are all shades of green  
[D] very few may think that everything in the world is in green
52. When millions of rods in our eyes are at work in darkness we can see \_\_\_\_\_.  
[A] colours only