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[https://www.100test.com/kao\\_ti2020/563/2021\\_2022\\_\\_E5\\_85\\_AC\\_E5\\_85\\_B1\\_E8\\_8B\\_B1\\_E8\\_c88\\_563609.htm](https://www.100test.com/kao_ti2020/563/2021_2022__E5_85_AC_E5_85_B1_E8_8B_B1_E8_c88_563609.htm) Section I Listening

Comprehension 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 answer the questions 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 has started.

Part A You will hear a conversation between a student, Mr. Wang, and his tutor, Dr. Wilson. 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. Dr. Wilson and Mr. Wang have met before. TRUE/FALSE
2. Wang prefers to live with an English family. TRUE/FALSE
3. Wang intends to study how computer is used for language translation. TRUE/FALSE
4. Back in his own country Mr. Wang studied C-language and chemistry. TRUE/FALSE
5. Wang has some experience in CAD. TRUE/FALSE
6. Dr. Wilson is satisfied with Wang's past experience. TRUE/FALSE
7. Wang has little knowledge of the phonetic processing system. TRUE/FALSE
8. Wang

decides to take courses and pass exams.TRUE/FALSE9.Dr.Wilson suggests that Wang should extend his stay at the university.TRUE/FALSE10.Dr.Wilson asks Wang to do a little more research before deciding on his project.TRUE/FALSE Tapescript:百考试题论坛 Hearing a knock on the door] Come in please.Good morning Dr.Wilson.Good morning Wang.So nice to see you again.Take a seat...why don ' t you, please.When did you get to the university?mwmi arrived yesterday.Well...Are you living in the college?No, I am with an English family...actually...because I want to improve my speaking.WmwOh, fine.Right, did you take a language proficiency test before you came?Yes.Uhh...my Overall Band is 6, but...unfortunately my speaking is only 5.OK, you know, here in this university, you have to take our own English test before you attend any lectures.So, first of all, what we ' ve got to do is, we have to make an arrangement for the test date.Umm...will tomorrow be all right for you?mw Yeah, I have time tomorrow morning.Good, then.Tomorrow at ten.I don ' t think the test will be any problem for you.Now, let ' s make sure you make full use of your time here.Let ' s put it like this.What exactly do you want to accomplish in the next 12 months?mi ' m interested in computer language translation, I mean, from English to Chinese and Chinese to English.I ' ll try, if possible, to produce a software or a device which can serve as an interpreter.WMYes, could you be a bit more specific about...er...the device?For instance, when, you talk to the device in English it will translate your words into Chinese and vice versa.WmwmwUhuh...do you mean it ' ll be as competent as...er...a

human interpreter? Yes...well, I ' ll let it deal with general situations, at least. Fascinating...and how big will the device itself be, do you think? The size of a cigarette pack, I think. So people can put it in their pocket. Really. Well, that could be a Ph.D project. Tell me what you have done so far. In my four years of undergraduate study, I studied electronics, advanced mathematics, hardware designing, some computer languages and program writing. Yes, but have you done any practical jobs? I mean, have you written any programs for practical use? I was involved in a project for CAD in a shipyard. mw The computer aided design. That was probably a good experience, but, unfortunately, it may not help your present project much. Are you familiar with C-language? No. mw Uhuh...the phonetic processing system, do you know how such a system works? What do you mean by "phonetic processing system?" mw Well, you know, English is spoken by different people with different accents. Your English accent is different from mine, and of course mine is not the same as my colleagues ' . So as I see it, your device would have to be able to recognise and understand different accents. Oh, I see. I think I can learn C-language and a phonetic processing system. Mhere. Well, that ' s probably true, but you ' ve got only 12 months and you want a degree, don ' t you? Yes. mw OK, so there ' re two ways of studying for a degree here. You either take six courses, pass their exams and have your dissertation accepted or the other way is you do some research work and submit your project report. mw mw I think I ' ll take the second way. Fine, but are you sure you can finish your project in 12 months? I don ' t know, but I can work 12 hours a

day and 7 days a week. Well, I ' d suggest you spend some time in our library, trying to find out what other students have done before and perhaps re-consider your own project, to some extent. You might narrow your research area, concentrating on solving one or two major problems. And, it ' d be a good idea to talk to your colleagues in the lab, first. Anyway, I ' m sure we can work out something good. Shall I see you again in three days ' time? All right. I

' ll go away and do some thinking. Then I ' ll talk to you about my new plan. Good. See you then. WM Thank you. Bye-bye. You now have 20 seconds to check your answers to Questions 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 1 - 3 are based on the following talk. You now have 15 seconds to read Questions 1 - 3.

