

大学英语四级考试系列辅导丛书

总主编 郭雪霞

上册

英语阅读

模拟训练

主 编 吴彩霞 何利民

主 审 黄立进

Reading



高等教育出版社
HIGHER EDUCATION PRESS

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Yingyu Yuedu Moni Xunlian

上 册

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高等教育出版社·北京
HIGHER EDUCATION PRESS BEIJING

图书在版编目(CIP)数据

英语阅读模拟训练.上册/吴彩霞,何利民主编.

--北京:高等教育出版社,2012.7

(大学英语四级考试系列辅导丛书/郭雪霞主编)

ISBN 978-7-04-035814-8

I. ①英… II. ①吴… ②何… III. ①大学英语水平
考试-阅读教学-习题集 IV. ①H319.4-44

中国版本图书馆 CIP 数据核字(2012)第 152197 号

策划编辑 黄丽雯	责任编辑 黄丽雯	封面设计 张楠	版式设计 余杨
责任校对 金辉	责任印制 张福涛		

出版发行 高等教育出版社
社址 北京市西城区德外大街 4 号
邮政编码 100120
印刷 北京市鑫霸印务有限公司
开本 787mm × 1092mm 1/16
印张 12.5
字数 310 千字
购书热线 010-58581118

咨询电话 400-810-0598
网 址 <http://www.hep.edu.cn>
<http://www.hep.com.cn>
网上订购 <http://www.landracom.com>
<http://www.landracom.com.cn>
版次 2012 年 7 月第 1 版
印次 2012 年 7 月第 1 次印刷
定价 28.00 元

本书如有缺页、倒页、脱页等质量问题,请到所购图书销售部门联系调换

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物料号 35814-00

前 言

大量研究表明,一门外国语的真正习得,必须以“听”领先,从“读”入手。考虑到目前在大学英语四级考试中“听”和“读”部分的比例已经占到了整个分值的 70%,而近年来各级各类大学逐年扩招,英语实施大班上课。大量训练学生的英语听力和阅读能力,符合学习外语的规律,也符合当前大学英语教学的实际情况。同时,为了配合教育部 2007 年 7 月颁布的《大学英语课程教学要求》的实施,切实提高大学生自主学习的能力和应试能力,全面提高大学生的四级通过率,我们组织部分一线英语教师编写了大学英语四级考试系列辅导丛书——《英语听力模拟训练》(上册、下册)和《英语阅读模拟训练》(上册、下册)。

本套丛书的编写遵循以下四个原则:

1. 严格按照教育部 2007 年 7 月颁布的《大学英语课程教学要求》以及历年真题的难度编写。素材的背景知识都在本科生的知识结构之内。
2. 丛书的材料参考国外的报纸、书籍、期刊等,有利于学生平时学习提高与应试的结合。
3. 注重选材的知识性、趣味性、实用性和前瞻性。
4. 丛书选材和章节编排注重自身的系统性和难易梯度。无论是听力还是阅读部分,都遵循从易到难、从浅到深、从简到繁的原则。

本套丛书与市场同类书籍相比较,具有以下特色:

- 听力配有外国一流专家录音的 MP3 光盘,方便大学生反复收听地道英语。
- 选材新颖,具有鲜明的时代感。
- 语言测试训练与能力培养相结合。许多学生在应试时总是抓不到有用的信息,尤其是对于阅读考试中出现的大量信息,更是抓不住要点,致使考试成绩不理想。为此,本书在选题时,非常注重试题的实战性和针对性,使学生在做题的过程中既能锻炼应试能力,又能发现自己语言知识上的漏洞,从而巩固语言知识,提高应试和应用能力。

本册为《英语阅读模拟训练》上册,本册共设有 24 套阅读测试练习,后附近几年的英语四级全真试题及答案,适合大学一年级非英语专业的学生学习、提高英语阅读水平使用。本书对参加四级考试的非英语专业学生具有较高的实用价值,对各类自学者测试和提高自己的英语水平同样具有一定的参考价值。

