

2003 年攻读硕士学位研究生考试

英语语言文学专业

综合能力考试卷

(三小时内完成)

满分: 150 分

(本试卷共 17 页)

QUESTION PAPER

*1. Fill in each of the blanks below with a word provided in the brackets. The words you put in must be grammatically and semantically appropriate. You can only use the words in the brackets ONCE. Write your answers on the Answer Sheet. (30 points)*

(alive, bear, carry, chain, current, early, even, every, follow, general, it, original, previous, since, specific, therefore, up, very, when, with )

The previous section has shown how quickly a rhyme passes from one schoolchild to the next and illustrates a further difference between school lore and nursery lore. In nursery lore a verse, learnt in (1)\_\_\_\_\_ childhood, is not usually passed on again until the little listener has grown (2)\_\_\_\_\_, and has children of his own, or (3)\_\_\_\_\_ grandchildren. The period between learning a nursery rhyme and transmitting (4)\_\_\_\_\_ may be anything from twenty to seventy years. (5)\_\_\_\_\_ the playground lore, however, a rhyme may be excitedly passed on within the (6)\_\_\_\_\_ hour it is learnt; and, in (7)\_\_\_\_\_, it passes between children who are of the same age, or nearly so, (8)\_\_\_\_\_ it is uncommon for the difference in age between playmates to be more than five years. If, (9)\_\_\_\_\_, a playground rhyme can be shown to have been (10)\_\_\_\_\_ for a

hundred years, or even just for fifty, it (11)\_\_\_\_\_ that it had been retransmitted over and over again; very possibly it has passed along a (12)\_\_\_\_\_ of two or three hundred young hearers and tellers, and the wonder is that it remains (13)\_\_\_\_\_ after so much handling, let alone that it (14) \_\_\_\_\_ resemblance to the (15)\_\_\_\_\_ wording.

***II. This section contains twenty multiple-choice questions on antonyms. Choose the best answer to each question. Write your answers on the Answer Sheet. (20 points)***

1. COMMOTION:
  - A. desirability
  - B. likability
  - C. changeability
  - D. tranquillity
  
2. GIST:
  - A. tangential point
  - B. tentative explanation
  - C. faulty assumption
  - D. meaningless view
  
3. STABILIZE:
  - A. penetrate
  - B. minimize
  - C. fluctuate
  - D. isolate
  
4. RENOVATE:
  - A. keep hidden
  - B. cause to decay
  - C. duplicate
  - D. complicate

5. PROFUSE:
- A. sequential
  - B. shoddy
  - C. scant
  - D. supreme
6. REFUTE:
- A. reveal
  - B. associate
  - C. recognize
  - D. prove
7. BOISTEROUS:
- A. grateful
  - B. angry
  - C. quiet
  - D. clever
8. METAMORPHOSE:
- A. prepare in advance
  - B. remain unchanged
  - C. examine in haste
  - D. descend slowly
9. ALLY:
- A. adversary
  - B. mediator
  - C. inventor
  - D. accomplice
10. OFFHAND:
- A. accurate
  - B. universal
  - C. appropriate
  - D. prepared

11. WATERPROOF:
- A. soggy
  - B. natural
  - C. permeable
  - D. slippery
12. INSULARITY:
- A. over-zealousness
  - B. open-mindedness
  - C. susceptibility
  - D. hospitality
13. DISSONANCE:
- A. concord
  - B. consent
  - C. contract
  - D. confederacy
14. TORTUOUS:
- A. enduring
  - B. informal
  - C. complicated
  - D. straightforward
15. SYNCHRONOUS:
- A. off-key
  - B. out-of-shape
  - C. out-of-phase
  - D. out-of-date
16. REDUNDANT:
- A. consistent
  - B. economical
  - C. complex
  - D. insightful

17. PARTITION:

- A. unify
- B. fortify
- C. satisfy
- D. identify

18. ABATE:

- A. attach
- B. alter
- C. assist
- D. augment

19. ERUDITE:

- A. unsettled
- B. unlettered
- C. untitled
- D. unknown

20. CARDINAL:

- A. abstract
- B. subtle
- C. minor
- D. scarce

***III. Read the following passages carefully and complete the tasks.  
Write your answers on the Answer Sheet. (50 points)***

**TEXT A**

The biggest problem facing Chile as it promotes itself as a tourist destination to be reckoned with, is that it is at the end of the earth. It is too far south to be a convenient stop on the way to anywhere else and is much farther than a relatively cheap half-day's flight away from the big tourist markets, unlike Mexico, for example.

