



张文起 / 主编

大学英语

四级考试改革题型模拟题 **710**分

(第三版)

含MP3
光盘



南开大学出版社

大学英语四级考试改革题型 模拟题 710 分

第三版

主 编 张文起

编 者 (以姓氏笔画为序)

王 颖 田艳玲 李 娜

李 维 张文起 高玉茜

曹春瑾

南开大学出版社
天 津

图书在版编目(CIP)数据

大学英语四级考试改革题型模拟题 710 分 / 张文起主编.
—3 版. —天津: 南开大学出版社, 2012. 9
ISBN 978-7-310-04011-7

I. ①大… II. ①张… III. ①大学英语水平考试—自学
参考资料 IV. ①H310.42

中国版本图书馆 CIP 数据核字(2012)第 209669 号

版权所有 侵权必究

南开大学出版社出版发行

出版人: 孙克强

地址: 天津市南开区卫津路 94 号 邮政编码: 300071

营销部电话: (022)23508339 23500755

营销部传真: (022)23508542 邮购部电话: (022)23502200

*

天津市蓟县宏图印务有限公司印刷

全国各地新华书店经销

*

2012 年 9 月第 3 版 2012 年 9 月第 8 次印刷

260×185 毫米 16 开本 17.625 印张 445 千字

定价: 37.00 元

如遇图书印装质量问题, 请与本社营销部联系调换, 电话: (022)23507125

前 言

为适应我国高等教育发展的新形势，深化教育教学改革，提高教学质量，满足新时期国家和社会对人才培养的新要求，2004 年 1 月教育部颁布了《大学英语课程教学要求（试行）》（以下简称《教学要求》）。

《教学要求》指出，大学英语教学的目的主要是培养学生的英语综合应用能力，特别是听说能力，使他们在今后的工作和社会交往中能够用英语有效地进行口头和书面信息交流。为了检测在校大学生英语能力是否达到这个要求，大学英语四、六级考试从 2007 年开始全面推行改革新题型，从考试内容、考试形式、考试的语言形式与要求，以及新的成绩报导都做了大的调整。

各部分测试内容、题型和所占分值比例如下表所示：

测试内容			测试题型	比例	
听力理解	听力对话	短对话	多项选择	15%	35%
		长对话	多项选择		
	听力短文		多项选择	20%	
			复合式听写		
阅读理解	仔细阅读理解		多项选择	25%	35%
			选词填空或简答		
	快速阅读理解		是非判断+句子填空或其他	10%	
完型填空或改错	完型填空或改错		多项选择或错误辨认并改正	10%	10%
写作和翻译	写作		短文写作	15%	20%
	翻译		汉译英	5%	

改革后的四、六级成绩报导方式采取了 710 分的计分体制，不设及格线。考试委员会向总分在 220 分及以上的考生发放成绩报告单，报告其总分和各部分的单项分数。各单项的满分分别为：听力 249 分，阅读 249 分，综合测试 70 分，作文 142 分，各单项分数总和为 710 分。

大学英语四、六级考试委员会公布的四级考试样卷分为六个部分，根据答题的顺序分别为：写作测试，快速阅读理解，听力理解，仔细阅读理解，完型填空和翻译。但考试委员会也指出：在实际考试中，可以根据上述表中的框架结构采用与样卷不完全相同的题型。

样卷结构、试题内容、各个部分答题时间和所用的答题卡见下表：

样卷结构	试题内容	答题时间	所用答题卡
Part I	Writing	30 minutes	Answer Sheet 1
Part II	Reading Comprehension (Skimming and Scanning)	15 minutes	
Part III	Listening Comprehension	35 minutes	Answer Sheet 2
Part IV	Reading Comprehension (Reading in Depth)	25 minutes	
Part V	Cloze	15 minutes	
Part VI	Translation	5 minutes	

本书是根据考试委员会提供的样卷编写的，共 12 套模拟试题，并配有听力录音文本和参考答案。

本书的各套模拟题在长度和难度上力求与样卷保持一致，力求和样卷有相同的难度和信度。

本书的语料选自英美报刊、文摘及网上的作品，题材广泛，内容丰富，具有较强的知识性和可读性。

本书听力部分的录音由外籍教师 Merline V. Olsen 和 Lynda L. Olsen 录制。

本书是“天津市高等学校本科教学改革与质量建设研究计划重点项目”的一个组成部分。

本书在编写和出版的过程中，得到了南开大学出版社领导和编辑的大力支持，他们对本书的初稿提出了许多宝贵的意见。南开大学出版社王冰先生从始至终都给予了大力支持和关注，在此一并表示诚挚的感谢。

