



2014
精于研究 专于考试

大学英语六级考试

标准 阅读

新题型

CET-6

王长喜 主编

80篇

外语教学与研究出版社
FOREIGN LANGUAGE TEACHING AND RESEARCH PRESS



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2014 透视改革 全新突破 完胜新题型



中国的教育家，有课堂上教书育人者，有潜心学术研究者，有著作等身的出版者，而耕耘大学英语教育数十年的王长喜老师，则三者兼有。

——人民教育家研究院常务副院长 徐启建

外研社进军教辅领域，有着得天独厚的优势，与长喜英语品牌的强强联手，更是如虎添翼。有了编辑出版的专业保障，再加上长喜英语的品牌影响，相信这一系列图书的出版，会成为中国教辅图书市场的一剂强心剂。

——《中国出版传媒商报》社长、总编辑 孙月沐

每年的四六级考试前后，都是沪江英语论坛最活跃的时候，求真题、押考题、晒考经。如果要统计讨论的“热词”，王长喜和他的“长喜英语”绝对胜出。在英语学习辅导用书层出不穷的当下，能让大学生们熟悉、信赖、喜欢，还对“长喜英语”不离不弃，长喜老师实在是“高”！

——沪江网总编 王晓苏

第一次参加四级就赶上新题型改革，多亏看了长喜英语的视频课，做了长喜大叔的新题型试题，写作、翻译一点儿也不难，听力、阅读也超给力。六级，我会再接再厉！

——天津外国语大学学生 李秋绮



长喜教授的书既畅销又常销。作为英语教辅品牌，长喜英语既有学术价值又长于考试实操。2013年“外研社长喜英语”工作室成立，系列新书又将与广大学子见面。20余年，长喜英语不仅品牌长青，还又生新枝，可谓“长喜”。

——《京华时报》教育周刊主编 辛欣

破解四、六级阅读的权威秘笈！

- 《大学英语四级/六级考试新题型 标准阅读80篇》
读新话题，熟相关词；分析难句，全文翻译。
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话题新颖，答案明确，点出技巧，传授方法。
- 《大学英语四级/六级考试新题型 标准阅读160篇》
循序渐进，从稳扎稳打，到游刃有余，带你挑战高分。

前言

改革后的六级新题型阅读部分包括三个题型:长篇阅读、仔细阅读和篇章词汇,本书紧扣改革新动向,严格按照这三种题型以及真题试卷结构设置每个单元的4个语篇分布,使得本书的20个单元形成了20次模拟练习,助考生稳步提高阅读水平,轻松应对考试!

本书从文章选材到试题设置以及答案解析都进行了精心而科学的策划和编写。本书主要包括以下特色:

一、优化选材 涵盖热点

本书所选的80篇文章内容新颖、时代感强,紧扣六级历年常考话题,与现实情况和热点问题联系紧密,社会化、知识普及性高。每篇文章选自不同的英美外版材料,为保持原汁原味,其原有英式或美式拼写不变。

本书所选的80篇文章涵盖六级阅读常考的10个话题,让考生通过这80篇文章全面熟悉六级阅读所有常考题材,考场之上不感陌生。此外,这些文章全部精选自最新英美报刊时文,让考生通过80篇文章尽览最新热点信息,考场之上信心十足。

二、设题标准 尺度严格

设题点是否合理、设题思路是否严谨、干扰选项是否有效,这是判断六级阅读设题是否标准的几大尺度。本书在保持“题材、体裁吻合,长度、难度适合,题干、选项符合”六级考试等基本特点的基础上,进一步深入研究、探索六级最新真题的命题规律,总结出细节设题标准,并将这些标准渗透到本书命题的每一个环节,真正做到了与真题无异的程度。现将该书命题的参考标准呈现给大家:

1) 六级长篇阅读

六级长篇阅读平均单词数为1147词,其中最长的一篇词汇总数为1344,最短的一篇为1045个单词。因此,六级长篇阅读的词汇总数在1200词上下浮动较为正常。

由于改革后的新题型尚无历年真题可以参照,但我们认为历年的快速阅读的数据对于它的命题应该还是有一定的参考标准的,比如文章的总长度以及试题在文章段落中的分布等等。

2) 六级仔细阅读

六级仔细阅读每篇文章的平均长度是440个单词,比四级多94个单词;其中最短的一篇有383个单词,最长的一篇有467个单词。六级仔细阅读每篇的平均段落数为7段;其中段落数最少的是3段,最多的是15段。

