

冲击波

英语专业四级 完型填空

4

Cloze Test of TEM-4

丛书主编 上海外国语大学 张艳莉

编著 商正



大连理工大学出版社
Dalian University of Technology Press

征服
CONQUER

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Preface

前言

近年来,代表我国英语最高水平的英语专业教育正在稳步发展,其规模不断扩大,层次逐步完善,教学质量不断提高,测试也更加规范化。国家教育部在全国范围内组织的英语专业四、八级考试由过去的鲜为局外人所知,变成现在的考生人数迅猛增加,并开始向社会开放。越来越多的社会人士和学生注意到英语专业四、八级证书的含金量,并且想要通过四、八级考试。

现在的英语专业四、八级考试完全是按照 2004 年 3 月上海外语教育出版社出版并由“高校英语专业四级/八级考试大纲修订小组”编写的《高校英语专业四级/八级考试大纲(2004 年新版)》的要求实施的。从 2005 年起,英语专业四、八级考试的形式和内容已经开始有所变化。如英语专业四级考试时间由原来的 140 分钟缩短为 130 分钟(听力理解和阅读理解各缩短 5 分钟);写作由第一部分改为第五部分,且所占比重增加了 5 分,作文的字数要求由原来的 150 个单词增加到 200 个单词左右;听力理解、完型填空和语法与词汇的题数各增加了 5 道,但比重不变;听力理解由单人陈述、两人对话、新闻广播三部分修改为对话、短文、新闻,每道题由间隔 10 秒钟缩短为 5 秒钟;阅读理解的快速阅读部分被摒弃,阅读文章的长度由 1500 词增加到 1800 词。总的来说,英语专业四级考试的难度比往年明显增加。



在此背景下,为帮助英语专业的考生顺利通过英语专业四、八级考试,我们严格取材、精心组织编写了《冲击波系列》丛书。该丛书由上海外国语大学、浙江工商大学外国语学院具有几十年教学经验及考试辅导经验的教授、副教授、博士等编写。其中英语专业四级的5个分册包括《英语专业四级听力》(由王蕾老师、陈婵老师编著)、《英语专业四级完型填空》(由商正老师编著)、《英语专业四级阅读》(由钱晓霞老师、金佳老师编著)、《英语专业四级语法与词汇》(由何悦老师、金佳老师编著)、《英语专业四级写作》(由柴改英老师编著)。书中内容以最新修订的《高校英语专业四级考试大纲(2004年新版)》和《高等学校英语专业英语教学大纲》的要求进行组织安排。编者不仅对近十年的英语专业四级考试各个部分的首选典型试题按考试内容进行分析、归纳及整理,力求囊括历届四级试题的所有考点,并在此基础上找出各项考试的热点和难点,还提供了大量的模拟训练及答案解析,目的是为了帮助英语专业本科基础阶段的学生融会贯通地掌握所学的英语知识,并熟练掌握历年四级考试的考点与难点,使考生顺利通过英语专业四级考试。

近年来,许多一线教师在课堂教学过程中发现,英语专业的学生的各单科成绩都不甚理想,尤其是听力、阅读及写作成绩很不稳定,问题比较多。造成诸多问题的原因是多种多样的,其中包括词汇量小、背景知识缺乏、没有掌握有效的语言技巧或策略、对英语文体结构生疏等。而大量的习题训练有时并不能达到提高学生各项英语语言技能的目的。“授人以鱼不如授人以渔”,提高英语技能是有方法的,有效的学习除了大量练习之外,还需要掌握一定的策略和技巧,练得多不如练得巧,这也就是我们编写本丛书的出发点。

《英语专业四级完型填空》分册有以下几个突出特点:

1 本书严格按照《高等学校英语专业基础阶段英语教学大纲》

和《高校英语专业四级考试大纲》对英语专业四级完型填空的难度和范围的要求编写而成,所有精选真题、相关试题及重点难点的分布和覆盖范围与新考纲提供的样题保持一致,既考虑到难度适中,覆盖面广,又兼顾到重点难点的呈现率。

