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——莎士比亚

北大阳光全国英语等级考试系列用书

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根据教育部最新考试大纲编写

全国英语等级考试 全真模拟考卷

第五级

主编 北京大学 王旭璇



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- ★ 在线语法
- ★ 写作通关
- ★ 在线词汇

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北大阳光·外语考试·PETS



天津大学出版社
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全国英语等级考试

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第五级

主编 北京大学 王旭琰

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PETS 第五级简介

(一) 概述

1. 关于考试的组成

PETS 第五级考试由笔试(140 分钟, 满分 100 分)和口语(15 分钟, 满分 5 分)两种独立考试组成。

2. 关于考试指导语和题目用语

PETS 第五级考试中, 笔试、口语的指导和题目用语均为英文。

3. 关于答题卡和得分卡的使用

PETS 第五级考试采用特别设计的答题卡 and 得分卡。笔试中, 使用的是用于光电阅读器(OMR)评分的答题卡 1 和用于人工阅卷(阅读器得分)的答题卡 2。答题卡 1 在机器阅读前, 有部分题目也需要人工干预。

口语使用的是口语成绩得分卡。口语开始前考生在卡上填好自己的考号等有关信息, 考试结束时由教师将卡上填上的考生的口语成绩。

PETS 第五级考试所需答题卡和得分卡的种类如下表所示:

部 分			答题卡 and 得分卡种类
听力	英语知识运用		答题卡 1 (人工及 OMR)
阅读理解	A	答题卡 2 (人工)	
	B		
	C		
写作	答题卡 2 (人工)		
口语	得分卡		

4. 关于考试时间

PETS 第五级考试的答题时间分配如下表所示:

时间	部 分	听力	英语知识运用	阅读理解	写作	总计(分钟)
考试						
笔试		35	15	50	40	140
口语						15

5. 关于试卷的题量与采分点(原始得分)

PETS 第五级考试各部分的题量与采分点(原始得分)如下表所示。除特殊情况外, 原则上每题一分。

部 分	题量	原始得分	备 注
听力	30	30	
英语知识运用	20	20	
阅读理解	30	35	10 题中的 5 道题每题 2 分。
写作	1	25	
笔试(合计)	80 + 1	110	
口语		5	

6. 关于分数权重

为处理好考试中题目数量、赋分与各种技能的考查关系, PETS 第五级考试采用了分数加权的办法。即对各部分题目的原始得分分别给予不同的权重, 使之能够平衡各种技能的考查关系。

PETS 第五级考试笔试中各部分所占分数权重如下表所示:

部 分	权重(%)
听力	30
英语知识运用	10
阅读理解	35
写作	25
合计	100

考生得到的笔试成绩是其各部分所得原始得分分别经过加权处理后的分数总和。如: 某考生听力部分原始得分为 20 分, 经加权处理后的分数应为 $20 \div 30 \times 30 = 20$ 分; 其英语知识运用部分原始得分为 15 分, 经加权处理后的分数应为 $15 \div 20 \times 10 = 7.5$ 分; 其阅读理解部分原始得分 25 分, 经过加权处理后的分数应为 $25 \div 35 \times 35 = 25$ 分; 其写作部分原始得分 15 分, 经过加权处理后的分数应为 $15 \div 25 \times 25 = 15$ 分; 该考生未经过加权的原始总分为 75 分, 各部分经加权后的总分应为 $67.5 = 68$ 分。

7. 关于成绩通知单和合格证书

1) 任何考生只要参加 PETS 第五级考试的笔试或口语, 均能得到成绩通知单。

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

等级考试笔试成绩合格证(在全国英语等级考试口试成绩合格证))。

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

3)口试成绩单独计算,不列入笔试成绩。口试采取5分制评分,3分以上(含3分)为合格。口语并非都是必需的,这主要取决于用人单位以及考生的需求。

(二)笔试试卷内容与结构

PETS第五级考试笔试(140分钟)的全部试题都在一份试卷中,包括听力、英语知识运用、阅读理解和写作四部分。

第一部分 听力

该部分由A、B、C三节组成,考查考生理解英语口语的能力。

A节(10题):考查考生理解具体和抽象信息的能力。要求考生根据所听到的一段500~600词的对话或独白的内容,判断10个陈述句的正误。录音材料只播放一遍。

B节(10题):考查考生理解细节、事实、要点、观点、态度等的的能力。要求考生根据所听到的三段对话或独白(每段280~320词)的内容,从每题所给的4个选择项中选出最佳选项。每段录音材料只播放一遍。

C节(10题):考查考生理解并记录主要信息的能力。要求考生根据所听到的一段对话或独白(700~800词)的内容,回答问题或补充不完整的句子。录音材料播放两遍。

问题不在录音中播放,仅在试卷上印出。

听力考试进行时,考生将答案划或写在试卷上;听力部分结束后,考生有5分钟的时间将试卷上的答案涂或誊写到答题卡1上。

该部分所需时间约为35分钟(含誊写或转抄时间)。

第二部分 英语知识运用

该部分不仅考查考生对诸如连贯性和一致性等语段特征的理解能力,还考查考生对于一定语境中规范的语言成分的理解。这些规范的语言成分主要是词汇和语法结构。

共20小题,在一段250~300词的文章中留出20个空白,要求考生根据短文内容填空,使补全后的文章意思通顺、前后连贯、结构完整。其中约有12题考查语法和语段结构,8题考查词汇。

该部分所需时间为15分钟。考生在答题卡1上作答。

第三部分 阅读理解

该部分由A、B、C三节组成,考查考生理解书面英语的能力。

文章广泛地选自近期发表的文字材料,其形式与内容都是真实的。该部分中各篇文章的长度根据其题型要求从400词到850词不等,总阅读量约3 000词。

A节(15题):考查考生对文章主旨要义和细节信息的理解能力。要求考生根据所提供的3篇文章的内容(各长400~500词),从每题(1篇文章有4个选项)给出的4个选择项中选出最佳选