3) 六级篇章词汇

由于六级篇章词汇今年12月是第一次考试,现就样题为标准。本篇分三段,共271个单词,其中小学词汇164个词,初中词汇43个词,高中词汇28个词,四级词汇16个词,六级词汇7个词,合成派生词8个词,超纲词4个(均有汉语注释),专有名词1个。

本书所选文章及所设试题均严格参照上述标准。

三、优化效率 快速热身

本书将10个话题设计成20个单元,每个话题涵盖两个单元的8篇文章;每个单元由1篇长篇阅读、2篇仔细阅读、1篇篇章词汇组成。每个单元内的题型结构、整体难度以及做题时间均与真题完全一致。20个单元形成20次模拟,为考生提供最扎实、最有效的优化演练。

四、语境词汇 快速积累

该书在单元后面将文章中出现的重要的或者考生不是很熟悉的六级词汇和短语列出,并强调以搭配或短语形式给出,有利于考生对这部分我们精心选取的词汇和短语灵活理解、快速记忆。

五、长句难句 译文剖析

除了在单元后列出单词之外,本书在单元后面还会列出文章中出现的部分长难句,并辅以详细的语法点拨和译文剖析。分析中使用的一些标记符号如下:主语加黑,谓语加黑加斜,宾语和表语加波浪线,定语用小括号,状语用方括号,补语用下划双横线,同位语用大括号,需特殊说明的用下划虚线。如: [Located in the checkroom in Union Station as I am], I see everybody (that comes up the stairs)。符号的使用根据句子的实际情况,并以必要为原则。

六、结构主旨 简明提示

文章结构和主旨分析对于阅读题有着重要作用。因此,我们在撰写解析的过程中会对文章的结构主旨和文章大意进行简练的表述,供考生快速掌握全文的大意。

对于篇章词汇选项中出现选项,我们进行了简洁的词性及释义标注,供考生在做题时参考用。

七、全文翻译 准确地道

本书的80篇文章除了篇章词汇题型均给出了准确、地道的全文翻译。长篇阅读题型的译文有助于考生对全文脉络的把握,还可以让考生对国外最新的科技知识和人文信息有一个更为直接和准确的了解;仔细阅读题型的译文能够帮助考生深化对原文的理解,同时还能提高考生英汉互译的水平,达到一箭双雕的效果。

八、优化做题 稳定思路

每个单元题目的解析都是按照考生实际做题过程中注意力集中点的转移路线

而给出,解析的同时还渗透了做题方法的讲解,因此,考生看解析的过程其实也是学习做题的过程。全书解析模式统一、行文清晰,有助于考生培养稳定的做题思路,从而在考场上做到从容不迫。

《大学英语六级考试新题型标准阅读 80 篇》将继续以新颖原创的文章选材、严格标准的题目设计、全面独到的难点剖析、细致详尽的词汇注解、准确地道的全文翻译、高效实用的技巧点拨,陪考生一路走向阅读高分。

注:

一、鉴于一些考生可能对四六级改革后的新题型的具体答题方式还不太了解,本书正文中长篇阅读、篇章词汇和仔细阅读部分又没有相关的做题导语进行提示,因此,特在本处将这三种题型的导语附注出来。

1. 六级长篇阅读导语:

In this section, you are going to read a passage with ten statements attached to it.

Each statement contains information given in one of the paragraphs. Identify the paragraph from which the information is derived. You may choose a paragraph more than once. Each paragraph is marked with a letter.

2. 六级仔细阅读导语:

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.

3. 六级篇章词汇导语:

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.

二、“全文翻译”部分序号说明:

[] 加大写英文字母代表与文章对应的段落序号。[] 加阿拉伯数字对应练习题的序号。其中有些里面有圆圈加阿拉伯数字,对应该练习题答案讲解的不同信息点。

目 录

本目录以表格形式给出，方便你记录每单元每一篇的做题效果。

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Unit 1 学校教育 A

Passage 1

[1180 词 建议做题时间:13 分钟]

Why AP Matters

[A] On the surface, Fanny Frausto looks like any other teenager laughing and jostling in the crowded halls of one of America's urban public high schools. It is only when asked about her schoolwork that Frausto, 18, begins to sound *atypical* (非典型的), with a class schedule so outlandish that college-admissions officers, upon viewing her transcript, might wonder if it was real.

[B] Only 30 percent of high-school students take any *Advanced Placement courses* (进阶先修课程) at all; by the time Frausto graduates later this month, she will have taken 16 of them — in many cases earning the highest grade, a 5, on the three-hour final exam.

[C] That is because Frausto's school, the Talented and Gifted Magnet School near downtown Dallas, is one of a growing number of high schools trying to make AP as much a part of students' lives as French fries and iPods.