2 本书的第三部分囊括了1995~2008年英语专业四级考试完型填空真题和1991~2007年全国硕士研究生入学考试题中的完型填空题。第四部分模拟练习题也是难度相当的考题,这些考题在我校的英语专业四级强化辅导和研究生入学考试强化辅导中都使用过,效果很好。

3 本书对试题的解析部分做到详简结合,该详细时不惜篇幅,该简单时一笔带过。对自己在给同学们做英语专业四级完型填空强化辅导时,同学们碰到的疑难问题着笔尤多。书中特有的“相关考点”对所涉语言点或举一反三,或通涉旁类,或细辨词义。相信同学们细读此书后,定有收获。

4 做完型填空题时必须要考虑上下文、篇章结构、逻辑关系等等因素。本书的解析在兼顾这些因素之外,把重点放在了语言点之上。毕竟没有语言点的积累,要想拿下这部分题目,那真是如水中月、镜中花。语言点不仅是做好完型填空题的要害,也是做好语法与词汇、写作和听力理解的关键。

此次修订,主要是增加2006~2008三年的英语专业四级、2006和2007两年的全国硕士生研究生入学考试及近年来大学英语六级考试中的完型填空真题。模拟题也略有扩大,以便同学们练习。

由于编写时间仓促,编者水平有限,书中难免有错误、不当之处,敬请读者谅解!

编者

2008年6月

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第 1 章

概 述

一、大纲对学生的基本要求

大纲规定

2000 年颁布的《高等院校英语专业英语教学大纲》(以下简称《大纲》)规定,高等院校英语专业基础阶段的主要教学任务是“传授英语基础知识,对学生进行全面的,严格的基本技能训练,培养学生实际运用语言的能力,良好的学风和正确的学习方法,为进入高年级打下扎实的专业基础”。

同时,大纲指出,“为了帮助各校和有关部门了解执行本教学大纲的情况,教育部委托全国高校外语专业教学指导委员会英语组在第四学期和第八学期分别实施全国英语专业四级和八级统一考试。四级和八级考试着重检查学生的英语语言的综合运用能力”。考试形式为多种试题形式,以保证考试的效度和信度。这样既能有效地考核学生综合运用各项基本技能的能力,即兼顾考试的科学性、客观性,又考虑到考试的可行性以及基础阶段英语水平评估的特点。四级考试内容共有六个部分:听写、听力理解、完型填空、语法与词汇、阅读理解、写作。整场考试持续 130 分钟。完型填空考试项目考查的是学生的语言综合运用能力,即考查学生对英语语法、词汇和阅读等方面的综合能力。因此学生应综合全面地学习和复习英语知识,不可偏废任何一项内容。

1. 语法

《大纲》要求学生入学时能识别词类;区分可数名词和不可数名词,可数名词的单复数形式;基本掌握各种代词的形式与用法,基数词和序数词、常用介词和连词、形容词和副词的句法功能,比较级和最高级的构成及基本句型,冠词的一般用法;了解动词的主要种类,各种时态、被动语态及不定式和分词的基本用法,以及句子种类,基本句型和基本构词法。

经过一年学习,学生应达到的二级要求是:熟练掌握主谓一致关系、宾语从句、定语从句和状语从句、直接引语和间接引语的用法,动词不定式和分词的用法,各种时态、语态、虚拟语气和构词法。



经过两年学习,学生应达到的四级要求是:熟练掌握主语从句,同位语从句,倒装句和各种条件句,初步掌握句子之间和段落之间的衔接手段。

2. 词汇

学生入学时的认知词汇应不少于 2 000 个;掌握 1 200 个左右的常用词和一定数量的习惯用语及固定搭配,并能在口头和笔头中运用;认识 740 个左右的单词和一定数量的习惯用语及固定搭配,能根据上下文的提示理解其含义。经过一年学习,学生应达到的二级要求是:认知词汇达到 4 000~5 000 个(含中学已学的 2 000 个),正确而熟练地运用其中的 2 000~2 500 个及其最基本的搭配。经过两年学习,学生应达到的四级要求是:掌握认知词汇 5 500~6 500 个(含上一年要求的 4 000~5 000 个),正确而熟练地运用其中的 3 000~4 000 个及其最基本的搭配。

