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全真模拟

主 编 彭小俊
副主编 包通法
编 者 刘丹丹 施惠萍 朱 亮

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前 言

全国大学英语四、六级考试委员会在 1996 年 8 月将“英译汉”(Translation from English into Chinese)、“听写填空”(Spot Dictation)、“简短回答题”(Short-answer Questions)、“复合式听写”(Compound Dictation)列为大学英语四、六级考试的正式项目。全国大学英语四、六级考试委员会的这一决定是根据近年来我国大学英语教学的实际情况并经过充分的可行性研究之后作出的。这一举措对推动全国的大学英语教学,促进全国高校师生重视英语基本功的训练起到非常积极的作用。

为了帮助广大同学尽快地熟悉和适应新的考试题型,我们根据《大学英语教学大纲》和《大学英语四级考试大纲》的要求,编写了此书,供同学们自学、自测使用。

本书共有十套大学英语四级统考模拟试题,包括“复合式听写”、“听力理解”、“阅读理解”、“简短回答题”、“英译汉”、“词语用法和语法结构”、“写作”等内容。为了便于教学与自习,我们还提供了十套模拟试题的答案及注释,以供学习者参考。

希望广大读者在使用本书的过程中随时将批评和建议告诉我们,以便我们今后把本书修订得更好。

编 者

2001 年 12 月

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Test One

Paper One

Part I : Listening Comprehension. (20 minutes)

Section A

Directions: *In this section, you will hear 10 short conversations. At the end of each conversation, a question will be asked about what was said. 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 the Answer Sheet with a single line through the centre.*

1. A. Hurry to get on a bus.
C. Hurry to the next railway station.
2. A. He relaxes.
C. He goes to work.
3. A. \$ 10.
B. \$ 20.
4. A. At a bakery.
C. At a post office.
5. A. Aunt and niece.
C. Teacher and pupil.
6. A. Small parties are more impersonal than big ones.
B. She likes big parties better.
C. She prefers small parties to big ones.
D. She thinks parties are disgusting.
7. A. She wasn't invited.
C. She was coming later.
8. A. He was held up in traffic.
C. He had to work overtime.
9. A. The work is not efficient.
B. When everything runs properly, work will be efficient.
C. He is satisfied with the efficiency of work.
D. The efficiency of work has greatly improved.
10. A. He should take the test again.
- B. Hurry to take a taxi.
D. Sit there waiting.
- B. He goes fishing.
D. He works around his house.
- C. \$ 30.
D. \$ 40.
- B. At a friend's home.
D. At a birthday party.
- B. Aunt and nephew.
D. Grandmother and grandson.
- B. She forgot to come.
D. She decided not to come.
- B. His car ran out of gas.
D. He had a traffic accident.

- B. He should call to check his score.
- C. He should wait.
- D. He should check his paper carefully.

Section B: Spot Dictation. (Paper Two)

Part II : Reading Comprehension. (35 minutes)

Directions: *There are 4 passages in this part. 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 the Answer Sheet with a single line through the centre.*

Questions 11 to 15 are based on the following passage.

In an effort to make up for some of the glaring limitations of IQ tests, researchers have begun to develop new ways to measure the kind of emotional factors and psychological attitudes that lead to success in everyday life. While IQ tests remain excellent predictors of how well one will do in school, they have little or nothing to do with who will earn the money or prestige or have the most satisfying social life or relationships. ① The new tests are intended to assess the more practical intelligence that underlies the accomplishments.

The new approach goes beyond purely mental skill to assess emotional factors and psychological attitudes that can either interfere with or facilitate the use of those skills. It has fostered new theories of what it means to be smart.

The old theories focused on academic skills such as verbal or mathematical quickness. But the new theories describe a spectrum of practical talents such as the ability to pick up the unspoken rules that govern success in a corporate or professional career or the habits of mind that foster productivity. "IQ and success in living have little to do with each other," says Seymour Epstein, a psychologist at the university of Massachusetts. "Being intellectually gifted does not predict you will earn the most money or achieve the most recognition, even among college professors."

One factor emerging as crucial for life success is what might be called emotional intelligence. "How well people manage their emotions determines how effectively they can use their intellectual ability," Dr. Epstein says. "For example, if someone is skilled at solving problem in the quiet of her office, but falls apart in a group, then she will be ineffective in many situations."

