

### 完形填空 (1)

There are more than forty universities in Britain—nearly twice as many as in 1960. During the 1960s eight completely new ones were founded, and ten other new ones were created 1 converting old colleges of technology into universities. In the same period the 2 of students more than doubled, from 70,000 to 3 than 200,000. By 1973 about 10% of men aged from eighteen 4 twenty-one were in universities and about 5% of women. All the universities are private institutions. Each has its 5 governing councils, 6 some local businessmen and local politicians as 7 as a few academics. The state began to give grants to them fifty years 8, and by 1970 each university derived nearly all its 9 from state grants. Students have to 10 fees and living costs, but every student may receive from the local authority of the place 11 he lives a personal grant which is enough to pay his full costs, including lodging and 12 unless his parents are 13. Most 14 take jobs in the summer 15 about six weeks, but they do not normally do outside 16 during the academic year. The Department of Education takes 17 for the payment which covers the whole expenditure of the 18, but it does not exercise direct control. It can have an important influence 19 new developments through its power to distribute funds, but it takes the advice of the University Grants Committee, a body which is mainly 20 of academics.

- |                       |               |                 |                |
|-----------------------|---------------|-----------------|----------------|
| 1. A. with            | B. by         | C. at           | D. into        |
| 2. A. amount          | B. quantity   | C. lot          | D. number      |
| 3. A. more            | B. much       | C. less         | D. fewer       |
| 4. A. with            | B. to         | C. from         | D. beyond      |
| 5. A. self            | B. kind       | C. own          | D. personal    |
| 6. A. making          | B. consisting | C. including    | D. taking      |
| 7. A. good            | B. long       | C. little       | D. well        |
| 8. A. ago             | B. before     | C. after        | D. ever        |
| 9. A. suggestions     | B. grades     | C. profits      | D. funds       |
| 10. A. make           | B. pay        | C. change       | D. delay       |
| 11. A. what           | B. which      | C. where        | D. how         |
| 12. A. living         | B. drinking   | C. food         | D. shelter     |
| 13. A. poor           | B. generous   | C. kindhearted  | D. rich        |
| 14. A. professors     | B. students   | C. politicians  | D. businessmen |
| 15. A. at             | B. since      | C. with         | D. for         |
| 16. A. travel         | B. work       | C. experiment   | D. study       |
| 17. A. responsibility | B. advice     | C. duty         | D. pleasure    |
| 18. A. government     | B. school     | C. universities | D. committees  |
| 19. A. at             | B. to         | C. on           | D. from        |
| 20. A. consisted      | B. composed   | C. made         | D. taken       |

### 完形填空 (2)

From childhood to old age, we all use language as a means of broadening our knowledge of ourselves and the world about us. When humans first 1, they were like newborn children, unable to use this 2 tool. Yet once language developed, the possibilities for human kind's future 3 and cultural growth increased.

Many linguists believe that evolution is 4 for our ability to produce and use language. They 5 that our highly evolved brain provides us 6 an innate language ability not found in lower 7. Proponents of this innateness theory say that our 8 for language is inborn, but that language itself develops gradually, 9 a function of the growth of the brain during childhood. Therefore there are critical 10 times for language development.

Current 11 of innateness theory are mixed. However, evidence supporting the existence of some innate abilities is undeniable. 12, more and more schools are discovering that foreign languages are best taught in 13 grades. Young children often can learn several languages by being 14 to them, while adults have a much harder time learning another language once the 15 of their first language have become firmly fixed.

16 some aspects of language are undeniably innate, language does not develop automatically in a vacuum. Children who have been 17 from other human beings do not possess language. This demonstrates that 18 with other human beings is necessary for proper language development. Some linguists believe that this is even more basic to human language 19 than any innate capacities. These theorists view language as imitative, learned behavior. 20, children learn language from their parents by imitating them. Parents gradually shape their child's language skills by positively reinforcing precise imitations and negatively reinforcing imprecise ones.