本书由郭雪霞任总主编,黄立进任主审,吴彩霞、何利民、关敬英、焦玉琴任主编。

焦玉琴、吴彩霞、关敬英和何利民编写快速阅读部分；吴彩霞编写篇章选词部分；关敬英和何利民编写篇章阅读部分。

由于时间仓促，水平有限，书中难免有疏漏和不足之处，恳请广大读者和同行提出宝贵意见，以便日后对本套丛书做出修订，使之更加完善。

编者

2011年3月

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第一部分 模拟试题

Model Test 1

I. Reading Comprehension (Skimming and Scanning) (15 minutes)

Directions: *In this part, you will have 15 minutes to go over the passage quickly and answer the questions. For questions 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.*

College and Reality

In 34 years of college teaching I've taught and advised many freshmen, probably several thousand of them. Often the prospective newcomers visit the campus with their families before classes begin. Our college insists that the faculty be available during these visits, to help the students choose a major.

The parents always ask most of the questions. They want to be sure that their kids are safe away from home and that they will have a job after four years. This is a perfectly normal parental concern.

If the students don't ask many questions, I ask them a question: "What is the most important thing you'll learn in college?" Regardless of what they say, I usually suggest a different answer: "You'll learn to get out of bed in the morning without relying on your mother to wake you up and make your breakfast."

This answer always draws a laugh from the parents. Then I tell the student that college is just like a job, except you don't get paid. In fact, you pay for the privilege. You're paying for the breakfast and the classes, or your parents are, so you should try to get your money's worth. You can't go to class if you're in bed, and your roommates won't care if you turn off the alarm clock and go back to sleep.

Regular attendance and regular study are the two most prevalent factors in college success, just as punctuality and diligence are crucial to most future careers. When employers call me to ask about a former student, the first question they usually ask is whether the student was punctual and reliable. Only later, if at all, do they ask about the student's grades or extracurricular activities.

Woody Allen once said that the most important thing in life is to show up. Humor aside, this is certainly true of college. But classes are not the only places where the student should show up. Friendships and extracurricular activities are also important, and it's a financial reality that many students need to have part-time jobs. The key is to balance all these elements in your life, and never lose sight of your academic goals. They should always come first.

There are 168 hours in a week. It's hard to spend more than half of that time eating and sleeping.

- B) discussing with friends and making decisions
 C) making good decisions and using time wisely
 D) spending half of the time eating and sleeping
8. Parents are concerned about _____ when sending their kids to college.
9. Just as punctuality and diligence are essential at work, _____ are the two most important factors on campus.
10. The author describes the college life in a _____ tone.

II. Reading Comprehension (Reading in Depth) (25 minutes)

Section A

Directions: *In this section, there is a passage with ten 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. You may not use any of the words in the bank more than once.*

Questions 11 to 20 are based on the following passage.

Mrs. Lester kept on asking her husband to take her to the ballet. Mr. Lester hates the ballet, but when his employer invited him and his wife, he could not get out of it. As they drove to the theatre that evening, the fog got worse and worse. The traffic (11) _____ down to a walking pace and almost stopped. When they eventually got to the theatre, the ballet was over. Mrs. Lester could not work out how it had taken them so long to get there, even taking the fog into (12) _____. The theatre was within walking (13) _____ of their house. It took her a long time to get over the disappointment.

A month later, Mrs. Lester found out what had happened. Mr. Lester told a friend of his that he had taken a (14) _____ turning on purpose. This friend told his wife, and the wife immediately went around to tell Mrs. Lester. The two women began to plan a (15) _____. One day, when Mr. Lester was not in, they broke into his study, which he always locked. His (16) _____ was collecting old coins. Mrs. Lester had already worked out how much his collection was worth: \$850! They were taking some coins out of the case when they heard a car pull up outside the house. Mrs. Lester quickly switched the light off, and they waited, (17) _____ their breath. The front door opened and Mr. Lester came in. They (18) _____ him take his coat off. He walked towards the study door and opened it. There was no (19) _____ for the women to get away without being seen. Mr. Lester switched the light on and was astounded to see his wife standing there with a handful of valuable coins. It took both husband and wife a long time to get (20) _____ this.

