

英语学习与测试

张东昌 赵振春 主编



ENGLISH

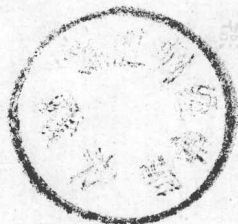
新编大学英语四级考试指导

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# 新编大学英语四级考试指导

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# 言 前

《大学英语四级考试指南》(以下简称《指南》)是《大学英语四级考试》(以下简称《考试》)的辅导教材,也是《大学英语四级考试》(以下简称《考试》)的辅导教材。《指南》的编写,是在《大学英语四级考试》(以下简称《考试》)的辅导教材《大学英语四级考试》(以下简称《考试》)的基础上,根据《大学英语四级考试》(以下简称《考试》)的考试大纲和《大学英语四级考试》(以下简称《考试》)的命题特点,结合《大学英语四级考试》(以下简称《考试》)的命题特点,精心编写而成的。《指南》的编写,得到了《大学英语四级考试》(以下简称《考试》)命题组专家的指导和帮助,也得到了《大学英语四级考试》(以下简称《考试》)命题组专家的指导和帮助。

《指南》共分四章,第一章为听力理解,第二章为阅读理解,第三章为综合填空,第四章为写作。本书在编写过程中,力求做到:一、突出重点,抓住关键;二、注重基础,循序渐进;三、注重实践,提高能力;四、注重技巧,提高得分。本书可作为《大学英语四级考试》(以下简称《考试》)的辅导教材,也可作为《大学英语四级考试》(以下简称《考试》)的命题组专家的参考书。本书在编写过程中,得到了《大学英语四级考试》(以下简称《考试》)命题组专家的指导和帮助,也得到了《大学英语四级考试》(以下简称《考试》)命题组专家的指导和帮助。

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# 前 言

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本书是依据高等文理科《大学英语教学大纲》和《大学英语四级考试大纲》的精神，模仿《大学英语四级考试样题》的形式、项目和内容编写而成的。对听力理解、阅读理解、词语用法和语法结构、完形填空和写作等五个题型分别作了分析，讲解，详细地论述了各题型的应试方法和技巧。本书收编了《大学英语四级考试大纲及样题》并模仿样题选编了十套《新编英语四级考试模拟题》，对各套题的答案分别作了简明扼要的解释说明，并附有作文范文及听力材料。

本书的目的在于培养学生具有较强的阅读能力，一定的听、译的能力以及初步的写的能力和应试能力，使学生在英语学习与测试中获取所需要的信息，提高英语水平，掌握考试要领，以便尽快地达到大纲要求，顺利通过四、六级考试。

本书特点是，紧扣大纲，选材广泛，讲解精炼。本书可帮助大学生自学自测，准备四级考试，亦可供社会上中、高级英语自学者学习参考之用。本书在装订方面亦进行了改革，分为教师版本和学生版本两种。学生版本为三个分册：第一分册为《四级考试大纲及样题》和各题型答题讲解指导；第二分册为模拟题集；第三分册为答案解析、作文范文、听力材料。后两分册采用信笺胶粘式，教学使用方便。教师可根据学生具体情况灵活选用，可将部分模拟题单独取下，用于单元测试或集体模拟测试。

本书初稿已在全国五十多家大学试用，效果很好，为满足广大教师及同学的要求，本书编委会对初稿进行了整理，由石油大学出版社出版。

在编写过程中参考多种版本的练习册和辅导丛书，在同时得到了全国五十多家大学的支持和帮助，谨表谢意。因作者水平有限，舛漏乃至错误在所难免，恳请广大读者批评指正。

作 者

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# 大学英语四级考试大纲

## Syllabus for College English Test—Band Four (CET—4)

### 总 则

国家教委在印发理工科本科和文理科本科用的两种《大学英语教学大纲》的通知中指出，大纲执行两年后，开始对结束四、六级学习的学生进行统一的标准化测试。大学英语四级考试（CET—4）就是根据这一规定而设计的。考试的目的在于全面考核已修完大学英语四级的学生是否达到教学大纲所确定的各项目标。这种考试属于尺度参照性考试（criterion referenced Test）。

