

# 全新版大学英语

(第二版)

综合教程 4

——课——练



普通高等教育“十一五”国家级规划教材  
教育部推荐使用大学外语类教材

总主编 李荫华

## 全新版大学英语

第二版

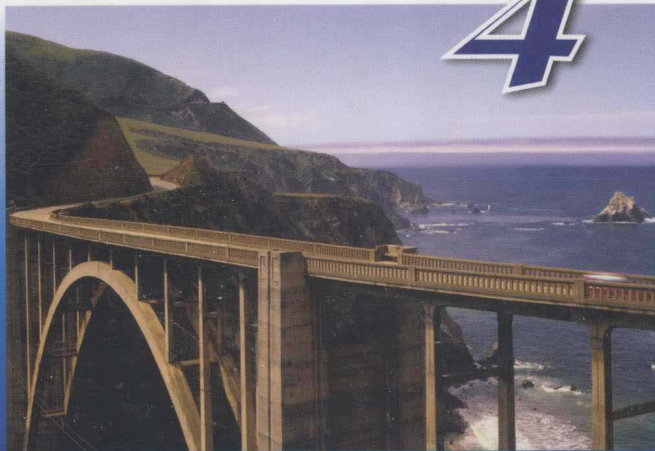
New College English (Second Edition)

*Integrated Course 4*

*Student's Book*

综合教程  
学生用书

主编 李荫华 夏国佐



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# 全新版大学英语

(第二版)

## 综合教程 4 一课一练

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# 编者的话

《一课一练》自出版以来,备受读者的青睐。为了更好地提高学生的听、说、读、写、译的英语综合技能,并使学生适应大学英语四级考试新题型改革的需要,我们对《一课一练》的内容、题型和形式作了系统的修订,努力实现与大学英语四级考试新题型的配套对接,在保留原有题型的基础上增加了大量听力训练以及汉译英的单句练习等内容。

通过《一课一练》,使学生练得“熟”、练得“巧”、练得“精”乃是这次修订的基本原则。力求所有的练习都围绕教材中出现并要求掌握的语言点进行设计与编写,其难度也控制在教学目标的要求范围之内,使学生每学完一单元可得到一次测试的机会,复习、消化刚学过的内容的同时,准确了解自己的学习情况。《一课一练》无疑对学生更全面地掌握教材中的语言点及其延伸性用途等均大有裨益。

《一课一练》第四册由上海对外贸易学院的陈洁、毛梅兰任主编,毛静、郝文钧、刘旻华任副主编,参与编写的老师有唐沛、司耀龙、李名峰、周进、顾辉、杨琪、吴朋、凤羽(按单元编写顺序排列)。毛静担任全书的校对。编写《一课一练》的过程也是编者不断总结、提高的过程,难免挂一漏万,敬请读者不吝赐教。

本书在修订、重版的过程中,始终得到上海外语教育出版社有关人员的大力支持和帮助,谨向他们表示衷心的感谢!

编者

2010年1月





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# Fighting with the forces of nature

## Part I Listening Comprehension

### Section A

**Directions:** In this section, you will hear 8 short conversations and 1 long conversation. 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.

1. A) She couldn't have left her notebook in the library.  
B) She may have put her notebook amid the journals.  
C) She should have made careful notes while doing reading.  
D) She shouldn't have read his notes without his knowing it.
2. A) A porter. B) A plumber.  
C) A mechanic. D) A painter.
3. A) Attending every lecture. B) Doing lots of homework.  
C) Reading very extensively. D) Using test-taking strategies.
4. A) Five. B) Twelve.  
C) Three. D) Fifteen.
5. A) He will go in spite of the cold weather.  
B) He will go when he feels better.  
C) He won't go since he is not feeling well.  
D) He won't go as he hasn't finished his work.
6. A) The size of the room. B) Long working hours.  
C) The hot weather. D) The fan in the room.
7. A) They're twins. B) They're classmates.  
C) They're friends. D) They're colleagues.
8. A) In New York. B) In London.  
C) In Boston. D) In Washington.

Questions 9 to 12 are based on the conversation you have just heard.

