前言

这些年，笔者作为一名雅思培训教师，伴随着拼搏在雅思考场上的莘莘学子，一路走来。在笔者看来，雅思学生是世界上最可爱的学生，他们坚毅、执著、勤奋，就像烈火中的凤凰，在雅思考试中历练，在历练的火焰中涅槃，让笔者也不由得肃然起敬。

但是，无论是身在海外的游子们，还是蓄势待发的出国预备队，他们都会遇到一些这样或那样的困难。对很多学生来说，雅思考试仍然是他们出国留学、实现梦想的巨大障碍。面对他们的困境，笔者感同身受。如何帮助考生们更为轻松地战胜雅思考试这只拦路虎，成为笔者心之所系。

笔者坚信，雅思培训应该树立行业标准。当然，作为一名雅思培训教师，如果不经历百折不挠的努力，没有怀着对广大出国人员的热爱，是不可能树立行业标准的。编写一系列雅思真题题源培训教材是我和我的合作伙伴们共同的心愿。我们的研发团队是国际化的专家队伍，有的在美国，有的在加拿大，有的在澳大利亚，这些国际专家通过网络通力合作。我们不会说自己是最优秀的，但我们一定是最用心的。所以，作为雅思培训教师，我们给大家的指导是负责任的。在雅思考试的难度越来越大的今天，写作和口语方面的机经资料对大家的帮助可能是最直接的，而阅读和听力方面的参考资料主要是让大家扩充有效词汇、熟悉相关语境。

这些年，面对市场上良莠不齐的雅思考试书籍，编写一系列密切结合雅思考试命题方向、体现雅思考试发展趋势的丛书的想法在笔者心中越来越强烈。在多年雅思培训的教学实践中，笔者从教和学两个方面都有很多感悟，因此，便有了这套《雅思真题题源金字塔系列》丛书的推出。雅思考试离不开剑桥系列书籍，而本书经过我们团队5年时间的研发，最终形成了以剑桥系列为蓝本，涵盖动植物、人类重大发展、国际交通运输、教育、语言、公司管理、建筑构造、医疗、自然环境、农工商业、综合科技等雅思必考题类的辅导丛书。笔者根据多年来对雅思考试的研究以及教学过程中学生的反馈，以现今雅思学习者普遍采用的国际雅思考试培训教程《剑桥雅思考试全真试题解析》(1~6)为基础，汇聚大量考生心得编写了这本《雅思真题题源综合测试（冲刺版）》。本书凝聚了笔者多年的雅思教学精华，精炼地再现了剑桥雅思中的文章。

● 浓缩最新真题版本

本书涵盖2007—2008年最新真题版本号，浓缩历年试题之精华，是以雅思真题版本为背景进行的科研再创作，所选文章均来自于普遍作为雅思考试题源的国外20多家杂志及媒体。

● 真题版本题库实战性最强

本书按照雅思考试历年的出题规律，按十大类进行了编辑整理，可使广大学生拥有第一手的真题版本题库试题。

● 扩充真题版本词汇量，拓展雅思科普知识

雅思阅读考试涉及范围较广，涉及的词汇量较大，因而对考生来说是一个巨大的挑战。本书的试题均来自最新的雅思阅读题库，可使广大雅思学子对雅思的考试内容有一个全面的了解，在短期内获取真实的考题背景，并且掌握丰富的科普知识。

● 大幅度、短期提高雅思阅读成绩

笔者的学生使用了本书成书前的讲义，参加考试后发现真题考试中的文章大都是培训课堂上讲过的内容。他们的成绩比同水平学生高1~1.5分。这些附带大量学术及技术含量的真题题源试题，使广大的雅思学子受益匪浅。

本书在编辑过程中得到了专家组的大力支持和帮助，凝结了笔者和大批中外语言培训专家的研发成果。在这里，我谨向我最尊敬的同仁们致以最真诚的感谢：感谢王鼎博士多年来的精神支持，他虽远在英国，仍然对我们这个团队所编写的《雅思真题题源综合测试》丛书给予了大量的指导及可行性的意见；感谢剑桥大学的Rodney H. Smith先生不遗余力地为我们审稿，使得本书更加精确、可靠。最后，感谢我的父母和妻子的无私支持，他们的支持坚定了我做一名最好的雅思培训师的信念。这个梦想让我和全国的雅思学子们共同成长，这个梦想一定会放射出最耀眼的光芒。

刘　创

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目 录

Practice Test 1

LISTENING

SECTION 1 Questions 1–10

Questions 1–7
Complete the notes below.
Write NO MORE THAN THREE WORDS for each answer.

Note	
THE NAME OF THE COMPANY: 1._____	
THE ACCOUNT NUMBER : 2._____	
What would Jackson like to order?	3. _____ box (-es) of A4 4. _____ envelopes 5. _____ packs of colored photocopy paper 6. _____ 7. _____

Questions 8–9
Circle the correct letters from A–C.

8. What color of the colored photocopy paper does the man order?
   A. Purple.
   B. Light blue.
   C. Light green.

9. When would Jackson not be in the office?
   A. Before 11:30 a. m.
   B. After 11:30 a. m.
   C. After 12:00.

Question 10

Answer the following question.

*Write **NO MORE THAN TWO WORDS** for the answer.*

10. What day is it tomorrow?

    Tomorrow is _____.

SECTION 2 Questions 11–20

Questions 11–13

What kind of assessments does the author give to the three movies?

Choose your answers from the box and write the letters A–E next to questions 11–13.

A. exaggerated story but good acting B. old story but great acting C. nothing new story but good classic style with good acting D. stupid story and bad acting E. fresh story and good acting

"The Kid Rides Again": 11._____.

"When You Find Love": 12._____.

"Wronged": 13._____.

Questions 14–20

Circle the correct letters from A–C.

14. The hero of "Wronged" was sent in prison for a life sentence because _____

    A. he murdered a wrong person.

    B. he killed his wife unintentionally.

    C. he was mistaken as a murderer.

15. What happened after Thompson's 15th year in prison?

    A. He still hadn't been relieved.

    B. He started a new and wonderful life with his wife.

    C. It was not told by the author.

16. Which of the following related to Sally Evans is true?

    A. She is a freshman playing Stephanie Fall.

B. She is the only good acting in the film.

C. She is at least 30, instead of 20 years old in real life.

17. What is the end of "*When You Find Love*"?

A. Stephanie married with Buck, the football player.

B. Billy got Stephanie back and they lived happily ever after.

C. Stephanie left both Billy and Buck.

18. Which description of Kit Barnes following is not true?

A. He is fast with a gun.

B. He never stays in one place and leads a lonely but very free life.

C. He is an excellent but impulsive (冲动的) cowboy.

19. What is the background of "*The Kid Rides Again*"?

A. An imaginary time and space.

B. A modern metropolitan.

C. An open country in the old west.

20. What may this monologue be quoted from?

A. Film Reviews.

B. Lecture on a conference.

C. Introduction of a cinema.

SECTION 3 Questions 21–30

Question 21

Circle the correct letters from A–C.

21. What's the topic of Ivy and Andy' presentation?

A. Local cinemas.

B. Local theatres.

C. Local entertainment.

Questions 22–30

Complete the table below.

*Write **NO MORE THAN TWO WORDS** for each answer.*

Survey	
Cinemas	22. Audience size: the Multi-screen Complex accounts for _____ of all cinema seats, the Park Cinema accounts for _____. 23. The Late-night Odeon is the _____ cinema. 24. The Complex is more _____and _____ out of the city.
Theatres	25. Ivy and Andy chose _____ theatre (-s) to discuss. 26. There's a peak around _____/December going to theatres. 27. The period in April/_____ when neither is particularly popular.
Music	28. Ivy and Andy investigated the sort of _____ clubs. 29. The Sansue got _____ tick (-s). 30. The Baldrock Café is popular with students, which features big _____.

SECTION 4 Questions 31–40

Questions 31–32

Circle the correct letters from A–D.

31. There are many differences between Urban and community forestry lives. Please choose the **Right** descriptions. (Multiple choice)
    A. Summer temperatures of the city are lower than in the surrounding countryside.
    B. Air pollution problems are more concentrated in Urban.
    C. The landscape is significantly altered.
    D. People in the country have healthier body.

32. The author thinks _____ solve these problems happened in city.
    A. people in the city
    B. people in the country
    C. trees

Questions 33–40

Complete the table below.

*Write **NO MORE THAN TWO WORDS** for each answer.*

Planting Trees

Trees are major capital assets:

Streets, 33._____, sewers public buildings and recreational facilities are a part of a community's 34._____, so are publicly owned trees.

Advantage of planting trees:

Trees are on the job 35._____ every day working for all of us to improve our environment and quality of life.

Trees impact deeply on providing 36._____ benefits.

Trees remove 37._____ pollutants by absorbing them through the pores.

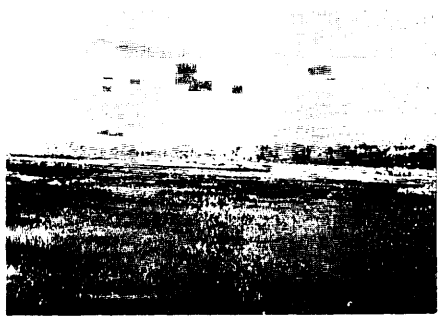
The loss of trees in city will intensifies the urban "38._____" effect from loss of 39._____ and evaporation, but also we lose a principal absorber of carbon dioxide and trapper of other 40._____as well.

READING

READING PASSAGE 1

You should spend about 20 minutes on Questions 1–14, which are based on Reading Passage 1 below.

The Natural Water Reclamation



In a sense, the natural water reclamation process is billions of years old. Nature provides the "collection system" for us by precipitation, evaporation, and ground runoff. Nature's "treatment system" includes living organisms that purify waste material in the water of a river. These organisms settle to the bottom, and the particles are filtered from groundwater by trapping them in the rocks and sand as the water passes through.

In the last one hundred years, scientists and engineers have begun to understand some of the complex, delicate details of nature's process. During this time, populations have grown larger and more clustered. Production methods have become more effective, but have also placed greater demands on the water cycle. In response, scientists and engineers have found ways to refine and speed up nature's water reclamation processes. The streams, channels, ponds and reed beds that you will see on your walk through the park are all inter–connected. They form a complex and thriving wetland ecosystem. As the water moves through the systems it gains and loses nutrients, and is ultimately purified and recycled into the fish breeder and farming area. This is known as biofiltration—using nature to clean, filter and purify water.

Wetlands are one of the most important ecosystems on the earth today. They provide natural filters to purify water and serve as giant sponges, soaking up excess rainfall and releasing it slowly. This prevents floods and soil erosion. Wetlands also shelter thousands upon thousands of living things. These include plants like waterlillies, insects like dragonflies, fish, frogs and otters. Wetlands are an important breeding site for dragonflies, fish and frogs. All of these creatures need healthy, stable wetlands to breed and live in.

Many wetland plants have the capacity to remove toxic substances that have come from pesticides, industrial discharges and mining activities. Some wetland plants have been found to accumulate heavy metals in their tissues at 100,000 times the concentration in the surrounding water and so can detoxify certain kinds of effluent. Eichhornia crassipes (water hyacinth), some Typha and Phragmites species have been used to treat effluents from mining areas that contain high concentrations of heavy metals such as cadmium, zinc, mercury, nickel, copper and vanadium. (Eichhornia crassipes, a native of South America, is a "Jekyll and Hyde" of the wetland world, helpfully removing toxic materials in some wetlands and proving to be a costly adversary in others because of its phenomenal growth rate.)

You will see different kinds of wetland ecosystems on your walk through Bamburi. By the fish pond and palm garden you can see ponds fringed with reeds, grassy banks and dotted with waterlillies. Keep an eye out for the many different kinds of dragonfly and damselfly that fly about the ponds. The edges of these ponds are also good places to spot a Nile Monitor Lizard basking in the sun. Keep your eyes and ears alert near any of the wetlands—you will be surprised at all the different things you can see!

The value of the purification function of wetlands is significant: New York City recently found that it could avoid spending US$ 3–8 billion on new waste water treatment plants (with US$ 700 million annual operating costs) by investing just US$ 1.5 billion in buying land around the reservoirs upstate as well as instituting other protective measures to protect the watershed that will do the job of purifying the water supply for free.

Using this purification capacity of wetlands, Calcutta has pioneered a system of sewage disposal that is both efficient and environmentally friendly. Built to house one million people,

Calcutta is now home to over 10 million, many living in slums and creating a sanitation nightmare. But the 8,000—hectare East Calcutta marshes, a patchwork of tree-fringed canals, vegetable plots, rice paddies and fish ponds, along with the assistance of 20,000 people, daily transform one third of the city's sewage and most of its domestic refuse into 20 tonnes of fish and 150 tonnes of vegetables. Mobilising people and wetlands here dispenses with the need for costly engineered sewage systems, brings great benefit to many local people, and solves at least part of the sanitation problem in the city.

Of course, nature has its limitations, and it would be wrong to consider that wetlands can deal with whatever waste concentrations we humans can produce. The environmental catastrophes associated with mining wastes in the past two years are testimony to this-in Southern Spain in 1999, when more than 5 million cubic metres of heavy metal-laden sludge poured into the Guadiamar river and part of Coto Dona wetlands; and in Romania in January 2000, when 100,000 cubic metres of cyanide and heavy metal-contaminated wastewater flowed into three rivers and devastated 1,000 km of river ecosystems in Romania, Hungary, Yugoslavia, and Bulgaria.

As the water circulates through the Tilapia-filled ponds, it accumulates a considerable amount of nutrients from the Tilapia waste. From the fish farm the water moves through different filtration systems. Waste water flows from the fish waste settlement tank into a swamp area with Mangrove Ferns, Fig Trees and other plants growing in a swampy system. As the water flows through the complex mesh of roots, the plants take up the nutrients. The slowing down of the water flow also allows floating suspended matter to sink and settle among the roots of the plants.

Water then moves from the swampy area into ponds filled with Duck Weed. The floating Duck Weed further filters the water through its roots. The water then moves on into another pond filled with the Nile Cabbage. The Nile Cabbage looks like a fresh head of lettuce, and floats on the surface of the water. Further purified, the water enters channels filled with weeds. Here again, the living sieve of interwoven roots and friendly bacteria continue to remove waste from the water and release oxygen into it. This helps aerate the water and allows fish and other aquatic creatures to breathe.

Another biofiltration system involves the water from the Fish Farm flowing into a lake where the hippos live. From here it moves through other channels and tanks. With the help of water weeds, Mangrove Ferns and bacteria, the nutrient levels in the water are naturally reduced and the water returns to the system purified.

Questions 1—5
Circle the correct letters from A—D.
Write your answers in boxes 1—5 on your answer sheet.

1. How does nature provide us the collection system in paragraph 1?
   A. It provides us the collection system by precipitation, evaporation, and ground runoff.
   B. It provides us the collection system only by precipitation, evaporation.
   C. It provides us the collection system only by precipitation and ground runoff.
   D. It provides us the collection system by evaporation, and ground runoff.
2. Which description is true about wetland?
   A. Wetlands are only important ecosystems on the earth today.
   B. Wetlands exposure thousands upon thousands of living things.
   C. Wetlands are an important breeding site for dragonflies, fish and birds.
   D. Wetlands provide natural filters to purify water and serve as giant sponges.
3. What does the writer say about wetland plants?
   A. It has no capacity to remove toxic substances.
   B. All wetland plants have been found to accumulate heavy metals in their tissues.
   C. It has the capacity to remove toxic substances.
   D. Wetland plants haven't been found to accumulate heavy metals in their tissues.
4. Which number mentioned in the passage about environmental catastrophes associated with mining wastes is true?
   A. Less than 5 million cubic metres of heavy metal-laden sludge poured into the Guadiamar river in 1999.
   B. Only 5 million cubic metres of heavy metal-laden sludge poured into part of Coto Dona wetlands in 1999.
   C. Less than 100,000 cubic metres of cyanide and heavy metal-contaminated wastewater flowed into three rivers.
   D. 100,000 cubic metres of cyanide and heavy metal-contaminated wastewater devastated 1,000 km of river ecosystems in Romania.
5. What do we know about biofiltration system from the last paragraph?
   A. Biofiltration system involves the water from the Fish Farm flowing into a lake where the hippos live.
   B. Biofiltration system makes the water flow out of the Fish Farm into the ocean.
   C. Biofiltration system makes the water flow out of a lake into the Fish Farm.
   D. Biofiltration system makes the water flow from the Fish Farm flowing into a river.

Questions 6–14

Complete the summary.

Choose ***NO MORE THAN TWO WORDS*** *from the passage for each answer.*

Write your answer in boxes 6–14 on your answer sheet.

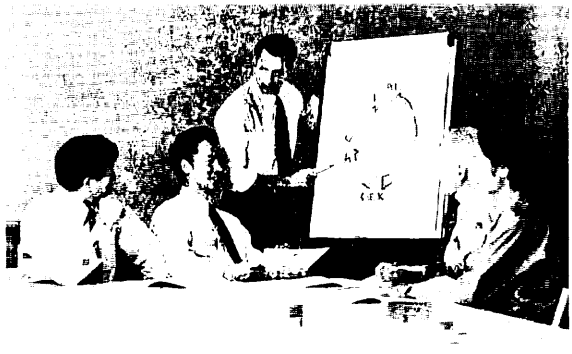
In a sense, the natural water 6. _____ is billions of years old. "Treatment system" includes living organisms that purify waste material in the water of a river. 7. _____ have become more effective, but have also placed greater demands on the water cycle. Many wetland plants have the capacity to remove 8. _____ that have come from pesticides, 9. _____ and 10. _____. The value of the 11. _____. of wetlands is significant. Of course, nature has 12. _____ , and it would be wrong to consider that wetlands can 13. _____ whatever 14. _____ we humans can produce.

READING PASSAGE 2

You should spend about 20 minutes on Questions 15–28, which are based on Reading Passage 2 below.

Consecutive and Simultaneous Interpretation

Consecutive interpretation requires the speaker to stop after a few sentences and let the interpreter interpret the speaker's statement. In simultaneous interpretation (also known as UN-style interpretation) the interpreter, who uses interpreting equipment and works with another interpreter in a soundproof booth, listens to the speaker's speech in one language and simultaneously converts it into another language, without waiting for the speaker to finish his or her statement. Simultaneous interpreting is used for high-level conferences, while consecutive interpreting is used for client meetings and depositions.



The period between the two world wars was the age of glory of consecutive interpretation; but simultaneous interpretation was tested as early as in the 1920s. In simultaneous interpretation, the person interprets while the speaker is delivering the speech and finishes only a moment later than the speaker. A Boston entrepreneur, Edward Filene, in 1925 proposed a simultaneous interpretation system at the League of Nations. That proposal evolved as technological innovations were added, and it was fully tested in the 1928 ILO Conference, where representatives who did not necessarily know English or French.

The simultaneous mode required different skills from those used by consecutive interpreters. The organizers of the 1928 ILO experiment, sponsored by Filene, took care of both the technical equipment and the interpreters' training and selection process. Unlike in the consecutive interpretation market where female interpreters were an exception, four of the nine successful trainees in the simultaneous interpretation course were women. Although there was still a long way to go, this was a sign of the current feminization of the profession. Interestingly, none of the actual consecutive interpreters of the League, staff members and freelancers alike, wanted to take part in the course. That was a clear signal of their hostile attitude towards a method that would place them entirely in the background.

Simultaneous interpreters performed satisfactorily in the 1928 test during the full length meetings of the ILO Conference. These involved up to seven different languages at a time. Such interpretation was thereafter adopted by the ILO for its annual conferences. But the international environment in the 1930s was far from ideal for technical innovation or for political experimentation in the field of multilateralism, and the coming of age of simultaneous interpretation took place in the Nuremberg trials.

The Nuremberg Tribunal was made up of jurists from the United States, the (former) Union of Soviet Socialist Republics, the United Kingdom and France who spoke three different languages. The defendants and most of the witnesses spoke German. With consecutive interpretation, the proceedings would have lasted too long. If the victors wanted the trial to have an immediate effect on public opinion, something had to be done to solve the language problem. Colonel Dostert, a French-American with some interpretation experience, was invited to adapt in Nuremberg the system previously used at the ILO, whose patent had been acquired by an American company, IBM.

Apart from the necessary technical adjustments, the main problem was finding interpreters ready to work in the trials. The veterans from the League were busy in the newly created United Nations Organization and those from the ILO continued in it. Besides, their linguistic combinations would not have matched the whole range needed in Nuremberg. Thus, interpreters were recruited among a variety of candidates, particularly expatriates uprooted by revolutions, wars and forced migrations of the previous 30 years.

The selection was made under extreme time pressure by people who had not practised simultaneous interpretation. Being able to listen in one language and speak simultaneously in another was often the only criterion applied. There was very little time—sometimes no time at all—to train selected candidates who were often catapulted directly into the booths. For many, the Nuremberg trial was an on-the-job training centre for simultaneous interpretation, but few of the interpreters continued in the profession after the trial. Although Nuremberg proved that simultaneous interpretation was feasible, time-saving and cost-effective, not everybody was happy with the results.

At first, UN meetings were served only with consecutive interpretation. A one-hour statement in Russian—nothing unusual in those days—required a three-hour meeting only for interpretation into English and French, and another meeting for the reaction. Inspired by the Nuremberg example, the UN General Assembly decided to give simultaneous interpretation a try during the fall session of 1946. Col. Dostert was transferred for this purpose from Nuremberg, accompanied by three young interpreters from his team. The consecutive interpreters, who monopolized the Service in 1946, were against the experiment, arguing that simultaneous interpretation would produce a parrot-like ineffective translation, requiring alien devices and depriving delegates of the time that consecutive interpretation allowes to think. The real arguments were probably the automatic reaction against technological innovation, the fear of losing their monopoly and eventually perhaps their jobs, and their feeling that working in a booth instead of from the podium meant a loss of status. The pro-simultaneous arguments were simply that the system would allow: a more authentic debate, with immediate reactions; the active use of all five official languages; and, above all, huge savings in time and money.

The test successfully took place in 1946 in the Fifth Committee. A full-dress version was repeated in the 1947 General Assembly, which then decided that simultaneous interpretation should be progressively adopted in all the meetings—with a few exceptions, such as the Security Council where both modes coexisted for many years, and the Advisory Committee on Administrative and Budgetary Questions where only consecutive interpretation continued to be used for a long time. The consecutive interpreters' initial hostility toward the simultaneous group was soon overcome when both teams were administratively unified in 1947. Most of the consecutive interpreters worked satisfactorily thereafter in the booths.

A major innovation in interpretation is now being tested: the remote interpretation mode. Its main feature is that the interpreter is physically in a different place from where the speech is delivered, and hears and sees the speaker through remote-distance devices. Early tests began in the 1970s; since then, communications technology has evolved in a revolutionary manner, and sound and vision technology is already available.

What seems to be the issue in the present circumstances is striking a balance between cost-effectiveness and quality of interpretation. Some of the disadvantages pointed out by critics of remote interpretation, such as the quality of the sound or the fact that interpreters cannot see the delegates' non-verbal reactions, are by no means exclusive to that modality: they happen all the time in UN meeting rooms and nobody makes a big fuss about it. Other drawbacks, such as the sense of alienation, recall similar arguments by the consecutive interpreters when simultaneous interpretation was introduced.

Indeed, the adoption of remote interpretation would still require adjustments on the technological side. But they would also have to be made to the mind-set and skills of interpreters, that is their attitudes and their training, in order to adapt them to the new

technologies and the changing working conditions, which incidentally are also affecting the in situ simultaneous mode.

Although minds are generally disinclined to change, one might think that of all people, interpreters, who throughout history have been marked by their flexibility to operate in more than one language and culture, would be able to adapt most readily to the new environment generated by technological advances.

Questions 15–19

*Choose **FIVE** letters from A–J.*

Write your answers in boxes 15–19 on your answer sheet.

NB: Your answers may be given in any order.

Which **FIVE** of the following statements are true of Consecutive and Simultaneous Interpretation?

A. The main feature of an innovation in interpretation is that the interpreter is physically in different place from where the speech is delivered.

B. Consecutive interpretation differs from simultaneous interpretation in the speed of interpretation.

C. The skills used by simultaneous and consecutive interpreters are different.

D. Simultaneous interpreters performed unsatisfactorily in the 1928 test during the full length meetings of the ILO Conference.

E. The interpreter was required to interpret only a moment later than the speaker in simultaneous interpretation.

F. Nuremberg proved that simultaneous interpretation was feasible, time-saving and cost-effective, so everybody was happy with the results.

G. Consecutive interpretation was the only way of interpretation which served in UN meetings.

H. Most people prefer consecutive interpretation to simultaneous interpretation.

I. Simultaneous interpretation system was proposed by Boston entrepreneur, Edward Filene, in 1935 at the League of Nations.

J. The adoption of remote interpretation would require adjustments on the technological side instead of being made to the mind-set and skills of interpreters.

Questions 20–24

Complete each sentence with the correct ending.

Write the correct letter A–G on your answer sheet.

20. In simultaneous interpretation, the interpreter _____

21. Consecutive interpreting _____
22. Simultaneous interpretation market _____
23. Simultaneous interpreting _____
24. The organizers of the 1928 ILO experiment _____

A. is used for high-level conferences.
B. needs more flexibility in some aspects.
C. listens to the speaker's speech in one language and simultaneously converts it into another language.
D. is different from the consecutive interpretation market.
E. is difficult for most of people to learn.
F. took care of both the technical equipment and the interpreters' training and selection process.
G. is used for client meetings and depositions.

Questions 25–28
Complete the summary using the list of words.
Write the correct letter A–K in boxes 25–28 on your answer sheet.

Consecutive interpretation and simultaneous interpretation are two kinds of interpretation, but they are totally 25. _____ from each other. Consecutive interpretation will take more time to interpret than simultaneous interpretation. Simultaneous interpreters performed 26. _____ in the 1928 test during the full length meetings of the ILO Conference. A selection was made under 27. _____ time pressure by people who had not practiced simultaneous interpretation. The issue in the present circumstances is 28. _____ a balance between cost-effectiveness and quality of interpretation.

A. extreme	B. falling	C. take	D. later
E. skills	F. different	G. health	H. translate
I. striking	J. strength	K. satisfactorily	

READING PASSAGE 3

You should spend about 20 minutes on Questions 29–40, which are based on Reading Passage 3 below.

Koala

The koala is a small bear-like, tree-dwelling, herbivorous marsupial which averages about 9kg (20lb) in weight. Its fur is thick and usually ash grey with a tinge of brown in places.

The koala gets its name from an ancient aboriginal word meaning "no drink" because it receives over 90% of its hydration from the eucalyptus leaves (also known as gum leaves) it eats, and only drinks when ill or times when there is not enough moisture in the leaves, ie during droughts, etc.

The koala is the only mammal, other than the Greater Glider and the Ringtail Possum, which can survive on a diet of eucalyptus leaves.

Habitat & Diet

Habitat' refers to the type of bushland that koalas like to live in. They are found in a range of habitats, from coastal islands and tall eucalypt forests to low woodlands inland.

Koalas today are found in Queensland, New South Wales, Victoria and South Australia. Their range extends from the Atherton Tableland west of Cairns in Qld to islands off the coast of Victoria and South Australia in the south, and west to central and western Qld, NSW and Victoria.

Koalas live in societies, just like humans, so they need to be able to come into contact with other koalas. It is because of this they need to have areas of suitable eucalypt forest which are large enough to support a healthy koala population and to allow for expansion by maturing young koalas. Koalas are highly territorial and in stable breeding groups, individual members of koala society maintain their own "home range" areas.

A home range varies in size depending on the habitat quality of bushland. Habitat quality can be measured in terms of the density of key food trees. "Home Range Trees" define the boundaries of the individual koala's home range and can be likened to surveyors pegs marking the extent of a property. They are not always apparent to the human eye, but koalas can tell whether a tree belongs to another koala or not. Within a socially stable group, the home ranges of individual koalas overlap with those of their neighbours. It is in the shared, overlapping trees that the majority of social interaction takes place. These are very important trees.

Koala populations only occur if suitable habitat is available and because Koalas are very fussy eaters and have strong preferences for different types of gum leaves, then the most

important factors which make habitats suitable are the presence of tree species preferred by koalas (usually eucalypts, but also some non-eucalypts) growing in particular associations on suitable soils with adequate rainfall.

Research has shown that socially stable koala populations occur only when there are favourite tree species present. Even if a selection of tree species known to be used by koalas occurs within an area, the koala population will not use it unless one or two favourite species are available.

In Australia, there are over 600 types of eucalypts, but koalas will only eat 40–50 varieties with only about 10 being preferred. Within a particular area, as few as one, and generally no more than two or three species of eucalypt will be regularly browsed while a variety of other species, including some non-eucalypts, appear to be browsed occasionally or used for just sitting or sleeping in.

Different species of eucalypts grow in different parts of Australia, so a koala in Victoria would have a very different diet from one in Queensland. Koalas like a change, too, and sometimes they will eat from other trees such as wattle or tea trees.

Eucalyptus leaves are very fibrous and low in nutrition, and to most animals are extremely poisonous. To cope with such a diet, nature has equipped koalas with specialised adaptations. A very slow metabolic rate allows koalas to retain food within their digestive system for a relatively long period of time, maximising the amount of energy able to be extracted. At the same time, this slow metabolic rate minimises energy requirements and they will sleep for up to 18 hours per day in order to conserve energy.

Each koala eats approximately 200 to 500 grams of leaves per day. The teeth are adapted to deal with for this. The sharp front incisors nip the leaves from the branches and the molars (back teeth) are shaped to allow the koala to cut and shear the leaves rather than just crush them. A gap between the incisors and the molars, called a "diastema", allows the tongue to move the mass of leaves around the mouth efficiently.

Climbing Trees

When approaching a tree to climb, koalas spring from the ground and catch their front claws in the bark, then bound upwards. Claw marks are usually visible on the trunks of trees regularly used as home trees by koalas.

In the safety of their home trees, koalas assume a wide variety of sitting and sleeping postures, and they will move around the tree during the day and night to catch the sun or the breezes. On hot days it is common to see them with limbs dangling in an effort to keep cool, and during colder times, curled up in a ball to conserve body heat.

When descending a tree, koalas come down bottom first. They regularly descend to the ground to change trees, and it is there that they are most vulnerable to predators such as dogs, foxes and dingoes, and also to the risk of injury or death from cars. They walk with an awkward-looking gait and can also run. Koalas have sometimes been observed swimming, but this is not a regular occurrence.

Questions 29–36
Answer the questions below.
Do the following statements agree with the information given in Reading Passage 3?
In boxes on your answer sheet, please write:

TRUE	*if the statement is true*
FALSE	*if the statement is false*
NOT GIVEN	*if the information is not given in the passage*

29. The mature individual of koala is always 9kg (20lb) in weight.
30. The koala rarely drinks water.
31. The koala is the only mammal that can survive on a diet of eucalyptus leaves, even the Greater Glider and the Ringtail Possum can not.
32. There are almost 20 types of bushland that koalas like to live in.
33. Like humans, Koalas live in societies.
34. Individual members of koala society maintain different acreage of "home range" areas, which are decided by their social class.
35. Koala populations only occur if right food is enough.
36. In Australia there are more than 600 types of eucalypts, of which only 45 varieties are eaten by koalas.

Questions 37–40
Answer the questions below.
Choose ***NO MORE THAN THREE WORDS AND/OR A NUMBER*** *from the passage for each answer.*
Write your answers in boxes 37–40 on your answer sheet.

37. What is the range of the grams of leaves that each koala eats approximately per day?
38. What is the tree that koalas eat only, as mentioned by the passage?
39. On which continent as mentioned can koalas be found?
40. When approaching a tree to climb, what is used by koalas to catch the bark?

WRITING

WRITING TASK 1

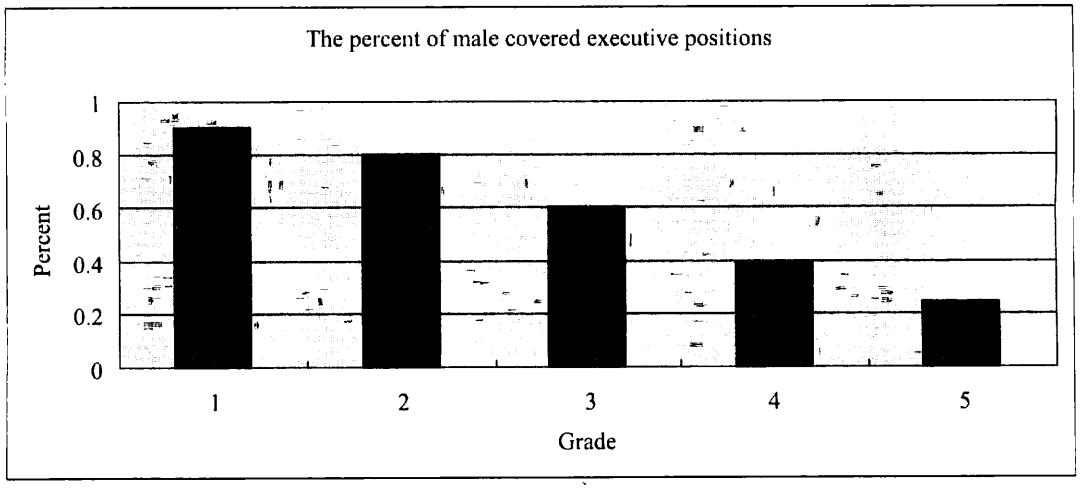
You should spend about 20 minutes on this task.

The chart below shows the percent of male-covered executive positions in ACME oil company within a one-year period between July 1993 and June 1994.

Write a report for a university lecturer describing the information shown below.

You should write at least 150 words.

The percent of male-covered executive positions, Grade 1 is the most important position, and Grade 5 is the least important one.



WRITING TASK 2

You should spend about 40 minutes on this task.

Present a written argument or case to an educated reader with no specialist knowledge of the following topic:

Qualities of people that are needed in today's world have not learned in universities or

their academic institutions. To what extent do you agree or disagree with this opinion?
You should write at least 250 words.
Use your own ideas, knowledge and experience and support your arguments with examples and relevant evidence.

SPEAKING

CANDIDATE'S CUE CARD

YOUR BEST FRIEND

You have just arrived at a new place. Talk about your best friend to the new friend you just made.

Describe your best friend: How you knew each other.
How you became friends.
How you spent time together.
Explain why he/she is your best friend.

Practice Test 2

LISTENING

SECTION 1 Questions 1–10

Questions 1–3

Complete the sentences below.

*Write **NO MORE THAN THREE WORDS** for each answer.*

1.The client intended to rent a house in the _____ of the city.

2.The man and his family may probably rent a house for _____ years.

3.How much can the man afford maximum? £ _____.

Questions 4–8

Complete the table below.

*Write **NO MORE THAN TWO WORDS** for each answer.*

Location	Facilities	Rent	Problem
First House in Cranston Street	Four bedrooms, two balconies, a kitchen, a bathroom, a 4._____ and a large garden	Not Referred	Garden: Too large to clean up
Second House on Beasley Road	Three bedrooms, two balconies, a kitchen	Not Referred	Without bathroom; 5._____.
Third House on Beasley Road	Three bedrooms, one balcony, a kitchen, a bathroom and a special 6. _____.	7. £ _____.	Expensive
Fourth House in Silverton Street	Three bedrooms, two balconies, a kitchen and a bathroom	8. £ _____.	Not Referred

Questions 9–10

Choose the correct answer.

9. Which ones of following facilities are available in the fourth community?
   A. Center hall.
   B. Swimming pool.
   C. Sports center.
   D. Cinema.
   E. Museum.

10. When would the house officer give a reply to the man?
   A. Two weeks later.
   B. Two days later.
   C. Within two days.

SECTION 2 Questions 11–20

Question 11

Circle the correct letter from A–C.

11. The author introduces the National Library in the turn of _____?
   A. self-access language centre—library—micro-computer lab
   B. library—self-access language centre—micro-computer lab
   C. self-access language centre—micro-computer lab—library

Questions 12–14

Complete the information about the self-access language centre below.

12. It is across the aisle directly _____ the section of the micro-computer lab, _____ the library.
13. There are three computer terminals for _____ fitted with headphones, so as not to disturb other users.
14. This applies also to the three television receivers, which are tuned in to receive satellite broadcasts in_____, German, _____, Spanish and English.

Questions 15–17

Identify the following statements about the library, whether they are ***TRUE (T), FALSE (F),*** *or* ***NOT MENTIONED (N).***

15. ( ) The library has two main parts, one for books and the other for magazines.
16. ( ) Some of the most popular books are only available on twenty-four-hour loan.

17. ( ) All titles can be located using our Biblitas cataloguing system.

Questions 18–20

Complete the sentences below related to the computer lab.

18. The computer lab is fitted with _____ stand-alone terminals, thirty-two PCs and three Macs.
19. If you are a member of the library, you may borrow _____in any of the five foreign languages as well as English.
20. The computer lab is open on the _____ and _____ Tuesday of each month.

SECTION 3 Questions 21–30

Questions 21–24

Complete the sentences below.