- |                     |                |                   |                |
|---------------------|----------------|-------------------|----------------|
| 1. A. generated     | B. evolved     | C. born           | D. originated  |
| 2. A. valuable      | B. appropriate | C. convenient     | D. favorite    |
| 3. A. attainments   | B. feasibility | C. entertainments | D. evolution   |
| 4. A. essential     | B. available   | C. reliable       | D. responsible |
| 5. A. confirm       | B. inform      | C. claim          | D. convince    |
| 6. A. for           | B. from        | C. of             | D. with        |
| 7. A. organizations | B. organisms   | C. humans         | D. children    |
| 8. A. potential     | B. performance | C. preference     | D. passion     |

- |                      |                 |                   |                   |
|----------------------|-----------------|-------------------|-------------------|
| 9. A. as             | B. just as      | C. like           | D. unlike         |
| 10. A. ideological   | B. biological   | C. social         | D. psychological  |
| 11. A. reviews       | B. reference    | C. reaction       | D. recommendation |
| 12. A. In a word     | B. In a sense   | C. Indeed         | D. In other words |
| 13. A. various       | B. different    | C. the higher     | D. the lower      |
| 14. A. revealed      | B. exposed      | C. engaged        | D. involved       |
| 15. A. regulations   | B. formations   | C. rules          | D. constitutions  |
| 16. A. Although      | B. Whether      | C. Since          | D. When           |
| 17. A. distinguished | B. different    | C. protected      | D. isolated       |
| 18. A. exposition    | B. comparison   | C. contrast       | D. interaction    |
| 19. A. acquisition   | B. appreciation | C. requirement    | D. alternative    |
| 20. A. As a result   | B. After all    | C. In other words | D. Above all      |

### 完形填空(3)

Shopping habits in the United States have changed greatly in the last quarter of the 20th century. 1 in the 1900s most American towns and cities had a Main Street. Main Street was always in the heart of a town. This street was 2 on both sides with many 3 businesses. Here, shoppers walked into stores to look at all sorts of merchandise: clothing, furniture, hardware, groceries. 4, some shops offered 5. These shops included drugstores, restaurants, shoe-repair stores, and barber or hairdressing shops. 6 in the 1950s, a change began to 7. Too many automobiles had crowded into Main Street 8 too few parking places were 9 shoppers. Because the streets were crowded, merchants began to look with interest at the open spaces 10 the city limits. Open space is what their car-driving customers needed. And open space is what they got 11 the first shopping centre was built. Shopping centres, or rather malls, 12 as a collection of small new stores 13 crowded city centres. 14 by hundreds of free parking space, customers were drawn away from 15 areas to outlying malls. And the growing 16 of shopping centres led 17 to the building of bigger and better stocked stores. 18 the late 1970s, many shopping malls had almost developed into small cities themselves. In addition to providing the 19 of one-stop shopping, malls were transformed into landscaped parks, 20 benches, fountains, and outdoor entertainment.

- |                       |                 |                   |                     |
|-----------------------|-----------------|-------------------|---------------------|
| 1. A. As early as     | B. Early        | C. Early as       | D. Earlier          |
| 2. A. built           | B. designed     | C. intended       | D. lined            |
| 3. A. varied          | B. various      | C. sorted         | D. mixed up         |
| 4. A. Apart from      | B. However      | C. In addition    | D. As well          |
| 5. A. medical care    | B. food         | C. cosmetics      | D. services         |
| 6. A. suddenly        | B. Abruptly     | C. Contrarily     | D. But              |
| 7. A. be taking place | B. take place   | C. be taken place | D. have taken place |
| 8. A. while           | B. yet          | C. though         | D. and then         |
| 9. A. available for   | B. available to | C. used by        | D. ready for        |
| 10. A. over           | B. from         | C. out of         | D. outside          |
| 11. A. when           | B. while        | C. since          | D. then             |
| 12. A. started        | B. founded      | C. set up         | D. organized        |
| 13. A. out of         | B. away from    | C. next to        | D. near             |
| 14. A. Attracted      | B. Surprised    | C. Delighted      | D. Enjoyed          |
| 15. A. inner          | B. central      | C. shopping       | D. downtown         |
| 16. A. distinction    | B. fame         | C. popularity     | D. liking           |
| 17. A. on             | B. in turn      | C. by turns       | D. further          |
| 18. A. By             | B. During       | C. In             | D. Towards          |
| 19. A. cheapness      | B. readiness    | C. convenience    | D. handiness        |
| 20. A. because of     | B. and          | C. with           | D. provided         |