教学大纲指出：大学英语教学的目的是培养学生具有较强的阅读能力，一定的听的能力（理工科适用的大纲还规定一定的译的能力）以及初步的写和说的能力，使学生能以英语为工具，获取专业所需要的信息，并为进一步提高英语水平打下较好的基础。为此，本考试主要考核学生运用语言的能力，同时也考核学生对语法结构和词语用法的掌握程度。

本考试是一种标准化考试。由于目前尚不具备口试的条件，暂只进行笔试。考试范围主要是教学大纲所规定的一级至四级说与译的技能以外的全部内容。为保证考试的信度，除短文写作部分主观性试题外，其余试题都采用客观性的多项选择题形式。短文写作部分旨在较好地考核学生运用语言的能力，从而提高试卷效度。

本考试于每学期结束前后举行，由大学英语四、六级标准考试设计组负责设计和实施。试行期间每年举行一次。

### 考 试 内 容

本考试包括五个部分：听力理解、阅读理解、词语用法与语法结构、完形填空、短文写作。全部题目按顺序统一编号。

**第一部分：听力理解（Part I: Listening Comprehension）：**共20题，考试时间20分钟。这一部分包括两节：A节（Section A）有10题，每题含一组对话，共两句，对话后有一个问句。B节（Section B）有10题，分别安排在若干篇听力材料之后，每篇后有二至四道题，每题为一个问句。

听力部分的每个问句后有约15秒的间隙，要求考生从试卷所给出的每题四个选择项中选出一个最佳答案。录音的语速为每分钟约120词，念一遍。选材的原则是：

1. 对话部分为日常生活中的一般对话，句子结构和内容不太复杂。
2. 短篇听力材料为题材熟悉、情节不太复杂的故事、讲话、叙述等。

3、所用词语不超出教学大纲词汇表四级规定的范围。

听力理解部分的目的是测试学生获取口头信息的能力。

**第二部分：阅读理解 (Part II: Reading Comprehension)**：共20题，考试时间35分钟。要求考生阅读若干篇短文，总阅读量不超过1000词。每篇短文后有若干个问题。考生应根据文章内容从每题四个选择项中选出一个最佳答案。选材的原则是：

1、题材广泛，可以包括人物传记、社会、文化、日常知识、科普常识等，但是所涉及背景知识应能为学生所理解；

2、体裁多样，可以包括记叙文、说明文、议论文等；

3、文章的语言难度中等，无法猜测而又影响理解的关键词，如超出教学大纲词汇表四级的范围，用汉语注明词义。

阅读理解部分主要测试下述能力：

1、掌握所读材料的主旨和大意；

2、了解说明主旨和大意的事实和细节；

3、既理解字面的意思，也能根据所读材料进行一定的判断和推论；

4、既理解个别句子的意义，也理解上下文的逻辑关系。

阅读理解部分的目的是测试学生通过阅读获取信息的能力，既要求准确，也要求有一定的速度。

**第三部分：词语用法和语法结构 (Part III: Vocabulary and Structure)**：共30题，考试时间20分钟。题目中40%为词和短语的用法，60%为语法结构。要求考生从每题四个选择项中选出一个最佳答案。

词语用法和语法结构部分的目的是测试学生运用词汇、短语及语法结构的能力。考试范围包括教学大纲词汇表及语法结构表一级至四级的全部内容。

**第四部分：完形填空 (Part IV: Cloze)**：共20题，考试时间15分钟。在一篇题材熟悉、难度适中的短文(约200词)中留有20个空白，每个空白为一题，每题有四个选择项，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。填空的词汇包括结构词和实义词。

完形填空部分的目的是测试学生综合运用语言的能力。

**第五部分：写作 (Part V: Writing)**：共1题，考试时间30分钟。要求考生写出一篇100—120词的短文。试卷上可能给出题目，或规定情景，或要求看图作文，或给出段首句要求续写，或给出关键词要求写成短文。要求能够正确表达思想，意义连贯，无重大语法错误。写作的内容包括日常生活和一般常识。