*Write **NO MORE THAN TWO WORDS OR NUMBERS** for each answer.*

21–24: The dissertation should be handed in on 21._____; the word limit in broad term is from 22._____to 23._____. The students who haven't chosen their topics should see their 24._____to agree on their final title.

Questions 25–27

Complete the table below.

*Write **NO MORE THAN TWO WORDS OR NUMBERS** for each blank.*

Schedule for Dissertation	
Example Basic bibliography	February 1
Draft plan 26. _____ Writing	25._____ February to March 27. _____

Questions 28–30

Circle the correct letters from A–C.

28. What is Dr. Eric's advice for buying a computer?

A. It's a massive expense, so Dr. Eric doesn't advise them to buy one.

B. Although it is a massive expense, Dr. Eric advises them to buy one.

C. Dr. Eric doesn't give any advice on this.

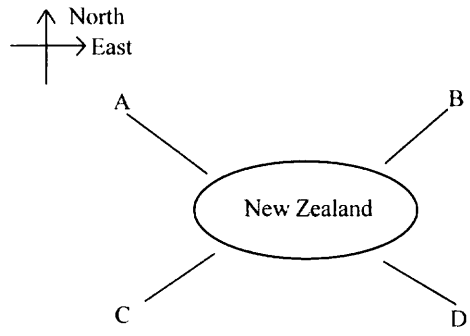
29. What is Dr. Eric's opinion on using questionnaires in research?
    A. Students should use questionnaires in research.
    B. Students should avoid using questionnaires in research.
    C. Dr. Eric has no opinion on this.
30. According to the conversation, which is **TRUE** in the following?
    A. Dr. Eric thinks it is a good idea to interview tutors.
    B. Dr. Eric thinks that tutors have no time to receive an interview, so the students should give it up.
    C. Dr. Eric has no strong opinion on interviewing tutors.

SECTION 4 Questions 31–40

Questions 31–33

Choose the correct letter.

31. What's Margaret Sayles' job?
    A. Reporter.
    B. General.
    C. Officer.
32. Choose the right direction of Astoria.



33. Here are some descriptions about Astoria. Read carefully and choose the **WRONG** sentence.
    A. Most of the people live in the southern part of the island.
    B. Northern part of the land is warmer than the southern part.
    C. The whole island is close enough to the Equator.

Questions 34–40

Fill up the blanks and identify the following sentences ***TRUE OR FALSE.***

PROVINCES	DESCRIPTIONS	FAMOUS
Hornchurch	34. ( ) It's in the northwest quarter of the country. (True/ False)	New Birmingham
New Devon	35. ( ) It is the second largest province. (True/ False)	36. _____ resorts
Anglezark	37. ( ) This is the most mountainous part of Astoria, and it's least populated. (True/ False)	Hot 38. _____
New Albion	39. ( ) People of New Albion all speak English. (True/ False)	40. _____

READING

READING PASSAGE 1

You should spend about 20 minutes on Questions 1–14, which are based on Reading Passage 1 below.

Optimistic Outlook Has Health Benefits

A. Astrong predictor of emotional and physical well-being is having an optimistic outlook on life. A recently published study on 545 men in the Netherlands followed for 15 years shows that having a hopeful attitude has a positive benefit on cardiovascular health.

B. The subjects were all in good health with no signs of cardiovascular disease. They were all measured for risk of cardiovascular disease by using typical measurements that included depression; in addition, optimism (defined in terms of having a general positive

expectation for one's future) was measured.

C. At the end of the 15-year time period, 187 people died of cardiovascular disease (CVD). After adjusting for other variables, the researchers found that the men who scored in the top 1/3 on optimism had a 55% lower risk of CVD compared to men who scored in the bottom 1/3 on optimism.

D. When physical activity level was added to the adjustment, the risk benefit of optimism dropped from a 55% reduction in CVD risk to a 43% reduction. This indicates that physical activity can likely increase one's optimistic outlook on life. The researchers concluded that a low subjectively perceived level of optimism should be added to the list of independent risk markers for cardiovascular mortality.

E. In a new study, American scientists have found that an optimistic outlook on life may actually improve lung function.

F. The study of 670 older men suggests that optimists had significantly higher levels of lung function and a slower rate of decline in lung function, than more pessimistic men.

G. The research team was led by Rosalind J. Wright MD, MPH, Instructor in Medicine at Brigham and Women's Hospital and Harvard Medical School in Boston, and has presented at this week's American Thoracic Society International Conference in Atlanta, USA.

H. Dr. Wright said, "Previous studies have shown a link between optimism and enhanced well-being, while pessimism has been shown to be a risk factor for poor physical health. This is the first study to show such a link specifically between optimism and improved lung function over time."

I. She added that a person's outlook may somehow influence the body's immune system processes that play a role in the airway inflammation associated with some lung disease.

J. The study tracked 670 older men, mostly white, with an average age of 63 at the start of the research. They were monitored over a period of eight years, during which they had an average of three lung examinations. Men who were more optimistic—as defined by a questionnaire derived from the Minnesota Multiphasic Personality Inventory-had significantly higher lung function, and a slower rate of decline in lung function, than pessimistic men.

K. "The study suggests that there may be reversible factors that may have an impact on patients' long-term rate of lung function decline, which has been shown to be related to a person's risk of mortality," Dr. Wright said.

L. "Preliminary studies on heart patients have suggested that through behaviour modification to change a person's outlook, you can charge his/her mortality risk. Further research may

show that improving a person's outlook can lengthen life and improve the quality of life in patients with lung disease," she added.

M. Dr. Wright and her team are now using study data from a more diverse population to see whether optimism and pessimism have the same effect on lung function in women, in younger people, and in people of different ethnic groups.

N. "There are differences in the way that men and women tend to internalize stress and experience emotions, so it will be interesting to see whether their outlook affects their lung function differently," she said.

O. Commenting on the link between optimism and good health, Professor of Psychology for BUPA Cary Cooper commented, "Research has shown that the body's immune system can be suppressed by a negative attitude, and that being positive and feeling in control can be beneficial to health. This is another piece of the puzzle in the link between mind and body."

P. In a word, having an optimistic, hopeful outlook on life appears to be important for both good mental and physical health. People find what they are looking for. Individuals who tend to be pessimistic, or look for the negative in life find it. Likewise, those who are hopeful and optimistic about the future seem to also find what they are looking for. Psychosomatic medicine has clearly shown that our thoughts and attitudes can affect our physiology positively or negatively. Developing a hopeful, optimistic outlook on life may cut the risk of a heart attack or stroke and help individuals live a longer, happier life.

Questions 1–9

Reading passage1 has 16 paragraphs, A–P. Which paragraph contains the following information?

Write the correct letter A–P in boxes 1–9 on your answer sheet.

1. When physical activity level was added to the adjustment, the risk benefit of optimism dropped.
2. Professor of Psychology for BUPA Cary Cooper's Comments on the link between optimism and good health.
3. The research team was led by Rosalind J. Wright.
4. Preliminary studies on heart patients have suggested that through behaviour modification to change a person's outlook, you can change his/her mortality risk.
5. After 5 years, 187 people died of CVD.
6. Those who are hopeful and optimistic about the future seem to also find what they are looking for.
7. What Dr. Wright and the team are doing now.

8. In the experiment, the optimism means having a general positive expectation for one's future.
9. First mention of that American scientists have found that an optimistic outlook on life may actually improve lung function.

Questions 10–14
Answer the questions below.
Choose ***NO MORE THAN THREE WORDS AND/OR A NUMBER*** *from the passage for each answer. Write your answers in boxes 10–14 on your answer sheet.*

10. How many people are studied by the recently published study which is held in the Netherlands followed for 15 years and which shows that having a hopeful attitude has a positive benefit on cardiovascular health?
11. What is Dr. Wrightgender, male or female?
12. What kind of disease is measured in the experiment?
13. How much lower risk of the men who scored in the top 1/3 on optimism had CVD compared to men who scored in the bottom 1/3 on optimism, as found by the researchers?
14. What is the average age of the 670 older men, which are tracked by the study at the start of the research?

READING PASSAGE 2

You should spend about 20 minutes on Questions 15–22, which are based on Reading Passage 2 below.

Salmon in Trouble

A. In 1992, the devastating collapse of the salmon stocks off the east coast of Newfoundland forced the Canadian government to take drastic measures and close the fishery. Over 40,000 people lost their jobs, communities are still struggling to recover and the marine ecosystem is still in a state of collapse. The disintegration of this vital fishery sounded a warning bell to governments around the world who were shocked that a relatively sophisticated, scientifically based fisheries management program, not unlike their own, could have gone so wrong. The Canadian government ignored warnings that their fleets were employing destructive fishing practices and refused to significantly reduce quotas citing the loss of jobs as too great a concern.

B. In the 1950s Canadian and US east coast waters provided an annual 100,000 tons in salmon catches rising to 800,000 by 1970. This overfishing led to a catch of only 300,000

tons by 1975. Canada and the US reacted by passing legislation to extend their national jurisdictions over marine living resources out to 200 nautical miles and catches naturally declined to 139,000 tons in 1980. However, the Canadian fishing industry took over and restarted the overfishing and catches rose again until, from 1985, it was the Canadians who were landing more than 250,000 tons of northern salmon annually. This exploitation ravaged the stocks and by 1990 the catch was so low (29,000 tons) that in 1992 (121/2,000 tons) Canada had to ban all fishing in east coast waters. In a fishery that had for over a century yielded a quarter-million-ton catches, there remained a biomass of less than 1,700 tons and the fisheries department also predicted that, even with an immediate recovery, stocks need at least 15 years before they would be healthy enough to withstand previous levels of fishing.

C. The devastating fishing coming from massive investment poured into constructing huge "draggers". Draggers haul enormous nets held open by a combination of huge steel plates and heavy chains and rollers that plough the ocean bottom. They dragged up anything in the way, inflicting immense damage, destroying critical habitat and contributing to the destabilization of the northern salmon ecosystem. The draggers targeted huge aggregations of salmon while they were spawning, a time when the fish population was highly vulnerable to capture. Excessive trawling on spawning stocks became highly disruptive to the spawning process and ecosystem. In addition, the trawling activity resulted in a physical dispersion of eggs leading to a higher fertilization failure. Physical and chemical damage to larvae caused by the trawling action also reduced their chances of survival. These draggers are now banned forever from Canadian waters.

D. Canadian media often cite excessive fishing by overseas fleets, primarily driven by the capitalist ethic, as the primary cause of the fishing out of the north Atlantic salmon stocks. Many nations took fish off the coast of Newfoundland and all used deep-sea trawlers, and many often blatantly exceeded established catch quotas and treaty agreements. There can be little doubt that non North American fishing was a contributing factor in the salmon stock collapse, and that the capitalist dynamics that were at work in Canada were all too similar for the foreign vessels and companies. But all of the blame cannot be put there, no matter how easy it is to do, as it does not account for the management of the resources.

E. Who was to blame? As the exploitation of the Newfoundland fishery was so predominantly guided by the government, we can argue that a fishery is not a private

area, as the fisher lacks management rights normally associated with property and common property. The state had appropriated the property, and made all of the management decisions. Fishermen get told who can fish, what they can fish, and essentially, what to do with the fish once it is caught. In this regard then, when a resource such as the Newfoundland fishery collapses, it is more a tragedy of government negligence than a tragedy of the general public.

F. Following the '92 ban, on northern salmon fishing and most other species, an estimated 30, 000 people that had already lost their jobs after the 1992 Northern Salmon moratorium took effect, were joined by an additional 12,000 fishermen and plant workers. With more than forty thousand people out of jobs, Newfoundland became an economic disaster area, as processing plants shut down, and vessels from the smallest dories to the monster draggers were made idle or sold overseas at bargain prices. Several hundred Newfoundland communities were devastated.

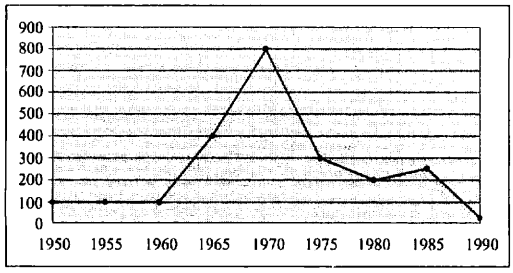
G. Europeans need only look across the North Atlantic to see what could be in store for their salmon fishery. In Canada, they were too busy with making plans, setting expansive goals, and then allocating fish, and lots of it, instead of making sound business plans to match fishing with the limited availability of the resource. Salmon populations in European waters are now so depleted that scientists have recently warned that "all fisheries in this area that target salmon should be closed." The Canadian calamity demonstrates that we now have the technological capability to find and annihilate every commercial fish stock, in any ocean and do irreparable damage to entire ecosystems in the process. In Canada's case, a two-billion-dollar recovery bill may only be a part of the total long-term costs. The costs to individuals and desperate communities now deprived of meaningful and sustainable employment is staggering.

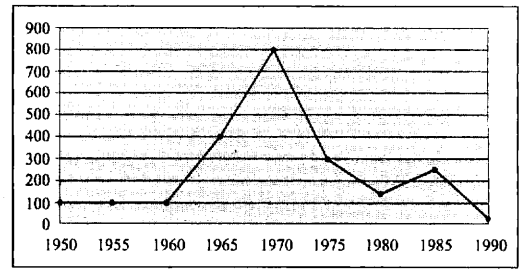
Questions 15–18

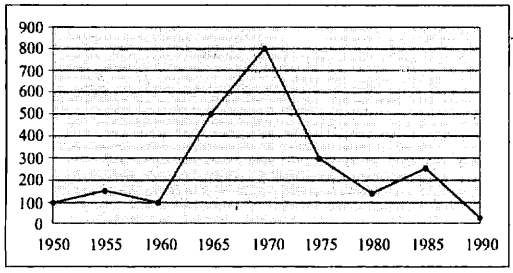
Choose the appropriate letters A–D and write them in boxes 15–18 on your answer sheet.

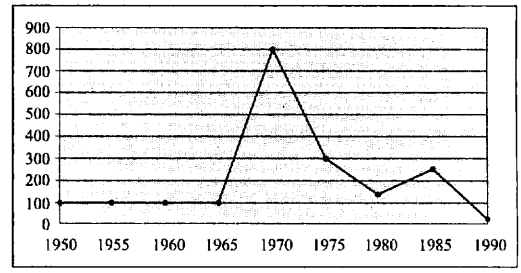
15. The Canadian government didn't want to reduce salmon catches pre 1992 because they were worried about ____ .
    A. possible rising unemployment
    B. the ecological effects
    C. the marine ecosystem
    D. drastic measures

16. Which graph most accurately describes Canadian salmon catches from 1950 to 1992?









17. According to Reading Passage 2, which of the following is now true about the Newfoundland fisheries?

A. Catches of 1,700 tons a year only are permitted.

B. Normal fishing could start again in 2007.

C. No salmon fishing is allowed but some other species can be caught.

D. Fishing with draggers will be allowed again in 2007.

18. Who does the writer blame for the collapse of the Newfoundland salmon fishery?

A. The Canadian fishing industry.

B. The foreign fishing industry.

C. The Canadian government.

D. The US fishing industry.

Questions 19—22

Do the following statements agree with the views of the writer of the reading passage on Salmon in Trouble? In Boxes 19—22 write:

TURE	*if the statement agrees with the writer*
FALSE	*if the statement doesn't agree with the writer*
NOT GIVEN	*if it is impossible to say what the writer thinks about this.*

19. Disruption of salmon breeding was a major factor in the Newfoundland salmon disaster.
20. Foreign trawlers frequently broke the catch allowances.
21. There was often conflict between the foreign fishermen and the Canadian authorities.
22. Europe does not face the seriousness of the Canadian disaster.

READING PASSAGE 3

You should spend about 20 minutes on Questions 23–40, which are based on Reading Passage 3 below.

Human Language

It is an intriguing question, to which we may never have a complete answer: How did we get from animal vocalization (barks, howls, calls ...) to human language?

Animals often make use of signs, which point to what they represent, but they don't use symbols, which are arbitrary and conventional. Examples of signs include sniffles as a sign of an on-coming cold, clouds as a sign of rain, or a scent as a sign of territory. Symbols include things like the words we use. Dog, hund, chien, cane, perro—these are symbols that refer to the creature so named, yet each one contains nothing in it that in any way indicates that creature.

In addition, language is a system of symbols, with several levels of organization, at least phonetics (the sounds), syntax (the grammar), and semantics (the meanings).

So when did language begin? At the very beginnings of the genus Homo, perhaps 4 or 5 million years ago? Or with the advent of modern man, Cro-magnon, some 125,000 years ago? Did the neanderthal speak? He had a brain that was larger than ours, but his voice box seems to be higher in his throat, like that of the apes. We don't know.

There are many theories about the origins of language. Many of these have traditional amusing names (invented by Max Müller and George Romanes a century ago), and I will create a couple more where needed.

1. The mama theory. Language began with the easiest syllables attached to the most significant objects.

2. The ta-ta theory. Sir Richard Paget, influenced by Darwin, believed that body movement preceded language. Language began as an unconscious vocal imitation of these movements—like the way a child's mouth will move when they use scissors, or my tongue sticks out when I try to play the guitar. This evolved into the popular idea that language may have derived from gestures.
3. The bow-wow theory. Language began as imitations of natural sounds—moo, choo-choo, crash, clang, buzz, bang, meow ... This is more technically referred to as onomatopoeia or echoism.
4. The pooh-pooh theory. Language began with interjections, instinctively emotive cries such as "Oh!" for surprise and "Ouch!" for pain.
5. The ding-dong theory. Some people, including the famous linguist Max Muller, had pointed out that there was a rather mysterious correspondence between sounds and meanings. Small, sharp, high things tend to have words with high front vowels in many languages, while big, round, low things tend to have round back vowels! Compare "itsy-bitsy" and "teeny-weeny" with "moon", for example. This is often referred to as sound symbolism.
6. The yo-he-ho theory. Language began as rhythmic chants, perhaps ultimately from the grunts of heavy work (heave-ho!). The linguist A.S. Diamond suggested that these were perhaps calls for assistance or cooperation accompanied by appropriate gestures. This may relate yo-he-ho to the ding-dong theory, as in such words as cut, break, crush, strike ...
7. The sing-song theory. Danish linguist Jesperson suggested that language came out of play, laughter, cooing, courtship, emotional mutterings and the like. He even suggested that, contrary to other theories, perhaps some of our first words were actually long and musical, rather than the short grunts many assumed we started with.
8. The hey you! theory. A linguist by the name of Revesz suggested that we had always needed interpersonal contact, and that language began as sounds to signal both identity (here I am!) and belonging (I'm with you!). We may also cry out in fear, anger, or hurt (help me!). This is more commonly called the contact theory.
9. The hocus pocus theory. My own contribution to these is the idea that language may have had some roots in a sort of magical or religious aspect of our ancestors' lives. Perhaps we began by calling out to game animals with magical sounds, which became their names.
10. The eureka! theory. And finally, perhaps language was consciously invented. Perhaps some ancestors had the idea of assigning arbitrary sounds to mean certain things. Clearly, once the idea was had, it would catch on like wild-fire!

Another issue is how often language came into being (or was invented). Perhaps it was

invented once, by our earliest ancestors—perhaps the first who had whatever genetic and physiological properties needed to make complex sounds and organize them into strings. This is called monogenesis. Or perhaps it was invented many times—polygenesis—by many people.

We can try to reconstruct earlier forms of language, but we can only go so far before cycles of change obliterate any possibility of reconstruction. Many say we can only go back perhaps 10,000 years before the trail goes cold. So perhaps we will simply never know.

Perhaps the biggest debate among linguists and others interested in the origins of language is whether we can account for language using only the basic mechanisms of learning, or whether we need to postulate some special built-in language-readiness. The learning-only people (for example, B. F. Skinner) say that childhood conditioning, or maybe modeling, can account for the complexity of language. The language-acquisition-device (LAD) people (such as Chomsky and Pinker) say that the ease and speed with which children learn language requires something more.

The debate is real only for those people who prefer to take one or the other of these extreme views. It seems very clear to most that neither is the answer. Is there some special neural mechanism for language? Not in the sense of an LAD.

In most mammals, both hemispheres looked very much alike. Somewhere in humanity's early years, a few people possibly inherited a mutation that left one hemisphere with a limited capacity. Instead of neural connections going in every direction, they tended to be organized more linearly. The left hemisphere couldn't relate to things in the usual full-blown multidimensional way. But—surprise!—that same diminished capacity proved to be very good is ordering things linearly. And that's exactly what language needs: the ability to convert fully dimensional events into linear sequences of sounds, and vice versa.

Questions 23–30

Do the following statements agree with the information in Reading Passage 3? In boxes 23–29 on your answer sheet write:

TRUE	*if the statement is true*
FALSE	*if the statement is false*
NOT GIVEN	*if the information is not given in the passage*

23. As in the passage, we get from animal vocalization (barks, howls, calls...) to human language.

24. Animals often make use of signs and occasionally use symbols.
25. Language is a system of symbols, with about seven levels of organization.
26. Language began perhaps 4 or 5 million years ago.
27. For the constraint of "cycles of change obliterate any possibility of reconstruction" we can try to reconstruct earlier forms of language for just a part of the history.
28. The learning-only people (for example, B. F. Skinner) say that childhood conditioning, or maybe modeling, is the only reason for the complexity of language.
29. The debate of whether we can account for language using only the basic mechanisms of learning, or whether we need to postulate some special built-in language-readiness is real only for those people who take one or the other of these extreme views.
30. In mammals, both hemispheres looked very much alike.

Questions 31–40

Reading passage 3 has many theories about the origins of language.

Using the information in passage 3, identify each name of the characteristic described below.

Choose ***NO MORE THAN THREE WORDS*** *and write in boxes 31–40 on your answer sheet.*

31. Body movement preceded language.
32. Language began as imitations of natural sounds—moo, choo-choo, crash, clang, buzz, bang, meow ...
33. Language was consciously invented.
34. Language began with interjections, instinctively emotive cries.
35. A rather mysterious correspondence between sounds and meanings.
36. Language began with the easiest syllables attached to the most significant objects.
37. We have always needed interpersonal contact, and that language began as sounds to signal both identity (Here I am!) and belonging (I'm with you!).
38. Language began as rhythmic chants, perhaps ultimately from the grunts of heavy work.
39. Language comes out of play, laughter, cooing, courtship, emotional mutterings and the like.
40. Language may have had some roots in a sort of magical or religious aspect of our ancestors' lives.

WRITING

WRITING TASK 1

You should spend about 20 minutes on this task.

The table below shows the results of a survey to find out what members of a city sports club think about the club's activities, facilities and opening hours.

Summarise the information by selecting and reporting the main features and make any comparisons that are relevant.

Write at least 150 words.

Club Satisfaction Survey

	Very Satisfied	Satisfied	Not Satisfied
Range of activities			
Female members	35%	35%	30%
Male members	55%	40%	5%
Club facilities			
Female members	64%	22%	14 %
Male members	63%	27%	10%
Opening hours			
Female members	72 %	25%	3%
Male members	44%	19%	37%

WRITING TASK 2

You should spend about 40 minutes on this task.

Present a written argument or case to an educated reader with no specialist knowledge of the

following topic:

Some people think visitors to other countries should imitate local custom and behaviors. Other people disagree that the host country should welcome culture diversity. To what extend do you agree?

You should write at least 250 words.

Use your own ideas, knowledge and experience and support your arguments with examples and relevant evidence.

SPEAKING

CANDIDATE'S CUE CARD

A NEW TRIP

You have just arrived at a new place. Describe the trip you took some time ago to people here.

When you took it: How you got there;
What you saw there;
Explain why you liked it.

Practice Test 3

LISTENING

SECTION 1 Questions 1–10

Questions 1–2

Circle the correct letters from A–C.

1. When does this dialogue happen?
   A. At the beginning of the first semester.
   B. At the end of the first semester.
   C. At the end of the second semester.
2. How long is Anna and Piers' holiday?
   A. Five weeks.
   B. Six weeks.
   C. Seven weeks.

Questions 3–6

Anna and her friend Piers plan to spend their holiday. They have many ideas as follows. Please fill up the blanks with right information.

*Write **NO MORE THAN TWO WORDS** for each answer.*

Places	Goods
Beach	It would be great to do swimming and 3. _____.
Mountains	They are nice and cool, we can do 4. _____.
5. _____	Piers went to there last year.
6. _____	It's a great city to visit.

Question 7

Circle the correct letters from A–C.

7. Where will Anna and Piers stay during the journey?
   A. Hotel.
   B. Motel.
   C. Holiday house.

Questions 8–10
Complete the sentences below.
*Write **NO MORE THAN TWO WORDS** for each answer.*
8. Piers' home address is _____ Street.
9. The number of Piers credit card is _____.
10. The price of holiday house rent cost should be $_____.

SECTION 2 Questions 11–20

Questions 11–13
Circle the correct letters from A–C.
11. This is the second of these lectures. The lectures are talking about _____.
   A. Successful Study
   B. Housekeeping Issues
   C. Time Management

12. In the past, Time Management was _____.
   A. to make a time list
   B. the same as these days
   C. different from these days

13. The library reports the increasing number of students who become angry _____.
   A. they look a lot stressed about assignment
   B. when books are not available
   C. when they don't manage their time well

Questions 14–15
Complete the sentences below.
*Write **NO MORE THAN TWO WORDS** for each answer.*
14. Why students become _____ and angry?
15. Because they have not set _____ for reaching their goals.

Question 16

Circle the correct letters from A–C.

16. Why students will fail?

A. Because they lack intelligence or love of the subject.

B. They did not have a clearer idea of what they have to do and how long it would take.

C. They don't manage their time well.

Questions 17–18

Complete the sentences below.

*Write **NO MORE THAN TWO WORDS** for each answer.*

17. What does it mean by _____ goals?

18. Basically, it means _____what you want to achieve.

Questions 19

*Identify the following statement, **TRUE (T), FALSE (F), or NOT MENTIONED (N).***

19. ( ) The term planner is to help you with detailed planning.

Question 20

Circle the correct letters A–C.

20. The author doesn't advise people to _____.

A. make one term planner, one weekly planner, one daily planner

B. picture how you could make a major difference in your life by spending just one hour a day in some activity for the next term

C. make a note in your daily planner

SECTION 3 Questions 21–30

Questions 21–22

Complete the sentences below.

*Write **NO MORE THAN THREE WORDS** for each answer.*

21–22: The counselor here at the 21._____ of the university is interviewing 22._____ students to help her draw up a guide for new students.

Questions 23–27

Complete the table below.

*Write **NO MORE THAN TWO WORDS** for each answer.*

Note on Rita	
First impression of the town	She was shocked by how 23._____ it was here in the evening.
Accommodation	She went straight into student accommodation, which is a kind of 24. _____; and the food here was 25._____.
About study	She was doing a 26._____in Environment Studies. Although she enjoyed the course, but she felt that there hadn't been 27._____with lecturers.

Questions 28–30

Circle the correct letters from A–C.

28. Where is Jane from?
    A. Nigeria.
    B. India.
    C. Indonesia.

29. Where does Jane live now?
    A. Staying with a family outside school.
    B. In a student house.
    C. In a student hostel.

30. What is the main difficulty for Jane to study?
    A. Computing is a difficult course for her to learn.
    B. It is difficult to get time on the computers in the computer room.
    C. It is hard for Jane to do her practical work.

SECTION 4 Questions 31–40

Questions 31–33

Complete the sentences below.

*Write **NO MORE THAN THREE WORDS** for each answer.*

31. Male falcons are smaller than female birds, female falcons hatch eggs, while male falcons

spend most of their life in _____.

32. There is still a strong controversy among the scientists on _____ till now.

33. Peregrine falcon successfully hunts the prey for its excellent speed and the use of _____.

Questions 34–35

Complete the table below.

*Write **NO MORE THAN TWO WORDS** for each answer.*

Time	Growth Procedure
2 weeks	34. _____
4 weeks	35. _____
4 months	hunt on their own

Question 36

Circle the correct letters from A–C.

36. Among the three subspecies of the peregrine falcon in Canada, only 36_____is non-migratory.

A. the Arctic

B. the Pealie

C. the Anatum

Questions 37–40

Complete the form below.

The Experiment on the Child Birds	
First step:	catch the birds
Second step:	attach identification on chicks, legs and 37. _____
Third step:	38. _____
Fourth step:	39. _____
Fifth step:	40. _____

READING

READING PASSAGE 1

You should spend about 20 minutes on Questions 1–12, which are based on Reading Passage 1 below.

Use of Two Kinds of Cameras

Early cameras of the 16th and 17th century were able to project images onto paper or glass but the study of capturing, processing and printing the images took many more years. Up until the 17th century, scientists believed that light was composed basically of the "white" that is perceived by the human eye. It took the research done by famous physicist Isaac Newton to discover that light is actually composed of a spectrum of colors. While he made a big contribution to the study of optics (that is at the core of camera advances) with this discovery, Newton did not actually have anything to do with camera development per se.

The early camera that first became a phenomenon was a little more than a pinhole camera and can be traced back to 1558. It was called the Camera Obscura. The Camera Obscura was seen as a drawing tool for a clearer and realistic portrayal of objects. It was in the early 19th century that an invention named the Camera Lucida was introduced by Cambridge scientist William Hyde Wollaston that consisted of an optical device that could help an artist view a distant scene or person or object on a paper surface that he or she was using to draw. In other words, the artist gets to view a superimposed image of a subject on paper and this image could be effectively used to attempt to draw, trace or paint it. Both the Camera Obscura and the Camera Lucida provided an image that was temporary, which could not be lastingly captured on to paper for later reference.

Studies, however, continued well into the 1800's on how to actually capture the image onto material. It was during this time, around 1822 that French researcher Joseph Nicephore Niepce, created the first photograph by using paper that was coated with a chemical. The image would not stay permanently on the paper and would disappear after a short while. Even so, despite the short-lived nature of the image, the concept of photography was born with this

experiment and paved the way for further study and development in this field.

Capturing images to retain them longer and permanently became the next big quest for researchers. Another Frenchman Louis-Jacques-Mandé Daguerre partnered with Joseph Nicéphore Niépce in 1829, to develop the process of creating permanent photographs. Joseph Niépce died in 1833, but Daguerre continued with the work and succeeded in 1837 after many long years of experimentation. The process of capturing photographic images that would not fade away, introduced by Daguerre came to be known as the "daguerreotype".

The word "photography" was coined by scientist Sir John F.W. Herschel in 1839 and it is actually derived from two Greek words "photos" meaning light and "graphein" meaning draw.

A slightly more advanced version of the daguerreotype called the Calotype process that makes multiple copies possible using the negative and positive method became available very soon after. In fact, it was during the 1840's that the use of photographic images in advertisements first started and cameras made their mark on the power of visual communication. It was not much later, in the 1850's that photographers first started experimenting with underwater photography of seascapes.

Up until 1850, the process of capturing images was cumbersome requiring up to half an hour of light exposure. The discovery made in 1851 by Frederick Scott Archer was a blessing since the new method termed the Collodion process called for just 2–3 seconds of light exposure to capture an image.

Prior to 1871, photographers went through a development process where they had to coat the plate with wet chemical each and every time and process the image immediately. With the invention of the gelatin dry plate silver bromide process by Richard Leach Maddox, negatives did not have to be developed immediately. This was an important discovery since up until then the captured image had to be processed instantly.

Kodak created in 1888 by George Eastman has been a modern day pioneer of sorts in cameras and photography for the masses. George Eastman and the scientists who worked with him at Kodak developed the photographic film in 1889 and made it available in rolls for the mass use of consumers. An important milestone in our entertainment and communication history was the development of transparent roll film by Eastman. This development led to another key invention—the motion picture camera by Thomas Edison in 1891.

During the 20th century the pace of technology development in cameras and photography continued at an accelerated pace much like many other key technology developments. While several key inventions like car, telephone and the gramophone record happened in the latter half of the 19th century, it is the last 100 years that saw major developmental work in many areas of communications technology and as well as in other fields—TV, aircrafts, PCs, digital

technology, digital cameras, mobile phones, fax machines and the Internet, to name a few.

In the case of the camera, the developments simplified the whole process of photography, making it accessible to one and all at affordable prices and the camera industry denizens of our times made it into a mass phenomenon. The first mass use camera became available at the turn of the 20th century and can be traced back to the year 1900. There are hundreds of models of cameras available today both for the amateur as well as the professional and the camera is an important part of any family's repertoire of must-have gadgets.

Questions 1–6

Answer the questions below using ***NO MORE THAN FOUR WORDS*** *from the passage for each answer. Write your answer in boxes 1–6 on your answer sheet.*

1. What did the light consist ultimately of that is cognized by the human eye?
2. What was the early camera called in 1558?
3. What kind of camera could offer the image that could not be everlastingly caught on to paper for later reference?
4. Where is the word " photograph" derived from?
5. How did the Calotype process make various copies possible?
6. What's the another main invention led by the development of transparent roll film by Eastman?

Question 7–12

Complete the summary below.

Choose ***NO MORE THAN TWO WORDS*** *from the passage for each other.*

Write your answers in boxes 7–12 on your answer sheet.

Early cameras of the 16th and 17th century were able to project images onto paper or glass but the study of capturing, processing and printing the images took many more years. Famous physicist 7._____. finished a research to discover that light virtually consists of a spectrum of colors. The early camera that first became a phenomenon was a little more than 8._____. Camera Lucida included 9._____. that could help an artist view a distant scene or person or object on a paper surface that he or she was using to draw. French researcher Joseph Nicephore Niepce created the first photograph via using paper that was coated with 10._____. The process of capturing photographic reflects that would not fade away introduced by Daguerre came to be known as the 11._____. Photographers first started experimenting with 12._____. of seascapes in the late 1850's.

READING PASSAGE 2

You should spend about 20 minutes on Questions 13–27, which are based on Reading Passage 2 below.

Railway in the U.K.

A. The London Underground is a rapid transit system that serves a large part of Greater London and some neighbouring areas of Essex, Hertfordshire and Buckinghamshire. It is the world's oldest underground railway system. Services began on 10 January, 1863 on the Metropolitan Railway; most of the initial route is now part of the Hammersmith & City line. Despite its name, about 55% of the network is above ground. Popular local names include the Underground and, more colloquially, the Tube, in reference to the tubular cylindrical shape of the system's deep-bore tunnels.

B. The first railways to be built in the United Kingdom were constructed in the early 19th century. By 1850, there were 7 separate railway termini located in the London area: London Bridge, Euston, Paddington, King's Cross, Shoreditch, Waterloo and Fenchurch Street. Only Fenchurch Street was located within the City of London itself. London had also seen a large increase in road traffic congestion in this period. This was due in part to the fact that most people travelling to London by rail had to complete their jouneys into the city centre by cab or omnibus. The concept of an underground railway linking the City of London with the mainline termini had first been proposed in the 1830s. But it was not until the 1850s that this idea was taken seriously as a solution to traffic congestion problems.

C. In 1854, an Act of Parliament was passed approving the construction of an underground railway between Paddington Station and Farringdon Street via King's Cross, which was to be called the Metropolitan Railway. This was to be built with the support of the Great Western Railway, who helped to fund the project on the grounds that a junction would be built with their mainline terminus at Paddington. However, construction did not begin until February 1860 due to financial problems. The fact that this project got underway at all was largely due to the lobbying of Charles Pearson, who was Solicitor to the City of London at the time. In 1859, he finally persuaded the City of London Corporation to help fund the scheme.

D. The Metropolitan Railway was opened to the public on 10 January, 1863. It was the world's first urban underground passenger-carrying railway. Within a few months of opening it was carrying over 26,000 passengers a day. A year later, the railway was extended to Hammersmith in the west and a year after that it was extended to Moorgate in the east. Most of this original route is now part of the Hammersmith and City Line.

E. Other lines swiftly followed, and by 1884 the Inner Circle (today's Circle Line) was completed as a joint venture between the Metropolitan Railway and its rival the Metropolitan District Railway.

F. The first trains were steam-hauled, which required effective ventilation to the surface. Ventilation shafts at various points on the route allowed the engines to expel steam and bring fresh air into the tunnels. One such vent is at Leinster Gardens, W2. In order to preserve the visual characteristics in what is still a well-to-do street, a five-foot-thick (1.5 m) concrete façade was constructed to resemble a genuine house frontage.

G. The early tunnels were dug using cut-and-cover construction methods. This caused widespread disruption and required the demolition of several properties on the surface. Following advances in the use of tunnelling shields, electric traction and deep-level tunnel designs, later railways were built even further underground. This caused far less disruption at ground level than the cut-and-cover construction method did. It was therefore cheaper and preferable. The City & South London Railway (now part of the Northern line) opened in 1890. It was the first "deep-level", electrically operated route.

H. By the end of the 19th century, the Metropolitan Railway company had extended its lines far outside of London, creating new suburbs in the process. From the 1870s, right up until the 1930s, the company pursued ambitions to maintain the railway as a main-line operation rather than a rapid transit service.

I. In the early 20th century, the presence of six independent operators running different Underground lines caused passengers substantial inconvenience; in many places passengers had to walk some distance above ground to change between lines. The costs associated with running such a system were also heavy, and as a result, many companies looked to financiers who could give them the money they needed to expand into the lucrative suburbs as well as electrify the earlier steam operated lines. The most prominent of these was Charles Yerkes, an American tycoon who between 1900 and 1902 acquired the Metropolitan District Railway and the as yet unbuilt Charing Cross, Euston & Hampstead Railway (later to become part of the Northern line).

