



## Test 1

### Section A

#### Conversation One

**M:** Hello.

**W:** Hello, Frank. This is Susan. I'm sorry to phone you at this hour, but I'm experiencing a sticky issue that I can't think of anyone to get advice beside you.

**M:** What's up?

**W:** Well, I moved to my present apartment couple months ago and now I plan to return to my parents' place next month. [1]/[2]Today, I gave notice to my landlord but he said he's unable to give my deposit back since I have to stay a minimum of six months.

**M:** [3]Are you giving him a-month-in-advance notice to move?

**W:** Yes, that's exactly what I did today. In the tenancy agreement that's the timeframe requested to notify the landlord.

**M:** [3]Yes, that's the usual practice. Well, in the tenancy agreement, did it state that there's a minimum of six months stay or the deposit would be forfeited?

**W:** Not that I could remember. Besides, I have never heard of such clause in the contract.

**M:** Well, perhaps you should pull your contract out and have a word with the landlord.

**W:** Yes, that's exactly what I'm thinking of. But he said he spent time and money on advertisements to get tenant and it wouldn't be fair on him if I just stayed for two months.

**M:** Well, that's not the point, Susan, the fact is he shouldn't force a tenant to stay. Besides, if the contract does not state the time frame, then he shouldn't impose it on himself.

**W:** You are right, Frank. You just confirmed my reasoning.

**M:** Look, Susan, I'll go with you to see the landlord tomorrow and if he still insists on forfeiting your deposit, [4]we'll go to the small claims court to get your money back.

**W:** Thanks, Frank.

*Questions 1 to 4 are based on the conversation you have just heard.*

1. Why is Susan worried? [B]
2. What does the landlord plan to do? [B]
3. When should the notice be given to the landlord in regular practice? [A]
4. What are Susan and Frank planning to do as a last resort? [D]

#### Conversation Two

**W:** Dad, can I go to a movie with Sharon?

**M:** Yeah, sure, but wait. [5]Weren't you supposed to get a report card sometime this past week?

**W:** Well, oh yeah. Can I call Sharon now?

**M:** Uh-hum. You didn't answer my question. Did you receive it or not?

**W:** I love you, Dad! [5]You're the best!

**M:** [5]Don't try to butter me up. I can guess that your answer means that you didn't do well in some of your classes?

**W:** Well, my English teacher is so boring, and he blows up every time someone talks.

**M:** In other words, you're not doing so well?

**W:** Uh, a C... minus.

**M:** Oh. Well, how are you doing in your Spanish class? You said you liked that one.

**W:** Well, I do, but I forgot to turn in a couple of assignments, and I had problems on the last test. All those verbs tripped



me up. I got them all mixed up in my head!

M: Okay, and [6]what about algebra?

W: [6]Ah, I'm acing that class. No sweat.

M: Oh!

W: Can I go now?

M: [7]And how are you doing in history?

W: Oh, [7]that's my favorite class. Mr. Jones is always passing out candy if you know the answers to his questions.

M: Great. Now, [7]I have a bright daughter with tooth decay.

W: Ah, Dad. Can I go now?

M: You can go if you answer my history question. [8]How old am I?

W: Uh, fifty-five?

M: Fifty-five! [8]You just failed a math and history test at the same time!

W: Dad...

M: Well, okay, but you need to come straight home from the movie.

W: Gotta run, Dad.

*Questions 5 to 8 are based on the conversation you have just heard.*

5. Why does the girl flatter her father by saying "You are the best"? [C]

6. Which subject does the girl find the easiest? [B]

7. What do we learn about the girl's performance on history class? [D]

8. What does the father mean by saying the girl failed a math and history test at the same time? [A]

## Section B

### Passage One

[11]Senators are people who are elected every 6 years and they represent a whole state. This means there are fewer senators than Congress Representatives but they do have the power to defeat any bill that has been passed by the Congress. [9]Their function is to provide more scrutiny over the decisions and actions of the Congress Representatives, and to make sure that bills, passed by the House of Representatives, are not driven by narrow local interests. In England, the British have an appointed House of Lords to provide a "second sober thought" about new laws. [10]In America, senators are thought to do the same thing, but the primary difference is that they are elected and very responsive to public opinion. However, because they do not have to face [11]elections for 6 years, it was thought that they may be more rational than populists, although in practice the Senate and the Congress are still very much swayed by the views of public opinion or by powerful lobby groups. If the bill is passed in the Senate, then it goes to the President to either sign or reject. If he signs it, it becomes law, but [12]if he rejects it, that is to say he vetoes the bill, or refuses to sign it, or as they say, "pocket vetoes it", it will be sent back to the Congress. If the Congress disagrees with the President enough and does not want to change or amend the bill, they can set aside the President's rejection—called setting aside the veto.

*Questions 9 to 12 are based on the passage you have just heard.*

9. What aspect of the Senate does the speaker talk about? [D]

10. What is the main difference between the American Senate and British House of Lords? [D]

11. How often are senators elected? [A]

12. According to the speaker, what is a veto? [B]

### Passage Two

Most people have had a dog or wanted one as their companion at some time in their lives. [13]If you are thinking of



buying a dog, however, you should first decide what sort of companion you need and whether the dog is likely to be happy in the surroundings you can provide. Specialist advice is available to help you choose the most suitable breed of dog. But in part, the decision depends on common sense. Most breeds were originally developed to perform specific tasks. So, if you want a dog to protect you or your house, for example, you should choose a breed that has the right size and characteristics. You must also be ready to devote a good deal of time to train the dog when it is young and give it the exercise it needs throughout its life, unless you live in the country and can let it run freely. Dogs are demanding pets. Whereas cats identify with the house and so are content if their place there is secure, [14]a dog identifies with its master and consequently wants him to show proof of his affection. The best time to buy a baby dog is when it's between 6 and 8 weeks old so that [15]it can transfer its affection from its mother to its master. If baby dogs have not established a relationship with the human being until they are over three months old, their strong relationship will always be with dogs. They are likely to be too shy when they are brought out into the world to become good pets.

*Questions 13 to 15 are based on the passage you have just heard.*

13. What is mentioned as a consideration in buying a dog? [D]
14. In what way is a dog said to be more demanding than a cat? [B]
15. Why is it advised to buy a baby dog under three months old? [C]

## Section C

### *Recording One*

In New York City public schools, 176 different languages are spoken among the more than 1 million students. For 160,000 children, English is not their first language. New York's Department of Education makes learning better for these students by providing dual-language programs. Students are taught in two languages, English and another one, like Russian or Chinese. Math, social studies, science and all other regular courses are taught in both languages. And they learn about the culture of the other country.

Milady Baez is Deputy Chancellor of English Language Learners and Student Support. [16]She says these dual-language programs will help children succeed in the future. "The jobs of the future require that our students know more than one language. They are going to be traveling abroad. They are going to be communicating with people from all over the world. This will open doors for them."

Shuya Zhang teaches a dual language class. She says the program helps children get ready to work with people in other countries. "Look at nowadays, America started economic relationships with China. Lots of factories have been built, companies moved to China. They need people with both language skills so when the kids are grown up, they already have this skill."

Middle-schoolers might not have jobs on their minds yet. [17]For Kequing Jaing, she likes keeping up her first language, Chinese. "It makes me feel that I am home because I can speak in Chinese, learn in Chinese, while learning in English. So it makes me feel better and makes me understand more about the task I'm learning."

