



郑家顺考试捷径系列 (四级考试命题研究组 编)

新题型

大学英语四级高分捷径

明确新题型与作文评分原则

涵盖十套精编新题型测试卷

详尽的答题依据解释+作文套路=高分捷径

省去了查字典问老师等不必要麻烦

主编 郑家顺

新题型 新标准, 710分



东南大学出版社
Southeast University Press

新 题 型

大学英语四级高分捷径

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东南大学出版社
· 南京 ·

图书在版编目(CIP)数据

新题型大学英语四级高分捷径/郑家顺主编. —南京:
东南大学出版社, 2008. 2

ISBN 978-7-5641-1112-0

I. 英… II. 郑… III. 英语-词汇-高等学校-水平考
试卷-解题 IV. H319.6

中国版本图书馆 CIP 数据核字(2008)第 015682 号

新题型大学英语四级高分捷径

出版发行 东南大学出版社
出 版 人 江汉
社 址 南京四牌楼 2 号
邮 编 210096
网 址 <http://press.seu.edu.cn>
电子邮件 press@seu.edu.cn
经 销 全国各地新华书店
印 刷 南京工大印务有限公司
开 本 787mm × 1092mm 1/16
印 张 15.75
字 数 415 千字
版 次 2008 年 3 月第 1 版
印 次 2008 年 3 月第 1 次印刷
书 号 ISBN 978-7-5641-1112-0/H. 134
印 数 1—5000 册
定 价 25.00 元

本社图书若有印装质量问题,请直接与读者服务部联系。电话(传真):(025)83792328。
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前 言

为了帮助广大考生在增加难度的新题型出台后能够顺利地通过大学英语四级考试,我们组织编写了这本《新题型大学英语四级高分捷径》。

该书是在广泛征求多所高校四级强化班考生意见的基础上,通过我们在强化班教学的亲身体验而进行编写的。目前图书市场上大量的四级试题集,大部分都仅有题目及答案,却无详细解释。遇到疑难问题,查字典、问老师,不仅要花费很多时间与精力,还很难掌握考试规律。该书正弥补了这方面的不足,增加了最具特色的解释部分。

1. 题目:根据新版教学大纲编写,按新题型四级考试的形式,汇编成10个Test。考生自测时每个Test须在120分钟内完成。

2. 解释部分为该书最显著的特点。I. 作文:用黑体字给出作文写作套路,考生可背熟此套路,轻松应对四级作文。II. 阅读理解、选词填空、完形填空:①为便于考生理解原文,提高翻译水平以及实际运用语言的能力,每篇均给出中文译文,要点或主题句均用黑体字注出。②选择项均给出答题依据。III. 听力:答题依据在原文中用黑体标出,简洁明了;且较难的单词、短语等均给出中文释义。IV. 翻译:用较为简洁的语言解释清楚翻译方法与技巧。V. 附录:对考生不容易理解的虚拟语气、非谓语动词作了总结,并给出四级考试作文题评分原则、标准与标准分。

该书主要适用于考生对新题型四级作文、阅读理解、选词填空、听力、完形填空、翻译以及做题技巧的突破,也适用于具有中级英语水平学生自学考试使用,同时也可作为强化班教师的教学参考用书。

相信您只要有效地利用此书,就可在短时间里突破新题型四级作文、阅读理解、选词填空、听力、完形填空、翻译关,掌握做题技巧,提高实际运用英语的能力。

本书的译句、例句、解释都是经过反复推敲、实践的,但不当之处在所难免。敬请广大读者指正,以便改进。

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入门分析篇

Test 1

Part I

Writing

(30 minutes)

Directions: For this part, you are allowed 30 minutes to write a composition on the topic **Reading Selectively or Extensively?** You should write at least 120 words, and base your composition on the outline (given in Chinese) below:

1. 有人认为读书要有选择;
2. 有人认为应当博览群书;
3. 我的看法。

Reading Selectively or Extensively?

Part II

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 on the **Answer Sheet 1**.

