

D X Y Y S J J N X L J C

大学英语

罗德芬 王永东 编

四级技能训练教程

DAXUE YINGYU SIJI JINENG XUNLIAN JIAOCHENG

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内 容 简 介

本书是按《大学英语教学大纲》(修订本)和《大学英语考试大纲》的要求,模仿四级考试的题型和考试内容范围而编写的。全书共分为阅读理解、语法结构、写作、简答、词汇、完形填空六个部分,为方便学习,各部分题型训练均附有答案。本书着重技能提高的方法与实践练习,有较强的针对性和实用性。

本书可作为高等院校非英语专业大学英语辅助教材使用,也可作为英语爱好者的自学参考书。

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前 言

《大学英语教学大纲》(1999 年修订本)指出:“大学英语教学应帮助学生打下扎实的语言基础,掌握良好的语言学习方法,提高文化素养,以适应社会发展和经济建设的需要”,并把四级定为全国各类高校均应达到的基本要求。为了贯彻大纲的精神,帮助和指导达到教学大纲所规定的各项指标,顺利通过大学英语四级考试,并以此为基点全面提高英语的应用能力,我们编写了本教程。

本教程编写的要旨与特点:

1. 指导方向明确。根据教学大纲的要求,按照四级考试内容范围和题型,为学生提供分项训练的机会,使学生检查是否达到大纲所要求掌握的语言基础和综合技能,并通过反复练习,达到熟练程度。

2. 实用性、针对性强。紧扣考试大纲,着重技能提高的方法与实践练习,所精选的材料,不仅立足于培养学生的综合语言素养,还可帮助学生开阔视野,扩大知识面,加深对外部世界的了解,借鉴和吸收外国文化的精华,提高自身文化素质。

3. 最新全真模拟。各项训练例题的题型和题量均根据四级考试的模式设定,紧密联系当前最新考试动向,既注意到知识的系统性、条理性,又有对重点、难点的把握和突破,内容丰富,以便学生举一反三。

本教程共分阅读、语法、写作、简答、词汇、完形填空六个部分,各部分均按概述、技能、训练三个层次编写,其中罗德芬编写阅读、语法和词汇部分,王永东编写写作、简答和完形填空部分。罗德芬负责全书统稿。

本书如有疏漏之处,望使用者不吝赐教。

编 者
2003 年 2 月

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第一部分 阅读理解

I 概述

大学英语教学大纲规定：大学英语教学的目的是培养学生具有较强的阅读能力和一定的听、说、写、译能力，使他们能用英文交流信息。大纲并指出，在四级学习阶段阅读能力的要求为能顺利阅读难度中等的一般性题材的文章，掌握中心大意以及说明中心大意的事实和细节，并能进行一定的分析、推理和判断，领会作者的观点和态度，阅读速度达到每分钟 70 词。在阅读篇幅较长、难度略低、生词不超过总词数 3% 的材料时，能掌握中心大意，抓住主要事实和有关细节，阅读速度达到每分钟 100 词。

大学英语四级考试大纲规定：阅读理解占 40%，共 20 题，考试时间 35 分钟，要求考生阅读若干篇短文，总阅读量不超过 1000 词，每篇短文后有若干个问题，考生应根据文章内容从每题四个选择项中选出一个最佳答案。选材的原则是：

- 1) 题材广泛，可以包括人物传记、社会、文化、日常知识、科普常识等，但是所涉及的背景知识应能为学生所理解；
- 2) 体裁多样，可以包括记叙文、说明文、议论文等；
- 3) 文章的语言难度中等，无法猜测而又影响理解的关键词，如超过大纲词汇表四级的范围，用汉语注明词义。

阅读理解部分主要测试下述能力：

- 1) 掌握所读材料的主旨和大意；
- 2) 了解说明主旨和大意的事实和细节；
- 3) 既理解字面的意思，也能根据所读材料进行一定的判断和推理；
- 4) 既理解个别句子的意义，也理解上下文的逻辑关系。

阅读理解是测试学生通过阅读获取信息的能力，既要求准确，也要求有一定的速度。

II 阅读理解技能

1. 阅读方法

(1) 细读 (Careful Reading)

细读的目的为领会文章的细节，做到对文章有较深的理解。细读不等于慢读，不是逐字逐

字地读,而是按意群一组一组地读,这样既可以准确理解文章,又有一定的速度。

(2) 查读(Scanning)

查读是在文章中迅速找出某一特定信息,如事实细节、时间、地点、数字和人物等。查读不必通览全文,其特点是带着问题寻找答案。运用这种方法,可迅速查出某个问题的出处。

(3) 略读(Skimming)