Anastasia Hudikova came to the United States when she was 2 years old. She says the Russian-English program keeps her connected to her heritage and her parents happy. [18]They're really happy about the program that exists. They are really happy that I can preserve my culture and my language, that I can speak it fluently in school."

The New York schools also offer dual-language programs in seven other languages: Arabic, French, Haitian Creole, Hebrew, Korean, Polish and Spanish. There are plans to add even more languages in the future.

While these dual-language programs are popular, some groups in the U.S. say teaching English comes first. U.S. English wants to make English the official language of the United States. "We have no problem with folks speaking multiple languages... if people want to speak a different language at home," says Todd DuBois with U.S. English. [19]What we do think is schools should prioritize English. He says studies show that children who learn English early



will be more successful later. And, he says, focusing on English in the classroom will help the students learn the language faster.

*Questions 16 to 19 are based on the recording you have just heard.*

16. How can students benefit from the dual-language program? [C]
17. What is Keqing Jaing's first language? [B]
18. What do the parents of Anastasia Hudikova think of the dual-language program? [A]
19. What does Todd DuBois think of English? [D]

### **Recording Two**

Our country is home to some of the most beautiful God-given landscapes in the world. We're blessed with natural treasures—from the Grand Tetons to the Grand Canyon; from lush forests and vast deserts to lakes and rivers teeming with wildlife. [22]And it's our responsibility to protect these treasures for future generations, just as previous generations protected them for us.

Since taking office, I've set aside more than 260 million acres of public lands and waters—more than any President in history. Last month, we announced that 11 states had come together with farmers, and industry groups to protect some threatened species, without bringing negative influences on the local economies. Two weeks ago, [20]we joined an alliance of countries cracking down on illegal fishing that threatens jobs and food security around the globe. And I'm going to keep protecting the places that make America special, and the livelihoods of those who depend on them.

We'll also keep doing what we can to prevent the worst effects of climate change before it's too late. [21]Over the past six years, we've led by example, generating more clean energy and lowering our carbon emissions. Our businesses have stepped up in a big way, including just this past week. Some of our biggest companies made new commitments to act on climate—not just because it's good for the planet, but because it's good for their bottom line.

This is how America is leading on the environment. And because America is leading by example, 150 countries, representing over 85% of global emissions, have now laid out plans to reduce their levels of the harmful carbon pollution that warms our planet. And it gives us great strength going into Paris this December, where the world needs to come together and build on these individual commitments with an ambitious, long-term agreement to protect this Earth for our kids.

After all, as Pope Francis reminds us so eloquently, this planet is a gift from God—and our common home. [22]We should leave it to our kids in better shape than we found it.

*Questions 20 to 22 are based on the recording you have just heard.*

20. Why does the alliance crack down on illegal fishing? [A]
21. What did Americans do to prevent the climate from getting worse? [B]
22. What's the speaker's purpose by delivering the speech? [C]

### **Recording Three**

I grew up on a steady diet of science fiction. In high school I took a bus to school an hour each way every day. And I was always absorbed in science fiction books, which took my mind to other worlds and satisfied my sense of curiosity. And my love of science fiction actually seemed to mirror what was happening in the world around me.

Later, I wrote this piece called Avatar, which was meant to absolutely push the envelope of visual effects. [23]When I came to make my movie, "Avatar," I tried to apply the principle of leadership which is that you respect your team, and you earn their respect in return. And it really changed the dynamic. So, here I was again with a small team, in unknown territory doing "Avatar", coming up with new technology that didn't exist before. Tremendously exciting. Tremendously



challenging. And we became a family, over a four-and-half-year period. [23]And it completely changed how I do movies.

So, people have commented on how, well, you know, you brought back the ocean organisms and put them on the planet of Pandora. To me it was more of a fundamental way of doing business, the process itself, that changed as a result of that.

So, what can we synthesize out of all this? You know, what are the lessons learned? Well, I think number one is curiosity. It's the most powerful thing you own. Imagination is a force that can actually manifest a reality. And the respect of your team is more important than all the honors in the world. I have young film makers come up to me and say, "Give me some advice for doing this." And I say, "Don't put limitations on yourself. Other people will do that for you. Don't do it to yourself. [24]Don't bet against yourself. And take risks."

NASA has this phrase that they like: "Failure is not an option." [25]But failure has to be an option in art and in exploration, because it's a leap of faith. And no important endeavor that required innovation was done without risk. You have to be willing to take those risks. [25]So, the thought I would leave you with, is that in whatever you're doing, failure is an option, but fear is not.

*Questions 23 to 25 are based on the recording you have just heard.*

23. What completely changed the speaker's way of making movies? [C]  
24. What is the speaker's advice for young filmmakers? [A]  
25. What did the speaker think of failure in art? [D]

## Test 2

### Section A

#### Conversation One

**M:** Sally, I heard from the radio that over half the world's seven thousand languages are in danger of disappearing.

Every two weeks one language disappears.

**W:** So fast?

**M:** Yes, so Mr. Harrison and Mr. Anderson are heading [1]Living Tongues, an organization to study and protect endangered languages.

**W:** Why do these languages disappear?

**M:** Sometimes a language disappears immediately when the last person speaking it dies. Or, a local language might disappear more slowly. [2]This happens when an official language is used more often and children stop learning the local language of their parents. This is not a new process. Official languages often represent a form of control over a group of people.

**W:** Can you explain it a bit further?

**M:** Throughout history, the language spoken by a powerful group spreads across a civilization. [2]The more powerful culture rarely respects the language and culture of smaller ethnic groups. So, smaller cultures lose their local language as the language of the culture in power becomes the stronger influence.

**W:** I can see your point now.

**M:** The Internet could be thought of as a new method of language control. The United Nations cultural organization, UNESCO, says that [3]ninety percent of the world's languages are not represented on the Internet.

**W:** I guess we do need to protect these languages.

**M:** [4]Experts say protecting languages is very important for many reasons. Languages contain the histories, ideas and



knowledge of a culture. Languages also contain valuable information about local medicines, plants and animals.

[4]Bringing back threatened languages is not easy, but it is very important work.

W: No doubt.

*Questions 1 to 4 are based on the conversation you have just heard.*

1. What is the organization Living Tongues aimed at? [A]
2. Why do some cultures lose their local languages? [C]
3. What is the Internet blamed for? [B]
4. What does the speakers stress in the end? [D]

### *Conversation Two*

M: [5]Look at all the equipment here. They must be used for some kind of sport.

W: You are right. [5]They are for climbing mountains. Have you ever tried that before?

M: No, never, have you?

W: [5]/[6]Almost for five years.

M: Five years? Wow! Isn't it a bit dangerous? I heard that a 21-year-old college student lost his life when climbing the cliff the other day.

W: Yes, it does happen from time to time, [7]most often by people who just try when they are not yet ready for any risk.

M: Are there any climbing clubs for freshmen to join?

W: Yes, for sure. But you need time to pick out the best one. Nowadays, too many of these climbing clubs are too eager to initiate trips without checking properly the skill levels of the climbers.

M: Well, [5]as a veteran, what experience do you think you can share with others?

W: Well, climbing success is considered by most to be almost 100 percent dependent on fitness and natural ability. [8]But in reality, climbing is a much more subtle and complicated skill that needs not just fitness, but strategy and psychology.

M: That's interesting to hear.

W: Over the years, I've picked up numerous tricks and techniques that have allowed me to occasionally beat a stronger competitor. At the grass-roots level, it is possible to just outpace your opponents, but as you get into the higher categories and the gap in ability narrows, [8]strategy becomes increasingly important.