### 完形填空(4)

Most people have no idea of the hard work and worry that go into the collecting of those fascinating birds and animals that they pay to see in the zoo. One of the questions that is always asked of me is 1 I became an animal collector in the first 2. The answer is that I have always been interested in animals and zoos. According to my parents, the first word I was able to say with any 3 was not the conventional "mamma" or "daddy", 4 the word "zoo", which I would 5 over and over again with a shrill 6 until someone, in order to 7 me up, would take me to the zoo. When I 8 a little older, we lived in Greece and I had a great 9 of pets, ranging from owls to seahorses, and I spent all my spare time 10 the countryside in search of fresh specimens to 11 to my collection of pets. 12 on I went for a year to the City Zoo, as a student 13, to get experience of the large animals, such as lions, bears, bison and ostriches, 14 were not easy to keep at home. When I left, I 15 had enough money of my own to be able to 16 my first trip and I have been going 17 ever since then. Though a collector's job is not an easy one and is full of 18, it is certainly a job which will appeal 19 all those who love animals and 20.

- |              |          |          |            |
|--------------|----------|----------|------------|
| 1. A. how    | B. where | C. when  | D. whether |
| 2. A. region | B. field | C. place | D. case    |

- |                     |                |               |                    |
|---------------------|----------------|---------------|--------------------|
| 3. A. clarity       | B. emotion     | C. sentiment  | D. affection       |
| 4. A. except        | B. but         | C. except for | D. but for         |
| 5. A. recite        | B. recognize   | C. read       | D. repeat          |
| 6. A. volume        | B. noise       | C. voice      | D. pitch           |
| 7. A. close         | B. shut        | C. stop       | D. comfort         |
| 8. A. grew          | B. was growing | C. grow       | D. grown           |
| 9. A. many          | B. amount      | C. number     | D. supply          |
| 10. A. living       | B. cultivating | C. reclaiming | D. exploring       |
| 11. A. increase     | B. include     | C. add        | D. enrich          |
| 12. A. Later        | B. Further     | C. Then       | D. Subsequently    |
| 13. A. attendant    | B. keeper      | C. member     | D. aide            |
| 14. A. who          | B. they        | C. of which   | D. which           |
| 15. A. luckily      | B. gladly      | C. nearly     | D. successfully    |
| 16. A. pay          | B. provide     | C. allow      | D. finance         |
| 17. A. normally     | B. regularly   | C. usually    | D. often           |
| 18. A. expectations | B. sorrows     | C. excitement | D. disappointments |
| 19. A. for          | B. with        | C. to         | D. from            |
| 20. A. excursion    | B. travel      | C. journey    | D. trip            |

### 完形填空(5)

If you were to begin a new job tomorrow, you would bring with you some basic strengths and weaknesses. Success or 1 in your work would depend, to 2 great extent, 3 your ability to use your strengths and weaknesses to the best advantage. 4 the utmost importance is your attitude. A person 5 begins a job convinced that he isn't going to like it or is 6 that he is going to fail is exhibiting a weakness which can only hinder his success. On the other hand, a person who is secure 7 his belief that he is probably as capable 8 doing the work as anyone else and who is willing to make a cheerful attempt 9 it possesses a certain strength of purpose. The chances are that he will do well. 10 the prerequisite skills for a particular job is strength. Lacking those skills is obviously a weakness. A bookkeeper who can't add or a carpenter who can't cut a straight line with a saw 11 hopeless cases. This book has been designed to help you capitalize 12 the strength and overcome the 13 that you bring to the job of learning. But in groups to measure your development, you must first 14 stock of somewhere you stand now. 15 we get further along in the book, we'll be 16 in some detail with specific processes for developing and strengthening 17 skills. However, 18 begin with, you should pause 19 examine your present strengths and weaknesses in three areas that are critical to your success or failure in school: your 20, your reading and communication skills, and your study habits.