项。

B节(5题):考查考生对诸如连贯性和一致性等语段特征的理解。本部分内容为一篇长750~850词的文章,其中有5段空白,文章后有6段文字,要求考生根据文章内容从6段文字中选出能分别填入文章中5个空白处的5段。

C节(10题):考查考生使用略读或按读的方法识别具体信息的能力。要求考生根据所提供的1篇文章(750~850词)的内容,完成10道选择搭配题。

该部分所需时间为50分钟。考生在答题卡1上作答。

第四部分 写作

该部分考查考生的书面表达能力。

要求考生根据主题性或情景性的提示或问题写1篇不少于250词(标点符号不算在内)的短文。

该部分所需时间为40分钟。考生在答题卡2上作答。

(三)口试试卷内容与结构

口试分为三节,考查考生英语口语的实际能力。考试时间为15分钟。

每次口试采取两名口试教师(或两名考生的形式,一名口试教师不参与交谈、专事评分,另一名主持口试,随时与考生交谈并评分。专事评分的教师所给分数的权重占考生口试成绩的三分之一。

A节:考查考生理解一般性问题并能恰当地回答这些问题的能力。考官问一些有关考生生活、工作、学习等自我介绍方面的问题。

该节约需2分钟时间。

B节:考查考生用英语进行讨论的能力。该节的形式有解决问题、排序、角色扮演、讨论、决策,或就两个完全相反的观点阐述自己的观点等。

该节约需5分钟时间。

C节:考查考生连续表达的能力。考生分别从所给的三个话题中选择一个话题进行连续表达,并就此话题互相提问、回答。

该节约需5分钟时间。

PETS第五级口试试卷结构如下表所示:

节	时间 (分钟)	形式	为考生提供的信息	考查要点	考生提供的信息	分数
A	2	口试教师与考生对话	口试教师提问	互动性	回答个人信息	5
B	5	两名考生讨论	信息卡(文字或图片)	能和有	就所给信息进行讨论	
C	8	考生连续表达并相互问答	信息卡(文字或图片)	就所给信息连续表达并讨论	就所给信息连续表达并讨论	

注意:
因以下项目填写不清
而影响成绩责任自负

准考证号

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姓名				
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考试
地点: _____
考场: _____号

归属
区县: _____
(请准考证的区县)

PETS 第五级

全真模拟考卷(一)

绝密★启用前

机密★长期

全国英语等级考试

第五级

Public English Test System (PETS)

Level 5

试卷号:

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. 听力部分答题时,考生可先将答案标注成写在试卷上,在听力部分结束后考生有5分钟的时间将答案填涂在答题卡上。
4. 一律用2B铅笔,按照答题卡上的要求填涂。如要改动答案,必须用橡皮擦净。
5. 注意字迹清楚,保持卷面整洁。
6. 考试结束时将试卷和答题卡放在桌上,不得带走。待监考人员收毕清点后,方可离场。

* 本试卷任何单位或个人不得保留、复制和出版,违者必究。

1 1 1 1 1 1 1

Section I Listening Comprehension

(35 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 **THREE** parts in this section, Part A, Part B and Part C.

Remember, while you are doing the test, you should first put down your answers in your test booklet, NOT on the ANSWER SHEET. At the end of the listening comprehension section, you will have 5 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 is started.

Now look at Part A in your test booklet.

Part A

You will hear a conversation. As you listen, answer Questions 1 to 10 by circling **True** or **False**. You will hear the conversation **ONLY ONCE**.

You now have 60 seconds to read Questions 1-10.

1. The staff members of the restaurant don't share in decision-making. TRUE/FAUSE
2. The owner, Paul, always has the final say when disagreement comes up. TRUE/FAUSE
3. Alan has been with Paul for fifteen years. TRUE/FAUSE
4. Paul once lectured on cooking with practical demonstrations in Australia and New Zealand. TRUE/FAUSE
5. His lecture had been very popular. TRUE/FAUSE
6. Paul once wanted to set up his business in a competitive place. TRUE/FAUSE
7. The restaurant used to be a farmhouse. TRUE/FAUSE
8. Paul feels all right keeping serving the same dishes. TRUE/FAUSE
9. Alan may not want to have his recipe publicized. TRUE/FAUSE
10. The woman is a journalist from a magazine. TRUE/FAUSE

You now have 20 seconds to check your answers to Question 1-10. That is the end of Part A.

Part B

You will hear 3 conversations or talks and you must answer the questions by choosing A, B, C or D. You will hear the recording **ONLY ONCE**.

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

11. What does the speaker suggest that the students should do during the term?
 - [A] Consult with her frequently.
 - [B] Use the computer regularly.
 - [C] Occupy the computer early.
 - [D] Wait for one's turn patiently.
12. What service must be paid for?
 - [A] Computer classes.
 - [B] Training sessions.
 - [C] Laser printing.
 - [D] Package borrowing.
13. What is the talk mainly about?
 - [A] Computer lab services.
 - [B] College library facilities.
 - [C] The use of micro-computers.
 - [D] Peripherals from the laser printer.

You now have 30 seconds to check your answers to Questions 11 ~ 13.

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

14. What are the speakers trying to do?
 - [A] Visit the new restaurant.
 - [B] Watch a parade.
 - [C] Have a picnic.
 - [D] Go to the beach.
15. How does the man feel about the rain?
 - [A] Excited.
 - [B] Confused.
 - [C] Afraid.
 - [D] Surprised.
16. What will the speakers probably do next?
 - [A] Go home.
 - [B] Go to a restaurant.

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- [C] Unpack the car.
- [D] Put a dry blanket under the tree.

You now have 30 seconds to check your answers to Questions 14 ~ 16.