3. 阅读

学生的阅读速度应为每分钟 120~180 个单词,理解准确率不低于 70%。文章难度相当于美国“Newsweek”的国际新闻报道或读懂难度相当于“Sons and Lovers”的文学原著作品。

此外,学生应有较扎实的汉语基本功,对英美等英语国家的地理历史和发展现况,文化传统,风俗习惯,具有一定的了解和较多的人文和科技知识。

二、测评目的和要求

完型填空是英语考试中常用的题型。它考查的是学生的语言运用能力,即不仅要考查学生是否熟练掌握大纲所规定的词汇、语法结构、惯用法、常见的词与词之间的搭配,还要考查学生的分析判断能力、逻辑推理能力,看他们是否能贯穿理解上下文的意义,因此答题时要“左顾右盼”,找出逻辑线索,得出正确答案。

三、题型描述

Let us look at a CLOZE passage of English to know something about it.

The Cloze procedure originated in the 1950s as a means of assessing the difficulty of a reading text for native speakers, but within three years 1 originator was suggesting that it could be used for assessing the 2 of second and foreign language learners. The principle is that single words are taken out of a text at regular intervals, 3 gaps which students have to complete with appropriate “fillers,” 4 only for each gap. In order to do this, the student has to 5 to the text on either side of the gap so that he can judge what an appropriate filler might be, taking into account

6 meaning and structure.

There are two types of gaps: “function” (功能) gaps (such as conjunctions, prepositions, articles) 7 have only one correct filler and “semantic” (词义的) gaps (such as nouns, adjectives, verbs, adverbs) that can be filled 8 any one of a number of alternatives.

The variation in acceptable fillers 9 to two main systems of marking: “exact” and “acceptable”. The first of these means 10 only the original word is counted as correct, and 11 there is only one correct answer, the marking is objective and can be done quickly. In “acceptable” marking, decision must be 12 about whether a student’s offering is good enough to be counted as correct or not. It has been shown, however, that the two systems of marking produce very similar results, in the sense that the students are sorted into roughly the same rank order.

- | | | | |
|-----------------|--------------|-------------|------------------|
| 1. [A] their | [B] its | [C] that | [D] whose |
| 2. [A] progress | [B] score | [C] success | [D] intelligence |
| 3. [A] leave | [B] left | [C] leaving | [D] leaves |
| 4. [A] one | [B] which | [C] each | [D] that |
| 5. [A] look | [B] refer | [C] consult | [D] examine |
| 6. [A] either | [B] together | [C] both | [D] with |
| 7. [A] it | [B] what | [C] but | [D] which |
| 8. [A] with | [B] at | [C] in | [D] for |
| 9. [A] causes | [B] comes | [C] leads | [D] begins |
| 10. [A] this | [B] that | [C] which | [D] where |
| 11. [A] since | [B] though | [C] but | [D] while |
| 12. [A] judged | [B] brought | [C] made | [D] decided |

Reference answer

1. B 2. A 3. C 4. A 5. B 6. C 7. D 8. A 9. C 10. B 11. A 12. C

第 2 章

解题技巧心得

一、词汇线索

TEM-4 考的是熟练程度,因此词汇最为重要。没有词汇一切都是镜中花水中月。熟练掌握大纲所要求的 6000 左右的词汇是考试成功的必要条件。在解题时,如能在一两分钟内将 20 个空减少至 17 至 15 个,解决后面的题,不仅有了信心,还有了时间优势。首先略读全文,得全文大意,再快速浏览选择项,重点是动词,特别那些和介词有着固定搭配的动词,这样你不仅有了动词词组本身的意义,而且还有和后面的介词或副词的搭配来决定选择。因为它们的搭配是惟一的,不可替代的,不可能因为词与词之间的意义差别而让你踌躇。