11. According to the passage, old IQ tests are to assess _____.
- A. One's emotional factors
 - B. One's practical talents
 - C. One's mental skills, especially academic skills

D. One's verbal quickness

12. The assumption that "IQ and success in living have little to do with each other" means _____.

A. that IQ tests are always not reliable

B. that persons of high IQ seldom get great success in life

C. that IQ tests and success in living are two different things

D. that being intelligently gifted does not predict being surely in one's future life and career

13. According to the passage, the crucial factor for life success is _____.

A. psychological attitudes

B. emotional intelligence

C. practical talents

D. academic skills

14. As the author points out, the limitations of IQ tests are _____.

A. very noticeable

B. deplorable

C. insignificant

D. massive

15. The design of new test is intended to _____ test.

A. replace

B. refute

C. compensate the limitations of

D. revoke the limitations of

Questions 16 to 20 are based on the following passage.

② Icebergs are among nature's most spectacular creations, and yet most people have never seen one. A vague air of mystery envelops them. They come into being—somewhere—in faraway, frigid waters, amid thunderous noise and splashing turbulence, which in most cases no one hears or sees. They exist only a short time and then slowly waste away just as unnoticed.

Objects of sheerest beauty, they have been called. Appearing in an endless variety of shapes, they may be dazzlingly white, or they may be glassy blue, green or purple, tinted faintly or in darker hues. They are graceful, stately, inspiring in calm, sunlit seas.

But they are also called frightened and dangerous, and that they are—in the night, in the fog, and in storms. Even in clear weather one is wise to stay a safe distance away from them. Most of their bulk is hidden below the water, so their underwater parts may extend out far beyond the visible top. Also, they may roll over unexpectedly, churning the waters around them.

③ Icebergs are parts of glaciers that break off, drift into the water, float about awhile, and finally melt. Icebergs afloat today are made of snowflakes that have fallen over long ages of time. They embody snows that drifted down hundreds, or many thousands, or in some cases maybe a million years ago. The snows fell in Polar Regions and on cold mountains, where they melted only a little or not at all, and so collected to great depths over the years and centuries.

As each year's snow accumulation lay on the surface, evaporation and melting cause the snowflakes slowly to lose their feathery points and become tiny grains of ice. When new snow fell on top of the old, it too turned to icy grains. So blankets of the snow and ice grains mounted layer upon layer and were of such great thickness that the weight of the upper layers compressed the lower ones. With time and pressure from above, the many small ice grains joined and changed to larger crystals, and eventually the deeper crystals merged into a solid of ice.

16. Which of the following is the best title for the passage?
- A. The Melting of Icebergs B. The Nature and Origin of Icebergs
C. The Size and Shape of Icebergs D. The Danger of Icebergs
17. The author states that icebergs are rarely seen because they are _____.
A. surrounded by fog
B. hidden beneath the mountains
C. located in remote region of the world
D. broken by waves soon after they are formed
18. According to the passage, icebergs are dangerous because they _____.
A. usually melt quickly
B. can turn over very suddenly
C. may create immense snowdrifts
D. can cause unexpected avalanches
19. The formation of an iceberg is clearly analogous to which of the following activities.
A. Walking on fluffy new snow, causing it to become more compact icy.
B. Plowing large areas of earth, leaving the land flat and barren.
C. Skating across a frozen lake and leaving a trail behind.
D. Blowing snow into one large pile to clear an area.
20. The attitude of the author toward icebergs is one of _____.
A. disappointment B. humor C. disinterest D. wonder

Questions 21 to 25 are based on the following passage.

The fact that superior service can generate a competitive advantage for a company does not mean that every attempt at improving service will create such an advantage.

④ Investments in service, like those in production and distribution, must be balanced against other types of investment on the basis of direct, tangible benefits such as cost reduction and increased revenues. A company can only expect a reasonable investment return if the investment is made when the service investment is above certain level.

If a company is already effectively on a par with its competition because it provides service that avoids a damaging reputation and keeps customers from leaving at an unacceptable rate, then investment in higher service levels may be wasted, since service is a deciding factor for customers only in extreme situations.

