

根据教育部1999年考试大纲编写

全国公共英语等级考试系列丛书



PETS 四级笔试题月月通

Public English Test System

LEVEL 4

南开大学出版社

贡群秋 主编

PETS 丛书总策划 张 彤

PETS 丛书(Ⅱ)编委会

主 任 张宝图

副主任 刘永胜 王 新

编 委(按姓氏笔画排序)

门胜东 刘彦春 孙永红 贡群秋

李 伦 李春侠 李彬芳 张 彤

张宝图 顾维忱

本册主编 贡群秋

副主编 齐 欣

编 著(按姓氏笔画排序)

李艳玲 张 璐 张新婷

郑新华 莫晓婷

前 言

本书是根据由教育部考试中心开发的全国公共英语等级考试(PETS)第四级(Level 4)考试大纲及有关考试要求编写的一套英语综合考试笔试强化训练教材。PETS考试是面向社会的、开放的、非学历性的英语等级考试。PETS第四级相当于我国学生普通高中毕业后在大学至少学习了3—4年的公共英语或自学了同等程度英语课程的水平。通过该级考试的考生,其英语水平基本满足攻读高等院校非英语专业硕士研究生的需要,基本符合一般专业技术人员 and 研究人员,现代企业经理等工作对英语的要求。

本教材根据考试大纲的要求,结合多年教学经验,综合了各方面的建议编写而成。本教材选材新,题材广泛,为考生提供了大量针对PETS第四级考试的材料和练习,必将帮助考生有效地提高综合英语的能力。为了帮助考生进行有针对性的练习,更好地掌握考试中各个不同项目的要求,本教材的编排分为以下几个部分:

(考试中的第一部分为听力测试)

第二部分为 Use of English,此部分主要是以完型填空的形式出现,与考试要求一致,主要帮助考生提高英语的综合运用能力。此部分共六套练习,其难易程度大致相当于现行的六级考试及研究生入学考试中的英语水平。

第三部分中的A部分为阅读理解,亦分为六套习题,每套习题中包括四篇文章,即Text 1—Text 4,以帮助考生提高阅读理解的能力。每篇文章后都设计有五个相关的测试题,以检查考生对此篇文章的理解程度。B部分为翻译段落中划有横线的句子。每段共设计五句话,要求考生在理解原文的基础上进行翻译,主要考查考生的理解和翻译水平。

第四部分为写作练习,形式各异,有图、表、主题句作文。

本书的最后一部分是答案、注释和详尽的解析,这也是本书的精华所在。在“完型填空”部分的解析中对每个答案一一作了说明,使考生复习起来得心应手。对阅读理解亦进行了注释和解析,以帮助考生了解如何得出该问题所要求的答案。翻译中也对考生如何理解原文,如何恰当地翻译进行了说明。在作文解析中,对考生如何写各种题材的文章进行了讲解,并附有参考范文。

此书是考生必备的复习材料,我们相信此书定会帮助考生对PETS四级考试进行充分而高效的热身准备。

编 者

2000年5月

目 录

PETS 四级笔试“语言应用”分项训练	1
Section I Uses of English (1)	1
Section I Uses of English (2)	2
Section I Uses of English (3)	3
Section I Uses of English (4)	4
Section I Uses of English (5)	5
Section I Uses of English (6)	6
PETS 四级笔试“阅读理解”分项训练	8
Section II Reading Comprehension (1)	8
Part A (1)	8
Part A (2)	13
Part A (3)	18
Part A (4)	24
Part A (5)	29
Part A (6)	35
Section II Reading Comprehension (2)	40
Part B (1)	40
Part B (2)	42
Part B (3)	43
Part B (4)	43
Part B (5)	45
Part B (6)	45
PETS 四级笔试“写作”分项训练	47
Section IV Writing (1)	47
Section IV Writing (2)	47
Section IV Writing (3)	47
Section IV Writing (4)	48
Section IV Writing (5)	48
Section IV Writing (6)	48
PETS 四级笔试分项训练参考答案精解	50