A) chance	B) car	C) hobby	D) revenge
E) distance	F) account	G) taking	H) took
I) slowed	J) holding	K) heard	L) off
M) over	N) right	O) wrong	

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 right answer with a tick.

Passage One

We use both words and gestures to express our feelings, but the problem is that these words and gestures can be understood in different ways.

It is true that a smile means the same thing in any language. So does laughter or crying. There are also a number of striking similarities in the way different animals show the same feelings. Dogs, tigers and humans, for example, often show their teeth when they are angry. This is probably because they are born with those behavior patterns.

Fear is another emotion that is shown in much the same way all over the world. In Chinese and in English literature, a phrase like "he went pale and began to tremble" suggests that the man is either very afraid or he has just got a very big shock. However, "he opened his eyes wide" is used to suggest anger in Chinese whereas in English it means surprise. In Chinese surprise can be described in a phrase like "they stretched out their tongues!" Sticking out your tongue in English is an insulting gesture or expresses strong dislike.

Even in the same culture, people differ in ability to understand and express feelings. Experiments in America have shown that women are usually better than men at recognizing fear, anger, love and happiness on people's faces. Other studies show that older people usually find it easier to recognize or understand body language than younger people do.

21. According to the passage, _____.
A) we can hardly understand what people's gestures mean
B) we can not often be sure what people mean when they describe their feelings in words or gestures
C) words can be better understood by older people
D) gestures can be understood by most of the people while words can not
22. People's facial expressions may be misunderstood because _____.
A) people of different ages may have different understanding
B) people have different cultures
C) people of different sex may understand a gesture in a different way
D) people of different countries speak different languages
23. In the same culture, _____.
A) people have different ability to understand and express feelings
B) people may have the same understanding of something
C) people never fail to understand each other
D) people are equally intelligent
24. From this passage, we can conclude _____.
A) words are used as frequently as gestures
B) words are often found difficult to understand
C) words and gestures are both used in expressing feelings
D) gestures are more efficiently used than words
25. The best title for this passage may be _____.

- A) Words and Feelings
- C) Gestures and Feelings

- B) Words, Gestures and Feelings
- D) Culture and Understanding

Passage Two

It is no secret among athletes that in order to improve performance you've got to work hard. However, hard training breaks you down and makes you weaker; it is rest that makes you stronger. Improvement only occurs during the rest period following hard training. This adaptation is accomplished by improving efficiency of the heart and certain systems within the muscle cells. During recovery periods these systems build to greater levels to compensate for the stress that you have applied. The result is that you are now at a higher level of performance.

If sufficient rest is not included in a training program, imbalance between excess training and inadequate rest will occur, and performance will decline. The "overtraining syndrome(综合征)" is the name given to the collection of emotional, behavioral, and physical symptoms due to overtraining that has persisted for weeks to months. It is marked by cumulative exhaustion that persists even after recovery periods.

The most common symptom is fatigue. This may limit workouts and may be present at rest. The athlete may also become moody, easily irritated, have altered sleep patterns, become depressed, or lose the competitive desire and enthusiasm for the sport. Some will report decreased appetite and weight loss. Physical symptoms include persistent muscular soreness, increased frequency of viral (病毒性的) illnesses, and increased incidence of injuries.