9. A) Colleagues. B) Good friends.  
C) Husband and wife. D) Brother and sister.
10. A) A lecture. B) A job interview.  
C) A TV program. D) A TV interview.
11. A) She means that the man may shoot himself in the foot by mistake.  
B) She means that the man should be strict with himself.  
C) She means that the man may do something stupid and lose a great chance.  
D) She means that the man should learn how to shoot accurately.
12. A) His three-piece black suit. B) His two-piece black suit.  
C) His three-piece white suit. D) His two-piece white suit.

## Section B

Directions: In this section, you will hear 2 short passages. At the end of each passage, you will hear some questions. Both the passage and the questions will be read only once. After you hear a question, you must choose the best answer from the four choices marked A), B), C) and D).

### Passage One

Questions 13 to 15 are based on the passage you have just heard.

13. A) Because the number of students they take in is limited.  
B) Because they receive little or no support from public taxes.  
C) Because they are only open to children from rich families.  
D) Because they have to pay more taxes.
14. A) Private schools admit more students.  
B) Private schools charge less than religious schools.  
C) Private schools run a variety of programs.  
D) Private schools allow students to enjoy more freedom.
15. A) The churches. B) The program designers.  
C) The local authorities. D) The state government.

### Passage Two

Questions 16 to 19 are based on the passage you have just heard.

16. A) Buses and trains are too crowded.  
B) A person can move around freely.  
C) It is easy to maintain cars.  
D) A driver is usually safe in his car.
17. A) The car might get stolen if parked on the street.  
B) You might have an accident sooner or later.  
C) Cars will easily break down because of poor quality.



## Section D

Directions: In this section, you will hear a short passage. When you're listening to the passage, take notes of the information about Martin Luther King Junior. The passage will be read twice. After it is read for the second time, there will be a pause. During the pause, you must take notes in the spaces under the number 31.

31.

Birth:	
College:	
Ideas:	
Activities:	
Death:	

## Section E

Directions: In this section, you will hear a short passage. You are required to sum up its main idea in one or two sentences after your listening. Write your summary in the space numbered 32. The passage will be read twice.

32.

## Part II Reading Comprehension (Skimming and Scanning)

Directions: In this part, you will have 15 minutes to go over the passage quickly and answer the questions.

For questions 33 - 39, 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 40 - 42, complete the sentences with the information given in the passage.

It was a nice day at the park and Laura Fleagle was enjoying the sunshine with her two children when a little boy, aged about five, approached her two-year-old son and pushed him to the ground.

“I’d watched him for a little while and my son was the third child he’d shoved,” she says. “I went over to them, picked up my son, turned to the boy and said, firmly, ‘No, we don’t push.’” What happened next was unexpected.

“The boy’s mother ran toward me from across the park,” Laura says. “I thought she was coming over to apologize, but instead she started shouting at me for ‘disciplining her child’. All I did was let him know his behavior was unacceptable. Was I supposed to sit back while her kid did whatever he wanted, hurting other children in the process?”

Getting your own children to play nice is difficult enough. Dealing with other people’s children has become a minefield.

In my house, jumping on the sofa is not allowed. In my sister’s house it’s encouraged. For her, it’s about kids being kids — “If you can’t do it at three, when can you do it?”

Each of these philosophies is valid and, it has to be said, my son loves visiting his aunt’s house. But I find myself saying “no” a lot when her kids are over at mine. That’s OK between sisters but becomes very dangerous when you’re talking to the children of friends or acquaintances.

“Kids aren’t all raised the same,” agrees Professor Naomi White of Monash University. “But there’s still an idea that they’re the property of the parents. We see our children as an extension of ourselves, so if you’re saying that my child is behaving inappropriately, then that’s somehow a criticism of me.”

In those circumstances, it’s difficult to know whether to approach the child directly or the parent first. There are two schools of thought.

“I’d go to the child first.” says Andrew Fuller, author of *Tricky Kids*. “Usually a quiet reminder that ‘we don’t do that here’ is enough. Kids have finely tuned antennae (直觉) for how to behave in different settings.”