M: Well, Katrina, thanks for your kind suggestion.

W: My pleasure.

*Questions 5 to 8 are based on the conversation you have just heard.*

5. What can be inferred about the woman? [B]
6. How long has the woman engaged in mountain climbing? [D]
7. According to the woman, why do most climbing accidents occur? [A]
8. What are more important to climbing success in the long run? [C]

## **Section B**

### *Passage One*

I had flown from San Francisco to Virginia to attend a conference on multiculturalism. Hundreds of educators from across the country were meeting [9]to discuss the need for greater cultural diversity in the school curriculum. I took a taxi to my hotel. On the way, my driver and I chatted about the weather and the tourists. The driver was a white man in his forties. "How long have you been in this country?" he asked. "All my life!" I replied, "I was born in the United States." With a strong southern accent, he remarked, "I was wondering because your English is excellent." Then I



explained as I had done many times before, “My grandfather came here from China in the 1880s. My family has been here in America for over a hundred years.” He glanced at me in the mirror. [10]Somehow, I did not look “American” to him. My appearance looked foreign. Questions like the one my taxi driver asked make me feel uncomfortable. But I can understand why he could not see me as an American. He had a narrow but widely-shared sense of the past: a history that has viewed Americans as descendants of Europeans. Race has functioned as something necessary to the construction of American character and quality. In the creation of our national identity, American has been defined as “white”. [11]But America has been racially diverse since our very beginning on the Virginia shore, where the first group of Englishmen and Africans arrived in the 17th century. And this reality is increasingly becoming visible everywhere.

**Questions 9 to 11 are based on the passage you have just heard.**

9. What was the theme of the conference the speaker was to attend? [C]
10. Why did the taxi driver ask the speaker how long he has been in the US? [D]
11. What message does the speaker wish to convey? [A]

### **Passage Two**

[12]Laws have been written to govern the use of the American National Flag, and to ensure proper respect for the flag. [15]Custom has also governed the common practice in regard to its use. All the armed services have precise regulations on how to display the national flag. This may vary somewhat from the general rules. [13]The national flag should be raised and lowered by hand. Do not raise the flag while it is folded. [13]Unfold the flag first, and then hoist it quickly to the top of the flagpole. Lower it slowly and with dignity. Place no objects on or over the flag. Do not use the flag as part of a costume or athletic uniform. Do not print it upon cushions, handkerchiefs, paper napkins or boxes. A federal law provides that the trademark cannot be registered if it comprises the flag, coat of arms, or badges of the United States. When the flag is used in unveiling a statue or monument, it shouldn't serve as a covering of the object to be unveiled. If it is displayed on such occasions, do not allow the flag to fall to the ground, [14]but let it be carried high up in the air to form a feature of the ceremony. Take every precaution to prevent the flag from becoming soiled. It should not be allowed to touch the ground or floor, nor to brush against objects.

**Questions 12 to 15 are based on the passage you have just heard.**

12. How do Americans ensure proper respect for the national flag? [A]
13. What is the regulation regarding the raising of the American National Flag? [B]
14. How should the American National Flag be displayed at an unveiling ceremony? [D]
15. What do we learn about the use of the American National Flag? [C]

## **Section C**

### **Recording One**

I am fired up for the year that stretches out before us. That's because of what we've accomplished together over the past seven.

Seven years ago, our businesses were losing 800,000 jobs a month. They've now created jobs for 69 straight months, driving the unemployment rate from a high of 10% down to 5%.

Seven years ago, there were only two states in America with marriage equality. And now there are 50. All of this progress is because of you. And we've got so much more to do. [16]So my New Year's resolution is to move forward on our unfinished business as much as I can. And I'll be more frequently asking for your help.

That's especially true for one piece of unfinished business. That's our epidemic of gun violence. [17]This Friday, I'll be thinking about my friend Gabby Giffords, five years into her recovery from the shooting in Tucson. And all across America, survivors of gun violence and those who lost a child, a parent, a spouse to gun violence are forced to mark



such awful anniversaries every single day.

We know that we can't stop every act of violence. But what if we tried to stop even one? What if Congress did something—anything—to protect our kids from gun violence?

[18]A few months ago, I directed my team at the White House to look into any new actions I can take to help reduce gun violence. And on Monday, I'll meet with our Attorney General, Loretta Lynch, to discuss our options. Because I get too many letters from parents, and teachers, and kids, to sit around and do nothing. I get letters from responsible gun owners who grieve with us every time these tragedies happen. So I know there are a bunch of us who care about this.

Change, as always, is going to take all of us. The gun lobby is loud and well organized in its defense of effortlessly available guns for anyone. The rest of us are going to have to be just as passionate and well organized in our defense of our kids. That's the work of citizenship—to stand up and fight for the change that we seek. I hope you'll join me in making America safer for all of our children.

*Questions 16 to 18 are based on the recording you have just heard.*

16. What is the speaker's New Year's resolution? [C]
17. What can be learned about the speaker's friend Gabby? [C]
18. What would the speaker like to take actions to do? [D]

### **Recording Two**

I'm a lifelong traveler. [19]So, from the time I was nine years old I was flying alone several times a year over the North Pole, just to go to school. And of course the more I flew the more I came to love to fly. And then, almost inevitably, I became a travel writer so my job and my joy could become one. As you all know, one of the first things you learn when you travel is that nowhere is magical unless you can bring the right eyes to it.

You take an angry man to the Himalayas, he just starts complaining about the food. [20]And I found that the best way that I could develop more attentive and more appreciative eyes was, oddly, by going nowhere, just by sitting still.

And of course sitting still is how many of us get what we most crave and need in our accelerated lives, a break. But it was also the only way that I could find to sift through the slide show of my experience and make sense of the future and the past.

And by going nowhere, I mean nothing more intimidating than taking a few minutes out of every day or a few days out of every season, or even, as some people do, a few years out of a life in order to sit still long enough to find out what moves you most, to recall where your truest happiness lies and to remember that sometimes making a living and making a life point in opposite directions.

And this has certainly been my experience as a traveler. Twenty-four years ago I took the most mind-bending trip across North Korea. But the trip lasted a few days.

What I've done with it is sitting still, going back to it in my head, trying to understand it, finding a place for it in my thinking, that's lasted 24 years already and will probably last a lifetime.

[21]The trip, in other words, gave me some amazing sights, but it's only sitting still that allows me to turn those into lasting insights.

*Questions 19 to 21 are based on the recording you have just heard.*

19. Why did the speaker fly over the North Pole? [A]
20. What is the best way to develop attentive and appreciative views? [B]
21. What do we learn about the speaker's trip to North Korea? [A]





### Recording Three

I have a passion for cooking, but my path to cooking success is a winding tale. [22]I was born in New Zealand to a Chinese father and an Egyptian mother, educated in England and for a time called San Francisco home. I tried my hand as a trader on the floor of the New York Stock Exchange and even took a crack at being a stand-up comic, but my restless soul eventually led me into the kitchen, where I put my imagination to the test.

I guess I always liked food. That's helpful. And I didn't realize food could be a horrible experience until I went to English boarding school. So I was brought up by two really great grandmothers that could cook and I was always intrigued by how they made food really good, one being Egyptian, the other one being Chinese.

[23]When I left Wall Street, I wanted to do something a little creative, and I saw chefs in a completely different light than I've seen them in the past, you know, wearing white jackets, looking like doctors. My mother wanted me to be a doctor, so this was as close as I was going to get. And they had, like, the command of everybody, like they were gods in this little space. "Give me this, give me that." [23]And I like kind of like that world and the ability to create.