- |                     |             |             |                |
|---------------------|-------------|-------------|----------------|
| 1. A. improvement   | B. victory  | C. failure  | D. achievement |
| 2. A. a             | B. the      | C. some     | D. certain     |
| 3. A. in            | B. on       | C. of       | D. to          |
| 4. A. Out of        | B. Of       | C. To       | D. Into        |
| 5. A. who           | B. what     | C. that     | D. which       |
| 6. A. ensure        | B. secure   | C. sure     | D. surely      |
| 7. A. onto          | B. on       | C. off      | D. in          |
| 8. A. to            | B. at       | C. of       | D. for         |
| 9. A. near          | B. on       | C. by       | D. at          |
| 10. A. Have         | B. Had      | C. Having   | D. Had been    |
| 11. A. being        | B. been     | C. are      | D. is          |
| 12. A. except       | B. but      | C. for      | D. on          |
| 13. A. idea         | B. weakness | C. strength | D. advantage   |
| 14. A. make         | B. take     | C. do       | D. give        |
| 15. A. As           | B. Till     | C. Over     | D. Out         |
| 16. A. deal         | B. dealt    | C. be dealt | D. dealing     |
| 17. A. learnt       | B. learned  | C. learning | D. learn       |
| 18. A. around       | B. to       | C. from     | D. beside      |
| 19. A. to           | B. onto     | C. into     | D. with        |
| 20. A. intelligence | B. work     | C. attitude | D. weakness    |

### 完形填空(6)

Who won the World Cup 1994 football game? What happened at the United Nations? How did the critics like the new play? 1 an event takes place, newspapers are on the streets 2 the details. Wherever anything happens in the world, reports are on the spot to 3 the news.

Newspapers have one basic 4, to get the news as quickly as possible from its source, from those who make it to those who want to 5 it. Radio, telegraph, television, and 6 inventions brought competition for newspapers. So did the development of magazines and other means of communication. 7, this competition merely spurred the newspapers on. They quickly made use of the newer and

faster means of communication to improve the 8 and thus the efficiency of their own operations. Today more newspapers are 9 and read than ever before. Competition also led newspapers to branch out to many other fields. Besides keeping readers 10 of the latest news, today's newspapers 11 and influence readers about politics and other important and serious matters. Newspapers influence readers' economic choices 12 advertising. Most newspapers depend on advertising for their very 13. Newspapers are sold at a price that 14 even a small fraction of the cost of production. The main 15 of income for most newspapers is commercial advertising. The 16 in selling advertising depends on a newspaper's value to advertisers. This 17 in terms of circulation. How many people read the newspaper? Circulation depends 18 on the work of the circulation department and on the services or entertainment 19 in a newspaper's pages. But for the most part, circulation depends on a newspaper's value to readers as a source of information 20 the community, city, country, state, nation, and world—and even outer space.