PETS 四级笔试“语言应用”分项训练

Section I Use of English (1)

(15 minutes)

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

Can you change your name just because you feel like it? And the answer appears to be “yes” in Virginia and “no” in New York. The Virginia 21 involved two women who wanted to take their maiden names 22, even though they were still married. The lower court in Virginia 23 their request for change of name on the 24 that Virginia law, like that of many states, allowed a married woman to 25 her maiden name only after she was divorced. But the Virginia Supreme Court 26 the lower court saying that there was nothing in the law 27 indicated that a name could only be changed after 28. The court then pointed out that 29 the common law, a person is free to adopt a new name 30 it's not for a fraudulent purpose or to cheat creditors. 31 you live in New York, however, you 32 well have a more difficult time changing your name. A woman named Copperman went to 33 to have her name changed to Copperperson. She explained that she believed in the feminist 34 and felt that the name Copperperson could more properly 35 her sense of human equality than could the name Copperman. 36 New York Supreme Court Justice John Scileppi did not agree with her reasoning and refused to 37 the change-of-name request. He wrote that “the possibilities are 38 endless and increasingly inane, and this would truly be 39 the realm of nonsense.” So Miss Copperman, 40 she gets married, or moved to Virginia.

- | | | | |
|-------------------|----------------|--------------|-----------------|
| 21. [A] law | [B] rule | [C] case | [D] matter |
| 22. [A] away | [B] back | [C] over | [D] off |
| 23. [A] denied | [B] differed | [C] replied | [D] rejected |
| 24. [A] senses | [B] meanings | [C] reasons | [D] grounds |
| 25. [A] rename | [B] resume | [C] change | [D] assume |
| 26. [A] countered | [B] objected | [C] reversed | [D] approved |
| 27. [A] that | [B] which | [C] in which | [D] in that |
| 28. [A] marriage | [B] check | [C] appeal | [D] divorce |
| 29. [A] for | [B] on | [C] under | [D] inside |
| 30. [A] now that | [B] so long as | [C] in case | [D] for example |
| 31. [A] Until | [B] Whether | [C] When | [D] If |
| 32. [A] may | [B] must | [C] will | [D] can |
| 33. [A] home | [B] office | [C] court | [D] register |

- | | | | |
|-------------------|-----------------|---------------|--------------|
| 34. [A] career | [B] incident | [C] affair | [D] cause |
| 35. [A] reflect | [B] react | [C] expose | [D] modify |
| 36. [A] Except | [B] Yet | [C] But for | [D] Since |
| 37. [A] admit | [B] agree | [C] grant | [D] accept |
| 38. [A] genuinely | [B] deceptively | [C] perfectly | [D] actually |
| 39. [A] in | [B] as | [C] at | [D] like |
| 40. [A] even | [B] unless | [C] when | [D] after |

Section II Use of English (2)

(15 minutes)

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

The human volunteer is a man who is in greater and greater 21 in these days of expanded scientific research. For the time comes, 22 all laboratory work, all the experiments with animals, and all the 23 analyses, when only a human being can provide the true test.

Today, the human volunteer may fall 24 one of three 25 groupings: military men, prisoners and volunteers whose religious or other convictions 26 them to 27 work. Among these men and women you will find those who will take 28 of the new vaccines, who will swallow 29 drugs, who will fly higher than anyone else, who will watch 30 mosquitoes 31 on their 32 arms, who will eat 33 rice for six weeks, and who will 34 themselves to be 35 alone in chambers too small to 36 their legs.

Why do human 37 volunteer? Some may be 38 adventure; others, 39; but most are moved by religious convictions or a strong 40 of scientific dedication.

