



北外名师点金丛书

COLLEGE

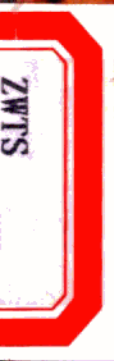
ENGLISH TESTS

大学英语

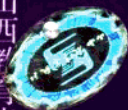
单元跟踪测评

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紧扣大学英语教材 设计全程单元测试 北外名师解释疑难 教学练测高效互动



山西教育出版社



随着全国大学英语教学的不断改革,作为改革的一个重要方面——教材,面临着新的挑战。为适应这种形势,各种不同版本的教材在全国相继推出,以满足不同层次的大学外语教学需求。其中,由上海外语教育出版社出版的《大学英语》系列教材自1986年问世以来,受到广大师生和英语学习者的青睐,先后被千余所院校采用,至今仍然是我国各高校、专科学校及成人教育的首选教材。该教材曾获全国高等学校第二届优秀教材特等奖和国家教委高等学校第二届优秀教材一等奖。特别是1997年该书修订本的出版使该教材从语言知识本身和教材实用性上都有了很大的提高。编者经过多年的对各种教材的比较研究,以及多年教学使用情况,感觉到在目前阶段,《大学英语》系列教材无论是从它的使用范围还是教材的质量,与其他教材相比,仍是其他教材望尘莫及的。

为了配合《大学英语》精读教材(修订本)的学习和教学,更为了帮助学生了解自己在学习《大学英语》过程中是否掌握了语言基础知识并达到了相应的各个级别的水平,我们编著了这套“北外名师点金丛书”,丛书包括《大学英语单元跟踪测评》1—6册。

本丛书具有如下特色:

1. 涵盖面宽,适用性广

我们编写的“北外名师点金丛书”,弥补了市场上清一色四、六级辅导书,缺少其他等级测试书籍的空缺。本丛书可供使用本教材的学生或各类英语学习者在每个级别上检查自测。通过测试,了解自己的成就和不足,必将有的放矢,力求取得更大的进步。

2. 套题针对单元,练习紧扣课文

本丛书根据《大学英语》书内各单元编写。每一册一个单元出一套试卷,卷内各练习紧紧围绕单元的主题、背景知识和语言点。做一套试题既能检测自己的语言水平,又能巩固所学知识,从而进一步提高外语水平。

3. 套题结构合理,题型灵活多样

各单元的测试题由成绩和水平测试两大类组成。试题难易相当,长短适宜。一至四册每套试题均由 Part I Word Transformation, Part II Text Cloze, Part III Vocabulary, Part IV Structure (Section A, Section B), Part V

Translation, Part VI Multiple – Choice Cloze, Part VII Reading Comprehension, Part VIII Guided Writing 八个部分组成。其中 Part I、II、III、IV 题项围绕教材单元内容;其他各项是相应级别的水平试题。第五、六册由 7 个部分组成,分别为:Part I Understand the Underlined Word, Part II Vocabulary and Structure, Part III Translation, Part IV Reading Comprehension, Part V Error Correction, Part VI Short Answer Questions, Part VII Writing。其中 Part I、II、III 题项围绕教材单元内容;其他各项是相应级别的水平试题。可谓套题类型多样化、成绩水平测试两不误。

本丛书适用于所有大学生和使用《大学英语》系列教材的各类英语学习者,亦可作为自测各级英语水平的试卷,同时也可作为参加各级英语考试的考前强化题。

我们真诚希望广大学生和英语学习者在使用这套丛书的过程中提出宝贵意见和建议。

编者
于北京外国语大学

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Choose an author as you choose a friend.

择书如择友。

Unit One

How to Improve Your Study Habits

Part I Word Transformation

Directions: Complete each of the following sentences with the proper form of the word in brackets.

1. (skim) _____ and scanning are different kinds of reading methods.
2. (mean) It is no use to discuss such a _____ problem.
3. (relax) I need _____ after being abroad the whole year.
4. (necessary) She believes that she is good at spoken English, but that is not _____ the case.
5. (occupy) It took great courage to work in enemy _____ areas.
6. (sure) The duty of the police is to _____ that people are protected from crime.
7. (fortunate) During the economic crisis, they were _____ enough to get well-paid jobs.
8. (curious) She looked at the old man, eyes wide open and full of _____.
9. (work) _____ as well as heavy smoking made still worse his already poor health.
10. (solve) We should learn from each other to work out a _____ for the problem.

