

MODEL TEST FOR TEM 4

全新

英语专业四级 全真模拟预测试卷

颜静兰 高攀◎主编
陈叙章 章祎 江晓雪◎参编

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内容提要

本书依据《高校英语专业四级考试大纲》和 2015 年 8 月高校外语专业教学测试办公室发布的“关于英语专业四级考试(TEM4)题型的调整说明”编写。书中汇编了 8 套全真模拟试卷,基本涵盖了四级考试所要考核的语言知识点,并针对模拟题提供了简要的解析,以便考生能够尽快熟悉并适应新题型,高效备考。

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前言

本书依据《高校英语专业四级考试大纲》和 2015 年 8 月高校外语专业教学测试办公室发布的“关于英语专业四级考试(TEM4)题型调整的说明”以及考试模式而编写。说明指出:“外语专业教学测试专家委员会经过讨论,通过英语专业四级考试(TEM4)题型调整方案,并决定从 2016 年起对 TEM4 考试的试卷结构和测试题型作局部调整。”

根据考纲和说明,英语专业四级考试的目的在于检查英语专业二年级学生综合运用各项基本技能的能力以及考生对英语语言知识的掌握程度。考试属于标准参照性教学检查类考试。考试范围包括听、读、写技能以及语法、词汇知识。为了有效地考核学生综合运用英语进行交际的能力,既兼顾考试的科学性、客观性,又考虑到考试的可行性,考试采用了多种试题形式来保证考试的效度和信度。

英语专业四级考试共有六个部分:听写、听力理解、语言知识、完形填空、阅读理解和写作,考试时间共 130 分钟。

(1)听写(Dictation):要求能在全面理解内容的基础上逐字逐句写出所听材料,听力材料长度约 80-90 个单词,句群从 15 个缩短到 10 个。测试形式采用作答题形式。所听的材料共念四遍:第一遍用正常速度朗读,录音语速为每分钟 120 个单词,让学生听懂材料大意。第二、三遍朗读时意群、分句和句子之间留出 15 秒的空隙,让学生书写。第四遍再用正常速度朗读,让学生检查。听写部分目的在于测试学生听力理解能力、拼写熟练程度以及正确运用标点符号的能力。选材原则以学生日常校园和社会生活话题为主。

(2)听力理解(Listening Comprehension):要求能够听懂英语国家人士关于日常生活、社会生活和学习的演讲和会话,理解大意、说话者的态度、感情和意图;能做简单笔记,并且辨别美国英语、英国英语、澳大利亚英语等英语变体。考试时间约 20 分钟,测试形式采用填空题和选择题,分 Section A 和 Section B 两部分,共 20 题。Section A 部分由一个约 500 个单词的微型讲座和一项填空任务组成。要求学生边听边做笔记,然后完成 10 道填空题任务,考试时间约 10 分钟。Section B 由两个约 450 个单词的会话组成,会话后有 10 道多项选择题,每道题后约有 10 秒的间隙,要求学生听到问题后从所给的四个选项中选出一个最佳答案。录音语速为每分钟约 120 个单词,念一遍。听力理解的目的是为了测试学生获取口头信息的能力。选材原则基于微型讲座和会话部分中内容与日常生活以及社会和学习活动相关的难度中等的听力材料。

(3)语言知识(Language Knowledge):该部分由语法和词汇组成,共 20 题,比原来减少 10 题,主要测试学生掌握词汇、短语、及基本语法、句法概念的熟练程度,要求掌握认知词汇(5500-6000),并且能正确、熟练地运用其中的 3000-4000 个单词以及最基本的搭配,考试时间为 10 分钟。测试形式采用多项选择题,共 20 道,每题有四个选择项。题目中约 50% 为词汇、词组和短语用法题,其余为语法和句型题。