He points out that bringing it up with the parent first may make them feel neglectful, which could cause problems. Of course, approaching the child first can bring its own headaches, too.

This is why White recommends that you approach the parents first. “Raise your concerns with the parents if they’re there and ask them to deal with it.” she says.

Asked how to approach a parent in this situation, psychologist Meredith Fuller answers, “Explain your needs as well as stressing the importance of the friendship. Preface your remarks with something like ‘I know you’ll think I’m silly but in my house I don’t want ...’”

When it comes to situations where you’re caring for another child, White is straightforward, “Common sense must prevail. If things don’t go well, then have a chat.”

There’re a couple of new grey areas. Physical punishment, once accepted from any adult, is no longer appropriate. “Now you can’t do it without feeling uneasy about it.” White says.

Men might also feel uneasy about dealing with other people’s children. “Men feel nervous,” White says. “A new set of considerations has come to the fore as part of the debate about how we handle children.”

For Andrew Fuller, the child-centric nature of our society has affected everyone. “The rules are different now from when today’s parents were growing up,” he says. “Adults are scared of



saying, ‘Don’t swear’, or asking a child to stand up on a bus. They’re worried that there will be conflict if they point these things out — either from older children, or their parents.”

He sees it as a loss of the sense of common public good and public courtesy (礼貌), and says that adults suffer from it as much as children.

Meredith Fuller agrees. “A code of conduct is hard to create when you’re living in a world in which everyone is exhausted from overwork and lack of sleep, and a world in which nice people are perceived to finish last.”

“It’s about what I’m doing and what I need,” Andrew Fuller says. “The days when a kid came home from school and said, ‘I got into trouble’, and dad said, ‘You probably deserved it’, are over. Now the parents are charging up to the school to have a go at teachers.”

This jumping to our children’s defence is part of what fuels the “walking on eggshells” feeling that surrounds our dealings with other people’s children. You know that if you remonstrate (劝诫) with the child, you’re going to have to deal with the parents. It’s admirable to be protective of our kids, but is it good?

“Children have to learn to negotiate the world on their own, within reasonable boundaries,” White says, “I suspect that it’s only certain sectors of the population doing the running to the school — better-educated parents are probably more likely to be too involved.”

White believes our notions of a more child-centered society should be challenged. “Today we have a situation where, in many families, both parents work, so the amount of time children get from parents has diminished,” she says.

“Also, sometimes when we talk about being child-centered, it’s a way of talking about treating our children like commodities (商品). We’re centered on them but in ways that reflect positively on us. We treat them as objects whose appearance and achievements are something we can be proud of, rather than serve the best interests of the children.”

One way over-worked, under-resourced parents show commitment to their children is to leap to their defence. Back at the park, Laura’s intervention (干预) on her son’s behalf ended in an undignified exchange of insulting words with the other boy’s mother.

As Laura approached the park bench where she’d been sitting, other mums came up to her and congratulated her on taking a stand. “Apparently the boy had a longstanding reputation for bad behavior and his mum for even worse behavior if he was challenged.”

Andrew Fuller doesn’t believe that we should be afraid of dealing with other people’s kids. “Look at kids that aren’t your own as a potential minefield,” he says. He recommends that we don’t stay silent over inappropriate behavior, particularly with regular visitors.

33. Laura Fleagle expected the little boy’s mother to make an apology when she talked to her.
34. Dealing with other people’s children may cause much trouble.
35. According to Andrew Fuller, author of *Tricky Kids*, when one’s kids are criticized, their parents will probably feel hurt.
36. According to Professor Naomi White of Monash University, when seeing other people’s kids misbehave, one should punish them lightly.
37. Due to the adult-centric nature of our society, people are willing to point out kids’ wrongdoings.