Chile, therefore, is having to fight hard to attract tourists, to convince travellers that it is worth coming halfway round the world to visit. But it is

succeeding, not only in existing markets like the USA and Western Europe but in new territories, in particular the Far East. Markets closer to home, however, are not being forgotten. More than 50% of visitors to Chile still come from its nearest neighbour, Argentina, where the cost of living is much higher.

Like all South American countries, Chile sees tourism as a valuable earner of foreign currency, although it has been far more serious than most in promoting its image abroad. Relatively stable politically within the region, it has benefited from the problems suffered in other areas. In Peru, guerrilla warfare in recent years has dealt a heavy blow to the tourist industry and fear of street crime in Brazil has reduced the attraction of Rio de Janeiro as a dream destination for foreigners.

More than 150,000 people are directly involved in Chile's tourist sector, an industry which earns the country more than US\$950 million each year. The state-run National Tourism Service, in partnership with a number of private companies, is currently running a worldwide campaign, taking part in trade fairs and international events to attract visitors to Chile.

Chile's great strength as a tourist destination is its geographical diversity. From the parched Atacama Desert in the north to the Antarctic snowfields of the south, it is more than 5,000km long. With the Pacific on one side and the Andean mountains on the other, Chile boasts natural attractions. Its beaches are not up to Caribbean standards but resorts such as Vina del Mar are generally clean and unspoilt and have a high standard of services.

But **the trump card** is the Andes mountain range. There are a number of excellent ski resorts within one hour's drive of the capital, Santiago, and the national parks in the south are home to rare animal and plant species. The parks already attract specialist visitors, including mountaineers, who come to climb the technically difficult peaks, and fishermen, lured by the salmon and trout in the region's rivers.

However, infrastructural development in these areas is limited. The ski resorts do not have as many lifts and pistes as their European counterparts and the poor quality of roads in the south means that only the most determined travellers see the best of the national parks.

Air links between Chile and the rest of the world are, at present, relatively poor. While Chile's two largest airlines have extensive networks within South America, they operate only a small number of routes to the United States and Europe, while services to Asia are almost non-existent.

Internal transport links are being improved and luxury hotels are being built in one of its national parks. Nor is development being restricted to the Andes.

Easter Island and Chile's Antarctic Territory are also on the list of areas where the Government believes it can create tourist markets.

But the rush to open hitherto inaccessible areas to mass tourism is not being welcomed by everyone. Indigenous and environmental groups, including Greenpeace, say that many parts of the Andes will suffer if they become overdeveloped. There is a genuine fear that areas of Chile will suffer the cultural destruction witnessed in Mexico and European resorts.

The policy of opening up Antarctica to tourism is also politically sensitive. Chile already has permanent settlements on the ice and many people see the decision to allow tourists there as a political move, enhancing Santiago's territorial claim over part of Antarctica.

The Chilean Government has promised to respect the environment as it seeks to bring tourism to these areas. But there are immense commercial pressures to exploit the country's tourism potential. The Government will have to monitor developments closely if it is genuinely concerned in creating a balanced, controlled industry and if the price of an increasingly lucrative tourist market is not going to mean the loss of many of Chile's natural riches.

1. Mexico attracts more tourists than Chile because it
  - A. is nearer to the US.
  - B. enjoys better scenery.
  - C. is cheaper to travel there.
  - D. has more attractive beach.
2. According to the passage, many Argentines visit Chile because it
  - A. offers better service in the ski resorts.
  - B. boasts the best beach in the region.
  - C. is safer than traveling in their own country.
  - D. is cheaper than traveling in their country.
3. If a Japanese plans to visit Chile, the first big problem might be
  - A. the difficulty to obtain the visa.
  - B. the difficulty to find a direct flight.
  - C. the cold weather in the southern part.
  - D. the difficulty to climb the peaks.