J. Yerkes also acquired the Brompton & Piccadilly Circus Railway (jointly to become the Great Northern, Piccadilly & Brompton Railway, the core of the modern Piccadilly line) and the Baker Street & Waterloo Railway (to become the Bakerloo line) to form Underground Electric Railways of London Company Ltd (UERL) on 9 April, 1902. That

company also owned three tramway companies and went on to buy the London General Omnibus Company, creating an organisation colloquially known as "the Combine".

K. In early 1908, the underground railway operators agreed to promote their services jointly as "the Underground", creating a free publicity map of the network in the process. New station signs and ticketing arrangements were also put into place.

L. On 1 January, 1913, the UERL absorbed two other independent tube lines, the City & South London Railway (now part of the Northern Line) and the Central London Railway (now known as the Central Line), the latter having opened an important east-west cross-city line from Bank to Shepherd's Bush on 30 July, 1900. The Central London Railway was nicknamed the "Twopenny Tube" for its flat fare and cylindrical tunnels; the "tube" nickname was eventually transferred to the Underground system as a whole.

As the monopoly of the Combine asserted itself, only the Metropolitan Railway stayed away from this process of integration, retaining pretensions of being considered to be a main-line railway. Proposals were put forward for a merger between the two companies in 1913 but the plan was rejected by the Metropolitan. The only remaining independent underground railway in London, the Great Northern and City Railway (which ran a service between Moorgate and Finsbury Park), was acquired by the Metropolitan in the same year.

Questions 13–22

Reading passage 2 has 12 paragraphs, A–L. Which paragraph contains the following information?

Write the correct letter A–L in boxes 13–22 on your answer sheet.

13. Other lines swiftly followed the Metropolitan Railway.
14. On 1 January, 1913, the UERL absorbed two other independent tube lines, the City & South London Railway and the Central London Railway.
15. The concept of an underground railway linking the City of London with the mainline termini had first been proposed in the 1830s.
16. The early tunnels were dug using cut-and-cover construction methods.
17. New station signs and ticketing arrangements were put into place in early 1908.
18. The Metropolitan Railway was opened to the public on 10 January, 1863.
19. On the Metropolitan Railway, services began on 10 January, 1863.
20. Yerkes also acquired the Brompton & Piccadilly Circus Railway.
21. In 1854, the Act of Parliament was passed.
22. In the early 20th century, the presence of six independent operators running different Underground lines caused passengers substantial inconvenience.

Questions 23–27

Do the following statements agree with the information in Reading Passage 2?

In boxes 23–29 on your answer sheet write:

TRUE	*if the statement is true*
FALSE	*if the statement is false*
NOT GIVEN	*if the information is not given in the passage*

23. The London Underground is the world's oldest underground railway system.
24. The concept of an underground railway linking the City of London with the mainline termini had first been accepted by the government in the 1830s.
25. Within a few months of opening the Metropolitan Railway had carried about 26,000 passengers.
26. The first trains were steam-hauled requiring effective ventilation to the surface.
27. By the end of the 19th century, the Metropolitan Railway company had covered all the lines far inside of London.

READING PASSAGE 3

You should spend about 20 minutes on Questions 28–40, which are based on Reading Passage 3 below.

Radio Frequency Identification (RFID) Systems

A. Governmen Test E-Passports in San Francisco. The Department of Homeland Security will begin testing e-Passports on Sunday at San Francisco International Airport. The e-Passports contain Radio Frequency Identification chips, which transmit information wirelessly. Testing conducted last year revealed that RFID-enabled passports impede the inspection process, according to documents (pdf) recently obtained by EPIC under the Freedom of Information Act. EPIC has urged (pdf) the agency to abandon the use of such technology in passports because of significant security and privacy issues. (Jan. 13)

EPIC Uncovers Government Documents that Reveal Passport Problems. According to documents (pdf) obtained by EPIC under the Freedom of Information Act, a

government report found significant problems with new hi-tech passports. Tests conducted last year revealed that "contactless" RFID passports impede the inspection process. At a meeting of a Privacy Advisory Committee today in Washington, EPIC urged (pdf) the Department of Homeland Security to abandon the use of RFID technology in E-Passports and the US-VISIT program. (Dec. 6)

Government Report: Federal Agencies' RFID Plans Flawed. In a report (pdf) released last week, the Government Accountability Office found that thirteen government agencies are using or plan to use Radio Frequency Identification tags. However, only one agency identified any legal or privacy issues with the use of the tags, which can be read remotely. The agencies plan to use RFID to track employees' movements and in ID cards. This report comes a month after the State Department reversed plans to include RFID tags in American passports because of security and privacy concerns. (May 31)

State Department Backs Off RFID Passport. The State Department said today it world not go forward with a controversial plan that would have made personal data contained in hi-tech passports vulnerable to unauthorized access. The agency said it world impose new security techniques, require encryption for data transfers, and ensure that passports world contain a metallic layer. The announcement came amid pressure from EPIC, other civil liberties groups, technical experts, and air travellers who said the original proposal was deeply flawed. (Apr. 27)

B. Radio Frequency Identification (RFID) is a type of automatic identification system. The purpose of an RFID system is to enable data to be transmitted by a portable device, called a tag, which is read by an RFID reader and processed according to the needs of a particular application. The data transmitted by the tag may provide identification or location information, or specifics about the product tagged, such as price, color, date of purchase, etc. The use of RFID in tracking and access applications first appeared during the 1980s. RFID quickly gained attention because of its ability to track moving objects. As the technology is refined, more pervasive—and invasive—uses for RFID tags are in the works.

In a typical RFID system, individual objects are equipped with a small, inexpensive tag which contains a transponder with a digital memory chip that is given a unique electronic product code. The interrogator, an antenna packaged with a transceiver and decoder, emits a signal activating the RFID tag, so it can read and write data to it. When an RFID tag, passes through the electromagnetic zone, it detects the reader's activation signal. The reader decodes the data encoded in the tag's integrated circuit (silicon chip) and the data is passed to the host computer for processing.

RFID tags come in a wide variety of shapes and sizes. Some tags are easy to spot, such as the hard plastic anti-theft tags attached to merchandise in stores. Animal tracking

tags which are implanted beneath the skin of family pets or endangered species are no bigger than a small section of pencil lead. Even smaller tags have been developed to be embedded within the fibers of a national currency.

While barcodes have historically been the primary means of tracking products, RFID systems are rapidly becoming the preferred technology for keeping tabs on people, pets, products, and even vehicles. One reason for this is because the read/write capability of an active RFID system enables the use of interactive applications. Also, the tags can be read from a distance and through a variety of substances such as snow, fog, ice, or paint, where barcodes have proved useless.

Currently, RFID tags are not widely used in consumer products because the price of the tags is still prohibitively expensive. However, as companies push for enhanced means of tracking products and profiling consumers, the increased demand and production of RFID technologies will drive down prices. Already, developments in RFID technology are yielding systems with larger memory capacities, wider reading ranges, and faster processing. In response, the market for RFID tags is growing explosively, projected to reach $10 billion annually within the decade.

C. RFID systems have gained popularity and notoriety in recent years. A driving force behind the rapid development of RFID technology has been the rise of pervasive commerce, sometimes dubbed the quiet revolution. Pervasive commerce uses technologies such as tracking devices and smart labels embedded with transmitting sensors and intelligent readers to convey information about key areas where consumers live and work to data processing systems. To gather this data, retailers can choose from a range of options.
RFID systems may be roughly grouped into four categories:

• *EAS (Electronic Article Surveillance) systems*: Generally used in retail stores to sense the presence or absence of an item. Products are tagged and large antenna readers are placed at each exit of the store to detect unauthorized removal of the item.

• *Portable Data Capture systems*: Characterized by the use of portable RFID readers, which enables this system to be used in variable settings.

• *Networked systems*: Characterized by fixed position readers which are connected directly to a centralized information management system, while transponders are positioned on people or moveable items.

• *Positioning systems*: Used for automated location identification of tagged items or vehicles.

These RFID systems enable business owners to have real-time access to inventory information, as well as a broader, clearer picture of consumers' buying habits. RFID technology also enables retailers and corporations to peek into the lives of consumers

in ways that were, until recently, off limits. Products embedded with RFID tags can continuously transmit information ranging from an electronic product code (EPC) identifier, to information about the item itself, such as consumption status or product freshness. Data processing systems read and compile this information, and can even link the product information with a specific consumer.

This composite information is vastly superior—and more invasive—than any data that could be obtained from scanning bar codes, or even loyalty cards. Frequent shopper cards link consumers to their purchases, but this limited information gives retailers only a narrow view of a consumers' in-store purchasing trends. In contrast, RFID systems enable tagged objects to speak to electronic readers over the course of a product's lifetime—from production to disposal—providing retailers with an unblinking, voyeuristic view of consumer attitudes and purchase behavior.

D. Currently, RFID technology is still too expensive to be used by retailers en masse. The cost per electronic tag now stands at about 30 cents apiece, but is expected to fall to as little as three cents in the next three years. RFID tags will probably not become pervasive until the per chip cost dips below one penny. Retailers will still have to purchase sensors to read the tags, which can cost $1,000 each.

In spite of the costs, some retailers are willing to pay the price for the insight RFID tags provide into the lives of consumers. Over the next few years, industry experts expect to see a broad range of RFID pilots, and even several fully integrated systems, launched. A handful of corporations have already signed on, and are moving ahead with plans to embed products with RFID tags. Recently, Microsoft Corporation announced that it would develop software that will enable retailers, manufacturers, and distributors to use RFID tags to track goods within stores and factories, as well as programs specifically designed to use the new retail tagging technology.

Other proposed uses of RFID technology include:

• *Tracking apparel*: Clothing maker Benetton planned to embed retail items with RFID tags. The implanted devices would enable Benetton to track individuals and inventory their belongings by linking a consumer's name and credit card information with the serial number in an item of clothing. Privacy advocates noted the potential abuses of a system, and Benetton agreed not to tag clothing with tracking devices—for now.

However, Marks & Spencer, one of the largest retailers in the UK, announced that it would begin tagging apparel items would ultra high frequency (UHF) tags beginning in fall, 2003. UHF tags are a new generation of RFID technology that provide faster data transfer speeds and longer read ranges. Marks & Spencer has already used tracking devices extensively in its food supply division.

• *Tracking consumer packaged goods (CPGs)*: Gillette, Wal-Mart, and the U.K.-based supermarket chain Tesco are teaming up to test specially designed shelves that allow for real-time tracking of inventory levels. The "smart shelves" will be able to read radio frequency waves emitted by microchips embedded in millions of shavers and other products. Wal-Mart plans to test the Gillette shelf initially in a store located in Brockton, Mass. If the technology is successful, Wal-Mart also plans to join forces with Procter & Gamble to test a similar system with cosmetic products, and has encouraged its top 100 suppliers to use wireless inventory tracking equipment by 2005. So far, Wal-Mart executives say the company plans to use RFID chips only to track merchandise, and will remove the tags from items that have been purchased. However, Wal-Mart's decision to implement RFID technology will likely propel the ubiquity of the tags in CPGs.

• *Tracking tires*: Tire manufacturer Michelin recently began fleet testing of a radio frequency tire identification system for passenger and light truck tires. The RFID transponder is manufactured into the tire and stores tire identification information, which can be associated with the vehicle identification number (VIN). Critics argue the tags could ultimately become tracking devices that can tell where and when a vehicle is traveling.

• *Tracking currency*: The European Central Bank is moving forward with plans to embed RFID tags as thin as a human hair into the fibers of Euro bank notes by 2005, in spite of consumer protests. The tags would allow currency to record information about each transaction in which it is passed. Governments and law enforcement agencies hail the technology as a means of preventing money-laundering, black-market transactions, and even bribery demands for unmarked bills. However, consumers fear that the technology will eliminate the anonymity that cash affords.

• *Tracking patients and personnel*: Alexandra Hospital in Singapore recently began a new tracking system in its accident and emergency (A&E) department in the wake of the Severe Acute Respiratory Syndrome (SARS) scare. Under this system, all patients, visitors, and staff entering the hospital are issued a card embedded with an RFID chip. The card is read by sensors installed in the ceiling, which record exactly when a person enters and leaves the department. The information is stored in a computer for 21 days. Officials say that the technology enables health care workers to keep tabs on everyone who enters the A&E department, so that if anyone is later diagnosed with SARS, a record of all other individuals with whom that person has been in contact can be immediately determined. Other hospitals in Singapore are expected to adopt similar technology.

• *Payment systems*: In 1997, ExxonMobil developed the wireless payment application known as Speedpass. Since then, six million consumers have utilized the payment option at 7,500 Speedpass-enabled locations. Now, a wide range of merchants

and retailers are looking for ways to implement radio frequency (RF) wireless payment systems. Sony and Phillips are leading the way. The two corporations will soon begin field testing an RFID system called Near Field Communication (NFC), which will enable RFID communication between PCs, handheld computers, and other electronic devices. The companies envision that consumers will log on to their personal online portal by swiping their smart cart—embedded with a Sony or Philips RFID—which will be read by an RFID reader plugged into the USB port on the computer. Next, consumers would shop online, say, for tickets to a local event. The consumer would pay for the tickets online, download them to their PC and then transmit them with NFC technology to an RFID tag in their mobile phone. Then, at the event, consumers would wave their cell phone near a reader in the turnstile, and be automatically admitted.

E. While corporate giants tout the merits of RFID technology, civil liberties advocates point out that the ability to track people, products, vehicles, and even currency would create an Orwellian world where law enforcement officials and nosy retailers could read the contents of a handbag—perhaps without a person's knowledge—simply by installing RFID readers nearby. Such a fear is not unfounded. Currently, some RFID readers have the capacity to read data transmitted by many different RFID tags. This means that if a person enters a store carrying several RFID tags—for example, in articles of clothing or cards carried in a wallet—one RFID reader can read the data emitted by all of the tags, and not simply the signal relayed by in-store products. This capacity enables retailers with RFID readers to compile a more complete profile of shoppers than would be possible by simply scanning the bar codes of products a consumer purchases.

Even the RFID industry itself is aware of the threat to privacy posed by the development and installation of tags in commonplace items. Consumers Against Supermarket Privacy Invasion and Numbering (CASPIAN) recently located internal public relations documents which detail how RFID developers plan to offset public opposition to the technology. The documents, prepared by Fleishman-Hillard, a communications consultancy, suggest that RFID industry leaders are planning a public relations campaign designed to counter opposition to the pervasive use of RFID technology. The documents detailing how such a campaign may unfold begin by outlining obstacles that hinder the widespread implementation of RFID technology. These obstacles include the facts that: "consumers are very concerned about invasions of their privacy," are "cynical about the government and private sector's commitment to protecting privacy," and are "inclined to believe that businesses have little incentive to protect consumers' personal information." In response, the documents cite the need for the development of a proactive plan that would "neutralize opposition" and "mitigate possible public backlash." One method of doing so suggested by the documents is through the creation of a Privacy

Advisory Council made up of "well known, credible, and credentialed experts" who may be "potentially adversarial advocates." The documents cite EPIC as an example of such a potential council member. Although EPIC has been approached by others on this issue, EPIC will not serve on such a council or consult for other companies.

The proposed uses of RFID tags pose exponentially greater risks to personal privacy. Many technology experts predict the development of a seamless network of millions of RFID receivers strategically placed around the globe in airports, seaports, highways, distribution centers, warehouses, retail stores, and consumers' homes, all of which are constantly reading, processing, and evaluating consumers behaviors and purchases. In addition to undermining a consumer's ability to enjoy a lifestyle in relative anonymity, critics of the technology counter that the information gathered by RFID readers could be obtained by the government for surveillance or monitoring the activities of citizens, or even misused by hackers and criminals. Even more, the ever-expanding use of RFID chips would leave no aspect of life safe from the prying eyes of retail and corporate giants. Chips integrated into commonplace products such as floor tiles, shelf paper, cabinets, appliance, exercise equipment, and grocery and packaged products would allow even our most intimate activities to be monitored.

Opponents of RFID tags have proposed measures to side-step the chips' relentless information-gathering, ranging from disabling the tags by crushing or puncturing them, to simply boycotting the products of companies which use or plan to implement RFID technology. One way to destroy the tags is to microwave them for several seconds. Another method is to obstruct the information gathered by RFID readers by using blocker tags. When carried by a consumer, blocker tags impair readers by simulating many ordinary RFID tags simultaneously. Blocker tags can also block selectively by simulating only designated ID codes, such as those issued by a particular manufacturer.

In an attempt to soothe consumers' fears, companies have argued that most items tagged with RFID chips can't be tracked beyond an operating distance of about five feet. However, while this may be true today, industry experts say plans for building far more sensitive RFID signal receivers are in the works.

As RFID technology becomes more advanced, consumers may ultimately lose all ability to evade products implanted with chips. Corning researchers have developed tiny, barcoded beads that are invisible to the human eye. The microscopic beads can be embedded in inks to tag currency and other documents, and even attached to DNA molecules. They can also be added to substances like automobile paint, explosives, or other products that law enforcement officers or retailers have a strong interest in tracking. Researchers say the technology could be ready for commercial use in three to six years.

Questions 28–32

The reading passage has five sections A–E.

From the list of headings below choose the most suitable heading for each paragraph.

Write the appropriate numbers i–viii in boxes 28–32 on your answer sheet.

	List of Headings
i	History
ii	Geography
iii	Top news
iv	Why you want to protect your privacy.
v	What you can do to protect your privacy.
vi	Introduction
vii	Illustration
viii	The future of RFID technology

28. Paragraph A
29. Paragraph B
30. Paragraph C
31. Paragraph D
32. Paragraph E

Questions 33–40

Do the following statements agree with the information in Reading Passage 3? In boxes 33–40 on your answer sheet write:

TURE	*if the statement agrees with the information*
FALSE	*if the statement contradicts the information*
NOT GIVEN	*if there is no information about the statement*

33. The Department of Homeland Security will begin testing e-Passports on the day after Sunday at San Francisco International Airport.
34. RFID is a type of automatic identification system.
35. In a typical RFID system, individual objects are equipped with a big, inexpensive tag which contains a transponder with a digital memory chip that is given a unique electronic product code.
36. RFID is widely used in the USA as well as in China.
37. RFID tags are not widely used in consumer products because the price of the tags is still heavy in weight.

38. That is generally used in retail stores to sense the presence or absence of an item is the EAS systems.
39. The proposed uses of RFID tags pose exponentially less risks to personal privacy.
40. Consumers like the RFID technology more than other technologies.

WRITING

WRITING TASK 1

You should spend about 20 minutes on this task.

You are a manager of a company. Recently you received a letter from a customer Mr Robinson stating that he bought an Italian coffee table and four French dining-room chairs from you which were delivered to his residence by another company. The goods were damaged and you know they were damaged by the deliver company.

Write a letter to the deliver company. Explain what has happened and say what you would like them to do about it.

You should write at least 150 words.

You do **NOT** need to write your own address. Begin your letter as follows:

Dear Sir,

WRITING TASK 2

You should spend about 40 minutes on this task.

Present a written argument or case to an educated reader with no specialist knowledge of the following topic:

Some people prefer to stay in the same job for the same company, but others prefer to change jobs frequently. You should use specific reasons to compare the advantages and disadvantages of both sides.

You should write at least 250 words.

Use your own ideas, knowledge and experience and support your arguments with examples and relevant evidence.

SPEAKING

CANDIDATE'S CUE CARD

YOUR FAVORITE SPORTS STAR

You have just joined a sport club, and you talked about your favorite sports star as a self introduction. Your examiner is one main member of the club.

Tell the examiner about : Who this person is.
What sports this person plays.
Why you like this person.

Practice Test 4

LISTENING

SECTION 1 Questions 1–10

Questions 1–4

Complete the notes below.

*Write **NO MORE THAN THREE WORDS** for each answer.*

Notes on Car Club	
Example Name of club:	Answer Westin
Track for: Driving classes Additional facility:	1. _____ and fans on 2. _____ level 3. _____ Vending machines Restaurant opened soon

Questions 4–6

Complete the table below.

*Write **NO MORE THAN TWO WORDS OR NUMBERS** for each answer.*

Type	Facilities	Deposit	Rent Per Day	Discount for VIP (%)
Grade C	All	£ 300	5. £ _____	80
Grade D	All except 4. _____	£ 250	£ 35	6. _____

Questions 7–10

Complete the sentences below.

*Write **NO MORE THAN TWO WORDS** for each answer.*

7. The club would offer road map, sun sheet and _____ to the VIP.
8. To pay the fee, you can choose cash and _____.
9. To join the centre, you need to book an instructor's _____.
10. To book a trial session, speak to Anna _____.

SECTION 2 Questions 11–20

Questions 11

Circle the correct letter from A–C.

11. What does the author advise people to do when they feel tired of life?
    A. Take a day long vacation.
    B. Take a week long vacation.
    C. Take a month long vacation.

Questions 12–18

Please fill up the blanks with right information.

*Write **NO MORE THAN TWO WORDS** for each answer.*

Information About Hawaii

The Hawaiian Islands are of 12._____ origin and are edged with coral reefs.

Hawaii is the largest and 13._____ the youngest island of the group.

Honolulu is the 14._____ of Hawaii, and located on the Island of Oahu.

Some of the world's largest active and 15._____ volcanoes are found on Hawaii and Maui.

16._____ is generally luxuriant throughout the islands.

Lots of species of birds and 17. _____have been introduced on the islands. Actually, there are 18._____ wild animals in Hawaiian.

Questions 19–20

*Identify the following statement, **TRUE (T), FALSE (F), or NOT MENTIONED (N).***

19. ( ) Chinese went to Hawaii earlier than Filipinos and Koreans.
20. ( ) The traveling fee $600 per person includes your round trip air fare, fully guided tours and hotel cost.

SECTION 3 Questions 21–30

Questions 21–22

Circle the correct letters from A–C.

21. What is Sophia Winnie's job?

A. The manager of Dubai Books.

B. The shopkeeper of Dubai Books.

C. Not mentioned.

22. From the dialogue, which one is **RIGHT?**

A. Sophia Winnie takes short time to prepare it.

B. Sophia Winnie contacts course conveners in March and asks them to send us their booklists.

C. Many book retailers have prepared for the new term.

Questions 23–27

Complete the table below.

*Write **NO MORE THAN TWO WORDS** for each answer.*

Information
An average course requires about 23._____ books. If a lecturer tells us that he expects us to sell 100 copies of a book, we know that we could actually sell anything from 24._____ to 25. _____. The publishers will 26._____catalogues to lecturers or colleges and universities, or write the information on the webs, or write 27. _____to the appropriate lecturers in order to let them know what's coming up.

Questions 28–30

*Identify the following statements, **TRUE (T), FALSE (F),** or **NOT MENTIONED (N).***

28. ( ) The publishers send lecturers—the book sellers—"inspection copies".

29. ( ) Lecturers are best placed to understand the students' needs.

30. ( ) Students have a firm idea of what constitutes a good book, so they tend to look at all the options before making a choice.

SECTION 4

Questions 31–33

Complete the sentences below.

*Write **NO MORE THAN TWO WORDS** for each answer.*

The head of the Department plan to talk about the main courses they offer, their 31._____, 32. _____ and the 33. _____ of jobs students might obtain after gaining their qualifications.

Questions 34–35

Circle the correct letters from A–C.

34. The Certificate in Psychology is a course offered in___ months.

A. 6

B. 7

C. 8

35. What is the course designed for a major in psychology with a three-year degree?

A. A Bachelor of Social Sciences.

B. A Bachelor of Arts.

C. A Bachelor of Literature.

Questions 36–38

Complete the sentences below.

*Write **NO MORE THAN TWO WORDS** for each answer.*

For the more specialized course in psychology they offer a 36. _____ degree to be taken over 37._____ months. This can be by research or course-work, but entry to this program is only through first gaining a degree in psychology. That means you must have a degree majoring in 38. _____ .

Questions 39–40

Choose the correct letters from A, B or C.

39. Which of the following is true according to the passage?

A. There are specific entry requirements for applying the Certificate in Psychology.

B. There are no specific entry requirements for applying a master's degree.

C. The students who take the course of the certificate in psychology vary a lot.

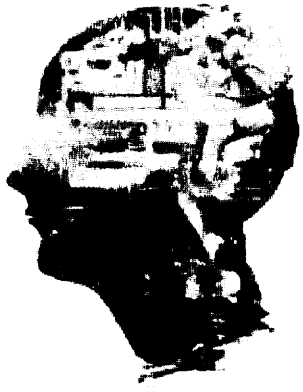
40. The undergraduate diploma usually attracts a lot of people from banks or _____.
    A. private enterprises
    B. clinics
    C. governmental departments

READING

READING PASSAGE 1

You should spend about 20 minutes on Questions 1–17, which are based on Reading Passage 1 below.

Introduction to Artificial Intelligence



A. To what extent can we ever expect to be able to create a machine which is "truly" intelligent? In trying to answer this question we have taken quite a long digression; first to describe what is known about the way the brain is constructed and operates, second to explore one of the most promising new approaches to machine intelligence—computers modeled after the brain or neural networks.

B. We have debated both the successes and deficiencies of these network models and in the light of what we have discovered we must now return and try to answer the question. We first discuss how we might recognize intelligence in a machine and to what extent neural networks and other approaches to AI can be said to have met this criteria. Finally, we conclude by describing current research directions.

Consciousness, Nets and the Future

C. What do we mean when we say someone is intelligent? Is it that they are, for example, very good at mathematics or translating foreign languages? These people are certainly

good at understanding and manipulating abstract concepts. But what about poets, novelists and musicians? They are clearly intelligent because they are creative. Indeed, intelligence is visible in almost every form of human activity—ability to adapt, learn new skills, form complex relationships and societies. Much of this appears to be unique to humans (at least on Earth) and differentiates us from all other species. We might say that all of these aspects of our lives and behavior can be attributed to the fact that we are conscious.

D. Unfortunately, there is no precise, widely agreed upon definition of the word "consciousness". However, most of us have an intuitive sense of what is meant by the term. Consciousness, or cognition, is a sort of awareness—of self, of interaction with the world, of thought processes taking place, and of our ability to at least partially control these processes. We also associate consciousness with an inner voice that expresses our high level, deliberate, thoughts, as well as intentionality and emotion. It seems doubtful whether true intelligence can ever arise in the absence of consciousness. Perhaps, one might take the view that intelligent behavior is the outward sign of a conscious being. If so any machine which could display human-like intelligence qualities could be said to be conscious.

E. This point of view was taken by Alan Turing, who in 1950 invented a test whose result could be used to determine whether, in any practical sense, a machine could be said to be conscious. The test is quite simple. You enter a room and encounter two terminals: one terminal connects with a computer, and the other interfaces with a person who types responses. The goal of the test is for you to determine which terminal is connected with the computer. You are allowed to ask questions, make assertions, question feelings and motivations for as long as you wish. If you fail to determine which terminal is communicating with the computer or guess that the computer is the human, the computer has passed the test and can be said to be "conscious".

F. Turing invented his test at a time when it was thought that mind-like computers might be only fifty years away. A whole new science was born with the aim of producing such intelligent machines—the subject of artificial intelligence or AI.

G. In fact that has not happened—initial efforts to create computers with mind-like reasoning have failed miserably. Many researchers now believe that part of the reason for this failure was that traditional computers function in a way very different from the brain and that the key to true intelligent machines lies in understanding in detail the functioning of the brain and emulating this with artificial neural networks.

H. Needless to say this view is not held by all—some philosophers maintain that the phenomenon of consciousness cannot be ascribed to purely physical processes (the cooperative firing of networks of neurons) and is in principle inaccessible to arbitrarily

advanced scientific assault. This is the traditional mind/matter split advocated by the seventeenth century philosophers. There is a famous argument due to John Searle in 1980 which attempts to rebut the Turing test as a way of assessing consciousness.

I. In his argument one imagines a non-Chinese speaking person sitting in a room with a long list of rules for translating strings of Chinese characters into new strings of Chinese characters. When a string of characters is slipped under the door, the person consults the rules and slips back an appropriate response under the door. If the incoming strings actually represented questions (like a Turing test), then a particularly clever and exhaustive set of rules could conceivably allow the person in the room to produce outgoing strings that furnished answers to the questions.

J. From the point of view of a person outside, the room would seem to contain an intelligent person who is responding to the questions. But yet the person in the room has no understanding of the content of these questions—he or she is merely acting out a set of rules, translating one set of random symbols into another. In other words, while we could possibly program a machine to mock up the effects of intelligence it would never be truly conscious. While this criticism may be applied to the old style of AI (rule based AI systems rather similar to Searle's Chinese room exist and have met with some success—they are called expert systems), it is not clear that it truly applies to neural network based AI, since there is no real concept of a set of rules determining a response. Consciousness is not envisaged as arising out of a machine obeying a set of rules but as some as yet ill-defined property of the natural functioning of billions of neurons.

Questions 1–10

Reading passage1 has 10 paragraphs, A–J.

Which paragraph contains the following information?

Write the correct letter A–J in boxes 1–10 on your answer sheet.

1. From the point of view of a person outside, the room would seem to contain an intelligent person who is responding to the questions.
2. Discuss how we might recognize intelligence in a machine.
3. There is no precise, widely agreed upon definition of the word "consciousness".
4. Show the question that "to what extent can we ever expect to be able to create a machine which is 'truly' intelligent?"
5. In the argument mentioned, one imagines a non-Chinese speaking person sitting in a room with a long list of rules for translating strings of Chinese characters into new strings of Chinese characters.
6. In the middle 90th initial efforts to create computers with mind-like reasoning have failed miserably.

7. A whole new science was born with the aim of producing intelligent machines—the subject of artificial intelligence or AI.
8. Alan Turing invented a test in 1950 whose result could be used to determine whether, in any practical sense, a machine could be said to be conscious.
9. Intelligence is visible in almost every form of human activity.
10. Some philosophers maintain that the phenomenon of consciousness cannot be ascribed to purely physical processes.

Questions 11–17

Do the following statements agree with the information in Reading Passage1?

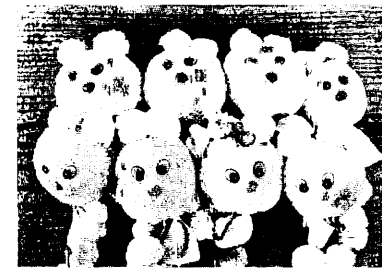
In boxes 11–17 on your answer sheet write:

TURE	*if the statement agrees with the information*
FALSE	*if the statement contradicts the information*
NOT GIVEN	*if there is no information about the statement*

11. What we mean that someone is intelligent is that they are very good at mathematics or translating foreign languages.
12. Most people have an intuitive sense of what is meant by the term of consciousness.
13. The test invented by Alan Turing is mainly made by two terminals.
14. In 1950, it was thought that mind-like computers might be only fifty years away.
15. Scientists now all believe that traditional computers function in a way very different from the brain.
16. There is a famous argument due to John Searle in 1980 which attempts to rebut the Turing test as a way of assessing consciousness.
17. Consciousness is not always envisaged as arising out of a machine obeying a set of rules.

READING PASSAGE 2

You should spend about 20 minutes on Questions 18–27, which are based on Reading Passage 2 below.



Most young mammals play, and will play with whatever they can find, turning such things as pinecones, rocks, and food into toys. It simply makes sense then that toys have a history as old as human civilization itself. Toys and games have been unearthed from the sites of ancient civilizations. They have been written about in some of our

oldest literature. Toys excavated from the Indus valley civilization (3,000−1,500 BCE) include small carts, whistles shaped like birds, and toy monkeys which could slide down a string.

The earliest toys were made from materials found in nature, such as rocks, sticks, and clay. Thousands of years ago, Egyptian children played with dolls that had wigs and movable limbs which were made from stone, pottery, and wood. In Ancient Greece and Ancient Rome, children played with dolls made of wax or terra cotta, sticks, bows and arrows, and yo-yos. When Greek children, especially girls, came of age it was customary for them to sacrifice the toys of their childhood to the gods. On the eve of their wedding, young girls around fourteen would offer their dolls in a temple as a rite of passage into adulthood.

A boy with a hoop. Hoops have long been a popular toy across a variety of cultures. As technology changed and civilization progressed, toys also changed. Whereas ancient toys were made from materials found in nature like stone, wood, and grass, modern toys are often made from plastic, cloth, and synthetic materials. Ancient toys were often made by the parents and family of the children who used them, or by the children themselves. Modern toys, in contrast, are often mass-produced and sold in stores. Toys like cone cows have been displaced by toys like Little People, which can be bought with farm animals and ready-made fences.

This change in the nature of toys is exemplified by the changes that have taken place in one of the oldest and most universal of human toys: dolls. The earliest and most primitive dolls were simple wooden carvings and bundles of grass. Egyptian dolls were sometimes jointed so that their limbs could move realistically. By the early 1800s there were dolls that could say "mama." Today there are dolls that can recognize and identify objects, the voice of their owner, and choose among hundreds of pre-programed phrases with which to respond. The materials that toys are made from have changed, what toys can do has changed, but the fact that children play with toys has not changed.

Toys, like play itself, serve multiple purposes in both humans and animals. They provide entertainment while fulfilling an educational role. Toys enhance cognitive behavior and stimulate creativity. They aid in the development of physical and mental skills which are necessary in later life.

One of the simplest toys, a set of simple wooden blocks is also one of the best toys for developing minds. Andrew Witkin, director of marketing for Mega Brands told Investor's Business Daily that, "They help develop hand-eye coordination, math and science skills and also let kids be creative." Other toys like marbles, jackstones, and balls serve similar functions in child development, allowing children to use their minds and bodies to learn about spatial relationships, cause and effect, and a wide range of other skills as well as those mentioned by Mr. Witkin.

One example of the dramatic ways that toys can influence child development involves clay sculpting toys such as Play-Doh and Silly Putty and their home-made counterparts. Mary

Ucci, Educational Director of the Child Study Center of Wellesley College, demonstrates how such toys positively impact the Physical Development, Cognitive Development, Emotional Development, and Social Development of children.

Toys for infants often make use of distinctive sounds, bright colors, and unique textures. Through play with toys infants begin to recognize shapes and colors. Repetition reinforces memory. Play-Doh, Silly Putty and other hands-on materials allow the child to make toys of their own.

Educational toys for school age children often contain a puzzle, problem-solving technique, or mathematical proposition. Often toys designed for older audiences, such as teenagers or adults demonstrate advanced concepts. Newton's cradle, a desk toy designed by Simon Prebble, demonstrates the conservation of momentum and energy.

Not all toys are appropriate for all ages of children. Some toys which are marketed for a specific age range can even harm the development of children in that range.

With toys comprising such a large and important part of human existence, it makes sense that the toy industry would have a substantial economic impact. Sales of toys often increase around holidays where gift-giving is a tradition. Some of these holidays include Christmas, Easter, Saint Nicholas Day and Three Kings Day.

In 2005, toy sales in the United States totaled about $22.9 billion. Money spent on children between the ages of eight and twelve alone totals approximately $221 billion annually in the U.S.

Toy makers change and adapt their toys to meet the changing demands of children thereby gaining a larger share of the substantial market. In recent years many toys have become more complicated with flashing lights and sounds in an effort to appeal to children raised around television and the Internet. According to Mattel's president, Neil Friedman, "Innovation is key in the toy industry and to succeed one must create a "wow" moment for kids by designing toys that have fun, innovative features and include new technologies and engaging content."

In an effort to reduce costs, many mass-producers of toys locate their factories in areas where wages are lower. 75% of all toys sold in the U.S., for example, are manufactured in China. Issues and events such as power outages, supply of raw materials, supply of labor, and raising wages that impact areas where factories are located often have an enormous impact on the toy industry in importing countries.

Questions 18–22

Complete each sentence with the correct ending A–G below.

Write the correct letter A–G in boxes 18–22 on your answer sheet.

18. The behavior that young mammals play shows _____.

19. When Greek girls are founrteen, they should _____.

20. The earliest toys were made from _____.
21. Modern toys differ from ancient toys, because _____.
22. One of the simplest and best toys for developing minds is _____.

A. some natural materials
B. they are often mass-produced and sold in stores
C. the toys have a very long history
D. a set of simple plastic blocks
E. offer their dolls in a temple as a custom of passage into adulthood
F. a set of simple wooden blocks
G. put away all their dolls and use them no longer

Questions 23—26

Choose the correct letter A, B, C or D.

Write your answers in boxes 23—26 on your answer sheet.

23. What's the function of the toys like marbles?
    A. They help to develop the kids more playful.
    B. They help to develop many skills and let kids be smart.
    C. They help kids do better job in the future.
    D. They help kids finish everything well.
24. What kind of toys are provided for infants?
    A. The toys often make use of distinctive sounds, bright colors and unique textures.
    B. The toys only make use of distinctive sounds.
    C. The toys often make use of bright colors.
    D. The toys often make use of unique textures.
25. What do educational toys for school age children consist of ?
    A. It only consists of a puzzle and problem-solving technique.
    B. It usually contains a puzzle, or mathematical proposition.
    C. It often contains problem-solving technique, or mathematical proposition.
    D. It usually consists of a puzzle, problem-solving technique, or mathematical proposition.
26. Why are the toys changed so fast?
    A. Because kids are changing.
    B. Because the toy makers want their toys to meet the demands of children.
    C. Because the toys are easily out of date.
    D. Because the kids always like new toys.