短文写作部分的目的是测试学生用英语书面表达思想的初步能力。

## 答题及计分办法

客观性试题用机器阅卷，要求考生从每题四个选择项中选出一个最佳答案，并在答题纸 (Answer Sheet) 上把相应部分用铅笔在字母中间划一条横线。试卷 (Test Paper) 上不能作任何记号。每题只能选择一个答案，多选作废。多项选择题记分只算

答对的题数，答错不扣分。主观性试题按科学的评分标准评分。试卷各部分记分采用计权的办法，折算成百分制，以60分为及格标准。凡达到及格标准的发给大学英语四级考试合格证书，达到80分的注明“成绩优秀”字样。

试卷五个部分的题目数、计分和考试时间列表如下：

序号	题号	各部分名称	题目数	计分	考试时间
I	1—20	听力理解	20题	20分	20分钟
II	21—40	阅读理解	20题	40分	35分钟
III	41—70	词语用法和语法结构	30题	15分	20分钟
IV	71—90	完形填空	20题	10分	15分钟
V	91	短文写作	1题	15分	30分钟
合计			91题	100分	120分钟

## 大学英语四级考试样题

### COLLEGE ENGLISH TEST

#### —BAND FOUR—

#### (SAMPLE)

#### 注 意 事 项

- 一、将自己的校名、姓名、准考证号写在答题纸和作文纸上。考试结束后，把试题册、答题纸和作文放在桌上。教师收卷后才离开试场。试题册、答题纸和作文纸均不得带走。
- 二、仔细阅读题目的说明。
- 三、在120分钟内答完全部试题，不得拖延时间。
- 四、多项选择题的答案一定要写在答题纸上。作文写在作文纸上。凡是写在试题册上的答案一律作废。
- 五、多项选择题只能选一个答案，多选作废。要将选定的答案用铅笔在字母中间划一条横线。正确方法是：

[A] [B] [-e] [D]

使用其他符号答题者不加分。

- 六、如果要改动答案，必须先用橡皮擦去原来选定的答案，然后再按上面的规定重新答题。
- 七、作文用钢笔书写。



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 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 center.

**Example:** You will hear,

You will read: A) At the office.

B) In the waiting room

C) At the airport.

D) In a restaurant.

**Sample Answer** [A] [B] [C] [D]

From the conversation we know that the two were talking about some work they have to finish in the evening. This is most likely to have taken place at the office. Therefore, A) "At the office" is the best answer. You should mark A on the Answer Sheet with a single line through the center.

1. A) Yes, he may attend it. C) No, he can't attend it.  
B) Yes, he will by all means. D) No, he doesn't want to attend it.
2. A) She doesn't want to answer the question.  
B) She doesn't understand what the man said.  
C) She is also a newcomer in the city.  
D) She is going that way, too.
3. A) One. C) Three.  
B) Two. D) Four.
4. A) He will no longer ask for their help.  
B) He will regret not having their help.  
C) He still needs their help.  
D) He has to manage without their help.
5. A) She is not feeling very well.  
B) She is very ill.

- C) She is annoyed with the doctor.  
D) She is badly hurt.
6. A) Things to wear. B) The warm weather.  
C) Best material for making clothes. D) A bright shirt.
7. A) In a restaurant. B) At the railway station.  
C) In the post office. D) At the airport.
8. A) 6 : 45 B) 7 : 45 C) 7 : 15 D) 6 : 15
9. A) Two weeks from now.  
B) In about two days.  
C) He hasn't decided yet.  
D) In four weeks.
10. A) A double room. B) A single room.  
C) A room on the second floor. D) A room on the top floor.

### section B

**Directions:** In this section, you will hear short passages. At the end of each passage, you will hear some questions. Both the passage and the questions will be spoken only once. After you hear a question, you must choose the best answer from the four choices marked A), B), C) and D). Then mark the corresponding letter on the Answer Sheet with a single line through the centre.

#### Passage I

Questions 11 to 13 are based on the passage you have just heard.