1. 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. 2. What service must be paid for? [A] Computer classes. [B] Training sessions. [C] Laser printing. [D] Package borrowing. 3. What is the talk mainly about? [A] Computer lab services. [B] College library facilities. [C] The use of micro-computers. [D] Printouts from the laser printer. Tapescript来源 : 考试大 Right,

everybody. Welcome to Central College library services. My name ' s Kathy Jenkins. I ' ll give you a brief introduction to the library. We have a well-stocked bank of resources which are in three main locations: the library itself, with books and periodicals. the self-access

language centre, with audio and video material. and the micro-computer lab. I ' ll start with the micro-computer lab, or micro-lab as we call it. It is fitted with 24 personal computers. If you are a member of the library, you may borrow CALL discs in French, German, Italian, Spanish and Russian as well as English. By the way, CALL stands for computer aided language learning: C A double L, "CALL", for short. You may also borrow a range of word processing and desktop publishing packages. All disks are, of course, strictly for use in the micro-lab only. If you wish to print anything you should use one of the five machines around the outside of the room. Four are connected to dot matrix printers, one is connected to the laser printer. If you want a top quality printout from the laser printer, come and see myself or any of the library staff. Dot-matrix printouts are free but there is a charge for using the laser printer. There is always a queue to get to the terminals towards the end of term. Come in and get to know how to use the computers early in the term and use them regularly, rather than just before exams and essay deadlines, in order to avoid delay or disappointment. Training sessions are held on a regular basis, on the first and third Thursday of each month, and are free to full-time students of the college. See you there. Now, any questions? You now have 30 seconds to check your answers to Questions 1 - 3. Part C You will hear a talk given by a university lecturer. As you listen, you must answer Questions 1 -10 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 1 to 10. 1. What ' s the average annual increase of

foreign student population in the period between 1985 and 1990 in terms of percentage?2. Which part of the world contributed to an increase between 94/95 and 95/96?3. When will the speaker talk about the economic and political changes?4. What will the speaker discuss first?5. Where do the three largest groups of students come from?6. What ' s the number of students from Malaysia?7. Which is the most popular field of study?8. What ' s the percentage of students in business and management?9. In terms of academic levels, in which level do we find the smallest number?10. In summary, what did the speaker talk about? Tapescript百考试题(www . Examda。 com)

For those of you who are either already studying in the United States or plan to one day, it might be interesting to know something about the foreign student population in the United States. For the academic year 1995/96 there was a total of approximately 344,000 foreign students studying in the United States. This figure of 344,000 may seem like a very large number until you compare it with the total population of 241,000,000. The foreign student population has been growing for a number of years and is still growing, but the rate of increase has 0dropped sharply during the 1990s. During the 1980s, the population grew quite rapidly. For example, between 1985 and 1990, the average yearly increase was 12.5%. However, the picture in the 1990s is quite different. The rate of increase has declined quite noticeably. In fact, the rate of increase between 1994/95 and 1995/96 was only .5%, or one-half of one percent. Although the overall rate of increase has 0dropped to only .5%, the number of students from some parts of the world is increasing while the number of students

from other areas is decreasing. For example, during this same time period, that is between the academic years 94/95 and 95/96, there was a decrease in the number of students from the middle East, while the number of students from South and East Asia increased. These changes in the number of students coming from different parts of the world no doubt reflected changing economic and political situations. I ' m sure you are aware of many of these changes, and perhaps we can discuss them at our next meeting. For today let ' s confine our talk to first, a discussion of the origin of these students, or, in other words, where they come from. second, the kinds of studies they pursue. and, finally, the academic levels they are found in. If we have a little time left, we might quickly discuss in which geographic areas most of them go to school. Let ' s discuss the origins of the foreign student population in the United States for the academic year 1995/96. Let ' s discuss it in order from those areas sending the most students to those areas sending the fewest students. If we look at the figures provided by the annual census of foreign students in the United States for the year 1995/96, we see that most of the foreign students studying in the United States during this year were from South and East Asia. This is a rather large geographical area which includes such countries as China, Korea, Pakistan, India, Malaysia, and Indonesia. The total number of students from this area, South and East Asia was 156,830. In other words, roughly 2 out of every 5 foreign students come from South and East Asia. Almost 24,000 of this total were from China. Malaysia was close behind with just a little over 23,000 students. The next