Question 27

Choose the correct letter from A, B, C or D.

Write your answers in boxes 27 on your answer sheet.

Which of the following is the most suitable title for Reading Passage 2?

A. Development of Toys.

B. The Toy and Its Function.

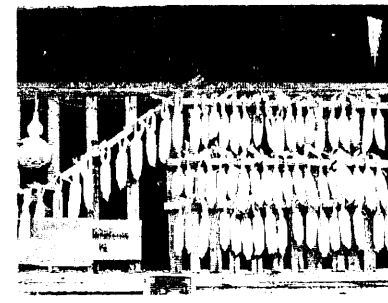
C. The History of Toys.

D. Kids and Toys.

READING PASSAGE 3

You should spend about 20 minutes on Questions 28–40, which are based on Reading Passage 3 below.

Development of Crops



Developed independently by geographically distant populations, systematic agriculture first appeared in Southwest Asia in the Fertile Crescent, particularly in modern-day Iraq and Syria/Israel. Around 9500 BC, proto-farmers began to select and cultivate food plants with desired characteristics. Though there is evidence of earlier sporadic use of wild cereals, it was not until after 9500 BC that the eight so-called founder crops of agriculture appear: first emmer and einkorn wheat, then hulled barley, peas, lentils, bitter vetch, chick peas and flax.

Domestication of plants is done in order to increase yield, improve disease resistance and ease harvest and to improve the taste and nutritional value and many other characteristics. centuries of careful selection and breeding have had enormous effects on the characteristics of crop plants. Plant breeders use centuries of careful selection and breeding to get as many as three generations of plants per year so that they can make improvements all the more quickly.

By the early 1800s, agricultural techniques, implements, seed stocks and cultivars had so improved that yield per land unit was many times that seen in the Middle Ages. With the rapid rise of mechanization in the late 19th and 20th centuries, particularly in the form of the tractor, farming tasks could be done with a speed and on a scale previously impossible. These advances have led to efficiencies enabling certain modern farms in the United States,

Argentina, Israel, Germany, and a few other nations to output volumes of high quality produce per land unit at what may be the practical limit.

In 2005, the agricultural output of China was the largest in the world, accounting for almost one-sixth world share followed by the EU, India and the USA, according to the International Monetary Fund.

Plant selection and breeding in the 1920s and 1930s improved pasture (grasses and clover) in New Zealand. Extensive radiation mutagenesis efforts (i.e. primitive genetic engineering) during the 1950s produced the modern commercial varieties of grains such as wheat, corn and barley.

For example, average yields of corn (maize) in the USA have increased from around 2.5 tons per hectare (t/ha) (40 bushels per acre) in 1900 to about 9.4 t/ha (150 bushels per acre) in 2001. Similarly, worldwide average wheat yields have increased from less than 1 t/ha in 1900 to more than 2.5 t/ha in 1990. South American average wheat yields are around 2 t/ha, African under 1 t/ha, Egypt and Arabia up to 3.5 to 4 t/ha with irrigation. In contrast, the average wheat yield in countries such as France is over 8 t/ha. Variation in yields are due mainly to variation in climate, genetics, and the use or non-use of intensive farming techniques (use of fertilizers, chemical pest control, growth control to avoid lodging). [Conversion note: 1 bushel of wheat = 60 pounds (lb) ≌ 27. 215 kg. 1 bushel of corn = 56 pounds ≌25. 401 kg]

In industrialized agriculture, crop "improvement" has often reduced nutritional and other qualities of food plants to serve the interests of producers. After mechanical tomato-harvesters were developed in the early 1960s, agricultural scientists bred tomatoes that were harder and less nutritious (Friedland and Barton 1975). In fact, a major longitudinal study of nutrient levels in numerous vegetables showed significant declines in the last 50 years; garden vegetables in the U.S. today contain on average 38 percent less vitamin B2 and 15 percent less vitamin C (Davis and Riordan 2004).

Very recently, genetic engineering has begun to be employed in some parts of the world to speed up the selection and breeding process. The most widely used modification is a herbicide resistance gene that allows plants to tolerate exposure to glyphosate, which is used to control weeds in the crop. A less frequently used but more controversial modification causes the plant to produce a toxin to reduce damage from insects (c.f. Starlink).

The same effects are occurring to this day. The only changes made are presented in the technology today. There are specialty producers who raise less common types of livestock or plants. Aquaculture, the farming of fish, shrimp, and algae, is closely associated with

agriculture. Apiculture, the culture of bees, traditionally for honey, is increasingly for crop pollination.

Questions 28–35

Do the following statements agree with the views of the writer in Reading Passage 3?

In boxes 28–35 on your answer sheet write:

TRUE	*if the statement agrees with the information*
FALSE	*if the statement contradicts the information*
NOT GIVEN	*if there is no information on this*

28. Because the geographically distant populations developed dependently, systematic agriculture first appeared in Southwest Asia.
29. Before 9500 BC, the eight so-called founder crops of agriculture appeared.
30. Greenhouse were used to get three generations of plants every year and protect the environment.
31. The agricultural yield of China in 2005 accounted for one-sixth world share followed by the EU, India and USA, according to the International Monetary Fund.
32. The output of crops and other agricultural products have been decreasing gradually.
33. The average wheat yield in France is much more than that in the United States, because of the variation in climate and genetics, etc.
34. In the last 50 years of 20th century, many vegetables became more and more nutritious .
35. A herbicide resistance gene is used widely to allow plants to tolerate exposure to glyphosate and to make the plants grow faster.

Questions 36–40

Complete the summary below.

*Choose **NO MORE THAN TWO WORDS** from the passage for each answer.*

Write your answers in boxes 36–40 on your answer sheet.

There are so many advantages in doing domestication of plants, such as it can enhance the yield, improve 36._____ and ease 37._____ and to increase 38._____ and nutritional value and many other characteristics. The characteristics of crop plants have been influenced by centuries of careful 39._____. 40._____ use centuries of careful selection and breeding to get as many as three generations of plants per year.

WRITING

WRITING TASK 1

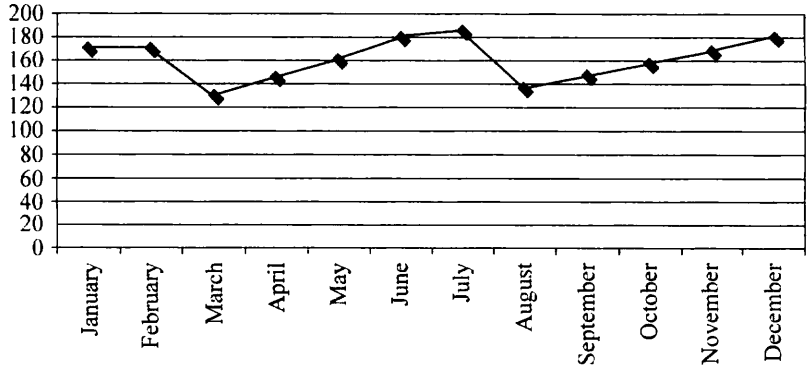
You should spend about 20 minutes on this task.

The chart below shows fluctuations in the numbers of international students attending the Sydney International Language Centre in 2001.

Write a report for a university lecturer describing the information shown below.

You should write at least 150 words.

2001 ELI Enrollments



WRITING TASK 2

You should spend about 40 minutes on this task.

Present a written argument or case to an educated reader with no specialist knowledge of the following topic:

A number of different medical traditions are now widely known and used: western medicine (using drugs and surgery), herbal medicine, acupuncture (using needles at certain points of the body), homoeopathy (using minute doses of poisons), and so on. How important is the patient's mental attitude towards his/her treatment in determining the effectiveness of the treatment?

You should write at least 250 words.
Use your own ideas, knowledge and experience and support your arguments with examples and relevant evidence.

SPEAKING

CANDIDATE'S CUE CARD

YOUR FAVORITE BOOK

You have just talked with your friends and you are describing your favorite book or a story you read.

Tell the examiner about: What the book is called.
What it talks about.
What you learn from it.
Explain why this book is your favorite.

Practice Test 5

LISTENING

SECTION 1 Questions 1–10

Question 1–5

Choose the suitable answer for each question.

1. According to the conversation, which of the following is wrong?
   A. Cindy planned to be a client psychologist or researcher or anything like this at first.
   B. Cindy has always been interested in people and the way they act.
   C. Cindy's university teachers were all friendly and they had special teaching approach, which Sandy liked best and learned a lot from.

2–3. Cindy first got a job as a researcher in 2._____, and then she found a work in 3._____ for four years.
   A. Central University
   B. an advertising agency
   C. the Department of Employment
   D. a department store
   E. a real estate agency

4. Which is not the reason why Cindy leave from her last job?
   A. Four years is a long time to doing the same work there for Sandy.
   B. There was nowhere for Sandy to go inside the company.
   C. She wanted to have a more challenging work.

5. How did Cindy know the position in detail she is interviewed now?
   A. By the advertisement.
   B. Heard it from her friend.
   C. On the internet.

Questions 6–10

Complete the sentences below.

*Write **NO MORE THAN TWO WORDS** for each answer.*

The employer tells that they just have got only 6._____full-time administrative assistant in the section, so Cindy should doing her own word processing, 7._____or that sort of things.

Cindy is particularly interesting in experimental design and also 8. _____. She'd like to continue the organization and planning side of research and do some teaching, too. What she really aims for is to be 9. _____ here at 10._____.

SECTION 2 Questions 11–20

Questions 11–16

Complete the table below.

*Write **NO MORE THAN TWO WORDS** for each answer.*

Information for stolen car	Almost 11._____are stolen each year, including 12._____cars are recovered and 13._____cars are unlocked.
Two kinds of car thieves	14._____aged about 15._____ 16._____

Questions 17–18

Complete the sentence below.

*Write **NO MORE THAN TWO WORDS** for each answer.*

Most thefts occur in 17._____, and the peak hours for car theft are since 18._____.

Questions 19–20

Choose the correct letters from A–C.

19. What does the polise officer advise vehicle owners to do?
    A. The vehicle owners should keep their keys in the car park.
    B. Locking the boot or hatchback and making sure all the windows are closed when the vehicle owners leave.
    C. You should first go for help if your car breaks down.

20. According to the passage, which is **WRONG** in the following?
    A. Don't conceal a spare key inside or outside the car-thieves know all the hiding places.
    B. Displaying a warning sticker is the best choice to deter would-be thieves.
    C. Keep your driver's license and registration in your wallet or purse, not in the glove compartment of your car.

SECTION 3 Questions 21–30

Questions 21–23

*Write **NO MORE THAN THREE WORDS AND/OR A NUMBER** for each answer.*

	Italy	Germany
Cheese sales	Go up for 13%	21. Keep_____
Chocolate sales	22. Go up for_____	23. _____ 4.5%

Question 24–25

Choose the correct letters from A–C.

According to Jenny, chocolate marketing puts on the way to 24. _____in Italy, and adopts the strategy of 25. _____in Germany.

A. locate on the nearer children school
B. cheapest brand
C. second cheapest brand

Question 26

Choose the correct answer.

What does the tutor think the company will probably do with the problems?

A. He thinks that they may accept the terms offered by KMG.
B. He thinks that they may change the guy at the top.
C. He thinks that they may alter how they're running things—the management layers and the processes.

Questions 27–29

Complete the sentences below.

*Write **NO MORE THAN TWO WORDS** for each answer.*

The tutor asks Kevin and Jenny to suggest probable ways for the company. Kevin says the

company should guarantee the supply of 27._____ and change the 28._____of package. And Jenny points that there were three ignorable factors: container, material and 29._____What's more, all of them agree on the extension of 30._____.

SECTION 4 Questions 31–40

Questions 31–33

Choose the correct answers from the choices.

31.Where is the last place that those Africans saw before being shipped?

A. The sand coast.

B. The slave house.

C. The tribe house.

32. What does the speaker say about the development brought by the colonialism to Africa?

A. The colonialism brings a great development to Africa in form of railways and schools.

B. The colonialism contributed nothing to the development of Africa.

C. The development was just a side effect because the system was principally designed for the profit of outsiders.

33. Some Africans also gained from the colonialism. They are_____.

A. chiefs

B. farmers

C. coastal people

D. slaves

Question 34

*Answer the question below with **NO MORE THAN TWO WORDS**.*

What is the basic reason for Africa's poverty?

34. _____

Questions 35–39

Complete the sentences below.

There are several reasons contributed to Africa's poverty. Besides the basic reason referred in the above question, some other factors can also be added: the 35. _____ is punishing, that 36. _____ are rife, and today's independent 37._____ are far from perfect.

The solution has been simple 38. "_____": including 39._____ aid, development aid,

agricultural aid, and economic advices.

Question 40

Choose the correct letter from A–C.

40. What does the speaker say about the failure of "aid" to Africa?

A. The failure lies in the idea of real aid.

B. The failure lies in the misuse of the term "aid".

C. The failure lies in the intervention of abroad.

READING

READING PASSAGE 1

You should spend about 20 minutes on Questions 1–14, which are based on Reading Passage 1 below.

Endangered Species

It is one of the few places where you will be able to spot them all at the same time ... an Arabian wolf, an African cheetah, an Arabian leopard, an oryx, a gazelle. These are just some of the animals, which, on the brink of extinction, are now getting a new lease of life thanks to the exemplary work being done at the Breeding Centre for Endangered Arabian Wildlife in Sharjah.

Sharjah is one of the seven emirates that make up the United Arab Emirates. The Breeding Centre's expertise and facilities have made it a prime destination for illegally imported animals confiscated by the UAE and Sharjah authorities. In the last four years, more than 900 mammals and reptiles and 969 birds have arrived at the centre, including 25 North African cheetahs, Houbara bustard and falcons, lions, a baby Nile crocodile and a Burmese python that was left in a rental car at the airport.

The 25 cheetahs were all imported illegally into the UAE and were intercepted at the UAE harbour and airport entry points. They nearly all arrived malnourished, dehydrated and highly stressed after long voyages stuffed into boxes, crates and suitcases. Now they are bright and full of energy. The Centre's efforts have also been rewarded when the first cheetah mating took place at the end of 2002. Playing matchmaker with these beautiful creatures is no easy task—successful breeding requires considerable patience and intimate knowledge of each animal's personality, and it is the result of intensive and expert management of each animal within the group as well as of the group as a whole.

Because this group was still young and inexperienced in courtship matters, the keepers had to make the introductions only after careful planning and management, much like the lead role in a Jane Austen novel. The female cheetahs were initially intimidated by the presence of the male; however, as they advance to oestrus, the roles are reversed and the male cheetah becomes too wary to approach during the female's most receptive phase of the cycle. It is the responsibility of the keeper therefore to monitor each individual and to be able to respond to any indication from the cheetahs that the time is right for introducing a pair. The close bond that invariably develops between the keeper and the cheetahs enables the keeper to spot even the most subtle signs from the animals in their care. The trust between keeper and animal has also allowed the opportunity to study cellular changes in the sexual organs of the females during the hormonal cycles that occur prior to reproduction.

The Breeding Centre's cheetahs are also participants in the European breeding programme, which aims to ensure that the genetic diversity of this endangered species is maintained and expanded by breeding as many founder animals as possible to introduce new bloodlines into the captive population. In this way, the group held at the centre plays a very important role in the future health of the international captive population, as they are potentially all new founders.

Also very important for the Sharjah Breeding Centre is the leopard-breeding programme. The Arabian leopard, Panthera pardus nimr, is critically endangered around the world and particularly in the Arabian peninsula, where it was once found throughout the coastal mountain ranges. Activities like hunting, trapping and habitat destruction have reduced their range to a few isolated and fragmented populations in Oman, Yemen and Saudi Arabia.

In the 1980s, a captive breeding programme was established near Muscat with the capture of three leopards in southwestern Oman. The breeding programme in the UAE was initiated by the Arabian Leopard Trust and started with the arrival of two mature specimens: a male Arabian leopard from Yemen and a female on breeding loan from Oman in 1995. The arrival of these two animals led to the construction of the Breeding Centre in which the leopard has played the role of flagship species.

Today there are twelve leopards at the Breeding centre, eight of which have been born at

the centre since the first cub in 1998. Once more, the secret to the centre's success is the close relationship between animal and keeper. The leopard is usually shy and secretive with people around, but here they react positively to the presence of their keepers, approaching the fence so they can be talked to or scratched behind an ear.

The bond is particularly important during breeding season, when keepers decide to introduce pairs to each other. Male leopards are known to have killed their partners on introduction, so it is essential for the keeper to understand the leopards' behaviour to decide when it is safe to do so. The trust is also important if keepers need to enter dens to check on and monitor the cub's growth. Leopard females have been known to kill their cubs if the dens have been disturbed, but the centre's leopards are quite comfortable with the staff handling the new generation of cubs.

Questions 1–8

Use the information in the text to match the statements (1–8) with the animals (A–D). Write the appropriate letter (A–D) in boxes 1–8 on your answer sheet. Write:

A. if the statement refers to cheetahs at the Breeding Centre.

B. if the statement refers to leopards at the Breeding Centre.

C. if the statement refers to both cheetahs and leopards at the Breeding Centre.

D. If the statement refers to neither cheetahs nor leopards at the Breeding Centre.

Example:	Answer:
These animals are endangered.	C

1. These animals were smuggled into the UAE.
2. At first these animals did not adapt to life at the Sharjah Breeding Centre
3. These animals are regarded as the most important animals at the Centre.
4. Half of these animals were born at the Breeding centre.
5. These animals can be dangerous to one another.
6. The role of the keeper is vital in the breeding programme of these animals.
7. The first of these animals at the Breeding Centre were relatively young.
8. It is normally difficult for humans to approach these animals.

Questions 9–13

Complete the summary below.

Choose your answers from the box below the summary and write them in boxes 9–13 on your answer sheet.

NB: There are more words than spaces, so you will not use all of them.

Example:	Answer:
The Sharjah Breeding Centre now has a _____ of animals including birds...	variety

Summary

The Sharjah Breeding Centre now has a variety of animals including birds, mammals and 9. _____. As its name suggests, the Centre is primarily involved in breeding and 10._____ the numbers of the species housed there whilst still maintaining the 11._____ of bloodlines in order to retain genetic health. In spite of problems involving the complex 12._____of the animals, a fair amount of 13._____has been achieved with North African cheetahs and Arabian leopards.

reptiles	variety	behaviour	success	creating
expanding	difficulty	diversity	action	habitat
season	fish	change	working	programme

READING PASSAGE 2

You should spend about 20 minutes on Questions 14–24, which are based on Reading Passage 2 below.

Art

Art is a (product of) human activity, made with the intention of stimulating the human senses as well as the human mind; thus art is an action, an object, or a collection of actions and objects created with the intention of transmitting emotions and/or ideas. Beyond this description, there is no general agreed-upon definition of art, since defining the boundaries of "art" is subjective, but the impetus for art is often called human creativity.

An artwork is normally assessed in quality by the amount of stimulation it brings about. The impact it has on people, the number of people that can relate to it, the degree of their appreciation, and the effect or influence it has or has had in the past, all accumulate to the "degree of art". Most artworks that are widely considered to be

"masterpieces" possess these attributes.

Something is not generally considered "art" when it stimulates only the senses, or only the mind, or when it has a different primary purpose. However, some contemporary art challenges this idea.

As such, something can be deemed art in totality, or as an element of some object. For example, a painting may be a pure art, while a chair, though designed to be sat in, may include artistic elements. Art that has less functional value or intention may be referred to as fine art, while objects of artistic merit which serve a functional purpose may be referred to as craft. Paradoxically, an object may be characterized by the intentions (or lack thereof) of its creator, regardless of its apparent purpose; a cup (which ostensibly can be used as a container) may be considered art if intended solely as an ornament, while a painting may be deemed craft if mass-produced.

In the 1800s, art was primarily concerned with ideas of "Truth" and "Beauty." There was a radical break in the thinking about art in the early 1900s with the arrival of Modernism, and then in the late 1900s with the advent of Postmodernism. Clement Greenberg's 1960 article "Modernist Painting" defined Modern Art as "the use of characteristic methods of a discipline to criticize the discipline itself."

Greenberg originally applied this idea to the Abstract Expressionist movement and used it as a way to understand and justify flat (non-illusionistic) abstract painting. "Realistic, naturalistic art had dissembled the medium, using art to conceal art; modernism used art to call attention to art. The limitations that constitute the medium of painting—the flat surface, the shape of the support, the properties of the pigment—were treated by the Old Masters as negative factors that could be acknowledged only implicitly or indirectly. Under Modernism these same limitations came to be regarded as positive factors, and were acknowledged openly."

Though only originally intended as a way of understanding a specific set of artists, this definition of Modern Art underlies most of the ideas of art within the various art movements of the twentieth century and early twenty-first century. The art of Marcel Duchamp becomes clear when seen within this context; when submitting a urinal, titled fountain, to the Society of Independent Artists exhibit in 1917 he was critiquing the art exhibition using its own methods.

In 1917 Andy Warhol became an important artist through critiquing popular culture, as well as the art world, through the language of that popular culture. The later postmodern artists of the 1980s, 1990s, and 2000s took these ideas further by expanding this technique of self-criticism beyond "high art" to all cultural image-making, including fashion images, comics, billboards and pornography.

One of the defining characteristics of fine art as opposed to applied art is the absence of any clear usefulness or utilitarian value. However, this requirement is sometimes criticized as being class prejudice against labor and utility. Opponents of the view that art cannot be useful, argue that all human activity has some utilitarian function, and the objects claimed to be "non-utilitarian" actually have the function of attempting to mystify and codify flawed social hierarchies. It is also sometimes argued that even seemingly non-useful art is not useless, but rather that its use is the effect it has on the psyche of the creator or viewer.

Graffiti art and other types of street art are graphics and images that are spray-painted or stencilled on publicly viewable walls, buildings, buses, trains, and bridges, usually without permission. This type of art is part of various youth cultures, such as the US hip-hop culture. It is used to express political views and depict creative images.

In a social context, art can serve to boost the public's morale. Art is often utilized as a form of propaganda, and thus can be used to subtly influence popular conceptions or mood. In some cases, artworks are appropriated to be used in this manner, without the creator having initially intended the art to be used as propaganda.

From a more anthropological perspective, art is often a way of passing ideas and concepts on to later generations in a (somewhat) universal language. The interpretation of this language is very dependent upon the observer's perspective and context, and it might be argued that the very subjectivity of art demonstrates its importance in providing an arena in which rival ideas might be exchanged and discussed, or to provide a social context in which disparate groups of people might congregate and mingle.

Questions 14–17

Choose the correct letter, A–C.

Write the correct letter in boxes 14–17 on your answer sheet.

14. The definition of the art is that _____.
    A. art is a movement, an object
    B. art is a product of human activity which made with the intention of exciting the human senses as well as the human mind
    C. art is a collection of actions and objects and creation
    D. art is something abstract and difficult to recognize
15. Modern art was defined as _____.
    A. the use of characteristic methods of a discipline to praise the discipline itself.
    B. the use of characteristic methods of a discipline to criticize the discipline itself.
    C. the use of characteristic methods of a discipline to describe the discipline itself.

D. the use of typical methods of a discipline to express the discipline itself.

16. What's the difference between fine art and craft art?

A. Fine art has less functional value or intention, but craft art has a functional purpose.

B. Fine art has more functional value than craft art.

C. Craft art has less functional intention than fine art.

D. Craft art has a functional purpose, but fine art hasn't.

17. Under Modernism, what did people think of these same limitations?

A. They regarded them as negative factors, and seldom acknowledged them.

B. They saw them as positive factors, but seldom acknowledged them.

C. They saw them as positive factors, and acknowledged them openly.

D. They regarded them as negative factors, but sometimes acknowledged them.

Questions 18–21

Do the following statements agree with the views of the writer in Reading Passage 2?

In boxes 18–21 on your answer sheet, write:

TURE	*if the statement agrees with the views of the writer*
FALSE	*if the statement contradicts the views of the writer*
NOT GIVEN	*if it is impossible to say what the writer thinks about this*

18. Since defining the boundaries of "art" is subjective, there is no general agreed-upon definition of art.

19. When something stimulates only senses or only mind, it's generally considered art.

20. Sometimes people characterize an object by the intentions of the creator, and its function.

21. The absence of any clear usefulness or utilitarian value is regarded as one of the characteristics of craft art opposed to fine art.

Questions 22–24

Complete the summary with the list of words A–F below.

Write your answer in boxes 22–24 on your answer sheet.

The interpretation of this language 22._____ the observer's perspective and context, and it might debate that if the very 23._____ of art shows its importance in providing an arena in which 24._____ideas might be exchanged and discussed.

A. contrary B. same C. relies on D. independent on E. subjectivity F. objectivity

READING PASSAGE 3

You should spend about 20 minutes on Questions 25–40, which are based on Reading Passage 3 below.

Pyramids

A. The Great Pyramids of Giza are some of the most famous manmade objects in the world, and they have been famous since ancient times. In fact, the Great Pyramid of Khufu (Cheops) is the only " Wonder of the Ancient World " that still survives. However, there are actually over one hundred Pyramids in Egypt, including at least eight more at Giza (two belonging to kings and six to queens).

B. Many Egyptologists have somewhat different views on exactly why the ancient Egyptian kings built Pyramids as their tombs, but all of them seem to agree that it had to do with their worship of the sun god, Re (Ra). Most believe that the Pyramid was symbolic of the Benben, a mound that rose from the waters during the creation of the earth, in ancient Egyptian mythology, which was closely associated with Re as the creator god.

C. How pyramids were built is also a matter of some controversy. Traditional views, regarding the length of time and the labor force of workers required have changed in recent years. Most Egyptologists no longer believe that many slaves were used, and it is probable that much of the most difficult work of hauling the large blocks up ramps was probably performed using beasts of labor such as oxen. Experiments have also demonstrated that it probably took less time to build them than we originally thought. One reason is that there were probably not as many solid blocks used as we once believed. Rubble and sand were instead used to fill pockets surrounded by solid stone, in many instances.

D. The Pyramids of Giza are very important, and world famous, but they are not the only important pyramids in Egypt. For example, The Step Pyramid of Djoser at Saqqara (Sakkara) is extremely important as the first pyramid built in Egypt, though it is not a true, smooth sided one. There are also a number of pyramids in and around Dahshur that are important because they show the evolution, including the failures and the first success of the pyramid builders, as they tried to build the first true, smooth sided pyramid. Other later pyramids are less spectacular, sometimes made of mudbrick and therefore not as well preserved today, but still important, because they are the first to be decorated with inscriptions and various scenes. For example, the ruined pyramid of Unas at Saqqara was the first one that we know of to be inscribed with the 128 magical spells of the Pyramid Text.

E. The importance of other pyramids, particularly those of a late date, is less obvious to most people, but not to Egyptologists. They reveal the gradual change that the Egyptians made in their religion, as it concerns death and the afterlife, towards the worship of a god named Osiris. The Pyramid of Ahmose at Abydos must also be important to us, because it marks the very end of the Pyramid Period. It was the last pyramid ever built by the kings.

F. Just about every pyramid, grand and small, is located within just a few miles of Egypt's modern capital, Cairo. However, this is because Cairo is very near the ancient capital known as the White Walls, though most people know it better by its Greek name, Memphis. Most of the pyramids are clustered in several specific areas that we refer to as pyramid fields, though pyramid fields are almost always a part of a larger necropolis (cemetery) containing other types of tombs. The major ones are the Giza Plateau, of course, Saqqara (Sakkara), Dahshur, Abusir, Abu Rawash. Other Pyramids are somewhat scattered out between Dahshur and the Fayoum just south of Cairo. Still other less well known pyramids are scattered about in places such as Zawiyet el-Aryan (which is between Giza and Abusir and Mazghuna). Some Egyptologists believe that, in reality, this dense region of pyramids between Giza and Saqqara may have been one huge necropolis (cemetery).

G. All of these pyramids are near Cairo, but there are a few others that are further south. One building which was probably the pyramid of Khui, though it is very ruined, is located in Dara, which is about in the middle of the Nile Valley, called Middle Egypt. The last pyramid built by Ahmose I is even further south, at Abydos. The only other pyramids built for burial purposes that we know of in Egypt were the non-royal pyramids of the workers who lived at Deir el-Medina on the West Bank at Luxor (ancient Thebes). There are, however, a series of small step pyramids that were not tombs, that stretch from Seila

in the north to Elephantine Island in the south. We are really not very sure of the purpose of these small pyramids. However, we should also note that the Nubians, who lived further south in what is now the Sudan, also built pyramids used for tombs, though their royal pyramids were more similar to the non-royal ones at Deir el-Medina.

H. Pyramids in Egypt were only one type of tomb used mostly to bury kings and sometimes queens during a specific period of time. The "Pyramid Age" lasted from about the 3rd Dynasty reign of Djoser (2630 BC) until the Reign of Ahmose I, which ended in about 1514 BC. However, few of the kings after the 12th Dynasty (ending in about 1759 BC) seem to have built pyramids. Before the Pyramid Age, kings were buried in tombs known as mastabas, because from a distance they look like Arabic benches, and that is the term in Arabic for a bench. After the Pyramid Age, kings were buried in rock cut tombs that they tried to hide from tomb robbers. There was no structure above ground at the tomb to give its location away.

I. However, after the very earliest period of Egyptian history, the tombs of kings were almost always complexes, having other buildings and structures other than the tomb itself. Almost all royal tombs, including pyramids, had a mortuary temple where priests were supposed to take care of the king's soul (known as his Ka). During the Pyramid Age, the mortuary temple was located right next to the pyramid itself, though after the Pyramid Age, the mortuary temple was separated from the tomb so that the tomb's location would be less obvious to grave robbers. Other structures usually included a valley temple, usually near the Nile River, which was sort of an entrance to the complex, a causeway, which was a corridor that led from the valley temple to the mortuary temple, and usually a "cult pyramid", which was a smaller pyramid set next to the larger one. We think that the cult pyramid was probably built for the king's Ka. Usually, the pyramid complex was surrounded by a wall, known as an enclosure wall. Pyramid complexes also typically contained other tombs or smaller pyramids belonging to the king's wives and other family members, and there were also pits dug for boats, which were the boats that carried the dead king in his funeral, or were symbolic boats for his journey through the afterlife. Other parts of the greater pyramid complex might include storage buildings, a village for the workers who built the pyramid, and housing for the priests who took care of the dead king.

J. The Pyramids of Egypt are a fascinating topic that has created many controversies over the years, which continue to do so today. They have not given up all of their secrets even after over four thousand years, and these first of mankind's large, stone buildings will probably intrigue us for many years to come.

Questions 25–34

Reading passage 3 has 10 paragraphs, A–J.

Which paragraph contains the following information?

Write the correct letter A–J in boxes 25–34 on your answer sheet.

25. The Pyramids of Giza are very important but not the only important pyramids in Egypt.
26. Many Egyptologists have somewhat different views on exactly why the ancient Egyptian kings built Pyramids.
27. The Pyramids of Egypt have not given up all of their secrets even after over four thousand years.
28. The Great Pyramid of Khufu (Cheops) is the only "Wonder of the Ancient World" that still survives.
29. The "Pyramid Age" lasted from about 2630 BC until 1514 BC.
30. To Egyptologists, the importance of those of a late date pyramids, is as obvious as the earlier one.
31. Almost all royal tombs, including pyramids, had a mortuary temple where priests were supposed to take care of the king's soul.
32. A few pyramids are located further south.
33. Every pyramid is located within just a few miles of Egypt's modern capital, Cairo.
34. Most Egyptologists no longer believe that many slaves were used.

Questions 35–40

Do the following statements agree with the information in Reading Passage 3?

In boxes 35–40 on your answer sheet write:

TURE	*if the statement agrees with the information*
FALSE	*if the statement contradicts the information*
NOT GIVEN	*if there is no information about the statement*

35. All of Egyptologists seem to agree that Pyramids had to do with their worship of the sun god.
36. Experiments have also demonstrated that it probably took more time to build them than we originally thought.
37. People pay less money on the pyramids built at a more recent time.
38. The White Walls is also named Memphis.
39. The Nubians also built pyramids which might be a little different from others.
40. Except for the very earliest period of Egyptian history, the tombs of kings were almost always complexes.

WRITING

WRITING TASK 1

You should spend about 20 minutes on this task.

The table below shows the Percentage of consumer goods in UK homes.

Summarise the information by selecting and reporting the main features, and make some comparisons that are relevant.

Write at least 150 words.

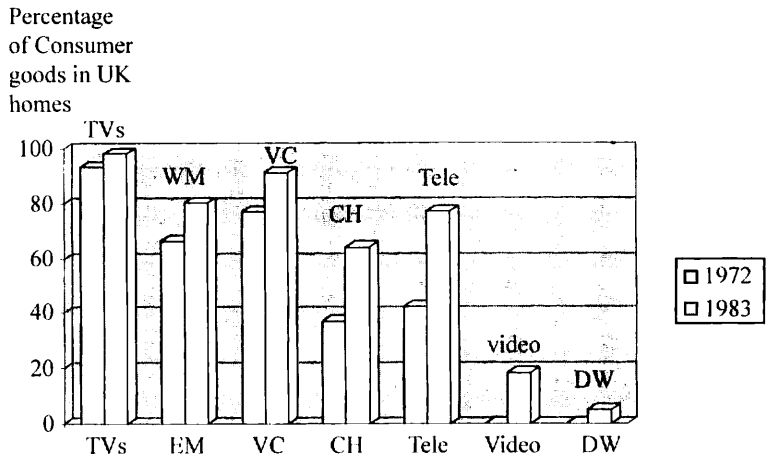


Figure:Use of consumer goods

WRITING TASK 2

You should spend about 40 minutes on this task.

Present a written argument or case to an educated reader with no specialist knowledge of the following topic:

The quality of health care a person receives should not depend on the size of their bank balance. The government is responsible for providing a high level of health care for all the citizens.

To what extent do you agree or disagree with the above statement?

You should write at least 250 words.

Use your own ideas, knowledge and experience and support your arguments with examples and relevant evidence.

SPEAKING

CANDIDATE'S CUE CARD

YOUR HOMETOWN

You have just come in a class and introduced the four seasons in China. Your examiner is your teacher.

Tell the examiner about : How many seasons there are.
What features there are.
What people do in the four seasons.

Practice Test 6

LISTENING

SECTION 1 Questions 1–10

Questions 1–2

Choose the correct letters from A–C.

1. From the dialogue, we know next month Elmer and Dawn will have a _____.

   A. meeting with Dr Banks

   B. lecture of Dr Banks

   C. presentation for Dr Banks

2. What do Elmer and Dawn decide to present?

   A. The aluminum coke can.

   B. An article about the aluminum coke can.

   C. An article about the soft drink cans.

Questions 3–4

Complete the sentences below.

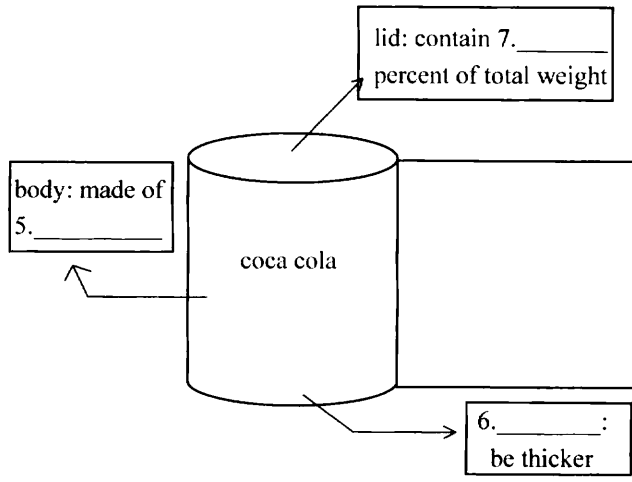
*Write **NO MORE THAN TWO WORDS** for each answer.*

It says that in the US they produce 3._____ million aluminum cans each day. More than 4._____ pounds of pressure per square inch—three times the pressure of a car tire.

Questions 5–7

Complete the table below.

*Write **NO MORE THAN TWO WORDS** for each answer.*



Questions 8

Choose the correct letter from A–C.

8. Which sentence is **WRONG** in the following sentences?

A. The body takes all the pressure.

B. A reflective surface suitable for decoration.

C. It says the bottom of the can is shaped like a dome so that it can resist the internal pressure.

Question 9

Complete the sentences below.

*Write **NO MORE THAN TWO WORDS** for each answer.*

9. From the dialogue, what is the FLANGE?

FLANGE looks like _____. When the can is filled with coke or whatever, someone open the can, and then the the top of the can be _____ to secure the lid.

Questions 10

Choose the correct letter from A–C.

10. What will Elmer and Dawn do after this dialogue?

A. Go home.

B. Drawing the picture of the can.

C. Photocopy the article.

SECTION 2 Questions 11–20

Questions 11–14

Choose the correct letter from A–C.