[D] Located in a run-down neighborhood not usually associated with high-level learning, Talented and Gifted — “TAG” to its students — tops *Newsweek's* list of America's Best High Schools. Members of its racially mixed student body say they feel united by the challenge. “What I really love about TAG is the atmosphere,” said Frausto, who will be attending MIT on a scholarship in the fall. “There is so much closeness.”

[E] Large studies in Texas and California done over the past two years indicate that good grades on AP tests significantly increase chances of earning college degrees. That has led many public schools in disadvantaged neighborhoods to look for ways to get their students into AP and a similar but smaller college-level course program called *International Baccalaureate (IB)* (国际学士学位课程), in hopes that their students will have the same college-graduation rates enjoyed by AP and IB students from the country's wealthiest private schools and most selective public schools.

[F] It is a radical change, and many teachers say it makes as much sense as

recruiting the chess club to play football. In a March posting on an education blog, veteran AP American-history teacher Kathleen Donnison said she thought *Newsweek* was doing education a disservice by recognizing schools that were working to coax B and C students into AP and IB. "It is one thing for a bright student to be absorbed for hours working on a favorite subject. It is quite another story when an 'average' student struggles until two o'clock in the morning to master the massive amount of material of a course in which he has little interest," wrote Donnison, who teaches at Mamaroneck High School in Westchester County, N.Y. "How much of a favor are we doing these youngsters?"

[G] Nevertheless, many schools in communities less affluent than Westchester continue to embrace the idea of more students' taking college-level courses. The College Board, which administers the AP, says that more than four times as many Hispanic students and three times as many black students took AP courses in 2005 compared with a decade ago. This month, 1.3 million students are expected to take 2.3 million AP tests.

[H] Twelve small private schools are going in the opposite direction, dropping AP as too confining. At University Prep in Seattle, the science department goes far beyond the AP curriculum to offer Quantitative Physics, Astronomy, Waves and Optics, Special Relativity and Biotechnology. "If we were to adhere to Advanced Placement courses," said Arlene L. Prince, the school's recently retired director of college and career services, "we would not be able to offer the variety of non-AP classes we do now."

[I] Most private schools say they will not join the revolt, however, because AP and IB have virtually become a requirement for admission to the selective colleges that parents want for their children. Identical yearnings at the other end of the economic spectrum have brought an AP emphasis to low-income students at public charter schools like the southeast Houston campus of the YES College Preparatory Schools. At YES, nobody gets a diploma without taking at least one AP course and being accepted by at least one four-year college.

[J] Similarly, at the BASIS school in Tucson, Ariz., the standard courses in English, history and science exist only in AP form. At Marshall Fundamental Secondary School in Pasadena, Calif., 70 percent of students are from low-income families; since Marshall opened its AP program to all in 1997, the portion of its students accepted at one of the University of California campuses has more than tripled.

[K] In previous years, *Newsweek* excluded some public schools, including TAG, from its list because of their selective admissions policies. We revised that this year. Our goal has always been to highlight the schools that are doing the best job of preparing average students for college; that's why we omitted schools that weeded out those students.

[L] But a close look at last year's list showed that even some selective schools had enough average students to meet our goal. So we changed the rule to allow any charter or magnet public school with an average SAT score below 1,300 or an average ACT score below 27. We picked these numbers because they are the highest averages found in the normal enrollment schools that have always been allowed on the list.

[M] Some critics want even more changes, however. Andrew J. Rotherham and Sara Mead, of the Washington-based think tank Education Sector, argued in a recent paper that *Newsweek* should include in its formula dropout rates and gaps in test scores between white and minority students in order to give a more complete picture.

[N] This year *Newsweek* has added one new feature to the Web site version of some schools on the list — the percentage of graduating seniors with at least one passing score on an AP or IB test — in order to measure not just test participation but test success. We are not assessing schools by dropout rates or state test scores because those data are inconsistent and because such a rule would deny recognition to schools with large numbers of low-income students — even schools making great strides in preparing students for college.

[O] Aaron Zarraga, a senior at TAG, has spent four years preparing for college and his ultimate dream of a degree in electrical engineering. In ninth grade he failed his first AP test, human geography. "I was really scared because the next year I was taking two APs," he said. But his teachers showed him how to construct essays on deadline and juggle his workload. This spring he was admitted to both Stanford and Columbia. "I have learned to be calm and not get so nervous," he said. "I just wanted to get into a good school so that I would be able to secure a nice job, and help my mom and my grandma." Thanks to his hard work, he will have taken 10 college-level courses before he ever sets foot on a college campus, and will be much better prepared for what comes next.