当你看到下面的选项时(1)[A] made up of [B] consisted of [C] constituted of [D] made from (2) [A] apply [B] adapt [C] take [D] conduct 马上去找对应的题目:In the 19th century, for example, one theory maintained that a liquid could be dissolved in a vapor without losing its identity, and another theory held that two phases are 1 different kinds of molecules. The theories now prevailing 2 a quite different approach by emphasizing what liquids and gases have in common. 1 题考的是动词词组,空格前已经有助动词 are,因此选择 A 就不应该有任何的犹豫,因为 B 不可能形成被动态, C 后面的介词要用 by,而 D 不符合题意。2 题考的是词与词的搭配, take an /the approach 是常用搭配,其余选项都不是常用搭配,故选 C。再看第 3 题,选项为 [A] known [B] defined [C] called [D] referred to. The combination of temperature and pressure at which the densities become equal is 3 the critical point. 四个选项中只有 [C] called 对,其余都要加上 as 才行。

看完了动词之后,我们再来看介词。介词在许多情况下也是惟一的,排它的,它和许多名词或动词组成了固定搭配,只要你记住了搭配,就不会犹豫。

The combination of temperature and pressure 4 the densities become equal is called the critical point. (4) [A] on that [B] on which [C] at that [D] at which 看到这种

题目,马上要想到考点为介词,可能性只能在 at which 和 on which 之间,而且介词的宾语为 temperature and pressure,你如果记得“在室温状态下”的英语是 at room temperature,你就会马上选择 [D],这样我们就将部分的完型填空转变成了词汇题,不仅做对了题目,增强了信心,还节约了时间。

现在,我们来看连接词,因为它们也是惟一的选项。语法要求你选一个介词,你不能填一个连接词;语法要求你选一个连词,决不能填一个介词。况且连接词与连接词之间的意义区别很大,不可能把 because 理解成 before。例:

People thinking ____ 1 ____ the origin of language for the first time usually arrive at the conclusion ____ 2 ____ it developed gradually as a system of grunts, hisses and cries.

在选项(1)里,thinking 后面可能出现的选择是 that (认为)从句或 about(考虑),但后面的动词 arrive 排除了 that 的可能性,因此只能选 about。conclusion 后面是个完整的句子,这里只可能是个同位语从句,因为所有的从句连接词(除 that 以外)都要在句子中充当一定的句子成分,因此只能选 that。

二、语意线索

有时我们得根据上下文来决定我们的选项,否则不是意义不通,就是逻辑混乱,或者惯用法有问题。应该说语意问题是最难的题目,因为有时填进任何一个词语法上都对,有时意义上也对,只是意义上有所不同,有时甚至是很细微的区别。因此我们必须根据上下文的线索来决定选项。这就是所谓的 exact 和 acceptable fillers。

A gas forms no free surface but ____ 28 ____ to diffuse through the space available; (28) [A] intends [B] tends [C] inclines [D] contends 三个词里都有词根 tend 想来干扰我们的选择,而且前三个选项 intend, tend, incline 都能后面跟动词不定式。但惟有第二项选择正确,因为它的词义与用法和文章相符。其余的选项不是词义不对(intend, incline 两词都能跟不定式,但词义不符),就是词义和用法都不对(contend 不能跟不定式,词义也不对)。intend 意为“计划,打算”;tend 意为“往往会,常常就”;incline 意为“有……趋势,倾向于”。平时注意扩大词汇,并牢记词与词之间的意义区别和用法区别是做好 CLOZE 的关键。

三、语法线索

单纯考语法的题目并不占很大比例,但考的范围很广。从代词到虚拟语气以及动词的非谓语形式都囊括在内。



从统计的角度来看,考各类从句比较多一些。McDonald's fries now come from huge manufacturing plants 32 can process two million pounds of potatoes a day. (32) [A] this [B] that [C] / [D] what 显然这儿是定语从句,因为前面有动词 COME 后面又有动词 PROCESS 所选的词应能把这两个句子联系起来,应该选[B]。[A] 不能做连词; [D] 只能做宾语从句或主语从句等名词性从句的连接词,不能选;只有 THAT 能做定语从句的连接词,故选 B。

四、语篇线索

在写作时,为表示一定的逻辑关系或承接关系会用到一些词和词组表示因果、并列、递进、转折、对比、解释、次序、例证、总结等。从统计的角度看,表示转折和让步的词考得最多,尤其以 however 这个词考得最多。

第 3 章

真题和解答

TEM-4 2008~1995

CLOZE 2008

Salt, shells or metals are still used as money in out-of-the-way parts of the world today. Salt may seem rather a strange 1 to use as money, 2 in countries where the food of the people is mainly vegetable, it is often an 3 necessity. Cakes of salt, stamped to show their 4, were used as money in some countries until recent 5, and cakes of salt 6 buy goods in Borneo and parts of Africa.