11. Where is the speaker?
    A. At stage 1
    B. At stage 2
    C. At stage 3

12. How many public telephones are there in front of the organizer's office?
    A. 9.
    B. 10.
    C. 11.

13. If you want to leave the stadium for any reason, please pay attention that _____.
    A. you should keep your ticket with you
    B. you should keep your ID card with you
    C. you should keep your passport with you

14. The organizer has already been warned that they will not be given permission to hold the festival next year on the following condition:
    A. if there are complaints from local residents.
    B. if there are complaints from the visitors.
    C. if there are complaints from the performers.

Questions 15–18

*Fill out the table below. Write **NO MORE THAN TWO WORDS** for each answer.*

Brazilian Drum Band	15. Stage _____	7:00
Great Grapefruit	Stage 2	16. _____
Crossed Wires	17. Stage _____	9:00
Tom Gobble	Stage 1	18. _____

Questions 19–20

Pick up the appropriate answer for each question.

19. What is tonight's main attraction?
    A. Tom Cobble.
    B. The Proffets.
    C. The Great Mysteron.

20. When will the show from the Proffets begin?
    A. 7:00.
    B. 9:00.
    C. 12:00.

SECTION 3 Questions 21–30

Questions 21–22

Choose the correct letter from A–C.

21. What is Eric's job?
    A. Environment and resources officer.
    B. University resources professor.
    C. Environment and resources professor.

22. How long has our university recycled bottles?
    A. Three months.
    B. Tour months.
    C. Tive months.

Questions 23–26

Fill out the table below.

*Write **NO MORE THAN TWO WORDS** for each answer.*

Information About Bottle Saver
Initially we started in the university 23._____ where we found there were many bottles.
The government collection service 24. _____ the used bottles from many places .
The government collection service takes the bottles to a 25._____ to be recycled into plastic products or new bottles.
In student records we have bought 26. _____ box (es).

Questions 27

Choose the correct letter from A–C.

27. Does Eric think people would like to use the used bottles as well?
    A. Yes, he does.
    B. No, he doesn't.
    C. Not mentioned.

Questions 28–29

Identify the following statement, ***TRUE (T), FALSE (F), or NOT MENTIONED (N).***

28. ( ) The recycled bottle is broken into small pieces, or for some reason it is just not useful.
29. ( ) We encourage people to use the refused bottles to carry something.

Questions 30

Choose the correct letter from A–C.

30. What can we not get from the Bottle Saver?
    A. We can get many kinds of plastic products made from recycled bottles.
    B. Everyone feels they are doing something good when they buy products from recycled bottles.
    C. We can protect the environment.

SECTION 4 Questions 31–40

Questions 31–32

Choose the correct letter from A–C.

31. Which is not the cause of Tsunami?
    A. Tides.
    B. Volcanic eruptions and landslides.
    C. Nuclear explosions and impacts of objects from outer space.

32. Which is the cause of the largest tsunami?
    A. Undersea volcanic eruptions.
    B. Undersea earthquakes.
    C. Undersea landslides.

Questions 33–35

Complete the sentences below.

*Write **NO MORE THAN THREE WORDS** for each answer.*

Tsunamis are very hard to detect in 33._____, because of 34._____. The National Oceanic and Atmospheric Administration has set up a 35._____to monitor earthquakes and predict the possible arrival of tidal waves for Pacific countries.

Questions 36–40
Complete the table below.
*Write **NO MORE THAN TWO WORDS** for each answer.*

Tsunami Events			
Time	Cause	Deaths Caused	Wave Height
1992	36._____	None	3 feet
1992	Underwater earthquake	None	37._____
1998	38. _____	1200	23 feet
1998	Underwater volcanic eruption	39._____	40 feet
1896	Underwater earthquake	26000	35 feet
8000 years ago	Undersea landslide	None	40._____

READING

READING PASSAGE 1

You should spend about 20 minutes on Questions 1–17, which are based on Reading Passage1 below.

A. Plants may seem passive in the face of an attack by insects, but they aren't. In fact, plants can marshal elegant defenses in order to do battle with their enemies. And they just might be able to inform their neighbors that they're in danger.

B. Plants' security measures fall into two classes. Direct defense entails the expression of defense genes, leading to the production of chemicals such as nicotine or protease inhibitors that are unpalatable or harmful to insects. Alternatively, a plant under attack can rely on an indirect defense. In this scenario, the plant emits volatile chemicals such as terpenes that attract predatory or parasitic insects. If the insects are close at hand, they can turn up in less than 24 hours to take on the organism that is munching on the plant. The plant's protectors might be parasitic wasps that lay eggs in plant-munching caterpillars; when the eggs hatch, the wasp larvae eat the caterpillars.

C. The alarm call issued by a plant also "tells potential herbivores that they have been discovered, so it has the effect of deterring other herbivores from laying eggs," says Ian T. Baldwin, founding director of the Max Planck Institute for Chemical Ecology in Jena, Germany [*Science*, 291, 2141 (2001); *Nature*, 410, 577 (2001)]. "Moths avoid laying eggs on plants that are giving off these volatile signals, either because they want to avoid competition for their babies or because they don't want to put eggs on a plant that is going to attract predators."

D. Researchers have been unraveling these complex interactions between plants and insects since the 1980s, when Marcel Dicke, professor of insect-plant interactions at Wageningen University in the Netherlands, says he was "the first to show that plants communicate with the enemies of their enemies [*Neth. J. Zool.*, 38, 148 (1988)]. We know that terpenes are involved and also methyl salicylate."

E. PLANTS HAVE LEARNED not to use such signals without cause. In many species, the hormone methyl salicylate is emitted only when the plant is attacked by insects but not when other types of damage occur, Dicke notes. Apparently, plants recognize chemicals in herbivore oral secretions and in that way can discriminate between pruning shears and a herbivore, he says. Some of the compounds found in the secretions include volicitin, fatty acid derivatives and conjugates, and β glucosidase.

F. In addition to the communication that passes from plants to insects by means of volatile chemicals, messages may be carried via volatile signals through the intracellular spaces within individual plants. A classic example is the plant hormone ethylene. "There could be a lot of information being trafficked as gas," says Edward E. Farmer, professor of plant molecular biology at the University of Lausanne, Switzerland, who recently authored a minireview about volatile plant signals [*Nature*, 411, 854 (2001)].

G. Clarence A. (Bud) Ryan Jr., professor of biochemistry at Washington State University, says his team discovered this intraplant or systemic signaling process in 1972 [*Science*, 175, 776]. "We showed that when you wound a tomato plant or potato plant on its lower leaves, the upper leaves start making defense compounds within a couple of hours,"

he says. "A signal goes from one leaf to another. Later, we identified the signal as a polypeptide, a wound hormone that moves through the plant to turn on genes."

H. RYAN'S TEAM is now trying to determine whether signaling with such polypeptides, which he dubbed systemins, is common. "We found it in potato and tomato, and we have found a new set of polypeptide signals in tobacco [*Nature*, 411, 817 (2001)]. Now we're looking for it in alfalfa and *Arabidopsis*," a small flowering plant. To date, more than 100 examples of systemic signaling responses have been found in plants, Ryan says, "so it seems to be everywhere."

I. The systemins bring about production of protease inhibitors that harm the digestive system of insects that chew on the plants. "They get sick and quit eating. It takes them much longer to develop, and during that time, the natural enemies of insects—like birds and other small animals—can come along and eat the insects," Ryan says. "It's a complex plant-animal-insect interaction that's going on there."

J. Intraplant signals may be transmitted by other types of chemicals, such as methyl jasmonate. Recent work by Yang Do Choi of South Korea's Seoul National University [*Proc. Natl. Acad. Sci. USA*, 98, 4788 (2001)] focuses on jasmonic acid and its methylation by plants such as Arabidopsis. "Jasmonic acid could be a nonvolatile, standard signal in the plant, and methyl jasmonate could be trafficked as a volatile signal," Farmer explains. "The same hormone could behave in two different ways."

K. A large number of the volatiles produced by plants possess a chemically reactive α, β-unsaturated carbonyl feature, Farmer notes. "Without identifying the significance of this feature, at least two different labs have shown that these molecules turn on defense-related phenomena such as phytoalexin synthesis and the activation of genes typical of cell stress responses." Phytoalexins are antibiotics. Farmer's lab is checking which genes these volatile electrophiles target. In the meantime, he is pondering whether "these molecules are candidates for intraplant volatile signaling and potentially even interplant signaling."

L. Once scientists better understand plant communication, they may be able to put it to work. In a world leery of synthetic pesticides, for example, the concept of enlisting plants' natural defenses in aid of agriculture is an attractive one. To mimic plants' indirect defense methods, farmers could "spray plants with a compound that triggers the plant to release its bouquet of distress signals, which will attract parasitic or predatory insects," Farmer says.

M. Some plants emit smaller amounts of volatiles than others, and that can make it hard for parasitoids or predatory insects to zero in on the plants and find their prey in a field, Dicke notes. "If you by chance have a plant cultivar that emits very little, then these

laborers are blindfolded and still have to find their victims in this crop," he says, "whereas if you have plants that really cry out loudly and provide clear signals to the biocontrol agents that you release, then that's a big help for these little creatures"—which measure a few millimeters up to a centimeter. "If you can select cultivars that produce larger amounts in an effective way, then that would be a big help in agriculture for providing a durable strategy of combating pests," Dicke says. "And that's something we're aiming at in our program."

N. Alternatively, genes from plants that can successfully defend themselves against herbivores could be transferred to more vulnerable crops, Ryan suggests.

O. Farmers could also utilize plants' direct defense protocols. For instance, when a pest attack is anticipated, farmers could spray their crops with a volatile that activates the plants' defense genes. Methyl jasmonate could be used to activate antimicrobial defensin genes in plants such as cabbages, Farmer says. Or, in plants such as oilseed rape, it could activate synthesis of glucosinolates, which break down into poisonous and distasteful compounds.

Questions 1–13

Reading passage1 has 15 paragraphs, A–O.

Which paragraph contains the following information?

Write the correct letter A–J in boxes 1–13 on your answer sheet.

1. The systemins bring about production of protease inhibitors that harm the digestive system of insects that chew on the plants.
2. In many species, the hormone methyl salicylate is emitted only when the plant is attacked by insects but not when other types of damage occur.
3. The alarm call issued by a plant also tells potential herbivores that they have been discovered, so it has the effect of deterring other herbivores from laying eggs.
4. Genes from plants that can successfully defend themselves against herbivores could be transferred to more vulnerable crops.
5. Intraplant signals may be transmitted by other types of chemicals, such as methyl jasmonate.
6. There are two classes of plants' security measures.
7. Plants can marshal elegant defenses in order to do battle with their enemies.
8. Researchers have been unraveling these complex interactions between plants and insects since the 1980s.
9. There could be a lot of information being trafficked as gas.
10. Once scientists better understand plant communication, they may be able to put it to work.
11. An experiment showed that when you wound a tomato plant or potato plant on its lower

leaves, the upper leaves start making defense compounds within a couple of hours.

12. If one can select cultivars that produce larger amounts in an effective way, then that would be a big help in agriculture for providing a durable strategy of combating pests.
13. To date, more than 100 examples of systemic signaling responses have been found in plants.

Questions 14–17

Do the following statements agree with the information in Reading Passage1?

In boxes 14–17 on your answer sheet write:

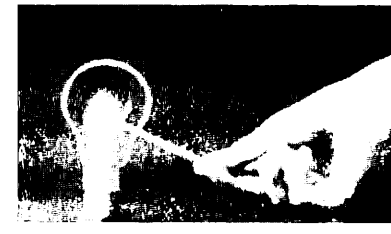
TURE	if the statement agrees with the information
FALSE	if the statement contradicts the information
NOT GIVEN	if there is no information about the statement

14. Direct defense entails the expression of defense genes, leading to the production of chemicals such as nicotine or protease inhibitors that are unpalatable or harmful to insects.
15. Without identifying the significance of this feature, just two different labs have shown that these molecules turn on defense-related phenomena such as phytoalexin synthesis.
16. Some plants emit smaller amounts of volatiles than others, and that can make it hard for parasitoids or predatory insects than those emit more volatiles.
17. Farmers could also utilize plants' direct defense protocols.

READING PASSAGE 2

You should spend about 20 minutes on Questions 18–29, which are based on Reading Passage 2 below.

Innovation & Creativity



A. Innovation is typically thought of as putting creative ideas to work. In the world of business, it connotes a new product or service or process by which an enterprise can make money or save money. In the world of science, innovators are often seen as those scientists and researchers who can convert a new substance or a new finding into a commercially viable product. Innovation has always

been one of the key engines of growth for commerce and industry.

B. For many years one underlying context of business has been the story of change. There is more change all the time and it is coming faster and in more complex ways than ever. Numerous reactions and plans are suggested—learn more about change and how to deal with it, learn more about complexity and ways to integrate it into the work of the business, keep things simple, be nimble, proactive, and open-minded. Beneath all these approaches to change is a common premise of using creativity and innovation to thrive and survive.

C. "Innovating is the best way to grow a business. It's certainly the most fun." These are the words of Scott Augustine, CEO of Augustine Medical as described in the August 2002 edition of Inc. magazine. In fact, this entire special edition of Inc. is devoted to innovation, the lifeblood of capitalism. Other tales of innovation include the story of Foster-Miller, a privately held engineering company in Waltham, Mass., that was able to solve Nabisco's problem of fat-free Fig Newton batter sticking in the cutting equipment. Although we often think of innovation as mainly being displayed in products, innovation also can have a profound effect when applied to business processes and models. An example of innovation in business models is provided by Inc. writers in the story of YaYa Bike. This alliance includes 67 independent bike dealers as members with a goal of maintaining the integrity of their varied product lines for the local demands of their customers while maintaining good relationships with powerful suppliers who would like to limit their product offerings.

D. The August 2002 edition of the Harvard Business Review is devoted entirely to innovation. This is only the second time in the 80-year history of this publication that one topic has been featured. The focus is on corporate innovation and managerial techniques, processes, and policies that are necessary for new thinking, new products and services, and profits. Of particular interest to the editors is the ability and will of the organization to sustain innovation overtime and throughout the organization.

E. Prism is the quarterly journal of Arthur D. Little, Inc., an innovation-consulting business founded in 1886. The subtitle of Prism describes it as "leading edge thinking on innovation". The founder of this company, Arthur Dehon Little was a young chemist who had the idea of taking creative research from the lab and into the world of business and industry. Today this firm works with global organizations and teaches creativity as an engine of renewal and reward, and as a source of competitive advantage and of long-term

growth. The Q31998 issue of Prism is devoted to the topic of innovation.

F. At the personal level, employees of large organizations are encouraged to be creative and think more like entrepreneurs (i.e. be innovative). Colleges and universities provide offerings in creativity and innovation. Babson College offers a creativity curriculum to prepare students for a "rapidly changing business world in which answers tend to be complex and fleeting". Michael Ray of Stanford teaches a course in the graduate school of business entitled "Personal Creativity in Business". At Yale, the PACE (Psychology of abilities, competencies, and expertise) center is led by Dr. Robert J. Sternberg who has researched and written extensively on the nature and development of creativity. Statistics on MBA graduates show they increasingly want to work for small companies where they believe they can be more creative and more influential. George Gendron, the editor of Inc., calls our current times a "centrifugal economy" in which increasingly people are being pushed or go on their own to the margins. It seems that at the margin, one must be as creative and innovative as possible to thrive.

G. Perhaps it is a sign of the times, especially the need and determination for growth, expansion, and vigor in our economy that both Inc and HBR have chosen innovation as the topic of focus for their fall journals. At the personal level, employees of large organizations are encouraged to be creative and think more like entrepreneurs.

Questions 18–24

Reading passage 2 has 7 paragraphs, A–G.

Which paragraph contains the following information?

Write the correct letter A–M in boxes 18–24 on your answer sheet.

18. The Q31998 issue of Prism is devoted to the topic of innovation.
19. Innovation at both the oganization level and at the personal level may hold the keys for sustained existence and success in the changing, complex world.
20. At the personal level, employees of large organizations are encouraged to be creative and think more like entrepreneurs.
21. One underlying context of business has been the story of change for many years.
22. Scott Augustine said that innovating was the best way to grow a business.
23. Innovation is typically thought of as putting creative ideas to work.
24. The August 2002 edition of the Harvard Business Review is devoted entirely to innovation.

Questions 25–29

Answer the questions below.

Choose ***NO MORE THAN THREE WORDS AND/OR A NUMBER*** *from the passage for each answer. Write your answers in boxes 25–27 on your answer sheet.*

25. How long is the history the publication of Harvard Business?
26. When was Arthur D. Little, Inc. founded?
27. Who lead the PACE (Psychology of abilities, competencies, and expertise) center at Yale?
28. Who found the "leading edge thinking on innovation"?
29. What did George Gendron, the editor of Inc., calls our current times?

READING PASSAGE 3

You should spend about 20 minutes on Questions 30–40, which are based on Reading Passage 3 below.

The Development of English Pronunciation

English belongs to the Western group of the Germanic branch of the Indo-European language family. It is most closely related to Low German dialects in northern Germany and to Dutch, sharing with them the absence of the Second Sound Shift which occurred around 600 AD.

English is descended from the language spoken in the English Isles by the Germanic tribes, the Angles, Saxons, and Jutes, who came to the British Isles around 450 AD and drove the original Celtic-speaking inhabitants to areas that are now Scotland, Wales, Cornwall, and Ireland. The dialects spoken by these invaders formed the basis of Old English, which was also strongly influenced by Old Norse, spoken by the Viking invaders of the 8th–9th centuries.

For about 300 years following the Norman Conquest in 1066, the Norman kings and their high nobility spoke only a variety of French called Anglo-Norman. English continued to be the language of the common people. Various contemporary sources suggest that within fifty years of the invasion most of the Normans outside the royal court had switched to English, with French remaining the prestige language of government and law largely out of social

inertia. For example, Orderic Vitalis, a historian born in 1075 and the son of a Norman knight, said that he learned French only as a second language. A tendency for French-derived words to have more formal connotations has continued to the present day; most modern English speakers would consider a "cordial reception" (from French) to be more formal than a "hearty welcome" (Germanic). Another homely example is that of the names for meats, such as beef and pork from French boeuf and porc. The animals from which the meats come are called by Anglo Saxon words, such as cow and pig. This might be because Anglo-Saxon peasants raised the animals; Norman-French lords ate the meat.

While the Anglo-Saxon Chronicle continued until 1154, most other literature from this period was in Old French or Latin. A large number of Norman words were taken into Old English, with many doubling for Old English words (examples include, ox/beef, sheep/mutton and so on). The Norman influence reinforced the continued changes in the language over the following centuries, producing what is now referred to as Middle English. Among the changes was an increase in the use of a unique aspect of English grammar, the "continuous" tenses, with the suffix "-ing". English spelling was also influenced by French in this period, with the /θ/ and /ð/ sounds being spelled with "th" rather than with the Old English letters þ (thorn) and ð (eth), which did not exist in French. The most famous writer from the Middle English period is Geoffrey Chaucer and of his works *The Canterbury Tales* is best known.

English literature started to reappear ca 1200, when a changing political climate and the decline in Anglo-Norman made it more respectable. By the end of that century, even the royal court had switched to English. Anglo-Norman remained in use in limited circles somewhat longer, but it had ceased to be a living language.

Modern English is often dated from the Great Vowel Shift, which took place mainly during the 15th century. English was further transformed by the spread of a standardised London-based dialect in government and administration and by the standardising effect of printing. By the time of William Shakespeare (mid-late 16th century) the language had become clearly recognizable as Modern English.

English has continuously adopted foreign words, especially from Latin and Greek since the Renaissance. As there are many words from different languages and English spelling is variable, the risk of mispronunciation is high, but remnants of the older forms remain in a few regional dialects, most notably in the West Country.

In 1755 Samuel Johnson published the first significant English dictionary, his *Dictionary of the English Language*.

According to Ethnologue, English has 341 million native speakers, which makes it the

third- or fourth-largest native language in the world after Mandarin Chinese (874 million), Hindi (366 million), and Spanish (between 322 and 358 million). Some estimates (Global Reach) put the number of native speakers of English at over 500 million, but there is no reliable way to verify the number. Estimates of the number of second-language speakers of English vary widely as well, from 500 million to 1 billion.

English has a wider dispersion than any other language in the world, due to the political, economic, scientific, and cultural influence first of England and later of the United States. Countries using English as either a first or a second language are located on all five continents, and the total population of these countries amounts to close to half of the world's population. It is the official or national language of 52 countries, among them U.K. and Commonwealth Countries, and the U.S. and its territories.

English enjoys a dominant Internet presence, accounting for 35.8% of the world's online population, as estimated by Global Reach.

English is now the most widely studied second language in the world because a working knowledge of English is required in many fields and occupations as well as for international communication. English loanwords now appear in many languages, especially in the fields of technology and culture, and international terminology is dominated by English words.

Questions 30–40

Do the following statements agree with the information given in Reading Passage 3?

In boxes 31–40 on your answer sheet, write:

TRUE	*if the statement agrees with the information*
FALSE	*if the statement contradicts the information*
NOT GIVEN	*if there is no information on this*

30. English is least closely related to Low German dialects in northern Germany and to Dutch, althought it belongs to the Western group of the Germanic branch of the Indo-European language family.
31. The animals which are called by Anglo Saxon words might be because they are raised and ate separately by Anglo-Saxon peasants and Norman-French lords.
32. The words ox/beef, sheep/mutton come from Greek words.
33. English literature reappeared and became the most admirable one in the world.
34. English seldom adopted foreign words, particularly from Latin and Greek since the Renaissance.

35. It's obvious that in the West Country there are still remnants of the older forms in a few regional dialects, although the risk of mispronunciation is high.
36. English is the wildest language in the world, because it has influence on England, the United States and other countries in the world.
37. Only countries in Europe and the United States use English as a first or second language.
38. 35.8% of the world's population speak English now, as estimated by Global Reach.
39. English is now the most widely studied second language in the world because a working knowledge of English is required in many fields.
40. English loanwords now can be found in many languages, particularly in the field of technology, culture and our daily life.

WRITING

WRITING TASK 1

You should spend about 20 minutes on this task.

You are astudent who will take some course. And you want to ask a friend to give you a reference for a course.

Write a letter to the people you turn for. Explain what has happened and say what you would like him to do.

You should write at least 150 words.

You do **NOT** need to write your own address. Begin your letter as follows:

Hi Jen,

WRITING TASK 2

You should spend about 40 minutes on this task.

Present a written argument or case to an educated reader with no specialist knowledge of the following topic:

The government should control the amount of violence in films and on television in

order to decrease the level of violent crimes in the society. Do you agree or disagree?

You should write at least 250 words.

Use your own ideas, knowledge and experience and support your arguments with examples and relevant evidence.

SPEAKING

CANDIDATE'S CUE CARD

YOUR FAMILY

You have just come in a class and introduced the members in your family. Your examiner is your teacher.

Tell the examiner about : How many people in your family.
What you look like.
What you do at home.

Tapescripts

PRACTICE TEST 1

Instructions: This part is a listening practice test which resembles the International English Language Testing System Listening Tests. You will hear a number of different recordings and you will have to answer questions on what you hear. There will be time for you to read the instructions and questions. You will have a chance to check your work. All the recordings will be played once only. The test is in four sections. Write all your answers in the listening question booklet. At the end of the test you will be given ten minutes to transfer your answers to an answer sheet.

Now turn to Section 1 of Listening Practice Test 1.

SECTION 1

In this section you are going to hear a conversation. Before you listen, please look at questions 1–10.

Now listen to the conversation and answer questions 1–10.

A: Rita speaking. What should I do for you?

B: Oh, hi. I'd like to order some stationery.

A: Could I know your name?

B: Jackson Paris.

A: Right. Can I just confirm your account number and the name of your company, Jackson?

B: Sure! The number is 6-9-2-4-double 1 (Q2) .

A: Six nine two four double one. Right, and you're from "Rainbow Computer?"

B: No. The company is Rainbow Communications. (Q1)

A: Oh, OK, I'll just fix that on the system ... communications. And what would you like to order, Jackson?

B: Envelopes. We need a box of A4, that is, normal size envelopes.

A: White, yellow or manila?

B: We'll have the plain white, please. But the ones with the little windows.

A: OK ... One box. A4, White. Just one box, was it?

B: Um, on second thoughts make those two boxes (Q3). We go through heaps of envelopes. As a matter of interest, are they made from recycled paper?

A: No. You can't get white recycled paper. The recycled ones are grey and they're more

expensive actually.

B: Right. We'll stick to white (Q4) then.

A: Something else, Jackson?

B: Yes, we need some colored photocopy paper. What colors do you have?

A: We've got purple, light blue, blue, light green whatever you want, pretty much. There are 500 sheets on the pack.

B: Let me see ... We're going to need a lot of blue paper for our new price lists. So can you give us ten (Q5) packs, please? Make sure it's the light blue (Q8) though ...

A: Ten packs of the light blue. Anything else that we can help you with?

B: Let me think ... what else do we need? I'm sure there was something else.

A: Pens, paper clips, fax paper, computer supplies, office furniture?

B: Oh, yes! We need floppy disks. Do you have those nice colored ones?

A: Yes, but they're a bit more expensive than the black ones.

B: That's all right. I'm not paying, anyway!

A: Right. Floppy disks (Q6). What about diaries next year? We're got them in stock already and it's a good idea to order early.

B: No. I think we're all right for diaries but something we do need is one of those big wall calendars (Q7), you know, one that shows the whole year at a glance. Do you stock those?

A: We certainly do.

B: OK. Can you include a wall calendar then, with the other stuff. Just make sure it's got the whole year on the one side.

A: Sure. And do you have a copy of our new catalogue?

B: No, I don't, but would you send one?

A: Yes, I'll pop one in with the order. You'll find it a lot easier to remember what you need if you have our catalogue in front of you next time.

B: Yes, good idea. And when can you deliver this?

A: Should be with you tomorrow morning.

B: Can you make sure that it's not after 11:30 a.m. because I have to go out at 12 (Q9). There's only myself here on Fridays (Q10).

A: Fine. I'll make a note in the delivery docket that they should deliver before half past eleven. Thanks very much.

B: Thanks.

That is the end of Section 1. You now have half a minute to check your answers.
Now, turn to Section 2.

SECTION 2

In this section you are going to hear a lecture. Before you listen, please look at questions 11–20.
Now listen to the lecture and answer questions 11–20.

Good afternoon, everybody. It's Ronald Jaffe with this week's edition of movie talk. First, let's look at the films this week in the theatre (Q20): *The Kid Rides Again, When You Find Love, and Wronged.*

The last of the three, Wronged, is definitely the best, in fact, one of the best films in a long time, with Henry Michelson and Joanne Seymour. It is about a man who gets a life sentence for a murder he did not commit (Q14). In the style of the films of the 40s and 50s, it is a modern story of a man and his wife, wonderfully played by Joanne Seymour. They fight to make people believe Thompson is the wrong man and not the killer. The strength of their love is wonderful even after Thompson has been in prison for 15 years. Of course, I won't tell you what happens after Thompson's 15th year in prison (Q15). That would ruin the story. But if you see no other film, you should see this one. The story may be old, but the acting is great (Q13) and it will hold your attention from beginning to end.

Unfortunately, I can't say the same for *When You Find Love*. Just another silly story about how boy meets girl, boy loses girl, boy gets girl again, and they live happily ever after. Will Hollywood ever gets tired of such stupid films? Yet, on a New England college campus, the star of the movie, Tommy Seal, is a freshman. He meets the two years older, Stephanie Fall, played by Sally Evans. In real life she must be at least 30, not 20 (Q16). Well, Billy, our hero, has a hard time with Stephanie. After all, he is so much younger. But they fall in love, in about a minute, as long as it takes to take a picture with a Polaroid. And they are both so happy, in true paradise, until, that is, until Buck, the star football player, played by Ronco Star, the only good acting in the film, steals Stephanie away from the poor Billy. He is, after all, a senior and football star. And the rest of the film is about, naturally, how Billy gets Stephanie back, making her remember their love (Q17). He shows her that he, not Buck is the man for her. Well, if you can stand a stupid story and bad acting (Q12), then take your 8-year-old child to see *When You Find Love*. Anyone older will leave the theatre before the movie ends.

And finally, *The Kid Rides Again*, a western about a young cowboy, Kit Barnes, who stops the bad guys, the robbers, the killers, and plain old bullies, and helps the good guys. Kit is fast with a gun, and never once in this cowboy. Kit is the cowboy who never stays in one place for a very long time, who leads a lonely but very free life. Nothing new on the story line but a good classic-style western with good acting (Q11). Peter Sells as Kit catches just the right mood. He's an excellent and natural (Q18) cowboy. There are beautiful scenes of the open country in the west (Q19) and enough action to hold your interest. A good cowboy film,

for those who, like me, always enjoy seeing the old west. And now, before we go on with news from Hollywood, a word from our sponsor.

That is the end of Section 2. You now have half a minute to check your answers.
Now, turn to Section 3.

SECTION 3

In this section you are going to hear a conversation. Before you listen, please look at questions 21–30.
Now listen to the conversation and answer questions 21–30.

Teacher: Afternoon, everyone! Well, I think we can begin straightaway by getting Ivy and Andy to do their presentation. Could you start, Ivy?

Ivy: Yes, well, mm, we've done a survey on local entertainment (Q21). Basically, we tried to find out how students feel about the entertainment in the city and how much they use it.

Andy: Yes, so we've called our project "Out and About"?

Teacher: Yes, that's a good title! "Out and About"!

Ivy: We wanted to find out how well students use the entertainment facilities in the city ... whether they get to see the latest plays, films ... that kind of thing.

Teacher: Now, we have our own facilities on campus, of course ...

Ivy: Yes, we deliberately omitted those as we really wanted to examine outside entertainment in the city as opposed to on the university campus.

Andy: Actually there were a lot of areas to choose from but in the end we limited ourselves to looking at three general categories: cinema, theatre and music.

Teacher: Right.

Ivy: OK. Well, first of all, cinema. In the city, there are three main places where you can see films. There's the new Multi-screen Cinema Complex, the Old Park Cinema, and the Late-night Odeon.

Andy: So if you look at this chart. In terms of audience size, the Multi-screen Complex accounts for 75% of all cinema seats, the Park Cinema accounts for 20% of seats (Q22) and the Late-night Odeon has just 5% of seats.

Ivy: As you probably know, the Complex and the Park show all the latest films, while the Late-night Cinema tends to show cult films. So, when we interviewed the students, we thought the Complex would be the most popular choice ... but surprisingly it was the Late-night Odeon (Q23).

Andy: Yeah, most students told us that if they wanted to see a new film they would wait for

it to show at the Park. The Complex is more expensive and further out of the city (Q24), so you have to pay more to get there as well.

Teacher: Yes, and that adds to the cost, of course, and detracts the popularity, evidently.

Ivy: Well, next, we looked at theatres. The results here were interesting because, as you know, there's a theatre on campus, which is popular. But there's also the stage theatre in the city, which is very old and architecturally beautiful. And there's the large, modern theatre, the Ashtop, which has recently been built.

Teacher: So you just looked at the two theatres in the city?

Andy: Yes (Q25). But the thing about the theatres is that there's a variety of seat prices. Also, the types of performance vary ... So students tend to buy seats at both and like using both for different prices and if they want cheap seats at the Ashtop, they can just sit further from the front.

Ivy: What we did find that was very interesting is that there are periods during the year when students seem to go to the theatre and periods when they go to the cinema and we really think that's something to do with budget. If you look at this graph, you can see that there's a peak around November/December when they go to the theatre more (Q26), and then a period in April/May when neither is particularly popular (Q27), and then theatre viewing seems to fall off virtually while the cinema becomes quite popular in June/July.

Teacher: Mmm, I think you are probably right about your conclusions.

Andy: Well, lastly we looked at music. And this time we were really investigating the sort of small music clubs (Q28) that offer things like folk or specialize in local bands.

Teacher: So not musicals as much.

Andy: That's right.

Ivy: We looked at three small music venues and we examined the quality of the entertainment and venue and gave a ranking for these: a cross meaning that the quality was poor, a tick meaning it was OK and two ticks for excellent. First of all The Blues Club, which obviously specializes in blues music. This was a pretty small place and the seating was minimal so we didn't give that a very good rating.

Andy: No! We don't recommend that one really.

Ivy: Then the Sansue, which plays a lot of South American music, was a big place, very lively, good performers, so two ticks for that one (Q29). The Pier Hotel is a folk venue ... a good place for local and up-and-coming folk artists to play. Not the best of venues as it's in a basement and a bit dark but the quality, if the entertainment was reasonable and the lighting was warm as we felt, it deserved an average rating. Finally, there's the Baldrock Café which features big rock bands and is pretty popular with students and we enjoyed ourselves there as well, so total marks for that one (Q30).

Teacher: And then did you get any information from the students as to which of the clubs they preferred?

That is the end of Section 3. You now have half a minute to check your answers.
Now, turn to Section 4.

SECTION 4

In this section you are going to hear a lecture. Questions 31–40 are based on the lecture.
Before you listen, please look at questions 31–40.
Now listen to the lecture and answer questions 31–40.

Urban and community forestry can make great differences in our lives. Each one of us can make a personal contribution. As we develop and apply technologies for a better way of life, often times side effects adversely affect our natural environment. For example, in our urban areas summer temperatures and noise levels are higher than in the surrounding countryside. Air pollution problems are more concentrated, and the landscape is significantly altered, reducing personal health benefits available to us by reducing access to wooded areas and green open spaces. (Q31) Trees help solve these problems. (Q32) Now, 75 percent of us live in cities and towns and we can act individually to improve our natural environment through planting and care of trees on our own streets, and by supporting community-wide forestry programs. Through technology we are learning more about trees and how they benefit mankind, and how we can do a better job of planting and caring for these trees that make up our urban forests.

Trees are major capital assets in Australia's cities and towns. Just as streets, side walks, (Q33) sewers, public buildings and recreational facilities are a part of a community's infrastructure, (Q34) so are publicly owned trees. Trees and, collectively, the urban forest are important assets that require care and maintenance, the same as other public property.

Trees are on the job 24 hours every day working for all of us to improve our environment and quality of life. (Q35)

Without trees, the city is a sterile landscape of concrete, brick, steel and asphalt. Picture your town without trees. Would it be a place where you would like to live? Trees make communities livable for people. Trees add beauty and create an environment beneficial to our mental health.

Trees impact deeply on our mood and emotion, providing psychological benefits (Q36) which are impossible to measure. A healthy forest growing in places where people live and work is an essential element of the health of the people themselves.

A well-managed urban forest contributes to a sense of community pride and ownership.

Trees and other plants make their own food from carbon dioxide in the atmosphere, water,

sunlight and a small amount of soil elements. In the process, they release oxygen for us to breathe.

Trees remove gaseous pollutants by absorbing them through the pores in the leaf surface. (Q37) Particulates are trapped and filtered by leaves, stems and twigs, and washed to the ground by rainfall.

Air pollutants injure trees by damaging their foliage and impairing the process of photosynthesis. They also weaken trees, making them more susceptible to other health problems such as insects and diseases.

The loss of trees in our urban areas not only intensifies the urban "heat-island (Q38)" effect from loss of shade (Q39) and evaporation, but also we lose a principal absorber of carbon dioxide and trapper of other air pollutants (Q40) as well.

That is the end of Section 4. You now have half a minute to check your answers.
That is the end of Listening Practice Test 1. At the end of the real test, you will have ten minutes to transfer your answers to a listening answer sheet.

PRACTICE TEST 2

Instructions: This part is a listening practice test which resembles the International English Language Testing System Listening Tests. You will hear a number of different recordings and you will have to answer questions on what you hear. There will be time for you to read the instructions and questions, and you will have a chance to check your work. All the recordings will be played once only. The test is in four sections. Write all your answers in the listening question booklet. At the end of the test you will be given ten minutes to transfer your answers to an answer sheet.
Now turn to Section 1 of Listening Practice Test 2.

SECTION 1

In this section you are going to hear a conversation. Before you listen, please look at questions 1–10.
Now listen to the conversation and answer questions 1–10.

House Officer: Good morning, what should I do for you?
Client: Good morning. Are you the agency for house-renting?
House Officer: That's right ... are you interested in ...?

Client: Yes ...

House Officer: So let me take a record and get some details right now.

Client: Thank you.

House Officer: What name is it, sir?

Client: Frank Anderson.

House Officer: F-R-A-N-K A-N-D-E-R-S-O-N, right?

Client: Yes.

House Officer: And your phone number, Mr. Anderson?

Client: Umm... 674 9328, but I'm only there after about 5:00 p.m..

House Officer: So when would be the best time to catch you?

Client: I suppose between 6:00–8:00 p.m.

House Officer: OK ... Can I ask your requirements, for example, which area do you think you would prefer?

Client: Yes, better in the center (Q1) of the city. I think that must be more convenient.

House Officer: And how long do you plan to rent? You know, according to the rules of our agency, the rent time should go up to half a year at least.

Client: That won't be a problem. My family is going to stay for at least two years (Q2). And we may even get an extension if feeling good.

House Officer: Fine ... we'll surely try to find the most suitable houses for you. And what is your expected price?

Client: I was thinking in terms of about £ 500 a month, but I'd go up with one hundred more (Q3) if it is something special.

House Officer: Got it. These houses in particular fit your requirements perfectly. And here is their information.