For questions 1-7, mark

- | | |
|--------------------|--|
| Y (for YES) | if the statement agrees with the information given in the passage; |
| N (for NO) | if the statement contradicts the information given in the passage; |
| NG (for NOT GIVEN) | if the information is not given in the passage. |

For questions 8-10, complete the sentences with the information given in the passage.

Learn How to Listen

The people in the room were tense. Five young engineers were sitting with their boss. They were trying to settle details of an important new plant site for a major client.

Suddenly one of the young engineers gave what he thought was a good solution to the problem. What he had to say was greeted by an uncomfortable silence. The boss then laughingly pointed out that the same proposal had been made and turned down some minutes before.

The incident seemed funny at the time. But several months later it didn't. After the project had been successfully finished, most of the engineers who had worked on it were promoted. But the young man who had made a fool of himself at the meeting was passed over.

What had happened? The young engineer swore that he had never heard the proposal made and rejected. He was right. He was a victim of a bad listening habit that he didn't know he had.

Bad listening habits can hurt you a lot in your daily living. Much of your success, both in your work and social life, is related to how you listen. A number of major industries and more

than twenty leading colleges have become very concerned about our bad listening habits. They have set up “listening clinics” and courses to find out what is wrong and what to do about it!

Why You Must Hear Correctly

My own experience as a teacher in one of these clinics has taught me that many people who seem to be listening miss important points. Therefore, they draw wrong conclusions from what is said. That is a serious problem when you consider our attitudes toward other people and success on the job. These attitudes are shaped more by the persuasive spoken word than by any other means of communication.

What are the faulty hearing habits that hurt us in so many ways? **Here are some of the more common ones I've observed in a close study of my many clinic students.**

Our minds won't wait. Our thoughts can race along from four to ten times faster than most people speak. So, while we are waiting for the words to come in, our thoughts tend to go off on a *tangent* (突然改变想法). And sometimes they remain away too long.

Your boss, perhaps, is discussing a situation with you. You want to hear it all. But what happens? Your mind tunes out. It comes back and tunes out again. Why doesn't someone kill that fly? I wonder who just came into the other room? Suddenly a few words come through. “Since you agree with my suggestion,” your boss says... What did he suggest? Such tuning-out gaps are common—and sometimes costly.

We think we know already. We're so sure we know what the speaker is going to say that we listen with just “half an ear.”

A newspaper publisher once told me how this listening habit cost him a big sum of money.

A regular client telephoned an order for a new series of ads. The person taking the order simply wrote out a standard order form. Not until too late did the publisher learn that the client had wanted the new ads to be four times as large as the old. But the smaller ads had already been set in type by then. So the client decided to run them.

One clerk's job around that newspaper office was pretty shaky for a time.

We're looking not listening. How often in introductions has a name failed to stick because your mind was in the way its owner looked or acted? For the same reason, and far more often than you may think, other information fails to come through.

We are busy listeners. We try to listen while giving part of our attention to a newspaper, or a radio or TV program. Outside noises also bid for a share of our attention. No wonder we don't really “hear.”

We miss the big idea. Once I gave my students a list of vocabulary words from a recording of a newscast. The students were to listen for these words and decide how they were used in context.

Then I questioned them about the general content. They replied, “Oh, we weren't listening for that; we were just listening for the words.”

The poor listener “just hears words.” Have you ever had the feeling that a speaker said a lot but that you didn't quite “get” it all? This may have been the speaker's fault. Or perhaps you

haven't learned to look for the main ideas and the important supporting details.

Our emotions make us deaf. Do you recall a speech or conversation that got you *riled up* (激怒)? How well did you listen once your blood started to boil?

When someone offers opposing ideas on a subject like religion or politics, we often feel it is risky to listen. Most of us have strong opinions on these subjects. We are afraid we might hear something that could make us question our own views. We mentally stop listening while we plan our verbal counter-attack.

These are some of the common listening faults. Fortunately, with so little effort, you can correct any of them. **I suggest six ways to make yourself a better listener:**

(1) Learn to concentrate. It's an important part of listening. Practice such games as "Take 2, plus 3, minus 5, plus 4 times 2, minus 6—what's the answer?" Similar exercises are used in listening-training courses.