Sea shells 7 as money at some time 8 another over the greater part of the Old World. These were 9 mainly from the beaches of the Maldives Islands in the Indian Ocean, and were traded to India and China. In Africa, shells were traded right across the 10 from East to West.

Metal, valued by weight, 11 coins in many parts of the world. Iron, in lumps, bars or rings, is still used in many countries 12 paper money. It can either be exchanged 13 goods, or made into tools, weapons, or ornaments. The early money of China, apart from shells, was of bronze, 14 in flat, round pieces with a hole in the middle, called "cash". The 15 of these are between three thousand and four thousand years old—older than the earliest coins of the eastern Mediterranean.

Nowadays, coins and notes have 16 nearly all the more picturesque 17 of money, and 18 in one or two of the more remote countries people still keep it for future use on ceremonial 19 such as weddings and funerals, examples of 20 money will soon be found only in museum.

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|---------------|-------------|---------------|--------------|
| 1. [A] object | [B] article | [C] substance | [D] category |
| 2. [A] but | [B] and | [C] so | [D] even |

- | | | | |
|----------------------|------------------|--------------------------|------------------|
| 3. [A] abstract | [B] advantageous | [C] abundant | [D] absolute |
| 4. [A] weight | [B] value | [C] role | [D] size |
| 5. [A] times | [B] events | [C] situations | [D] conditions |
| 6. [A] even | [B] also | [C] still | [D] never |
| 7. [A] had been used | | [B] are used | |
| [C] would be used | | [D] would have been used | |
| 8. [A] and | [B] but | [C] yet | [D] or |
| 9. [A] collected | [B] produced | [C] grown | [D] raised |
| 10. [A] city | [B] district | [C] community | [D] continent |
| 11. [A] processed | [B] produced | [C] preceded | [D] proceeded |
| 12. [A] in spite of | [B] instead of | [C] along with | [D] in line with |
| 13. [A] against | [B] as | [C] in | [D] for |
| 14. [A] often | [B] seldom | [C] really | [D] much |
| 15. [A] earlier | [B] earliest | [C] better | [D] best |
| 16. [A] replaced | [B] reproduced | [C] reflected | [D] recovered |
| 17. [A] sizes | [B] shapes | [C] formats | [D] forms |
| 18. [A] while | [B] although | [C] because | [D] if |
| 19. [A] events | [B] gatherings | [C] occasions | [D] assemblies |
| 20. [A] original | [B] primitive | [C] historical | [D] crude |

CLOZE 2007

Until I took Dr Offutt's class in DeMatha High School, I was an underachieving student, but I left that class 1 never to underachieve again. He not only taught me to think, he convinced me, 2 by example as words that it was my moral 3 to do so and to serve others. 4 of us could know how our relationship would 5 over the years. When I came back to DeMatha to teach English, I worked for Dr Offutt, the department chair. My discussions with him were like graduate seminars in adolescent 6, classroom management and school leadership. After several years, I was 7 department chair, and our relationship 8 again. I thought that it might be 9 chairing the department, since all of my 10 English teachers were 11 there, but Dr Offutt supported me 12. He knew when to give me advice 13 curriculum, texts and personnel, and when to let me 14 my own course.

In 1997, I needed his 15 about leaving DeMatha to become principal at another school. 16 he had asked me to stay at DeMatha, I might have. 17, he encouraged me to seize the opportunity.

Five years ago, I became the principal of DeMatha. 18, Dr Offutt was there for me, letting me know that I could 19 him. I have learned from him that great teachers have an inexhaustible 20 of lessons to teach.