You know, there are so many celebrity chefs that are out there these days. Each one has their unusual features. You know, Jamie Oliver's very good at being the guy next door and being sweet and being very knowledgeable and cooking very simple food, and everybody loves Jamie. Gordon Ramsay, I don't think you have a better chef on television. I'm just a person that's kind of like shooting from left field, [24]and I think that my race, my upbringing and my education will always send me from a different angle than other people and I think that's what separates me.

So, here are three tips for anybody that's at home and wants to make Vietnamese food. You've gotta have a great fish sauce—first press, just like olive oil. No food coloring, aged, that's key. [25]Fresh ingredients are very important. Fresh herbs. And then the right cooking vessel for whatever you're cooking. I mean you gotta have the right equipment, so if you're gonna make something in a clay pot, let it be a clay pot.

*Questions 22 to 25 are based on the recording you have just heard.*

22. Where was the speaker born? [C]
23. Why would the speaker like to be a chef? [C]
24. What made the speaker different from other celebrity chefs? [D]
25. What is the important tip for making Vietnamese food? [B]

## Test 3

### Section A

#### Conversation One

**W:** And when did you begin this sort of work?

**M:** Let's see now... um. Yes, six years ago this March.

**W:** And you enjoy it?

**M:** Oh yes, very much. [2]It is very tiring with long hours on the job, sometimes... uh... as much as 12 hours. Well uh, but it's exciting to meet people from all over the world. It really is.

**W:** What exactly do you do?

**M:** Well, [1]I take tourists to the famous places in the city, tell them the history of the places, talk about why they're famous. But, uh, there's the other side.

**W:** What do you mean?

**M:** Well, you know, when foreigners come to this country, things are very different. So, it is my job to give them advice, help them with problems, and make them feel comfortable.



**W:** And what special qualifications are necessary for people who want to be in this profession?

**M:** Well, they have to enjoy meeting new people. And they must take special courses in the history of the city and things like that.

**W:** And do you have to know foreign languages?

**M:** Yes, that's a must. Otherwise, a tour company can use you only for the groups that speak English. [3]And most of the tourists come from South America.

**W:** [3]South America. I see. So they speak Spanish?

**M:** That's right, Spanish. And my company will hire only people who speak at least two foreign languages.

**W:** And you? How many languages do you speak?

**M:** Me? [4]I speak three. Spanish, French, and Italian.

**W:** Three languages? Then I can see why your work is so easy for you.

**Questions 1 to 4 are based on the conversation you have just heard.**

1. What job does the man take? [C]
2. What is the disadvantage of the man's job? [D]
3. What do we know about the man's company? [B]
4. What can we learn about the man? [A]

### **Conversation Two**

**W:** Good evening! Welcome to our program. Our guest today is Mr. Tennant, who had the experiences of studying abroad for seven years and then returning back home. Well, Mr. Tennant, do you think going abroad was the hard part?

**M:** I don't think so, but returning back home was really hard.

**W:** Why?

**M:** Well, for many students, [5]/[8]returning back to their home countries can be a very confusing experience called Re-entry Shock.

**W:** [8]Re-entry Shock! That sounds quite interesting. Can you explain it?

**M:** For example, many students who come to the UK experience freedom they have never enjoyed in their country.

**W:** Sure, [6]such as freedom from family, from cultural norms they didn't like and freedom from the pressures of working in a real job.

**M:** However, too much freedom and unstructured life can lead to other problems. Students sometimes skip classes, stay out late, and engage in activities that their family and culture might not approve of, but students want to enjoy "freedom" while it lasts.

**W:** So when students return back to their countries, they can struggle with fitting back into the cultural norms and family expectations of the past.

**M:** Yes, naturally, depression is possible and a loss of self can be resulted.

**W:** What can be done to minimize this Re-entry Shock?

**M:** First of all, keep in contact with your family and friends while you are abroad. They will be your first source of advice and support once you return.

**W:** What else?

**M:** Second, [7]have a clear plan of what you will do when you return. Start looking for a job now or apply to enter a school months before you return. Re-entry Shock can be greatest when you have nothing to do when you return.

**Questions 5 to 8 are based on the conversation you have just heard.**

5. What can be really hard for students studying abroad according to the man? [C]



6. What freedom can students enjoy in the UK according to the conversation? [A]
7. What should students do when they return from abroad according to the man? [A]
8. What are the two speakers talking about? [D]

## Section B

### Passage One

We all scream for water when thirsty. [9]But do you know in very hot, dry weather, plants also make faint sounds—as if they are crying out for help? You see, in a plant's stem, there are hundreds of water pipes that bring water and minerals from the soil all the way up to the leaves. As the ground turns dry, it becomes harder and harder for the plants to do this. In severe droughts, plants have to fight to pull out any water available. Scientist Robert Winter has found out that when it is really bad, their water pipes snap from the tension like rubber bands. When that happens, the whole plant vibrates a little. The snapping pipes make noises 10,000 times more quiet than a whisper. Robert knows that healthy, well-watered plants are quiet. [10]He also knows that many insects prefer attacking dry plants rather than healthy plants. How do the insects know which are healthy plants and which are not? Robert thinks that the insects may listen for the plants that cry. And then they may buzz in to kill. To test this theory, Robert is using a device that can imitate plant cries. He attaches it to a quiet, healthy plant so the plant sounds thirsty. Then he watches the insects to see if they attack more often than usual. If he is right, scientists could use the insects' ability against them. [11]They could build traps that imitate crying plants, so when the insects buzz in to eat, they won't buzz out.

*Questions 9 to 11 are based on the passage you have just heard.*

9. What do plants do when they are thirsty? [B]
10. What plants do many insects tend to attack? [A]
11. What could scientists do if Robert's theory proves to be true? [C]

### Passage Two

The world's smartest adolescents in mathematics and science are in Singapore, according to a global survey of educational achievement. In the 3rd International Mathematics and Science Study, 13-year-olds from Singapore achieved the best scores in standardized tests of maths and science that were administered to 287,896 students in 41 countries. The survey suggests that science and maths education is especially strong in the Far East. [12]While well behind those top scores, students from Australia earned higher marks in maths than their counterparts in England, who in turn did better than American students. The study collected information on the students, teachers and homes. Not surprisingly, [13]the highest-scoring students had well-educated parents or came from homes containing study aids such as computers, dictionaries or even such elemental facilities as desks. The study shows that boys did generally better than girls in science, but there was little difference between them in maths. [15]Boys scored better than girls in physics and chemistry. There were no sex differences in the life and environmental sciences. In addition to being tested, students in the project were asked how proficient they thought they were in maths and science. [14]Students in some countries, such as Columbia and Kuwait, had an overly optimistic view of their skills. Meanwhile, some of the best students from Japan and Korea for example were needlessly pessimistic even though they did far better in maths than almost all the other students.

*Questions 12 to 15 are based on the passage you have just heard.*

12. Of the 4 groups of students, who scored the lowest in maths according to the survey? [A]
13. What kind of students are most likely to become top scorers? [D]
14. In what way do Columbian students differ from Japanese students? [C]
15. In which subject did boys score higher than girls? [A]



## Section C

### Recording One

[16]Leonard Bernstein said that to achieve great things, you need a plan and not quite enough time. Isn't that true? So what do you think happens when you pat a twentysomething on the head and you say, "You have 10 extra years to start your life"? Nothing happens. You have robbed that person of his urgency and ambition, and absolutely nothing happens.