1. It is shown in large studies that students who get good grades on AP tests have more opportunities of getting a college degree.
2. After Marshall Fundamental Secondary School opened its AP program, more students were admitted to universities.
3. When Aaron Zarraga failed human geography which was his first AP test, he felt scared.
4. According to Kathleen Donnison, *Newsweek's* list of American's Best High Schools is no good for education.
5. Because of the inconsistency of dropout rates and state test scores, *Newsweek* is not using these data to assess schools.
6. University Prep dropped AP and offered its students various non-AP courses.

7. The Talented and Gifted Magnet School encourages students to take AP courses.
8. Most private schools adhere to AP courses because AP courses have practically become a requirement for entering some selective colleges.
9. *Newsweek* revised its formula in assessing which schools could be on its list.
10. Many public schools in poor areas try to let their students attend AP courses for the purpose of ensuring college-graduation rates.

Passage 2

[455 词 建议做题时间:8 分钟]

Higher education institutions are predictably cool to President Obama's proposal to shift federal aid away from colleges that fail to control rising tuition. Even though the details of his plan, which would require Congressional approval, will not be fleshed out until later this month, the idea behind it is sound.

The federal government must do more to rein in tuition costs at the public colleges that educate more than 70 percent of the nation's students. By one estimate, the cost of four-year public college tuition has tripled since the 1980s, outpacing both inflation and family income. The increase in the tuition burden is largely caused by declining state support for higher education in the past three decades. In both good times and bad, state governments have pushed more of the costs onto students, forcing many to take out big loans or be priced out of once affordable public colleges at a time when a college education is critical in the new economy.

While financial aid is available to some low-income students, many are driven away by tuition sticker shock. At the same time, many colleges have failed to find more cost-effective ways to deliver education and get the average student to graduation in four years. President Obama was on the mark when he said that this needs to change.

An analysis by State Higher Education Executive Officers, a nonprofit group, shows clearly what has happened in public higher education since 1985. In Michigan, for example, the net tuition paid per student after financial aid rose from about \$3,900 in 1985 to nearly \$9,000 in 2010, in inflation adjusted dollars. In response, students have turned to loans. In the last decade, federal college loan debt has more than doubled from \$41 million to \$103 million, according to the College Board.

President Obama's proposed reform plan would require colleges that receive federal aid to create "a scoreboard" that gives actual costs, graduation rates and potential earnings for graduates. His idea for establishing a \$1 billion fund to provide grants to states that improve graduation rates and reduce costs is a good one. He also calls for expanding campus-based aid — mainly loans and work-study programs — to more than \$10

billion from the current \$2.7 billion. And, for the first time, the government would punish colleges that failed to control tuition or that did not provide good value by shifting money to other schools that do a better job.

Determining what amounts to good value will be difficult, and persuading Congress to move forward on any of these ideas will be hard. But Mr. Obama is right that the federal government should begin *leveraging* (利用) its sizable investment in higher education for reform.

11. Obama's proposal about federal aid intends to _____.
[A] impel colleges to attach importance to their finance management
[B] withdraw federal aid from colleges
[C] urge colleges to bring down the tuition costs
[D] reduce the number of colleges
12. What mainly led to the rising of students' tuition burden in the past three decades?
[A] The lack of state support.
[B] The higher inflation.
[C] The shrinking of family income.
[D] The weakening of loan support.
13. The analysis by State Higher Education Executive Officers further shows that _____.
[A] financial aid doesn't efficiently help poor students receive higher education
[B] the development of higher education lags behind the growth of economy
[C] the tuition has been going up faster than inflation
[D] higher education institutions are turning into profit-making organizations
14. The initiative of Obama's reform plan is reflected in _____.
[A] increasing the funding in education
[B] creating campus-based aid
[C] making the use of federal aid transparent
[D] linking federal aid to the value provided by colleges
15. What's the author's attitude towards Obama's reform plan?
[A] Positive. [B] Negative.
[C] Skeptical. [D] Indifferent.

Passage 3

[475 词 建议做题时间: 9 分钟]

Education is an absolute imperative in the emerging global knowledge society,

so new ways of providing access to education for a much higher percentage of the population are now being devised.

The most dramatic examples of access to education are found in the 11 distance-education mega-universities found around the world. In “distance education”, the student is separated in time or space from the teacher or professor. The largest of these high enrollment universities is in China, the China Central Radio and Television University, with more than 3 million students. The English-speaking world has the British Open University, with 215,000 students, and the University of South Africa, with 120,000 students. In addition to the mega-universities, dozens of other national and regional systems are providing education at all levels to students.