Client: Good. Well, I can't quite understand the notices here. Would you please explain to me?

House Officer: Certainly. The first house is in the Cranston Street with four bedrooms, two balconies, a kitchen, a bathroom and a garage (Q4). What's more, it has a large garden behind the house, somewhere you could sit. And it's peaceful.

Client: Umm, it's quite attractive to own a personal garage, but I probably waste the large garden. I'm always too busy to clear up. I need to think it over.

House Officer: No problem. Let's move on to the next one. We still have more choices.

House Officer: This one lies on the Beasley Road, with three bedrooms, two balconies, a kitchen and a bathroom ... oh, no, I'm sorry that there is no bathroom.

Client: Well. How is the environment? I need relatively quiet living conditions. Is it close to the main road?

House Officer: I'm afraid yes; it may be a bit noisy (Q5).

Client: Then what about this one on the same road with the above?

House Officer: This one may be more favorable for you. It belongs to a quiet community, and includes a whole set of house facilities. Three bedrooms, one balcony, a kitchen, a bathroom and the special is—a study (Q6).

Client: Sounds terrific. I am interested in it. How much is it?

House Officer: Let me have a look ... I see ... £ 620 each month. But since you would stay for two years, we can have a discount and may reduce to £ 605 (Q7) . Is it a good price for you?

Client: Well ... I need to talk with my family. £ 605 still exceeds my budget. Would you please find a cheaper one if that's possible?

House Officer: Umm. What about this? It lies in the Silverton Street, with three bedrooms, two balconies, a kitchen and a bathroom. The community is off the road but still very convenient. Beside the basic construction, it has a sports center with a swimming pool, a little museum (Q9), and a center hall. But you can only enter the hall with a registration of membership. There used to be a small cinema, too. While for certain factors, it was shut down last month.

Client: Oh, good. I like sports very much and I think this is exactly what I'm looking for. Then how much will it cost to rent?

House Officer: Let me check it ... £ 565 each month, as you will rent for two years, then we offer you a 90% discount. That's £ 508 (Q8) per month.

Client: It's a moderate price. OK, I'd like to take it. But when shall I have a look at the house?

House officer: We will contact with the landlady soon. And when would you want it for?

Clients: I'd like to move in approximately two weeks.

House officer: I got it. Please wait for our reply within two days (Q10). I will call you in your available time.

That is the end of Section 1. You now have half a minute to check your answers.
Now, turn to Section 2.

SECTION 2

In this section you are going to hear a lecture. Before you listen, please look at questions 11–20.
Now listen to the lecture and answer questions 11–20.

Welcome to National Library services. We have many resources that are in three main places: the self-access language center, the library and the micro-computer lab (Q11). I'll start

with the self-access language centre. It is across the aisle directly opposite the section of the micro-computer lab, next to the library (Q12). Go through the door at the far end of the library to reach the lab. In the self-access language centre we can get both audio and video materials and extensive playback equipments. There are seven audio and ten video playback facilities. We also have a mini video-lab, where we can record our own responses to exercises on the tapes. There are three computer terminals for CALL materials fitted with headphones, so as not to disturb other users (Q13). This applies also to the three television receivers, which are tuned in to receive satellite broadcasts in French, German, Italian, Spanish and English (Q14). There are six headphone sockets and headsets with each satellite television receiver, but they are very popular at news times. Times of news broadcasts from each of the five countries are given on the desk between the televisions. There is always someone in the centre for advice on both technical matters and on choosing the most suitable materials for your study. You may, of course, bring your own materials to the language learning centre, but no materials may be taken away—they must all be used and retained in the centre. Finally, the centre is open at 10:00 a.m. and closed at 15:00 p.m. on Saturday and Sunday.

The library has two main parts, one for books and the other for periodicals and journals (Q15). The books are in two categories: general loan and reference that means only reading in the library. Up to three general loan books may be taken out for up to two weeks by full-time students. Loans may be continued if someone has requested the book on the Internet. Please pay attention to this rule that some of the most popular books are only available on twenty-four-hour loan (Q16). The other category which includes extensive range of dictionaries is available for reference only. They may not be taken out of the library for any reason. All titles can be located using our Biblitas cataloguing system (Q17). There are thirteen computer terminals linked to Biblitas and publications under author and title and both are listed by micro-fiche catalogues that are very easy to use. The Biblitas system has the advantage of having a separate subject index. Now, for a description of self-access learning centre, I advise you to listen to the pre-recorded cassette on the machines over there.

Well, everyone. My name's Helen Paris. I'll take you to go to the third part—micro-lab and tell you something about how to use it. So come on and turn left to the middle. Now here is the micro-lab as we call it, it is fitted with twenty-eight stand-alone terminals, thirty-two PCs and three Macs (Q18). If you are a member of the library, you may borrow CALL disks in any of the five foreign languages (Q19). You may also borrow a range of word-processing and desktop publishing packages. All disks are, of course, strictly for use in the micro-lab only. There is always a queue to get to the terminals towards the end of the term. Come in and get to know how to use the terminals early in the term and use them on a regular basis, on the first and third Tuesday of each month (Q20), and are free to full-time college students. I hope to see you there. Now, any questions?

That is the end of Section 2. You now have half a minute to check your answers.
Now, turn to Section 3.

SECTION 3

In this section you are going to hear a conversation. Before you listen, please look at questions 21–30.
Now listen to the conversation and answer questions 21–30.

D=Dr. Eric; K=Karen; T=Tammy

D: Welcome to the new term. Hope you've had a good time in your vacation. Maybe you're looking forward to writing your dissertation ... Now in this section you have an opportunity to ask questions on writing the dissertation ... requirements, milestones ... who to see when you are in need of help. It's very informal ... it may be written on paper, but it's nice to get it confirmed, so anything you'd like to ask?

K: Dr Eric, is there a fixed hand-in date yet?

D: Yes, I will confirm that that's June 13 (Q21). OK? ... Tammy?

T: What about the word limit?

D: Well, we try to be pretty flexible on this, but in broad terms it's 15,000 (Q22)—20,000 (Q23).

T: Ah ...

D: And you can choose your topics ...

T: I still have no idea about it. Who?

D: Well, you should see your course tutor (Q24) to agree on your final title and you should also be aware that there's a special program running on research methods for anyone who wants some extra help on that.

T: Am I just check on the deadlines for everything?

D: Yes, sure. Look, let me write it on the board ... when the different stages have to be completed. First of all, you've got to work on your basic bibliography, and that's due in to your course tutor by February 1 ... which is just two weeks away, so you'd better confirm it.

K: Shall we have our own draft plan by then?

D: No, your draft plan is due on February 13 (Q25), which is two weeks later, so that should give you plenty of time.

K: And when do we have to be doing the research?

D: That's over a one-month period ... essentially February to March (Q26).

K: And to write up?

D: Well, you can't really start your writing until you've got quite a bit of the research done, so

that's really March to May (Q27), with the hand-in on 21st. Any more questions?

K: Well, sir, just some advice really. It's about computers ... would you advise us to buy one?

D: What can I say, Karen? It's a massive expense, but I really feel that it will be of great benefit ... you can always look in the student union fellows for second hand ones (Q28). Yes?

T: I've been looking at some of last year's dissertations ...

K: Is that a good idea, sir? I read ...

D: Well, I don't think you should read them in detail too early or you might end up taking more of their ideas than you realize. But yes ... it really is the best guide you can have to the expectations of the ... of what's expected when you write a dissertation.

K: Sorry, Tammy, I interrupted you.

T: That's OK. It's just that they did a lot of research using questionnaires ... is that a good idea?

D: I think questionnaires are very good at telling you how people feel in questionnaires, but to be frank, they tell you very little else, avoid them! (Q29)

K: About interviews ... is it OK if we interview you?

D: The tutors? I don't see why not; they don't have any special contribution to make, but you can if you want. There's a whole section on this issue in the Research Guide. I'm afraid it's slightly out of date, and you're probably better talking to the tutors on the Research Methods course, but you might find it useful to start there. (Q30)

K: OK, thanks.

D: OK ... well, great, I hope that sorted a few things out. You can always come and see me or drop me a note if you've got any more queries.

K: Fine.

D: OK. Thanks ...

That is the end of Section 3. You now have half a minute to check your answers.
Now, turn to Section 4.

SECTION 4

In this section you are going to hear a lecture. Questions 31–40 are based on the lecture.
Before you listen, please look at questions 31–40.
Now listen to the lecture and answer questions 31–40.

Good afternoon, everyone. I'm Margaret Sayles. I'm a journalist (Q31) who specializes in travel. Some of you may read the travel section of the newspaper, so you know the kinds of

articles I write.

Anyway, I'm not here to tell you about my job. I've been invited here by the Astoria Tourism Bureau to tell you about travel to Astoria. Now as I'm sure most of you know, Astoria is a rather large island located 1,100 kilometers from New Zealand. That's 1,100 kilometers in a northeast direction (Q32), I should say. As you can see on the map here, it's about 25 percent larger than New Zealand, and it has quite a different shape. While New Zealand is long and thin, Astoria has the shape of a rectangle—some people would say almost a square.

Now, I guess none of you here have been to Astoria yet, so let me give you some description. Most of the people live in the northern part of the island (Q33). This part of the island is warmer than the southern part, but it wouldn't be fair to say that the southern half is cold. In fact, the whole island is close enough to the Equator so that no matter how far south you go, you wouldn't even need a jumper to keep warm.

There are four provinces in Astoria. Each has its own unique features and, in fact, one of them speaks a different language. The northwest quarter of the country is the province of Hornchurch (Q34). The capital of the country, which is called New Birmingham, is located in Hornchurch and that's where the first English settlers came in the year 1756. New Birmingham is Astoria's largest city and the centre of its industry. And it's the culture of this part of the island that attracts so many tourists to Hornchurch. The culture is a strange mix of old English and Polynesian. New Birmingham is where you'll most likely enter the country if you're going by air because it has the busiest airport. Hornchurch's population is 2.5 million.

The second largest province in terms of population is New Devon (Q35). It's got half a million people fewer than Hornchurch. New Devon takes up the northeast quarter of the country. Now if you're the type of person who likes the beach, this is the best part of the island. The beaches are absolutely beautiful here and they go on for miles. There are beach resorts all along the coast on this part of the island (Q36), and no matter how much money you want to spend on your holiday, there are beach resorts that will suit your budget in New Devon.

South of New Devon is the province of Anglezark. This is the most mountainous part of Astoria, and it's least populated (Q37). Only a quarter of a million people live here. The mountains in Anglezark are well-known for their hot springs (Q38) and many Astorians, as well as tourists, go there to rest and relax in the mineral bath. The hot springs are probably the best reason to visit the province, especially if you want to get away from the more crowded beaches on the northeastern part of the island. But take along a good pair of hiking boots if you want to take advantage of the wonderful bushwalking in the Anglezark Mountains.

The fourth province of Astoria is in the southwest quarter of the island. It's called New Albion. Now, that may sound deceptively English, but actually that's not the language you're likely to hear in New Albion. Although the English were the first Europeans to come to

Astoria, explorers from Spain came only a few months later, and they settled in this part of the island. Today, Spanish is still the main language in New Albion, while people in the other three provinces communicate in English (Q39).

Overseas visitors like to come to New Albion to indulge in one of Astoria's more famous agricultural products—wine (Q40). I'm sure you know that Astoria's wines are considered to be some of the best in the world. Well, all of the wine produced in Astoria is made in New Albion because the weather here is perfect for it—warm days and cool nights but not too humid. By the way, New Albion has the only other international airport in Astoria, so it's possible to arrive there first if you're going by air.

OK. I've briefly told you about the place. Now, let me show you some slides and then I'll tell you about prices and travel arrangements ...

That is the end of Section 4. You now have half a minute to check your answers.
That is the end of Listening Practice Test 2. At the end of the real test, you will have ten minutes to transfer your answers to a listening answer sheet.

PRACTICE TEST 3

Instructions: This part is a listening practice test which resembles the International English Language Testing System Listening Tests. You will hear a number of different recordings and you will have to answer questions on what you hear. There will be time for you to read the instructions and questions, and you will have a chance to check your work. All the recordings will be played once only. The test is in four sections. Write all your answers in the listening question booklet. At the end of the test you will be given ten minutes to transfer your answers to an answer sheet.
Now turn to Section 1 of Listening Practice Test 3.

SECTION 1

In this section you are going to hear a conversation. Before you listen, please look at questions 1–10.
Now listen to the conversation and answer questions 1–10.

Anna: Well, Piers, our first semester at university is almost over (Q1). I can't wait for the holiday.

Piers: Me too! Why don't we go somewhere far away and forget about lectures and essays and all that hard work?

Anna: Sounds good. Now, how long will we have before we have to be back here on campus for the next semester?

Piers: We've got about six weeks (Q2), I think.

Anna: How about if we go to the coast? It would be great to do some swimming and surfing (Q3).

Piers: The coast would be good. But let's look at our other options. There're some mountains. They're nice and cool at this time of year. And we can do some bush-walking (Q4). There's also the desert, which I really enjoyed last year (Q5).

Anna: What about going to Sydney? I've never been there and they say it's a great city to visit. Lots of things to do there, I've heard (Q6).

Piers: I agree Sydney would be good but there are too many tourists there at this time of year. And I'd rather get away from buildings and cars. There are enough of those around here. I vote for the mountains.

Anna: Well, for places to stay, there are the usual places: motels, hotels, youth hostels. We can go camping, too.

Piers: I'm afraid I am not a very good camper, Anna. I tend to feel a bit frightened sleeping outdoors. And the hassle of building fires and all the insects, and ...

Anna: All right, all right. We'll forget about camping. Although I must admit it would have been my first choice. So what should we do?

Piers: Well, since neither of us has a lot of money, I don't think a hotel or motel would be possible. How about a youth hostel?

Anna: I'd rather not go to a youth hostel, Piers. They are certainly cheap, but you never get to be alone in those places; there's always a stranger in the next bed, and I hate sharing a kitchen with people I don't know. No, I think we should find a small holiday house to rent (Q7). And if we get a few more friends to join us, it will be really cheap.

Piers: I think your idea is spot on. But, who should we ask? How about Lucy? Do you think she would want to join us?

Anna: I was just talking to her this morning and she said she was flying home to Taiwan for a visit.

Piers: Oh. Well, what about Jim and his girlfriend, Nancy? Oh, and David Hong might be interested. And his brother Walter is studying here, too. We could ask him.

Anna: Hang on, not so fast, please. I'm writing a list of people to ring. Let me think. We could ask Jennifer, too. I don't think she has any plan. And Michael Sullivan. I

think I'll just ring them all now.

Announcer: After ringing their friends, Anna returns to speak to Piers.

Piers: Well, I talked to everyone we thought of. A few of them are quite keen, actually.

Anna: Tell me, what did they say?

Piers: Well. Jennifer can't make it. She's already booked to flight to Queensland. She said she was going to meet her boyfriend up there. I also talked to David Hong. He said he would come. He said he was really looking forward to getting off campus, too.

Anna: What about his brother, Walter?

Piers: His brother is going overseas. In fact, he is not even coming back next term. It seems he has transferred to a university in Canada. Err, I then called Jim's house. His girlfriend Nancy answered. I told her our plans and she asked Jim. They both wanted to join us.

Anna: Good. They'll be fun to be with. Now, what about Michael Sullivan? Did you talk to him?

Piers: Yes. But he said he'd rather spend his holiday at home. He's not interested in going anywhere! Can you imagine?

Announcer: Later, Piers and Ana are talking while Anna fills out a holiday house rental form.

Anna: The form asks for home address. I've put mine, 52 Miller Street. But let me see if I've got yours right. It's 614 Valentine Street, isn't it?

Piers: You've got the street number right, but not the name. It's 614 Ballantyne Street. That's B-A-double L- A-N-T-Y-N-E (Q8).

Anna: OK. We're paying by credit card. Is that all right?

Piers: That's fine.

Anna: Have you got a Visa card or a Master card? And I need to know the number, of course.

Piers: Sure. It's 7743 2129. But it's not a Visa or Master card. It's an American Express.

Anna: Let me just repeat that. It's 7743 2129 (Q9), American Express. Right?

Piers: That's right.

Anna: One more thing we have to write down—that's the deposit we're paying to reserve the holiday house. It says it should be at least 10 percent of the rental cost.

Piers: Let's just figure that out now. Err, we're paying $350 a week, right?

Anna: Right. And we're planning to stay there for five weeks (Q10). So the deposit is what, shall we say $225?

Piers: No, that can't be right. I'd say it's less than that. In fact, about $50 less. It should

be $175.

Anna: Hmm, I guess you're right. Okay, that's what I'll put down.

That is the end of Section 1. You now have half a minute to check your answers.
Now, turn to Section 2.

SECTION 2

In this section you are going to hear a lecture. Before you listen, please look at questions 11–20.
Now listen to the lecture and answer questions 11–20.

Lecturer:

Could everybody hear me? Is the microphone working? Good, now, welcome everybody to the second of these lectures on successful study at college (Q11). Yesterday, we were talking about housekeeping issues. Where to find information, how to use library computer system, and so on. Today, we look at Time Management. And those of you who are interested in doing some extra reading on the subject are very welcome to see me after the lecture as I have a booklet here.

Now, Time Management. In the past, this was mainly used to make list, so as to plan for every hour of the week and then try to stick to the plan. These days, however, the whole idea of managing time has changed (Q12). It's impossible to manage time. To manage time, you need a clear idea both of what you want to achieve, and of how to achieve it. Also you need to set goals; need to move towards achieving those goals in an effective and systematic way.

In this subject in this college, our course goes mid-semester and at the end of the semester, usually involves two written assignments of between 1,500 and 3,000 words in length, if you work weeks of the term, everyone looks cheerful and focused, followed by week 6, assignment time, people start to look a lot stressed. The library reports the increasing number of students who become angry when books are not available (Q13). So, what has happened? Has everybody become irritable and angry for no reason (Q14)? Why? The reason is that people have not managed time well, they have not set priorities for reaching their goals (Q15) and, as a result, some of them would do badly in their assignment. This will not be because they lack intelligence or love of the subject. They will fail because they did not have a clearer idea of what they have to do and how long it would take them (Q16).

Let's step back a minute. What does it mean by establishing goals (Q17)? Basically, it means deciding on what you want to achieve (Q18). In other words, deciding on the results that you want to achieve, all the students that I mentioned before who found themselves very stressed if they

have an assignment to do. But they did not fully think through the effect that this would have on their day-to-day life. There's an awful lot of spare time in a day. Just think for a moment of all the time that you have badly today. For example, if you had managed to spend some of it even just one hour on an activity that would have helped you with your study. That one hour could have a major impact on your course. Particularly if you make it a regular habit.

I'm asking you now to have a look at the planners in your information kits. You will see that there are three: one term planner, one weekly planner, one daily planner. The term planner is to help you get an overview of everything that will need to do for the term (Q19). The weekly planner is to help you week by week, and the daily planner will help you with detailed planning.

Before we go any further, now I would like you to make a note in your daily planner. I want you to picture how you could make a major difference in your life by spending just one hour a day in some activity for the next term (Q20). Background reading, for example, or, preparing a bibliography. Now, imagine at the end of the term, the term diary and weekly diary are the most important ones. However, a week is really the shortest time you can have to set an overview of your time. Now, you need to set priorities for the term. Look out how you could achieve those priorities, and the result that you desire, if you can get into the habit of planning like this, you'll soon find that you've actually had more time to spend on relaxation and other activities you enjoy.

That is the end of Section 2. You now have half a minute to check your answers.
Now, turn to Section 3.

SECTION 3

In this section you are going to hear a conversation. Before you listen, please look at questions 21–30.
Now listen to the conversation and answer questions 21–30.

C = Counselor; R = Rita; J = Jane

C: Hi, Rita. Come on. How are you?

R: Fine, thank you.

C: Hello, Jane. How are things?

J: OK.

C: Well, as I explained on the phone, I'm a Counselor here at the Student Services Section (Q21) of the university and I'm interviewing overseas (Q22) students to help me draw up a guide for new students so I'd be grateful if you could tell me a little about your time since you've been here in Cambridge.

R: Right.

J: Good idea.

C: Now, Rita, let's start with you. OK, um ... this is your second semester, isn't it? Could you tell us something about your first impression of the town when you arrived?

R: Yeah, well, first of all, I was struck by how quiet (Q23) it is here in the evening.

C: Yes, I suppose Cambridge is a quiet place. Where did you live when you first arrived?

R: Well, I went straight into student accommodation; it was a kind of student hostel (Q24).

C: All right, so you didn't have to worry about doing your own cooking or anything like that?

R: No, but sometimes I wished I had! The food at the hostel was awful (Q25).

C: Oh, dear. But how were the other students?

R: To be honest, I haven't managed to make friends even though the place is full. People seem to keep to themselves; they're not really very friendly.

C: Oh, I'm sorry to hear that. Well, what about the actual course? You're studying ... uh?

R: I'm doing a Master's course (Q26) in Environmental Studies.

C: All right, and how are you finding that?

R: Yeah, well, it's been pretty good really. I've enjoyed the course, but I feel there hasn't been enough contact (Q27) with the lecturers. They all seem to be incredibly busy. The only chance I've really had to talk to them was on the field trip.

C: Well, that's no good. Could anything be done to improve the course in your opinion?

R: Well, ... I think it would be helpful to have a meeting with lecturers on the course. Say once a fortnight—something like that.

C: Regular meetings. Yes, that could certainly help. Now Rita, we'll come back to you in a minute, but I'd like to ask Jane some questions.

C: Jane, where are you from?

J: I am from Indonesia (Q28).

C: And how did you find Cambridge when you first arrived?

J: Well, I like it here. I think the city is very beautiful.

C: What about your accommodation? Was that OK?

J: Yes, OK. At first I stayed with a family for three months. They were very kind to me but they had three young children and I found it difficult to study.

C: Right, I see.

J: So after three months I moved out and now I live with two other students in a student house (Q29). It's much cheaper and we like it there.

C: Good, and what about your studies? What are you studying?

J: I'm doing a Bachelor of Computing.

C: Computing. I see. Um, apart from the language difficulties, if you can separate them, how have you found the course?

J: OK, but ...

C: Yes, go on.

J: Well, the main difficulty for me is getting time on the computers in the computer room (Q30). It's always busy and this makes it very hard to do my practical work.

C: Yes, I'm sure that it would. Can you reserve time in the computer room?

J: No, you can't ... but it would certainly help if we could reserve computer time.

C: Yes. I'll look into that and see if something can be done to improve things over there. Now let's go back to Rita ...

That is the end of Section 3. You now have half a minute to check your answers.
Now, turn to Section 4.

SECTION 4

In this section you are going to hear a lecture. Questions 31–40 are based on the lecture.
Before you listen, please look at questions 31–40.
Now listen to the lecture and answer questions 31–40.

The peregrine falcon (Falco peregrinus) is a majestic prey bird, with slate blue upper part and cream-colored under part. Its under part is distinguished by horizontal black barring and spotting. The peregrine's elegant head pattern makes this species very distinctive, even from distance. Male peregrines weigh an average of 611 grams and females 952 grams. And female falcons hatch eggs, while male falcons spend most of their life in looking for food (Q31).

The Peregrine is a powerful, streamlined bird. But in the early days of research, experts did much on the flying height. It is generally believed that peregrines are capable of soaring to heights of 600m. At present, there is still a strong controversy among the scientists about how fast they can fly (Q32).

Peregrine falcons are expert hunters feeding on song birds, shore birds, waterfowl, sea birds and pigeons, all of which are caught in flight. The peregrine is anatomically specialized for hunting by direct pursuit in open area. The prey often tries to escape by gaining altitude but the peregrine uses its speed to stay above the prey, and then dives, killing the prey by a direct blow of the closed fist.

In addition to speed, the peregrine may use the element of surprise (Q33)—swooping from the direction of the sun or suddenly appearing from behind a cliff, or around the corner of one of our sky scrapers.

In the breeding season, falcons nest on a cliff ledge, cliff top, a ledge or top of the tallest building is also preferred, preying on pigeons in nearby parks. Occasionally, peregrines may

nest on the ground. Females lay two to five eggs in the "scrape" or nesting site, which is usually just a shallow depression. Eggs are incubated for 32 days, mainly by the female, while the male hunts for food. The young start to fly (Q34) at about 2 weeks after hatching, but remain dependent on the adults and not full grown (Q35) until 4 weeks after birth. When they are 4 months old, they are able to hunt on their own, leaving their parents.

There are three subspecies of the peregrine falcon in Canada. The Arctic peregrine falcon (Falco Peregrinus tundrius) occurs across the wide arc of tundra from the Mackenzie Delta to Hudson Bay and Ungava and north to Baffin Island. This subspecies is listed as vulnerable. The Pealie (Q36) peregrine falcon (F.p.pealei) is non-migratory, and inhabits the Queen Charlotte Islands and Moore Island, British Columbia. The Pealei peregrine is listed as vulnerable within Canada. Most of the southern Canadian breeding populations are of the anatum subspecies (F.p.anatum), which is a Canadian endangered species.

The peregrine falcon once bred throughout Canada. However, its range has become much more restricted in recent years as populations have undergone declines; while peregrines rarely breed before three years of age. Facing such a situation, more scientists start the work on health conditions of peregrines.

Recently, a group of experts in Toronto carried out an experiment on the child peregrines. First, they caught the sample child birds; then they attached identification on chicks' legs and foot rings (Q37) and confirmed the sex (Q38); subsequently, took the blood sample (Q39) for further examination. Integrating all these data, they would be able to examine the general health conditions (Q40) of the birds.

That is the end of Section 4. You now have half a minute to check your answers.
That is the end of Listening Practice Test 3. At the end of the real test, you will have ten minutes to transfer your answers to a listening answer sheet.

PRACTICE TEST 4

Instructions: This part is a listening practice test which resembles the International English Language Testing System Listening Tests. You will hear a number of different recordings and you will have to answer questions on what you hear. There will be time for you to read the instructions and questions, and you will have a chance to check your work. All the recordings will be played once only. The test is in four sections. Write all your answers in the listening question booklet. At the end of the test you will be given ten minutes to transfer your answers to an answer sheet.

Now turn to Section 1 of Listening Practice Test 4.

SECTION 1

In this section you are going to hear a conversation. Before you listen, please look at questions 1–10.

Now listen to the conversation and answer questions 1–10.

Woman: Good afternoon, Westin Car Club. Could I help you?

Man: Oh, afternoon. I was wondering if you could give me some information about your services.

Woman: Sure. What would you like to know?

Man: What about racing training? I heard you had a team.

Woman: No, not really. We do have a racing track, but haven't formed a team. Perhaps you're thinking about Waverton Car Club.

Man: Oh, right. I know it. I've watched an auto rally there.

Woman: Really? Yes, they've already got a professional team. But we also have our peculiarity. Our track is designed for the starter (Q1) or fans on senior (Q2) level, instead of the professional ones, thus it is very popular with members.

Man: Sounds good.

Woman: We have driving training classes, too. All the coaches here are very experienced.

Man: Is there any special place for relax?

Woman: Of course. At the moment, we've got a lounge bar (Q3) right behind the training center. Besides, there are vending machines everywhere as well as a fully-licensed restaurant by the end of the year.

Man: I see. (Pause) Do you have car renting service? I may need a car these days.

Woman: Yes. We have a large number of cars is supply. You can choose what ever you want here.

Man: Would you please introduce the renting facilities in detail?

Woman: Sure. We now have two styles of car for rent, grade C and grade D.

Man: What is the difference?

Woman: Grade C includes air conditioning, a whole set of stereo, high-class engine, what's more, with low mileage.

Man: Spectacular. Is it very expensive?

Woman: Well, you pay £ 300 as deposit and then it's £ 40 per day—oh no, I'm sorry, it's just gone up by £ 15, sorry about that—it's now £ 55 (Q5) for the rent each day.

Man: I got it. And what's the next type?

Woman: Well, grade D doesn't have air conditioners (Q4), and it's a little bit older than grade C. But the rent would be far less than it, too.

Man: So how much exactly? Is the deposit the same as for grade C?

Woman: Actually, it's slightly less than the £ 300—it's £ 250, but the rent for each day is only £ 35. Is it a good price for you?

Man: Well, it is still far from what I expected. I will pay a visit to nearby cities for at least one week. £ 35 per day is still beyond my limit. Don't you have any discount?

Woman: Um ... Then maybe you can try the VIP card.

Man: Would you please introduce it to me?

Woman: Of course. You just need to pay £ 30 fee for a VIP card, and then you can enjoy 80% discount for grade C and 75% (Q6) for grade D. Besides, we also offer road map, sun sheet and flash light (Q7) to the VIP.

Man: Oh, that should be all right. By the way, can I pay for it by credit card?

Woman: Sure. You can pay by cash or credit card (Q8) but no cheque permitted.

Man: OK. Then I would come in my spare time. What should I do if I want to join?

Woman: Well, we book you in for an assessment (Q9) with an instructor, who will show you how to use all the equipment. If you want to organize a trial session and look around the centre, you'll need to speak to Anna Manuja (Q10).

Man: Hmm. could you spell that please?

Woman: Yes, Anna M-A-N-U-J-A (Q10). I'll give you her direct line number. It's five-o-four-double eight-nine-six-one-five.

Man: Thanks.

Woman: Thank you for calling Westin Car Club.

That is the end of Section 1. You now have half a minute to check your answers.
Now, turn to Section 2.

SECTION 2

In this section you are going to hear a lecture. Before you listen, please look at questions 11–20.
Now listen to the lecture and answer questions 11–20.

Tour agent:

Welcome to Hawaii Tour Agency. Let me tell you something about a special package we have going on this week. I know everyone wants to get away from the stress of work and life, so I think you should all consider a week long vacation to the paradise of Hawaii (Q11).

First of all, let me tell you all a little about Hawaii. The Hawaiian Islands are of volcanic

origin (Q12) and are edged with coral reefs. Because of its volcanic origins, people often go especially to see the volcanoes. Hawaii is the largest and geologically the youngest island of the group (Q13). Oahu is the most populous and economically important. The capital of Honolulu is located on the Island of Oahu (Q14). The only U.S. state in the tropics, Hawaii is sometimes called the paradise of the Pacific because of its spectacular beauty: abundant sunshine; expanses of lush green plants and beautiful colored flowers; palm trees, coral beaches with rolling white surf; and cloud-covered volcanic peaks rising to majestic heights.

Some of the world's largest active and inactive volcanoes are found on Hawaii and Maui (Q15); eruptions of the active volcanoes have provided spectacular displays, but their lava flows have occasionally caused great property damage. The lava can spill down the mountains into the settlements where people live. The most famous of these is right by Honolulu, it is called Diamond Head because from far away, the top of the volcano looks like a diamond.

Vegetation is generally luxuriant throughout the islands (Q16), with giant fern forests and lush vegetation. Although many species of birds and domestic animals (Q17), have been introduced on the islands, there are few wild animals other than boars and goats, and there are no snakes (Q18). The coastal waters abound with fish.

More ethnic and cultural groups are represented in Hawaii than in any other state. Chinese laborers, who came to work in the sugar industry, were the first of the large groups of immigrants to arrive, starting in 1852, and Filipinos and Koreans were the last, after 1900 (Q19). Other immigrant groups—including Portuguese, Germans, Japanese, and Puerto Ricans—came in the latter part of the 19th cent. Intermarriage with other races has brought a further decrease in the number of pure-blooded Hawaiians, who comprise a very small percentage of the population.

Now this all sounds very interesting right? For only $600 per person, we are offering a tour package to Hawaii. This includes your round trip air fare and fully guided tours. The duration of the trip is 5 days, including hotel for 5 nights and tour buses that will take you all around (Q20). We will go to the famous beaches, the volcanoes, and the forests. Sign up today to save your space, as seats are running out quickly!

That is the end of Section 2. You now have half a minute to check your answers.
Now, turn to Section 3.

SECTION 3

In this section you are going to hear a conversation. Before you listen, please look at questions 21–30.
Now listen to the conversation and answer questions 21–30.

The start of a new academic year is a challenge for booksellers. Anderson Gurley talks to one of the major book store managers.

Anderson: Sophia Winnie, you're the manager of Dubai Books (Q21), and you sell an awful lot of books to students, don't you?

Sophia: Yes, we do.

Anderson: How do you manage to make sure that you're going to have the books students need when all the new courses begin?

Sophia: Basically, we make preparations long before they arrive. Like all other major book retailers, we have a data base of information, and using that, we contact course conveners in May and ask them to send us their booklists (Q22).

Anderson: How many books are we talking about?

Sophia: For one course?

Anderson: Yes, as an example.

Sophia: An average course requires about 30 books (Q23). We ask lecturers to indicate whether a book is what we call "essential" reading ... you know, the students simply have to get it or whether it's what they would term "recommended" reading or whether it's just a supplementary text that they tend to refer to as "background" reading.

Anderson: What about predicted buyers?

Sophia: It's not a perfect system unfortunately. If a lecturer tells us that he expects us to sell 100 copies of a book, we know that we could actually sell anything from 50 (Q24) to 150 (Q25). That's why in practice, when it comes to ordering, it's a lot safer to go by the previous year's sales figures—if that's possible, of course—if we've sold the books before. We also build other factors into the equation, including the type of course that the books are for, the students' year group and a measure of our own judgement.

Anderson: And these criteria make a fairly accurate guide?

Sophia: As accurate as we can be, yes.

Anderson: What about the publishers? Do they take an active role in promoting new books?

Sophia: Certainly. The academic and professional publishing market is worth about £700 million a year, so publishers go to some lengths to make sure their books are known. The standard procedure they use is to mail out (Q26) catalogues to lecturers or colleges and universities. That's been the main form of promotion for years. Now, of course, they can also post details of new or revised works on websites. Some even go so far as writing individual letters (Q27) to the appropriate lecturers in order to let them know what's coming up.

Anderson: The lecturers then contact you if you're interested ...

Sophia: That's right. The publishers send us—the book sellers—"inspection copies" (Q28). Lecturers can then get a free copy and decide whether it's going to be suitable for their course.

Anderson: And how does it work with the students? What are they looking for and who helps them most?

Sophia: I think lecturers are best placed to understand the students' needs (Q29). Often the critical issue is what represents value for money for students. This is more important than price per se.

Anderson: Do students actually need any books before they start the course?

Sophia: Apparently a large proportion of students wait to see what they need. Students have a firm idea of what constitutes a good book, so they tend to give themselves time to look at all the options before making a choice (Q30). They tend to go for books that are clear and easy to use. Often the texts that their lecturers recommend turn out to be too academic and remain here on our shelves.

That is the end of Section 3. You now have half a minute to check your answers.
Now, turn to Section 4.

SECTION 4

In this section you are going to hear a lecture. Questions 31–40 are based on the lecture.
Before you listen, please look at questions 31–40.
Now listen to the lecture and answer questions 31–40.

Good morning. Welcome to the Department of Psychology's information day for new and intending students. I'm the Head of the Department and today we plan to give you a clear idea of the courses we offer, their entry requirements (Q31), duration (Q32), and the types (Q33) of jobs you might obtain after gaining these qualifications. During the course of the day I hope you will take the opportunity to talk to staff and attend information sessions for particular courses that may interest you. Some of these courses are open to school leavers, but some have particular entry requirements, so it is important to note these.

Firstly, the Certificate in Psychology is offered as a six-month (Q34) course for those wanting a general introduction to the subject for personal or work-related purposes. There are no specific entry requirements.

At undergraduate diploma level we provide a one-year Diploma in Psychology course designed for those already in employment whose work and previous training is not in psychology. There are no particular entry requirements, and students in this course usually take it to help them progress in their careers.

For a major in psychology we offer a three-year degree course called a Bachelor of Arts (Q35), after which, students can go on to take other courses if they want to specialize in psychology. The only requirement for this course is the usual undergraduate admission to university.

Now ... for the more specialized course in psychology we offer a master (Q36) degree to be taken over 18 (Q37) months. This can be by research or course-work, but entry to this program is only through first gaining a degree in psychology. That means you must have a degree majoring in psychology (Q38).

And lastly, for those wanting clinical qualifications at post-graduate level, we offer a Diploma in Clinical Psychology over a 12-month period, usually called Clinical Psychology Diploma, for short. The minimum entry requirement for this program is an appropriate honors degree.

Now, it's also important that you have some understanding of the types of work these courses can prepare you for. And it's useful to know the relationship between the work you might do after you complete your course, and the work of others who have studied different courses in psychology.

As I said before, the certificate in psychology is for personal interest or possibly for work-related purposes, but doesn't qualify you in any particular way. Our students in this course can range from women who have stopped work to care for their children and the children who have now commenced school, to the support staff in specialized publishing company. They really vary a lot (Q39).

The undergraduate diploma usually attracts people working in offices such as banks or in some government departments (Q40).

If you gain a degree with a major in psychology, again, you are not professionally trained, but this could enable you to undertake further training to obtain professional qualifications, or it might just be part of a first degree that will help you to get a good job that doesn't require particular specialization at that stage.

After completing a master's degree you would expect to have some specialization, perhaps in research, or on a particular aspect of psychology such as child development.