略读是一种有选择的阅读,其主要目的是了解文章大意。它与通读不同的是,不需一句不漏地读,只要粗略地浏览全文,并略去无关紧要的枝节。在解答涉及文章主旨的整体性问题时,读者可运用这一方法。

(4) 猜测生词(Guessing Unknown Words)

在阅读中,读者不可避免地会遇到一些生词。在许多情况下,读者可以利用寻找词根或辨认词缀来猜测生字意义。寻找词根是猜测生字意义的最佳办法之一,因为词根能反映一个词的基本意义,知道一个词的基本意义就不难猜测其正确意义。辨认单词的前缀和后缀,了解其意义和作用,也有助于猜测生词的词义。当然,在更多的情况下,读者必须综合生词的上下文有关的信息来揣测该生词的意义。

2. 解题方法

常见的解题方法有对应法、排除法、推测法、归纳法、反证法 5 种。

1) 对应法:在四个选择项中,正确的选项往往是用不同的词、短语和句子来表达与文章中相应的词语或情节,因此能在文章中找到相对应的词、短语或句子,该选项即为正确答案。

2) 排除法:在不能马上确定一个答案时,根据已知信息,逐个排除不正确的选择项,未排除项即是答案。

3) 推测法:利用情节线索、词义联系、上下文关系、语言信号等进行推测,获得正确答案。

4) 归纳法:利用文章细节归纳段落中心思想,或综合各段落中心思想归纳短文主题。

5) 反证法:从正面来证明反面,或从反面来证明正面。

3. 阅读理解提问类型

(1) 语义题(Reference Questions)

语义题用来考察考生对文章中某个单词、短语或句子的正确理解能力,即根据上下文各种线索猜测词义的能力,有时是测试考生对文章中某个代词的指代关系的理解。

What does "it" refer to (Line 2. Para. 4)?

What does the author define in Lines 1—2 of Paragraph 5?

Which of the following phrases could be substituted for the phrase "clear of" (Line 3, Para. 2) without changing the meaning of the sentence?

In the last sentence of the passage, the word "them" refers to _____.

From the passage, you may guess the word "anemia" probably means _____.

The word "seep" in Paragraph 2 could be replaced by _____.

The word "bested" (Line 3, Para. 5) most probably means _____.

The expression "play safe" probably means _____.

(2) 事实细节题(Specific Questions)

细节题根据短文的信息和事实进行提问。凡涉及文章中事件发生的时间、地点、原因、过程等都属细节题。细节题的特点是涉及答案的信息是文章中已表达的,而非自己的假设和推测。

What time of the year was in the story?

What problem do storm sewers solve?

What does the passage say about _____?

Which of the following is not mentioned in the second paragraph?

Which of the following statements is (not) true according to the passage?

Which of the following is mentioned as one of Picasso's interests?

Which of the following best describes the organization of the passage?

When David got into the flat, he _____.

When did the first award ceremony take place?

Where did Johnson spend most of his childhood?

Where in the passage does the author mention _____?

How far was the prison from Arcadia?

How many awards did Rivera receive for his work?

How much cotton per day could be cleaned by one of Whitney's first machines?

How often does a rattlesnake shed its skin?

From the passage, we know that _____.

From the passage, we know that Bobby was _____.

In the passage, the author states that _____.

According to the passage, the Bridge is described as _____.

According to the passage, the first pyramid builders were probably _____.

The author mentions all of the items listed below except _____.

The author makes it clear that coins made by machine are _____.

The passage says that until recently scientists disagreed with the idea _____.

The Mississippian culture influences the culture of _____.

The museum discussed in the passage can be found in _____.

A student is required to get special permission when _____.

(3) 主旨题(Topic Questions)

主旨题主要用来测试考生对整篇文章的理解能力,可以涉及短文的标题、中心思想、作者的写作意图等。

What does the passage mainly discuss?
What is the main idea expressed in the passage?
What would be the best title for the passage?
What is the main topic of the passage?

Which sentence best expresses the main idea?
Which of the following best states the theme of the passage?
Which of the following is the most appropriate title for the passage?

The passage could be titled _____.
The topic of this passage is _____.
The major point discussed in this passage is _____.
The article was written to _____.
This passage is most concerned with _____.
This passage illustrates/shows _____.

The author holds that _____.
The author's purpose of writing this passage is to _____.