4. The phrase **“the trump card”** in the 6<sup>th</sup> paragraph most probably means
- A. the worst card in hand.
  - B. the best card in hand.
  - C. the biggest problem.
  - D. the best tourist attraction.
5. The objection to the development of Chile’s tourism might be all EXCEPT that it
- A. is ambitious and unrealistic.
  - B. is politically sensitive.
  - C. will bring harm to local culture.
  - D. will destroy natural beauty.
6. The passage mentions a number of factors that contribute either positively or negatively to the development of Chile’s tourism. The following is a list of these factors. Identify the factors and then put them in the corresponding columns on the answer sheet.
- A. peaks difficult to climb
  - B. air links to US, Europe and Asia
  - C. lifts and pistes in ski resorts
  - D. political situation
  - E. deserts in the north and snow field in the south
  - F. geographical location
  - G. indigenous group’s attitude
  - H. Greenpeace’s attitude
  - I. territorial claim on the Antarctica
  - J. service of coastal resorts

## TEXT B

Should everyone be getting more folic acid? That’s the question on a lot of doctors’ minds. Though not as famous as vitamin C, folic acid plays a crucial role in the development of just about every cell in the body. A member of the B-vitamin family, it’s found naturally in orange juice, beans and green vegetables. There is some evidence that folic acid may reduce the risk of heart disease, but it is best known for its role in preventing spina bifida and



other birth defects. Indeed ever since 1998, when the U.S. Food and Drug Administration mandated that it be added to cereal products, the number of so-called neural-tube defects has dropped nearly 20% across America.

Now comes word that the vitamin may, just may, help ward off the ravages of Alzheimer's disease. In a study of more than 1,000 older adults published in the *New England Journal of Medicine*, researchers at Boston University and Tufts University found that subjects who had high levels of a particular amino acid called homocysteine in their blood were twice as likely to develop Alzheimer's as those who didn't. The finding is important because one of the easiest ways to lower homocysteine levels is to get plenty of folic acid.

The study, although not definitive, is the strongest evidence to date that homocysteine plays a role in Alzheimer's. Previous research had found that Alzheimer's patients often have high levels of the amino acid in their blood – though that could be because folks with Alzheimer's often don't eat very well.

The new study lays that explanation to rest. As part of the famous Framingham study, which has tracked the development of heart disease among residents of Framingham, Massachusetts, for more than 50 years, researchers in the 1970s started measuring the homocysteine levels of men and women who had not yet developed dementia. Those patients whose homocysteine levels measured over 14 micromoles a liter while they were still healthy were twice as likely to be diagnosed with Alzheimer's disease later on.

That doesn't mean that if you have high homocysteine levels, you will get Alzheimer's, or that low homocysteine levels will protect you from dementia. It's not even certain, warns Dr. Sudha Seshadri, a neurologist at Boston University who led the study, that "lowering homocysteine levels will lower the risk of Alzheimer's." But the case for adding folic acid to your diet is getting better all the time.

Of course the best source of any vitamin is a healthy diet. For those of us who still don't eat our beans and vegetables, most multivitamins contain the recommended daily folic-acid dose of 400 micrograms. (Eating four slices of enriched bread gives you the equivalent of roughly 100 micrograms.) There is no risk of overdose, although high levels of folic acid can mask the signs of pernicious anemia in people who have developed the disorder. Folic acid by itself may not keep the doctor away, but there's no harm trying.

7. Folic acid can be found in all of the following except \_\_\_\_\_.  
A. citrus  
B. spinach  
C. soybean  
D. turnip
8. Please find at least four possible effects of folic acid from the passage and write them in the table on the answer sheet.
9. Please try to match the terms listed in Column I with the qualities listed in Column II by writing the letter(s) beside the corresponding numbers on the answer sheet. Options in Column II may be chosen more than once or neglected:

Column I

- (1). homocysteine
- (2). dementia
- (3). folic acid
- (4). Alzheimer's

Column II

- A. a kind of folic acid
- B. a kind of amino acid
- C. a kind of vitamin
- D. a kind of disease
- E. likely to develop Alzheimer's
- F. can lower homocysteine
- G. can preserve spina bifida
- H. can be found in vegetables
- I. may be reduced by folic acid
- J. may be reduced by amino acid

10. There seems to be a/an \_\_\_\_\_ relationship between folic acid and Alzheimer's.  
A. causal  
B. remote  
C. indefinite  
D. apparent
11. Which of the following is the best title for the passage?  
A. Folic Acid and Alzheimer's.  
B. Praising Folic Acid.  
C. Prevention of Alzheimer's.  
D. New Discoveries in Medicine.

