

★ 全国公共英语等级考试必备丛书

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模拟试题分册

(四级)

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模拟试题分册（四级）

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前 言

现代语言教学告诉我们,语言的学习大致可分为两种途径:一种是有意识的语言学习(language learning),一种是无意识的语言习得(language acquisition)。前者可使学习者获取语言的各种知识,后者可将语言知识转化为使用语言的能力。语言的知识 and 能力是语言学习不可缺少的两个方面。语言知识是语言能力赖以发展的基础,语言能力是巩固和扩大语言知识的先决条件,也是语言知识的体现。可以说,有知识不一定有能力,有能力必然具备一定的知识。外语界的许多有识之士早已认识到这一点,并力求在外语教学中体现这一观点,他们在具有导向作用的各种外语测试或考试中也曾在这方面进行了各种尝试。但要想通过外语测试或考试来说明学习者外语学习的能力,这绝非易事。

就语言能力而言,我们还可将其分为两种能力:接受能力和产出能力。接受能力是指学习者接受语言的能力,主要包括听与读的能力;产出能力是指学习者语言的表达能力,主要包括说与写的能力。由于以往我们过分强调考试的客观性,因此在各类外语考试中考查语言知识和语言接受能力的多,而考查语言产出能力的少。当然,毋庸置疑对外语学习者的表达能力进行考查客观上有诸多困难,但主观上的因素是不可小视的。由于各类考试忽视对语言产出能力的考查,结果造成许多考生虽然语言考试分数高,但却不能熟练地运用语言进行有效的语言交际。

有鉴于此,国家教育部考试中心在各方支持下推出了具有国家标准的全国公共英语考试体系(简称PETS)。这套考试体系充分体现了对语言各种能力进行全面考查的思想,并为各种英语水平的考生制定了一系列可具体操作的方法。PETS四级便是PETS五个考试级别系列中的一级,它主要是针对具有中上级英语水平的考生所进行的一种考试。为此,我们编写了综合和模拟两本参考书。两本书的编写充分考虑了PETS四级考查的重点和难点以及考生应对的措施和方法,其主要特点可以概括为以下几点:

1. 指导与训练并重。PETS四级与本系列丛书的其他级别参考书一样,分综合与模拟两册,其目的在于通过本书的使用考生可以有的放矢地进行考前的准备。
2. 知识与能力并重。PETS四级是中上级考试,它不仅考试学生的语言接受与产出能力,也兼顾对可以保障语言准确表达能力的语言知识的考查。
3. 严格遵守四级考试的各种要求。在设计四级的训练题中本级丛书紧扣大纲,力求在各种试题中体现四级考试的要求。

本书的参编人员都是从事外语专业教学与研究多年的英语教师,在编写本书之前,我们这些教师对PETS四级考纲进行了深入、细致的研究,力求确保在整个编写过程中充分体现

大纲的要求。同时，我们也注意到使用者多是靠自学来准备这种考试的，因此在编写中我们力求做到使全书的每个训练项目具有可操作性。总而言之，我们衷心希望考生通过本书的使用能够提高自己的外语综合能力，顺利通过四级考试。

编者 1999 年 12 月

模拟试题一

Section I Listening Comprehension

(30 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. At the end of the listening comprehension section, you will have 5 minutes to transfer all your answers from your test booklet to 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.

Now look at Part A in your test booklet.

Part A

*You will hear a passage about Brighton, a famous seaside resort in England. Listen and complete the sentences in questions 1 ~ 5 with the information you have heard. Write **not more than 3 words** for each answer. You will hear the recording twice. You now have 25 seconds to read the sentences in questions.*

1. Brighton is the largest seaside resort in the _____.
2. The town became popular in _____.
3. The town's future as a tourist center was assured when it was visited by _____.
4. There is a special exhibition in Brighton in _____.
5. Brighton, as a popular seaside resort, offers all kinds of _____.

Part B

You will hear a passage about Hawaii. Answer questions 6 ~ 10 while you listen. Use **not more than 5 words** for each answer. You will hear the recording twice. You now have 25 minutes to read the questions.

6. Where is Hawaii located? _____.
7. Who were the first Europeans or Americans to visit Hawaii? _____.
8. When was Hawaii made a republic? _____.
9. When did the Japanese bomb the Pearl Harbor? _____.
10. What kind of right was brought to the Hawaiians since Hawaii was made the fifties state in the United States? _____.