The treatment for the overtraining syndrome is rest. The longer the overtraining has occurred, the more rest required. Therefore, early detection is very important. If the overtraining has only occurred for a short period of time (e. g. 3-4 weeks) then interrupting training for 3-5 days is usually sufficient rest. It is important that the factors that lead to overtraining be identified and corrected. Otherwise, the overtraining syndrome is likely to recur. The overtraining syndrome should be considered in any athlete who manifests symptoms of prolonged fatigue and whose performance has leveled off or decreased. It is important to exclude any underlying illness that may be responsible for the fatigue.

26. The first paragraph of the passage tells us that _____.
A) the harder an athlete trains, the better his performance will be
B) rest after vigorous training improves an athlete's performance
C) strict systematic training is essential to an athlete's top performance
D) improvement of an athlete's performance occurs in the course of training
27. By "overtraining" (Line 2, Para. 2) the author means _____.
A) a series of physical symptoms that occur after training
B) undue emphasis on the importance of physical exertion
C) training that is not adequately compensated for by rest
D) training that has exceeded an athlete's emotional limits
28. What does the passage tell us about the "overtraining syndrome"?
A) It occurs when athletes lose interest in sports.
B) It appears right after a hard training session.
C) The fatigue it results in is unavoidable in the athlete's training process.

Model Test 2

I. Reading Comprehension (Skimming and Scanning) (15 minutes)

Directions: *In this part, you will have 15 minutes to go over the passage quickly and answer the questions. For questions 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.*

Cheating Is Not Worth the Bother

I knew many students who took college prep (preparatory) classes all the way through high school and never read a book in an English class. They read Cliff Notes or Monarch Notes (short summaries you can buy in a bookstore, and study them instead of reading the whole assignment), or they copied work from other people who did. But they didn't cheat just in English classes. They had systems of cheating in every class. Cheating became a way of life. They were always conniving (共谋) and scheming (搞阴谋). I'm not that pure. I've tried cheating, but I soon rejected it. I didn't learn that way, and I lost my self-esteem. I also feared getting caught; and I discovered that most of the time cheating was hard, stressful work. So I never became a master observer of cheaters, because students almost always see more than teachers do. What I learned was that cheaters often put themselves under more stress than honest students.

Even the student who pays for schoolwork can become a victim of stress. I remember a student in my junior composition class who needed a research paper, so he found a source and bought one for seventy-five dollars. The first trouble was that he had to submit the work in stages: the topic, the working bibliography, the note cards, the outline, the rough draft, and the finished paper. Therefore, he went to the library and started working backwards. Of course, he couldn't turn in only the bib cards actually used in the paper, and next he had to make out note cards for the material he "would be" documenting, and even make out more. After having all kinds of trouble, he realized that the bought paper was of "A" quality, whereas he had been a "C" student. He went back to his source and was told he should change the sentence structure and so on to make the paper weaker. Finally he dropped the class after spending more time on his paper than I did on mine.

Then during my senior year, a female student in a biology class became another subject for my study of cheating. She was sitting next to me, so I could see everything she did. She kept her cheat cards in her bra. This is the way she did it. On the day of the test, she would wear a loosely fitting blouse or dress. Then when the instructor wasn't watching, she would hunch her shoulders like a buzzard sleeping and slump so she could look down the front of her own dress. If the instructor stared at her when she was looking down, she would blow inside her dress as if she were trying to cool off her bosom or something. Then she would smile at the instructor and shake her head and pucker her lips to show how hot it was. Her strategy worked because she did perspire due to the stress. The tests weren't that difficult. She probably worked harder in rigging the cheat cards on her underwear (衬衣, 内衣) than I did in memorizing information.

There were dozens of other examples—the writing on seats, hands, arms, legs, and cuffs; the

hand signs, blinks, and coughs; and the plagiarism (剽窃, 抄袭) of all kinds. There were even the classes where cheating would never be caught because some teachers didn't watch carefully during the tests, and others didn't read carefully later. But for the most part, the cheaters were the ones who had the most anxiety and often the ones who did the most work—work that was never directed toward learning.