- | | | | |
|--------------------|--------------------|----------------------|------------------|
| 21. [A] want | [B] require | [C] demand | [D] needs |
| 22. [A] with | [B] despite | [C] because of | [D] only |
| 23. [A] magnifying | [B] scientific | [C] small | [D] microscopic |
| 24. [A] into | [B] off | [C] out | [D] to |
| 25. [A] huge | [B] large | [C] big | [D] broad |
| 26. [A] make | [B] let | [C] lead | [D] have |
| 27. [A] same | [B] such | [C] this | [D] that |
| 28. [A] needles | [B] inject | [C] medicine | [D] shots |
| 29. [A] harmless | [B] hurting | [C] better | [D] radioactive |
| 30. [A] polluted | [B] filthy | [C] malaria-infected | [D] dirty |
| 31. [A] feed | [B] bite | [C] rely | [D] depend |
| 32. [A] empty | [B] bare | [C] clean | [D] thin |
| 33. [A] all but | [B] everything but | [C] nothing but | [D] anything but |
| 34. [A] permit | [B] let | [C] admit | [D] think |

- | | | | |
|-----------------|---------------|-----------------|-----------------|
| 35. [A] chained | [B] locked | [C] fastened | [D] tied |
| 36. [A] extend | [B] expand | [C] lengthen | [D] stretch |
| 37. [A] mice | [B] mouses | [C] guinea pigs | [D] animals |
| 38. [A] finding | [B] searching | [C] looking | [D] seeking |
| 39. [A] help | [B] fame | [C] money | [D] recognition |
| 40. [A] meaning | [B] feel | [C] sense | [D] idea |

Section II Use of English (3)

(15 minutes)

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

Who won the World Cup 1994 football game? What happened at the United Nations? How did the critics like the new play? 21 an event takes place, newspapers are on the streets 22 the details. Wherever anything happens in the world, reporters are on the spot to 23 the news.

Newspapers have one basic 24, to get the news as quickly as possible from its source, from those who make it to those who want to 25 it.

Radio, telegraph, television, and 26 inventions brought competition for newspapers. So did the development of magazines and other means of communication. 27, this competition merely spurred the newspapers on. They quickly made use of the newer and faster means of communication to improve the 28 and thus the efficiency of their own operations. Today more newspapers are 29 and read than ever before. Competition also led newspapers to branch out into many other fields. Besides keeping readers 30 of the latest news, today's newspapers 31 and influence readers about politics and other important and serious matters. Newspapers influence reader's economic choices 32 advertising. Most newspapers depend on advertising for their very 33.

Newspapers are sold at a price that 34 even a small fraction of the cost of production. The main 35 of income for most newspapers is commercial advertising. The 36 in selling advertising depends on a newspaper's value to advertisers. This 37 in terms of circulation. How many people read the newspaper? Circulation depends 38 on the work of the circulation department and on the services or entertainment 39 on a newspaper's pages. But for the most part, circulation depends on a newspaper's value to readers as a source of information 40 the community, city, county, state, world and even outer space.

- | | | | |
|-------------------|------------|----------------|-----------------|
| 21. [A] Just when | [B] While | [C] Soon after | [D] Before |
| 22. [A] to give | [B] giving | [C] given | [D] being given |
| 23. [A] gather | [B] spread | [C] carry | [D] bring |
| 24. [A] reason | [B] cause | [C] problem | [D] purpose |

- | | | | |
|------------------------|----------------------|--------------------|-------------------|
| 25. [A] make | [B] publish | [C] know | [D] write |
| 26. [A] another | [B] other | [C] one another | [D] the other |
| 27. [A] However | [B] And | [C] Therefore | [D] So |
| 28. [A] value | [B] ratio | [C] rate | [D] speed |
| 29. [A] spread | [B] passed | [C] printed | [D] completed |
| 30. [A] inform | [B] be informed | [C] to be informed | [D] informed |
| 31. [A] entertain | [B] encourage | [C] educate | [D] edit |
| 32. [A] on | [B] through | [C] with | [D] of |
| 33. [A] forms | [B] existence | [C] contents | [D] purpose |
| 34. [A] tries to cover | [B] manages to cover | [C] fails to cover | [D] succeeds in |
| 35. [A] source | [B] origin | [C] course | [D] finance |
| 36. [A] way | [B] means | [C] chance | [D] success |
| 37. [A] measures | [B] measured | [C] is measured | [D] was measured |
| 38. [A] somewhat | [B] little | [C] much | [D] something |
| 39. [A] offering | [B] offered | [C] which offered | [D] to be offered |
| 40. [A] by | [B] with | [C] at | [D] about |