Part C

You will hear three dialogues or monologues. Before listening to each one, you will have time to read the questions related to it. While listening, answer each question by choosing A, B, C or D. After listening, you will have time to read your answer. You will hear each piece **once only**.

Questions 11 ~ 13 are based on the following talk about the Space Shuttle Columbia. You now have 15 seconds to read questions 11 ~ 13.

11. Which of the following is not true of the Space Shuttle Columbia?
 - [A] It was the first rocket ever made in history.
 - [B] It did the first flight in 1981.
 - [C] Its first flight was of great importance in the development of space exploration.
 - [D] It can only stay in space for about a week now.
12. Why is the Space Shuttle Columbia special?
 - [A] Because it is not similar to the spaceships of the previous twenty years.
 - [B] Because it has different designs and is able to return to earth and make further flights.
 - [C] Because it can be used in a variety of ways now.
 - [D] Because it can be used to establish colonies on earth.
13. According to the talk, what will man probably be able to do by the year 2050?
 - [A] establish a large number of projects in Space Shuttle Columbia
 - [B] build permanent colonies in space
 - [C] construct many energy stations on the islands in the sea
 - [D] build filling stations in space to provide fuel for cars on earth

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

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

14. What's Don's problem?
- [A] He can't find his office key.
 - [B] He has misplaced some exams.
 - [C] He's unable to talk.
 - [D] He doesn't like his classroom.
15. What does Janet offer to do?
- [A] teach Don's class while he is absent
 - [B] give Professor Webster the key to Don's office
 - [C] make an appointment with the doctor
 - [D] return some exams to the students
16. What does Janet almost forget to ask Professor Webster?
- [A] to put the homework on Don's desk
 - [B] to leave the master key for Don
 - [C] to Don's students the next assignment
 - [D] to call Don at the end of the afternoon

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

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

17. What is the talk mainly about?
- [A] overland transportation in the nineteenth century
 - [B] historical aspects of mail delivery
 - [C] vehicles currently in use by the postal service
 - [D] the invention of the railroad
18. According to the speaker, why was it a problem for mail carriers to cross rivers in 1600s?
- [A] Boats used on rivers were extremely crowded.
 - [B] The current was too swift for boats to cross easily.
 - [C] Bridges were too weak to carry the weight of a stagecoach.
 - [D] Ferry service was infrequent.
19. What does the expression the "age of the iron horse" refer to?
- [A] the era during which the railroads was the dominant mode of transportation
 - [B] the time during which mail was delivered by horse
 - [C] the point at which airmail began to constitute the bulk of United States mail
 - [D] the time period covered in the museum exhibit
20. What can be found in the museum's philatelic collection?
- [A] models of the first airplanes used for mail delivery

- [B] replicas of railway mail cars
- [C] historical stamps
- [D] engravings of nineteenth century railroad scenes

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

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.

Section II Use of English

(15 minutes)

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

Parents who 21 that their children's minds are turning too much 22 watching too many television cartoons and comedies may be 23 to learn that Federal Communications Commission is worried, too. A recent F. C. C. staff report concludes that broadcasters have done 24 to strengthen the educational value of television. It recommends that stations 25 required to broadcast at least seven and a 26 hours of instructional programs each week.

It is probably true that much of what children watch does them little 27. 28 the networks and independent stations are, in fact, offering shows of better quality these days. 29 the expansion of public television and cable, the range of choices is broader than ever. Stricter F. C. C. standards might result in more educational offerings. But no amount of officially 30 medicine can guarantee that broadcasters will produce shows worth 31 or, if they did, that children would watch them. The most worrisome 32 of children's television is not that youngsters watch too much trash but 33 they watch too much television.

At the urging of citizens groups, the F. C. C. in 1974 issued 34 urging stations to 35 a reasonable number of programs for children and also more educative 36. The new F. C. C. analysis finds that little has changed since then. Hence, the staff's recommendation that the commission prescribe new standards.

But there are many educational and cultural programs on television today and children are well aware 37 them. Commercial broadcasters had added such critical successes 38 "Big Blue Marble,"

“Afternoon Specials” and “30 Minutes.” Entire children’s networks, 39 Nickelodeon and Calliope, are 40 on cable, and more are being created. Preschoolers watch “Sesame Street” more than any other show.