38. In a world where everyone is exhausted from overwork and lack of sleep, it's difficult to create a code of conduct.
39. People have got used to putting the blame on their kids when they get into trouble at school.
33. [Y][N][NG]      34. [Y][N][NG]      35. [Y][N][NG]
36. [Y][N][NG]      37. [Y][N][NG]      38. [Y][N][NG]
39. [Y][N][NG]
40. Professor White believes that the notions of a more \_\_\_\_\_ society should be challenged.
41. According to Professor White, today's parents treat their children as objects whose \_\_\_\_\_ are something they can be proud of.
42. Andrew Fuller recommends that people should not stay silent over \_\_\_\_\_.

## Part III Reading Comprehension (Reading in Depth)

### Section A

**Directions:** In this section, there is a passage with ten 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 fill in each blank with a letter. You may not use any of the words in the bank more than once.

The Japanese word *karaoke* 43 from the word *kara*, meaning “empty” (as in karate, “empty hand”) and *oke* which is 44 for *ōkesutora*, meaning “orchestra”. The words together make a contraction 45 meaning “empty orchestra”.

This term used to be slang for 46 where pre-recorded music substitutes for a live 47, thus it is written in katakana. The term *karaoke* can be 48 as “virtual orchestra” because one can specify a key to the music and start singing along without the 49 of a live band or orchestra. In the United States, the word is often 50 as /ˌkærɪ'əʊki/, and in Britain /ˌkɑːrɑː'əʊkeɪ/. The Japanese pronunciation is /ˌkɑrɑ'ɒkeɪ/.

It is a 51 urban legend that Karaoke is Japanese for “tone-deaf”. This is not true, though it is 52.

- |                |                |               |
|----------------|----------------|---------------|
| A) literally   | F) presence    | K) media      |
| B) amusing     | G) performance | L) circles    |
| C) stems       | H) swiftly     | M) pronounced |
| D) interpreted | I) short       | N) worthwhile |
| E) mystery     | J) variety     | O) popular    |

## 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.

### Passage One

Questions 53 to 57 are based on the following passage.

As is known to all, the organization and management of wages and salaries are very complex. Generally speaking, the Accounts Department is responsible for calculations of pay, while the Personnel Department is interested in discussions with the employees about pay.

If a firm wants to adopt a new wage and salary structure, it is essential that the firm should decide on a method of job evaluation and ways of measuring the performance of its employees. In order to be successful, that new pay structure will need agreement between Trade Unions and employers.

In job evaluation, all of the requirements of each job are defined in a detailed job description. Each of those requirements is given a value, usually in "points", which are added together to give a total value for the job. For middle and higher management, a special method is used to evaluate managers on their knowledge of the job, their responsibility, and their ability to solve problems. Because of the difficulty in measuring management work, however, job grades for managers are often decided without reference to an evaluation system based on points.

In attempting to design a pay system, the Personnel Department should compare the value of each job with those in the job market. It should also consider economic factors such as the cost of living and the labor supply.

It is necessary that payment for a job should vary with any differences in the way that job is performed. Where it is simple to measure the work done, as in the work done with the hands, monetary encouragement schemes are often chosen; for indirect workers, where measurement is difficult, methods of additional payments are employed.

53. If a firm wants to establish a new pay structure, it is necessary to get the agreement between \_\_\_\_\_.
- A) Trade Unions and the Personnel Department
  - B) the Personnel Department and the Sales Department
  - C) employees and Trade Unions
  - D) employers and Trade Unions
54. What does "monetary encouragement schemes" (Last Para. ) imply?
- A) They are plans in which much payment is encouraged.
  - B) They are encouraging money schedules.
  - C) They are pay systems.
  - D) They are pay systems to encourage workers in that the more work is done, the more money will be paid.
55. Methods of additional payments are adopted for indirect workers because \_\_\_\_\_.

- A) their work is not so important as other workers'
  - B) they do not get good wages
  - C) the measurement of their work is difficult
  - D) the company does not have enough money
56. If a job is performed differently, \_\_\_\_\_.
- A) only the Account Department is involved in the management of wages and salaries
  - B) the method of evaluating higher management work is the same as that of evaluating the job done by workers
  - C) the payment for the job should be different, too
  - D) an evaluation system based on points is usually used to measure management work
57. The main purpose of this passage is to \_\_\_\_\_.
- A) give details about the responsibilities of both Accounts Department and Personnel Department
  - B) tell readers how a firm can succeed in adopting a new pay system
  - C) explain how the performance of a job can be measured in points
  - D) convince readers that management work is more difficult to evaluate than the work done by workers

### Passage Two

Questions 58 to 62 are based on the following passage.