## TEXT C

If you think of public speaking as terminating in specific mental or behavioural responses from others, and if you think about the selection processes we have reviewed as helping you specify those responses concretely, you will realize that you have many conscious decisions to make even in these early stages of speech preparation. Here let's review some of the factors that will determine the actual decisions you must make:

**The authority of the listeners or their capacity to act** For a speaker to demand of a group of students that they "abolish all required courses" would be foolish if the final decision concerning course requirements is in the hands of the faculty. The audience is better advised to take actions within its range of capacities: "Conduct a college-wide survey of student attitudes toward required courses, and present the results of that survey at the next appropriate faculty meeting." As a speaker, limit your specific purposes and propositions to behaviors that are clearly within the domain of your listeners' authority. Asking more will only frustrate them.

**The existing attitudes of the listeners** A group of striking workers who believe they are badly underpaid and unfairly treated by their employer probably would be hostile to the suggestion that they return to work under the existing conditions. They might, however, approve submitting the dispute to arbitration by a disinterested person whose fairness and judgment they respect. If you are speaking to an audience whose attitude is hostile to your point of view, you might, in one speech, convince your listeners that there is something to be said on the other side of the question; but you would probably find it impossible to persuade them to take positive action on it. Your specific purpose must be adjusted not only to the **authority** but also to the attitudes your listeners. Do not ask them for a response you cannot reasonably expect from persons holding their particular feelings or beliefs.

**The time limits of the speech** You may be able in a few minutes to induce an audience that opposes your proposal to postpone action until a later time, but you almost certainly will need a much longer time if you hope to change your listeners' feelings and convictions enough to favor your position. Similarly, if your subject is complex, you may be able to inform your hearers, to get them to understand your proposal, in a fifteen-minute speech; but you may need much more time to convince them of its desirability. Do not attempt

to get from your audience a response or outcome impossible to attain in the time available.

12. What may the writer have tried to do in the previous section?
- A. Explain the concept of public speech.
  - B. Illustrate the speech-making process.
  - C. Decide the intended effect on listeners.
  - D. Analyze different purposes of listeners.
13. According to this passage, understanding the listeners' attitude is important mainly because it can \_\_\_\_\_.
- A. provide more information about the listeners' intention
  - B. ensure the acceptance of the speaker's proposition
  - C. help the speaker better understand the listeners' capacity
  - D. provide listeners with more information within the time limit
14. As used in the 3rd paragraph, the word "**authority**" means \_\_\_\_\_.
- A. permission to do something
  - B. an organization with certain power
  - C. an expert or knowledgeable person
  - D. power to do something
15. According to the writer, which of the following may take the LEAST time?
- A. Explaining the relation between consumption of petroleum and the global climate change.
  - B. Persuading people to postpone their demonstration against changing local bus routes.
  - C. Persuading a group of miners to give up their plans to go on strike next week.
  - D. Explaining to local villagers that snakes are not evil and call on them to stop killing snakes.
16. The overall purpose of the passage is to \_\_\_\_\_.
- A. explain the necessity of drawing the listeners' attention when making a speech

- B. explore the reasons why some speakers fail at achieving their intended effect
- C. point out some factors to be considered when preparing a public speech
- D. discuss the problems that a speaker usually faces in making a speech

## TEXT D

The essence of the meaningful learning process is that symbolically expressed ideas are related in a nonarbitrary and substantive (nonverbatim) fashion to what the learner already knows. By substantive and nonarbitrary relatedness we mean that the ideas are related to some *specifically relevant existing aspect* of the learner's cognitive structure, such as an image, an already meaningful symbol, a concept or a proposition. Meaningful learning presupposes *both* that the learner manifested a meaningful learning set—that is, a disposition to relate the new material nonarbitrarily and substantively to his or her cognitive structure—and that the material learned be potentially meaningful to him or her—namely, relatable to his or her structure of knowledge on a nonarbitrary and nonverbatim basis (**Ausubel, 1961**). Thus, irrespective of how much potential meaning may inhere in a particular proposition, if the learner's intention is to memorize it arbitrarily and verbatim (as a series of arbitrarily related words), both the learning process and the learning outcome must be rote or meaningless. And, conversely, no matter how meaningful the learner's set may be, neither the process nor the outcome of learning can possibly be meaningful if the learning task is not potentially meaningful—if it is not nonarbitrarily and substantively relatable to his cognitive structure.

