

大学英语六级 综合特训

新东方考试研究中心 编著

- ✓ 涵盖六级大纲要求的综合题型
- ✓ 分类点拨解题技巧 突出考点
- ✓ 全真模拟训练
- ✓ 归纳



西安交通大学出版社
XI'AN JIAOTONG UNIVERSITY PRESS

新东方
XDF.CN

大学英语六级 综合特训

新东方考试研究中心 编著



西安交通大学出版社
XI'AN JIAOTONG UNIVERSITY PRESS

图书在版编目(CIP)数据

大学英语六级综合特训 / 新东方考试研究中心编著

· 一西安: 西安交通大学出版社, 2012 (2012.11 重印)

ISBN 978-7-5605-4278-2

I. ①大… II. ①新… III. ①大学英语水平考试—习题集 IV. ①H319.6

中国版本图书馆 CIP 数据核字(2012) 第 073429 号

- | | |
|------|---|
| 书 名 | 大学英语六级综合特训 |
| 编 著 | 新东方考试研究中心 |
| 责任编辑 | 黄科丰 孙 岩 |
| 封面设计 | 贾臻臻 |
| 出版发行 | 西安交通大学出版社 |
| 地 址 | 西安市兴庆南路 10 号(邮编:710049) |
| 电 话 | (010)62605588 62605019(发行部)
(029)82668315(总编室) |
| 读者信箱 | bj62605588@163.com |
| 印 刷 | 北京四季青印刷厂 |
| 字 数 | 287 千 |
| 开 本 | 880mm×1230mm 1/32 |
| 印 张 | 8 |
| 版 次 | 2012 年 11 月第 1 版第 2 次印刷 |
| 书 号 | ISBN 978-7-5605-4278-2/H·1323 |
| 定 价 | 18.00 元 |

版权所有 侵权必究

如有缺页、倒页、脱页等印装质量问题, 请拨打服务热线: 010-62605166。

Contents

目 录

第一章 完形填空	1
第一节 题型分析	1
一、题型介绍	1
二、真题透析	1
第二节 应试锦囊	3
一、词义辨析题	3
二、逻辑衔接题	5
三、短语搭配题	6
四、语法结构题	7
第三节 专项练习	8
第二章 句子翻译	98
第一节 真题透析	98
六级真题(一)	98
六级真题(二)	99
第二节 应试锦囊	101
一、考点归纳	101
二、翻译技巧	102
第三节 专项练习	104
第三章 篇章词汇理解	148
第一节 题型分析	148
第二节 应试锦囊	148
第三节 专项练习	150

第四章	短文改错	174
第一节	题型分析	174
一、	题型介绍	174
二、	真题透析	174
第二节	应试锦囊	175
一、	词汇错误	175
二、	语法错误	177
三、	语义错误	180
第三节	专项练习	182
第五章	模拟考场	210
Unit 1	.....	210
Unit 2	.....	213
Unit 3	.....	215
Unit 4	.....	218
Unit 5	.....	220

第一章 完形填空

第一节 题型分析

一、题型介绍

完形填空部分的目的是测试考生综合运用语言的能力,即理解篇章和使用词汇、语法的能力。该部分测试的基本形式是:在一篇题材熟悉、难度适中的短文(200~250词)内留有20个空白,每个空白为一题,每题四个选项,要求考生在全面理解内容的基础上选择一个最佳答案,使短文的意思和结构恢复完整。一般来说,做题时间为15分钟,分值为10分。完形填空题有如下特点:

1. 该部分首先测试考生对篇章的理解能力。虽然所给文章被抽去了20个词,但整篇文章的内容仍是可以理解的。如果考生不理解整篇文章的内容,就很难选出正确的词填入文中。这也就是完形填空题与以单句形式考核词汇和语法的试题的根本区别。