- | | | | |
|--------------------|----------------|---------------|-----------------|
| 21. [A] anxious | [B] afraid | [C] frighten | [D] fret |
| 22. [A] by | [B] with | [C] from | [D] in |
| 23. [A] relieved | [B] relief | [C] reliable | [D] release |
| 24. [A] few | [B] many | [C] little | [D] much |
| 25. [A] are | [B] have | [C] will be | [D] be |
| 26. [A] half | [B] two | [C] one | [D] three |
| 27. [A] goods | [B] goodness | [C] good | [D] goodliness |
| 28. [A] Till | [B] Until | [C] Still | [D] Little |
| 29. [A] With | [B] Within | [C] Without | [D] With all |
| 30. [A] prescribed | [B] described | [C] produced | [D] taking |
| 31. [A] watch | [B] watching | [C] to watch | [D] to watching |
| 32. [A] way | [B] inspect | [C] aspect | [D] expect |
| 33. [A] that | [B] what | [C] how | [D] because |
| 34. [A] headlines | [B] guidelines | [C] deadline | [D] shortline |
| 35. [A] supplied | [B] provided | [C] supplying | [D] provide |
| 36. [A] other | [B] another | [C] one | [D] ones |
| 37. [A] of | [B] off | [C] to | [D] onto |
| 38. [A] like | [B] as | [C] that | [D] what |
| 39. [A] like | [B] as | [C] in | [D] for |
| 40. [A] valuable | [B] variable | [C] available | [D] various |

Section III Reading Comprehension

(60 minutes)

Part A

Read the following four texts. Answer the questions below each text by choosing A, B, C or D.

Mark your answers on ANSWER SHEET 1.

Text 1

A wise man once said that the only thing necessary for the triumph of evil is for good men to do

nothing. So, as a police officer, I have some urgent things to say to good people.

Day after day my men and I struggle to hold back a tidal wave of crime. Something has gone terribly wrong with our once-proud America way of life. It has happened in the area of values. A key ingredient is disappearing, and I think I know what it is: accountability.

Accountability isn't hard to define. It means that every person is responsible for his or her actions and liable for their consequences.

Of the many values that hold civilization together—honesty, kindness, and so on—accountability may be the most important of all. Without it, there can be no respect, no trust, no law—and, ultimately, no society.

My job as a police officer is to impose accountability on people who refuse, for have never learned, to impose it on themselves. But as every policeman knows, external controls on people's behavior are far less effective than internal restraints such as guilt, shame and embarrassment.

Fortunately there are still communities—smaller towns, usually—where schools maintain discipline and where parents hold up standards that proclaim: In this family certain things are not tolerated—they simply are not done!

Yet more and more, especially in our larger cities and suburbs, these inner restraints are loosening. Your typical robber has none. He considers your property his property; he takes what he wants, including your life if you enrage him.

The main cause of this break-down is a radical shift in attitudes. Thirty years ago, if crime was committed, society was considered the victim. Now, in a shocking reversal, it's the criminal who is considered victimized; by his underprivileged upbringing, by the school that didn't teach him to read, by the church that failed to reach him with moral guidance, by the parents who didn't provide a stable home.

I didn't believe it. Many others in equally disadvantaged circumstances choose not to engage in criminal activities. If we free the criminal, even partly, from accountability, we become a society of endless where no one accepts responsibility for anything.

We in America desperately need more people who believe that the person who commits a crime is the one responsible for it.

41. What the wise man said suggests that

- [A] it is unnecessary for good people to do any thing in face of evil.
- [B] it is certain that evil will prevail if good men do nothing about it.
- [C] it is only natural for virtue to defeat evil.
- [D] it is desirable for good men to keep away from evil.

42. According to the author, if a person is found guilty of a crime,

- [A] society is to help responsible.
- [B] modern civilization is responsible for it.
- [C] the criminal himself should bear the blame.
- [D] the standards of living should be improved.

43. Compared with those in small towns, people in large cities have

- [A] less self-discipline.
 - [B] better sense of discipline.
 - [C] more mutual respect.
 - [D] less effective government.
44. The writer is sorry to have noticed that
- [A] people in large cities tend to excuse criminals.
 - [B] people in small towns still stick to old discipline and standards.
 - [C] today's society lacks sympathy for people in difficulty.
 - [D] people in disadvantaged circumstances are engaged in criminal activities.
45. The key point of the passage is that
- [A] stricter discipline should be maintained in schools and families.
 - [B] more good examples should be set for people to follow.
 - [C] more restrictions should be imposed on people's behavior.
 - [D] more people should accept the value of accountability.