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

17. What's the main topic of the conversation?
 - [A] A popular TV program.
 - [B] A breakthrough in technology.
 - [C] A recent purchase.
 - [D] A new electronic store.
18. What does the woman suggest the man do?
 - [A] Research what TV set is best for him.
 - [B] Ask for a cheaper price on the TV.
 - [C] Try a different store.
 - [D] Be satisfied with what he has.
19. What will the man probably do as a result of the conversation?
 - [A] Watch less TV.
 - [B] Return the TV to the store.
 - [C] Pay for the TV.
 - [D] Show the woman how to use the remote control.
20. What's the man's attitude toward the TV?
 - [A] He would prefer a more expensive model.
 - [B] He is confused by the remote control.
 - [C] He's eager to use it.
 - [D] He is not happy that he bought it.

You now have 40 seconds to check your answers to Questions 17 ~ 20.

That is the end of Part B.

Part C

You will hear a talk. As you listen, you must answer Questions 21 ~ 30 by writing **NO MORE THAN THREE words** in the space provided on the right. You will hear the talk **TWICE**.

You now have 60 seconds to read Questions 21 ~ 30.

21. What do you know about Beethoven's music talent when he was 7?
22. How old was he when he was made assistant organist in Bonn?

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23. In which year did Beethoven meet his idol Mozart?
24. What was Mozart's reaction after he heard Beethoven's performance?
25. What did Beethoven think of Haydn's teaching?
26. What was Beethoven's personality?
27. What can we learn about Beethoven from his style of composing?
28. Which is the most popular of all his symphonies?
29. How did Beethoven communicate with others after he had lost his hearing?
30. In which year did he die?

You now have 100 seconds to check your answers to Questions 21–30.

This is the end of Part C. You now have 5 minutes to transfer all your answers from your test booklet to ANSWER SHEET 1.

This is the end of Listening Comprehension.

1 1 1 1 1 1

THIS IS THE END OF SECTION 1
DO NOT READ OR WORK ON THE NEXT SECTION, UNTIL
YOU ARE TOLD TO CONTINUE.

2 2 2 2 2 2

Section II Use of English

(15 minutes)

Read the following text and fill each of the numbered spaces with ONE suitable word.
Write your answers on ANSWER SHEET 1.

"Everything happens for the best," my mother said (31) _____ I faced disappointment. "If you

carry on, one day something good will (32) _____." And you "I realize that it wouldn't have happened if not for that previous disappointment."

Mother was right. (33) _____ I discovered after graduating from college in 1932. I had decided to try for a job in radio, then work my way up to spot announcer. I had talked to Chicago and knocked on the door of every (34) _____ and got turned down every time.

In one studio, a kind lady told me that big stations couldn't risk hiring an inexperienced person. "Go out in the sticks (偏僻地区) and find a (35) _____ station that'll give you a chance," she said.

I thumbed home to Dixon, Illinois. (36) _____ there were no radio-announcing jobs in Dixon, my father said Montgomery Ward had opened a store and wanted a local athlete to manage its sports department. Since Dixon was (37) _____ I had played high-school football, I applied. The job sounded just right for me. (38) _____ I wasn't hired.

My disappointment (39) _____ here alone. "Everything happens for the best," Mom reminded me. Dad offered me the car to job hunt. I tried WOC Radio in Davenport, Iowa. The program director, a wonderful Scotsman named Peter MacArthur, told me they had already (40) _____ an announcer.

As I left his office, my frustration boiled over. I asked (41) _____, "How can a fellow get to be a sports announcer if he (42) _____ get a job in a radio station?"

I was (43) _____ for the elevator when I heard MacArthur calling. "What was that you said about sports? Do you know (44) _____ about football?" Then he stood me (45) _____ a microphone and asked me to (46) _____ an imaginary game.

The preceding autumn, my team had won a game in the last 20 seconds with a 65-yard run. I did a 15-minute buildup (宣传) to that play, and Peter told me I would be broadcasting Saturday's (47) _____.

On my way (48) _____, as I have many times since, I thought of my mother's words: "If you carry on, one day something good will happen—something (49) _____ wouldn't have happened if not for that previous disappointment."

I often wonder what direction my life might have (50) _____ if I'd gotten the job at Montgomery Ward.

2 2 2 2 2 2

THIS IS THE END OF SECTION II
DO NOT READ OR WORK ON THE NEXT SECTION, UNTIL
YOU ARE TOLD TO CONTINUE.



Section III Reading Comprehension

(50 minutes)

Part A

Read the following texts and answer the questions which accompany them by choosing A, B, C or D.
Mark your answers on ANSWER SHEET 1.

Text 1

It is said that the mass media are the greatest organs for enlightenment that the world has yet seen; that in Britain, for instance, several million people see each issue of the current affairs program, *Panorama*. It is true that never in human history were so many people so often and so much exposed to so many intimations about societies, forms of life, attitudes other than those which obtain in their own local societies. This kind of exposure may well be a point of departure for acquiring certain important intellectual and imaginative qualities, width of judgment, a sense of the variety of possible attitudes. Yet in itself such exposure does not bring intellectual or imaginative development. It is no more than the masses of a stone which lies around in a quarry and which may, conceivably, go to the making of a cathedral. The mass media cannot build the cathedral, and their way of showing the stones does not always prompt others to build. For the stones are presented within a self-contained and self-sufficient world in which, it is implied, simply to look at them, to observe—flectingly—individually interesting points of difference between them, is sufficient in itself.

Life is indeed full of problems on which we have to—or feel we should try to—make decisions, as citizens or as private individuals. But neither the real difficulty of these decisions, nor their true and disturbing challenge to each individual, can often be communicated through the mass media. The distinction to suggest real choice, individual decision, which is to be found in the mass media is simply the product of a commercial desire to keep the customers happy. It is within the grain of mass communications, the organs of the establishment, however well-intentioned they may be and whatever their form (the State, the Church, voluntary societies, political parties), have a vested interest in ensuring that the public be not so violently shocked, and will so affect those who work within the mass media that they will be led insensibly towards forms of production which, though the skin to where such enquiries might really hurt. They will tend to move, when exposing problems, well within the accepted cliché-cliché not to make a disturbing application of them to features of contemporary agitation of problems for the sake of the interest of that agitation in itself; they will therefore, again, assist a form of acceptance of the status quo. There are exceptions to this tendency, but they are uncharacteristic.