由于四级改革题型是个新生事物，加上我们在这个方面经验不足，书中会有一些不准确或错误的地方，希望英语界的同仁给予批评指正。

编者
于南开园
2007 年 1 月

第二版前言

本书自 2007 年 4 月出版以来，数次印刷，久销不衰，受到了广大教师和学生的欢迎。说明本书的编写是符合我国大学英语教学的实际需要和考试要求的。

本书的特点是：

一、各套模拟题在长度和难度上力求与样卷保持一致，力求与样卷有相同的难度和信度。比如：“快速阅读”字数保持在 1200 词左右，“仔细阅读理解”字数在 250—300 词之间。写作、听力、完型填空、翻译等部分也力求与样卷的难度和信度保持一致。

二、特别注重实效性和现实性。语料来源于英美报刊、文摘及网络上的作品。题材广泛、内容丰富、语言规范，具有较强的知识性、可读性和趣味性。

三、听力录音清晰。本书的录音由加拿大英语教师录制而成，语音语调优美。

经过两年的使用，在本次修改中，我们对全书进行了再次审校，对第一版中出现的纰漏作了修正。另外也更换了部分阅读理解文章，使其内容更加丰富。

本书是“天津市高等学校本科教学改革与质量建设研究计划重点项目”的一个组成部分。

本书自组稿、出版到发行，自始至终得到了南开大学出版社的鼎力支持。南开大学出版社王冰先生给予本书极大关注，在此一并表示感谢。

由于编者水平所限，虽经二次修改难免还有不尽人意之处，敬请使用本书的读者指正。

编者 于南开园

2009 年 4 月

目 录

Test 1	1
Test 2	17
Test 3	34
Test 4	52
Test 5	69
Test 6	86
Test 7	103
Test 8	120
Test 9	136
Test 10	153
Test 11	169
Test 12	186
录音文本	203
参考答案	259

Test 1

Part I Writing (30 minutes)

Directions: *For this part, you are allowed 30 minutes to write **How to Prepare for a Job Interview?** You should write at least 120 words following the outline given below in Chinese.*

1. 履历表要填写工整, 清楚, 内容全面。
2. 面试时要注意着装。
3. 面试时要注意自己的举止, 不要过于随便。

How to Prepare for a Job Interview?

Part II Reading Comprehension (Skimming and Scanning) (15 minutes)

Directions: *Read the following passage, and then answer the questions. For question 1-7, choose the best answer from the four choices marked A), B), C) and D). For questions 8-10, complete the sentences with the information given in the passage.*

The Universe at Our Fingertips

A Long-Duration Exposure Facility (LDEF) was deployed (部署) by the space shuttle in April 1984. It carried 50 experiments into space and was brought back to Earth in 1985 for analysis. Data derived from these experiments will document the effect of long-term space exposure on various materials and components.

If you're interested in applying your skill to our Aeronautics and Space Technology Programs, you'll want to take a closer look at NASA's Ames, Langley, and Lewis Research Centers.

Space Science and Applications

Through the diverse research programs of our Office of Space Science and Applications, NASA has greatly expanded our knowledge of the universe and the solar system; demonstrated the usefulness of space in observing Earth's weather, oceans, and resources; promote the development of our country's satellite communications industry; and developed technology to promote human productivity in space.

The Space Science and Applications Program is responsible for scientific research into the origin and evolution of the universe and for applying space systems and techniques to solve everyday problems on Earth. The research includes observation of the distant universe, exploration of the near universe, and characterization of the Earth and its environment. The applications work addresses the life sciences, improves satellite communications, and the behavior of materials during

processing in microgravity, and it expands knowledge of Earth and its environment.

The objectives of the Space Science and Applications Program are accomplished in the following major discipline areas: astrophysics (天体物理学), solar system exploration, earth science and applications, life science, communications, and microgravity science and applications. Development and integration of scientific payloads (有效载荷) are concluded in our Shuttle Payload Engineering Division; integrated data management is accomplished in the Information Systems Office. The possibilities for exciting and challenging work are practically unlimited.

Astrophysics

The Astrophysics Program is focused on the study of the distant universe and involves questions at the core of human concern. What are the size, scope, and structure of the universe? What is mankind's place in it? How did it begin? Is it unchanging or does it evolve, and will it end? What are the laws that govern celestial (天体的) phenomena? Answers to such questions are sought by investigating the sun, star, galaxies, gas, dust, and the laws of physics governing them.