And then every day, smart, interesting twentysomethings like you or like your sons and daughters come into my office and say things like this: "I know my boyfriend's no good for me, but this relationship doesn't count. I'm just killing time." Or they say, "Everybody says as long as I get started on a career by the time I'm 30, I'll be fine."

But then it starts to sound like this: "My 20s are almost over, and I have nothing to show for myself. I had a better résumé the day after I graduated from college."

And then it starts to sound like this: "Dating in my 20s was like musical chairs. [17]Everybody was running around and having fun, but then sometime around 30 it was like the music turned off and everybody started sitting down. I didn't want to be the only one left standing up, so sometimes I think I married my husband because he was the closest chair to me at 30."

Where are the twentysomethings here? Do not do that.

Okay, make no mistake, the stakes are very high. When a lot has been pushed to your 30s, there is enormous thirtysomething pressure to jump-start a career, pick a city, and have two or three kids in a much shorter period of time. Many of these things are incompatible, simply harder and more stressful to do all at once in our 30s.

[18]The midlife crisis in the 21<sup>st</sup> century isn't buying a red sports car. It's realizing you can't have that career you now want. It's realizing you can't have that child you now want. Too many thirtysomethings and fortysomethings look at themselves, and at me, sitting across the room, and say about their 20s, "What was I doing? What was I thinking?"

**Questions 16 to 18 are based on the recording you have just heard.**

16. What did Leonard Bernstein say about achieving great things? [C]
17. What do the twentysomethings usually do? [A]
18. What is the midlife crisis in the 21<sup>st</sup> century according to the speaker? [D]

### Recording Two

[19]I am honored to be with you today at your commencement from one of the finest universities in the world. I never graduated from college. Truth be told, this is the closest I've ever gotten to a college graduation. Today I want to tell you three stories from my life. That's it. No big deal. Just three stories.

The first story is about connecting the dots.

I dropped out of Reed College after the first 6 months, but then stayed around as a drop-in for another 18 months or so before I really quit. So why did I drop out?

It started before I was born. My biological mother was a young, unmarried college graduate student, and she decided to put me up for adoption. She felt very strongly that I should be adopted by college graduates, so everything was all set for me to be adopted at birth by a lawyer and his wife. Except that when I popped out they decided at the last minute that they really wanted a girl. So my parents, who were on a waiting list, got a call in the middle of the night asking: "We have an unexpected baby boy; do you want him?" They said: "Of course." My biological mother later found out that [20]my mother had never graduated from college and that my father had never graduated from high



school. She refused to sign the final adoption papers. She only agreed a few months later when my parents promised that I would someday go to college.

And 17 years later I did go to college. But I naively chose a college that was almost as expensive as Stanford, and all of my working-class parents' savings were being spent on my college tuition. After six months, [21]I couldn't see the value in it. I had no idea what I wanted to do with my life and no idea how college was going to help me figure it out. And here I was spending all of the money my parents had saved their entire life. [21]So I decided to drop out and trust that it would all work out OK. It was pretty scary at the time, but looking back it was one of the best decisions I ever made. The minute I dropped out I could stop taking the required classes that didn't interest me, and begin dropping in on the ones that looked interesting. [22]It wasn't all romantic. I didn't have a dorm room, so I slept on the floor in my friends' rooms, I returned coke bottles for the deposits to buy food with. Stay Hungry. Stay Foolish. I have always wished that for myself. And now, I wish that for you. Stay Hungry. Stay Foolish.

**Questions 19 to 22 are based on the recording you have just heard.**

19. Where did the speaker make the speech? [A]
20. Who adopted the speaker when he was born? [D]
21. Why did the speaker quit college? [C]
22. What was the speaker's life like after he quit college? [D]

### **Recording Three**

**M:** [23]Some decades ago my mother was replaced by a computer. Her job was pressing buttons on a machine to work out electricity bills. In my generation I am faced with just how far this growth of technology will go in replacing not just jobs but more fundamental aspects of being human.

**W:** A Deloitte report published today suggests that 60% of jobs here in the North East are at medium to high risk of being replaced by robots and artificial intelligence. Yet the implications are complex. [24]Brynjolfsson and McAfee in *The Second Machine Age* argue that while some jobs will disappear, others will be created and some existing jobs will become more valuable. This plot is extremely important for education, training and financial sustainability.

**M:** But are there wider implications for spirituality? Will these intelligent machines become conscious and what might this mean for our self-understanding of what it means to be human?

**W:** Here we need to be careful in navigating the complex relationship of science and science fiction. An almost inevitable emergence of human-like consciousness in artificial intelligence has been presented in a TV program. Yet the science is still uncertain about this possibility, even if the fiction poses useful questions. Equally, those who categorically rule it out by asserting that human beings will always be unique because of a mysterious soul need to take the rate of scientific advance seriously. There are of course no intelligent machines in the *Bible* but it does have a lot to say on what it means to be human and created in the image of God. Human beings are created for community, and within that given the gifts of intimate relationship with God, responsibility and creativity—which for me includes the gift of science. In the *New Testament* the image of God is seen supremely in Jesus, showing that at the heart of being human is love.

**M:** My mother found more fulfillments with children as a school dinner lady rather than typing rows of figures. [25]I welcome intelligent machines taking away the hard and routine part in work, but also want to engage in the discussion of how we structure our world so that all can experience what it means to be fully human. And if the intelligent machines which come from our God given creativity eventually emerge as self-aware and with a capacity to love, then why should they not be loved by God?

**Questions 23 to 25 are based on the recording you have just heard.**

23. What happened to the man's mother some decades ago? [B]



24. What is mentioned in *The Second Machine Age*? [C]  
25. What is the man's attitude to intelligent machines? [A]

## Test 4

### Section A

#### *Conversation One*

**M:** Hi, Jenny. Could I borrow some money until payday?

**W:** Uh, yeah, I guess. How are things going anyway?

**M:** Well, not very well. [1]I've used my credit cards to pay off a lot of things recently, but now, I can't seem to pay the money off.

**W:** Uh, do you have a budget? I mean, do you keep track of your income and expenses?

**M:** No, but I guess I should have some financial plans.

**W:** Well, let me see if I can help you. How much money do you spend on your apartment?

**M:** [2]Uh, I pay \$990 on rent for the studio apartment downtown... not including utilities and cable TV. But the place has a wonderful view of the city.

**W:** Uh, \$990! [2]Why are you paying so much for such a small place when you could find a cheaper one somewhere outside of the downtown area?

**M:** Yeah, I guess.

**W:** How much money do you spend on entertainment a month?

**M:** Well, I spend a few dollars here and there on basketball and movie tickets, a concert or two, and ballroom dance lessons. About \$50 perhaps.

**W:** And what about transportation?

**M:** Oh, [3]I commute to work everyday in my new sports car, and my monthly payments are \$480.

**W:** Well, I think you've got to reduce your spending, or you'll end up broke. [4]I suggest you get rid of your credit cards, cut down on your entertainment expenses, and sell your car. Take public transportation from now on.

*Questions 1 to 4 are based on the conversation you have just heard.*

1. What do we know about the man? [C]
2. How would you describe the man's apartment? [A]
3. How much does the man spend on transportation every month? [D]
4. What does the woman suggest the man do at the end of the conversation? [B]

#### *Conversation Two*

**M:** Good morning, Ms. Smith. Welcome to today's show.

**W:** Thank you.

**M:** Today we're going to talk about the living of foreign students in our country. You know, for many international students, coming to the United States and living here and studying can be a quite frightening experience, especially when finding housing. Can you give them some advice?