- |                       |                     |                   |                  |
|-----------------------|---------------------|-------------------|------------------|
| 1. A. Just when       | B. While            | C. Soon after     | D. Before        |
| 2. A. to give         | B. giving           | C. given          | D. being given   |
| 3. A. gather          | B. spread           | C. carry          | D. bring         |
| 4. A. reason          | B. cause            | C. problem        | D. purpose       |
| 5. A. make            | B. publish          | C. know           | D. write         |
| 6. A. another         | B. other            | C. one another    | D. the other     |
| 7. A. However         | B. And              | C. Therefore      | D. So            |
| 8. A. value           | B. ratio            | C. rate           | D. speed         |
| 9. A. spread          | B. passed           | C. printed        | D. completed     |
| 10. A. inform         | B. be informed      | C. to be informed | D. informed      |
| 11. A. entertain      | B. encourage        | C. educate        | D. edit          |
| 12. A. on             | B. through          | C. with           | D. of            |
| 13. A. forms          | B. existence        | C. contents       | D. purpose       |
| 14. A. tries to cover | B. manages to cover | C. fails to cover | D. succeeds in   |
| 15. A. source         | B. origin           | C. course         | D. finance       |
| 16. A. way            | B. means            | C. chance         | D. success       |
| 17. A. measures       | B. measured         | C. is measured    | D. was measured  |
| 18. A. somewhat       | B. little           | C. much           | D. something     |
| 19. A. offering       | B. offered          | C. which offered  | D. to be offered |
| 20. A. by             | B. with             | C. at             | D. about         |

#### 完形填空(7)

For many people today, reading is no longer relaxation. To keep up their work they must read letters, reports, trade publications, interoffice communications, not to mention newspapers and magazines: a never-ending flood of words. In 1 a job or advancing in one, the ability to read and comprehend 2 can mean the difference between success and failure. Yet the unfortunate fact is that most of us are 3 readers. Most of us develop poor reading 4 at an early age, and never get over them. The main deficiency 5 in the actual stuff of language itself—words. Taken individually, words have 6 meaning until they are strung together into phrases, sentences and paragraphs. 7, however, the untrained reader does not read groups of words. He laboriously reads one word at a time, often regressing to 8 words or passages. Regression, the tendency to look back over 9 you have just read, is a common bad habit in reading. Another habit which 10 down the speed of reading is vocalization—sounding each word either orally or mentally as 11 reads.

To overcome these bad habits, some reading clinics use a device called an 12, which moves a bar (or curtain) down the page at a predetermined speed. The bar is set at a slightly faster rate 13 the reader finds comfortable, in order to “stretch” him. The accelerator forces the reader to read fast, 14 word-by-word reading, regression and subvocalization, practically impossible. At first 15 is sacrificed for speed. But when you learn to read ideas and concepts, you will not only read faster, 16 your comprehension will improve. Many people have found 17 reading skill drastically improved after some training. 18 Charlie Au, a business manager, for instance, his reading rate was a reasonably good 172 words a minute 19 the training, now it is an excellent 1,378 words a minute. He is delighted that he can 20 a lot more reading material in a short period of time.

- |                    |             |               |                  |
|--------------------|-------------|---------------|------------------|
| 1. A. applying     | B. doing    | C. offering   | D. getting       |
| 2. A. quickly      | B. easily   | C. roughly    | D. decidedly     |
| 3. A. good         | B. curious  | C. poor       | D. urgent        |
| 4. A. training     | B. habits   | C. situations | D. custom        |
| 5. A. lies         | B. combines | C. touches    | D. involves      |
| 6. A. some         | B. A lot    | C. little     | D. dull          |
| 7. A. Fortunately  | B. In fact  | C. Logically  | D. Unfortunately |
| 8. A. reuse        | B. reread   | C. rewrite    | D. recite        |
| 9. A. what         | B. which    | C. that       | D. if            |
| 10. A. scales      | B. cuts     | C. slows      | D. measures      |
| 11. A. some one    | B. one      | C. he         | D. reader        |
| 12. A. accelerator | B. actor    | C. amplifier  | D. observer      |
| 13. A. then        | B. as       | C. beyond     | D. than          |

- |                 |                  |            |                |
|-----------------|------------------|------------|----------------|
| 14. A. enabling | B. leading       | C. making  | D. indicating  |
| 15. A. meaning  | B. comprehension | C. gist    | D. regression  |
| 16. A. but      | B. nor           | C. or      | D. for         |
| 17. A. our      | B. your          | C. their   | D. such        |
| 18. A. Look at  | B. Take          | C. Make    | D. Consider    |
| 19. A. for      | B. in            | C. after   | D. before      |
| 20. A. master   | B. go over       | C. present | D. get through |

#### 完形填空(8)

More than forty thousand readers told us what they looked for in close friendships, what they expected 1 friends, what they were willing to give in 2, and how satisfied they were 3 the quality of their friendships. The 4 give little comfort to social critics.