11. A) Listening to music. B) Swimming.  
C) walking. D) Going to movies.
12. A) Running. B) Cycling.  
C) Fishing. D) Hunting.
13. A) Swiss people are very frank.  
B) Switzerland has a favourable climate for sporting activities.  
C) Switzerland has a variety of attractions.  
D) Switzerland is one of the most beautiful countries in Europe.

#### Passage I

Questions 14 to 16 are based on the passage you have just heard

14. A) To find out how clever monkeys were.  
B) To test the intelligence of different animals.  
C) To compare the difference between man and the monkey.

- D) To find out how monkeys search for food,
15. A) To give the monkey a surprise.  
 B) To see how the monkey ate from a box.  
 C) To see how soon the monkey could find it.  
 D) To find out how the monkey would open the box.
16. A) By watching it through the keyhole.  
 B) By waiting outside the door.  
 C) By kneeling down at the door.  
 D) By putting it in a small box.

**Passage I**

Questions 17 to 20 are based on the passage you have just heard.

17. A) He thought experts were more needed there.  
 B) He wanted to have a good time there.  
 C) He was invited to work there.  
 D) He didn't like to stay in Shanghai any longer.
18. A) Nineteen.                      B) Sixty-five.  
 C) Eighty-four.                      D) fifty.
19. A) The food in Nanping.  
 B) The organization of the class.  
 C) The discussion in the class.  
 D) The co-operative spirit of the students.
20. A) It was interesting.  
 B) It was a valuable experience.  
 C) It was too far away from big cities.  
 D) It was a difficult course to teach.

**Part II**

**Reading Comprehension**

**Directions.** There are 4 reading 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 21 to 25 are based on the following passage.

The advantages and disadvantages of a large population have long been a subject of discussion among economists. It has been argued that the supply of

good land is limited. To feed a large population, inferior land must be cultivated and the good land worked intensively. Thus, each person produces less and this means a lower average income than could be obtained with a smaller population. Other economists have argued that a large population gives more scope for specialization and the development of facilities such as ports, roads and railways, which are not likely to be built unless there is a big demand to justify them.

One of the difficulties in carrying out a world-wide birth control program lies in the fact that official attitudes to population growth vary from country to country depending on the level of industrial development and the availability of food and raw materials. In the developing country where a vastly expanded population is pressing hard upon the limits of food, space and natural resources, it will be the first concern of government to place a limit on the birthrate, whatever the consequences may be. In a highly industrialized society the problem may be more complex. A decreasing birthrate may lead to unemployment because it results in a declining market for manufactured goods. When the pressure of population on housing declines, prices also decline and the building industry is weakened. Faced with considerations such as these, the government of a developed country may well prefer to see a slowly increasing population, rather than one which is stable or in decline.

21. A small population may mean \_\_\_\_\_.
- A) higher productivity, but a lower average income
  - B) lower productivity, but a higher average income
  - C) lower productivity and a lower average income
  - D) higher productivity and a higher average income
22. According to the passage, a large population will provide a chance for developing \_\_\_\_\_.
- A) agriculture
  - B) transport system
  - C) industry
  - D) national economy
23. In a developed country, people will perhaps go out of work if the birthrate \_\_\_\_\_.
- A) goes up
  - B) goes down
  - C) remains stable
  - D) is out of control
24. According to the passage, slowly rising birthrate perhaps is good for \_\_\_\_\_.
- A) a developing nation
  - B) a developed nation
  - C) every nation with a big population
  - D) every nation with a small population

25. It is no easy job to carry out a general plan for birth control throughout the world because \_\_\_\_\_.

- A) there are too many undeveloped countries in the world
- B) underdeveloped countries have low level of industrial
- C) different governments have different views of the question
- D) even developed countries may have complex problems

Questions 26 to 30 are based on the following passage,

"It hurts me more than you", and "This is for your own good." These are the statements my mother used to make years ago when I had to learn Latin, clean my room, stay home and do homework.

That was before we entered the permissive period in education in which we decided it was all right not to push our children to achieve their best in school. The schools and the educators made it easy on us. They taught that it was all right to be parents who take a let-alone policy. We stopped making our children do homework. We gave them calculators, turned on the television, left the teaching to the teachers and went on vacation.