This truth was not apparent to managers of one regional bank, which failed to improve its competitive position despite its investment in reducing the time that a customer had to wait for a teller. The bank managers did not recognize the level of customer inertia(惯性) in the consumer banking industry that arises from the inconvenience of switching banks. Nor did they analyze their service improvement to determine whether it would attract new customers by producing a new standard of service that would excite customers or by proving difficulty for competitors to copy. The only merit of the improvement was that it could easily be described to customers. And this advantage alone does not build up a strong point in overall performance of a company.

Many famous corporations, such as Coke, P&G, are reconsidering their brand advertising strategies. Do they really have to position themselves as the owners of so many brands? Companies, such as Unilever, are already considering of giving up some of their less famous brands as a marketing strategy to strengthen their market shares.

21. The main purpose of the passage is to _____.
A. contrast possible outcomes of a type of business investment
B. suggest a more careful valuation of a type business investment
C. illustrate various ways in which a type of business investment could fail to enhance revenues
D. trace the general problems of a company to a certain type of business investment
22. According to the author, investments in service are comparable to investments in production in terms of the _____.
A. tangibility of the benefits they tend to confer
B. increased revenues that they ultimately produce
C. basis on which they need to be weighted
D. insufficient analysis that managers devote to them
23. Does the author mean which of the following about service prior to its investment in enhancing that service?
A. It enabled the bank to retain customers at an acceptable rate.
B. It had already been improved after having caused damage to the bank's reputation in the past.
C. It was slightly superior to that of the bank's regional competition.
D. It needed to be improved to attain parity with the service provided by competing banks.
24. The author uses the word "only" in the last sentence of the paragraph 3 to _____.
A. show the oddity of the service improvement
B. focus on the low value of investment in service
C. show the main feature of the service improvement
D. single out a certain merit of the service

25. What tone did the author use to give a description in the passage?
- A. Casual in less literary style.
 - B. Formal just as an official document.
 - C. Poetic in a prose.
 - D. Academic in discussion of some serious problems.

Questions 26 to 30 are based on the following passage.

Over the years we have worked with a wide range of individuals—language teachers want to be able to use tests as part of their classroom teaching, applied linguists interested in developing tests for use as research instruments, people who are involved in large-scale language testing programs, and graduate students in fields such as applied linguistics, English as a second/foreign language, bilingual education, and foreign language education. In virtually every group we have worked with, we have found misconceptions about the development and use of language tests, and unrealistic expectations about what language tests can do and what they should be like, that have prevented people from becoming competent in language testing. Furthermore, there is often a belief that “language testers” have some almost magical procedures and formulae for creating the “best” test. These misconceptions and unrealistic expectations, and mystique(神秘/奥秘) with language testing, constitute strong affective barriers to many people who want and need to be able to use language tests in their professional work. Breaking down this affective barrier by dispelling misconceptions, helping readers develop a sense of what can reasonably be expected of language tests, and demystifying(澄清疑虑) language testing is thus an important part of this book.

Recently, language tests have a tendency to be standardized, and administered in similar way to the testees. Since large-scale language proficiency tests are not easy to control, the time and efficiency do not allow the testers to have their idealistic testing tools. As we know, language testing is based on a simple rationality that language can be divided into certain skills, such as listening, speaking, reading and writing. These skills, if well organized, can be measured by modern language testing equipment. But some scholars noted that this is not always true. People sometimes question the psychometrics, the very base on which the testing theory is based. ⑤ But since there is no good way out of their dilemma, and we still have to stick to the standardized testing as our method to cope with large-scale tests.

26. The misconceptions discussed in the passage are, in essence, _____.
A. the misunderstandings about language testing
B. too high an expectation of language testing
C. profound affective barriers to many people
D. obstacles for competence in language testing
27. The sentence, “what can reasonably be expected of language testing”, most probably

implies that _____.