Friendship 5 to be a unique form of 6 bonding. Unlike marriage or the ties that 7 parents and children, it is not defined or regulated by 8. Unlike other social roles that we are expected to 9 as citizens, employees, members of professional societies and 10 organizations—it has its own principle, which is to promote 11 of warmth, trust, love, and affection 12 two people.

The survey on friendship appeared in the March 13 of *Psychology Today*. The findings 14 that issues of trust and betrayal are 15 to friendship. They also suggest that our readers do not 16 for friends only among those who are 17 like them, but find many 18 differ in race, religion, and ethnic background. Arguably the most important 19 that emerges from the data, 20, is not something that we found—but what we did not.

- |                  |                 |               |                 |
|------------------|-----------------|---------------|-----------------|
| 1. A) to         | B) for          | C) of         | D) on           |
| 2. A) return     | B) reply        | C) addition   | D) turn         |
| 3. A) about      | B) with         | C) of         | D) by           |
| 4. A) effects    | B) expectations | C) results    | D) consequences |
| 5. A) appears    | B) feels        | C) leads      | D) sounds       |
| 6. A) civil      | B) human        | C) mankind    | D) individual   |
| 7. A) attract    | B) attach       | C) control    | D) bind         |
| 8. A) rule       | B) discipline   | C) law        | D) regulation   |
| 9. A) play       | B) keep         | C) show       | D) do           |
| 10. A) those     | B) all          | C) any        | D) other        |
| 11. A) interests | B) feelings     | C) friendship | D) impressions  |
| 12. A) on        | B) in           | C) for        | D) between      |
| 13. A) print     | B) copy         | C) issue      | D) publication  |
| 14. A) confirm   | B) resolve      | C) assure     | D) secure       |
| 15. A) main      | B) central      | C) neutral    | D) nuclear      |
| 16. A) ask       | B) appeal       | C) call       | D) look         |
| 17. A) more      | B) less         | C) most       | D) least        |
| 18. A) friends   | B) what         | C) people     | D) who          |
| 19. A) summary   | B) decision     | C) conclusion | D) claim        |
| 20. A) yet       | B) still        | C) moreover   | D) however      |

#### 完形填空(9)

For the past two years, I have been working on students' evaluation of classroom teaching. I have kept a record of informal conversations 1 some 300 students from at 2 twenty-one colleges and universities. The students were generally 3 and direct in their comments 4 how course work could be better 5. Most of their remarks were kindly 6—with tolerance rather than bitterness—and frequently were softened by the 7 that the students were speaking 8 some, not all, instructors. Nevertheless, 9 the following suggestions and comments indicate, students feel 10 with things-as-they-are in the classroom.

Professors should be 11 from reading lecture notes. "It makes their 12 monotonous."

If they are going to read, why not 13 out copies of the lecture? Then we 14 need to go to class. Professors should 15 repeating in lectures material that is in the textbook. "16 we've read the material, we want to 17 it or hear it elaborated on, 18 repeated." "A lot of students hate to buy a 19 text that the professor has written 20 to have his lectures repeat it."

- |                 |                 |             |              |
|-----------------|-----------------|-------------|--------------|
| 1. A) counting  | B) covering     | C) figuring | D) involving |
| 2. A) best      | B) length       | C) least    | D) large     |
| 3. A) frank     | B) hard-working | C) polite   | D) reserved  |
| 4. A) at        | B) on           | C) of       | D) over      |
| 5. A) described | B) submitted    | C) written  | D) presented |
| 6. A) made      | B) addressed    | C) taken    | D) received  |
| 7. A) fact      | B) occasion     | C) case     | D) truth     |
| 8. A) at        | B) with         | C) on       | D) about     |
| 9. A) if        | B) though       | C) as       | D) whether   |