Text 2

It was unfortunate that, after so trouble-free an arrival, he should stumble in the dark as he was rising and severely twist his ankle on a piece of rock. After the first shock the pain became bearable, and he gathered up his parachute before limping into the trees to hide it as best he could. The hardness of the ground and the deep darkness made it almost impossible to do this efficiently. The pine needles lay several inches deep, so he simply piled them on top of the parachute, cutting the short twigs that he could feel around his legs, and spreading them on top of the parachute, cutting the short twigs that he could feel around his legs, and spreading them on top of the needles. He had great doubts about whether it would stay buried, but there was very little else that he could do about it.

After limping for some distance in an indirect course away from his parachute he began to make his way downhill through the trees. He had to find out where he was, and then decide what to do next. But walking downhill on a rapidly swelling ankle soon proved to be almost beyond his powers. He moved more and more slowly, walking in long sideways movements across the slope, which meant taking more steps but less painful ones. By the time he cleared the trees and reached the valley, day was breaking. Mist hung in soft sheets across the fields. Small cottages and farm buildings grouped like sleeping cattle around a village church, whose pointed tower pointed high into the cold winter air to welcome the morning.

"I can't go much farther," John Harding thought, "Someone is bound to find me, but what can I do? I must get a rest before I go on. They'll look for me first up there on the mountain where the plane crashed. I bet they're outlooking for it already and they're bound to find the chute in the end. I can't believe they won't. So they'll know I'm not dead and must be somewhere. They'll think I'm hiding up there in the trees and rocks so they'll look for me there. So I'll go down to the village. With luck by the evening my foot will be good enough to get me to the border."

Far above him on the mountainside he could hear the faint echo of voices, startling him after great silence. Looking up he saw lights like little pinpoints moving across the face of the mountain in the gray

light. But the road was deserted, and he struggled along, still almost invisible in the first light, easing his aching foot whenever he could, avoiding stones and rough places, and limping quietly and painfully towards the village. He reached the church at last. A great need for peace almost drew him inside, but he knew that would not do. Instead, he limped along its walls towards a very old building standing a short distance from the church doors. It seemed to have been there for ever, as if it had the church. John Harding pushed open the heavy wooden door and slipped inside.

46. In spite of his bad ankle he was able to
- [A] carry on walking fairly rapidly.
 - [B] walk in a direction that was less steep
 - [C] bear the pain without changing direction.
 - [D] find out where he had landed.
47. Why was his attention drawn to the mountain again?
- [A] He was surprised to see the torches of the searchers so far away.
 - [B] He was a little astonished to hear voices after so long.
 - [C] He could see the men's faces in spite of the poor light.
 - [D] He could see a shower of small rocks falling.
48. Which of these do you think John Harding was?
- [A] an escaped prisoner.
 - [B] a criminal on the run from the police.
 - [C] an airman who had landed in an enemy country area.
 - [D] a spy who had been hiding in the forest.
49. Harding's plan was
- [A] to stay in the village as long as he could.
 - [B] to cross into another country.
 - [C] to reach the church and rest there.
 - [D] to have his foot made well again.
50. Why did not John Harding go into the church?
- [A] The church was empty.
 - [B] The door to the church was shut.
 - [C] The church was too far away.
 - [D] He was not sure whether there could be enemy or not in the church.

Text 3

Last November, Duke University researcher Neil Boothby and two others published a study of the psychological effects of warfare on children, using a sample of more than 500 between ages 6 and 15 in war-torn Mozambique.

Seventy-seven percent of the children had witnessed killings, and more than a third had seen family members killed. Half of the children had been beaten or tortured, and many were abducted by guerrillas

and forced to commit acts of violence.

Individual interviews with 105 of those children indicated that most suffered from recurrent nightmares, feelings of guilt, and aggressive tendencies. But more disturbing—and more relevant to Somalia—is that the children exposed to the most prolonged trauma became the most dysfunctional, experiencing post-traumatic stress syndrome.

“Profound alterations in personality, behavior, and moral development often result,” the study said. The children may have initially committed violent acts reluctantly, but added that “without family support . . . their initial feelings of fear and guilt were transformed into amoral rage . . . It is the accommodation to chronic danger that is the most dangerous aspect of their exposure to war.”