Part II Text Cloze

Directions: Read the following passage and fill in each of the numbered blanks with one suitable word from the text.

Plan your time carefully. Make a 1 of your weekly tasks. Then make a schedule or 2 of your time. Fill in 3 time such as eating, sleeping, meetings, classes, etc. Then 4 on good, regular times for studying. Be 5 to set aside enough time to complete your normal reading and work assignments. Of course, studying should not 6 all of the free time on the schedule. It is important to set 7 time for relaxation, hobbies and 8 as well. This weekly schedule may not solve all of your problems, but it will make you more 9 of how you spend your time. Further more, it will enable you to plan your activities that you have 10 time for both work and play.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Part III . Vocabulary

Directions : Each of the following sentences is provided with four choices . Choose the one that best completes the sentence . Then mark your answer by blackening the corresponding letter .

1. Skillful working _____ them to operate the company smoothly.
A. required B. commanded C. enabled D. made
2. Everyone should be _____ of the dangers of cigarette smoking.
A. recognize B. about C. know D. aware
3. In fact, if one makes a large purchase, he must have a(n) _____ opportunity to change his mind.
A. adequate B. ample C. generous D. efficient
4. He said he was going to drop off the team and _____ his studies.
A. base on B. hang on C. concentrate on D. fall in with
5. What is the _____ temperature in this city in winter?
A. average B. general C. common D. regular
6. The young man _____ an important position in the school.
A. occupies B. stands C. catches D. places
7. The idea that the earth is flat was _____ centuries ago.
A. refused B. declined C. deduced D. rejected
8. The design may prove workable under ideal conditions and yet not be _____ for ordinary use.
A. impossible B. usable C. capable D. feasible
9. Does it _____ much to have the radio mended?
A. demand B. spend C. pay D. cost
10. Without my glasses I can hardly _____ what has been written in the letter.
A. make for B. make out C. make up D. make over
11. Mr. Jiang's books _____ a lot of space of his living room.
A. lose B. take C. occupy D. set
12. The girl _____ the corner of the classroom is my sister.
A. at B. in C. on D. from
13. She always wears beautiful _____.
A. clothing B. cloth C. dress D. clothes
14. Amoebas are _____ small to be seen without a microscope.
A. far too B. far end C. so far D. as far as
15. Our teacher always says, "Don't put off today's _____ till tomorrow".
A. study B. assignment C. activity D. exercise

Part IV Structure

Section A

Directions: Each of the following sentences is provided with four choices. Choose the one that best completes the sentence. Then mark your answer by blackening the corresponding letter.

- The meeting was _____ boring _____ almost all the attendants felt sleepy.
A. too ... to B. so ... that C. much ... that D. both ... and
- If he had put the gold watch in a safe place, he _____ it.
A. would not have lost B. will not lose
C. would not lose D. would not lost
- The reason why the car was stopped was _____.
A. because the road was slippery B. that the road was slippery
C. due to the slippery road D. in view of the slippery road
- You _____ me the news at least three days ago.
A. should have told B. should tell
C. must have told D. must tell
- I had hoped _____ my letter.
A. her to answer B. that she answer
C. that she would answer D. her answering
- The girl was only _____ happy to go back home.
A. much B. too C. very D. well
- _____ we have begun talking about it, I had better tell you the truth.
A. Now that B. For now C. Since D. Since this
- He has learned English and German. Now he is going to learn _____ language.
A. others B. other C. some D. another
- _____ it is you've found, you must give it back to the person it belongs to.
A. That B. Because C. Whatever D. However
- It is not such a pencil _____ I used yesterday.
A. that B. as C. which D. what

Section B

Directions: Each of the following sentences has four underlined parts marked A, B, C, and D. Identify the one that is not correct. Then mark your answer by blackening the corresponding letter.

- Students in UK often support themselves by cleaning, doing part-time job in restaurant, or they drive taxis.
A B C
D

2. I remembered clearly to see Ann talking with Mr. Benson at Christmas party the previous week but now she denied seeing him there.
A B C D
3. I do not think she is much a linguist, but she does know how to greet people.
A B C D
4. We are all for your suggestion that a special board will be set up to examine the problem.
A B C D
5. The way we see things is therefore more complicated than us imagine.
A B C D
6. She speaks quiet enough for me to hear her.
A B C D
7. Tom has neither read the book nor see the movie.
A B C D
8. If he came yesterday, I would have told him all about it.
A B C D
9. Having not finished his homework, he had to stay in the classroom.
A B C D
10. It is known to all that Einstein felt very badly about the application of his theories to the creation of weapons of war.
A B C D

Part V Translation

Directions: Put the following into English, using the suggested expressions.