- A. language testing can hardly be optimal in practice
 - B. language testing can make professionals reasonably competent
 - C. language testing is not the only means of telling language proficiency
 - D. language testing can not provide a precise picture of learners' competence
28. What is the main concern of the author in the passage?
- A. To understand what language testing can do and what one may expect from it.
 - B. Why misconceptions cause problems in language testing?
 - C. How can we improve language testing?
 - D. How students can face tests easily?
29. What can best illustrate the difficulty in becoming competent in language testing?
- A. The misconceptions and unrealistic expectations of language testing.
 - B. The magical procedures and formulae in creating the "best" tests.
 - C. The affective barriers to many people.
 - D. The language tests that are used as research instruments.
30. Some scholars held the opinion that _____.
- A. modern language tests can be quite reasonable if well-done
 - B. modern language test instruments may be rational to some extent if well-done
 - C. modern language tests could not be rational even if well organized
 - D. modern language tests were absolutely ridiculous from the start

Part III : Vocabulary and Structure. (20 minutes)

Directions: *There are 30 incomplete sentences in this part. For each sentence, there are four choices marked A, B, C and D. Choose the ONE answer that best completes the sentence. Then mark the corresponding letter on the Answer Sheet with a single line through the centre.*

31. To produce one pound of honey, a colony of bees must fly a distance equal to _____ around the world.
- A. two times as much
 - B. twice that of
 - C. twice
 - D. double
32. "Sorry, I lost your telephone number; otherwise, I _____ long before."
- A. must have rung up
 - B. ought to have rung you up
 - C. had rung you up
 - D. would have rung up
33. I'll certainly work all next week except when it _____.
- A. will be raining
 - B. will rain
 - C. would rain
 - D. is raining
34. _____ in 1783, the thirteen original states worked together under the agreement called the Articles of Confederation.
- A. Not until the Constitution was adopted

- B. The Constitution was adopted
C. Adopted by the Constitution
D. Until the Constitution was adopted
35. Hot air accompanied by high relative humidity feels warmer than _____.
A. is it actually B. it actually is C. actually it is D. it is actually
36. Western Nebraska generally receives less snow than _____ eastern Nebraska.
A. does B. in
C. it does in D. that it does
37. It is more important that she should be free _____ she should live a luxurious life.
A. than what B. that C. more than D. than that
38. The atmosphere is as much a part of the earth as _____ its soils and water of its lakes, rivers and oceans.
A. is B. are C. do D. has
39. He is _____ to speak the truth before the boss that always abuses his authority.
A. too much of a coward B. too much a coward
C. so much coward D. so much of coward
40. Like all dictators, Mussolini was _____ by power, which inevitably must corrupted him, corroding his mind and poisoning his judgment.
A. carried off B. indulged into C. carried away D. taken in
41. The reason she failed in the exam was _____.
A. that she hadn't worked hard in the previous semester
B. because she hadn't worked hard
C. why she hadn't work hard
D. for she was too busy with her work
42. Americans are eating _____ vegetables per person today as they did in 1910.
A. more than twice B. what are twice as many
C. twice many are D. more than twice as many
43. No longer are contributions to computer technology confined to any one country; _____ is this more true than in Europe.
A. hardly B. little C. when D. nowhere
44. _____ equal opportunities, the twins, having identical brains, would have tested at roughly the same level.
A. To give B. Giving
C. Given D. Having given
45. One need to acquire the appropriate manner _____ in the negative when offered something.
A. which to respond B. to which to respond
C. in which to be responded D. in which to respond
46. More than one person _____ been infected with the disease when it is spreading in

- the _____ populated district.
- A. has...dense
B. have...sparsely
C. has...densely
D. had...thickly
47. _____ trouble, I'm going to forget the whole affair. That made me terribly suffer whenever it occurred in mind.
- A. Other than cause
B. Rather than causing
C. Rather than cause
D. Rather than to cause
48. Darkness _____, the young people longed on merrymaking on the grassland far from the city.
- A. set in
B. setting in
C. sets in
D. had set in
49. She firmly holds an opinion _____ there is no rule _____ has some exceptions in the world.
- A. that; that
B. that; but
C. which; that
D. what; but
50. The brilliance of his satires was _____ make even his victims laugh.
- A. so as to
B. such as to
C. so that
D. such that
51. What he described as a _____ detail I thought was the most important part of the plan in the urgent case.
- A. common
B. mere
C. plain
D. just
52. Dorothy is the teacher's pet not because she has a fine record but because she is _____.
- A. respectable
B. respectful
C. timid
D. respective
53. I didn't intend to conceal my plan, but _____, I changed my mind.
- A. on a second thought
B. by second thought
C. on second thoughts
D. on the second thought
54. The _____ river caused floods which destroyed almost all the crops and drowned most life stock in the lower parts of the district.
- A. extended
B. risen
C. swollen
D. expanded
55. The criminal was charged with _____ rob the bank.
- A. an intention to
B. the intention to
C. intent to
D. the purpose to
56. Though _____ in San Francisco, Dave Mitchell had always preferred to the plain facts of small town life.
- A. raised
B. grown
C. developed
D. cultivated
57. Every day thousands of _____ fly across the Atlantic for negotiation with American firms.
- A. merchants
B. dealers
C. businessmen
D. tradesmen
58. It would be a mistake to _____ this regulation to the situations which are outside this range.