(4) 推理题 (Inference Questions)

推理题用来测试考生对所阅读的短文中的信息、事实、细节进行分析和推理的能力。推理题包括简单推理和复杂推理两种。简单推理题是以表面的信息为前提,以具体的事实为依据进行逻辑推理;而复杂的推理是根据文章中未做正面陈述,但已暗示过的信息或事实进行分析、推理,从而得出既符合情理又合乎逻辑的结论。推理题有一定的难度。

What might be the relationship between A and B?
What is implied in this passage?
What can you infer in this passage?
What is the author's attitude towards science?
What result do you think the quarrel might be according to the author?

Which of the following can be regarded as the main reason for developing measles?
Which of the following can be inferred from the passage about _____?
Which of the following can most probably be inferred from the passage?

Why did the author mention man's first landing on the moon?
Why was George Washington's choice for the site of the capital not very surprising?
Why did all the cars stop at the window of the author?

It can be inferred from the passage that _____.
It is implied (but not stated) that _____.

It can be assumed that the paragraph preceding the passage most probably discussed _____.

The author/The passage implied that _____.

The passage most probably came from _____.

The passage focuses primarily on _____.

The passage is probably taken from a book about _____.

The paragraph preceding this one most probably discussed _____.

The paragraph following the passage will probably discuss _____.

The author's purpose of writing the article seems to _____.

The best solution to the conflict might be _____.

The reason why the ... is that _____.

According to the passage, ... because _____.

(5) 语气、态度题(Tone, Attitude Questions)

这类题旨在让考生根据文章所提供的各种信息材料,判断并领会作者的写作意图、基本观点和态度,以及作者叙述的语气,比如是客观的,还是主观的;是肯定的,还是否定的;是赞赏的,还是讽刺的。这类题型与判断文章的主题思想有共同之处。赖以判断推理的某些信息往往是隐而不露的,因此,间接性、含蓄性是这类题目的共同特点。解答这一类题难度更大。

在这类题的选择项中常出现的表示语气、态度的词有:subjective(主观的),objective(客观的),emotional(情绪化的,动情的),indifferent(冷漠的),cool(冷静的),calm(沉静的),positive(肯定的),negative(否定的),neutral(中立的),conservative(保守的),critical(批评的),doubtful,suspicious(怀疑的),uncertain(不明确的),tolerant(容忍的),humorous(幽默的),favorable,approving(赞同的),questioning(疑问的),sarcastic,ironic(讽刺的),serious(认真的),solemn(严肃的),matter-of-fact(实事求是的)

What's the tone of the passage?

What's the author's opinion about the use of electric devices in air-flight?

The author's attitude towards his writing is _____.

The writer's attitude towards the use of a computer can be best discussed as _____.

The author's attitude towards passive smoking is probably _____.

The author's tone in writing this passage is _____.

It can be inferred from the passage that the author _____.

The moral of the story is that _____.

This piece is written _____.

III 题型训练

Reading Comprehension Exercises

Passage 1

Whenever a dramatic author is asked to discuss "the mission of the playwright," there is a great temptation for him to become pretentious. Instead of being just a hardworking writer, he suddenly becomes a man with a mission. For a moment this makes him feel quite important and he begins to think about his mission: to hold the mirror up to nature, to interpret a generation to itself, to question out-of-date conventions, to protest, to praise, to criticize — and so on.

Ask a hundred playwrights what they see as their mission and you will get a hundred different answers. Playwriting, like any other kind of writing, is a highly personal matter. The dramatist writes out of a personal need to express himself on some aspect of his world — on social abuse, personal morality, the need for love and understanding, loneliness, or whatever. None of these is better than any other, only different. Nor is the playwright any less worthy who simply sets out to entertain his audience, to amuse it, to make it laugh.

The mission of the playwright, then, is to look into his heart and write; to write of whatever concerns him at the moment; to write with passion and conviction. Of course, the measure of the man will be the measure of his plays. A man cannot express more than is in him, though often, to his regret, he expresses less because of the almost inevitable failure to realize his vision fully.

Of course, the writer whose heart beats in a too special way, whose interests and concerns are kept secret to others, will probably not be a good playwright because a writer does reflect nature, does interpret his generation to itself, and if he and his concerns are far removed from his generation, an audience will find no recognition in his work and therefore no pleasure, no enlightenment.