In a time of low academic achievement by children in the United States, many Americans are turning to Japan, a country of high academic achievement and economic success, for possible answers. However, the answers provided by Japanese preschools are not the ones Americans expected to find. In most Japanese preschools, surprisingly little emphasis is put on academic instruction. In one investigation, 300 Japanese and 210 American preschool teachers, child development specialists, and parents were asked about various aspects of early childhood education. Only 2 percent of the Japanese respondents ( 答卷者 ) listed "to give children a good start academically" as one of their top three reasons for a society to have preschools. In contrast, over half the American respondents chose this as one of their top three choices. To prepare children for successful careers in first grade and beyond, Japanese schools do not teach reading, writing, and mathematics, but rather skills such as persistence, concentration, and the ability to function as a member of a group. The vast majority of young Japanese children are taught to read at home by their parents.

In the recent comparison of Japanese and American preschool education, 91 percent of Japanese respondents chose providing children with a group experience as one of their top three reasons for a society to have preschools. 62 percent of the more individually-oriented ( 强调个性发展的 ) Americans listed group experience as one of their top three choices. An emphasis on the importance of the group seen in Japanese early childhood education continues into elementary school education.

Like in America, there is diversity in Japanese early childhood education. Some Japanese kindergartens have specific aims, such as early musical training or potential development. In large cities, some kindergartens are attached to universities that have elementary and secondary schools.

Some Japanese parents believe that if their young children attend a university-based program, it will increase the children's chances of eventually being admitted to top-rated schools and universities. Several more progressive programs have introduced free play as a way out for the heavy intellectualizing in some Japanese kindergartens.

58. We learn from the first paragraph that many Americans believe \_\_\_\_\_.
- A) Japanese parents are more involved in preschool education than American parents
  - B) Japan's economic success is a result of its scientific achievements
  - C) Japanese preschool education emphasizes academic instruction
  - D) Japan's higher education is superior to theirs
59. Most Americans surveyed believe that preschools should also attach importance to \_\_\_\_\_.
- A) problem solving
  - B) group experience
  - C) parental guidance
  - D) individually-oriented development
60. In Japan's preschool education, the focus is on \_\_\_\_\_.
- A) preparing children academically
  - B) developing children's artistic interests
  - C) tapping children's potential
  - D) shaping children's character
61. Free play has been introduced in some Japanese kindergartens in order to \_\_\_\_\_.
- A) broaden children's horizon
  - B) cultivate children's creativity
  - C) lighten children's study load
  - D) enrich children's knowledge
62. Why do some Japanese parents send their children to university-based kindergartens?
- A) They can do better in their future studies.
  - B) They can accumulate more group experience there.
  - C) They can be individually oriented when they grow up.
  - D) They can have better chances of getting a first-rate education.

## Part IV Vocabulary

Directions: Choose the ONE that best completes the sentence from the four choices marked A), B), C) and D).

63. The manufacturers had to raise their prices because of the increase in the cost of \_\_\_\_\_ materials.
- A) raw
  - B) original
  - C) rough
  - D) primitive
64. They should hire a more \_\_\_\_\_ accountant than the one they currently have.
- A) effective
  - B) sufficient
  - C) efficient
  - D) respective
65. The customer \_\_\_\_\_ her hand over the material, enjoying the smooth silky feeling of its

surface.