Section II Use of English (4)

(15 minutes)

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

Throughout history, people have been the victims of pickpockets. Today, pickpocketing is one of the most rapidly increasing 21. Pickpockets are increasing in number and developing better methods to 22 their skills. Approximately one million Americans lose 23 to pickpockets every year, and no one is really safe from a skilled 24. His victims, or "marks" as they are 25, can be rich or poor, young or old.

During the 18th century, pickpockets were 26 in England. Large crowds of people would gather to watch the hanging 27 was supposed to be a warning to other pickpockets. 28, in time the practice was discontinued. The reason: While people were attentively watching the 29 of a pickpocket, other pickpockets skillfully 30 the money of the spectators!

Police officials say that the most 31 pickpockets come from South America. Many of these expert pickpockets are trained in special schools called "Jingle Bell Schools". A pickpocket graduates from a J. B. S. when he is 32 to steal a wallet from a dressed dummy that has bells 33 its pockets!

Even the most well-dressed, 34 person may be a pickpocket. Some of the 35 places of pickpockets are banks, airports, racetracks, supermarkets, elevators, and bus stations. Often a pickpocket will work with 36 pickpocket as his 37. Another kind of pickpocket works outside or inside bars and specializes 38 stealing from persons who

have had too much alcohol to drink. The pickpocket who steals from women is called a "purse snatcher".

To avoid 39 the victim of a pickpocket, it is important to be very cautious and alert when in the 40 of large gathering of people.

- | | | | |
|---------------------|-----------------|----------------|-----------------|
| 21. [A] criminals | [B] crimes | [C] errors | [D] mistakes |
| 22. [A] practice | [B] take | [C] drill | [D] hold |
| 23. [A] wallets | [B] coins | [C] purses | [D] money |
| 24. [A] murderer | [B] pickpocket | [C] criminal | [D] killer |
| 25. [A] named | [B] considered | [C] called | [D] regarded |
| 26. [A] hanged | [B] hung | [C] sentenced | [D] tried |
| 27. [A] what | [B] when | [C] which | [D] it |
| 28. [A] Accordingly | [B] Therefore | [C] Moreover | [D] However |
| 29. [A] performance | [B] work | [C] hanging | [D] accident |
| 30. [A] asked | [B] stole | [C] robbed | [D] got |
| 31. [A] efficient | [B] effective | [C] effectual | [D] efficacious |
| 32. [A] capable | [B] enough | [C] ready | [D] able |
| 33. [A] inside | [B] at | [C] outside | [D] on |
| 34. [A] respective | [B] respectable | [C] respectful | [D] respecting |
| 35. [A] feasible | [B] favorable | [C] favorite | [D] popular |
| 36. [A] one | [B] other | [C] same | [D] another |
| 37. [A] friend | [B] victim | [C] crime | [D] partner |
| 38. [A] on | [B] in | [C] for | [D] with |
| 39. [A] being | [B] to be | [C] be | [D] to being |
| 40. [A] centre | [B] heart | [C] midst | [D] core |

Section I Use of English (5)

(15 minutes)

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

People live in groups, which we call societies. Societies and social relations are the subjects 21 in the social sciences.

Men depend on other men and on the world around 22. The sun brings them warmth and light, day and night, summer and winter. Plants grow 23 there is air and sunshine, earth and water; animals, depend on plants; 24 depend on water, air, sunshine, and the plants and animals around them.

Wherever people live and 25 they look like, many of their requirements are the 26. They need food and places to live 27, warmth and sleep. They need 28 social existence, they need friendships and relationships which will 29 to marriage and family

life. The members of a society depend on one 30.

In different societies we find different ways of finding 31 and different methods of preparing it. Societies have 32 habits and customs. They teach their children, care for 33 people, look after old people in various ways. They have different 34 about life, death, and the world 35 which they were born.