The centerpiece of the Astrophysics Program is the 2.4-meter diameter Hubble Space Telescope to be launched by the space shuttle. It is the most powerful astronomical telescope ever built. It will be a long-duration orbital facility serviced and updated as scientific priorities and instrument capabilities evolve. It is expected to revolutionize astronomy in a manner similar to the development of the first telescope by Galileo. Additional examples of the many challenging and exciting possibilities in astrophysics are the Infrared (红外线) Astronomical Satellite (IRAS) that recently completed the first comprehensive all-sky survey in the infrared region of the spectrum (光谱), and the Solar Maximum Mission (SMM) that is making long-term comprehensive observations of the sun's flare activity. The recent Solar Maximum Repair Mission was a spectacular example of our capability to restore a spacecraft to fulfill its scientific goals.

Solar System Exploration

The objective of this program is to determine the origin, evolution, and present state of the solar system and compare Earth with the other planets. United States leadership in the exploration of the solar system has brought new knowledge, prestige, and a sense of achievement to the nation. U.S. spacecraft were the first to visit Mercury, Venus, and Mars; the highly sophisticated Viking spacecraft landed on Mars. Historic discoveries came from encounters with Jupiter and Saturn, and Voyager 2 is on a course to an encounter with Uranus and Neptune. More than two dozen planets and satellites have been explored at close range and the interplanetary (行星际的) medium has been partially characterized. The current Solar System Exploration Program includes the continued exploration of the outer solar system with the Voyager encounters with Uranus (1986) and Neptune (1989), the Galileo Mission to Jupiter (launch in 1988), and the Mars Geoscience / Climatology Orbiter (launch in 1990). In addition, the program plan includes observations of Halley's Comet from Earth and Earth orbit in 1986.

Earth Science and Applications

NASA's program to study the Earth is global, with emphasis on understanding the processes that affect Earth's habitability (可居住性). The Earth resources part of this program uses various remote sensing systems to collect data or research and demonstrates the usefulness of remote

sensing in land use analysis and planning, agriculture, hydrology, and geology. For example, Landsat 5, launched in March 1984 with a Thematic Mapper, is providing extremely valuable information. The atmospheric science part of the program endeavors to understand atmospheric processes and the resulting effects on climate, weather, and the Earth's environment. This involves the use of sounding rockets, balloons, aircraft, and free-flying satellites such as the Earth Radiation Budget Experiment, flown in 1984. Studies of the Earth through the 1900s will focus on trends and changes in the environment, and on estimating the effects of humans and other species on Earth's biological productivity and habitability.

1. What can we learn about the 50 experiments carried into space?
 - A) They provided data about the effect of long-term space exposure on diverse materials.
 - B) They evaluated the performance of Long-Duration Exposure Facility.
 - C) They were analyzed in the space in 1985.
 - D) They required interests and skills in space technology.
2. NASA expanded the knowledge of universe and the solar system through _____.
 - A) Aeronautics and Space Technology Programs
 - B) Lewis Research Center
 - C) research programs of the Office of Space Science and Applications
 - D) the country's satellite communications industry
3. One of the responsibilities of the Space Science and Applications Program is _____.
 - A) to demonstrate the usefulness of space in observing Earth's resources
 - B) to develop technology to promote human living standard
 - C) to apply space systems and techniques to solve problems on Earth.
 - D) to protect the environment on Earth and in the space
4. The research that the Space Science and Applications Program is responsible for *excludes* _____.
 - A) observation of the distant universe
 - B) exploration of the near universe
 - C) characterization of the Earth and its environment
 - D) improvement of satellite communications
5. Astrophysics, solar system exploration, earth science and applications and life science are major discipline areas in which _____.
 - A) the objectives of the Space Science and Applications Program are achieved
 - B) the knowledge of Earth and its environment is expanded
 - C) the data management is accomplished
 - D) the integration of scientific payloads are concluded
6. The focus of the Astrophysics Program is _____.
 - A) the possibility for exciting and challenging work
 - B) the research of the distant universe
 - C) the laws of physics governing the space
 - D) the structure of the universe

7. The 2.4-meter diameter Hubble Space Telescope is _____.
A) used to investigate the solar system
B) the most powerful astronomical telescope ever built
C) the first telescope built by Galileo
D) the centerpiece of the Space Science Program
8. The recent Solar Maximum Repair Mission has proved the US capability to _____.
9. To determine the origin, evolution, and present state of the solar system is the _____ of Solar System Exploration Program.
10. NASA's program to study the Earth emphasized on _____.