- A) glided                      B) slipped                      C) slid                      D) stroked
66. The two college students saved the life of a little boy \_\_\_\_\_ their own.  
A) at the risk of      B) at the danger of      C) in danger of      D) at the cost of
67. By \_\_\_\_\_ Mr Zhang is a taxi driver.  
A) profession      B) work      C) occupation      D) employment
68. The defeated enemy soldiers had to \_\_\_\_\_ from the battle field to the mountain.  
A) draw      B) retreat      C) return      D) retire
69. The shock of her daughter's death \_\_\_\_\_ her unable to remain calm.  
A) caused      B) had      C) enabled      D) rendered
70. The basic aim of the establishment of this institution is the \_\_\_\_\_ of H1N1.  
A) conquest      B) fight      C) work      D) treatment
71. The price of this new apartment will be somewhere in the \_\_\_\_\_ of ¥1,000,000.  
A) region      B) district      C) probability      D) approximation
72. Our institute \_\_\_\_\_ four teaching buildings, a big language center and several apartment buildings.  
A) claims      B) enjoys      C) boasts      D) appreciates
73. This method creates an atmosphere \_\_\_\_\_ to expansion.  
A) preferable      B) profitable      C) favorable      D) superior
74. It does not change the fact that she was the doctor \_\_\_\_\_ for the failure of the operation.  
A) guilty      B) obliged      C) accounting      D) responsible
75. Don't poke your nose into things that don't \_\_\_\_\_ you.  
A) relate      B) concern      C) interest      D) connect
76. \_\_\_\_\_ to the Independent War, the United States was an English colony.  
A) Before      B) Prior      C) Following      D) Preceding
77. Disagreements among engineers were \_\_\_\_\_ to the plan.  
A) fatal      B) crucial      C) critical      D) vital

## Part V Grammar

Directions: Choose the ONE that best completes each sentence from the four choices marked A), B), C) and D).

78. \_\_\_\_\_ he works hard, I don't mind when he finishes the experiment.  
A) As soon as      B) As well as      C) So far as      D) So long as
79. Americans eat \_\_\_\_\_ as they actually need every day.  
A) twice as much protein      B) twice protein as more  
C) twice protein as much      D) protein as twice much
80. People appreciate \_\_\_\_\_ with him because he has a good sense of humor.  
A) to work      B) to have worked      C) working      D) having worked



81. Living in the central Australian desert has its problems, \_\_\_\_\_ obtaining water is not the worst.  
 A) for which            B) to which            C) of which            D) in which
82. \_\_\_\_\_ with the picture, Mary tore it to pieces.  
 A) Dissatisfying thoroughly            B) Being thoroughly dissatisfied  
 C) To dissatisfy thoroughly            D) To be thoroughly dissatisfied
83. I was lucky \_\_\_\_\_ I was able to find a good baby-sitter.  
 A) by that            B) at that            C) on that            D) in that
84. Botanists are not sure where the first plant was grown or even \_\_\_\_\_.  
 A) what plant was            B) it was what plant  
 C) what plant was it            D) what plant it was
85. Helen was much kinder to her youngest child than she was to the others, \_\_\_\_\_ of course, made others jealous.  
 A) who            B) that            C) which            D) what
86. The mere fact \_\_\_\_\_ most people believe nuclear war would be madness does not mean that it will not occur.  
 A) that            B) what            C) which            D) why
87. A solar day is the length of time \_\_\_\_\_ the Earth to revolve once around the Sun.  
 A) takes            B) takes it            C) it takes            D) he takes
88. \_\_\_\_\_ received law degrees as today.  
 A) Never so many women have            B) Never have so many women  
 C) The women aren't ever            D) Women who have never
89. I know nothing about that \_\_\_\_\_.  
 A) short young Japanese lawyer            B) young short Japanese lawyer  
 C) Japanese young short lawyer            D) Japanese short young lawyer
90. We have been told that under no circumstances \_\_\_\_\_ the telephone in the office for personal affairs.  
 A) may we use            B) we may use            C) we could use            D) did we use
91. I've never been to Beijing, but it's the place \_\_\_\_\_.  
 A) where I'd like to visit            B) I most want to visit  
 C) in which I'd like to visit            D) that I want to visit it most
92. His remarks left me \_\_\_\_\_ about his real purpose.  
 A) wondered            B) wonder            C) to wonder            D) wondering

## Part VI Cloze

Directions: There are 20 blanks in the following passage. For each blank there are four choices marked A), B), C) and D) on the right side of the paper. You should choose the ONE that best fits into the passage.