2. 该部分还测试考生使用词汇和语法结构的能力。文章中留出的每一个空格要求填入一个词,包括结构词和实义词。结构词也就是虚词,有代词、冠词、介词、连词、关系词等。在选用结构词时需要考虑在语法上是否恰当。对实义词的选择既要看意思是否与上下文相符,还要看它与其他词的搭配是否合适。

二、真题透析

以下是历年六级完形真题的题型分布表:

年份	题型	词义 辨析	逻辑 衔接	短语 搭配	语法 结构	考查 实词	考查 虚词	题材	体裁	词数
2012.6		16	2	2	0	17	3	教育	议论文	322
2011.12		13	2	4	1	17	3	生活	说明文	304
2011.6		16	2	2	0	18	2	教育	议论文	316

续表

年份	题型	词义 辨析	逻辑 衔接	短语 搭配	语法 结构	考查 实词	考查 虚词	题材	体裁	词数
2010.12		15	4	1	0	14	6	经济	说明文	323
2010.6		14	4	2	0	17	3	生活	说明文	351
2009.12		14	1	3	2	15	5	社会	议论文	305
2009.6		15	2	1	2	14	6	科普	说明文	267
2008.12		13	3	2	2	17	3	人文	说明文	299
2008.6		14	2	3	1	14	6	经济	说明文	309
2007.12		13	3	2	2	13	7	科技	说明文	310
2007.1		14	3	2	1	12	8	自然	说明文	309
2005.6		13	4	3	0	14	6	科技	说明文	295
2003.1		16	2	1	1	17	3	管理	议论文	205
平均										词数 301
总计		186	34	28	12	199	61			
比例		71.54%	13.08%	10.77%	4.61%	76.54%	23.46%			

通过分析历年真题,我们将完形填空的命题规律总结如下:

(一)文章特点

文章体裁以议论文和说明文为主,极少出现记叙文。文章题材涉及教育、科技、人文等,与六级试卷中其他题型的短文选材类似。文章平均词数为301。

(二)考查对象

历年完形填空中有77%的题考查实义词(也称实词,包括名词、动词、形容词、副词等),而另外23%的题考查结构词(也称虚词,包括介词、连词、冠词、关系词等)。

(三)考查题型

完形填空有词义辨析、逻辑衔接、短语搭配和语法结构四种题型。从考题统计分析来看,词义辨析题和逻辑衔接题是考查的重点,而且逻辑衔接题的比重在不断加大,而语法考查的比重则在减少,甚至不再考查。

第二节 应试锦囊

一、词义辨析题

词义辨析题主要考查考生对语篇环境中生词的认知能力,所考查生词又以实词为主,其中包括名词、动词、形容词和副词。词义辨析题在选项设置上通常以纯生词、近义词或形近词的形式出现。

(一) 纯生词

所谓纯生词,是指四个选项在形、义上都不相同,只要考生认识单词,一般都能选对答案。做此类题时考生还可从以下两个方面入手:

- ① 通过判断句子中的语义逻辑关系来帮助确定答案。如:表并列关系的连接词(and或or等)前后应为语法意义相同的词;表转折关系的连接词(but和however等)前后应为反义或意思相对的词。
- ② 通过常识或结合生活中的习惯思维或说法来确定答案。如:对于“竞争”,我们习惯上通常会谈到“激烈的竞争”,英语中也有相对应的表达fierce competition。

例1:

A meaningless, 2 world is an insecure world. We do not like extensive insecurity.