(4)完形填空(Cloze):该部分在一篇约 250 个单词、题材熟悉、难度中等的短文中留出 10 个空白,要求学生从所给的词库中选择最佳答案。原来是 20 道题目,改革后是 15 个词选 10 个,主要测试学生的综合语言知识和技能。

(5) 阅读理解(Reading Comprehension): 该部分采用多项选择题和简答题两种形式, 由数篇阅读材料组成, 共长 1800 个单词左右。要求考生根据所读材料内容, 从每题的四个选项中选出一个最佳答案, 或根据问题做简短回答。共 15 题, 其中 10 道多项选择题, 5 道简答题, 考试时间约 35 分钟。要求能读懂英美国家出版的中等难度的文章和材料、难度相当于美国 Newsweek 的国际新闻报道、难度相当于 Sons and Lovers 的文学原著。阅读中能掌握所读材料的主旨大意, 了解说明主旨大意的事实和细节; 既理解字面意义, 又能根据所读材料进行判断和推理; 既理解个别句子的意义, 也理解上下文的逻辑关系。选材的题材广泛, 包括社会、科技、文化、学习、常识、人物传记等。体裁多样, 包括记叙文、描写文、说明文、议论文、广告、说明书、图表等。该部分考试目的在于测试学生通过阅读获取和理解有关信息的能力, 既要求准确性, 也要求一定的速度, 阅读速度为每分钟 120 个单词。

(6) 写作(Writing): 该部分不再考便条, 要求能根据所给的作文题目、图标或阅读材料等撰写一篇 200 个单词左右的作文, 能做到内容相关、充实、语言通顺、用词恰当、表达得体, 考试时间为 45 分钟。这部分为命题作文, 文章题材主要属于说明文、议论文或记叙文的范围。该部分目的在于测试学生的基本书面表达能力。

英语专业四级考试(TEM4)的题型、题数、计分、比重、考试时间如下:

序号	题号	名称	题型	题数	计分	比重	时间(分钟)
I		听写	作答题	1	10	10%	10
II	(1) - (10) 1 - 10	听力理解 A 讲座 B 会话	作答题 选择题	10 10	20	20%	20
III	11 - 30	语言知识	选择题	20	20	20%	10
IV	31 - 40	完形填空	选择题	10	10	10%	10
V	41 - 55 (41 - 50) (51 - 55)	阅读理解 A 选择题 B 简答题	选择题 作答题	10 5	20	20%	35
VI		写作	作答题	1	20	20%	45
合计				67	100	100%	130

英语专业四级考试(TEM4)是一种标准化考试, 其目的在于全面地、科学地、客观地考核英语专业二年级的学生是否达到了《高等学校英语专业英语教学大纲》所规定的各项内容和要求。我们根据考试要求和学生的学习情况, 编写了这本英语专业四级全真模拟预测试卷, 共有八套模拟试卷, 目的在于帮助学生检测自己的四级能力。该书应用性强, 是英语学习的很好辅助练习材料, 也是参加专业四级考试的好帮手, 亦是英语自学者进行自我训练和检测的学习材料。由于编者水平有限, 书中错误和疏漏之处在所难免, 敬请使用者和同行不吝赐教。

编者

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全新英语专业四级全真模拟预测试卷

英语专业四级全真模拟预测试卷

Model Test 1

TEST FOR ENGLISH MAJORS — GRADE FOUR

TIME LIMIT 130 MIN

PART I DICTATION

[10 MIN]

Listen to the following passage. Altogether the passage will be read to you four times. During the first reading, which will be done at normal speed, listen and try to understand the meaning. For the second and third readings, the passage will be read sentence by sentence, or phrase by phrase with intervals of 15 seconds. The last reading will be done at normal speed again, and during this time you should check your work. You will then be given ONE minute to check through your work once more.

PART II LISTENING COMPREHENSION

[20 MIN]

SECTION A TALK

In this section you will hear a talk. You will hear the talk ONCE ONLY. While listening, you may look at ANSWER SHEET ONE and write NO MORE THAN THREE WORDS for each gap. Make sure the word(s) you fill in is (are) both grammatically and semantically acceptable. You may use the blank sheet for note-taking.