Part III Listening Comprehension (35 minutes)

Section A

Directions: *In this section, you will hear 8 short conversations and 2 long conversations. At the end of each conversation, one or more questions will be asked about what was said. Both the conversation and the question will be spoken only once. After each question there will be a pause. During the pause, you must read the four choices marked A), B), C) and D), and decide which is the best answer. Then mark the corresponding letter on Answer Sheet 2 with a single line through the center.*

11. A) Rewrite his notes.
B) Ask the woman to look at his notes for him.
C) Read the woman's notes.
D) Study some more before the test.
12. A) He is still waiting to hear about the position.
B) Someone else got the job he applied for.
C) The woman is mistaken.
D) The woman should accept her position.
13. A) The woman should stop staring at him.
B) He didn't let Susan know about the meeting.
C) He can't come to a meeting on such short notice.
D) He left the meeting without the woman's noticing.
14. A) The woman didn't expect it to be so warm at noon.
B) The woman is sensitive to weather changes.
C) The weather forecast was unreliable.
D) The weather turned cold all of a sudden.
15. A) Find another place to sit.
B) Offer her seat to the man.
C) Find out who has taken her seat.

- D) Ask the man if she can sit next to him.
16. A) He will help the woman after he finishes his work.
 B) He'd like to work here.
 C) He doesn't want to help the woman.
 D) He enjoys his work.
17. A) Find a friend to take her to the party.
 B) Wait until she's feeling better to go to the party.
 C) Go to the party for a short time.
 D) Find the papers for the man to sign.
18. A) It only has two chapters.
 B) The last part won't contain any new material.
 C) He doesn't think Charles will ever finish it.
 D) He might be able to help Charles write a summary of it.

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

- | | |
|--|--|
| 19. A) A policeman. | B) A post-office clerk. |
| C) An officer of the lost property. | D) A parking boy. |
| 20. A) Springfield 6420. | B) 1 Highlands Road. |
| C) 65432 ABC. | D) 4620 ABC. |
| 21. A) She left the car outside the post office. | B) She left the keys inside the car. |
| C) She had a very expensive sports car. | D) She didn't have the car registered. |
| 22. A) Golf clubs. | B) Keys. |
| C) Driving license. | D) Two bottles of brandy. |

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

- | | | | |
|---|-------------------------|------------|--------------|
| 23. A) Theft. | B) Bank robbery. | C) Murder. | D) Burglary. |
| 24. A) Lawyer and witness. | B) Lawyer and suspect. | | |
| C) Judge and witness. | D) Juryman and witness. | | |
| 25. A) The evidence against the accused is very strong. | | | |
| B) The accused will be seriously punished. | | | |
| C) The jury will come up with a "guilty" verdict. | | | |
| D) The accused will appeal against the court decision. | | | |

Section B

Directions: *In this section, you will hear 3 short passages. At the end of each passage, you will hear some questions. Both the passage and the questions will be spoken only once. After you hear a question, you must choose the best answer from the four choices marked A), B), C) and D). Then mark the corresponding letter on Answer Sheet 2 with a single line through the center.*

Passage One

Questions 26 to 29 are based on the passage you have just heard.

26. A) Improve your performance. B) Make you look tidy.
C) Your socks aren't decent enough. D) Try hard to win the game.
27. A) To spend money. B) To save money.
C) To hide money in safe. D) To take care of money.
28. A) In talking about "pull up your socks," the author uses an example of a girl planning to make a holiday trip.
B) In talking about "sock some money away," the author uses an example of a political leader.
C) "Sock some money away" probably came from people hiding their savings in a sock instead of putting it in a bank.
D) An example of a football team is used in talking about "pull up your socks."
29. A) Students. B) School. C) Teachers. D) Linguists.

Passage Two

Questions 30 to 32 are based on the passage you have just heard.

30. A) By underground. B) By bus. C) By taxi. D) On foot.
31. A) Visit good museums. B) See very good plays.
C) Go shopping in expensive stores. D) Try various kinds of food.
32. A) English food is quite good. B) It often rains in London.
C) The couple had a good time in London. D) The couple visited London last December.

Passage Three

Questions 33 to 35 are based on the passage you have just heard.