The result can be found in a hundred radio and television programs as plainly as in the normal treatment of public issues in the popular press. Different levels of background in the readers or viewers may be assumed, but what usually takes place is a substitute for the process of arriving at judgment. Programs such as this are noteworthy less for the "stimulation" they offer than for the fact that stimulation (repeated at regular intervals) may become a substitute for, and so a hindrance to, judgments carefully arrived at and tested in the mind and on the pulses. Mass communications, then, do not ignore intellectual matters; they tend to caricature them, to allow them to sit on the side of the fireplace, sleek and useless, a family plianthang.

51. According to the passage, the mass media present us with
- [A] insufficient diversity of information.
- [B] too restricted a view of life.
- [C] a wide range of facts and opinions.
- [D] a critical assessment of our society.
52. The word "distinction" (line 3, para. 2) implies that
- [A] mass media are not capable of giving real choice and individual decision.
- [B] mass media do not feel like giving real choice and individual decision.
- [C] mass media do not manage to give real choice and individual decision.
- [D] people do not expect to get real choice and decision from mass media.
53. The author uses the comparison with building a cathedral to show that
- [A] worthwhile results do not depend on raw material only.
- [B] the mediocrate world had different beliefs.
- [C] great works of art require good foundations.
- [D] close attention to detail is important.
54. Radio, TV and the press are criticized here for
- [A] widening the gap between classes.
- [B] assuming that everyone's tastes are the same.
- [C] failing to reach any definite conclusions.
- [D] setting too intellectual a standard.
55. What is the author's final judgment on how mass communications deal with intellectual matters?
- [A] They regard them as unimportant.
- [B] They see them as a domestic pastime.
- [C] They consider them to be of only domestic interest.
- [D] They rob them of their dramatic impact.

Text 2

For the past six years, crime rates have been falling all over America. In some big cities, the fall

has been extraordinary. Between 1994 and 1997 in New York city violent crime fell by 39% in central Harlem and by 45% in the once-terrifying South Bronx. The latest figures released by the FBI, for 1997, show that serious crime continued to fall in all the largest cities, though a little more slowly than in 1996.

Violent crime fell by 5% in all, and by slightly more in cities with over 250,000 people. Property crimes have fallen, too, by more than 20% since 1980, so that the rates for burglary and car-theft are lower in America than they are in supposedly more law-abiding Britain and Scandinavia. And people have noticed. In 1994, 30% of Americans told pollsters that crime was the most important challenge facing the country. In 1997, only 15% thought so. Some cities' police departments are so impressed by these figures, it is said, that they have lately taken to exaggerating the plunge in crime.

Why this has happened is anyone's guess. Many factors—social, demographic, economic, and political—affect crime rate, so it is difficult to put a finger on the vital clue. In May this year, the FBI itself admitted it had "no idea" why rates were falling so fast.

Politicians think they know, of course. Ask Rudy Giuliani, the mayor of New York, why his city has made such strides in beating crime that it accounts for fully a quarter of the national decline. He will cite his policy of "zero tolerance". This concept, which sprang from a famous article by two criminologists in *Atlantic Monthly* in March 1982, maintains that by refusing to tolerate tiny infractions of the law—dropping litter, spray-painting walls—the authorities can create a climate in which crime of more dangerous kinds finds it impossible to flourish. The *Atlantic* article was called "Broken Windows"; if one window in a building was left broken, it argued, all the others would soon be gone. The answer, mused the window, fast.

The metro system in Washington DC, was the first place where zero tolerance drew public attention, especially when one passenger was arrested for eating a banana. The policy seemed absurdly pettishness, yet it worked: in a better environment, people's behavior improved, and crime dropped. Mr. Giuliani, taking this theme to heart, has gone further. He has cracked down on window-cleaners, public urinals graffiti, and even jewelers. He has exorcised New York's famously sullen cabbidrivars, and wants all New Yorkers to be nicer to each other. Tony Blair, visiting from London, has been hugely impressed.

But is this cleanliness and civility the main reason why crime has fallen? It seems unlikely. "Zero tolerance" can also be a distraction, making too many policemen spend too much time handing out littering tickets and parking fines while, some streets away, young men are being murdered for their firearms. It is localized, too: though lower Manhattan or the Washington metro can show the uncanny orderliness of a communist regime, other parts of the city—the areas of highest crime maybe left largely untreated.

William Britton, New York's police commissioner until Mr. Giuliani fired him for stealing his thunder, has a different explanation for the fall in crime. It came about mainly, he believes, because he reorganized the police department and restored its morale: giving his officers better guns, letting them take more decisions for themselves, and moving them away from desk jobs and out into the streets. Mr.

Britton made his precinct commanders personally responsible for reducing crimes on their own beats. There was no passing the buck, and those who failed were fired. Within a year, he had replaced half of them.

56. What can we conclude from paragraphs one and two about America between 1994 and 1997?

- [A] Its crime rates have been falling only in big cities.
- [B] Violent crime falls by 39%.
- [C] The rates for burglary and car-theft are lower in America than that in Britain.
- [D] Violent crime falls by more than 20%.

57. In the last sentence of the 2nd paragraph the word "plunge" can be replaced by

- [A] sudden fall.
- [B] pluck.
- [C] increase.
- [D] rise.

58. Where in the passage does the author give a definition?

- [A] The last sentence in the 1st paragraph.
- [B] The 2nd sentence in the 2nd paragraph.
- [C] The 4th sentence in the 4th paragraph.
- [D] The 2nd sentence in the 5th paragraph.

59. In Washington DC a passenger was arrested for eating a banana in the metro system. This case later shows that

- [A] the police are lazy.
- [B] in a better environment, people's behaviour improves.
- [C] zero to tolerance is a failure.
- [D] Mr. Giuliani disagreed with it.