Most men 36 to live in peace. The members of every social group accept certain rules and customs 37 expect other members to know them. Children are taught to 38 these rules, and what they do in 39 life depends partly on the habits they 40 when they were young.

- | | | | |
|------------------|--------------------|-----------------|----------------|
| 21. [A] studied | [B] learned | [C] searched | [D] explained |
| 22. [A] it | [B] them | [C] us | [D] everyone |
| 23. [A] where | [B] that | [C] when | [D] whenever |
| 24. [A] animals | [B] plants | [C] men | [D] everything |
| 25. [A] what | [B] how | [C] however | [D] whatever |
| 26. [A] similar | [B] same | [C] one | [D] like |
| 27. [A] in | [B] on | [C] with | [D] by |
| 28. [A] such | [B] the | [C] a | [D] that |
| 29. [A] move | [B] lead | [C] go | [D] come |
| 30. [A] another | [B] other | [C] each | [D] thing |
| 31. [A] food | [B] meal | [C] crops | [D] cake |
| 32. [A] modern | [B] strict | [C] various | [D] limited |
| 33. [A] healthy | [B] educated | [C] middle-aged | [D] sick |
| 34. [A] comments | [B] considerations | [C] beliefs | [D] attitudes |
| 35. [A] onto | [B] into | [C] from | [D] beyond |
| 36. [A] want | [B] think | [C] have | [D] believe |
| 37. [A] or | [B] but | [C] and | [D] so |
| 38. [A] use | [B] get | [C] form | [D] follow |
| 39. [A] late | [B] later | [C] latter | [D] latest |
| 40. [A] learned | [B] knew | [C] obtained | [D] received |

Section I Use of English (6)

(15 minutes)

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

In some countries where racial prejudice is acute, violence has so come to be taken for granted as a means of solving differences; and this is not even questioned. There are countries 21 the white man imposes his rule by brute force; there are countries where the black man protests by 22 fire to cities and by looting and pillaging. Important people 23

23 both sides, who would in other respects appear to be 24 men, get up and calmly argue 25 violence—as if it were a legitimate solution, like any other. 26 is really frightening, what really fills you 27 despair, is the realization that when it comes to the crunch, we have made no actual progress 28 . We may wear collars and ties instead of war-paint, but our instincts remain basically unchanged. The whole of the 29 history of the human race, that tedious documentation of violence, has taught us absolutely nothing. We have still not learnt that violence never 30 a problem but makes it more acute. The sheer horror, the bloodshed and the suffering 31 nothing. No solution ever 32 the morning after when we dismally contemplate the smoking ruins and wonder 33 hit us.

The truly reasonable men who know where the solutions 34 are finding it 35 to get a hearing. They are despised, mistrusted and even persecuted by their own 36 because they advocate such apparently outrageous things 37 law enforcement. If half the energy that goes into violent acts were 38 , if our efforts were directed at cleaning up the slums and ghettos, at improving living-standards and providing education and employment 39 all, we would have gone a long 40 to arriving at a solution.

- | | | | |
|----------------------------|--------------------------|-----------------------|-------------------|
| 21. [A] where | [B] that | [C] which | [D] who |
| 22. [A] giving | [B] catching | [C] setting | [D] letting |
| 23. [A] at | [B] on | [C] by | [D] along |
| 24. [A] reasonable | [B] reasonably | [C] reasonless | [D] reason |
| 25. [A] for the sake of | [B] for fear of | [C] in case of | [D] in favor of |
| 26. [A] That | [B] Which | [C] What | [D] So |
| 27. [A] of | [B] with | [C] by | [D] up |
| 28. [A] at all | [B] after all | [C] at last | [D] in the end |
| 29. [A] record | [B] recording | [C] recorded | [D] records |
| 30. [A] keeps | [B] deals | [C] answers | [D] solves |
| 31. [A] meant | [B] mean | [C] is meaning | [D] are meaning |
| 32. [A] brings to light | [B] bring to light | [C] comes to light | [D] come to light |
| 33. [A] what | [B] that | [C] / | [D] which |
| 34. [A] lay | [B] lays | [C] lie | [D] lies |
| 35. [A] much and more hard | | [B] harder and harder | |
| | [C] more and more harder | [D] hard and harder | |
| 36. [A] kind | [B] way | [C] right | [D] rule |
| 37. [A] like | [B] so | [C] that | [D] as |
| 38. [A] put to use good | | [B] put to good use | |
| | [C] put good to use | [D] good put to use | |
| 39. [A] by | [B] at | [C] for | [D] with |
| 40. [A] route | [B] path | [C] way | [D] road |