[A] abnormal [B] perpetual [C] unpredictable [D] advanced

分析:选C。本题四个选项均不相同,根据空格前的meaningless“无意义的”以及后面的insecure“不安全的”和常识可知,人们的“不安全感”来自对周围世界的不理解,故选unpredictable“无法预知的”。abnormal意为“反常的,变态的”,perpetual意为“永久的”,advanced意为“高级的,先进的”,三者均不符合文意。

(二) 近义词

部分选项或四个选项词义相近,但在词义的内涵和外延、用法以及搭配上有所不同。解答此类题时考生可从以下三个方面入手:

- ① 从词汇的语法特征入手。考生可以从空格所填词汇的词性、单复数、可数不可数、被动语态、动词的及物不及物等语法特征入手,来辨别近义词。
- ② 从词义的内涵外延、使用场合入手。如:cost和spend都是花费的意思, cost指某东西“需花费……钱(精力)”,它的主语一般是物,而不是人; spend的主语一般为人,用来表示花钱买东西。

③从搭配习惯入手。搭配习惯包括很多方面，如固定搭配：同是表示“熟悉”的be familiar to和be acquainted with；习惯搭配：“门上的钥匙”介词用to，即key to the door；语法上的搭配：remember to do sth.（记得要做某事）和remember doing sth.（记得做过某事）。考生在具体的解题过程中可根据题干已有的信息（一般是空格前后的信息）来选择与之搭配的选项。

例2:

We 10 concerned about the high crime rate, but we now believe we understand it.

[A] contain [B] remain [C] maintain [D] sustain

分析：选B。本题选项是形近、近义相结合，属于典型的完形选项设置模式。后三个选项均有“保持，维持”之意，但根据空格后的形容词短语concerned about the high crime rate可知，此空应填入系动词，这四个选项只有remain可作系动词，表示“继续处于某种状态”，故选B。

(三)形近词

部分选项或四个选项外形相似，比如具有相同的词缀或词根。解答此类题通用的办法就是利用词根词缀猜测词义。词根、前缀和后缀是最基本、最有效的单词理解和记忆手段之一，即使选项中有生僻单词或很长的单词，有时只需借助简单的词根、词缀就可以猜测它们的意思。如词根struct表示建造，由此可猜测construction, destruction都与“建造”有关。construction容易记，即“建筑”；destruction含有表“否定，消除”之意的前缀de，则意为“毁灭，破坏”。

例3:

Most people willingly 5 to the customs of society. Only a few people want to be different from the others, they think these customs are nothing but tiresome things.

[A] conform [B] deform [C] reform [D] uniform

分析：选A。选项中的四个词是形近词，都含有词根form（格式、构成）。如果考生不知道这些选项的意思，就可以用构词法来推测词义：conform含有表示“共同，一起”之意的前缀con，则意为“符合，遵守”；deform含有表示“除去，消除”之意的前缀de，则意为“使变形”；reform含有表示“重复，重新”之意的前缀re，则意为“改革，革新”；uniform含有表示“同一”之意的前缀uni，则意为“使成一样”。结合句意“大多数人愿意_____社会习俗，只有一小部分人特立独行，他们认为社会习俗是非常无聊的事情”，只有conform能使句意通顺，同时，conform to为固定搭配“遵守，符合”，故选A。

二、逻辑衔接题

逻辑衔接题是完形填空中最复杂的题型，它往往和其他几种题型交融在一起，全面考查考生对文章的理解和把握。有些题目，如果只从单句或单个段落入手，很难作出正确的判断，考生要对文章进行整体性把握，分析句与句或段与段之间的内在逻辑关系，甚至了解整篇文章的主旨与风格。解答此类题时考生可以从以下两个方面入手：

(一) 把握上下文的逻辑关系

在完形填空的短文中，空格所在的句子通常与上下文构成指代、补充、列举、递进、转折、因果、比较、对比、让步等逻辑关系。我们可以通过相关的连接词找到这些逻辑关系。常见的连词有：

- ① 表并列：and, or
- ② 表让步或转折：although, but, furthermore, however, nevertheless, nonetheless, though, yet, still, in spite of, in any case
- ③ 表原因：because, since, as, now that...
- ④ 表结果：as a result, so, therefore, thus, hence, accordingly, consequently
- ⑤ 表对照：by contrast, in comparison, to the contrary, on the contrary, in contrast, by comparison
- ⑥ 表条件：in case, if, unless, so (as) long as, so far as, on condition (that), provided (that), given that
- ⑦ 表补充和递进：also, further, furthermore, likewise, moreover, in addition, too, either, neither, not...but..., not only...but also...