In Somalia, evidence of that accommodation to danger is the apparent ability among even the smallest children to identify weapons simply by sound. They can distinguish incoming artillery from outgoing, they can tell whether an exploding grenade is Russian—or American-made. Many can load a full clip into an assault rifle and click off the safety latch as easily as children in the United States might pop open a canned soft drink.

“These children speak the language of armaments better than any other language,” said Rakiya O-maar, director of the human rights group Africa Watch. Wilhelm Huber, regional director of the aid group SOS-Kinderdorf, said the 82 children at his orphans’ school have become so accustomed to the sound of gunfire that they play even during fierce gun battles. “Gunshots don’t do anything to them anymore,” he said, “They don’t listen any more.”

51. _____ became the most dysfunctional, experiencing post-traumatic stress syndrome.

- [A] Individual interviews
- [B] 105 of those children
- [C] The children who suffered from the most prolonged trauma
- [D] Somalia

52. Profound alterations in personality, behavior, moral development result from

- [A] the accommodation to chronic danger.
- [B] family support.
- [C] amoral rage.
- [D] violent acts.

53. The 5th paragraph implies that

- [A] many children in Somalia can use the rifle very easily.
- [B] many children in the United States love the canned soft drink.
- [C] many exploding grenades are Russian-made.
- [D] many exploding grenades are American-made.

54. The 82 children play even during fierce gun battles because

- [A] they speak the language of armaments.
- [B] they are at orphans’ school.
- [C] they have become so accustomed to the sound of gunfire.

[D] They don't like the sound of gunfire.

55. What can be inferred for the children who have witnessed killings or have seen family members killed?

[A] After some time, they will forget it and some may be insane.

[B] They will never forget the bitter experience.

[C] They will work for peace-keeping.

[D] They will die soon.

Text 4

The study of reading skills is as old as written language. It is believed that it was approximately 3000 to 4000 BC when the first systematic efforts were made to teach people to read and to write. Egyptian scribes were taught these skills in formal schools, but we have no knowledge of the techniques that were used by them.

The modern emphasis on the scientific study of reading dates from approximately 1887 when a French scientist named Javal discovered that the visual process in reading is not the technique people had originally assumed it to be. It seems to most persons that as you read along a line of print your eye moves along smoothly recognizing words and phrases, one after the other, as it moves. Javal carefully observed the eyes of persons reading and discovered two quite important things. First, the eyes, rather than moving were stopped most of the time. Second, rather than moving slowly and smoothly along a line, they move in extremely quick jumps from one point of fixation to the next. Javal was so struck by these jumps that he called eye movements saccadic after the French word "to jump". His findings were a surprise to many persons.

If you are interested in trying out Javal's experiment, watch a friend very carefully as he reads, paying particular attention to the movements of his eyes. If you want to get a clearer picture of these rapid eye movements, you might try a technique invented by Professor W. R. Miles. It is known as the Miles Peep-Hole Technique and consists of the very simple process of cutting a small hole in the center of a page of print and observing the reader through the hole. This puts your point of observation approximately where the reader is looking, and you get a very clear picture of the saccadic eye movements.

The discovery of saccadic eye movements by Javal stimulated many other people to try to study in more detail the nature of the mechanical process of reading. One of the earliest techniques was an effort to record eye movements on paper by connecting a little pneumatic tube through a long series of pulleys and wires to a pen which would write on moving paper and jiggle back and forth as the eyes moved. This turned out to be a reasonable good way of finding out how many eye movements a person was making but it was quite uncomfortable for the person being tested. Another rather disturbing technique was the process of putting a spot of white material on the cornea of the eye. The material was then photographed with a movie camera as the person read.

During the period from 1900 to about 1920 a new technique in studying eye movements in reading came into use with the development of eye-movement cameras. Another complicated set of the eye through a series and onto a spool of moving film. Early cameras of this type were extremely expensive and difficult

to construct. One of the first was used at the University of Chicago, another at the University of Minnesota, and after a few years more of them were built in other institutions throughout the country.

Since 1920, many modern scientists have studied the problem of accurate recordings of eye movements in reading. As a result, there are several more modern techniques in use today. Modern equipment includes highly sophisticated cameras with high-speed film, cameras in helmets which fit on the head of the reader and show a picture of what he sees as well as the location of his eye movements, and other complex film devices. One very expensive but useful piece of recording equipment is an electronic device which measures the location of visual fixation by measuring the voltage across the eyeball and feeds the electronic information into a computer which plots the exact location of the center of vision. All of these mechanical, photographic, and electronic devices have given us a great deal of useful information about the reading process.