PETS 四级笔试“阅读理解”分项训练

(A、B 两部分共 60 分钟)

Section III Reading Comprehension (1)

Part A (1)

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

Text 1

Exceptional children are different in some significant ways from others of the same age. For these children to develop to their full adult potential, their education must be adapted to those differences.

Although we focus on the needs of exceptional children, we find ourselves describing their environment as well. While the leading actor on the stage captures our attention, we are aware of the importance of the supporting players and the scenery of the play itself. Both the family and the society in which exceptional children live are often the key to their growth and development. And it is in the public schools that we find the full expression of society's understanding—the knowledge, hopes, and fears that are passed on to the next generation.

Education in any society is a mirror of that society. In that mirror we can see the strengths, the weaknesses, the hopes, the prejudices, and the central values of the culture itself. The great interest in exceptional children shown in public education over the past three decades indicates the strong feeling in our society that all citizens, whatever their special conditions, deserve the opportunity to fully develop their capabilities.

“All men are created equal.” We've heard it many times, but it still has important meaning for education in a democratic society. Although the phrase was used by this country's founders to denote equality before the law, it has also been interpreted to mean equality of opportunity. That concept implies educational opportunity for all children—the right of each children to receive help in learning to the limits of his or her capacity, whether that capacity be small or great. Recent court decisions have confirmed the right of all children—disabled or not—to an appropriate education, and have ordered that public schools take the necessary steps to provide that education. In response, schools are modifying their programs, adapting instruction to children who are exceptional, to those who can not profit substantially from regular programs.

41. In paragraph 2, the author cites the example of the leading actor on the stage to show that
- [A] the growth of exceptional children has much to do with their family and the society.
 - [B] exceptional children are more influenced by their families than normal children are.

- [C] exceptional children are the key interest of the family and society.
[D] the needs of the society weigh much heavier than the needs of the exceptional children.
42. The reason that the exceptional children receive so much concern in education is that
[A] they are expected to be leaders of the society.
[B] they might become a burden of the society.
[C] they should fully develop their potentials.
[D] disabled children deserve special consideration.
43. This passage mainly deals with
[A] the differences of children in their learning capabilities.
[B] the definition of exceptional children in modern society.
[C] the special educational programs for exceptional children.
[D] the necessity of adapting education to exceptional children.
44. From its passage we learn that the educational concern for exceptional children
[A] is now enjoying legal support.
[B] disagrees with the tradition of the country.
[C] was clearly stated by the country's founders.
[D] will exert great influence over court decisions.
45. Which of the following is TRUE according to the passage?
[A] Exceptional children refer to those with mental or physical problems.
[B] The author use "All men are created equal" to counter the school program for the exceptional children.
[C] Recent court decisions confirm the rights of the exceptional children to enjoy the equal rights to learn with the normal ones.
[D] Regular school programs fail to meet the requirements to develop the potential of exceptional children.

Text 2

Facial expressions carry meaning determined by contexts and relationships. For instance, the smile, which is typically an expression of pleasure, has many functions. A woman's smile at a policeman who is about to give her a ticket does not carry the same meaning as the smile she gives to a young child. A smile may show affection, convey politeness, disguise true feelings. Pain is conveyed by a grimace, which also signifies disgust or disapproval. Surprise, shock, or disbelief can be shown by raising the eyebrows. A wink given to friend may mean "you and I have a secret" or "I'm just kidding." Between a man and a woman, a wink can be flirtations. Our faces easily reveal emotions and attitudes.