33. A) Possible solution to chemical pollution.
B) The necessity to pass new and stricter environmental laws.
C) The mission of scientists and economists in attacking the problem of chemical pollution.
D) The irresponsibility of the government.
34. A) They should notify the general public of the dangers of chemicals in the environment.
B) They should inform the governments about the high economic costs of chemicals.
C) They should put pressure on governments to make large industrial companies pay more attention to waste disposal.
D) They should remind the governments of the economic benefits of chemicals.
35. A) They are responsible for chemical pollution.
B) They are behaving in an extremely responsible way.
C) They are unwilling to stop the use of certain chemicals.
D) They are blind to the fact that chemicals do harm to people's health.

Section C

Directions: In this section, you will hear a passage three times. When the passage is read for the

first time, you should listen carefully for its general idea. When the passage is read for the second time, you are required to fill in the blanks numbered from 36 to 43 with the exact words you have just heard. For blanks numbered from 44 to 46 you are required to fill in the missing information. For these blanks, you can either use the exact words you have just heard or write down the main point in your own words. Finally, when the passage is read for the third time, you should check what you have written.

TOEFL is a (36)_____ way of saying Test of English as a Foreign Language. It measures a person's (37)_____ to understand, read and write English. TOEFL does not measure how (38)_____ you speak English, however. The test of (39)_____ English does. It is a twenty-minute test that (40)_____ speaking English. Many American universities will (41)_____ you to take this test if you plan to attend (42)_____ school. Some (43)_____ also will tell you to take yet another test, the test of written English. (44)_____. The test measures your ability to organize information and to express ideas in correct English. Professors of English as a Foreign Language work with foreign students do not know how much reading they must do every week at an American university. (45)_____. They say foreign students must do writing and speaking English well, (46)_____.

Part IV Reading Comprehension (Reading in Depth) (25 minutes)

Section A

Directions: *In this section, there is a passage with 10 blanks. You are required to select one word for each blank from a list of choices given in a word bank following the passage. Read the passage through carefully before making your choices. Each choice in the bank is identified by a letter. Please mark the corresponding letter for each item on Answer Sheet 2 with a single line through the center. You may not use any of the words in the bank more than once.*

Questions 47 to 56 are based on the following passage.

Men have traveled ever since they first appeared on the earth. In (47)_____ times they did not travel for pleasure but to find new places where their (48)_____ could feed, or to escape from hostile neighbors, or to find more (49)_____ climates. They traveled on foot. Their journeys were long, tiring, and often dangerous. They (50)_____ themselves with simple weapons such as wooden sticks or stone clubs, and by lighting fires at night and, above all, by keeping together.

Being intelligent and creative, they soon (51)_____ easier ways of traveling. They rode on the back of their (52)_____ animals; they hollowed out tree trunks and, by using bits of wood as paddles, were able to travel across water.

Later, they traveled, not for (53)_____, but for the joy and excitement of seeing and (54)_____ new things. This is still the main reason why we travel today.

Traveling, of course, has now become a highly organized business. There are cars and splendid

roads, express trains, huge ships and jet airlines, all of which (55)_____ us with comfort and security. This sounds wonderful. But there are difficulties. If you want to go abroad, you need a passport and a visa, tickets, luggage, and a hundred and one other things. If you lose any of them, your journey may be (56)_____.

A.protected	I. improved
B.consider	J. domesticated
C.discovered	K.herds
D.favorable	L. modern
E. spoiled	M.experiencing
F. primitive	N.respond
G. interests	O.provide
H.necessity	

Section B

Directions: *There are 2 passages in this section. Each passage is followed by some questions or unfinished statements. For each of them there are four choices marked A), B), C), and D). You should decide on the best choice and mark the corresponding letter on **Answer Sheet 2** with a single line through the center.*

Passage One

Questions 57 to 61 are based on the following passage.

As soon as it was revealed that a reporter for *Progressive* magazine had discovered how to make a hydrogen bomb, a group of firearm (火器) fans formed the National Hydrogen Bomb Association, and they are now lobbying against any legislation to stop Americans from owning one.

“The Constitution,” said the association’s spokesman, “gives everyone the right to own arms. It doesn’t spell out what kind of arms. But since anyone can now make a hydrogen bomb, the public should be able to buy it to protect themselves.”

“Don’t you think it’s dangerous to have one in the house, particularly where there are children around?”

“The National Hydrogen Bomb Association hopes to educate people in the safe handling of this type of weapon. We are instructing owners to keep the bomb in a locked cabinet and the fuse (导火索) separately in a drawer.”

“Some people consider the hydrogen bomb a very fatal weapon which could kill somebody.”