60. According to the passage, what are the main reasons for the falling of the crime rates?

- [A] Social and demographic factors.
- [B] The efforts of FBI.
- [C] The policy of zero tolerance.
- [D] It is difficult to find the vital clue.

Text 3

Until men invented ways of staying underwater for more than a few minutes, the workers of the world below the surface of the sea were almost unknown. The main problem, of course, lies in air. How could air be provided to swimmers below the surface of the sea? Pictures made about 2,900 years ago in Asia show men swimming under the surface with air bags tied to their bodies. A pipe from the bag carried air

into the swimmer's mouth. But little progress was achieved in the invention of diving devices until about 1490, when the famous Italian painter, Leonardo da Vinci, designed a complete diving suit.

In 1680, an Italian professor invented a large air bag with a glass window to be worn over the diver's head. To "clean" the air a breathing pipe went from the air bag, through another bag to remove moisture, and then again to the large air bag. The plan did not work, but it gave later inventors the idea of moving air around in diving devices.

In 1819, a German, Augustus Siebe, developed a way of forcing air into the head-covering by a machine operated above the water. At last in 1837, he invented the "hard-hat suit" which was to be used for nearly a century. It had a metal covering for the head and an air pipe attached to a machine above the water. It also had small openings to remove unwanted air. But there were two dangers to the diver inside the "hard-hat suit". One was the sudden rise to the surface, caused by a too great supply of air. The other was the crushing of the body, caused by a sudden diving into deep water. The sudden rise to the surface could kill the diver; a sudden dive could force his body up into the helmet, which could also result in death.

Gradually the "hard-hat suit" was improved so that the diver could be given a constant supply of air. The diver could then move around under the ocean without worrying about the air supply.

During the 1940s diving underwater without a special suit became popular. Instead, divers used a breathing device and a small covering made of rubber and glass over parts of the face. To improve the swimmer's speed another new invention was used: a piece of rubber shaped like a giant foot, which was attached to each of the diver's own feet. The manufacture of rubber breathing pipes made it possible for divers to float on the surface of the water, observing the marine life underneath them. A special rubber suit enabled them to be in cold water for long periods, collecting specimens of animal and vegetable life that had never been obtained in the past.

The most important advance, however, was the invention of a self-contained underwater breathing apparatus, which is called a "scuba".

Invented by two Frenchmen, Jacques Cousteau and Emile Gagnan, the scuba consists of a mouthpiece joined to one or two tanks of compressed air which are attached to the diver's back. The scuba makes it possible for a diver-scientist to work 200 feet underwater or even deeper for several hours. As a result, scientists can now move around freely at great depths, learning about the wonders of the sea.

61. In 1490 or so, the main progress mentioned in this passage was

[A] an Italian professor invented a large air bag.

[B] men invented the best diving devices.

[C] an Italian painter designed a complete diving suit.

[D] an air bag.

62. An invention of an Italian professor

[A] gave later inventors the idea of moving air around in diving devices.

[B] can "clean" the air.

[C] was used to remove moisture.

[D] was nothing but a plan.

63. The German, Augustus Siebe, invented the "hard-hat suit" which was used

[A] for nearly a hundred years.

[B] for almost a thousand years.

[C] for over a century.

[D] for a century.

64. Siebe's invention was not a perfect one, because

[A] too great a supply of air could result in a sudden rise to the surface.

[B] a sudden dive into deep water could cause the crushing of the body.

[C] the air pipe attached to a machine could be above the surface.

[D] both A and B.

65. The word "scuba" is

[A] a certain diver's name.

[B] an original English word.

[C] named by the inventor.

[D] the first letters of five English words.

Part B

In the following article some paragraphs have been removed. For Questions 66 ~ 70, choose the most suitable paragraph from the list A ~ F to fit into each of the numbered gaps. There is one paragraph which does not fit in any of the gaps. Mark your answers on ANSWER SHEET 1.

Legislation makes big progress in 20 years

CHINA has made great achievements over the past two decades in its legal construction, said a recent article in China Daily.

In line with a market economy, many laws and regulations in the country have been established or revised.

Reform of state-owned enterprises is the key to China's economic reform drive. Its goal is to make firms responsible for their own gains and losses in the market place.

In 1988, a new law gave a legal basis for the State enterprises' independent management.

66. _____

The newly issued Company Law is important in protecting the interests of both companies and shareholders. The law clearly defines the organization and operation of companies and thus guarantees order for the country's overall economic situation.

China witnessed a great development in township enterprises in the past 20 years. To support and guide the development of township firms, and to boost economic development in rural areas, a law on these township enterprises was formulated.

Establishment of a modern corporate system, which is at the core of a market economy, has been promoted by the country's progress in legislation.

To set up a locally macro-economic control system, promoting a balanced allocation of resources, is an important aspect of economic reform.

67.

The division of central and local taxes represents a significant step forward in reforming the country's fiscal mechanisms.

Backstop laws and regulations have been mapped out on supervising tax collection.

The Budget Law has helped strengthen government administration and macro-economic control measures to guarantee sound economic development.

In the financial sector, the People's Bank of China has been identified through legislation as the central bank of the country. At the same time, policy banks and commercial banks have also been established.

68.

The world's most populous country, China has more than 80 percent of its population in rural areas.

The country's further development largely depends on development of those regions.

A law on agricultural development has been launched to guarantee the basic role of agriculture and the interests of rural businesses and residents.

69.

Laws regarding forests, water, water conservancy and flood prevention have played an important role in the country's agricultural development.

Environmental protection is now one of the country's basic policies. To protect natural resources and maintain sustainable development, relevant laws and regulations have been promulgated.

Promoting the market economy and guaranteeing fair competition, the Ethical Competition Law has also been enacted.

At the same time, laws on product quality, consumer protection and advertising have helped maintain market order and healthy economic development.

70.

To guarantee the smooth development of infrastructure, laws regulating post and telecommunications, electricity, railways and highways have been inaugurated.

Science and technology are essential to the country's overall progress.