- | | | | |
|--------------------|--------------------|--------------------|--------------------|
| 1. [A] [B] [C] [D] | 2. [A] [B] [C] [D] | 3. [A] [B] [C] [D] | 4. [A] [B] [C] [D] |
| 5. [A] [B] [C] [D] | 6. [A] [B] [C] [D] | 7. [A] [B] [C] [D] | |

1. What is the author's attitude toward cheating on exams?
A) She hates it. B) She thinks it's not worthwhile.
C) She is indifferent to it. D) She despises (鄙视) it.
2. Which of the following is true according to the passage?
A) Reading Cliff Notes or Monarch Notes may be more helpful for students to get through exams.
B) The author has tried cheating.
C) Most students cheat just in English class.
D) Cheating is an effective short cut for students in exams.
3. In what stages should a research paper be done and submitted?
A) The topic, the bibliography, the outline, the rough draft, the note cards, the final draft.
B) The topic, the rough draft, the outline, the note cards, the final draft, the bibliography.
C) The topic, the bibliography, the note cards, the outline, the rough draft, the final draft.
D) The topic, the outline, the rough draft, the note cards, the final draft, the bibliography.
4. What was wrong with the bought paper?
A) It worked in the opposite stages. B) It had to be documented.
C) It was too weak to fit his case. D) It was too strong to fit his level.
5. Why was the female biology student sweating during the examination?
A) Because she was suffering from the stress.
B) Because she was thinking hard in answering the questions.
C) Because the examination was very difficult.
D) Because it was very hot in the classroom.
6. The female biology student cheated by _____.
A) copying from the cards put in her underwear
B) copying from the words written on her seat
C) copying from the cards given by other examinees
D) conniving with other classmates
7. According to the author, what kind of people tended to be cheaters?
A) Those who got the lowest grades in examinations.
B) Those who had the least anxiety.
C) Those who did the most work.
D) Those who were always caught.
8. The worst on campus is that _____.
9. The two examples cited in the passage indicates that cheating is _____.

10. It can be inferred that _____ is the best policy in study.

II. Reading Comprehension (Reading in Depth) (25 minutes)

Section A

Directions: In this section, there is a passage with ten 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. You may not use any of the words in the bank more than once.

Questions 11 to 20 are based on the following passage.

It seems you always forget—your reading glasses when you are rushing to work, your coat when you are going to the cleaners, your credit card when you are shopping. . .

Such absent-mindedness may be (11) _____ to you; now British and German scientists are developing memory glasses that record everything the (12) _____ sees.

The glasses can play back memories later to help the wearer remember things they have forgotten such as where they left their keys. And the glasses also (13) _____ the user to “label” items so that information can be used later on. The wearer could walk around an office or a factory identifying certain (14) _____ by pointing at them. Objects indicated are then given a (15) _____ label on a screen inside the glasses that the user then fills in.

It could be used in (16) _____ plants by mechanics looking to identify machine parts or by electricians wiring a (17) _____ device.

A spokesman for the project said: “A car mechanic for (18) _____ could find at a glance where a part on a certain car model is so that it can be identified and repaired. For the motorist the system could (19) _____ accident black spots or dangers on the road.”

In other cases the glasses could be worn by people going on a guided tour, (20) _____ points of interest or by people looking at panoramas (全景) where all the sites could be identified.

- | | | | |
|----------------|----------------|---------------|---------------|
| A) allow | B) instance | C) blank | D) industrial |
| E) frustrating | F) items | G) indicating | H) highlight |
| I) user | J) complicated | K) white | L) annoying |
| M) successful | N) articles | O) simple | |

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 right answer with a tick.

Passage One

Faces, like fingerprints, are unique. Did you ever wonder how it is possible for us to recognize people? Even a skilled writer probably could not describe all the features that make one face different from another. Yet a very young child—or even an animal, such as a pigeon—can learn to recognize

faces. We all take this ability for granted.

We also tell people apart by how they behave. When we talk about someone's personality, we mean the ways in which he or she acts, speaks, thinks and feels that make that individual different from others.