**W:** Sure. Fortunately, there are a variety of options that students can look to. They can choose to live on campus or off campus.

**M:** Then can you say something about on-campus living?

**W:** Well, I think first of all for first-time students, [5]living on campus can provide a certain level of security because of



its closeness to campus facilities since commuting without a car can be quite an experience, especially when you have to commute long distances. Often in dormitories, meals might be provided, and this can allow students to devote time to their academics, rather than housekeeping.

**M:** That sounds quite good. Is there anything students should pay attention to when living on campus?

**W:** Yes, [6]students should be aware that they'll be required to abide by certain regulations dealing with student conduct as part of the contract of living on campus.

**M:** Then what about off-campus living?

**W:** [7]When you live off campus, there might be a certain amount of flexibility in choosing roommates that you might not have when living on campus. [8]But you should be aware that tenants may be responsible for furnishing their own apartments.

**M:** Well, thank you, Ms. Smith, for the information you have provided for us.

**W:** My pleasure.

*Questions 5 to 8 are based on the conversation you have just heard.*

5. What is the advantage of living on campus? [B]
6. What should students remember when living on campus according to the woman? [A]
7. What is the advantage of off-campus living compared with on-campus living? [C]
8. What should students do if they prepare to live off campus according to the woman? [B]

## Section B

### Passage One

People enjoy taking trips. [9]But what are the reasons they leave home? One reason is for education. People travel because they want to broaden their horizons, to learn about other people and other places. They are curious about other cultures. When people are tourists, they get a quick look at different ways of living. Even a short look at another kind of lifestyle is an important lesson. On a trip, a person can learn directly by visiting museums and historic spots. [10]What does a tourist learn who sees the art museums, visits the historic palaces, and other scenic spots in Paris, and shops along the River Seine? He gets a vivid picture—a real life—one of the French people. He learns about their attitudes: how they feel about business, beauty, and history. What about the tourist who goes to Hong Kong? Does he get the same information that he could get from a book? He might read that Hong Kong is crowded, that there is less than 200 square meters of space for each person. But seeing and feeling the lack of space will impress him much more. He might read that there are nearly 200 vehicles for every kilometer of roadway, but the sight of so many vehicles parked along the roadside will be a much more vivid lesson. [11]The tourist to Hong Kong will never forget the contrasts—the straight vertical lines of the tall modern buildings and the moving lines of boats that people live in.

*Questions 9 to 12 are based on the passage you have just heard.*

9. Why do people leave home to travel according to the passage? [A]
10. What do we learn from the passage about Paris? [D]
11. What impression will a tourist get of Hong Kong? [C]
12. What does the passage tell us about traveling? [B]

### Passage Two

[13]People in Poland take their pleasure seriously. They like to have an aim even when spending the time which is entirely their own. During the summer, people start work very early in the morning so that they can finish early and enjoy a leisurely afternoon. It is difficult to imagine Polish people going aimlessly for a walk in the country, though they might go to pick wild fruit, to visit a place of historical importance or to walk 20 km as a training exercise. [14]They are



often admired for their immense enjoyment of the arts. All of the parks are beautifully kept and are for the use and enjoyment of the people. Quite ordinary people will talk with obvious delight about concerts. There is nearly always a crowd at the door of the theatre, asking for returned tickets. People in Poland now have far more leisure time and more money than ever before. [15]It is therefore possible to spend the weekends in many new ways. Many people now have over 20 days holiday a year. This provides an opportunity for holidays in the country or at the seaside.

**Questions 13 to 15 are based on the passage you have just heard.**

13. What is special about the Polish way of spending leisure time? [B]

14. For what does the author admire the Polish People? [D]

15. What do we learn from the passage? [A]

## Section C

### Recording One

Experts predict nine billion people will live on our planet by 2050. [16]They say by that time demand for food will be two times what it is now. Officials are worried about that prediction because many people already suffer from a lack of food. More than 800 million people go to bed hungry.

A solution to the problem may be as close as our forests. [17]A new report says forests could help reduce hunger and improve nutrition if they are properly managed.

Sayay Veoun works at the Cambodian Federation for Bee Conservation. He says some of the best honey in the world comes from forests in southern Cambodia.

He says they work with five local honey buyers who work with 42 honey collectors.

People like Hak Laang buy the honey at stores in the capital, Phnom Penh.

She says it smells like fresh flowers. She says the smell means it is natural honey from the jungle.

Healthy forests provide half of the fresh fruit we eat worldwide. They also produce valuable crops like coffee, avocados, cashews and other healthful seeds and nuts.

Bhaskar Vira is the director of the University of Cambridge Conservation Research Institute and an expert with the International Union of Forest Research Organizations, or IUFOR. It recently released a report at the United Nations about forest and jungle foods.

[18]Mr. Vira says crops that grow on trees can help feed people living in and around forests.

“It’s like an insurance policy. Having access to those tree-based foods is hugely important when you can’t buy food from other sources or when you can’t produce food because your fields have failed.”

The growing of crops requires fields. Many fields are created by clearing, or removing trees. But Mr. Vira says properly managed fields and forests can exist together. He says if you increase food production in the field, you can keep the forest and trees. He says they are important for the products and services they provide.

The report says that forest health and economic value improves when people who live in or near forests are given greater control of them. [19]For example, a project in Ghana aims for proper management of forests and fields together. The people involved hope to grow the Allanblackia plant. The oil from its seed can be used in soap, beauty products and food.

Okai Michael Henchard leads the project. He says he will help people who live nearby. “They earn money and get trees on their land. The trees provide shade and improve air quality.” Mr. Henchard said, “the project also helps fight climate change.”

**Questions 16 to 19 are based on the recording you have just heard.**

16. According to the experts, what will be a problem in the year 2050? [B]

17. What is the solution to hunger and nutrition improvement? [C]





18. What is Bhaskar Vira's idea about crops and trees? [B]

19. What's the aim of the project in Ghana? [D]

### Recording Two

Students in American schools learn from an early age to give presentations as part of their regular classroom activities. Children as young as five years old often give brief talks about objects they bring to school—called “show and tell”. This training is a basis for later public speaking.

Even so, many native English-speaking adults are afraid to speak or give presentations in front of a large group.

Speaking English in public meetings is necessary for many students and employees. [20]The best way to improve is to practice public speaking in a friendly environment. According to Charles LeBeau, learners need to receive feedback about what they are doing well and about their mistakes.

Charles LeBeau is a public speaking professor and consultant. He began his career in Japan in 1982. Currently, he teaches at two universities and at the Toshiba International Training Center. He has also written books on the subject. English language learners around the world use his book *Speaking of Speech*. [21]Speaking of Speech tells about a method of teaching public speaking for non-native speakers. Mr. LeBeau says a simple approach helps English learners.

“The approach that I've taken is to simplify and break it down. First if we look at a presentation, what's going on, there are basically three messages that the presenter is giving the audience, all simultaneously. There's what I call the physical message. Physical message is basically body language. It's the way that my body, as a speaker, is talking to the audience. And then there's also the visual message. The visual messages are the slides that we make and show the audience. The third message is the story message. The story message is the content of our presentation. So another way we can think of the story message is that it's the verbal message, it's what we say to the audience. The story message also includes how we organize our ideas to present to the audience,” LeBeau said.