You have THIRTY seconds to preview the gap-filling task.

Now listen to the talk. When it is over, you will be given TWO minutes to complete your work.

The Greatest American Detective Novels

1. *The Maltese Falcon* by Samuel Dashiell Hammett

a) Character: Sam Spade

- i. A man who saw the corrupt side of life but still retained his tarnished (1) _____
- ii. A tough guy but also a (2) _____ at heart, making him one of the most enduring detective characters

2. Novels by Raymond Chandler

a) *The Big Sheep* Published in (3) _____

- i. Character: Philip Marlowe

1. Quietly (4) _____ and enjoyed chess and poetry
2. Not afraid to risk (5) _____ but never violent merely to settle scores
- b) All 7 novels were produced in the (6) _____ of his life
- c) Each of the 7 novels has unique qualities of (7) _____, depth and focus

3. *I, the Jury* by Mickey Spillane

- a) Character: Mike Hammer
 - i. The prototypical (8) _____ detective
 - ii. Brutally violent and fueled by a (9) _____
 - iii. Holds the law in (10) _____

SECTION B CONVERSATIONS

In this section you will hear two conversations. At the end of each conversation, five questions will be asked about what was said. Both the conversation and the questions will be spoken ONCE ONLY. After each question there will be a ten-second pause. During the pause, you should read the four choices of A), B), C), and D), and mark the best answer to each question on ANSWER SHEET TWO.

You have 30 seconds to preview the questions.

Now, listen to the conversations.

Conversation One

1. A. At a book store.
 - B. In a library.
 - C. In the dormitory.
 - D. In a supermarket.
2. A. Six.
 - B. Seven.
 - C. Nine.
 - D. Ten.
3. A. A disc.
 - B. A bike.
 - C. A library card.
 - D. A book.
4. A. Use the card catalog.
 - B. Use the subcategory.
 - C. Ask the librarian.
 - D. Check the computer.
5. A. No, because he didn't know how.
 - B. No, because no one helped him.
 - C. Yes, because he figured it out by himself.
 - D. Yes, because the librarian helped him.

Conversation Two

6. A. They are roommates.
B. They are good friends.
C. Professor and student.
D. Janitor and student.
7. A. Because he does not want to get burned out.
B. Because he would like to take some time off.
C. Because he has a new job.
D. Because he is transferring to another university.
8. A. Five.
B. Four.
C. Three.
D. Two.
9. A. Because he enjoys it very much.
B. Because he needs to pass it first to take other courses.
C. Because it is the only course left.
D. Because he can get more credits by taking the course.
10. A. Biology.
B. Chemistry.
C. Geology.
D. Physics.

PART III LANGUAGE KNOWLEDGE

[10 MIN]

There are twenty sentences in this section. Beneath each sentence there are four words, phrases or statements marked A, B, C and D. Choose one word, phrase or statement that best completes the sentence.

Mark your answers on ANSWER SHEET TWO.

11. Before the earthquake, the fisherman had a(n) _____ that something was not right.
A. instinct B. consciousness C. intuition D. recognition
12. I have a terrible headache and I need some painkiller. Please help me to ask the physician for a _____.
A. permission B. transaction C. prescription D. transcript
13. The company was accused _____ the villagers' fields to build a cotton mill.
A. to have destroyed B. to destroy
C. with D. of destroying
14. The directors would _____ the key issue on Friday morning, as they searched for a legally binding agreement.
A. return for B. discuss on

- 5

- A did we
C. have we
- B. didn't we
D. haven't we
28. The train is to arrive at Beijing Station at 10:30 p.m. and by then the plane I plan to take _____.
A. will have left
C. had left
- B. would leave
D. will leave
29. It is estimated that one-third of the world's population _____ English.
A. speak
C. speaking
- B. speaks
D. spoke
30. _____, but he added tremendous value to the group.
A. Not only does he exceed our expectations,
B. Not only did he exceed our expectations,
C. Nor did he he exceed our expectations,
D. Either did he exceed our expectations,

PART IV CLOZE

[10 MIN]

Decide which of the words given in the box below would best complete the passage if inserted in the corresponding blanks. The words can be used ONCE ONLY. Mark the letter for each word on ANSWER SHEET TWO.