- 一些人认为男孩比女孩聪明,然而事实未必如此。(be not necessarily the case)
- 写完作文后要检查一遍,使确实不再有错误的地方。(go over)
- 你需要把申请表上的所有空格都填上。(fill in)
- 在那里我们接受了几个星期的集中训练。(receive)
- 他把他的晚饭留了一部分作为明天的午餐。(set aside)
- 调查结果表明男人戒烟比女人容易些。(give up)
- 这件衣服的漂亮之处在于它的简单性。(lie in)
- 当这名受伤的士兵苏醒过来时,务必给他服这药。(come to)
- 这首诗太难,一个九岁的孩子不能领会。(beyond the reach)
- 每个人都应该意识到抽烟的危害。(be aware of)

Part VI. Multiple-Choice Cloze

Directions: Each blank in the following passage is provided with four possible choices. Read the whole passage and choose the best answer for each blank. Then mark your answer by blackening the corresponding letter.

One day a customs officer managed to get some fresh mushrooms. He was so 1 what he had bought that he offered to 2 the mushrooms with his brother officers. When their breakfast arrived 3, each officer found some mushrooms on his plate. "Let the dog 4

a piece first," suggested one 5 officer who was afraid that the mushrooms 6 be poisonous. The dog seemed to 7 his mushroom, and the officers then dared to eat their breakfast, saying that the mushrooms had a, very strange 8 quite pleasant taste. An hour 9, however, they were all astonished 10 the gardener came in and said 11 that the dog was dead. 12, the officers jumped into their cars and rushed to the 13 hospital. Pumps were used and the officers had a very 14 time getting rid of the mushrooms that 15 in their stomachs.

When they 16 to the customs office, they sat down and started to 17 the mushroom poisoning. Each man talked about the pains that 18 had felt and they agreed that 19 had become worse on their 20 to the hospital. The gardener was called to tell the way in which the poor dog had died. "Did it suffer much before death?" asked one of the officers, feeling very pleased that he had escaped a painful death himself.

"No," the gardener looked rather surprised. "It was run over by a car."

- | | | | |
|--------------------|-----------------|------------------|----------------------|
| 1. A. sure of | B. cared about | C. pleased with | D. disappointed with |
| 2. A. share | B. cut | C. wash | D. cook |
| 3. A. tomorrow | B. the next day | C. the later day | D. next day |
| 4. A. check | B. smell | C. try | D. examine |
| 5. A. frightened | B. shy | C. conservative | D. careful |
| 6. A. must | B. should | C. might | D. may |
| 7. A. dislike | B. hate | C. want | D. enjoy |
| 8. A. then | B. but | C. and | D. or |
| 9. A. later | B. after | C. past | D. over |
| 10. A. until | B. while | C. before | D. when |
| 11. A. impatiently | B. curiously | C. seriously | D. jokingly |
| 12. A. Immediately | B. Carefully | C. Suddenly | D. Angrily |
| 13. A. pet | B. biggest | C. plant | D. nearest |
| 14. A. hard | B. pleasant | C. exciting | D. unforgettable |
| 15. A. fixed | B. dropped | C. settled | D. remained |
| 16. A. hurried | B. drove | C. went | D. returned |
| 17. A. analyze | B. discuss | C. criticize | D. remember |
| 18. A. man | B. others | C. he | D. everybody |
| 19. A. his | B. these | C. her | D. they |
| 20. A. road | B. highway | C. way | D. direction |

Part VII Reading Comprehension

Directions: In this part there are four passages. Each passage is followed by a number of comprehension questions. Read the passage and answer the questions.

Passage 1

Investigators were testing the effects of different colored walls on two groups of visitors to an exhibit of paintings. For the first group the room was painted white; for the second, dark brown. Movement of each group was followed by an electrical system under the carpet. The experiment revealed that those who entered the dark brown room walked more quickly, covered more area, and spend less time in the room than the people in the white environment. Dark brown stimulated more activity, but the activity ended sooner. Another experiment presented three groups of subjects with the same photographs, but each group was in a different kind of room — an “ugly” room like a messy storeroom, an average room, such as a nice office, a tastefully designed living room with carpeting and drapes(窗簾). Results showed that the subjects in the beautiful room tended to give higher ratings to the faces than did these in the ugly room. Other studies suggest that students do better on tests taken in comfortable, attractive rooms than in ordinary — looking or ugly rooms.