(2) Run a TV test. With a friend or relative listen to a radio or television talk. See how many of the ideas presented you can recall. You may find yourself lost. "Well, he first talked about ... And then he said...and then..." If so, you may have missed the main point. With the other listener, try to agree on a pretty specific statement of the main ideas.

(3) Cut out distractions. Resolve to put aside the newspaper and stop half-listening to a radio or TV program when someone is trying to talk to you.

(4) Accept controversy. When someone brings up a controversial subject, don't automatically go "deaf." Check all-too-natural wish to stop listening while thinking up sharp remarks to deliver in the next silence.

Instead, plan a question based on his remarks. Don't plan the kind that will cut the opposition down to size. But plan one that will make sure you are getting what is being said.

(5) Repeat instructions. Practice repeating instructions and directions correctly. Unless you can do so, you obviously will not be able to carry them out properly.

(6) Help others listen. I suspect we encourage bad listening habits in our children by repeating our demands several times before they obey. As much as possible, we should give them a command once. If they do not "hear" it, we should give them some penalty. This way they will learn to listen the first time. And we might set them a good example by listening to them the first time.

Good listening isn't easy. Hearing, understanding, and remembering take a great deal of energy. It is hard to listen properly and do anything else at the same time. But it pays off.

By recognizing and correcting any listening faults that may be hurting you, good things may happen. You may listen your way to closer friendships and better relations with your family. You may also get larger pay checks and general success in life.

- | | | | |
|-----------------|-----------------|-----------------|-----------------|
| 1. [Y] [N] [NG] | 2. [Y] [N] [NG] | 3. [Y] [N] [NG] | 4. [Y] [N] [NG] |
| 5. [Y] [N] [NG] | 6. [Y] [N] [NG] | 7. [Y] [N] [NG] | |

1. One of the major clients had just cancelled his order and so the people in the room were

tense.

2. Poor listening habits may cause one to fail in examinations.
3. The newspaper publisher suffered a big loss of money because the ads were not to the requirements in size by the client.
4. Poor memory is responsible for failure to remember a person's name being introduced.
5. When you are talked to, it is advisable for you to run a TV test.
6. In learning to listen you should be strict with your child as well as with yourself.
7. Good listening habit is of great value in many ways.
8. Our attitudes toward other people and success on the job are largely shaped by the _____.
9. Noise from radio or TV programs tends to _____ our attention away from listening.
10. Sometimes we pay so much attention to a person's looks or actions that this name _____.

Part III

Listening Comprehension

(35 minutes)

Section A

Directions: *In this section, you will hear 8 short conversations and 2 long conversations. At the end of each conversation, one or more questions will be asked about what was said. Both the conversation and the questions 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 2** with a single line through the centre.*

11. A) Mary has never studied mathematics. B) Mary enjoys learning mathematics.
C) Mary probably is poor at mathematics. D) Mary must be good at mathematics.
12. A) A customer and a shop assistant. B) A passenger and an air hostess.
C) A guest and a receptionist. D) A guest and a waitress.
13. A) She paid ¥40.00 for the coat.
B) Her husband presented it to her as a gift.
C) She bought the coat on her fortieth birthday.
D) Her friend sent it to her as a birthday gift.
14. A) To keep his old car and get a new one.
B) To leave it in the garage to be repaired.
C) To sell his car for a new one.
D) To get his car repaired later.
15. A) The ideas of the paper are not convincing.
B) Some parts of the paper are not well written.
C) The handwriting of the paper is not good.
D) The paper is not complete.
16. A) Relatives. B) Roommates. C) Colleagues. D) Neighbors.
17. A) He wants to have more sleep.

- Questions 19 to 22 are based on the conversation you've just heard.**

22. A) Roger. B) Roger's brother.
C) Roger's customer. D) Roger's wife.

23. A) From Orlando in Florida. B) From Spaceport in Orlando.
C) From Florida in Orlando. D) From New York.

24. A) Elsa changed her seat because a man was smoking.
B) Malcolm and Elsa are from the same state.
C) John isn't traveling with Elsa because he had to work.
D) Malcolm plans to see his wife and children in New York.
25. A) 50 years. B) 47 years. C) 41 years. D) 40 years.