例4：

Couples need to take up 5 interests (and friendship) as well as mutually shared ones, if they are not to get used to the more attractive elements of each other's personalities.

[A] separate [B] same [C] various [D] own

分析：选A。此题的考点在并列连词as well as(同样，也)，它指出的是一个问题的两个方面，因此as well as前部分的意思应与后部分的shared ones(共同的爱好)相对应，即除了有共同的爱好还应该各有各的爱好。选项中various虽然也表示“不同的”，但强调的是多样性而非个性，故只能选separate“个别的，各自的”。

(二) 注意文章中的复现现象

完形文章中的复现现象指的是某些词或内容以一定形式在上下文中重复出

现,包括同词复现、同义词或反义词复现、概括词复现、代词复现、结构复现和与语篇话题、意义相关词汇的复现等。

例5:

The 6 of the disaster in an earthquake 7 on many factors. If you carefully build a toy house with an erector set, it will still stand no matter 8 much you shake the table. But if you build a toy house with a pack of cards, a slight 9 of the table will make it fall.

9. [A] break [B] shake [C] touch [D] push

分析:选B。第8题所在句出现过shake the table,第9题所在句仍为同一语义表达,根据同词复现原则,可知此题选B。该句意为:“但如果你用一堆卡片搭出一个玩具屋,桌子的轻微晃动就会使玩具屋倒塌。”

三、短语搭配题

短语搭配题主要考查的是固定短语和习惯搭配,其中包括动词与介词的搭配、名词或形容词与介词的搭配、动词和名词的搭配以及其他一些习惯搭配。解答此类题时,考生除了需注意积累那些不能从字面上直接看出意义的固定短语、习语之外,还要把握小品词的意义。短语搭配中的小品词主要指小的介词和副词,如at, in, on, off, up, out of, into, away等。把握这些小品词的含义有助于我们猜测和理解短语搭配的含义。例如:

(一) up

- ① 向上: lift ~ 举起, climb ~ 爬上, stand ~ 站起来, pick ~ 捡起
- ② 完成, 结束: finish ~ 完成, eat ~ 吃光, use ~ 用光, wind ~ 结束
- ③ 离开, 消灭: break ~ 拆开、驱散, give ~ 放弃, clutter ~ 使散乱
- ④ 增加, 变强: mount ~ 增加, pick ~ 振作、加快, speed ~ 加速
- ⑤ 变好, 改善: check ~ 核对, patch ~ 修理, light ~ 点亮
- ⑥ 关住, 锁紧, 固定住: shut ~ 关闭, hold ~ 延误, keep ~ 坚持

(二) down

- ① 向下的位置: cast ~ 扔下, cut ~ 砍倒, sink ~ 沉落, swallow ~ 吞下
- ② 减少(强度、量和体积): dwindle ~ 减少, die ~ 变弱、逐渐停止, go ~ 平静下来
- ③ 停止, 减弱: drop ~ 突然停止, settle ~ 平静下来, cool ~ 冷静下来
- ④ 紧紧地, 牢牢地: fasten ~ 系牢, chain ~ 拴住
- ⑤ 写下, 记下: write ~

(三) on

- ① 继续: carry/ hold /keep / insist ~ 坚持
- ② 连上, 固定住: catch ~ 抓牢, come ~ 跟随, count ~ 依赖, hang ~ 不挂断
- ③ 向前, 向上: add ~ 加上, mark ~ 标上, hand ~ 传送
- ④ 开始某活动: work ~ 从事, reflect ~ 思考、反思, settle ~ 决定