Like the human face, human personality is very complex. But describing someone's personality in words is somewhat easier than describing his face. If you were asked to describe what a "nice face" looked like, you probably would have a difficult time doing so. But if you were asked to describe a "nice person," you might begin to think about someone who was kind, considerate, friendly, warm, and so forth.

There are many words to describe how a person thinks, feels and acts. Gordon Allports, an American psychologist, found nearly 18 000 English words characterizing differences in people's behavior. And many of us use this information as a basis for describing, or typing his personality. Bookworms, conservatives, military types—people are described with such terms.

People have always tried to "type" each other. Actors in early Greek drama wore masks to show the audience whether they played the villain's (坏人) or the hero's role. In fact, the words "person" and "personality" come from the Latin persona, meaning "mask." Today, most television and movie actors do not wear masks. But we can easily tell the "good guys" from the "bad guys" because the two types differ in appearance as well as in actions.

21. The main idea of this passage is _____.
- A) how to distinguish people's faces
B) how to describe people's personality
C) how to distinguish people both inward and outward
D) how to differ good persons from bad persons
22. The author is most probably a _____.
- A) behaviorist B) psychologist C) writer D) biologist
23. Which of the following is NOT true?
- A) Different people may have different personalities.
B) People differ from each other in appearance.
C) People can learn to recognize faces.
D) People can describe all the features of others.
24. The reason why it is easier to describe a person's personality in words than his face is that _____.
- A) a person's face is more complex than his personality
B) a person's personality is easily distinguished
C) people's personalities are very alike
D) many words are available when people try to describe one's personality
25. We learn from the passage that people classify a person into certain type according to _____.
- A) his way of acting and thinking
B) his way of speaking and behaving
C) his learning and behavior

D) his physical appearance and his personality

Passage Two

According to psychologists (心理学家), an emotion is aroused when a man or animal views something as either bad or good. When a person feels like running away from something he thinks will hurt him, we call this emotion fear. If the person wants to remove the danger by attacking it, we call the emotion anger. The emotions of joy and love are aroused when we think something can help us. An emotion does not have to be created by something in the outside world. It can be created by a person's thoughts.

Everyone has emotions. Many psychologists believe that infants are born without emotions. They believe children learn emotions just as they learn to read and write. A growing child not only learns his emotions but learns how to act in certain situations because of an emotion.

Psychologists think that there are two types of emotion: positive and negative. Positive emotions include love, liking, joy, delight, and hope. They are aroused by something that appeals to a person. Negative emotions make a person unhappy or dissatisfied. They include anger, fear, despair, sadness, and disgust. In growing up, a person learns to cope with the negative emotions in order to be happy.

Emotions may be weak or strong. Some strong emotions are so unpleasant that a person will try any means to escape from them. In order to feel happy, the person may choose unusual ways to avoid the emotion.

Strong emotions can make it hard to think and to solve problems. They may prevent a person from learning or paying attention to what he is doing. For example, a student taking an examination may be so worried about failing that he cannot think properly. The worry drains valuable mental energy he needs for the examination.

26. We learn from the passage that an emotion is created by something _____.
A) one thinks bad or good B) one feels in danger
C) one faces in the outside world D) one tries to escape from real life
27. Which of the following is NOT true?
A) Children learn emotions as they grow up.
B) Babies are born with emotions.
C) Emotions fall into two types in general.
D) People can cope with the negative emotions in life.
28. The author's purpose of writing this passage is to _____.
A) explain why people have emotions
B) show how people avoid the negative emotions
C) explain what people should do before emotions
D) define and classify people's emotions
29. We can safely conclude that a student may fail in an exam if _____.
A) he can not think properly B) he is well prepared
C) he can't pay attention to it D) he is not full of energy
30. As used in the last sentence, the word "drains" means _____.
A) stops B) ties C) weakens D) flows gradually