- |                     |                   |              |                 |
|---------------------|-------------------|--------------|-----------------|
| 10. A) satisfactory | B) unsatisfactory | C) satisfied | D) dissatisfied |
| 11. A) interfered   | B) discouraged    | C) disturbed | D) interrupted  |
| 12. A) sounds       | B) pronunciation  | C) voices    | D) gestures     |
| 13. A) hold         | B) give           | C) drop      | D) leave        |
| 14. A) mustn't      | B) shouldn't      | C) couldn't  | D) wouldn't     |
| 15. A) avoid        | B) prevent        | C) refuse    | D) prohibit     |
| 16. A) Until        | B) Unless         | C) Once      | D) However      |
| 17. A) keep         | B) discuss        | C) argue     | D) remember     |
| 18. A) not          | B) or             | C) and       | D) yet          |
| 19. A) desired      | B) required       | C) revised   | D) deserved     |
| 20. A) but          | B) how            | C) only      | D) about        |

### 完形填空(10)

Professional sports are very popular in the United States and they are big business. The most popular sports are basketball, football and baseball. \_\_\_1\_\_\_ has its own season. And \_\_\_2\_\_\_ supporters. Professional teams are named for the cities \_\_\_3\_\_\_ they are located. When a team plays in a championship game, most people in the city \_\_\_4\_\_\_ the game with interest and enthusiasm. Basketball is \_\_\_5\_\_\_ around the world. Professional basketball games in the US \_\_\_6\_\_\_ indoors during winter months. From November to April \_\_\_7\_\_\_ can find a professional basketball game several nights a week in most large \_\_\_8\_\_\_ cities. Basketball is an American sport. It \_\_\_9\_\_\_ the national pastime.

The game is played in the evening \_\_\_10\_\_\_ every night of the week and \_\_\_11\_\_\_ weekends as well. The season begins in April and \_\_\_12\_\_\_ in the October. Football \_\_\_13\_\_\_ most popular professional sport in the US. It is played on Sundays \_\_\_14\_\_\_ the fall from August to January. American football is different \_\_\_15\_\_\_ international football, \_\_\_16\_\_\_ Americans called soccer. Both games require \_\_\_17\_\_\_ and specialized skills. Professional players are very \_\_\_18\_\_\_. The most famous players \_\_\_19\_\_\_ millions of dollars for their playing skill. American best players have higher \_\_\_20\_\_\_ than the country's president.

- |                  |                    |                |                |
|------------------|--------------------|----------------|----------------|
| 1. A. Every      | B. Both            | C. Each        | D. All         |
| 2. A. million    | B. millions        | C. million of  | D. millions of |
| 3. A. when       | B. where           | C. who         | D. whose       |
| 4. A. follow     | B. walk            | C. run         | D. jump        |
| 5. A. well-known | B. well            | C. known       | D. fame        |
| 6. A. played     | B. is played       | C. plays       | D. are played  |
| 7. A. somebody   | B. one             | C. anyone      | D. everybody   |
| 8. A. America    | B. England         | C. American    | D. English     |
| 9. A. was called | B. has been called | C. is called   | D. be called   |
| 10. A. nearly    | B. close           | C. closely     | D. near        |
| 11. A. at        | B. in              | C. on          | D. during      |
| 12. A. finish    | B. finishing       | C. finished    | D. finishes    |
| 13. A. became    | B. is become       | C. is becoming | D. has become  |
| 14. A. during    | B. while           | C. on          | D. at          |
| 15. A. of        | B. from            | C. with        | D. about       |
| 16. A. when      | B. that            | C. where       | D. which       |
| 17. A. strong    | B. strength        | C. strengthen  | D. stronger    |
| 18. A. well pay  | B. good pay        | C. well paid   | D. good paid   |
| 19. A. make      | B. had             | C. got         | D. received    |
| 20. A. money     | B. salaries        | C. pay         | D. wage        |