(四) off

- ① 离开: drive ~ 击退, take ~ 起飞, give ~ 发出, carry ~ 夺走
- ② 去掉, 断开: cut ~ 切断, tear ~ 扯掉, take ~ 拿走
- ③ 完成, 停止: finish ~ 结束, pay ~ 付清, send ~ 结束
- ④ 着地: fall ~ 落下, jump ~ 跳下, knock ~ 击倒, slip ~ 滑倒

(五) in

- ① 进入, 向里: break ~ 闯入、插嘴、打断, drop ~ 偶然拜访, involve ~ 卷入
- ② 包围, 关闭: lock ~ 禁闭, shut ~ 关进, wall ~ 围住
- ③ 加入, 记入: check ~ 签到, count ~ 记入, fill ~ 填入

(六) out

- ① 向外: keep ~ 使在外, take ~ 拿出, come ~ 长出, bring ~ 拿出, let ~ 放出、释放
- ② 结束, 消失, 取消: burn ~ 烧尽, fade ~ 消失, run ~ 用完, wear ~ 磨损
- ③ 大声: sing/shout /call ~ 喊、申斥, spell /burst ~ 咆哮
- ④ 分发, 传开: give ~ 分发, spread ~ 传开, divide ~ 分配, break ~ 爆发、逃脱
- ⑤ 搞清, 弄明白: find ~ 找出, figure ~ 算出、解决, make ~ 弄清

(七) over

- ① 向下: knock ~ 撞倒, turn ~ 翻转
- ② 自始至终, 通过, 重复: look ~ 调查, think ~ 考虑, see ~ 察看, read ~ 读一遍, go ~ 复习
- ③ 向上, 向外: run ~ 溢出, spill ~ 溢出, boil ~ 因沸腾溢出

四、语法结构题

六级完形填空中语法题的比例最小, 只有5%, 并不是考查的重点。结合我们对历年真题完形填空中语法结构题的分析可知, 目前此类题的考点主要集中在

在对虚拟语气、从句、固定语法结构和特殊句型的考查。具体而言，包括：

- ① 从句：主要涉及定语从句、宾语从句和状语从句，考查的形式主要是连接词的选择。
- ② 固定语法结构：涉及比较级、双重否定等。
- ③ 主谓搭配一致：包括人称、物主代词和指示代词、时态、语态等的一致。
- ④ 虚拟语气：主要涉及条件式虚拟语气中的时态、关联词的选择。
- ⑤ 句型或句式结构：主要涉及对称结构、省略、倒装句及其相关连接词的选择等。

本书翻译部分详细阐述了相关的语法知识和技巧，这里不再赘述。考生可以根据需要查阅相关的内容。

第三节 专项练习

Directions: *There are 20 blanks in the following passage. For each blank there are four choices marked [A], [B], [C] and [D]. You should choose the ONE that best fits into the passage.*

Passage 1

Have you ever wondered what our future is like? Practically all people 1 a desire to predict their future 2. Most people seem inclined to 3 this task using causal reasoning. First, we 4 recognize that future circumstances are 5 caused or conditioned by present ones. We learn that getting an education will 6 how much money we earn later and that swimming beyond the reef may bring an unhappy 7 with a shark.

Second, people also learn that such 8 of cause and effect are probabilistic (概率的, 可能的) in nature. That is, the effects occur more often when the causes occur than when the causes are 9, but not always. Thus, students learn that studying hard 10 good grades in most instances, but not every time. Science makes these concepts of causality and probability more 11 and provides techniques for dealing 12 then more accurately than does causal human inquiry. In looking at ordinary human inquiry, we need to 13 between prediction and understanding. Often, even if we don't understand why, we are willing to act 14 the basis of a

demonstrated predictive ability.

Whatever the primitive drives 15 motivate human beings, satisfying them depends heavily on the ability to 16 future circumstances. The attempt to predict is often played in a 17 of knowledge and understanding. If you can understand why certain regular patterns 18, you can predict better than if you simply observe those patterns. Thus, human inquiry aims 19 answering both “what” and “why” question, and we pursue these 20 by observing and figuring out.