largest number of students came from the middle East. The number of students from the middle East came to about one-third the number from South and East Asia. The fourth largest number came from South America. Next came Europe, Africa, North America, and Oceania. Let ' s recapitulate what we ' ve said. The largest number of students studying in the United States during the academic year 1995/96 were from South and East Asia, followed by the middle East, South America, Europe, Africa, North America, and Oceania. What fields are these large numbers of foreign students studying in? It probably won ' t surprise you to learn that the largest number are in the field of engineering. In fact, 21.7% of the total number are studying engineering. Business and management is close behind, however, with a total of 18.9%. The third most popular field was mathematics and computer sciences with 10.3%. As you can see, engineering with 21.7%, business and management with 18.9%, and mathematics and computer sciences with 10.3% comprise about one half of the total number of foreign students. Let ' s talk about which academic levels these students can be found in. Foreign students can be found studying at all levels of higher education. As you might expect, the greatest number of them are studying at the undergraduate level? approximately 158,000. The second largest group study at the graduate level and that number is just under 122,000. The rest study at junior colleges or in non-degree programs. It is at the graduate level that foreign students have the most impact. While foreign students comprise only 2.7% of the total U.S. student population, they account for 8.7% of all the graduate



students studying at U.S.institutions.Let me give you those percentages again so you can get a better feel for the overall picture.Foreign students make up only 2.75 of the total U.S.student population, but they make up 8.7% of the total graduate student population. Well, I see that ' s all the time we have today.We ' ll have to leave discussions of the geographic areas these students study in until another time. Now you are going to hear the talk a second time. REPEAT THE TEXT来源 : 考试大 You now have 3 minutes to check your answers to Questions 1 - 10. 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. SECTION II: Use of EnglishRead the following text and fill each of the numbered spaces with ONE suitable word.Write your answers on ANSWER SHEET 1. Children who grip their pens too close to the writing point are likely to be at a disadvantage in examinations, (1) \_\_\_\_\_ to the first serious investigation into the way in which writing technique can dramatically affect educational achievement.The survey of 643 children and adults, aged from pre-school to 40-plus, also suggests (2) \_\_\_\_\_ pen-holding techniques have deteriorated sharply over one generation, with teachers now paying far (3) \_\_\_\_\_ attention to correct pen grip and handwriting style.Stephanie Thomas, a learning support teacher (4) \_\_\_\_\_ findings have been published, was inspired to investigate this area (5) \_\_\_\_\_ she noticed that those pupils who had the most trouble with spelling (6) \_\_\_\_\_ had a poor pen grip.While Ms.Thomas could not establish a significant statistical

link (7) \_\_\_\_\_ pen-holding style and accuracy in spelling, she (8) \_\_\_\_\_ find huge differences in technique between the young children and the mature adults, and a definite (9) \_\_\_\_\_ between near-point gripping and slow, illegible writing. People who (10) \_\_\_\_\_ their pens at the writing point also show other characteristics (11) \_\_\_\_\_ inhibit learning, (12) \_\_\_\_\_ as poor posture, leaning too (13) \_\_\_\_\_ to the desk, using four fingers to grip the pen (14) \_\_\_\_\_ than three, and clumsy positioning of the thumb (which can obscure (15) \_\_\_\_\_ is being written. Ms. Thomas believes that the (16) \_\_\_\_\_ between older and younger writers is (17) \_\_\_\_\_ too dramatic to be accounted for simply by the possibility that people get better at writing as they grow (18) \_\_\_\_\_. She attributes it to a failure to teach the most effective methods, pointing out that the differences between (19) \_\_\_\_\_ groups coincides with the abandonment of formal handwriting instruction in classrooms in the sixties. "The 30-year-olds showed a huge range of grips, (20) \_\_\_\_\_ the over 40s group all had a uniform ' tripod ' grip."

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