Now teachers, faced with children who have been developing at their own pace for the past 15 years, are realizing we've made a terrible mistake. One such teacher is Sharon Klompus who says of her students—"so passive"—and wonders what happened. Nothing was demanded of them, she believes. Television, says Klompus, contributes to children's passivity. "We're not training kids to work any more," says Klompus. "We're talking about a generation of kids who've never been hurt or hungry. They have learned somebody will always do it for them. Instead of saying 'go look it up', you tell them the answer. It takes greater energy to say no to a kid."

Yes, it does. It takes energy and it takes work. It's time for parents to end their vacation and come back to work. It's time to take the car away, to turn the TV off, to tell them it hurts you more than them but it's for their own good. It's time to start telling them no again.

26. Children are becoming more inactive in study because A.

- A) they watch TV too often
- B) they have done too much homework
- C) they have to fulfil too many duties
- D) teachers are too strict with them

27. To such children as described in the passage \_\_\_\_\_

- A) it is easier to say no than to say yes
- B) neither is easy to say yes or to say no

- it is easier to say yes than to say no  
 D) neither is difficult—to say yes or to say no
28. We learn from the passage that the author's mother used to lay emphasis on \_\_\_\_\_.
- A) learning Latin  
 B) natural development  
 discipline  
 D) education at school
29. By "permissive period in education" the author means a time \_\_\_\_\_.
- when children are allowed to do what they wish to  
 B) when everything can be taught at school  
 C) when every child can be educated  
 D) when children are permitted to receive education
30. The main idea of the passage is that \_\_\_\_\_.
- A) parents should leave their children alone  
 B) kids should have more activities at school  
 it's time to be more strict with our kids  
 D) parents should always set a good example to their kids

**Questions 31 to 36 are based on the following passage.**

They are among the 250, 000 people under the age of 25 who are out of work in the Netherlands, a group that accounts for 40 percent of the nation's unemployed. A storm of anger boils up at the government-sponsored (政府资助的) youth center, even among those who are continuing their studies.

"We study for jobs that don't exist," Nicollete Steggerda, 23, said.

After three decades of prosperity, unemployment among 10 member nations of the European Community has exceeded 11 percent, affecting a total of 12.3 million people, and the number is climbing.

The bitter disappointment long expressed by British youths is spreading across the Continent. The title of a rock song "No Future" can now be seen written on the brick walls of closed factories in Belgium and France.

Recent surveys have found that the increasing argument in the last few years over the deployment (部署) in Europe of North Atlantic Treaty Organization missiles and the possibility of nuclear war have clouded European youths' confidence in the future.

One form of protest tends to put the responsibility for a country's economic troubles on the large numbers of "guest workers" from Third world nations, people welcomed in Western Europe in the years of prosperity.

Young Europeans, brought up in an extended period of economic success and general stability, seem to resemble Americans more than they do their own parents. Material enjoyment has given them a sense of expectation, even the right, to a standard of living that they see around them.

"And so we pass the days at the discos, or meet people at the cafe, and sit and stare," said Isabella Gault. "There is usually not much conversation. You look for happiness. Sometimes you even find it."

31. Unemployment in the Netherlands has affected B .  
A) one million people  
B) roughly 0.6 million people  
C) 250, 000 people  
~~D) less than half of the population~~
32. What Nicolle Steggerda said ( paragraph 2 ) means that C .  
A) school education is not sufficient  
B) what the students learn is more than necessary  
C) the students cannot get work after graduation  
~~D) the students' aim in study is not clear~~
33. The word "prosperity" ( line 3 , paragraph 6 ) most probably means A .  
~~A) achievements in economy~~ B) advance in politics  
C) economic troubles D) political crisis
34. Which of the following statements is NOT TRUE?  
A) The rock song "No Future" is an expression of the disappointment of European youth.  
~~B) 40% of the guest workers are out of work in Western Europe now.~~  
C) European youths are worried about a new world war in the future.  
D) Widespread unemployment is beyond European youths' expectation.
35. British youths C .  
A) are trying to find work on the Continent  
B) are sympathetic with the unemployed on the Continent  
C) have been the first to show their disappointment over joblessness  
~~D) show their concern for unemployment in France and Belgium~~
36. It seems that young Europeans B .  
A) look upon life as their elders do  
~~B) are more like Americans than their elders in their way of thinking~~  
C) look more like Americans than their elders do  
D) expect more from Americans than from their elders

Questions 37 to 40 are based on the following passage.