The base delivery system for the distance-education mega-universities is television, supplemented by other technologies or even some online instruction in more developed countries. Some distance-education systems use two-way interactive video connections to particular locations where students gather; others supplement with the Internet, and still others deliver only by Internet. With video-and-audio-streaming now available, the Internet appears to be the technology of choice for systems where students have access to computers. Of course, these technologies merely add to the radio-delivered courses that have been offered for years in many countries around the world.

The programs and courses offered vary from basic literacy courses to the highest graduate-level programming. Hundreds of university degrees are now available through distance education, where 90% or more of the required credits are given at a distance, as are dozens of master's degrees and a small number of accredited doctoral degrees. One estimate suggests that 50,000 university-level courses are now available through distance-education delivery systems.

There will be two main types of educational institutions: those that add value in coursework and those that are certifying agencies. The certifying colleges and universities are those that act as educational bankers for students. Students will earn credits from many places and have the credits or certifications of completion sent to the certifying university, then that certifying university will award the degree when enough credits of the right type have been accumulated. Regent's College of the University of the State of New York and Thomas Edison College of New Jersey are public certifying institutions that give accredited degrees.

One vision for some of the remaining residential colleges in the United States, now serving mainly the 18-to-23-year-old population, is that many will become certifying colleges. Students will come to the colleges for their social, artistic, athletic, and spiritual programs. The basic commodity these colleges will sell is membership in the college community. Students will access their courses from colleges and universities around the

world, transfer the credits to the college, then gain a degree. Faculty members will serve as tutors and advisers and may provide some courses live.

16. What is the purpose of developing distance education according to the passage?

[A] To make reasonable use of the world's resources.

[B] To provide convenience to people in faraway places.

[C] To enable more people to receive education.

[D] To save people's commute time.

17. Judging from the context we know that "a mega-university" means a university _____.

[A] that adds value in coursework

[B] with more than one million students

[C] where students around the world can study

[D] with a huge number of students

18. What information can we get from the fourth paragraph?

[A] Distance education can only offer courses for bachelor's degrees.

[B] Certifying colleges will be the main type of colleges in future.

[C] Distance education can offer master's and doctoral degree courses.

[D] Distance education puts more emphasis on coursework.

19. If the residential colleges in the United States become certifying colleges then _____.

[A] they will serve only the 18-to-23-year-old population

[B] they may provide students with degrees instead of academic programs

[C] students can take courses from colleges and universities throughout the world

[D] faculty members will give lessons around the world

20. The passage is mainly about _____.

[A] the emerging global knowledge society

[B] distance education and its development

[C] the largest universities with high enrollment

[D] two main types of educational institutions

Passage 4

[302 词 建议做题时间: 7 分钟]

Personality is to a large extent inherent — A type parents usually bring about A type 21. But the environment must also have a profound effect, since if competition is important to the parents, it is likely to become a major factor in the

lives of their children.

One place where children soak up A characteristics is school, which is, by its very 22, a highly competitive institution. Too many schools adopt the win at all costs moral standard and measure their success by sporting achievements. The 23 passion for making children compete against their classmates or against the clock produces a two-layer system, in which competitive A types seem in some way better than their B type fellows. Being too keen to win can have dangerous consequences: remember that Pheidippides, the first marathon runner, dropped dead seconds after saying: "Rejoice, we conquer!"

By far the worst form of competition in schools is the disproportionate emphasis on examinations. It is a rare school that allows pupils to concentrate on those things they do well. The merits of competition by examination are somewhat 24, but competition in the certain knowledge of failure is 25 harmful.

Obviously, it is neither practical nor 26 that all A youngsters change into Btypes. The world needs types, and schools have an important duty to try to fit a child's personality to his possible future employment. It is top management.

If the preoccupation of schools with academic work was 27, more time might be spent teaching children surer values. Perhaps selection for the caring professions, especially medicine, could be made less by good grades in chemistry and more by such considerations as 28 and sympathy. It is surely a mistake to choose our doctors 29 from A type stock. Btypes are important and should be 30.

- | | | | |
|-----------------------|-----------------|-------------------|--------------------|
| [A] encouraged | [B] education | [C] positively | [D] questionable |
| [E] disadvantageous | [F] lessened | [G] exclusively | [H] increased |
| [I] sensitivity | [J] specialty | [K] offspring | [L] nature |
| [M] desirable | [N] current | [O] possible | |

做题点拨与全文翻译

练习答案

1. E 2. J 3. O 4. F 5. N 6. H 7. C 8. I 9. K 10. E 11. C 12. A 13. A
14. D 15. A 16. C 17. D 18. C 19. C 20. B 21. K 22. L 23. N 24. D
25. C 26. M 27. F 28. I 29. G 30. A