- | | | | |
|----------------------|-------------------|------------------|----------------|
| 1. [A] exhibit | [B] exaggerate | [C] examine | [D] exceed |
| 2. [A] contexts | [B] circumstances | [C] inspections | [D] intuitions |
| 3. [A] underestimate | [B] undermine | [C] undertake | [D] undergo |
| 4. [A] specially | [B] particularly | [C] always | [D] generally |
| 5. [A] somehow | [B] somebody | [C] someone | [D] something |
| 6. [A] enact | [B] affect | [C] reflect | [D] inflect |
| 7. [A] meeting | [B] occurrence | [C] encounter | [D] contact |
| 8. [A] patterns | [B] designs | [C] arrangements | [D] pictures |
| 9. [A] disappointed | [B] absent | [C] inadequate | [D] absolute |
| 10. [A] creates | [B] produces | [C] loses | [D] protects |
| 11. [A] obscure | [B] indistinct | [C] explicit | [D] explosive |
| 12. [A] for | [B] at | [C] in | [D] with |
| 13. [A] distinguish | [B] distinct | [C] distort | [D] distract |
| 14. [A] at | [B] on | [C] to | [D] under |
| 15. [A] why | [B] how | [C] that | [D] where |
| 16. [A] predict | [B] produce | [C] pretend | [D] precede |
| 17. [A] content | [B] contact | [C] contest | [D] context |
| 18. [A] happen | [B] occur | [C] occupy | [D] incur |
| 19. [A] at | [B] on | [C] to | [D] beyond |
| 20. [A] purposes | [B] ambitions | [C] drives | [D] goals |

Passage 2

A great deal of attention is being paid today to the so-called digital divide—the division of the world into the information rich and the information poor. And that 1 does exist today. My wife and I lectured about this looming danger twenty years ago.

What was less 2 then, however, were the new, positive 3 that work against the digital divide. 4, there are reasons to be 5.

There are technological reasons to hope the digital divide will narrow. As the Internet becomes more and more 6, it is in the interest of business to universalize (使普遍化) access—after all, the more people online, the more potential 7 there are. More and more 8, afraid their countries will be left 9, want to spread Internet access. Within the next decade or two, one to two billion people on the planet will be 10 together. As a result, I now believe the digital divide will 11 rather than widen in the years ahead. And that is very good news because the Internet may well be the most powerful tool for 12 world poverty that we've ever had.

Of course, the use of the Internet isn't the only way to 13 poverty. And the Internet is not the only tool we have. But it has 14 potential.

To 15 advantage of this tool, some poor countries will have to get over their outdated anti-colonial prejudices 16 respect to foreign investment. Countries that still think foreign investment is a/an 17 of their sovereignty might well study the history of 18 (the basic structural foundations of a society) in the United States. When the United States built its industrial infrastructure, it didn't have the capital to do so. And that is 19 America's Second Wave infrastructure—20 roads, harbors, highways, ports and so on—were built with foreign investment.

- | | | | |
|--------------------|-----------------|---------------|--------------------|
| 1. [A] divide | [B] information | [C] world | [D] lecture |
| 2. [A] obscure | [B] visible | [C] invisible | [D] indistinct |
| 3. [A] forces | [B] obstacles | [C] events | [D] surprises |
| 4. [A] Seriously | [B] Entirely | [C] Actually | [D] Continuously |
| 5. [A] negative | [B] optimistic | [C] pleasant | [D] disappointed |
| 6. [A] developed | [B] centralized | [C] realized | [D] commercialized |
| 7. [A] users | [B] producers | [C] customers | [D] citizens |
| 8. [A] enterprises | [B] governments | [C] officials | [D] customers |
| 9. [A] away | [B] for | [C] aside | [D] behind |
| 10. [A] netted | [B] worked | [C] put | [D] organized |
| 11. [A] decrease | [B] narrow | [C] neglect | [D] low |
| 12. [A] containing | [B] preventing | [C] keeping | [D] combating |
| 13. [A] win | [B] detail | [C] defeat | [D] fear |