A. apply B. use C. employ D. engage

59. The trifled hunter, _____ in the arms of a hungry bear, fought desperately to loosen its grip.

A. clutched B. clasped C. grasped D. seized

60. Californians and new Englanders speak the same language and _____ by the same federal laws.

A. stand B. conform C. abide D. comply

Part IV : Cloze. (15 minutes)

Directions: *There are 20 blanks in the following passage. For each blank there are four choices marked A, B, C, and D beside the passage. You should choose the ONE that best fits into the passage. Then mark the corresponding letter on the Answer Sheet with a single line through the centre.*

There are many definitions of movements and revolutions, but they all have some common points. Social movements are organized, 61 attempts by individuals to produce social change. These attempts are usually resisted by powerful people who 62 from the status quo (社会现状), 63 it is often difficult for social movement participants to use the accepted and 64 means of producing social change (such as the courts and political institutions). 65, social movement participants often 66 disruptive street tactics their only means of action. The antiwar movement in the 1960s, the 67 rights movement that emerged strongly in the 1950s, and the antiabortion movement of the 1980s are all examples of social movement in American that have 68 both legal and illegal activities to 69 their goals. In fairness to social movement participants, 70, their powerful opponents are just as likely to use illegal activities and violence to 71 the social movement.

Although there are 72 over the definition of revolution, there is a 73 view that revolutions are successful social movements on a much grander 74. That is, involving more people and much more social change. Although social movements like the US Civil Rights movement may be working to 75 some law or produce some reform in the society, revolutions like the Chinese Revolution are aimed at 76 social change. The goals of revolutions are commonly the overthrow of a government, basic change in the political and economic system, 77 more generally a basic change in the stratification(分层) system in the country. Because of the extent of change 78, revolutions are always accompanied by extensive violence. The 79 are so high that opponents will kill to prevent the revolution, and revolutionaries must be 80 to kill to achieve their goals.

61. A. purposeful
C. empirical

B. idealized
D. reciprocal(相互的)

- | | | | |
|--------------------|--------------------|------------------|---------------|
| 62. A. acquire | B. profit | C. prohibit | D. succeed |
| 63. A. and | B. but | C. because | D. though |
| 64. A. However | B. Still | C. Thus | D. Even then |
| 65. A. Cultural | B. Legal | C. Educational | D. Industrial |
| 66. A. regard | B. find | C. treat | D. use |
| 67. A. Civil | B. Liberty | C. Humanity | D. Privacy |
| 68. A. engaged | B. involved | C. employed | D. initiated |
| 69. A. achieve | B. accelerate | C. complete | D. strive |
| 70. A. moreover | B. however | C. nevertheless | D. therefore |
| 71. A. stop | B. promote | C. advocate | D. avoid |
| 72. A. diversities | | B. distinctable | |
| | C. inconsistencies | D. disagreements | |
| 73. A. conformed | B. regular | C. specified | D. standard |
| 74. A. level | B. scale | C. degree | D. range |
| 75. A. enable | B. enact | C. engage | D. envelop |
| 76. A. maintain | B. principle | C. major | D. primary |
| 77. A. and | B. but | C. though | D. or |
| 78. A. sought | B. aimed | C. strove | D. endeavored |
| 79. A. stakes(代价) | B. hazard | C. odds | D. risks |
| 80. A. resentful | B. ready | C. reluctant | D. relieved |

Paper Two

Part I : Listening Comprehension. (20 minutes)

Section B: Spot Dictation.