To promote progress in these fields, the country has set up laws on science and technology development, technological contract and utilization of science and technology in production. In line with the opening-up policy, laws and regulations on foreign-funded firms and Sino-foreign joint ventures have been launched, which are introducing foreign investment into the country.

A. Different from last year, the government needs to collect more money to support the judiciary and security departments, because these departments have recently turned over their affiliated enterprises to the government.

B. By relevant laws and regulations, agriculture's fundamental role in the national economy has been confirmed.

C. To accelerate the reform, the National People's Congress has passed a series of laws on such issues as pricing, auditing, accounting statistics and metrology.

D. A law to promote agro-technologies has greatly developed the application of science and technology in agriculture.

E. Relevant regulations on the transitional period of State firm reform had also been established.

F. Also, special laws and regulations have been drafted on the transfer and assignment of State owned land resources.

Part C

Answer questions 71 ~ 80 by referring to the following games.

Note: Answer each question by choosing A, B or C and mark it on ANSWER SHEET 1. Some choices may be required more than once.

Which game...

- is sold well?
- requires steep hardware requirement?
- is probably frightening?
- offers some more ways to destroy what the players have built?
- seems difficult to save the game?
- has no easy track for the game?
- enables players to construct buildings in different styles?
- has detailed and interactive environments?
- enables players to make up their own stories?
- will frustrate those who like to play sports game on computer just as they play in the reality?

- 71. _____
- 72. _____
- 73. _____
- 74. _____
- 75. _____
- 76. _____
- 77. _____
- 78. _____
- 79. _____
- 80. _____

A. Like your motorcycle games big, bold, and beautiful? All those superlatives and more apply to Motorcross Madness 2, the sequel to one of the most funny (if not the most realistic) motorcross

simulations ever created.

This sequel improves on the original by offering larger racing environments, more modes of play, and much more detailed graphics. The environments now have a full complement of trees, bushes, and other solid objects to smack into, and some game modes even introduce highway traffic into the mix. There's nothing like jumping over a moving sent on your way to the finish line! The new Pro Circuit career mode adds a lot of replay-ability (and long-term strategy) to the game, and fun multiplayer modes like tag offer a refreshing break to standard racing when playing online.

On the domestic side, all the new graphical goodness requires some advanced computer hardware. While a 3-D accelerator isn't required, that's a little like saying your car doesn't need an engine because you can still push it. With a decent 3-D card, at least a 350 MHz processor, and plenty of RAM, however, the game really comes to life. Those of you with 3-D audio cards are also in for a treat, as it becomes possible to tell where other riders are just by listening. It took time to get used to Motorcross Madness 2's complete over-the-top physics. Hitting even a minor jump launches the bike straight up into the air, and bigger hills can leave you staring down at the rearspokes for over five seconds. It's a little ridiculous, but once we gained some familiarity with the tracks it vitally made the game a lot of fun. More air time means more chances to perform outrageous aerial stunts, from the Tail Grab to the back-bending Cordova. Unfortunately, it also means unfortunate encounters with trees which are much harder to avoid.

If you buy sports games based only on their ability to realistically portray the sports they are simulating, Motorcross Madness 2 will disappoint. For those of you who like big air, big stunts, enormous open environments, and lots of challenging arcade action, this game is better than its predecessor in every way.

B SimCity 3000 is back, and it's bigger than ever! Masses pulled out all the stops for this new version of the best-selling game, adding enough new customized graphics to recreate cities from all over the world. The new European and Asian building sets serve up hundreds of new buildings that match the architecture of these diverse environments. From the Great Wall to the Berlin Wall, it's in there. Of course, you can still mix and match—freedom to manage a city as you choose has always been the name of this game. No addition to the SimCity family would be completely without some new methods for destroying your creations, and SimCity 3000 Unlimited has four more devastating disasters than the old version. You can recreate the movie Armageddon by unleashing large chunks of floating space debris, snipe your populace with a buzzing swarm of locusts, destroy seaports and coastal developments with a whirlpool, or unlock some toxic clouds. The Building Architect, formerly available as a free download, is now packed on the CD-ROM. This 3-D architectural program lets users set up the buildings of their dreams, from dilapidated outhouses to towering skyscrapers to works of modern art that are intended for pure decoration.

Don't worry if you don't feel like using this powerful tool to create things yourself—the game comes with dozens of new ways to make your cities unique, and you can always head to the SimCity Exchange to

download imaginative add-ons created by other users. The infinite expand-ability and infinite replay-ability of this game should keep would-be novices completely occupied until they move to the suburbs of The Sims.

C Want to live forever? Get a taste for what it's like with Vampire: The Masquerade Redemption, the first computer role-playing game based on the tremendously popular dice-and-paper and live-action RPG from White Wolf Game Studio. Die-hard fans will grumble a bit at some of the translation concessions from book to hard drive. The vampire disciplines in particular are less flexible and occasionally more hassle than they're worth—sure, you can turn into a wolf, but you can't return to your natural form until the time limit expires. Still, these limitations don't interfere with the gameplay, which is fast moving, challenging, and genuinely creepy. Graphics and sounds are well designed, and along with the plot they evoke the mood of gothic horror that has made Vampire so popular.

The single-player mode locks you into the story line of Christof, a medical researcher who blunders into immortality at the fangs of an ancient British vampire. Christof's damnation and search for redemption lead him from the Prague of the Dark Ages to modern New York City. Multiplayer options include local area network and Internet play as well as the ability to make and run your own stories for other players. The manual is beautiful and helpful, a rare combination. Clearly, the designers took their cue from White Wolf, as evidenced by the clarity of text and carefully chosen illustrations. Though redemption is really worth playing, games should be warned that the save-game feature is irritating and often beyond the player's control and that the installation requires at least 720 MB (and up to 1.3 GB). Despite these flaws, the game is still wicked fun and merits plenty of praise.

3 3 3 3 3 3

THIS IS THE END OF SECTION III
DO NOT READ OR WORK ON THE NEXT SECTION, UNTIL
YOU ARE TOLD TO CONTINUE.