For those who also have a clinical diploma, there are a wide range of jobs available. Some focus on helping people with personal adjustment or family problems, others might concentrate more on using psychological tests, or perhaps working in particular institutions such as those for the mentally ill, or in prisons.

There are many other job opportunities, so if you are interested to discuss possibilities with any of the staff today ...

That is the end of Section 4. You now have half a minute to check your answers.

That is the end of Listening Practice Test 4. At the end of the real test, you will have ten minutes to transfer your answers to a listening answer sheet.

PRACTICE TEST 5

Instructions: This part is a listening practice test which resembles the International English Language Testing System Listening Tests. You will hear a number of different recordings and you will have to answer questions on what you hear. There will be time for you to read the instructions and questions, and you will have a chance to check your work. All the recordings will be played once only. The test is in four sections. Write all your answers in the listening question booklet. At the end of the test you will be given ten minutes to transfer your answers to an answer sheet.

Now turn to Section 1 of Listening Practice Test 5.

SECTION 1

In this section you are going to hear a conversation. Before you listen, please look at questions 1–10.

Now listen to the conversation and answer questions 1–10.

Richard: Well, I see from your C.V., Cindy, that you studied at Central University. How could you find it there?

Cindy: I had a great time. The teaching was great and I made a lot of great friends. The psychology department was a great place.

Richard: So how have you chosen psychology?

Cindy: Well, at first I didn't have any clear idea of what I wanted to do after university—I didn't say to myself I want to be a clinical psychologist or a researcher or anything like that I suppose (Q1). I've just always been interested in people and the way they act. I wanted to know why people think and act the way they do. It's fascinating.

Richard: And what was the course like?

Cindy: Like I said, it was just great. The teachers were all really friendly and they had this special approach to teaching. You know, they didn't just give us lectures and tell us to read books, like what they might do in some more traditional places. The whole course was based on a problem solving approach—you know, they'd describe a particular situation to us and we'd speculate about what might happen. After that

we'd do the reading and see that confirmed our own ideas. That's what I liked best—the really practical orientation of the course. I learned very well with that style, so for me it was just great.

Richard: I see from your C.V. that you graduated in 1986 and after that—let me see ...

Cindy: I got a job with the Department of Employment (Q2). It was only a temporary thing about six months. I was a researcher in the department. I used to have to design questionnaires and things like that for surveys that they carried out. We'd design a survey, go out to the lectures and ask all the questions to the workers and the management, and then go back to the office and analyze all the data. It was really interesting. And I guess the Psychology course at college helped me a lot. We did a whole unit on statistical analysis and that came in very useful for analyzing the questionnaires and presenting the data in our reports. You know, I guess it really would have been very difficult if I hadn't had that kind of training.

Richard: And after that you worked for four years in an advertising agency (Q3). That must have been a change from the Department of Employment, wasn't it?

Cindy: Well, not really. I guess the office furnishings were a bit more sophisticated but the job was fairly similar. I was basically still doing the same thing, designing questionnaires, going out, asking questions and marking reports. The only difference was that this time I wasn't asking people about their work I was asking them what kind of washing powder they'd bought and if they preferred Brand X to Brand Y. Then I'd made up a report and the agency would use the information in their advertising campaigns. I enjoyed it a lot.

Richard: So why did you leave?

Cindy: Well, four years is a long time to be asking people, you know, those sort of questions about washing powder and shampoo ... no, seriously, after two years I was in charge of the Research Department of the agency and I had one assistant researcher. I guess after doing two years that I suppose I felt, you know, I know I can do this well and now I want to do something else that's a little different. And there was nowhere for me to go inside the company. It just wasn't challenging for me any more and because I needed a challenge I decided to move on (Q4). When I heard about the position of Senior Researcher here at the institute, I thought: that's exactly what I want—the chance to combine my management skills and my research interests working in a much larger department with more varied work.

Richard: And you felt that the job description in our advertisement would offer you the kind of challenge you are looking for?

Cindy: Exactly yes. As I said, management in a larger organization and research combined. Also, to be honest, I heard about the job before it was advertised. A friend of mine

who works here in the Publications Section—John Pink—told me a few weeks ago that you were looking for someone to take over the job. He described the position to me in detail and I thought that's exactly what I'm looking for—so really I'd written my letter of application before the job was even advertised (Q5).

Richard: I should tell you that with the present cutbacks we've only got one (Q6) full-time administrative assistant in the section. How would you feel about doing your own word processing, typing (Q7), that sort of things?

Cindy: Oh I'm used to that—I've done all my own word processing for ages. It's the only way to write really, isn't it? I can type well—about sixty words a minute. I did a secretarial course after I left school so I learned typing and short-hand and then a few years later I bought a PC and I taught myself how to do word processing, too.

Richard: Well, that's handy. Now, in the position you've applied for, you'd have five assistant researchers responsible to you. That's considerably more responsibility than you've had before so you're obviously ambitious. And as you said you like a challenge. I was wondering what you see yourself doing in say five or ten years down the track?

Cindy: Oh...that's a difficult question. Let me try to answer your question this way—I'm particularly interested in experimental design and also teaching (Q8). I'd like to continue the organization and planning side of research and do some teaching, too. I know that you have lecturers here who do just that sort of thing—some practical work and some undergraduate teaching. So that's what really I'd be aiming for—to be a lecturer (Q9) here at the institute (Q10).

Richard: Well, that's certainly a career path that we'd encourage you to follow but, of course, it might be necessary to upgrade your present qualification. I see from your C.V. that you've enrolled in an M.A. in Experimental Psychology. Could you tell me about the courses you're planning to take?

That is the end of Section 1. You now have half a minute to check your answers.
Now, turn to Section 2.

SECTION 2

In this section you are going to hear a lecture. Before you listen, please look at questions 11–20.
Now listen to the lecture and answer questions 11–20.

Good evening. I know many students are the proud owners of their first motor vehicle and so do you, And this evening. I want to talk to you about some of the things you can do to make sure your car or motorbike isn't stolen. I'll start with a few facts and figures to put you

in the picture. Car theft is a widespread problem. In this country alone one car is stolen every 32 seconds. That's almost a million cars (Q11) each year. And of those, 40% (Q12) are never recovered. And don't think that just because your car might be a bit old and beaten-up, no one will steal it. Any car can be stolen. Anywhere.

Most thefts occur in residential areas (Q17), often from the front of the house or even from inside the garage. Some areas that are especially dangerous are shopping centers and parking lots, particularly at sports events.

Most car thieves don't need to break into the car. They usually gain entry through unlocked doors and many times they find the key in the ignition. In fact, one in five stolen cars had the keys left in the car. Isn't that amazing? Twenty percent of drivers left the keys in the ignition of an unlocked car (Q13)!

Who steals cars? Well, there are basically two kinds of car or bike thieves: joy riders (Q14) aged about 15 to 21 (Q15), and professionals (Q16). This last group usually needs less than one minute to break into a locked car and they often steal cars to use in other crimes such as robberies. You are much less likely to get your car back if it's stolen by a professional, and if it's stolen by a joy rider chances are it'll be a wreck when you do get it back. Joy riders have a very high accident rate.

What can you do to make sure your car isn't stolen? Well, first and most obviously, lock the car when you leave it. That includes locking the boot or hatchback and making sure all the windows are closed (Q19). Even a tiny gap allows a thief to insert a wire to prise open the lock button. Of course, don't leave the keys hanging in the ignition. And don't conceal a spare key inside or outside the car—thieves know all the hiding places. If your car breaks down, lock up before you go for help. Even if you can't start the car, a thief may be able to.

Now since dusk to mid-evening (Q18) are the peak hours for car theft, make sure you park in a well-lit area, preferably where there are plenty of passers-by, say near a busy store or a restaurant. Avoid leaving your keys with a garage or parking lot attendant: choose the place you park yourself.

Keep your driver's license and registration in your wallet or purse, not in the glove compartment of your car. You should also have a record of your car's vital statistics both in your wallet and somewhere at home. This can help with recovery in case of theft.

And finally, it's a good idea to install some kind of safety device. There is a range available—from alarm systems that set off a buzzer or siren if an attempt is made to tamper with the car in any way, to fuel shut-off systems and time delay ignition systems. Displaying a warning sticker will also help deter would-be thieves (Q20). They don't want to waste time on trying to steal a protected car.

So, help us put car thieves out of business by using common sense, always locking your

car, installing anti-theft devices and cooperating with the police by reporting any attempt at theft.

That is the end of Section 2. You now have half a minute to check your answers.
Now, turn to Section 3

SECTION 3

In this section you are going to hear a conversation. Before you listen, please look at questions 21–30.
Now listen to the conversation and answer questions 21–30.

Tutor: Jenny and Kevin, now I ask you to look at the case study on the marketing of JTL Foodstuffs Company as part of your exam assessment. It's remarkable because the two main products—cheese and chocolate are well received in many countries, while still face several problems at the moment. And I want you to track how they manage it. Let's start with you, Kevin. Having read through the case study on cheese, please just summarize what problems JTL had to take on board.

Kevin: Um, yeah ... Well, of course what first came to my attention was that, the main consuming countries are Italy and Germany. And JTL has a large market share in these two countries. But at present the sales status still differs. The sales volume in Italy goes up with 13% increasing rate annually, while in Germany keeps even (Q21). This is something that had many causes. On top of that immediate problem, what had also happened over the last two years was that, although they had invested in an expansion plan as well as a comprehensive propagation project in Germany, they had to face up to increased competition.

Tutor: Yes, I think that's fair. And Jenny, you focus on the sales of chocolate, what did you find? And what did the company define as the reasons for the problems?

Jenny: Well, I think they've hit on the same things—in Italy their chocolate has a loyal group of consumers and the sales go up for 12% (Q22) annually; however, in Germany, it is not so optimistic that it has fallen (Q23) 4.5% since last year. Through the investigation, I found that the marketing strategies are quite different in these two countries. In Italy, they choose to locate the stores on the nearer children school (Q24), that is location competition; but in Germany they just put the product on the second cheapest brand (Q25), that is price competition. At the same time, their longer-term problems, which were affecting their market share, were eventually

African governments does the political bidding of the aid givers. A good proportion of it has been creamed off by the recipient government's officials and another large chunk of it paid back to the so-called "donors" in consultancy fees, salaries, cars, houses and servants for aid officials, debt repayments and the purchasing of arms.

And yet, to say aid hasn't worked in the past is not the same thing as saying aid can't work. On the great scale of things, aid or more precisely the type of aid that's generally been given in the past few decades hasn't worked. But a little of the right sort of aid, carefully directed and monitored, would be a lifeline for them. For example, if a few thousand dollars is spent on a borehole which is a lifeline to the precious water deep underground, those farmers who live on the plantation may receive great enhancement of their life quality.

That is the end of Section 4. You now have half a minute to check your answers.
That is the end of Listening Practice Test 5. At the end of the real test, you will have ten minutes to transfer your answers to a listening answer sheet.

PRACTICE TEST 6

Instructions: This part is a listening practice test which resembles the International English Language Testing System Listening Tests. You will hear a number of different recordings and you will have to answer questions on what you hear. There will be time for you to read the instructions and questions, and you will have a chance to check your work. All the recordings will be played once only. The test is in four sections. Write all your answers in the listening question booklet. At the end of the test you will be given ten minutes to transfer your answers to an answer sheet.
Now turn to Section 1 of Listening Practice Test 6.

SECTION 1

In this section you are going to hear a conversation. Before you listen, please look at questions 1–10.
Now listen to the conversation and answer questions 1–10.

Elmer: Hello, Dawn.
Dawn: Oh hi, Elmer.
Elmer: Glad I've bumped into you. I've just found a great idea for the presentation we've got

to do for Dr Banks next month (Q1).

Dawn: What, the one on everyday objects?

Elmer: Yes ... look at this article ... it's really interesting.

Dawn: The aluminum coke can?

Elmer: You know ... coca cola cans, soft drink cans. Look, let's sit down here. Have you got a minute?

Dawn: Sure ... I'll just get my bag. (Pause) OK, so you think we can get a presentation out of this article?

Elmer: I'm sure we can (Q2).First of all, we can provide some interesting facts about the aluminum cans that we drink out of everyday.

Dawn: Like ... ?

Elmer: Well, here ... it says that in the US they produce 300 million aluminum cans each day (Q3).

Dawn: Wow! 300 million!

Elmer: Exactly. That's an enormous number. It says here "outstrips the production of nails or paper clips". And they say that the manufacturers of these cans exercise as much attention and precision in producing them as aircraft manufacturers do when they make the wing of an aircraft!

Dawn: Really! Let's have a look.

Elmer: They're trying to produce the perfect can—as thin but as strong as possible.

Dawn: Umm ... this bit's interesting ... today's can weighs about 0.48 ounces: thinner than two pieces of paper ... from this magazine say.

Elmer: Yeah, and yet it can take a lot of weight.

Dawn: More than 90 pounds of pressure per square inch—three times the pressure of a car tire (Q4). OK, I agree, it's a good topic.

Elmer: What I thought was that we could do a large picture of a coke can and label it and then talk about the different parts. Look, I've done a rough picture here.

Dawn: OK, so where shall we start?

Elmer: Well, the lid is complicated. Let's start with the body first. I'll do a line from the centre of the can ... like this ... and label it "body". What does it say?

Dawn: It's made of aluminum (Q5), of course. It's thicker at the bottom (Q6).

Elmer: Right, so that it can take all the pressure (Q8).

Dawn: And then I think you should draw another line from the body for the label.

Elmer: Right. "Label". The aluminum is ironed out until it's so thin that it produces ... What does it say?

Dawn: A reflective surface suitable for decoration (Q8).

Elmer: That's right apparently, it helps advertisers, too.

Dawn: Yes, because it's attractively decorated.

Elmer: Good … and then there's the base.

Dawn: Yes, it says the bottom of the can is shaped like a dome so that it can resist the internal pressure (Q8).

Elmer: That's interesting. I didn't know that.

Dawn: Nor did I. OK, so going up to the lid … there are several things we can label here. There's the rim around the edge which seals the can.

Elmer: Got that. And there's a funny word for the seal, isn't there?

Dawn: Yes, it's a flange.

Elmer: What does it say about it?

Dawn: Well, the can's filled with coke or whatever and after that the top of the can is trimmed and then bent over to secure the lid.

Elmer: That's right, it looks like a seam. We could even do a blow-up of it like this F-L-A-N-G-E (Q9).

Dawn: Yes, that would be clearer. I think we should label the lid itself and say that it constitutes twenty five percent of the total weight (Q7).

Elmer: Twenty-five percent … so it's stronger than the body of the can.

Dawn: So to save money, manufacturers make it smaller than the rest of the can!

Elmer: Didn't know that, either … so how do we open a can of coke?

Dawn: Umm…first of all, there's the tab which we pull up to open the can and that's held in place by a rivet.

Elmer: Umm … I think that's too small for us to include.

Dawn: I agree, but we can talk about it in the presentation. We can show the opening, though.

Elmer: That's the bit of the can that drops down into a drink when we pull the tab.

Dawn: Yeah, hopefully. Sometimes, the tab just breaks off.

Elmer: I know.

Dawn: Anyway, the opening is scored so that it pushes in easily but doesn't detach itself.

Elmer: OK, we can show that by drawing a shadow of it inside the can, like this. I'll label it scored opening. Great … well, I think we've got the basis of a really interesting presentation.Let's go and photocopy the article (Q10).

Dawn: Fine. I'll take it home and study it some more.

That is the end of Section 1. You now have half a minute to check your answers.

Now, turn to Section 2.

SECTION 2

In this section you are going to hear a lecture. Before you listen, please look at questions 11–20.

Now listen to the lecture and answer questions 11–20.

Evening everyone, I'd like to make a few announcements before the first performances begin at this year's Hetherngton Art and Music Festival. Firstly, a short guide to some of the more important places on the site.

There are three stages. Stage 1 is the main stage and this is where I am speaking from now (Q11). Stage 2 and 3 are opposite each other to the left and right of the main stage. The first aid post is located directly behind me and to the north-east of the main stage. The organizer's office is next to the rear entrance and this is where lost children can be reunited with their parents. In front of this office you will find ten public telephones (Q12). These telephones can only be used to telephone out, they will not receive incoming calls. Toilets are to be found in all four corners of the stadium site. If you lose anything you should make a report at the security post next to stage 2. Remember to visit the souvenir stall in the car park in front of the main entrance to the stadium.

If you want to leave the stadium for any reason, please remember to keep your ticket with you (Q13), as you will not be re-admitted without it. While on this subject, to make exit and re-entry simple, could everyone leaving the site use the main entrance at the other side of the car park leading to Gladstone Road. This is to allow performers easy access to the site through the rear gate behind the main stage. Most importantly, when leaving the area of the stadium, try to keep as quiet as possible so as not to disturb our neighbors. We have already been warned that we will not be given permission to hold the festival next year if there are complaints from local residents(Q14).

(Now the presenter goes on to explain the evening's schedule.)

Now that I've got the official announcements out of the way, I'd like to tell you about tonight's program. The Brazilian Drum Band will be appearing on stage 3 (Q15) at 7:00. This is the first time they have performed outside South America, so their show is not to be missed. This will be followed by Claude and Jacques will be introducing special guests from the fields of music and dance. Meanwhile, on stage 2, there is a modern ballet from Great Grapefruit Incorporated, illustrating women's role in world peace. This will begin at 7:00 (Q16) and last for roughly 2 hours. Stage 1 (Q17) begins at 9:00 with the jazz fusion band, Crossed Wires, whose performance tonight is the last date on their world tour. Stage 1 continues with a regular guest at these festivals, comedian Tom Gobble. His show begins at 10:30 (Q18).

After Claude and Jacques at 9:00 on stage 3, there will be a performance by the Flying Barito Brothers who are acrobats with the Albanian State Circus. The Barito Brothers' fire-

eating trapeze act is unique. No other performer has managed to equal their grand finale. From 11:15 we are happy to present Winston Smiles and the Kinston Beat who will be playing authentic Jamaican reggae until the end of the official program at 1:30.

On stage 2, the Great Mysteron will be presenting his show of magic illusion and mystery at 9:30. During the show he will be chained and thrown into a sealed aquarium from which he will try to escape. If everything goes as planned, the set will finish at 11:30 and the stage will be ready for the country and western music of Blue Grass Ben and the Cattlemen at 12:00. This act will be the last on stage 2 tonight.

After Tom Gobble on stage 1, we have tonight's main attraction, the Proffets (Q19), who will be performing in public tonight for the first time since they broke up 5 years ago. The news is that they are back and they will be presenting a show including old favorite songs from their new album, which is to be released in September. They are expected on stage at midnight (Q20). After the official program has ended, there will be a number of side shows taking place around the site.

That is the end of Section 2. You now have half a minute to check your answers.
Now, turn to Section 3

SECTION 3

In this section you are going to hear a conversation. Before you listen, please look at questions 21–30.
Now listen to the conversation and answer questions 21–30.

J =Jane; E=Eric.

J: I'm going to speak to Eric this afternoon, the Central University's environment and resources professor (Q21). Good afternoon, Eric.

E: Good afternoon, Jane.

J: I know that our university has recently begun a programme for recycling bottles. Can you tell us something about it?

E: Uh, yeah Jane. I heard that our university has been recycling bottles for about four months (Q22) now. And in fact, it's totally voluntary and we find that most members are students and they all agree that there's a lot of need for it and in fact, many people ever do some recycling in their home.

J: Mm, I'm sure.

E: Yes, so we thought that would be a good idea to introduce it here for the students. Um, initially we started in the university classrooms where we found there were many bottles

(Q23).

J: I can imagine.

E: It was surprising really. The waste came largely from water bottles and alcoholic beverage bottles and non-alcoholic beverage bottles.

J: Right. But how did you want to start the bottle recycling process?

E: Well, there is a government collection service that deals with the used bottles from many places (Q24) and then it takes the bottles to a recycling plant to be recycled into plastic products or new bottles (Q25), such as plastic bags.

J: I think it is great.

E: We call it Bottle Saver. Our members also prepare boxes for students placing used bottles inside.

J: Oh, I think I have seen some of those.

E: I think that is quite a good idea.

J: Me too. How much are the boxes?

E: They only cost $1 each. And they are very large. In fact, they can carry about 20 bottles each.

J: Umm, it's quite a bit, isn't it? So in student records, how many boxes would you need?

E: Uh, in student records we have bought twelve boxes (Q26).

J: Well, how often do the boxes get full?

E: They fill up about every other day. And we should change into empty ones as they are full, and then send the bottles to the recycling plant.

J: Turn about.

E: Mm, so we don't need many boxes. We just fill them up as we go along while we are waiting for Bottle Saver to deal with our full boxes.

J: Yeah, I see. It sounds great. And do you think people would like to use the used bottles as well?

E: In theory, we would like to think so. (Q27)

J: I think so.

E: But in fact, that is a slight problem. We encourage people to do this by having three different ways.

J: What are those?

E: First, there is refused bottle—bottle that is integrated and left after drink. And secondly, the recycled bottle—bottle that has no unused sides at all. The last, there is scrap bottle, that bottle is broken into small pieces, or for some reason it is just not useful (Q28).

J: So it should be separate, isn't it?

E: Yeah, it is separate. And to answer your question, we encourage people to use the refused bottles and try to use them to carry something (Q29). The other bottles can be given to the

Bottle Saver to recycling.

J: That's good. There are many ways for people to use bottles. Do you ever find anything undesirable in the boxes?

E: Sometimes.

J: For example?

E: Well, there have been things like orange peels, bags of sock and waste paper, once students found a wallet in the boxes.

J: That sounds not bad.

E: Uh ha.

J: Have you found the owner?

E: Yeah. We found the owner immediately, because he put his identity card in his wallet. He was so lucky.

J: Mm, would you say that bottle recycling process is working well?

E: Of course! I really think it's a great idea. And in fact, it's a good way of saving our resources.

J: I agree with you. It's very important.

E: We can get many kinds of plastic products made from recycled bottles. I think the great thing is that everyone feels they are doing something good when they buy products from recycled bottles (Q30).

J: Of course. I think most people will share this view. Well, thank you for your time this afternoon. The thing you share with us is interesting. And, let's hope people in our university all join in the Bottle Saver.

E: Thank you.

That is the end of Section 3. You now have half a minute to check your answers.
Now, turn to Section 4.

SECTION 4

In this section you are going to hear a lecture. Questions 31–40 are based on the lecture. Before you listen, please look at questions 31–40.
Now listen to the lecture and answer questions 31–40.

Afternoon and welcome to this Earth Sciences lecture. Today we're going to look at tidal waves; or more correctly, tsunami.

Deep below the ocean's surface tectonic plates collide, and every once in a while, these

forces produce an earthquake. The energy of such submarine earthquakes can produce tidal waves, which radiate out in all directions from the epicenter of the quake, moving at speeds of up to 500 miles per hour. When these waves reach shore, they can cause enormous destruction and loss of life. Tidal waves are actually misnamed. They are not caused by tides (Q31). A more accurate word for them is the Japanese name tsunami, which means, harbor wave. They are also sometimes called seismic sea waves, since they can be caused by seismic disturbances such as submarine quakes. However, that name is not really accurate either, since tsunami can also be caused by landslides, volcanic eruptions, nuclear explosions, and even impacts of objects from outer space, such as meteorites, asteroids, and comets.

Earthquakes though are the largest cause of tsunami (Q32). Tectonic plates cover the world's surface and their movement can be detected anywhere in the world. Some areas of the world are more prone to greater movement, and it is in these places that the largest waves can occur. Large vertical movements of the earth's crust occur at plate boundaries which are known as faults. The Pacific Ocean's denser oceanic plates are often known to slip under continental plates in a process known as subduction, and subduction earthquakes are the most effective in generating tsunamis.

A tsunami can be generated by any disturbance that displaces a large water mass from its equilibrium position. In the case of earthquake-generated tsunamis, the water column is disturbed by the uplift or subsidence of the sea floor. Submarine landslides, which often accompany large earthquakes, as well as collapses of volcanic edifices, can also disturb the overlying water column as sediment and rock slump down, and are redistributed across the sea floor. Violent submarine volcanic eruptions can create an impulsive force that uplifts the water column and generates a tsunami. Conversely, super marine landslides and cosmic-body impacts disturb the water from above, as momentum from falling debris is transferred to the water into which the debris falls. Generally speaking, tsunamis generated from these mechanisms, unlike the devastating Pacific-wide tsunamis caused by earth quakes, dissipate quickly and rarely affect coastlines distant from the source area.

Tsunamis are very hard to detect, since they cannot be seen when they are in the deep ocean (Q34). The distance between two wave crests can be 500 km and, because of this, the wave height is only a few feet. Because the rate at which a wave loses its energy is inversely related to its wavelength, tsunamis not only propagate at high speeds, they can also travel great, transoceanic distances with limited energy losses (Q33). As the tsunami reaches shallow water, however, its speed decreases, but the energy it contains remains about the same. Instead of traveling fast, the wave rises high.

The National Oceanic and Atmospheric Administration has set up a seismic detection system (Q35) to monitor earthquakes and predict the possible arrival of tidal waves for Pacific countries. Buoys at sea can also detect water-pressure changes that can indicate tsunamis

moving through the ocean. But when tsunamis originate near the shore, there is often little chance to warn people.

Let's look at some examples of tsunamis and their causes and effects.

Some can be relatively harmless. In 1992 an offshore landslide (Q36) caused a tidal wave of only about three feet high that struck at low tide, so Humboldt County, where it hit, got off easy with no casualties.

On January 13th in 1992, a Pacific Ocean earthquake off the coast of San Salvador, registering 7.6 on the Richter scale, did not cause any ocean disturbance at all (Q37).

However, a recent tidal wave, which struck Papua New Guinea on July 17, 1998, was 23 feet high, and killed at least 1200 people. This wave was caused by a magnitude 7.1 submarine earthquake (Q38).

On July 17, 1998, a Papua New Guinea tsunami killed roughly 3,000 people (Q39). A huge underwater volcanic eruption 15 miles offshore was followed within 10 minutes by a wave some 40 feet tall. The villages of Arop and Warapu were destroyed.

One of the worst tsunami disasters engulfed whole villages along Sanriku, Japan, in 1896. An underwater earthquake induced a wave of 35 feet drowning some 26,000 people.

Finally, about 8,000 years ago, a massive undersea landslide off the coast of Norway sent a 30-foot (Q40) wall of water barreling into the uninhabited northern coast of Europe. If this were to reoccur today, as scientists say, it could, almost anywhere in the world, it would cost billions if not tens of billions of dollars to repair the damage to coastal cities and kill tens of thousands of people.

That is the end of Section 4. You now have half a minute to check your answers.

That is the end of Listening Practice Test 6. At the end of the real test, you will have ten minutes to transfer your answers to a listening answer sheet.

Answer Keys

PRACTICE TEST 1

LISTENING

Section 1, Questions 1–10

1. Rainbow Communications
2. 692411
3. Two
4. White
5. Ten
6. Floppy disks
7. Wall calendars
8. B
9. C
10. Friday

Section 2, Questions 11–20

11. C
12. D
13. B
14. C
15. C
16. C
17. B
18. C
19. C
20. A

Section 3, Questions 21–30

21. C
22. 75%; 20%
23. most popular
24. expensive; further
25. two
26. November
27. May
28. small music
29. two
30. rock bands

Section 4, Questions 31–40

31. B, C
32. C
33. side walks
34. infrastructure
35. 24 hours
36. psychological
37. gaseous
38. heat-island
39. shade
40. air pollutants

READING

Reading Passage 1

Questions 1–5

1. A
2. D
3. C
4. D
5. A

Questions 6–14

6. reclamation process
7. Production methods
8. toxic substances
9. industrial discharges
10. mining activities.
11. purification function
12. its limitations
13. deal with
14. waste concentrations

Reading Passage 2

Questions 15–19

15-19 A. B. E. C. G

Questions 20–24

20. C
21. G
22. D
23. A
24. F

Questions 25–28

25. F
26. K
27. A
28. I

Reading Passage 3

Questions 29–36

29. FALSE
30. TRUE
31. FALSE
32. NOT GIVEN
33. TRUE
34. NOT GIVEN
35. TRUE
36. FALSE

Questions 37–40

37. 200 to 500
38. Eucalypt
39. Australia
40. front claws

PRACTICE TEST 2

LISTENING

Section 1, Questions 1–10

1. center
2. two
3. 600
4. garage
5. Noisy
6. study
7. 605
8. 508
9. B, C, E
10. C

Section 2, Questions 11–20

11. A
12. opposite; next to
13. CALL materials
14. French; Italian
15. FALSE
16. TURE
17. TURE
18. twenty-eight
19. CALL disks
20. first; third

Section 3, Questions 21–30

21. June 13
22. 15,000
23. 20,000
24. course tutor
25. February 13
26. Do the research
27. March to May
28. B
29. B
30. C

Section 4, Questions 31–40

31. A
32. B
33. A
34. TURE
35. TURE
36. beach
37. TURE
38. springs
39. FALSE
40. wine

READING

Reading Passage 1

Questions 1–9

1. D
2. O
3. G
4. L
5. C
6. P
7. M
8. B
9. E

Questions 10–14

10. 545
11. Female
12. Cardiovascular disease
13. 55%
14. 63

Reading Passage2

Questions 15–18

15. A
16. B
17. B
18. C

Questions 19–22

19. TURE
20. TURE
21. NOT GIVEN
22. FALSE

Reading Passage 3

Questions 23–30

23. TRUE
24. FALSE
25. NOT GIVEN
26. FALSE
27. TRUE
28. FALSE
29. TRUE
30. FALSE

Questions 31–40

31. The ta-ta theory.
32. The bow-wow theory.
33. The eureka! Theory.
34. The pooh-pooh Theory.
35. The ding-dong theory.
36. The mama theory.
37. The hey you! theory.
38. The yo-he-ho theory.
39. The sing-song theory.
40. The hocus pocus theory.

PRACTICE TEST 3

LISTENING

Section 1, Questions 1–10

1. B
2. B
3. surfing
4. bushwalking
5. Desert
6. Sydney
7. C
8. Ballantyne
9. 7743 2129
10. 1750

Section 2, Questions 11–20

11. A
12. C
13. B
14. irritable
15. priorities
16. B
17. establishing
18. deciding
19. F
20. A

Section 3, Questions 21–30

21. Student Services Section
22. overseas
23. quiet
24. student hostel
25. awful
26. Master's course
27. enough contact
28. C
29. B
30. B

Section 4, Questions 31– 40

31. looking for food
32. their fly speed
33. surprise
34. start to fly
35. full grown
36. B
37. foot rings
38. confirm the sex
39. take blood sample
40. examine general health conditions

READING

Reading Passage 1

Questions 1–6

1. A spectrum of colors.
2. The Camera Obscura.
3. Camera Obscura, Camera Lucida.
4. Two Greek words.
5. Negative and positive method.
6. Motion picture camera.

Questions 7–12

7. Isaac Newton
8. a pinhole camera
9. an optical device
10. a chemical
11. "daguerreotype"
12. underwater photography

Reading Passage 2

Questions 13–22

13. E
14. L
15. B
16. G
17. K
18. D
19. A
20. J
21. C
22. I

Questions 23–27

23. TRUE
24. NOT GIVEN
25. FALSE
26. TRUE
27. FALSE

Reading Passage 3

Questions 28–32

28. iii
29. vi
30. i
31. viii
32. v

Questions 33–40

33. FALSE
34. TURE
35. FALSE
36. NOT GIVEN
37. FALSE
38. TURE
39. FALSE
40. NOT GIVEN

PRACTICE TEST 4

LISTENING

Section 1, Questions 1–10

1. Starter
2. senior
3. Lounge bar
4. air conditioners
5. 55
6. 75
7. flash light
8. credit card
9. assessment
10. Manuja

Section 2, Questions 11–20

11. B
12. volcanic
13. geologically
14. capital
15. inactive
16. Vegetation
17. domestic animals
18. few
19. TURE
20. FALSE

Section 3, Questions 21–30

21. A
22. C
23. 30
24. 50
25. 150
26. mail out
27. individual letters
28. FALSE
29. TURE
30. TURE

Section 4, Questions 31–40

31. entry requirements
32. duration
33. types
34. A
35. B
36. master
37. 18
38. psychology
39. C
40. C

READING

Reading Passage 1

Questions 1–10

1. J
2. B
3. D
4. A
5. I
6. G
7. F
8. E
9. C

10. H

Questions 11–17

11. FALSE
12. TURE
13. NOT GIVEN
14. TURE
15. FALSE
16. TURE
17. TURE

Reading Passage 2

Questions 18–27

18. C
19. E
20. A
21. B
22. F
23. B
24. A
25. D
26. B
27. D

Reading Passage 3

Questions 28–35

28. FALSE
29. FALSE
30. NOT GIVEN
31. TRUE
32. FALSE
33. TRUE
34. FALSE
35. NOT GIVEN

Questions 36–40

36. disease resistance
37. harvest
38. the taste
39. selection and breeding
40. Plant breeders

PRACTICE TEST 5

LISTENING

Section 1, Questions 1–10

1. A
2. C
3. B
4. C
5. B
6. one
7. typing
8. teaching
9. a lecturer
10. the institute

Section 2, Questions 11–20

11. a million cars
12. 400,000
13. 200,000
14. joy riders

15. 15 to 21
16. professionals
17. residential areas
18. dusk to mid-evening
19. B
20. B

Section 3, Questions 21–30

21. even
22. 12%
23. Fall
24. A
25. C
26. C
27. cleaning products
28. color
29. image
30. advertisement

Section 4, Questions 31–40

31. B
32. C
33. A C
34. Systematic exploitation.
35. climate
36. tropical diseases
37. African rulers
38. aid
39. emergency
40. B

READING

Reading Passage 1

Questions 1–8

1. A
2. D
3. B
4. D
5. B
6. C
7. A
8. B

Questions 9–13

9. reptiles
10. expanding
11. diversity
12. behaviour
13. success

Reading Passage 2

Questions 14–17

14. B
15. B
16. A
17. C

Questions 18–21

18. TURE
19. FALSE
20. NOT GIVEN
21. FALSE

Questions 22–24

22. C
23. E
24. A

Reading Passage 3

Questions 25–34

25. D

26. B
27. J
28. A
29. H
30. E
31. I
32. G
33. F
34. C

Questions 35–40

35. TURE
36. FALSE
37. NOT GIVEN
38. TURE
39. NOT GIVEN
40. TURE

PRACTICE TEST 6

LISTENING

Section 1, Questions 1–10

1. C
2. B
3. 300
4. 90
5. aluminum
6. bottom
7. 25
8. A
9. a seam; bent over
10. C

Section 2, Questions 11–20

11. A
12. B
13. A
14. A
15. 3
16. 7:00
17. 1
18. 10:30
19. B
20. C

Section 3, Questions 21–30

21. C
22. B
23. classrooms
24. deals with
25. recycling plant
26. twelve
27. A
28. FALSE
29. TURE
30. C

Section 4, Questions 31–40

31. A
32. B
33. its wavelength
34. invisibleness
35. seismic detection system
36. Offshore landslide

37. zero feet
38. Submarine earthquake
39. 3,000
40. 30 feet

READING

Reading Passage 1

Questions 1–13

1. I
2. E
3. C
4. N
5. J
6. B
7. A
8. D
9. F
10. L
11. G
12. M
13. H

Questions 14–17

14. TURE
15. FALSE
16. NOT GIVEN
17. TURE

Reading Passage 2

Questions 18–24

18. E
19. G
20. F
21. B
22. C
23. A
24. D

Questions 25–29

25. 80 years.
26. 1886.
27. Robert J. Sternberg.
28. Arthur Dehon Little.
29. Centrifugal economy.