1. What can be concluded from the two experiments?
 - A. Beautiful decorations and a white color will cause people to react slowly to objects in the room.
 - B. Environment will have effects on people's movements.
 - C. Students should take an exam in a comfortable room painted dark brown.
 - D. Different colors and rooms will stimulate different reactions.
2. What will the people in the white room do, compared with the people in the dark brown room?
 - A. They will spend less time.
 - B. They will become restless.
 - C. They will spend longer time.
 - D. They will get out soon.
3. How will beautiful rooms influence visitors at an exhibition?
 - A. They will make visitors walk faster.
 - B. They will make visitors cover more area.
 - C. They will make visitors appreciate the exhibits more.
 - D. They will make visitors find the subjects on display less beautiful.
4. What does the underlined word “subjects” mean?
 - A. Examinees.
 - B. Students.
 - C. People involved in an experiment.
 - D. Visitors to an exhibition.
5. What can be the main idea of the passage?
 - A. Two groups of people participated in an experiment.
 - B. Light-colored rooms make students do better on the exams.

- C. People in nice-looking rooms tend to be biased in their opinion.
- D. The effects of a room's general appearances and its wall color on visitors.

Passage 2

By learning the life cycle of insects, scientists have found ways to control destructive. The scientists who study insects are called entomologists. Entomologists discover what an insect is like in each stage of its development, where it lives, and what it eats. From these facts, a plan for controlling the insect can often be worked out. For example, the eggs of the stalk borer are laid, on the stems of wild plants in later summer and stay there all winter. They hatch in May or June, and the larvae bore into the stems of the wild plants. Later, the larvae move on to cultivated plants, where they again bore into the stems. In August the larvae become pupae in the stems of the cultivated plants. About three weeks later, they come out as adults and lay their eggs on wild plants.

Burning the wild plants in late autumn or early spring greatly reduces the number of stalk borers that attack cultivated plants.

1. This paragraph centers on _____.
 - A. the life cycles of insects
 - B. scientists' use of their life cycles to control destructive insects
 - C. the life cycle of the stalk borer
 - D. the work of entomologists
2. Select the sentence which best summarizes the main idea of the passage.
 - A. The scientists who study insects are called entomologists.
 - B. Burning the wild plants in late autumn or early spring greatly reduces the number of stalk borers that attack cultivated plants.
 - C. By learning the life cycle of insects, scientists have found ways to control destructive insects.
 - D. Entomologists discover what insect is like in each state of its development, where it lives, and what it eats.
3. Stalk borer adults appear _____.
 - A. and lay their eggs in cultivated plants
 - B. on wild plants reached by them as pupae
 - C. on, and bore into stems of wild plants
 - D. on cultivated plants reached by them as larvae
4. The author describes the life cycle of the stalk borer to show _____.
 - A. that entomologists are scientific
 - B. how complicated the stages of an insect's development are
 - C. why burning the wild plants in the late autumn or early spring will reduce the number of stalk borers
 - D. how facts discovered about insects can be used to control them

5. A stalk borer adult should come out in the following process of _____.
A. egg, larvae, pupae and adult B. larvae, pupae, adult and egg
C. pupae, larvae, egg and adult D. larvae, egg, pupae and adult

Passage 3

The basic flag of the United States is one of the world's oldest national flags. Only the basic flags of Austria, Denmark, Great Britain, the Netherlands, Sweden, and Switzerland are older.

During the discovery and settlement of what is now the United States, the flags of various European nations were flown over the land, as symbol of possession. Later, in the Colonial and Revolutionary War periods, flags representing famous persons, places, and events were flown in the American Colonies.

The first official flag of the United States was created by Congress on June 14, 1777. It consisted of 12 alternate red and white stripes and 13 white stars in a field of blue, representing the 13 colonies that had declared their independence in 1776. Congress adopted a new flag of 15 stars and 15 stripes in 1795, to give representation to the two new states admitted into the Union, Vermont and Kentucky.

By 1817, there were 20 states in the Union, and it became apparent that adding one stripe for each new state would destroy the shape of the flag. As a result, Congress in 1818 restored the original design of 13 stripes and provided that each state was to be represented by one star. In 1912 President William H. Taft made the first official provision for the arrangement of the stars. He ordered that there be six even rows of eight stars each. Previously the arrangement of the stars had been left, to the flag maker's desire.