Directions: *In this section, you will hear 3 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 2** with a single line through the centre.*

26. A) Washing plates. B) Clearing tables.
C) Shining shoes. D) Sweeping the floor.

27. A) He must work six days a week.

- B) He should never be late for work.
 - C) He must study hard in his spare time.
 - D) He should not bring his friends to the restaurant.
28. A) To pay him for his work.
- B) To let him have 3 meals a day in the restaurant.
 - C) To give his friends free drinks.
 - D) To allow him to have more free time.
29. A) Because the boy was not a full-time worker.
- B) Because the boy had made some mistakes.
 - C) Because he thought the boy had failed to meet his requirements.
 - D) Because he thought it was his son who should pay him.

Passage Two

Questions 30 to 32 are based on the passage you have just heard.

30. A) The long distance between his home town and New York.
- B) His unpopular character.
 - C) The high unemployment rate in New York.
 - D) His criminal record.
31. A) He wanted to be put in prison again.
- B) He needed the money to support his family.
 - C) He hated the barber there.
 - D) He wanted to make himself well known.
32. A) Mr. Spears enjoyed living in prison.
- B) Mr. Spears was known as a greedy man in his community.
 - C) The police in New York were not very efficient.
 - D) The only way for Mr. Spears to support his family was by going to prison again.

Passage Three

Questions 33 to 35 are based on the passage you have just heard.

33. A) Those who are themselves spoiled and self-centered.
- B) Those who expected to have several children but could only have one.
 - C) Those who like to give expensive jewels to their children.
 - D) Those who give birth to their only children when they are below 30.
34. A) Two types of only children.
- B) Parents' responsibilities.
 - C) The necessity of family planning.
 - D) The relationship between parents and children.
35. A) They have no sisters or brothers.
- B) They are overprotected by their parents.
 - C) Their parents expect too much of them.

D) Their parents often punish them for minor faults.

Section C

Directions: *In this section, you will hear a passage 3 times. When the passage is read for the first time, you should listen carefully for its general idea. When the passage is read for the second time, you are required to fill in the blanks numbered from 36 to 43 with the exact words you have just heard. For blanks numbered from 44 to 46 you are required to fill in the missing information. For these blanks, you can either use the exact words you have just heard or write down the main points in your own words. Finally, when the passage is read for the third time, you should check what you have written.*

In many homes, divorce is caused by the battle between the (36) _____. To understand the problem, one must remember the modern American woman is freed. During childhood and (37) _____, the American girl is given freedom and education which is equal to a boy's. After completing school, she is able to get a job and support herself. She doesn't have to marry for financial (38) _____. She considers herself an independent, (39) _____ person. She wants a husband whom she can respect, but she doesn't want to be (40) _____ by him. She wants a (41) _____ household in which she has a voice in making decisions. When a husband and a wife are able to share decision-making, their marriage is probably closer, stronger, and more (42) _____. Otherwise, the couple is likely to wind up in the divorce (43) _____.

When a couple gets divorced, the court usually requires the man to pay his former wife a monthly sum of money. (44) _____

Although (45) _____, The remarriages (46) _____. A well-known American joke tells of a wife calling to her second husband, Quick, John! Come here and help me! Your children and my children are beating up our children!

Part IV Reading Comprehension (Reading in Depth)

(25 minutes)

Section A

Directions: *In this section, there is a passage with 10 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. Each choice in the bank is identified by a letter. Please mark the corresponding letter for each item on the **Answer Sheet 2** with a single line through the centre. You may not use any of the words in the bank more than once.*

Questions 47 to 56 are based on the following passage.

It's reported that fake diplomas have become a very serious problem in the personnel market

nowadays. The (47) employers put too much emphasis on the job seekers' educational background and (48) their practical abilities. As a result, all kinds of (49) diplomas and certificates come into being to meet with this abnormal phenomenon in our society. Therefore, fake diplomas (50) the job and employment markets and even do harm to the society.