Section IV Writing

(40 minutes)

Some people say that social change occurs more quickly in heterogeneous societies (where there is a mixture of different kinds of people) than in homogeneous ones (where people are similar in many ways).

Write an essay comparing the two kinds of societies and explain in which you think social changes is most likely to occur.

You should write no less than 250 words. Write your article on ANSWER SHEET 2.

注意：
因以下项目填写不清
而影响成绩者，责任自负。

准考证号

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姓名					
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考试地点

考场

归属区县
(领准考证的区县)

PETS 第五级

全真模拟考卷(二)

绝密★启用前

机考★长期

试卷号：

全国英语等级考试

第五级

Public English Test System (PETS)

Level 5

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. 听力部分答题时，考生可先将答案标注或写在试卷上，在听力部分结束后前考生有 5 分钟的时间将答案填涂在答题卡上。
4. 一律用 2B 铅笔，按照答题卡上的要求填涂。如要改动答案，必须用橡皮擦净。
5. 注意字迹清楚，保持卷面整洁。
6. 考试结束时将试卷和答题卡放在桌上，不得带走。待监考人员收毕清点后，方可离场。

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1 1 1 1 1 1 1

Section I Listening Comprehension

(35 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 **THREE** parts in this section, Part A, Part B and Part C.

Remember, while you are doing the test, you should first put down your answers in your test booklet, NOT on the ANSWER SHEET. At the end of the listening comprehension section, you will have 5 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 is started.

Now look at Part A in your test booklet.

Part A

You will hear a conversation. As you listen, answer Questions 1 to 10 by circling **True** or **False**. You will hear the conversation **ONLY ONCE**.

You now have 60 seconds to read Questions 1 ~ 10.

- | | |
|--|------------|
| 1. The speakers are making arrangements for Monday, Tuesday and Wednesday. | TRUE/FALSE |
| 2. The man doesn't have much to do during the week. | TRUE/FALSE |
| 3. He will take the lawyer out to dinner. | TRUE/FALSE |
| 4. He will have a meeting the whole morning on Tuesday. | TRUE/FALSE |
| 5. He will meet the chief examiner on Tuesday morning. | TRUE/FALSE |
| 6. He will cancel the meeting with John Blair's parents. | TRUE/FALSE |
| 7. The meeting with the lawyer is to be postponed. | TRUE/FALSE |
| 8. The tutorial with Maria Rosa will be cancelled. | TRUE/FALSE |
| 9. Mr. Dennis is from the examining board. | TRUE/FALSE |
| 10. Mr. Dennis is expected to come at 2:30 on Monday afternoon. | TRUE/FALSE |

You now have 20 seconds to check your answers to Question 1 ~ 10. That is the end of Part A.

Part B

You will hear 3 conversations or talks and you must answer the questions by choosing A, B, C or D. You will hear the recording **ONLY ONCE**.

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

11. What was NOT true about the professor?

- [A] He believed in what he taught.
- [B] He would telephone his students sometimes.
- [C] He was full of honour.
- [D] He would talk about paintings, recordings and pieces of sculpture in class.

12. According to the speaker, what can make learning more lasting?

- [A] Sense of humor.
- [B] Imaginative explanation.
- [C] Well prepared and clearly delivered lectures.
- [D] Getting on with the professor well.

13. What quality of the Italian professor does the speaker NOT mention?

- [A] His devotion to teaching.
- [B] His easy-going manners.
- [C] His capacity of sculpturing.
- [D] His lively wit.

You now have 30 seconds to check your answers to Questions 11 – 13.

Questions 14 – 16 are based on the following conversation. You now have 15 seconds to read Questions 14 – 16.

14. Why does Mr. Kelly raise the rent by 10%?

- [A] Because the CPI has risen by 10%.
- [B] Because taxes have increased by 10%.
- [C] Because he has to pay more for keeping the house.
- [D] Because the Bureau of Labor Statistics allows him to do that.

15. How much more will Susan have to pay after the rise of rent?

- [A] \$ 30.
- [B] \$ 36.
- [C] \$ 27.
- [D] \$ 13.

16. What do you think Mr. Kelly will do at once after the conversation?

- [A] Agree that Susan can pay the same rent as before.
- [B] Go to fix the light switch for Susan himself.

- [C] Ask someone else to fix the light switch for Susan.
- [D] Put in new smoke alarms for her.

You now have 30 seconds to check your answers to Questions 14 – 16.

Questions 17 – 20 are based on the following talk. You now have 20 seconds to read Questions 17 – 20.

17. How many points will a student lose if he misspells a word on a composition?

- [A] 10 points.
- [B] 2 points.
- [C] 15 points.
- [D] 5 points.

18. What will the students do in class on Friday?

- [A] They will take one of the six major tests.
- [B] They will be given a pop test.
- [C] They will be required to read a short story in class.
- [D] They will have to write a composition.

19. How many themes will the students be required to write during the semester?

- [A] Ten.
- [B] Six.
- [C] Eight.
- [D] Twelve.

20. What must the students read for Wednesday?

- [A] An essay.
- [B] A magazine article.
- [C] A poem.
- [D] A short story.

You now have 40 seconds to check your answers to Questions 17 – 20.

That is the end of Part B.

Part C

You will hear a talk about elephants. As you listen, you must answer Questions 21 – 30 by writing **NO MORE THAN THREE** words in the space provided for you. You will hear the talk **TWICE**. You now have 60 seconds to read Questions 21 – 30.

21. What are the biggest four-legged animals living on land?

22. How heavy may a newly-born baby elephant be?

23. At what time will an elephant stop growing?

24. How tall may an adult elephant be?
25. What do we call the very long noses of the elephant?

26. Besides smelling things, what can the elephant's long nose do?

27. What does elephant like to eat?

28. What do the elephant's strong legs look like?

29. How do elephants live in the jungles? Alone or together?

30. Can you use three adjectives to describe elephants?

You now have 100 seconds to check your answers to Questions 21 ~ 30.