The evolution of the Stars and Stripes reflects the growth of the United States. After the admission of Hawaii into the Union in 1959, the flag was officially changed for the 26th time since its creation.

There are many government flags flown in the United States in addition to the national flag. Among them are the president's and vice - president's flags and those of the federal departments and some federal agencies. Each state in the Union has an official flag. The United States Navy uses special flags for signaling.

1. Why were only the flags of various European nations flown over the land during the discovery and settlement period?
A. Because the flags were older than the national flag of the U.S. .
B. Because the land was divided by these nations.
C. Because there was no universal flag over the land.
D. We don't know from the passage.
2. The first national flags of the United States _____.
A. represented the 13 colonies which won independence in 1776
B. were flown in American colonies in 1776

- C. were flown in American colonies in 1795
D. gave representation to Congress
3. Where the stars were placed on the national flag in 1818 was decided by _____.
A. Congress B. the president
C. the government D. the flag maker
4. How many states entered the Union between 1818 and 1912?
A. 30. B. 28. C. 13. D. 8.
5. Which of the following is NOT true according to the passage?
A. Before 1959 the flag had been changed 25 times.
B. Each federal department has its own official flag.
C. The national flag of the U.S. had 26 stars on it after admission of Hawaii into the Union in 1959.
D. By 1912, there had been 48 states in the Union.

Passage 4

The United States is a federal union of 50 states. The capital of national government is in Washington, D.C. (District of Columbia). The federal constitution sets up the structures of the national government and lists its powers and activities. The constitution gives Congress the authority to make laws which are necessary for the common defense and the good of the nation.

It also gives the federal government the power to deal with national and international problems that involve more than one state. All powers that are not given to the federal government by the constitution are the responsibility of the individual states.

The federal government has three branches—the executive, the legislative, and the judicial. The legislative branch makes the laws; the executive branch carries out the laws; and the judicial branch interprets the laws. The President heads the executive branch and the Supreme Court heads the judicial branch. The legislative branch includes both houses of Congress—the Senate and the House of Representatives. The constitution limits the powers of each branch and prevents one branch from gaining too much power. For example, Congress can pass a law and the President may sign it. Nevertheless, the Supreme Court can declare the law unconstitutional and nullify it.

All government in the United States is “of the people, by the people, and for the people.” The people elect the President and the members of Congress. However, the President appoints the heads of federal departments and the Supreme Court judges. Every citizen votes in secret. Consequently, no one knows for whom an individual votes. The people believe that their government should provide a framework of law and order within which they are left free to run their own lives.

1. Who makes the laws?
A. The Federal government. B. The Congress.
C. The President. D. The Supreme Court.

2. The capital of the United States lies in _____.
A. the state of Washington B. the state of Columbus
C. the state of New York D. none of the fifty states
3. Based on what you can know from the passage, which of the following statements is true?
A. The heads of federal departments are elected by the people.
B. The president sets up the structures of the federal government.
C. The judicial branch has the authority to explain the laws.
D. The constitution gives all powers to the federal government.
4. The constitution limits the powers of each branch of the federal government because _____.
A. any one branch should not have too much power
B. the U.S. has fifty states
C. the individual states have their own governments
D. the federal government has three branches
5. The main point of this passage is _____.
A. the three branches of the U.S. government
B. the people should be left free to run their own lives
C. American government
D. the Federal Constitution

Part VIII Guided Writing

Directions: Write a passage about *Never Too Old To Learn*, using the following expressions.

Your composition should not be less than 100 words. You may begin your writing with the sentences given below.

- acquire as much knowledge as possible...
- help them know better about the world...
- help them develop themselves for their future career...
- learning is also important for grown-ups, even the aged...
- world keeps changing...

Learning is one of the most important things in one's life.



Everyone is more or less master of his own fate.

每个人常常是他自己命运的主宰。

Unit Two

Sailing Round the World

Part I Word Transformation

Directions: Complete each of the following sentences with the proper form of the word in brackets.

1. (experience) You are going to make some mistakes at work through _____.
2. (fortunate) We should try our best to help those _____ people in our daily life.
3. (doubt) All of us are _____ about his immediate decision to marry the young girl.
4. (decide) The president made a _____ and stood by it.
5. (benefit) When you are learning a foreign language, it is _____ to practice as much as possible.
6. (noise) The students were so _____ that I could hardly hear anything the teacher said.
7. (exception) The little girl shows _____ interest in classical music.
8. (anxious) On hearing the news I was filled with _____.
9. (depart) Before her _____ for America, Mary visited many friends.
10. (able) It is the feathers that _____ a bird to fly.