A. but	B. shifting	C. cliff	D. down	E. on
F. how	G. local	H. sea	I. surveyors	J. move
K. up	L. overnight	M. inland	N. dangerous	O. likely

People living on parts of the south coast of England face a serious problem. In 1993, the owners of a large hotel and of several houses discovered, to their horror, that their gardens had disappeared 31. _____. The sea had eaten into the soft limestone cliffs 32. _____ which they had been built. While experts were studying the problem, the hotel and several houses disappeared altogether, sliding down the 33. _____ and into the sea.

Erosion of the white cliffs along the south coast of England has always been a problem 34. _____ it has become more serious in recent years. Dozens of homes have had to be abandoned as the sea has crept farther and farther 35. _____. Experts have studied the areas most affected and have drawn up a map for 36. _____ people, forecasting the year in which their homes will be swallowed 37. _____ by the hungry sea.

Angry owners have called on the Government to erect sea defenses to protect their homes. Government 38. _____ have pointed out that in most cases, this is impossible. New sea walls would cost hundreds of millions of pounds and would merely make the waves and currents go further along the coast, 39. _____ the problem from one area to another. The danger is 40. _____ to

continue, they say, until the waves reach an inland area of hard rock which will not be eaten as limestone is. Meanwhile, if you want to buy a cheap house with an uncertain future, apply to a house agent in one of the threatened areas on the south coast of England.

PART V READING COMPREHENSION

[35 MIN]

SECTION A MULTIPLE-CHOICE QUESTIONS

In this section there are several passages followed by ten multiple-choice questions. For each question, there are four suggested answers marked A, B, C and D. Choose the one that you think is the best answer and mark your answers on ANSWER SHEET TWO.

Passage One

The final dying sounds of their dress rehearsal left the Laurel Players with nothing to do but stand there, silent and helpless, blinking out over the footlights of an empty auditorium. They hardly dared to breathe as the short, solemn figure of their director emerged from the *naked* seats to join them on stage, as he pulled a stepladder raspingly from the wings and climbed halfway up its rungs to turn and talk to them, with several clearings of his throat.

"It hasn't been an easy job," he said, his glasses glinting soberly around the stage. "We've had a lot of problems here, and quite frankly I'd more or less resigned myself not to expect too much. Well, listen. Maybe this sounds corny, but something happened here tonight. Sitting out there tonight I suddenly knew, deep down, that you were all putting your hearts into your work for the first time." He let the fingers of one hand splay out across the pocket of his shirt to show what a simple, physical thing the heart was; then he made the same hand into a fist, which he shook slowly and wordlessly in a long dramatic pause, closing one eye and allowing his moist lower lip to curl out in a grimace of triumph and pride. "Do that again tomorrow night," he said, "and we'll have one hell of a show."

They could have wept with relief. Instead, trembling, they cheered and laughed and shook hands and kissed one another, and they all sang around the auditorium piano until the time came to agree, unanimously, that they'd better knock it off and get a good night's sleep.

And riding home under the moon, they found they could roll down the windows of their cars and let the air in, with its health-giving smells of loam and young flowers. It was the first time many of the Laurel Players had allowed themselves to acknowledge the coming of spring.