The spokesman said, “Hydrogen bombs don’t kill people—people kill people. The bomb is for self-protection and it also has a deterrent effect. If somebody knows you have a nuclear weapon in your house, they’re going to think twice about breaking in.”

“But those who want to ban the bomb for American citizens claim that if you have one locked in the cabinet, with the fuse in a drawer, you would never be able to assemble it in time to stop an intruder (侵入者).”

“Another argument against allowing people to own a bomb is that at the moment it is very expensive to build one. So what your association is backing is a program which would allow the middle and upper classes to acquire a bomb while poor people will be left defenseless with just handguns.”

57. According to the passage, some people started a national association so as to _____.
A) block any legislation to ban the private possession of the bomb
B) coordinate the mass production of the destructive weapon
C) instruct people how to keep the bomb safe at home
D) promote the large-scale sale of this newly invented weapon
58. Some people oppose the ownership of H-bombs by individuals on the grounds that _____.
A) the size of the bomb makes it difficult to keep in a drawer
B) most people don't know how to handle the weapon
C) people's lives will be threatened by the weapon
D) they may fall into the hands of criminals
59. By saying that the bomb also has a deterrent effect the spokesman means that it _____.
A) will frighten away any possible intruders
B) can show the special status of its owners
C) will threaten the safety of the owners as well
D) can kill those entering others' houses by force
60. According to the passage, opponents of the private ownership of H-bombs are very much worried that _____.
A) the influence of the association is too powerful for the less privileged to overcome
B) poorly-educated Americans will find it difficult to make use of the weapon
C) the wide use of the weapon will push up living expenses tremendously
D) the cost of the weapon will put citizens on an unequal basis
61. From the tone of the passage we know that the author is _____.
A) doubtful about the necessity of keeping H-bombs at home for safety
B) unhappy with those who vote against the ownership of H-bombs
C) not serious about the private ownership of H-bombs
D) concerned about the spread of nuclear weapons

Passage Two

Questions 62 to 66 are based on the following passage.

Cultures are not absolutely right or wrong. Cultures are merely different, and those differences result in interest and in conflict. Social scientists divide cultures into urban one and rural one. In general, rural cultures are called *Gemeinschaft* societies, a German word used to describe societies that tend to have strong extended-family ties (grandparents, aunts, uncles and cousins). People in *Gemeinschaft* societies think about themselves as part of a unit, such as a family or a village. People cooperate with one another and their livelihood is usually farming and animal raising. The emphasis

in this kind of society is in being or becoming a certain kind of person.

Urban dwellers tend to be in a *Gesellschaft* society. They usually work in industry or business. The emphasis is not on being or on becoming, but on doing. They tend to live far from other members of their extended families so they must be more independent than rural dwellers. Therefore, the value of strong individualism becomes part of members of this kind of society. Rural communities tend to be high context and urban communities are on the opposite side. This reflects how much influence or control over the behavior of the individual person the society has. A person from a high-context society knows exactly what the others in the society expect of him or her. There is no need to ask or discuss one's responsibilities. The person from a low-context society, on the other hand, has fewer rules to limit his vision, he or she can explore more freely. The low-context person needs to ask questions and *negotiate* responses to the situations that he or she faces.

People from different cultures deal with time, the relationship between nature and people, interpersonal relationships, and religion and politics differently. For example, a high-context society is likely to have a single religion and one main specific brand of politics, and people agree with one another on both spiritual and political matters. The same is not true for a low-context society.

In a word, culture is not as easy to learn as language. It is the difference in culture and the lack of understanding that leads to all kinds of conflicts—from small understandings in business to major wars.

62. Extended family is _____.

- A) a family with grandparents, parents and children
- B) a family with many relatives
- C) a characteristic of *Gemeinschaft* societies
- D) the only feature of *Gemeinschaft* societies

63. What situation is likely to exist in a low-context society?

- A) People depend on others in their group for financial and emotional support.
- B) People hold similar beliefs and tend to act in carefully defined way.
- C) People don't prefer to dress like others.
- D) People live in harmony without disagreement and discord around them.

64. What does the word "negotiate" (para.2) mean?

- A) To ask.
- B) To discuss with others.
- C) To think over.
- D) To work out.

65. According to the passage, which of the following statements is false?

- A) There will probably be many religious groups and many different groups with greatly varying ideas in politics in a low-context society.
- B) Differences between cultures mean that people will not understand those from another culture.
- C) Even if people "speak the same language," they might not hold the same beliefs.