Directions: *In this section, you will hear a passage three times. The passage is printed on Paper Two with about 50 words missing. First you will hear the whole passage from the beginning to the end just to get a general idea of it. Then, in the second reading, you will hear a signal indicating the beginning of a pause after each sentence, or part of a sentence. During the pause, you must write down the missing words you have just heard in the corresponding space on the Answer Sheet. There is also a signal indicating the end of the pause. When you hear the signal, you must get ready for what comes next from the recording. You can check what you have written when the passage is read to you once again without the pauses.*

Today I'd like (1) _____ because most of you have them, but don't use them very often. Whenever I ask people what a dictionary is for, they almost always say that it's (2) _____. Well, but that's really only a small part of the

answer. Sure, a dictionary will (3) _____, and it will also give you examples to show you (4) _____, but it will also tell you (5) _____ you already know the meaning of. And this is very important, because if you can't say a word correctly, then no one will understand you.

Now think about when you're writing something, are you always (6) _____? If not, what do you do? Do you just write it the way you think (7) _____? Or, do you (8) _____ to tell you the spelling, or, do you look for another word to use instead? What you should do is open your dictionary and check (9) _____. If it isn't, think of another way the word (10) _____. Through guessing and checking you're sure to find the right spelling.

Part V : Short answer.

Directions: *In this part you are going to read a passage. After reading it you should give short answers to the five questions on your paper. Each answer is no more than 10 words.*

Many relationships do not last. For example, about half all current U.S. marriages will end divorce. Psychologists have wondered what characteristics of individuals or of relationships might be used to predict which relationships will last. Some personality characteristics have been found to be associated with an increased probability of divorce. For instance, women who are high in ambition and intelligence, and men who have a strong need for orderliness, are more likely to divorce.

Features of the relationship can also be good predictors. If both members of the couple are very satisfied with the relationship, do not have suitable alternatives, and have invested a large amount of effort or time in the relationship, they are less likely to break up. In one 2-year study of relationships among student dating couples in the Boston area, the researchers found that after 2 years, 65 of the 231 couples were still dating, 9 were engaged, and 43 were married, forty-five percent of the samples (103 couples) had broken up, and 11 could not be contacted. Scores on the Rubin Love Scale were better predictors of continuing relationship than scores on the Liking Scale, and women's Love Scale scores were better predictors than men's Love Scale scores. Similarities in age, education, intelligence, and attractiveness were all greater for couples who stayed together than for couples who broke up. Whether or not the couple had lived together or had a sexual relationship was not an important predictor of the later fate of the relationship.

If a relationship is not going well, there are a number of behavioral options. Four common response patterns include:

- Discussing the problem and trying to change the behavior of one or both patterns.
- Passively waiting and hoping that things will improve with time.

- Neglecting, ignoring, or mistreating the partner.
- Leaving the relationship.

Social-exchange theory can be used to predict which of these response-patterns will be chosen. If the patterns had formerly been well satisfied with the relationship, had invested a great deal of time and effort in it, and had not desirable alternative, they tended to discuss the problem and to wait it out. If their prior satisfaction with the relationship and their time and energy investment were relatively low, and they had a desirable alternative, they were likely to end the relationship.

1. What else can also be considered as the predicator of relation besides the features of relation?
2. What kinds of people are more likely to divorce?
3. What does the 2-year study of relationships show?
4. If the couples are not getting along with each other quite well, what can cause their relationship to break up more quickly?
5. What does the passage mainly talk about?

Part VI: Translation.

1. The new tests are intended to assess the more practical intelligence that underlies the accomplishments.
2. Icebergs are among nature's most spectacular creations, and yet most people have never seen one. A vague air of mystery envelops them.
3. Icebergs are parts of glaciers that break off, drift into the water, float about awhile, and finally melt. Icebergs afloat today are made of snowflakes that have fallen over long ages of time.
4. Investments in service, like those in production and distribution, must be balanced against other types of investment on the basis of direct, tangible benefits such as cost reduction and increased revenues.
5. But since there is no good way out of their dilemma, and we still have to stick to the standardized testing as our method to cope with large-scale tests.

Part VII: Writing. (30 minutes)

Directions: *You are to write a composition on the Topic "Why Is Learning a Life-long Process?" in no less than 120 words according to the outline given below.*

1. 高科技的飞速发展导致社会进入知识经济的社会。
2. 知识经济的特点是发展快、变化快、知识老化周期(aging period)缩短。
3. 竞争和生存的需要。