That is the end of Part C. You now have 5 minutes to transfer all your answers from your test booklet to ANSWER SHEET 1.

That is the end of Listening Comprehension.

1 1 1 1 1 1

THIS IS THE END OF SECTION I
DO NOT READ OR WORK ON THE NEXT SECTION, UNTIL
YOU ARE TOLD TO CONTINUE.

2 2 2 2 2 2

Section II Use of English

(15 minutes)

Read the following text and fill each of the numbered spaces with ONE suitable word.
Write your answers on ANSWER SHEET 1.

Dolphins are not the only animals (31) _____ humans that use sounds in an apparently intelligent manner. Whales also use a complex system of sounds (32) _____ is similar in many ways to a human language. One type of whale even sings, and its songs can (33) _____ on for as long as three or four hours. What is more, they can be heard under water at (34) _____ of more than 300 kilometers. After analyzing one of these songs with the aid of a computer, Carl Sigman said it (35) _____ at least a million "bits" of information. This is approximately the same (36) _____ of "bits" as in a long poem like the *Odyssey*.

Chimpanzees also use a system of different sounds to communicate with each (37) _____. One type of cry (38) _____ to mean something like "danger in the air" or "big bird" and another apparently means "danger on the ground" or "snake". When they (39) _____ the first cry, they hide under trees or in holes and look up at the sky. The second cry causes them to hide in the upper (40) _____ of trees and to stare nervously at the grass. Chimpanzees are also (41) _____ of learning sign language. So are gorillas. One chimp called Washoe learned to (42) _____ about 160 separate signs meaning (43) _____ things as "Give me a drink" and "banana". Washoe even (44) _____ to sweat. She had a teacher called Jack (45) _____ once refused to give her a drink. Washoe (46) _____ angrier and angrier and used several signs which (47) _____ "dirty Jack"! A group of chimps at research institute in Atlanta, Georgia, have recently (48) _____ taught to type sentences, using a type of computer. The chimps' trainer was called Tim, and he kept correcting the (49) _____ one of the chimps made. The chimp obviously wanted Tim to stop (50) _____ him and typed out the following request: "Tim, please leave now!"

2 2 2 2 2 2

THIS IS THE END OF SECTION II
DO NOT READ OR WORK ON THE NEXT SECTION, UNTIL
YOU ARE TOLD TO CONTINUE.

3 3 3 3 3 3

Section III Reading Comprehension

(50 minutes)

Part A

Read the following texts and answer the questions which accompany them by choosing A, B, C or D. Mark your answers on ANSWER SHEET 1.

Text 1

Personnel changes at the International Monetary Fund and proposals for changing the fund have been reported lately. After a lengthy public debate, the leading countries settled on another German, Horst Kohler, to replace Michel Camdessus as the IMF's managing director. Unfortunately, the circus-like process began to resemble an affirmative-action procedure when it became clear that a particular nationality—German—was a prerequisite for the job.

Calls for changes at the IMF came in the report from Congress' International Financial Institution Advisory Commission, led by Allan H. Meltzer. (I was a witness before the commission on issues related to inequality.) The Meltzer Commission's report surprised me by not advocating abolition of the IMF. The report said: "The commission did not join the council of despair calling for the elimination of one or more of these institutions."

The commission came close to recommending abolition, however, by proposing a new IMF that would be limited to short-term-liquidity assistance to solvent economies, collection and publication of data, and provision of economic advice. The short-term-loan facility would represent a reasonable return to the IMF's role under the Bretton Woods regime that prevailed until the early 1970s. However, that role expanded greatly in the 1990s, and it is not clear how such further expansion would be avoided under the new setup. So long as the IMF retains access to lots of money, it will be difficult to say no to large, insolvent countries, such as Mexico in 1995 and Russia in 1998. Past mistakes will probably be repeated, and the elimination of the IMF would have been a better choice.

I agree that the IMF's role in the collection and distribution of data has been useful. An advisory role might also be satisfactory (and some of my friends and former students perform these tasks admirably). This function could be served just as well, however, by nongovernmental institutions. In any event, the demand for the IMF's economic advice is likely to be low if it is no longer tied to qualifying for some of its loans.

The irony is that the IMF had available the ideal candidate in its deputy managing director, Stanley Fischer. Fischer not only is an outstanding economist but also has a pleasant and effective management style, together with experience at the fund. He also seemed ideal on political grounds because he was born in Africa, previously held a British passport (related to his residences in the former British colonies of Northern and Southern Rhodesia), and now holds a U. S. passport. Apparently, Fischer's British

passport was not enough to make him European, much less German. Anyway, since my opinion of the IMF's social value is unfavorable, I probably ought not to back the most capable candidate as managing director.

51. The word "abolition" in the 2nd paragraph is closest in meaning to
[A] elimination.
[B] disappear.
[C] abundance.
[D] advocacy.
52. What is TRUE about Allan H. Meltzer?
[A] He advocates the abolition of the IMF.
[B] He calls for the elimination of one or more of these institutions.
[C] He is the IMF's managing director.
[D] He is the leader of the International Financial Institution Advisory Commission.
53. In the 4th paragraph, what does "this function" refer to?
[A] IMF's advisory role.
[B] Nongovernment institution.
[C] Qualifying for some of its loans.
[D] Short-term-liquidity assistance.
54. What happens to IMF after a lengthy public debate?
[A] Horst Kohler works as the managing director.
[B] It is abolished.
[C] Michel continues his leading over IMF.
[D] It is managed by Stanley Fischer.
55. What is the author's attitude towards Stanley Fischer as an ideal candidate?
[A] Ironic.
[B] Favorable.
[C] Negative.
[D] Negligent.

Text 2

Evolutionary theories. The Belgian George Lemaître proposed the idea that about 20,000 million years ago all the matter in the universe—enough, he estimated, to make up a hundred thousand million galaxies—was all concentrated in one small mass, which he called the "primordial atom." This primordial atom exploded for some reasons, sending its matter out in all directions, and as the expansion showed