1. The author implies that, because the playwright's choice of a subject is subjective, we cannot _____.
 - A. determine his value as an author
 - B. place a value judgment on that choice
 - C. achieve enjoyment from his work
 - D. criticize the quality of his writing
2. A dramatist is most motivated by the _____.
 - A. demands of the audience
 - B. reviews of the drama critics
 - C. personal need to express himself
 - D. desire for money or fame

3. The writer of comedies is just as worthy as the writer of tragedies.
A. True
B. Sometimes
C. False
D. Never
4. A playwright _____.
A. usually expresses more than what is in him
B. usually realizes his vision fully
C. can always express more than what is in him
D. often expresses less than what is in him
5. If a playwright neither reflects nature nor interprets his generation to itself, he _____.
A. may not be understood by his audience
B. will become successful
C. will not write of whatever concerns him
D. cannot define his "mission"

Passage 2

Reading is not the only way to acquire knowledge of preceding work. There is another large reservoir which may be called experience, and the college student will find that every craftsman has something he can teach and will generally teach gladly to any college student who does not look down upon them with ill-concealed disdain (蔑视). The information from these quarters differs from that in textbooks and papers chiefly in that its theoretical part — the explanations of why things happen — is frequently quite fantastic (怪诞的). But the demonstration and report of what happens, and how it happens, are sound even if the reports are in completely unscientific terms. Presently the college student will learn, in this case also, what to accept and what to reject. One important thing for a college student to remember is that if Aristotle could talk to the fisherman, so can he.

Another source of knowledge is the vast store of traditional practices handed down from father to son, or mother to daughter, of country customs or folklore. All this is very difficult for a college student to explore, for much knowledge and personal experience is needed here to separate good plants from wild weeds. The college student should learn to realize and remember how much of real value science has found in this wide, confused wilderness and how often scientific discoveries turn out to be rediscoveries of what had existed in this wilderness long ago.

1. In Line 5 of Paragraph 2, the phrase “this wide, confused wilderness” refers to _____.
- A. personal experience
- B. wild weeds among good plants
- C. the information from the parents
- D. the vast store of traditional practices

2. Which of the following statements is supported by the passage?
- A. The college students have trouble separating good plants from wild weeds.
 - B. Craftsman's experience is usually unscientific.
 - C. The contemptuous(傲慢的) college students will receive no instructions from craftsmen.
 - D. Traditional practices are as important as experience for the college student.
3. From this passage we can infer that _____.
- A. we'll invite the craftsman to teach in the college
 - B. schools and books are not the only access to knowledge
 - C. scientific discoveries are based on personal experience
 - D. discoveries and rediscoveries are the most important source of knowledge for a college student
4. The author advises the college student to _____.
- A. be ill-concealed towards the craftstman
 - B. be patient in helping the craftsman with scientific terms
 - C. learn the craftsman's experience with a critical eye
 - D. obtain the craftsman's experience without rejection
5. The main idea of this passage is about _____.
- A. what to learn from the parents
 - B. how to acquire knowledge
 - C. why to learn from craftsman
 - D. how to deal with experience

Passage 3

I find it takes the young writer a long time to become aware of what language really is as a medium of communication. He thinks he should be able to put down his meaning at once and be done with it, and he puts it down and releases his feeling for it in language that is meaningless to anyone else. He has to learn that he can load almost any form of words with his meaning and be expressing himself but communicating nothing. He has to learn that language has grown naturally out of the human need to communicate, that it belongs to all those who use it, and its communicative capacities have developed to meet the general need, that it is most alive when it comes off the tongue supported as it always is by the look and action of the speaker, that the tongue use of it is universal but the written use of it is relatively rare. He must come to see that the tongue use is filled with cliches which are the common counters best serving the general need. Words and phrases that come off his tongue made alive by the living presence of himself become on paper dead transcriptions. Somehow he must overcome the capacity of words to remain dead symbols of meaning as they are in the dictionary. He must breathe life into them as he sets them on paper.

1. The passage indicates that when words are spoken and then written, _____.
 - A. they become more understandable
 - B. their effect is different
 - C. their capacity for communication is increased
 - D. their dictionary definitions have no value
2. The author implies that the young writers are _____.
 - A. in too much of a hurry to have their say
 - B. lacking in confidence
 - C. too critical in analyzing their own work
 - D. too emotional in their approach to writing
3. The passage suggests that _____.
 - A. the written word has more of a potential than the spoken word
 - B. cliches will eventually disappear
 - C. books are dead symbols
 - D. words exist for a purpose
4. The author implies that cliches _____.
 - A. are rarely used in writing
 - B. have no place in speaking
 - C. perform some functions usefully
 - D. have equal value for writers and speakers
5. The passage suggests that _____.
 - A. writing is more difficult than speaking
 - B. writing requires less creativity than speaking
 - C. writing possesses distinct advantages over speaking
 - D. effective writers are usually effective speakers

Passage 4

His life falls into three clearly marked periods. First, there is the period of work in the Philosophic(哲学的) School of Plato, the Academy at Athens, which covers the 20 years from the age of 17 to that of 37 and only comes to an end with the death of Plato. Next, there is the period of his Wanderjahre(漫游行) — at Assus, in the south of the Troad, on the island of Lesbos opposite, and at the Macedonian court in Pella — which covers the dozen years from the age of 37 to that of 49 and ends with the accession(就职) of his pupil Alexander. Finally, there is a second period of work in Athens — a period of work on his own account as the head of the Peripatetic School in the Lyceum — which covers, roughly, another dozen years of his life (335—322 B. C.) and ends with his retirement to Chalcis and his death. These periods are not only stages in the external course of a life, they are also sta-

ges in the internal development of a body of liberal thought.