The degree of facial expressiveness also varies among individuals and cultures. The fact that members of one culture do not express their emotions as openly as members of another does not mean they do not experience emotions. Rather, there are cultural restraints on the amount of nonverbal expressiveness permitted. Given individual differences, it is difficult to

make generalizations about a cultural style of communication. Americans express themselves facially in varying degrees. People from certain ethnic backgrounds in the United States may use their hands, bodies, and faces more than other Americans. There are no fixed rules, although it is considered negative or suspicious to have a "deadpan" expression or a "Poker face". Some people can be "read like a book"; others are difficult to read.

Eye contact is important because insufficient or excessive eye contact may create communication barriers. It is important in relationships because it serves to show intimacy, attention, and influence. As with facial expressions, there are no specific rules governing eye behavior except that it is considered rude to stare, especially to strangers. It is, however, common for two strangers to walk toward each other, make eye contact, smile and perhaps even say "Hi". The strangers may immediately look away and forget that they even had any contact. This type of glance does not mean much; it is simply a way of acknowledging another person's presence. In a conversation too little eye contact may be seen negatively because it conveys lacks of interest, inattention, or even mistrust. The relationship between mistrust and lack of eye contact is stated directly in the expression, "Never trust a person who can't look you in the eye."

46. A good title for this passage is
- [A] the Speaking Hands.
 - [B] the Silent Eyes.
 - [C] Body Bubbles.
 - [D] Nonverbal Language.
47. A smile between a boyfriend and girlfriend differs from a smile between an angry employee and his boss. This example, like the one in the passage illustrates
- [A] multiple functions of facial expression.
 - [B] the universality of the smile.
 - [C] disharmony at work.
 - [D] the danger of the smile.
48. The expression "you can read her like a book" means
- [A] she is a difficult person to understand.
 - [B] she speaks with words.
 - [C] she shows her feelings and emotions.
 - [D] she uses a lot of gestures.
49. Why might it be inappropriate to stare at strangers?
- [A] Staring can make a stranger very uncomfortable.
 - [B] Staring is rude in any situation all over the world.
 - [C] Staring can give on person too much power over another.
 - [D] Staring at a friend is all right.
50. The author implies in the whole passage that silent language
- [A] cannot be learned.

[B] is less important than the verbal language.

[C] is very complicated.

[D] may be done away with.

Text 3

Perhaps most puzzling than purring is the cat's ability to survive falls. A research shed light on this ability in 1987. The cat's ability of falling out of open windows provided the researchers with an opportunity to study 115 cats that had fallen from high-rise apartments in New York City. The average fall was 5.5 stories. Of the 115 cats studied, 90 percent survived, including one cat that fell 32 stories onto a sidewalk and suffered only mild chest injury and a chipped tooth. Interestingly, cats that fell from 9 or more stories suffered fewer injuries than those falling from lower heights. Among cats that fell from 9 to 32 stories, only 5 percent suffered fatal injuries, but 10 percent of those that fell from 7 or fewer stories died.

How do they manage to take falling so easily? For one thing, in comparison to human beings, a cat is much smaller and lighter. Also, a cat has more body surface area in proportion to its weight than a human being has. This increase in surface area results in greater air resistance, which slows the fall. The important thing, however, is that a falling cat apparently positions itself to form a sort of parachute. Less than one second after it starts to fall, a cat quickly rights itself in midair with all four legs pointing downward. The cat's inner ears act like an internal gyroscope, telling the cat which direction it is falling. With the legs pointed downward, the cat then spreads its legs so that its body forms a sort of parachute that increases air resistance. With its limbs flexed, the cat also cushions the force of impact by landing on all four legs. The force of the impact is distributed through the muscles and joints.

The researchers believe that the parachute effect comes into play mainly above four stories, at the point where the cat has reached its greatest rate of descent. Of the 115 cats the researchers studied, only 1 of 13 cats that fell nine or more stories sustained a bone fracture, whereas most of the cats that fell from lower stories suffered some type of broken bone.