The trouble was that from the beginning they had been afraid they would end by making fools of themselves, and they had compounded that fear by being afraid to admit it. At first their rehearsals had been held on Saturdays — always, it seemed, on the kind of windless February or March afternoon when the sky is white, the trees are black, and the brown fields and hummocks of the earth lie naked and tender between curds of shriveled snow. The Players, coming out of their various kitchen doors and hesitating for a minute to button their coats or pull on their gloves, would see a landscape in which only a few old, weathered houses seemed to belong; it made their own homes look as weightless and impermanent, as foolishly misplaced as a great many bright new toys that had been left outdoors overnight and rained on.

41. The atmosphere in the first paragraph is primarily _____.
A. suspenseful
B. relaxing
C. mysterious
D. lively
42. What does "naked" in the first paragraph mean?
A. venerable
B. unclothed
C. unoccupied
D. undisguised
43. What does the last paragraph serve to the whole passage?
A. Provide information about how the theater company was formed.
B. Deliver insight into the character of the director.
C. Digress to a commentary about human nature.
D. Describe what happened preceding the dress rehearsal.

Passage Two

People have been painting pictures for at least 30,000 years. The earliest pictures were painted by people who hunted animals. They used to paint pictures of the animals they wanted to catch and kill. Pictures of this kind have been found on the walls of caves in France and Spain. No one knows why they were painted there. Perhaps the painters thought that their pictures would help them to catch these animals. Or perhaps human beings have always wanted to tell stories in pictures.

About 5,000 years ago, the Egyptians and other people in the Near East began to use pictures as a kind of writing. They drew simple pictures or signs to represent things and ideas, and also to represent the sounds of their language. The signs these people used became a kind of alphabet. The Egyptians used to record information and to tell stories by putting picture writing and pictures together. When an important person died, scenes and stories from his life were painted and carved on the walls of the place where he was buried. Some of these pictures are like modern comic strip stories. It has been said that Egypt is the home of the comic strip. But, for the Egyptians, pictures still had magic power. So they did not try to make their way of writing simple. The ordinary people could not understand it.

By the year 1,000 BC, people who lived in the area around the Mediterranean Sea had developed a simpler system of writing. The signs they used were very easy to write, and there were fewer of them than in the Egyptian system. This was because each sign, or letter, represented only one sound in their language. The Greeks developed this system and formed the letters of the Greek alphabet. The Romans copied the idea, and the Roman alphabet is now used all over the world.

These days, we can write down a story, or record information, without using pictures. But we still need pictures of all kinds: drawing, photographs, signs and diagrams. We find them everywhere: in books and newspapers, in the street, and on the walls of the places where we live and work. Pictures help us to understand and remember things more easily, and they can make a

story much more interesting.

44. Pictures of animals were painted on the walls of caves in France and Spain because _____.
A. the hunters wanted to see the pictures
B. the painters were animal lovers
C. the painters wanted to show imagination
D. the pictures were thought to be helpful
45. The Greek alphabet was simpler than the Egyptian system for all the following reasons EXCEPT that _____.
A. the former was easy to write
B. there were fewer signs in the former
C. the former was easy to pronounce
D. each sign stood for only one sound
46. Which of the following statements is TRUE?
A. The Egyptian signs later became a particular alphabet.
B. The Egyptians liked to write comic strip stories.
C. The Roman alphabet was developed from the Egyptian one.
D. The Greeks copied their writing system from the Egyptians.

Passage Three

On January 10, 1962, an enormous piece of glacier broke away and tumbled down the side of a mountain in Peru. A mere seven minutes later, when cascading ice finally came to a stop ten miles down the mountain, it had taken the lives of 4,000 people.

This disaster is one of the most “*devastating*” examples of a very common event: an avalanche of snow or ice. Because it is extremely cold at very high altitudes, snow rarely melts. It just keeps piling up higher and higher. Glaciers are eventually created when the weight of the snow is so great that the lower layers are pressed into solid ice. But most avalanches occur long before this happens. As snow accumulates on a steep slope, it reaches a critical point at which the slightest vibration will send it sliding into the valley below.