14. [A] enormous [B] countless [C] numerical [D] big
15. [A] bring [B] keep [C] hold [D] take
16. [A] at [B] with [C] of [D] for
17. [A] offence [B] investment [C] invasion [D] insult
18. [A] construction [B] facility [C] infrastructure [D] institution
19. [A] why [B] where [C] when [D] how
20. [A] concerning [B] concluding [C] according [D] including

Passage 3

According to BT's futurologist, Ian Pearson, these are among the developments scheduled for the first few decades of the new millennium (a period of 1,000 years), when supercomputers will dramatically accelerate progress in all areas of life.

Pearson has 1 together the work of hundreds of researchers around the world to produce a 2 millennium technology calendar that gives the latest dates when we can expect hundreds of key 3 and discoveries to take place. Some of the biggest developments will be in medicine, including an 4 life expectancy and dozens of artificial organs 5 into use between now and 2040. Pearson also 6 a breakthrough in computer-human links. "By linking 7 to our nervous system, computers could pick up 8 we feel and, hopefully, simulate 9 too so that we can start to 10 full sensory environments, rather like the holidays in *Total Recall* or the *Star Trek* holodeck," he says. But that, Pearson points 11, is only the start of man-machine 12: "It will be the beginning of the long process of integration that will 13 lead to a fully electronic human before the end of the next century."

14 his research, Pearson is able to put dates to most of the breakthroughs that can be predicted. However, there are still no 15 for when faster-than-light travel will be 16, or when human cloning will be perfected, or when time travel will be possible. But he does 17 social problems as a result of technological advances. A boom in neighborhood surveillance (监视) cameras will, for example, 18 problems in 2010, while the arrival of synthetic 19 robots will mean people may not be able to 20 between their human friends and the droids (机器人). And home appliances will also become so smart that controlling and operating them will result in the breakout of a new psychological disorder—kitchen rage.

1. [A] taken [B] pieced [C] kept [D] made
2. [A] complicated [B] delicate [C] subtle [D] unique
3. [A] breakthroughs [B] findings [C] events [D] incidents
4. [A] expanded [B] extended [C] enlarged [D] enriched
5. [A] being [B] becoming [C] carrying [D] coming
6. [A] schedules [B] plans [C] predicts [D] designs
7. [A] directly [B] instantly [C] precisely [D] automatically
8. [A] that [B] how [C] what [D] all
9. [A] thinking [B] hearing [C] sight [D] feeling
10. [A] form [B] develop [C] find [D] undertake
11. [A] out [B] at [C] to [D] toward
12. [A] program [B] production [C] experiment [D] integration
13. [A] finally [B] ultimately [C] utterly [D] absolutely
14. [A] Through [B] Though [C] During [D] By
15. [A] forecasts [B] articles [C] stories [D] meetings
16. [A] advisable [B] affordable [C] available [D] valuable
17. [A] solve [B] arose [C] exercise [D] expect
18. [A] confront [B] cause [C] witness [D] collect
19. [A] lovely [B] likely [C] lifelike [D] lively
20. [A] distinguish [B] differ [C] diagnose [D] deviate

Passage 4

An invisible border divides those arguing for computers in the classroom on the behalf of students' career prospects and those arguing for computers in the classroom for broader reasons of radical educational reform. Very few writers on the subject have explored this 1 —indeed, contradiction—which goes to the heart of what is wrong with the 2 to put computers in the classroom.

An education that aims at getting a student a certain kind of job is a/an 3 education, justified for reasons radically different from why education is 4 required by law. It is not simply to 5 everyone's job prospects that all children are legally 6 to attend school into their teens. Rather, we have a certain 7 of the American citizen, a character who is 8 if he cannot competently assess 9 his