[22]In the next “Speaking Tips” we will explore Charles LeBeau's recommendations for improving the Physical Message. He thinks this is the public speaking skill that is the easiest for English learners to improve quickly.

*Questions 20 to 22 are based on the recording you have just heard.*

20. What is the best way to improve American students' public speaking? [C]

21. What is the book *Speaking of Speech* about? [D]

22. What message is the easiest for English speakers to improve quickly according to Charles LeBeau? [A]

### Recording Three

We all know that exercise is good for your health. But some kinds of exercise may be better than others.

[23]Running, for example, may help to protect against heart disease and other health problems. Running may also help you live longer.

Researchers say it is not important how far you run. It also does not matter how fast or even how often you run.

As advertisements for the running shoe Nike say, “just do it”.

Recently, researchers studied more than 55,000 adults. About one-fourth of the adults reported running regularly. The study found these runners were considerably less likely than non-runners to die of any form of disease, including heart disease. [24]In fact, the runners lived, on average, three years longer than non-runners.

This study lasted 15 years. During that time, more than 3,400 of the individuals died. About 1,200 of the deaths were linked to heart disease, a heart attack or stroke.

One of the researchers is a man named D.C Lee. He is an assistant professor at Iowa State University. Compared to non-runners, he says, runners showed 30 percent lower risk of death by any cause, including heart attack, stroke or cancer.



Running may be good exercise, but it can be difficult on the body. Here are some commonly shared ideas among fitness experts to reduce the risk of injury for people new to running or jogging.

Take it easy

[25]Don't run too much, too soon or too fast. Most people get running injuries when they push themselves too hard.

The body needs time to get used to increases in distance or speed. Muscles and joints need time to recover.

Listen to your body

Most running injuries do not come out of the blue. Usually, there are warning signs. They may include body aches, sore muscles and pain that does not go away.

Get good running shoes

There is no single best shoe for every runner. You should find the shoe that offers the best fit and support for your feet. More importantly, you should replace your shoes every 500 to 800 kilometers.

Take good notes

Take time after each run to write down notes about what you did and how you felt.

**Questions 23 to 25 are based on the recording you have just heard.**

23. What do we learn about running according to the lecture? [B]  
24. What information can we learn about the research of running? [B]  
25. What is the main cause of running injuries to most new runners? [A]

## Test 5

### Section A

#### Conversation One

**W:** We've all heard the saying "Laughter is the best medicine." How important is it to our health, Dr. Berk?

**M:** This saying has been scientifically proven! [1]A year-long study of heart attack victims done at the Oakhurst Health Research Institute in California found that of those patients who spent half an hour a day watching comedy videos, 10 percent had a second heart attack, whereas 30 percent of those who did not watch had a second heart attack.

**W:** Wow! [2]Laughter is really a good medicine to patients. Can you give us another example?

**M:** Sure! Norman Cousins, editor of the Saturday Review, learned this during a battle with an illness. He discovered that his condition improved when he enjoyed himself and watched funny movies.

**W:** You said Norman learned this? Do we have to learn to laugh?

**M:** Not necessarily. Since laughing is something people can do sitting down, costs no money, and requires no special exercise equipment or skill, it's the perfect workout for anyone who doesn't have the time or desire to participate in a regular [3]fitness program.

**W:** Oh. [3]Do you have such a program to offer to the general public?

**M:** [3]Yes, we do. It's called the Smile Time-Out. You take a deep breath, smile, exhale, and say "Aaah" while visualizing all your muscles and cells smiling. Then add to that a memory of a time you felt really good and laughed and laughed.

**W:** What about the situation in which you aren't in a mood to laugh?

**M:** [4]Even when you fake a smile or laugh, you get the same physiological benefits as when it's the real thing, because your mind is smart, but your body is stupid and can't tell the difference!

**Questions 1 to 4 are based on the conversation you have just heard.**

1. What did the year-long study of heart attack victims find? [C]



2. What is Norman's example meant to prove? [B]
3. What is the so-called Smile Time-Out? [A]
4. What can we learn about smile or laugh according to Dr. Berk? [D]

### ***Conversation Two***

**W:** [5]Professor Smith, I wonder if you can fill me in on your lecture last Friday. I had to attend a scholarship award ceremony.

**M:** Oh, well, congratulations. I hope you were rewarded handsomely!

**W:** Well, every bit helps. So, about your lecture, I understand you were talking about extinctions.

**M:** Yes. Well, the crux of my talk was just that we tend to think of extinction as a dramatic event, but most species die out over quite a period of time.

**W:** [6]Why do they die off? I thought they were continuously improving themselves. Natural selection, I think you once mentioned.

**M:** Ah, but you see while there is natural competition between the species, what determines which species survive is largely by chance.

**W:** I don't get it. Why do species bother competing?

**M:** Well, there are short term advantages. But many species also are helped by others. For example, the common housefly and cockroaches might have died off years ago if not for human.

**W:** But you're not saying that humans are so successful merely because of chance?

**M:** To a certain extent, humans were initially lucky enough to have the right weather conditions and a lack of predators, [7]but now, of course, we survive by ingenuity!

**W:** So we may never become extinct.

**M:** [8]No, because we may be in a crash course to extinction by our continuous exploitation of the environment. We are a relatively young species and our time is not yet overdue.

**W:** But there are 6 billion of us!

**M:** Yes, and there're many more houseflies too! Each with the capacity to spread one disease from one person to another in a fast period of time.

**W:** Frightening thought, isn't it?

**Questions 5 to 8 are based on the conversation you have just heard.**

5. Why does the woman go to see the professor? [B]
6. What puzzles the woman about extinction? [A]
7. What does the professor say about human beings' survival? [C]
8. Why is the professor not so sure humans will never become extinct? [D]

## **Section B**

### ***Passage One***

[9]Visitors to Britain are sometimes surprised to learn that newspapers there have such a large circulation. The Daily Mirror and the Daily Express both sell about four million copies every day. British families generally buy a newspaper every morning and frequently take two or three on Sundays.

Apart from the national papers, there is, however, another branch of the British press which sells almost as many copies. Local newspapers have a weekly circulation of 13 million. Almost every town and country area has one.

[10]Nearly all of them hold their own financially and many of them are very profitable.

These papers are written almost entirely for readers interested in local events—births, weddings, deaths, council



meetings and sports—but the content is naturally influenced by the kind of community they serve. Editors prefer to rely on a small staff of people who all know the district well. [11]A great deal of local news is regularly supplied by clubs and churches in the neighborhood and it doesn't get out of date as quickly as national news. If there is no room for it in this week's edition, an item can sometimes be held over until the following week.

Local newspapers do not often comment on problems of national importance and editors rarely hold with taking sides on political questions. [12]But they can often be of service to the community in expressing public feeling on local issues. A newspaper can sometimes persuade the council to take action to provide better shopping facilities, improve transport in the area and preserve local monuments and places of interest.

**Questions 9 to 12 are based on the passage you have just heard.**

9. What are visitors to Britain sometimes surprised at? [B]
10. What does the speaker say about the local newspapers in Britain? [A]
11. Who supplies the great part of local news? [D]
12. What is the most striking feature of local newspapers? [C]

### **Passage Two**

Clean air is important to good health. If the air contains impurities, they may be absorbed by our bodies and make us ill. We need clean air, but unfortunately, air pollution is generally present, especially in cities.

Our cities have many factories, which we need to make food products, clothing and many other things. Every day these factories pour millions upon millions of tons of smoke and soot into the air. [13]Power plants that burn coal add greatly to air pollution.