This is illustrated by rote memorization of definitions of concepts or propositions without recognition of the meaning of the words in the definition. A student could learn Ohm's law, which indicates that current in a circuit is directly proportional to voltage. However, this proposition will not be meaningfully learned unless the student already has meanings for the concepts of current, voltage, resistance, direct and inverse proportion, and unless he or she tries to relate these meanings as indicated by Ohm's law.

One reason why pupils commonly develop a rote learning set in relation to potentially meaningful subject matter is because they learn from sad experience that substantively correct answers lacking in verbatim correspondence to what they have been taught receive no credit whatsoever from certain teachers.

Another reason is that because of a generally high level of anxiety or because of chronic failure experience in a given subject (reflective, in turn, of low aptitude or poor teaching), they lack confidence in their ability to learn meaningfully, and hence perceive no alternative to panic apart from rote learning. (This phenomenon is very familiar to mathematics teachers because of the widespread prevalence of “number shock” or “number anxiety.”) Moreover, pupils may develop a rote learning set if they are under excessive pressure to exhibit glibness, or to conceal, rather than admit and gradually remedy, original lack of genuine understanding. Under these circumstances it seems easier and more important to create a spurious impression of facile comprehension, by rotely memorizing a few key terms or sentences, than to try to understand what they mean. Teachers frequently forget that pupils become very adept at using abstract terms with apparent appropriateness—when they have to—even though their understanding of the underlying concepts is virtually nonexistent.

17. This passage is most probably an excerpt of
- A. a book chapter on school learning.
  - B. a book chapter on the philosophy of school education.
  - C. a newspaper article on school learning.
  - D. an article on school learning in an entertainment magazine.
18. In line 9, “Ausubel, 1961” is put in parentheses to refer to
- A. a 1961 book or paper of some one whose given name is Ausubel.
  - B. a 1961 book or paper of some one whose family name is Ausubel.
  - C. a book or paper of some one who was born in the year 1961.
  - D. a book or paper which was published by Ausubel company.
19. According to the passage, which of the following is most probably meaningful learning?
- A. The learner is memorizing a new task verbatim.
  - B. The learner is memorizing verbatim a concept that he already knows.
  - C. The learner is learning a task whose substance he has already learned.
  - D. The learner is relating a concept nonarbitrarily to what he already knows.

20. Pupils prefer rote learning to meaningful learning as a result of the following EXCEPT
- A. the bitter consequences of their meaningful learning experiences.
  - B. their high level of anxiety and lack of confidence in carrying out the task.
  - C. their insightful comprehension of what they are learning.
  - D. their lack of true understanding and intention to cover it up.

**Question 21**

*What does the second paragraph (lines 16-21) contribute to the passage?  
Your answer should be within 50 words.*

**Question 22**

*What does the last sentence in the last paragraph imply? Your answer should be within 50 words.*

**IV. This section contains two tasks. Complete the tasks according to the instructions. Write your answers on the Answer Sheet.**

**TASK ONE (20 points)**

*Supply a missing paragraph to the following passage. Your paragraph should be consistent with the tone, style and rhetorical organization of the given passage. The paragraph should be within 100 words in length. Write your answers on the Answer Sheet.*

**Mohandas Gandhi and Martin Luther King**

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The family backgrounds of the two men show obvious parallels and also striking differences. Gandhi was a Hindu of the Baniyu (Trading)

caste; his father, nevertheless, was chief minister of the small state of Kathiawad. At the age of 19, Gandhi broke with the tradition of his family and went to study law in England, where he had his first contact with Western culture. Although he read and studied the Bible with interest, he became more deeply convinced of the logicity and profundity of the Hindu religion. King was a Black American born into a family of Christian ministers. His father was the pastor of a church his father-in-law had founded many years before. Unlike Gandhi, King decided to follow in the footsteps of his father and grandfather and study for the ministry. It was only after studying the philosophic words of Plato, Aristotle, Hobbes, Marx, Neitzsche, and finally Gandhi, that he began to formulate his own philosophy. Early environment, family tradition, and study, at some points similar but at most points different, shaped the characters of Gandhi and King and formed their expectations for their societies and their people.

