

Obviously, the most common reason 23 teachers decide to teach is the ability to make a difference. There are many professions that give people the ability to have a(n) 24 impact on the world and change people's lives, 25 few professions have a direct impact on 26 a better society as teachers do. People tend to 27 their teachers for years after they finish school, for good teachers can 28 their students to become something that they 29 thought they could be, or to work 30 a field that they thought they did not 31.

Teachers are also important because they provide 32 for their students. In certain low-income areas 33 some students may not have both of their parents 34, teachers can provide an important influence that helps their students make the right 35, even when they are not in the classroom. Generally, teachers' impact on students can last all through their life.

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|-------------------|---------------|----------------|---------------|
| 21. A. for | B. to | C. in | D. of |
| 22. A. distribute | B. contribute | C. attribute | D. substitute |
| 23. A. what | B. why | C. which | D. how |
| 24. A. definite | B. absolute | C. positive | D. firm |
| 25. A. or | B. and | C. so | D. but |
| 26. A. creating | B. inventing | C. discovering | D. designing |
| 27. A. review | B. remember | C. reflect | D. remind |
| 28. A. inspire | B. force | C. demand | D. order |
| 29. A. ever | B. never | C. rather | D. still |
| 30. A. on | B. at | C. in | D. as |
| 31. A. act | B. sit | C. ask | D. fit |
| 32. A. requests | B. reference | C. guidance | D. commands |
| 33. A. what | B. which | C. where | D. when |
| 34. A. around | B. away | C. ahead | D. along |
| 35. A. correction | B. revisions | C. connection | D. decisions |

IV. Reading Comprehension (60 points)

Directions: There are five reading passages in this part. Each passage is followed by four questions. For each question there are four suggested answers marked A, B, C and D. Choose one best answer and blacken the corresponding letter on the Answer Sheet.

Passage One

Music is part of the structure of our society; it sits at the heart of human experience and enriches (丰富) so many lives. Why, then, is it not central to our education system? This is a question I recently put forward to an all-party group on music education.

I am 20 years old and began playing the piano at the Barracudas Band in Barrow-in-Furness, aged seven. The funding for the centre has now been cut. I took part in the primary tuition project, aged 11. The funding for that has also been cut now. It is a common problem across the country.

Music is not an add-on, a "soft" subject or a luxury—it is absolutely essential to our existence. Every child deserves the opportunity to experience its benefits. Until music is held in the same regard as the "core" subjects of our curriculum, our society will be worse off. We need joy, empathy (共情) and hope on this planet more than ever, and taking away children's opportunity to develop musical skills is to set ourselves up for a fall. Despite the many brilliant programs and projects to encourage young musicians ("Every Child a Musician," "Awards for Young Musicians," to name but a few), we are reaching a crisis point. We are in danger of destroying creativity, innovation (创新) and expression. Learning an instrument can help develop so many fundamental life skills. It promotes discipline, empathy, determination and cooperation as well as providing a sense of community and worth.