Part II Text Cloze

Directions: Read the following passage and fill in each of the numbered blanks with one suitable word from the text.

The years passed. He gave up flying and began 1. He enjoyed it 2. Chichester was already 58 years old 3 he won the first solo transatlantic sailing race. His old dream 4 going round the world 5 back, but this time he would sail. His friends and doctors did not 6 he could do it, as he had 7 cancer. But Chichester was 8 to carry out his plan. In August, 1966, at the age of nearly sixty-five, an age when many men retire, he began the greatest 9 of his life. Soon he was away in his new 16-metre 10, Gipsy Moth.

1. _____ 2. _____ 3. _____ 4. _____ 5. _____
6. _____ 7. _____ 8. _____ 9. _____ 10. _____

Part III Vocabulary

Directions: Each of the following sentences is provided with four choices. Choose the one that best completes the sentence. Then mark your answer by blackening the corresponding letter.

1. The discussion _____ a wide range of subject.
A. covered B. conveyed C. filled D. concluded
2. She is the kind of girl who will never _____ anything well.
A. take B. get C. acquire D. accomplish
3. I did not know what to do, but then an idea suddenly _____ to me.
A. happened B. entered C. occurred D. hit
4. At that time, she wanted to go abroad so much so that nothing could _____ her.
A. interfere B. dissuade C. conquer D. control
5. We finally _____ an agreement after three months of hard bargaining.
A. reached B. arrived C. did D. drove
6. You can _____ your shorthand ability by taking notes in shorthand during lectures.
A. keep on B. keep up C. keep back D. keep down
7. PTO stands _____ "Please turn over the page".
A. as B. like C. for D. by
8. Color-blind people often find it difficult to _____ between red and green.
A. separate B. compare C. contrast D. distinguish
9. Her ears are highly sensitive _____ any unusual sound in the machine.
A. of B. on C. to D. by
10. It was difficult to guess what the old woman's _____ to the bad news would be.
A. impression B. response C. comment D. estimate
11. The teacher's lecture on American history was two hours long, and we felt very _____.
A. upset B. bored C. disturbed D. neglected
12. I'm busy at the moment, but I'll _____ you this evening by phone.
A. communicate B. connect with C. contact D. link
13. The students _____ their thanks to Professor Davis by presenting him with a parting gift.
A. revealed B. expressed C. showed D. said
14. I need a book dealing _____ anti-pollution problems.
A. about B. on C. with D. to
15. A _____ is a formal agreement made between persons, groups, institutions or states.
A. contest B. contact C. contrast D. contract



Part IV Structure

Section A

Directions: Each of the following sentences is provided with four choices. Choose the one that

best completes the sentence. Then mark your answer by blackening the corresponding letter.

- I wonder if you would mind _____ you for a moment.
A. for me to interrupt B. me to interrupt
C. my interrupting D. I interrupting
- _____ the fog, we should have reached our destination in time.
A. Because of B. In spite of C. In case of D. But for
- _____ Allen is willing to bring his camera, we could still take some pictures of the ocean.
A. No matter B. Whether or not C. Although D. Because
- It is during his spare time _____ John has been studying a course in French.
A. when B. that C. which D. what
- _____ by Columbus, all the arguments came to an end.
A. The New Land was discovered B. Was the New Land discovering
C. With the New Land discovered D. With the New Land discovering
- I hope that by posting the letter now, I shall ensure _____ it before the weekend.
A. you receive B. you to receive
C. your receiving D. your having received
- _____ his wealth, John is not very happy.
A. Besides B. Because of C. In spite of D. Beside
- I felt like _____ to him, "Don't be such a complainer all the time."
A. say B. saying C. to be said D. to say
- He admires Mrs. Brown, _____ I find strange.
A. which B. who C. that D. whom
- I do not think she will be upset, but I will see her _____ she is.
A. unless B. or C. in case D. provide

Section B

Directions: Each of the following sentences has four underlined parts marked A, B, C, and D. Identify the one that is not correct.

- In order to get married in this state, one must present a medical report along with your identification.
A B D
- After the police had tried unsuccessfully to determine to who the car belonged, they pulled it into the station.
A B C D
- History and geography have been separate branches of study since a long time.
A B C D
- Scientists still cannot find any convinced link between intelligence and the quantity or quality of brain cells.
A B C D
- He was looking impatient at the guests, who showed no sign of leaving.
A B C D