An investigation of the plans for social action of Gandhi and King yields several points of agreement as well as numerous divergences. Gandhi's main concern was to establish India as an independent nation. He wanted to free the people to build and govern India for Indians and not for the use and development of an external power. On the other hand, King's conflict was internal. He sought to achieve justice and equality for Blacks in accordance with the ideals of American democracy. Both men saw the necessity for some kind of economic programme which would make the masses of the poor self-supporting. Gandhi tried to encourage the poor villagers in India to learn to hand-spin cloth as one means of achieving economic independence and cultural solidarity. In a like manner, King urged Blacks to establish transportation and food services which would be supported by the Black community. The economic and social programmes, along with the supportive marches and demonstrations, were important social-action techniques employed by both Gandhi and King as they struggled to improve the quality of life for their oppressed peoples.

Both Gandhi and King were highly respected leaders, whose philosophies were articulated so clearly that they continue to



influence contemporary thought and social movements. Their family backgrounds and their support of the poor masses led them to lives of non-violent resistance and final martyrdom. But even a superficial examination of their lives reveals differences as well as similarities in their backgrounds and in the development of their influential ideologies.

**TASK TWO (30 points)**

*Read the following text and write your response to it entitled AMBITION. You should present your argument with relevant examples of personal experience.*

*Your response should be within 500 words. Write your answer on the Answer Sheet.*

We do not choose to be born. We do not choose our parents. We do not choose our historical epoch, the country of our birth or the immediate circumstances of our upbringing. ... But within all this realm of choicelessness, we do choose how we shall live: courageously or in cowardice, honorably or dishonorably, with purpose or in drift. We decide what is important and what is trivial in life. ... And as we decide and choose, so are our lives formed. In the end, forming our own destiny is what ambition is about.

----- Joseph Epstein

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满分: 150 分

## ANSWER SHEET

*I. Fill in each of the blanks below with a word provided in the brackets. The words you put in must be grammatically and semantically appropriate. You can only use the words in the brackets ONCE. (30 points)*

(1) \_\_\_\_\_ (2) \_\_\_\_\_ (3) \_\_\_\_\_

(4) \_\_\_\_\_ (5) \_\_\_\_\_ (6) \_\_\_\_\_

(7) \_\_\_\_\_ (8) \_\_\_\_\_ (9) \_\_\_\_\_

(10) \_\_\_\_\_ (11) \_\_\_\_\_ (12) \_\_\_\_\_

(13) \_\_\_\_\_ (14) \_\_\_\_\_ (15) \_\_\_\_\_

*II. This section contains twenty multiple-choice questions on antonyms. Choose the best answer to each question. (20 points)*

1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_

4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_
11. \_\_\_\_\_
12. \_\_\_\_\_
13. \_\_\_\_\_
14. \_\_\_\_\_
15. \_\_\_\_\_
16. \_\_\_\_\_
17. \_\_\_\_\_
18. \_\_\_\_\_
19. \_\_\_\_\_
20. \_\_\_\_\_

**III. Read the following passages carefully and complete the tasks.**  
(50 points)

**TEXT A**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

Positive Factors	Negative Factors

**TEXT B**

7. \_\_\_\_\_

8.

	possible effects of folic acid
1	
2	
3	
4	
...	

9. (1) \_\_\_\_\_ (2) \_\_\_\_\_ (3) \_\_\_\_\_

(4) \_\_\_\_\_

10. \_\_\_\_\_ 11. \_\_\_\_\_

### TEXT C

12. \_\_\_\_\_ 13. \_\_\_\_\_ 14. \_\_\_\_\_

15. \_\_\_\_\_ 16. \_\_\_\_\_

### TEXT D

17. \_\_\_\_\_ 18. \_\_\_\_\_ 19. \_\_\_\_\_

20. \_\_\_\_\_

### *Question 21*

**Question 22**

100%

***IV. This section contains two tasks. Complete the tasks according to the instructions.***

**TASK ONE (20 points)**

## **TASK TWO** *(30 points)*

### **AMBITION**