Nevertheless, our government has adopted a series of means to (51) fake diplomas. For one thing, some (52) have kept detailed record of the diploma holders and issued the diplomas with fake-proof seal, which can't be easily copied. For another, for those who *fabricate* (伪造) fake diplomas government has taken (53) measures to punish them severely, including forcing them to pay a heavy fine. Finally, some employers have given more (54) to candidates' abilities. Once they find their employees get the jobs by using fake diplomas, they will dismiss these people from their job posts immediately.

The above only serve as the (55) ways to cope with the problems. Therefore, we should work out some more effective methods to (56) fake diplomas.

注意：此部分试题请在答题卡2上作答。

A) fake	D) weight	G) neglect	J) organizations	M) prospective
B) legal	E) disorder	H) quiet	K) resolution	N) basic
C) option	F) produce	I) eliminate	L) prohibit	O) strict

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 corresponding letter on the *Answer Sheet 2* with a single line through the centre.

Passage One

Questions 57 to 61 are based on the following passage:

The rise of *multinational corporations* (跨国公司), global marketing, new communications technologies, and shrinking cultural differences have led to an unparalleled increase in global public relations or PR.

Surprisingly, since modern PR was largely an American invention, the U. S. leadership in public relations is being threatened by PR efforts in other countries. Ten years ago, for example, the world's top five public relations agencies were American-owned. In 1991, only one was. The British in particular are becoming more sophisticated and creative. A recent survey found that more than half of all British companies include PR as part of their *corporate* (公司的) planning activities, compared to about one-third of U. S. companies. It may not be long before London replaces New York as the capital of PR.

Why is America lagging behind in the global PR race? First, Americans as a whole tend to be fairly provincial and take more of an interest in local affairs. Knowledge of world geography, for example, has never been strong in this country. Secondly, Americans lag behind their

European and Asian *counterparts* (相对应的人) in knowing a second language. Less than 5 percent of Burson-Marshall's U. S. employees know two languages. Ogilvy and Mather has about the same percentage. Conversely, some European firms have half or more of their employees fluent in a second language. Finally, people involved in PR abroad tend to keep a closer eye on international affairs. In the financial PR area, for instance, most Americans read the Wall Street Journal. Overseas, their counterparts read the Journal as well as the Financial Times of London and The Economist, publications not often read in this country.

Perhaps the PR industry might take a lesson from Ted Turner of CNN (Cable News Network). Turner recently announced that the word "foreign" would no longer be used on CNN news broadcasts. According to Turner, global communications have made the nations of the world so interdependent that there is no longer any such thing as foreign.

57. According to the passage, U. S. leadership in public relations is being threatened because of _____.

- A) an unparalleled increase in the number of public relations companies
 - B) shrinking cultural differences and new communications technologies
 - C) the decreasing number of multinational corporations in the U. S.
 - D) increased efforts of other countries in public relations
58. London could soon replace New York as the center of PR because _____.
- A) British companies are more ambitious than U. S. companies
 - B) British companies place more importance on PR than U. S. companies
 - C) British companies are heavily involved in planning activities
 - D) four of the world's top public relations agencies are British-owned
59. The word "provincial" (Line 2, Para. 3) most probably means _____.
- A) limited in outlook
 - B) like people from the provinces
 - C) rigid in thinking
 - D) interested in world financial affairs
60. We learn from the third paragraph that employees in the American PR industry _____.
- A) speak at least one foreign language fluently
 - B) are ignorant about world geography
 - C) are not as sophisticated as their European counterparts
 - D) enjoy reading a great variety of English business publications
61. What lesson might the PR industry take from Ted Turner of CNN?
- A) American PR companies should be more internationally-minded.
 - B) The American PR industry should develop global communications technologies.
 - C) People working in PR should be more fluent in foreign languages.
 - D) People involved in PR should avoid using the word "foreign".