56. The first systematic efforts to teach people to read and to write were made from approximately
- [A] 3000 to 4000 BC.
 - [B] 1000 to 2000 BC.
 - [C] 300 to 400 BC.
 - [D] 4000 to 5000 BC.
57. Modern emphasis on scientific study of reading dates from approximately
- [A] 1639.
 - [B] 1863.
 - [C] 1887.
 - [D] 1723.
58. Who was the first French scientist who discovered the jerky eye movements in the visual process?
- [A] Pascal.
 - [B] Javal.
 - [C] Descartes.
 - [D] Curtie.
59. Cutting a small hole in the center of a page of print and observing the reader through the hole is known as the
- [A] Miles Peep-Hole Technique.
 - [B] Scandia Observation Technique.
 - [C] Mills Peep-Hole Technique.
 - [D] Miles Observation Technique.
60. The jump from one eye fixation to the next are called
- [A] staccado.
 - [B] saccate.
 - [C] saccadic.
 - [D] static.

Part B

Read the following text carefully and then translate the underlined segments into Chinese. Your translation should be written clearly on ANSWER SHEET 2.

People have wondered for a long time how their personalities and behaviors are formed. It is not easy to explain why one person is intelligent and another is not, or why one is cooperative and another is competitive.

Social scientists are, of course, extremely interested in these types of questions. 61) They want to explain why we possess certain characteristics and exhibit certain behaviors. There are no clear answers yet, but two distinct schools of thought on the matter have developed. As one might expect, the two approaches are very different from each other. The controversy is often conveniently referred to as "nature vs. nurture".

62) Those who support the "nature" side of the conflict believe that our personalities and behavior patterns are largely determined by biological factors. 63) That our environment has little, if anything, to do with our abilities, characteristics and behavior is central to this theory. Taken to an extreme, this theory maintains that our behavior is central to this theory. Taken to an extreme, this theory maintains that our behavior is pre-determined to such a great degree that we are almost completely governed by our instincts.

Those who support the "nurture" theory, that is they advocate education, are often called behaviorists. They claim that our environments is more important than our biologically based instincts in determining how we will act. A behaviorist, B. F. Skinner, sees humans as beings whose behavior is almost completely shaped by their surroundings. 64) The behaviorists maintain that, like machines, humans respond to environmental stimuli as the basis of their behavior.

Let us examine the different explanations about one human characteristic, intelligence, offered by the two theories. 65) Supporters of the "nature" theory insist that we are born with a certain capacity for learning that is biologically determined. Needless to say, they don't believe that factors in the environment have much influence on what is basically a predetermined characteristic. On the other hand, behaviorists argue that our intelligence levels are the product of our experiences. Behaviorists suggest that the child who is raised in an environment where there are many stimuli which develop his or her capacity for appropriate responses will experience greater intellectual development.

The social and political implications of these two theories are profound. In the United States, blacks often score below whites on standardized intelligence tests. This leads some "nature" proponents to conclude that blacks are biologically inferior to whites. Behaviorists, in contrast, say that differences in scores are due to the fact that blacks are often deprived of many of the educational and other environmental advantages that whites enjoy.

Most people think neither of these theories can yet fully explain human behavior.

Section IV Writing

(35 minutes)

66. *With the reform in China's Higher Learning, most college students feel that they are fortunate enough to be able to take elective courses apart from their compulsory courses, yet some argue that elective courses might divert students from their specialty study.*

There is a discussion on newspaper on these two viewpoints.

Write an essay to the newspaper

1) criticizing one view and

2) justifying your stand from the following points: a. knowledge b. interest.

You should write 160 ~ 200 words on ANSWER SHEET 2.

Section V Oral Test

Part A

Interlocutor:

- Good morning. Could I have your mark sheets, please? Thank you.
(Hand over the mark sheets to the assessor)
- My name is _____ and this is my colleague _____. He / She is just going to be listening to us.
So, you are Mr. /Miss _____ and _____? Thank you.
- First of all we'd like to know something about you, so I'm going to ask some questions about yourselves.
- Can you say something about yourself? (Where do you come from? /How old are you? /How long have you lived here? /How do you like living here? /What are your hobbies?)