Even an avalanche of light power can be dangerous, but the Peruvian catastrophe was particularly terrible because it was caused by a heavy layer of ice. It is estimated that the ice that broke off weighed three million tons. As it crashed down the steep mountainside like a gigantic snow plough, it swept up trees, boulders and tons of topsoil, and completely crushed and destroyed the six villages that lay in its path.

At present there is no way to predict or avoid such enormous avalanches, but, luckily, they are very rare. Scientists are constantly studying the smaller, more common avalanches, to try to understand what causes them. In the future, perhaps dangerous masses of snow and ice can be found and removed before they take human lives.

47. In the first line of the second paragraph “*devastating*” means _____.
A. violently ruinous

- B. spectacularly interesting
 - C. stunning
 - D. unpleasant
48. The passage is mainly about _____.
- A. avalanches
 - B. glaciers
 - C. Peru
 - D. mountains

Passage Four

Three English dictionaries published recently all lay claim to possessing a “new” feature. The BBC English Dictionary contains background information on 1,000 people and places prominent in the news since 1988; the Oxford Advanced Learner’s Dictionary: Encyclopedic Edition is the OALD plus encyclopedic entries; the Longman Dictionary of English Language and Culture is the LDOCE plus cultural information.

The key fact is that all three dictionaries can be seen to have a distinctly “cultural” as well as language learning content. That being said, the way in which they approach the cultural element is not identical, making direct comparisons between the three difficult.

While there is some common ground between the encyclopedic/cultural entries for the Oxford and Longman dictionaries, there is a clear difference. Oxford lays claim to being encyclopedic on content whereas Longman distinctly concentrates on the language and culture of the English-speaking world. The Oxford dictionary can therefore stand more vigorous scrutiny for cultural bias than the Longman publication because the latter does not hesitate about viewing the rest of the world from the cultural perspectives of the English-speaking world. The cultural objectives of the BBC dictionary are in turn more distinct still. Based on an analysis of over 70 million words recorded from the BBC World Service and National Public Radio of Washington over a period of four years, their 1,000 brief encyclopedic entries are based on people and places that have featured in the news recently. The intended user they have in mind is a regular listener to the World Service who will have a reasonable standard of English and a developed skill in listening comprehension.

In reality, though, the BBC dictionary will be purchased by a far wider range of language learners, as will the other two dictionaries. We will be faced with a situation where many of the users of these dictionaries will at the very least have distinct socio-cultural perspectives and may have world views which are totally opposed and even hostile to those of the West. Advanced learners from this kind of background will not only evaluate a dictionary on how user-friendly it is but will also have definite views about the scope and appropriateness of the various socio-cultural entries.

49. What feature sets apart the three dictionaries discussed in the passage from traditional ones?
- A. The combination of two dictionaries into one.
 - B. The new approach to defining words.
 - C. The inclusion of cultural content.
 - D. The increase in the number of entries.

50. It is implied in the last paragraph that, in approaching social-cultural content in a dictionary, social thought should be given to _____.
- the language levels of its users
 - the number of its prospective purchasers
 - the different tastes of its users
 - the various cultural backgrounds of its users

SECTION B SHORT ANSWER QUESTIONS

In this section there are five short answer questions based on the passages in Section A. Answer the questions with NO more than TEN words in the space provided on ANSWER SHEET TWO.

Passage One

51. What is the Players' attitude in the fourth paragraph?

Passage Two

52. By the year 1,000 BC, who had developed a simpler system of writing?

Passage Three

53. Why was the Peruvian catastrophe particularly terrible?

54. Can we predict avalanches at present?

Passage Four

55. What are the Oxford's features while comparing with Longman Dictionary?

Part VI WRITING

[45 MIN]

Read carefully the following excerpt on college students having a part time job in the academic school year, and then write your response in NO LESS THAN 200 WORDS, in which you should:

- summarize the main message of the excerpt, and then*
- comment on whether college students should have a part time job or not in the academic school year to earn money*

You should support yourself with information from the excerpt.