Things made in factories wear out after a while and are thrown away as trash. We burn a lot of trash. More smoke and soot. And then there are the cars made in factories. Once they are out on the street, the cars will take in air and replace it with poisonous gases. Again, more smoke and soot.

No area in the world is completely free of air pollution. We must take measures to control it. Now, more and more people are realizing the importance of clean air. Schools are now teaching about the pollution problem. Industries are beginning to help to clean up. [14]They are installing equipment to clean up their smoke. Scientists and inventors are trying to develop cleaner engines for cars and trains. Someday we may drive cars with electricity. A new kind of paper that will dissolve in water and need not to be burned. A new kind of glass bottle that will melt in sunlight and disappear is being developed in some countries.

[15]Surely the day will come when people will be able to breathe clean air in cities.

**Questions 13 to 15 are based on the passage you have just heard.**

13. What has caused air pollution according to the speaker? [A]
14. What kind of measure is being carried out to control air pollution? [C]
15. What is the speaker's attitude toward air conditions in the future? [B]

## **Section C**

### **Recording One**

If you are interested in studying at an American university, you have probably heard about the Test of English as a Foreign Language. The test is widely known as TOEFL. It is the most widely used language assessment exam for American universities.

Many foreign students are frightened of the TOEFL because it is risky. Good test results on the TOEFL will open many doors. [16]But a low TOEFL score will limit your choices for financial aid and admission to top schools. The most competitive universities generally expect an Internet-based test score of 90 or above. Others accept lower scores, and



some do not require a TOEFL score at all. Most universities do not publicize an actual cutoff score, but a high score will always help.

Here are some tips for getting started with TOEFL:

1. Plan ahead—It takes a long time to improve your TOEFL score. Many students study just before the test. Raising your score will take months of intensive work. Do not expect a big lift in your test results after two weeks. There is no easy way to improve your score quickly. You will have to spend a lot of time and energy.
2. Master the basics first—Many students study for the TOEFL before they are ready. You should have at least an upper-intermediate English level before you attempt the test. If you score below 70 on the iBT, study the fundamentals for a few months and come back to the TOEFL later.
3. Get a study guide—It is easy to find study guides for the iBT. Pearson, Barron's, ETS and Kaplan all produce quality materials. Take a practice test once or twice a month. [17]The best study guides will have explanations in the answer key.
4. Use outside resources—Using TOEFL practice materials all the time will make you crazy. Remember, you are learning a language, not a test. [18]You can improve your TOEFL score by making English part of your daily life. Some simple ways are listening to broadcasts, informal conversation with English speakers, watching movies and reading newspapers. Some others are reading English textbooks, sending and reading text messages in English, and writing online comments in English.

[19]The bottom line is, the best way to do well on the TOEFL is to know English well. Do not depend on informal advice or tricks. Do not try to outwit the test maker. Think of reading, listening, speaking, writing, and grammar as a single connected concept-communication. The real goal of the test is to measure how well a student can communicate in an English-speaking classroom. Immerse yourself in English on a daily basis and improvement is sure to follow.

**Questions 16 to 19 are based on the recording you have just heard.**

16. What can we learn about TOEFL from the lecture? [B]  
17. What study guide can be the most useful for TOEFL examination according to the lecture? [A]  
18. What is one of the mentioned tips for getting started with TOEFL? [D]  
19. What is the best way to do well on TOEFL? [D]

### **Recording Two**

**W:** A single cigarette sold on a street corner may not cost a lot; however, the overall costs of smoking are huge. First, consider the cost of human life. The World Health Organization says about 10 people die of a tobacco-linked disease every minute. [20]That rate adds up to almost six million people dying from such diseases every year. The majority of these preventable deaths happen in low-income and middle-income countries. The World Bank says each of these countries has a gross national income of less than \$12,746.

**M:** For most people, stopping smoking is hard. Many began smoking as teenagers. They are used to it. Also, tobacco contains the powerful drug nicotine. Studies show people who want to stop smoking can do so with different treatments. Some get help from electronic cigarettes, medicine or nicotine patches that reduce one's desire for the drug. Dr. Nancy Rigotti works at Massachusetts General Hospital in the United States. [21]She says she finds that medicine and counseling service together work best of all. Other experts and former smokers offer even more effective advice: if you are considering starting smoking, don't.

**W:** Smoking cost more than the life of an individual. It can affect the health of an entire country. The World Health Organization says low-income countries depend heavily on taxes from cigarettes. They use the money, in part, to pay cost of health care for tobacco-related diseases.

**M:** But the illegal trade in tobacco products is further testing the economies of low-income countries. WHO officials say



the illegal trade earns about \$31 billion every year. Douglas Bettcher is the director of the WHO's Department for the Prevention of Non-Communicable Diseases. He calls the illegal trade a monster with many heads. [22]He says the trade enables young people to buy cigarettes at low prices, become addicted to tobacco and suffer serious health problems. Furthermore, it feeds the growth of transnational organized crime, another head of this multi-headed monster, and it drains resources, taxes, revenue from the purses of ministries of finance.

**W:** The World Health Organization is urging United Nations member states to sign a treaty to end the illegal trade in tobacco products. Eight countries have approved the treaty. But the approval of 32 other countries is needed for it to become international law.

**M:** If the treaty succeeds, governments could put people who trade illegal tobacco products in jail—another cost to countries' budgets.

**Questions 20 to 22 are based on the recording you have just heard.**

20. What does the World Health Organization say about smoking? [B]
21. What is the best way to stop smoking according to Dr. Nancy Rigotti? [D]
22. What damage does illegal tobacco trade cause in low-income countries? [A]

### **Recording Three**

Many areas around the world suffer from frequent loss of electrical power. People often must use other sources of power, such as gasoline or fuel. But these other power sources can be deadly if people do not ventilate the area in which they are used.

The U.S. Centers of Disease Control and Prevention, or CDC, says that about 430 people die every year in the United States from accidental carbon monoxide poisoning. Carbon monoxide is a colorless and odorless gas. All fuel-powered engines produce carbon monoxide.

[23]Recently, carbon monoxide killed eight family members as they slept in their home in the U.S. State of Maryland. An electric company had cut power to their home because the family owed the company money. They used an electric heater connected to a small gas-powered generator inside the house.

Patric Breyse is the director of the CDC Agency for Toxic Substances and Disease Registry. He says the signs of carbon monoxide poisoning can be difficult to notice. "The gas has no color. It has no odor or taste. If you happen to be sleeping at the time, all this could happen to you without your knowledge."

[24]Mr. Breyse says that small, movable gas generators are the most dangerous because people can operate them in their homes, or in a boat or even a tent. He says the best way to prevent carbon monoxide poisoning is to learn how to use these gas generators safely.

"The number one step is to avoid using them in any enclosed environment like indoor space. The second step is we can encourage people to put small carbon monoxide detectors in their home environments. They are available in many parts of the world, and they are battery-operated..."

Mr. Breyse adds that deaths from carbon monoxide poisoning are always preventable. Experts say that small generators should always be located outside and at least 4.5 meters from the home.

Scientists also warn that long-term contact with low levels of carbon monoxide can lead to difficulty in thinking, memory loss and depression.

**Questions 23 to 25 are based on the recording you have just heard.**

23. What is the cause of the death of the eight family members? [C]
24. What is the most dangerous for carbon monoxide poisoning? [C]
25. What does the lecture mainly talk about? [D]