The news of the escape first got around on Sunday night. It threw the oldest son into anxiety, almost panic, possibly because he was old enough to know what it meant. The youngest didn't seem to care, he was too young. Mrs Birnam—an unimaginative mother, easygoing, busy with family matters—seemed to take the attitude that if danger was involved, it was danger to somebody else besides themselves. Dons reaction, the middle son, was romantic, what a pity that it had happened forty miles away, and thus the consequent exciting danger or threat would never reach as far as their town of Arcadia. He was twelve at the time.

There had been a break at the state prison in Asuburn. Six dangerous criminals had shot their way out and were even now—so everybody said—terrorizing the countryside, though no one had seen them since their rush to freedom after a wounded guard, at gun point, had raised the outer gate for their escape. They might equally have vanished off the face of the earth or hidden in somebody's abandoned barn, too frightened to stir from their hiding places for weeks to come.

The news came to the Birnams inevitably (必然) from one of their neighbors over the telephone. There was no radio in those days but Mrs. Kirtle was just as good. By some mysterious gift she always managed to hear things before anybody else and immediately got on the phone or rushed across the back yards, ducking under clotheslines and knocking at kitchen door. "Pauline Revere," the boys called her, and their mother suppressed (抑制) a smile and scolded them for disrespect.

37. How far was the prison from Arcadia?

- A) Forty miles.                      C) Twelve miles.  
B) Six miles.                          D) The selection doesn't tell us.

38. Mrs. Birnam's family learned of the news of the escape \_\_\_\_\_.

- A) through Mrs. Kirtle              C) from the wounded guard  
B) over the radio                      D) by some mysterious gift

39. The boy's attitude toward Mrs. Kirtle was one of \_\_\_\_\_.

- A) tolerance                          C) doubt  
B) impoliteness                      D) kindness

40. Which of the following statements is NOT TRUE?

- A) The six criminals succeeded in escaping with much violence.  
B) Mrs. Kirtle always kept herself informed about daily happenings in their neighborhood.



C) Mrs. Birnam thought that the news had nothing to do with her family.

~~D)~~ Every member of the Birnams was thrown into a panic by the news.

### 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.

#### Example:

The story was so touching that I could hardly \_\_\_\_\_ my tears.  
A) hold on B) hold up C) hold on to D) hold back

Sample Answer [A] [B] [C] [~~D~~]

41. I \_\_\_\_\_ a long pole in the centre of the field, and on top of it I hung the lamp.  
~~A)~~ put up B) put on C) put out D) put up with

42. We all \_\_\_\_\_ the achievements he has made in his experiments.  
~~A)~~ admire B) adopt C) advise D) adjust

43. If the test taker finds an item to which an answer is not know, it may be \_\_\_\_\_ to leave it blank and go on with the test.  
A) valuable B) effort C) effect ~~D) afford~~

44. Though the long term \_\_\_\_\_ cannot be predicted, the project has been approved by the committee.  
~~A)~~ affect B) effort C) effect D) afford

45. The teacher's lecture on American history \_\_\_\_\_ was three hours long, and Morris felt very \_\_\_\_\_.  
A) upset ~~B) bored~~ C) disturbed D) neglected

46. It's surprising that this innocent-looking person should have \_\_\_\_\_ (such a crime).  
~~A)~~ performed B) made C) disturbed D) committed

47. Ted agreed to \_\_\_\_\_ the strike if the company would satisfy the demand of the workers.  
A) call out ~~B) call off~~ C) call to D) call on

48. Not long ago, John Smith, whom you know very well, was \_\_\_\_\_ a car accident.  
A) related to ~~B) involved in~~ C) included in D) damaged by