Aristotle was from first to last an Ionian, an observer of the facts of nature, a man for whom no problem was too detailed to whet his curiosity. But the development of his thought probably would have led him to detailed scientific inquiry if he had been born an Athenian or a Theban. By 1300 Aristotle was the acknowledged "master of those who know". For Dante, indeed, he was the "Philosopher"; his views run through the *De Monarchia*. But, only in the latter part of the 19th century, with the development of biological study, did Aristotle the scientist come to be recognized once more and only in the 20th century did the development of his mind and the growth of his philosophy of nature begin to be understood.

1. The passage makes it clear that Aristotle's teacher passed away in _____.
A. 322 B. C
C. 335 B. C
B. 347 B. C
D. 384 B. C
2. Which of the following is nearest in meaning to "whet" (Line 13)?
A. "sharpen"
C. "excite"
B. "express"
D. "burn"
3. We may conclude by reading the passage that Aristotle _____.
A. engaged himself in minute scientific research
B. was born either an Athenian or a Theban
C. was a student of biology
D. worked for 20 years by the side of Dante
4. The author specifically mentions his dissatisfaction with Aristotle's inability to conduct thorough scientific research because _____.
A. not until the age of 17 did he receive aristocratic(贵族的) education
B. he was one of the members of aristocratic education with liberal thoughts
C. public schools were prevailing in ancient Greece and stood for western civilization
D. the scientist was not born in Athens
5. Which of the following is NOT mentioned with regard to Aristotle?
A. Educational background.
C. Marriage.
B. Contribution.
D. Fields of research.

Passage 5

For testing a student's memory of facts and details, the objective test has advantages. It can be scored very quickly by the teacher or even by a machine. In a short time the teacher can find out a great deal about the student's range of knowledge. For a clear picture of what the students knows, most teachers use another kind of examination in addition to objective tests. They use "essay" tests, which require students to write long answers to broad, general questions.

One advantage of the essay test is that it reduces the element of luck. The students ~~can~~ not get a high score just by making a lucky guess. Another advantage is that it shows the examiner more about the student's ability to put facts together into a meaningful whole. Sometimes, though, essay tests have disadvantages, too. Some students are able to write rather good answers without really knowing much about the subject, while other students who actually know the material have trouble expressing their ideas in essay form. Traditionally, essay questions are mainly used in the academic circles. In Europe, people who wanted to get a degree usually give a speech concerning his major field, and then hold a discussion with teachers. The importance of essay questions remains in areas where profound knowledge in regards to a narrow field is required as the target of the test. But in other tests, standardized tests are gaining popularity, especially when a large number of people (testees and administrators) are involved.

Besides, on an essay test the student's score may depend on the examiner's feelings at the time of reading the answer. If he is feeling tired or bored, the student may receive a lower score than he should. Another examiner reading the same answer might give it a much higher mark. From this standpoint the objective test gives each student a fairer chance, and of course it is easier and quicker to score.

Whether an objective test or an essay test is used, problems arise. When some objective questions are used along with some essay questions, however, a fairly clear picture of the student's knowledge can usually be obtained. Therefore if a teacher wants to test both the depth and width of his students' knowledge in the major field, he may well use a comprehensive approach in testing. That is to say, he uses both subjective and objective questions in the exam.

1. What is the subject under discussion in this passage?
 - A. Standardized tests and subjective tests.
 - B. Teachers' feelings and students' scores.
 - C. Examination and its importance.
 - D. Advantages and disadvantages of an essay test.
2. What is the main idea of this passage?
 - A. An objective test shows what a student knows about facts and details.
 - B. An essay test has its merits and setbacks.
 - C. Essay tests and objective tests are complementary in examinations.
 - D. The objective test gives each student a fairer chance.
3. What title below best summarizes the content of this passage?
 - A. How to conduct a test?
 - B. Examination and its side effects.
 - C. Essay tests.
 - D. Modern examinations.