51. In the research it was found that the cats tend to suffer injuries or death that fell from
- [A] the highest story of the building.
 - [B] the lowest story of the building.
 - [C] the middle stories of the building.
 - [D] the fourth to seventh stories of the building.
52. The key to the cat's survival of high falls lies in
- [A] its body size.
 - [B] the size of its body surface.
 - [C] its body weight.

- [D] its posture in the falling.
53. Cats that fall from high places
- [A] take some time to adjust itself in midair.
 - [B] always spread itself as fully as possible.
 - [C] look like the shapes of parachute.
 - [D] points their ears to the falling direction.
54. The parachute effect starts
- [A] in the middle of the cat's fall.
 - [B] when its fall reached the highest speed.
 - [C] at the beginning of the cat's fall.
 - [D] towards the end of the cat's fall.
55. In the second sentence of the first paragraph, the phrase "shed light on" probably means
- [A] give light to
 - [B] explain
 - [C] discover
 - [D] illustrate

Text 4

Calvin Coolidge, President of the United States from 1923 to 1929, once said, "The business of America is business." This famous statement, expressing the importance of the marketplace to the total American way of life, is as true today as it was several decades ago. In the United States today, there are some 12 million business establishments, ranging from one-man newsstands to gigantic corporation employing tens of thousands. Experts estimate that about one fourth of all urban workers have, at some time, been in business for themselves. Small businesses—farms, clothing stores, bakery and butcher shops, cleaning establishments, gas stations, restaurants—are a significant part of American capitalism. Nevertheless, the nation's economy is dominated by big business. Approximately 500 000 corporations handle about 75 percent of the nation's business. Only 500 companies account for about one-third of all activity in the industrial field. Business is quite aware of its own national importance, as indicated by the well-known remark, "What is good for General Motors is good for the United States, and vice versa."

To what extent is the power of big business a corrupting power that poses a threat to the national welfare? At one time, the common concern was that workers and small businessmen were being exploited and sometimes destroyed by ruthless corporate giants. Now, labor unions protect employees and, to some extent, laws protect both workers and small businessmen. But who protects the consumer? Big business, concerned more about profits than public welfare, can harm people in many ways. In recent years, there have been widespread protests about corporate crimes, including the production of deceitful ads, unsafe products, and dangerous level of pollution.

Also, the ability of big business to influence governmental decisions is an obvious evil.

Political candidates and parties seek the financial support of wealthy business leaders, who often buy political favors by making substantial contributions to the candidates' campaigns. Corporate financial power is capable of influencing governmental decisions in local, national, and even international affairs.

56. What President Coolidge said probably means
- [A] all Americans were business people then.
 - [B] business was the most important thing in America.
 - [C] there were a rich variety of businesses in America.
 - [D] America was a heaven for business development.
57. It can be concluded from the first paragraph that in America
- [A] big business actually governs the country.
 - [B] small business is no longer important.
 - [C] there are altogether 500 000 big businesses.
 - [D] a small proportion of businesses control its economy.
58. Which of the following is mentioned in the second paragraph of the passage?
- [A] The harms done to employees by big businesses.
 - [B] The harms done to national business by big businesses.
 - [C] The corruption of the executives within big businesses.
 - [D] All of the above.
59. Which of the following may be the best title for the passage?
- [A] The importance of business in American life.
 - [B] The role of big business in American life.
 - [C] The evil influence of big business on America's economy.
 - [D] The contribution of big business to America.
60. In the first sentence of paragraph 2, the word "poses" means
- [A] brings forward.
 - [B] brings up.
 - [C] brings about.
 - [D] brings out.

Part A (2)

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

Text 1

What are the zebra stripes on the tomato soup cans and potato chip bags? They are special black and white vertical lines. These black and white stripes can be read by an optical scanner, or computer. The "scanner", which reads the lines of code, is a small laser beam of light. When the light ray is broken by the black stripes, the computer "reads" the information about the product.

This code is called the Universal Product Code (UPC). It is designed to add speed and