Passage Two

Questions 62 to 66 are based on the following passage:

If you want to stay young, sit down and have a good think. This is the research finding of a

team of Japanese doctors, who say that most of our brains are not getting enough exercise—and as a result, we are ageing unnecessarily soon.

Professor Taiju Matsuzawa wanted to find out why otherwise healthy farmers in northern Japan appeared to be losing their ability to think and reason at a relatively early age, and how the process of ageing could be slowed down.

With a team of colleagues at Tokyo National University, he set about measuring brain volumes of a thousand people of different ages and varying occupations.

Computer technology enabled the researchers to obtain precise measurements of the volume of the front and side sections of the brain, which relate to *intellect* (智能) and emotion, and determine the human character. (The rear section of the brain, which controls functions like eating and breathing, does not contract with age, and one can continue living without intellectual or emotional faculties.)

Contraction of front and side parts—as cells die off—was observed in some subjects in their thirties, but it was still not evident in some sixty- and seventy-year-olds.

Matsuzawa concluded from his tests that there is a simple remedy to the contraction normally associated with age—using the head.

The findings show in general terms that contraction of the brain begins sooner in people in the country than in the towns. Those least at risk, says Matsuzawa, are lawyers, followed by university professors and doctors. White collar workers doing routine work in government offices are, however, as likely to have shrinking brains as the farm worker, bus driver and shop assistant.

Matsuzawa's findings show that thinking can prevent the brain from shrinking. Blood must circulate properly in the head to supply the fresh oxygen the brain cells need. "The best way to maintain good blood circulation is through using the brain," he says, "Think hard and engage in conversation. Don't rely on pocket calculators."

62. The team of doctors wanted to find out _____.

- A) why certain people age sooner than others
- B) how to make people live longer
- C) the size of certain people's brains
- D) which people are most intelligent

63. On what are their research findings based?

- A) A survey of farmers in northern Japan.
- B) Tests performed on a thousand old people.
- C) The study of brain volumes of different people.
- D) The latest development of computer technology.

64. The doctor's tests show that _____.

- A) our brains shrink as we grow older
- B) the front section of the brain does not shrink

- C) sixty-year-olds have better brains than thirty-year-olds
 D) some people's brains have contracted more than other people's
65. The word "subjects" in Paragraph 5 means _____.
 A) something to be considered
 B) branches of knowledge studied
 C) persons chosen to be studied in an experiment
 D) any member of a state except the supreme ruler
66. According to the passage, which people seem to age slower than the others?
 A) Lawyers. B) Farmers. C) Shop assistants. D) Clerks.

Part V

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). You should choose the **ONE** that best fits into the passage. Then mark the corresponding letter on the **Answer Sheet 2** with a single line through the center.

Geography is the study of the relationship between people and the land. *Geographers* (地理学家) compare and contrast 67 places on the earth. But they also 68 beyond the individual places and consider the earth as a 69. The word geography 70 from two Greek words, *ge*, the Greek word for "earth" and *graphein*, 71 means "to write". The English word geography means "to describe the earth". 72 geography books focus on a small area 73 a town or city. Others deal with a state, a region, a nation, or an 74 continent. Many geography books deal with the whole earth. Another 75 to divide the study of 76 is to distinguish between physical geography and cultural geography. The former focuses on the natural world; the 77 starts with human beings and 78 how human beings and their environment act 79 each other. But when geography is considered as a single subject, 80 branch can neglect the other.

A geographer might be described 81 one who observes, records, and explains the 82 between places. If all places 83 alike, there would be little need for geographers. We know, however, 84 no two places are exactly the same. Geography, 85, is a point of view, a special way of 86 at places.

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|------------------|------------|------------|-------------|
| 67. A) similar | B) various | C) distant | D) famous |
| 68. A) pass | B) reach | C) go | D) set |
| 69. A) whole | B) unit | C) part | D) total |
| 70. A) falls | B) removes | C) results | D) comes |
| 71. A) what | B) that | C) which | D) it |
| 72. A) Some | B) Many | C) Most | D) Few |
| 73. A) outside | B) except | C) as | D) like |
| 74. A) extensive | B) entire | C) overall | D) enormous |