- | | | | |
|--------------------|-----------------|----------------------|------------------|
| 1. [A] concerned | [B] worried | [C] determined | [D] decided |
| 2. [A] as much | [B] much as | [C] as such | [D] such as |
| 3. [A] work | [B] job | [C] duty | [D] obligation |
| 4. [A] Both | [B] Neither | [C] Either | [D] Each |
| 5. [A] evolve | [B] stay | [C] remain | [D] turn |
| 6. [A] process | [B] procedure | [C] development | [D] movement |
| 7. [A] called | [B] named | [C] asked | [D] invite |
| 8. [A] moved | [B] altered | [C] went | [D] shifted |
| 9. [A] awkward | [B] uneasy | [C] unnatural | [D] former |
| 10. [A] older | [B] experienced | [C] former | [D] / |
| 11. [A] / | [B] still | [C] even | [D] already |
| 12. [A] although | [B] throughout | [C] at the beginning | [D] all the way |
| 13. [A] for | [B] at | [C] over | [D] about |
| 14. [A] chart | [B] head | [C] describe | [D] manage |
| 15. [A] opinion | [B] request | [C] permission | [D] order |
| 16. [A] Even if | [B] Although | [C] If | [D] When |
| 17. [A] Naturally | [B] Instead | [C] Consequently | [D] Still |
| 18. [A] Once again | [B] Repeatedly | [C] Usually | [D] Unexpectedly |
| 19. [A] count in | [B] count down | [C] count out | [D] count on |
| 20. [A] stock | [B] bank | [C] wealth | [D] store |

CLOZE 2006

There are many superstitions in Britain, but one of the most 1 held is that it is unlucky to walk under a ladder even if it means 2 the pavement into a busy street! 3 you must pass under a ladder you can 4 bad luck by crossing your fingers and 5 them crossed until you have seen a dog. 6, you may lick your finger and 7 a cross on the toe of your shoe, and not look again at the shoe until the 8 has dried.

Another common 9 is that it is unlucky to open an umbrella in the house—it will either bring 10 to the person who opened it or to the whole 11. Anyone opening an umbrella in fine weather is 12, as it inevitably brings rain!

The number 13 is said to be unlucky for some, and when the 13th day of the month



13 on a Friday, anyone wishing to avoid a bad event had better stay 14 .
The worst misfortune that can happen to a person is caused by breaking a mirror,
15 it brings seven years of bad luck! The superstition is supposed to 16
in ancient times, when mirrors were considered to be tools of the gods.

Black cats are generally considered lucky in Britain, even though they are
17 witchcraft. It is 18 lucky if a black cat crosses your path-although in
America the exact opposite belief prevails.

Finally, a commonly held superstition is that of touching wood 19 luck. This
measure is most often taken if you think you have said something that is tempting fate,
such as "my car has never 20 , touch wood?"

- | | | | |
|-------------------------|---------------------|--------------------|-------------------|
| 1. [A] broadly | [B] widely | [C] quickly | [D] speedily |
| 2. [A] running from | [B] jumping off | [C] stepping off | [D] keeping from |
| 3. [A] If | [B] As | [C] Though | [D] Unless |
| 4. [A] erase | [B] remove | [C] avoid | [D] ease |
| 5. [A] keep | [B] keeping | [C] kept | [D] to keep |
| 6. [A] Consequently | [B] However | [C] Comparatively | [D] Alternatively |
| 7. [A] make | [B] print | [C] perform | [D] produce |
| 8. [A] label | [B] symbol | [C] mark | [D] cut |
| 9. [A] argument | [B] superstition | [C] opinion | [D] idea |
| 10. [A] loss | [B] difficulty | [C] tragedy | [D] misfortune |
| 11. [A] house | [B] household | [C] home | [D] circle |
| 12. [A] unwise | [B] unintelligent | [C] unpopular | [D] unfortunate |
| 13. [A] falls | [B] arrives | [C] drops | [D] happens |
| 14. [A] away | [B] outdoors | [C] indoors | [D] far |
| 15. [A] when | [B] as | [C] if | [D] though |
| 16. [A] have originated | | [B] be originating | |
| | [C] be originated | | [D] originate |
| 17. [A] concerned about | | [B] related with | |
| | [C] associated with | | [D] connected in |
| 18. [A] especially | [B] specially | [C] frequently | [D] rarely |
| 19. [A] as | [B] for | [C] in | [D] of |
| 20. [A] broken up | [B] broken off | [C] broken away | [D] broken down |

CLOZE 2005

A person's home is as much a reflection of his personality as the clothes he wears, the