Reading Passage 3

Questions 30–40

30. FALSE
31. TRUE
32. FALSE
33. NOT GIVEN
34. FALSE
35. TRUE
36. NOT GIVEN
37. FALSE
38. FALSE
39. TURE
40. NOT GIVENZ

考点解析

LISTENING

☆ 雅思考点词汇 ☆

Practice Test 1

stationery	*n.* 文具，信纸
confirm	*vt.* 确定
account	*n.* 计算，账目
rainbow	*n.* 彩虹
communications	*n.* 通信
envelope	*n.* 信封
heap	*n.* 堆，大量，许多
photocopy	*n.* 影印
purple	*adj.* 紫色的
floppy disk	软盘
stock	*n.* 库存
calendar	*n.* 日历，历法
stuff	*n.* 原料，材料，素材，资料
	vt. 塞满，填满，填充
catalogue	*n.* 目录
docket	*n.* 摘要，记事表
edition	*n.* 版本，版
definitely	*adv.* 明确地，干脆地
commit	*vt.* 犯（错误），干（坏事）
ruin	*v.*（使）破产，（使）堕落，毁灭
silly	*adj.* 愚蠢的，无聊的
get tired of	对……厌烦了
campus	*n.*〈美〉校园，大学教育
paradise	*n.* 天堂
steal	*v.* 偷，窃取，偷窃，偷盗
bully	*n.* 欺凌弱小者
cowboy	*n.*〈美〉牛仔，牧童，美国西部牧人
excellent	*adj.* 卓越的，极好的
Hollywood	*n.* 好莱坞
sponsor	*n.* 发起人，主办者，保证人，主办人
	vt. 发起，主办
	v. 赞助
straightaway	*n.* 直线跑道，直接
presentation	*n.* 介绍，陈述，赠送，表达
survey	*n.* 测量，调查
entertainment	*n.* 款待，娱乐，娱乐表演

title	*n.* 头衔，名称，标题
facility	*n.* 设备，工具
deliberately	*adv.* 故意地
omit	*vt.* 省略，疏忽，遗漏
category	*n.* 种类
complex	*adj.* 复杂的，合成的，综合的
account for	说明，占，解决，得分
detract	*v.* 转移
architecturally	*adv.* 建筑上
budget	*n.* 预算
	vi. 做预算，编入预算
specialize	*vi.* 专攻，专门研究
musical	*adj.* 音乐的，悦耳的
	n. 音乐片
recommend	*vt.* 推荐
forestry	*n.* 林产，森林地，林学
contribution	*n.* 捐献，贡献，投稿
adverse	*adj.* 不利的，敌对的，相反的
pollution	*n.* 污染，玷污
concentrate	*v.* 集中，浓缩
landscape	*n.* 风景，山水画，地形，前景
alter	*v.* 改变
individually	*adv.* 个别地
significant	*adj.* 有意义的，重大的，重要的
asset	*n.* 资产，有用的东西
sewer	*n.* 下水道，缝具，缝纫者
recreational	*adj.* 休养的，娱乐的
facility	*n.* 设备，工具
infrastructure	*n.* 下部构造，基础下部组织
maintenance	*n.* 维护，保持，生活费用，扶养
sterile	*adj.* 贫瘠的
impact	*n.* 碰撞，冲击，冲突，影响，效果
	vt. 挤入，撞击，压紧，对……发生影响
essential	*adj.* 本质的，实质的
absorb	*vt.* 吸收，吸引
trap	*vt.* 诱捕，诱骗，计捉，设陷，坑害，使受限制
susceptible	*adj.* 易受影响的，易感动的，容许……的
intensify	*vt.* 加强
	vi. 强化
evaporation	*n.* 蒸发（作用）

Practice Test 2

agency	*n.* 代理处，行销处，代理，中介

detail	*n.* 细节，详情
requirement	*n.* 需求，要求
rent	*v.* 租，租借，出租
extension	*n.* 延长，扩充，范围
expect	*vt.* 期待，预期
suppose	*vt.* 推想，假设，猜想
particular	*n.* 细节，详细
	adj. 特殊的，特别的
balcony	*n.* 阳台，包厢，（戏院）楼厅
garage	*n.* 汽车间，修车厂，车库
relatively	*adv.* 相关地
facility	*n.* 设备，工具
discount	*n.* 折扣
construction	*n.* 建筑，建筑物，解释，造句
moderate	*adj.* 中等的，适度的，适中的
approximately	*adv.* 近似地，大约
resource	*n.* 资源，财力，办法，智谋
aisle	*n.* 走廊，过道
opposite	*adj.* 相对的，对面的
extensive	*adj.* 广大的，广阔的，广泛的
facility	*n.* 设备，工具
socket	*n.* 窝，穴，孔，插座，牙槽
retain	*vt.* 保持，保留
periodical	*adj.* 周期的，定期的
	n. 期刊，杂志
loan	*n.*（借出的）贷款，借出
description	*n.* 描写，记述，形容，种类，描述
cassette	*n.* 盒子，盒式磁带
queue	*n.* 行列，长队，队列
terminal	*n.* 终点站，终端，接线端
headset	*n.* 戴在头上的耳机或听筒
category	*n.* 种类，别，[逻]范畴
publication	*n.* 出版物，出版，发行，公布，发表
dissertation	*n.*（学位）论文，专题，论述，学术演讲
opportunity	*n.* 机会，时机
confirmed	*adj.* 证实的，惯常的，慢性的
massive	*adj.* 厚重的，大块的，魁伟的，结实的
milestone	*n.* 里程碑，里程标，重要事件，转折点
informal	*adj.* 不正式的，不拘礼节的
tutor	*n.* 家庭教师，（大学）指导教师
essentially	*adv.* 本质上，本来
advent	*n.*（尤指不寻常的人或事）出现，到来
expectation	*n.* 期待，预料，指望，展望
frank	*adj.* 坦白的，率直的，老实的
interrupted	*adj.* 被遮断的，被阻止的，不通的，中断的

flexible	*adj.* 灵活的，柔软的
questionnaire	*n.* 调查表，问卷
avoid	*vt.* 避免，消除
locate	*v.* 定位，位于
rectangle	*n.* 长方形，矩形
journalist	*n.* 新闻记者，从事新闻杂志业的人
jumper	*n.* 妇女穿的套头外衣，海员的上衣，工作服
attract	*vt.* 吸引
	vi. 有吸引力，引起注意
absolutely	*adv.* 完全地，绝对地
deceptively	*adv.* 迷惑地，虚伪地
resort	*vi.* 求助，诉诸，采取（某种手段等），常去
hike	*v.* 远足，飞起，步行
take advantage of	*v.* 利用
indulge in	*v.* 沉湎于
humid	*adj.* 充满潮湿的、湿润的，多湿气的
briefly	*adv.* 暂时地，简要地
arrangement	*n.* 排列、安排

Practice Test 3

semester	*n.* 学期
campus	*n.*〈美〉校园、大学教育
surfing	*n.* 冲浪游戏，网络冲浪
motel	*n.* 汽车旅馆
get away from	逃离
hassle	*n.* 激战
	vi. 争论
hang on	不挂断
transfer to	转学到
deposit	*n.* 存款，押金，保证金，存放物
frightened	*adj.* 受惊的、受恐吓的
subject	*n.* 题目，主题
booklet	*n.* 小册子
stick to	黏住、坚持
systematic	*adj.* 系统的，体系的
effective	*adj.* 有效的
assignment	*n.* 分配，委派，任务，（课外）作业
cheerful	*adj.* 愉快的，高兴的
focused	*adj.* 聚焦的
stress	*n.* 重压，逼迫，压力，重点
irritable	*adj.* 易怒的，急躁的
priority	*n.* 先，前，优先，优先权
establish	*vt.* 建立、设立

think through	思考……得出结论
awful	*adj.* 可怕的，威严的，〈口〉极度的，糟糕的
impact	*n.* 影响，效果
particularly	*adv.* 独特地，显著地
bibliography	*n.*（有关一个题目或一个人的）书目，参考书目
overview	*n.* 一般观察，总的看法
counselor	*n.* 顾问，法律顾问
grateful	*adj.* 感激的，感谢的
impression	*n.* 印象，感想，盖印，压痕
suppose	*vt.* 推想，假设，猜想
accommodation	*n.* 住处，膳宿
awful	*adj.* 可怕的，威严的，〈口〉极度的，糟糕的
contact	*n.* 接触，联系
	vt. 接触，联系
incredible	*adj.*〈口〉难以置信的
practical	*adj.* 实际的
reserve	*vt.* 储备，保存，保留，预定，预约
peregrine falcon	[医] 游隼
majestic	*adj.* 宏伟的，庄严的
distinguish	*v.* 区别，辨别
horizontal	*adj.* 地平线的，水平的
elegant	*adj.* 文雅的，端庄的，雅致的
distinctive	*adj.* 与众不同的，有特色的
hatch	*n.* 孵化
	vt. 孵，孵出，策划，图谋
	vi. 孵化
soaring	*adj.* 高飞的，翱翔的
controversy	*n.* 论争，辩论，论战
anatomical	*adj.* 解剖的，解剖学的
pursuit	*n.* 追击
altitude	*n.*（尤指海拔）高度，高处
swoop	*n.* 突然下降，猛扑
	vt. 攫取
	vi. 飞扑，突然袭击
cliff	*n.* 悬崖，绝壁
occasionally	*adv.* 有时候，偶尔
depression	*n.* 沮丧，消沉，低气压，低压
incubate	*vt.* 孵卵
vulnerable	*adj.* 易受攻击的，易受……的攻击
restricted	*adj.* 受限制的，有限的
subsequently	*adv.* 后来，随后

Practice Test 4

integrate	*vt.* 使成整体，使一体化，求……的积分
track	*n.* 轨迹，车辙，跟踪，航迹
professional	*adj.* 专业的，职业的
senior	*adj.* 年长的，资格较老的，地位较高的，高级的
coach	*n.* 教练
	v. 训练，指导
lounge bar	高级酒吧
vend	*v.* 出售，贩卖，公开发表
facility	*n.* 设备，工具
in detail	详细地
stereo	*n.* 立体声系统，立体声，[印]铅版，立体照片
spectacular	*adj.* 引人入胜的，壮观的
assess	*vt.* 估定，评定
trial	*n.* 试验，考验，审讯，审判
package	*n.* 包裹，包
stress	*n.* 重压，逼迫，压力
paradise	*n.* 天堂
volcanic	*adj.* 火山的
coral reef	珊瑚礁
geological	*adj.* 地质学的，地质的
tropic	*n.* [天]（天球的）回归线，热带
	adj. 热带的
abundant	*adj.* 丰富的，充裕的，丰富，盛产，富于
surf	*n.* 海浪，拍岸浪
eruption	*n.* 爆发，火山灰，[医]出疹
spill	*n.* 溢出，溅出
diamond	*n.* 钻石，菱形
vegetation	*n.* [植]植被
luxuriant	*adj.* 丰产的，丰富的，肥沃的，奢华的
ethnic	*adj.* 人种的，种族的，异教徒的
immigrant	*adj.*（从外国）移来的，移民的，移居的
	n. 移民，侨民
duration	*n.* 持续时间，为期
awful	*adj.* 可怕的，威严的，〈口〉极度的，糟糕的
retailer	*n.* 零售商人，传播的人
indicate	*vt.* 指出，显示，象征，预示，需要，简要地说明
recommend	*vt.* 推荐
supplementary	*adj.* 附加的
previous	*adj.* 在前的，早先的

equation	*n.* 相等，平衡，综合体，因素，方程式，等式
appropriate	*adj.* 适当的
apparently	*adv.* 显然地
constitute	*vt.* 制定（法律），建立（政府），组成，任命
academic	*adj.* 学院的，理论的
duration	*n.* 持续时间，为期
entry	*n.* 登录，条目，进入
opportunity	*n.* 机会，时机
staff	*n.* 全体职员
	vt. 供给人员，充当职员
specific	*adj.* 详细而精确的，明确的
diploma	*n.* 文凭，毕业证书，证明权力
clinical	*adj.* 临床的，病房用的
qualification	*n.* 资格，条件，限制，限定，赋予资格
relationship	*n.* 关系，关联
certificate	*n.* 证书，证明书
aspect	*n.* 样子，外表，面貌，（问题等的）方面
institution	*n.* 公共机构，协会，制度

Practice Test 5

agency	*n.* 代理处，行销处，代理，中介
department	*n.* 部，局，处，科，部门，系，学部
clinical	*adj.* 临床的，病房用的
survey	*n.* 测量，调查，俯瞰，概观，纵览，视察
analyze	*v.* 分析
challenge	*n.* 挑战
	vt. 向……挑战
residential	*adj.* 住宅的，与居住有关的
especially	*adv.* 特别，尤其
ignition	*n.* 点火，点燃
professional	*adj.* 专业的，职业的
robbery	*n.* 抢掠，抢夺
amazing	*adj.* 令人惊异的
attendant	*n.* 服务员
registration	*n.* 注册，报到，登记
deter	*v.* 阻止
theft	*n.* 偷，行窃，偷窃的事例，偷窃行为
cheese	*n.* 干酪，〈俚〉头等的人或事物
summarize	*v.* 概述，总结，摘要而言
volume	*n.* 卷，册，体积，量，大量，音量
annually	*adv.* 一年一次，每年

propagation	*n.* 动植物，繁殖，（声波，电磁辐射等）传播
approach	*n.* 接近，逼近，走进，方法，步骤，途径，通路
intrinsic	*adj.*（指价值、性质）固有的，内在的，本质的
consumption	*n.* 消费，消费量，肺病
definitely	*adv.* 明确地，干脆地
innovation	*n.* 改革，创新
rife	*adj.* 普遍的
exploitation	*n.* 开发，开采，剥削
slavery	*n.* 奴隶身份，奴隶制度，苦役，束缚
profit	*n.* 利润，益处，得益
coastal	*adj.* 海岸的，沿海的
systematic	*adj.* 系统的，体系的
patently	*adv.* 明白地，公然地
consultancy	*n.* 顾问（工作）
enhancement	*n.* 增进，增加
monitor	*n.* 监听器，监视器，监控器 *vt.* 监控 *v.* 监控

Practice Test 6

bump	*n.* 撞击，肿块 *v.* 碰（伤），撞（破），颠簸
aluminum	*n.* [化] 铝
presentation	*n.* 介绍，陈述，赠送，表达
manufacturer	*n.* 制造业者，厂商
decoration	*n.* 装饰，装饰品
lid	*n.* 盖子，〈美口〉限制，眼睑 *vt.* 给……盖盖子
photocopy	*n.&v.* 影印
detach	*vt.* 分开，分离，分遣，派遣（军队）
announcement	*n.* 宣告，发表，一项公告，一项私人告示
opposite	*adj.* 相对的，对面的
souvenir	*n.* 纪念品
complaint	*n.* 诉苦，抱怨，牢骚，委屈，疾病
authentic	*adj.* 可信的
unique	*adj.* 唯一的，独特的
illusion	*n.* 幻想
album	*n.* 集邮本，照相簿，签名纪念册
environment	*n.* 环境，外界
voluntary	*adj.* 自动的，自愿的
beverage bottle	饮料瓶
undesirable	*adj.* 不合需要的，不受欢迎的

significant	*adj.* 有意义的，重大的，重要的
tectonic	*adj.* [建] 构造的，建筑的
tide	*n.* 潮，潮汐，潮流，趋势
accurate	*adj.* 正确的，精确的
seismic	*adj.* [地] 地震的
meteorite	*n.* 陨星
column	*n.* 圆柱，柱状物，专栏，纵队
tsunami	*n.* 海啸
transoceanic	*adj.* 在海洋彼岸的，横越海洋的
originate	*vt.* 引起，发明，发起，创办 *vi.* 起源，发生

☆ 雅思考点难句解析 ☆

Practice Test 1–6

（1）原文：Can I just confirm your account number and the name of your company, Jackson?

译文：杰克逊，我能确认一下你的账号和公司名称吗？

（2）原文：The recycled ones are grey and they're more expensive actually.

译文：回收的物品是灰色的，它们实际上更贵些。

（3）原文：I'll make a note in the delivery docket that they should deliver before half past eleven.

译文：我会在运送摘要上做一个要在十一点半之前送到的记录。

（4）原文：It is about a man who gets a life sentence for a murder he did not commit .

译文：它是关于一个男人因他人犯下的杀人罪而被判死刑的故事。

（5）原文：I won't tell you what happens after Thompson's 15th year in prison.

译文：我不会告诉你汤普森在监狱里待了15年后发生的事情。

（6）原文：And they are both so happy, in true paradise, until, that is, until Buck, the star football player, played by Ronco Star, the only good acting in the film, steals Stephanie away from poor Billy.

译文：而且他们两个人都那么高兴，好像在真正的天堂。直到足球明星巴克——由罗克·斯达扮演，这部电影唯一一名演技不错的演员——把斯蒂芬尼从可怜的比利身边抢走。

（7）原文：Well, if you can stand a stupid story and bad acting, then take your 8-year-old child to see *When You Find Love*.

译文：嗯，如果可以忍受傻故事和糟糕演技，那么就带你八岁的孩子去看《当你找到爱》。

（8）原文：And finally, *The Kid Rides Again*, a western about a young cowboy, Kit Barnes, who stops the bad guys, the robbers, killers, and plain old bullies, and helps the good guys.

译文：那么最后，“The Kid Rides Again”，一部关于牛仔的西部影片。年轻的牛仔凯特·巴内斯，制止坏蛋们抢劫、杀人和恐吓，帮助好人。

（9）原文：Well, I think we can begin straightaway by getting Ivy and Andy to do their presentation.

译文：嗯，我认为我们可以直接开始，由艾文和安迪进行演示。

（10）原文：We wanted to find out how well students use the entertainment facilities in the city ... whether they get to see the latest plays, films ... that kind of thing.

译文：我们想调查学生到底如何使用城市中的娱乐设施……他们是否看最新的剧作、电影等等。

（11）原文：The Complex is more expensive and further out of the city, so you have to pay more to get there as well.

译文：中心影院的票价比较昂贵而且离市区比较远，所以到那里还得花更多的路费。

（12）原文：So students tend to buy seats at both and like using both for different prices and if they want cheap seats at the Ashtop, they can just sit further from the front.

译文：所以学生常常去这两家影院，并且在这两家影院选取不同的价位的票，如果他们希望得到在艾森汤普的便宜座位，他们仅需坐得离前排稍远。

（13）原文：What we did find very interesting is that there are periods during the year when students seem to go to the theatre and periods when they go to the cinema and we really think that's something to do with budget.

译文：我们发现有趣的是，在一年中，学生们某段时间看戏而某段时间去看电影，我们认为这和学生们的开支计划有关。

（14）原文：As we develop and apply technologies for a better way of life, often their side effects adversely affect our natural environment.

译文：我们开发技术并将其充分利用来改善我们的生活方式，其副作用往往已经给我们的自然环境带来了不利影响。

（15）原文：Air pollution problems are more concentrated, and the landscape is significantly altered, reducing personal health benefits available to us by reducing access to wooded areas and green open spaces.

译文：空气污染问题比较集中，污染极大地改变了城市景观，并且降低了我们可以靠林地和草地获得的对人类健康的益处。

（16）原文：Now, 75 percent of us live in cities and towns and we can act individually to improve our natural environment through planting and care of trees on our own streets, and by supporting community-wide forestry programs.

译文：现在，75%的人类居住在城镇，而且我们可以通过植树、保护树木和支持社区森林项目等个人行为来改善我们的自然环境。

（17）原文：Just as streets, side walks, sewers, public buildings and recreational facilities are a part of a community's infrastructure, so are publicly owned trees.

译文：街道、人行道、下水道、公共建筑和娱乐设施是社区基础设施的一部分，公共林地也一样。

（18）原文：The loss of trees in our urban areas not only intensifies the urban "heat-island" effect from loss of shade and evaporation, but also we lose a principal absorber of carbon dioxide and trapper of other air pollutants as well.

译文：树木的缺失不仅使城市失去阴凉和蒸发作用、加剧了其"热岛效应"，同时也使我们失去了一个二氧化碳主要的吸收者并且也失去了对其他空气污染物的捕捉器。

（19）原文：What's more, it has a large garden behind the house, somewhere you could sit and keep peaceful.

译文：而且，在房子后面有个大花园，那是一个你可以坐下来享受安静的地方。

（20）原文：Beside the basic construction, it has a sports center with a swimming pool, a little museum, and a center hall.

译文：在基础设施后面，有一个带游泳池的体育中心、一个小型博物馆和一个中央大厅。

（21）原文：You know, according to the rules of our agency, the rent time should go up to half a year at least.

译文：你知道，依照合约的规定，租赁时间应该至少为半年。

（22）原文：It is across the aisle directly opposite the section of the micro-computer lab, next to the library.

译文：在走廊对面，正对着迷你电脑实验室，在图书馆旁边。

（23）原文：This applies also to the three television receivers, which are tuned in to receive satellite broadcasts in French, German, Italian, Spanish and English.

译文：这也将应用于3个电视接收器，接收来自法国、德国、意大利、西班牙和英国的卫星广播。

（24）原文：There is always someone in the centre for advice on both technical matters and on choosing the most suitable materials for your study.

译文：总是有一些人在那个中心提供有关技术问题和选择最适合学习的材料问题的咨询。

（25）原文：There are thirteen computer terminals linked to Biblitas and publications under author and title and both are listed by micro-fiche catalogues are very easy to use.

译文：有13个连向Biblitas 和以著者名和文章名排列的出版物的电脑终端，并且这两者都装有单片缩影胶片目录，非常易于使用。

（26）原文：Come in and get to know how to use the terminals early in the term and use them on a regular basis, on the first and third Tuesday of each month, and are free to full-time students of college.

译文：在学期初，我们来了解如何使用终端，并且在每个月的第一和第三个周二定期使用它们，而且全日制学生免费使用。

（27）原文：Well, you should see your course tutor to agree on your final title and you should also be aware that there's a special program running on research methods for anyone who wants some extra help on that.

译文：嗯，你应该找课程导师确定论文题目，并且你应该知道，还有那些为需要额外帮助的人而设置的关于研究方法的特殊项目。

（28）原文：Well, you can't really start your writing until you've got quite a bit of the research done。

译文：嗯，写作前你需要做很多的研究工作。

（29）原文：I'm afraid it's slightly out of date, and you're probably better talking to the tutor on the Research Methods course, but you might find it useful to start there.

译文：恐怕这有些过时了，你最好和你的导师谈谈研究方法进程，你可能发现那样开始是有用的。

（30）原文：I think questionnaires are very good at telling you how people feel in questionnaires, but to be frank they tell you very little else, avoid them!

译文：我认为，问卷可以很好地告诉你人们怎么看待问卷调查，但坦白讲，问卷反映不了其他东西，所以尽量避免采用调查问卷的方法！

（31）原文：In fact, the whole island is close enough to the Equator so that no matter how far south you go, you wouldn't even need a jumper to keep warm.

译文：事实上，整个岛屿与赤道非常接近，所以不管你向南走多远，都不需要毛衣取暖。

（32）原文：There are beach resorts all along the coast on this part of the island, and no matter how much money you want to spend on your holiday, there are beach resorts that will suit your budget in New Devon.

译文：在岛屿的这一部分，沿海岸线全是海滩名胜，并且不管你想为旅途花多少钱，在新迪文都可以找到满足你预算的海滩胜地。

（33）原文：But take along a good pair of hiking boots if you want to take advantage of the wonderful bushwalking in the Anglezark Mountains.

译文：不过如果你想在Anglezark山脉进行美妙的丛林徒步旅行，那就带上一双结实的徒步旅行靴。

（34）原文：Although the English were the first European to come to Astoria, explorers from Spain came only a few months later, and they settled in this part of the island.

译文：英国人是第一批来到阿斯托利亚的欧洲人，而西班牙的探险者仅仅晚到了几个月，并在岛的这一部分住下了。

（35）原文：Well, all of the wine produced in Astoria is made in New Albion because the weather here is perfect for it—warm days and cool nights but not too humid.

译文：嗯，阿斯托里亚生产的啤酒都在新澳尔滨酿制，因为那里的天气是造酒的极好天气——白天温暖和夜晚凉爽，还不那么潮湿。

（36）原文：They are certainly cheap, but you never get to be alone in those places; there's always a stranger in the next bed, and I hate sharing a kitchen with people I don't know.

译文：它们的确是便宜，但是那些地方从来不会让你独处；旁边的床总是住着一个陌生人，而且我讨厌与不认识的人合用厨房。

（37）原文：In fact, he is not even coming back next term. It seems he has transferred to a university in Canada.

译文：事实上，他甚至下学期都不回来了。他好像是转学到加拿大的一个学校了。

（38）原文：And those of you who are interested in doing some extra reading on the subject are very welcome to see me after the lecture as I have a booklet here.

译文：你们谁有兴趣在这个科目上进行额外的阅读，欢迎课下从我这拿一本小册子。

（39）原文：The reason is people have not, managed well, they have not set priorities for reaching their goals and, as a result, some of them would do badly in their assignment.

译文：原因是，人们没有很好地分配时间，他们没有为目标优化时间分配，结果他们中有些人对时间的分配很不合理。

（40）原文：I want you to picture how you could make a major difference in your life by spending just one hour a day in some activity for the next term .

译文：我希望你们想象一下如果下学期每天拿出一个小时做某件事，你的生活将会出现怎样的一个大改观。

☆ 雅思考点词汇 ☆

Practice Test 1

reclamation	*n.* 开垦，改造，（废料等的）收回
organism	*n.* 生物体，有机体
thrive	*v.* 兴旺，繁荣，茁壮成长，旺盛
nutrient	*adj.* 有营养的
ecosystem	*n.* 生态系统
tissue	*n.* 薄的纱织品，薄纸，棉纸，[生] 组织，连篇
detoxify	*vt.* 使解毒
purify	*v.* 精制，提纯，净化，精炼
stable	*adj.* 稳定的
breeding	*n.* 饲养，教养
devastate	*vt.* 毁坏
swampy	*adj.* 沼泽的，沼泽多的，湿地的
bacteria	*n.* 细菌
sieve	*n.* 筛，滤网，不会保密的人
	v. 筛，过滤
consecutive	*adj.* 连续的，连贯的
simultaneous	*adj.* 同时的，同时发生的
interpretation	*n.* 解释，阐明，口译，通译
soundproof	*adj.* 隔音的
interestingly	*adv.* 有趣地
satisfactorily	*adv.* 满意地
immediate	*adj.* 直接的，紧接的，紧靠的，立即的，知觉的
veteran	*n.* 老兵，老手，富有经验的人，退伍军人
	adj. 老兵的，经验丰富的
thereafter	*adv.* 其后，从那时以后
alienation	*n.* 疏远，转让
disinclined	*adj.* 不愿的，不想的
koala	*n.* [动] 树袋熊（澳洲产，树栖无尾动物）
drought	*n.* 干旱，缺乏
bushland	*n.* 未开垦森林地带
eucalypt	*n.* [植]桉树
surveyor	*n.* 测量员，检查员
interaction	*n.* 交互作用，交感
browse	*n.* 浏览，吃草，放牧
	v. 浏览，放牧

specialize	*v.* 专门研究，深入
approximate to	近于，接近
efficiently	*adv.* 有效率地，有效地
curl up	*v.* 卷起
awkward	*adj.* 难使用的，笨拙的
shear	*v.* 剪，修剪，剪切
herbivorous	*adj.* 食草的
moisture	*n.* 潮湿，湿气

Practice Test 2

predictor	*n.* 预言者，预报器
cardiovascular	*adj.* 心脏血管的
expectation	*n.* 期待，预料，指望，展望，[数] 期望（值）
typical	*adj.* 典型的，象征性的
score	*vt.* 把……记下，刻画，画线，获得，评价
adjust	*vt.* 调整，调节，校准，使适合
indicate	*vt.* 指出，显示，象征，预示，需要，简要地说明
subjectively	*adv.* 主观地
perceive	*vt.* 察觉
	v. 感知，感到，认识到
independent	*adj.* 独立自主的，不受约束的
mortality	*n.* 死亡率
pessimistic	*adj.* 悲观的，厌世的
enhance	*vt.* 提高，增强
	v. 提高
specifically	*adv.* 特定地，明确地
immune	*adj.* 免疫的
inflammation	*n.* 怒火，发火，燃烧，[医] 炎症，发炎
monitor	*vt.* 监控
	v. 监控
reversible	*adj.* 可逆的
modification	*n.* 更改，修改，修正
ethnic	*adj.* 人种的，种族的，异教徒的
comment	*n.* 注释，评论，意见
	vi. 注释，评论
devastating	*adj.* 破坏性的，全然的
significantly	*adv.* 意味深长地，值得注目地
quota	*n.* 配额，限额
annual	*n.* 一年生植物，年刊，年鉴
	adj. 一年一次的，每年的，一年生的
predict	*v.* 预知，预言，预报
previous	*adj.* 在前的，早先的

spawning	*n.* 产卵
excessive	*adj.* 过多的，过分的，额外的
established	*adj.* 已制定的，确定的
associate with	联合
vessel	*n.* 船，容器，器皿，脉管，导管
tragedy	*n.* 悲剧，惨案，悲惨，灾难
annihilate	*vt.* 消灭，歼灭
sustainable	*adj.* 可以忍受的，足可支撑的，养得起的
staggering	*adj.* 蹒跚的，摇晃的，令人惊愕的
intriguing	*adj.* 迷人的，有迷惑力的，引起兴趣（或好奇心）的
vocalization	*n.* 发声法
indicate	*vt.* 指出，显示，象征，预示，需要，简要地说明
genus	*n.* 种，类
traditional	*adj.* 传统的，惯例的，口传的，传说的
attach to	使依恋，把……放在
evolve into	发展（进化）成
symbolism	*n.* 象征主义，符号论
linguist	*n.* 语言学家
ancestor	*n.* 祖先，祖宗
interpersonal	*adj.* 人与人之间的，关于人与人之间关系的
genetic	*adj.* 遗传的，起源的
complexity	*n.* 复杂（性），复杂的事物，复杂性
neural	*adj.* 神经系统的，神经中枢的，背的
dimensional	*adj.* 空间的
sequence	*n.* 次序，顺序，序列
rhythmic	*adj.* 节奏的，合拍的

Practice Test 3

be composed of	由……组成
perceive	*vt.* 察觉
	v. 感知，感到，认识到
per se	*adv.* 本身，本质上
phenomenon	*n.* 现象
superimposed	*adj.* 成阶层的，有层理的
permanently	*adv.* 永存地，不变地
pave	*v.* 铺
multiple	*adj.* 多样的，多重的
entertainment	*n.* 款待，娱乐，娱乐表演
gadget	*n.* 小器具，小配件，小玩意，诡计
gelatin	*n.* 凝胶，白明胶
exposure	*n.* 暴露，揭露，曝光

denizen	*n.* 居民
temporary	*adj.* 暂时的，临时的，临时性
underground	*n.* [英] 地铁
	adv. 在地下，秘密地
tubular	*adj.* 管状的
colloquially	*adv.* 用白话，用通俗语
termini	*n.* 目的地，界标
congestion	*n.* 拥塞，充血
construction	*n.* 建筑，建筑物，解释，造句
swiftly	*adv.* 很快地，即刻
ventilation	*n.* 通风，流通空气
scheme	*n.* 安排，配置，计划，阴谋，方案，图解，摘要
	v. 计划，设计，图谋，策划
tunnel	*n.* 隧道，地道
genuine	*adj.* 真实的，真正的，诚恳的
substantial	*adj.* 坚固的，实质的，真实的，充实的
preferable	*adj.* 更可取的，更好的，更优越的
tycoon	*n.* 企业界大亨，将军
proposal	*n.* 提议，建议
prominent	*adj.* 卓越的，显著的，突出的
identification	*n.* 辨认，鉴定，证明，视为同一
wireless	*adj.* 无线的
passport	*n.* 护照
significant	*adj.* 有意义的，重大的，重要的
security	*n.* 安全
impede	*v.* 阻止
agency	*n.* 代理处，行销处，代理，中介
vulnerable	*adj.* 易受攻击的，易受……的攻击
controversial	*adj.* 争论的，争议的
original	*adj.* 最初的，原始的，独创的，新颖的
antenna	*n.* 天线
interactive	*adj.* 交互式的
enhanced	*adj.* 增强的，提高的，放大的
dub	*vt.* [电影] 配音，轻点，授予称号，打击
surveillance	*n.* 监视，监督
automated	*adj.* 自动化的
potential	*adj.* 潜在的，可能的，势，位的

Practice Test 4

artificial	*adj.* 人造的，假的，非原产地的
neural	*adj.* 神经系统的，神经中枢的，背的
approach	*n.* 接近，逼近，走进，方法，步骤，途径，通路
	vt. 接近，动手处理
	vi. 靠近

deficiency	*n.* 缺乏，不足
consciousness	*n.* 意识、知觉，自觉、觉悟，个人思想
manipulate	*vt.* （熟练地）操作
awareness	*n.* 知道，晓得
deliberate	*adj.* 深思熟虑的，故意的，预有准备的
	v. 商讨，考虑
appropriate	*adj.* 适当的
philosopher	*n.* 哲学家、哲人
criticism	*n.* 批评，批判
arise	*vi.* 出现、发生，起因于
miserably	*adv.* 悲惨
pinecone	*n.* 松球，松果
civilization	*n.* 文明，文化、文明社会
slide	*v.* （使）滑动，（使）滑行
	n. 滑，滑动，幻灯片
synthetic	*adj.* 合成的、人造的，综合的
primitive	*adj.* 原始的，远古的，粗糙的，简单的
enhance	*v.* 提高、增强
cognitive	*adj.* 认知的、认识的、有感知的
dramatic	*adj.* 戏剧性的、生动的
demonstrate	*vt.* 示范，证明，论证
	vi. 示威
comprise	*v.* 包含，由……组成
approximately	*adv.* 近似地，大约
innovative	*adj.* 创新的、革新（主义）的
manufactured	*adj.* 人造的
enormous	*adj.* 巨大的，庞大的
particularly	*adv.* 独特地、显著地
resistance	*n.* 反抗、抵抗、抵抗力、阻力、电阻、阻抗
implement	*n.* 工具、器具
	vt. 贯彻、实现
	v. 执行
mechanization	*n.* 机械化、机动化
mutagenesis	*n.* [生] 突变形成，变异发生
variation	*n.* 变更、变化、变异，变种，[音] 变奏、变调
intensive	*adj.* 强烈的，精深的，透彻的，[语法] 加强语气的
fertilizer	*n.* 肥料（尤指化学肥料），[动]受精媒介物
nutritious	*adj.* 有营养成分的，营养的
controversial	*adj.* 争论的，争议的
modification	*n.* 更改，修改、修正

Practice Test 5

exemplary	*adj.* 可仿效的，可做模范的，警戒性的，惩戒性的
emirate	*n.* 阿拉伯酋长
management	*n.* 经营，管理，处理，操纵，驾驶，手段
receptive	*adj.* 善于接受的，能接纳的
monitor	*n.* 班长，监听器，监视器，监控器 *v.* 监控
participant	*n.* 参与者，共享者 *adj.* 参与的
inexperienced	*adj.* 无经验的，不熟练的
behaviour	*n.* 行为，举止，习性
diversity	*n.* 差异，多样性
stimulating	*adj.* 刺激的，有刺激性的
specific	*n.* 特效药，细节 *adj.* 详细而精确的
attribute	*n.* 属性，品质，特征，加于，归结于
an element of	一点点
merit	*n.* 优点，价值 *v.* 有益于
apparent	*adj.* 显然的，外观上的
pigment	*n.* [生]色素，颜料
critique	*n.* 批评
perspective	*n.* 透视画法，透视图，远景
anthropological	*adj.* 人类学的，人类学上的
assess	*vt.* 估定，评定
worship	*n.* 崇拜，礼拜，尊敬
controversy	*n.* 论争，辩论，论战
originally	*adv.* 最初，原先
inscribe	*v.* 记下
scattered	*adj.* 离散的，分散的
tomb	*n.* 坟墓 *v.* 埋葬
complex	*adj.* 复杂的，合成的，综合的
symbolic	*adj.* 象征的，符号的
fascinating	*adj.* 迷人的，醉人的，着魔的
contain	*v.* 包含

Practice Test 6

elegant	*adj.* 文雅的，端庄的，雅致的，〈口〉上品的，第一流的

entail	*vt.* 使必需，使蒙受，使承担，遗传给
unpalatable	*adj.* 味道差的，不好吃的
munch	*v.* 用力咀嚼，大声咀嚼
communication	*n.* 传达，信息，交通，通讯
review	*vt.* 回顾，复习
	n. 回顾，复习，评论
insect	*n.* 昆虫，卑鄙的人
synthesis	*n.* 综合，合成
molecule	*n.* [化] 分子，些微
agent	*n.* 代理（商）
durable	*adj.* 持久的，耐用的
poisonous	*adj.* 有毒的
numerous	*adj.* 众多的，许多的，无数的
proactive	*adj.* [心] 前摄的
premise	*n.* [逻][法]前提，（企业，机构等使用的）房屋连地基
	vt. 提论，预述，假定
	vi. 作出前提
capitalism	*n.* 资本主义
nimble	*adj.* 敏捷的
apply to	将……应用于
profound	*adj.* 深刻的，意义深远的，渊博的，造诣深的
integrity	*n.* 正直，诚实，完整，完全，完整性
publication	*n.* 出版物，出版，发行，公布，发表
extensively	*adv.* 广阔地
innovation	*n.* 改革，创新
sustained	*adj.* 持续不变的，相同的
complex	*adj.* 复杂的，合成的，综合的
	n. 联合体
dialect	*n.* 方言，语调
influence	*n.* 影响，感化，势力，有影响的人（或事），（电磁）感应
	vt. 影响，改变
contemporary	*n.* 同时代的人
	adj. 当代的，同时代的
a variety of	多种的
formal	*adj.* 外形的，正式的，合礼仪的，形式的，整齐匀称的
	n. 正式的社交活动
thorn	*n.* [植] 刺，棘，荆棘
cease to be	不再是
adopted	*adj.* 被收养的，被采用的
significant	*adj.* 有意义的，重大的，重要的
cultural	*adj.* 文化的
dispersion	*n.* 散布，驱散，传播，散射

☆ 雅思考点难句解析 ☆

Practice Test 1

READING PASSAGE 1

（1）原文：These organisms settle to the bottom, and the particles are filtered from groundwater by trapping them in the rocks and sand as the water passes through.

译文：这些生物体在底部定居下来，当水流经过时它们用石头和沙子挡住那些小颗粒使其从地下水中过滤出来。

（2）原句：As the water moves through the systems, it gains and loses nutrients, and is ultimately purified and recycled into the fish breeder and farming area.

译文：当水流通过这些系统时，水中的营养物质就会或增或减，并且最终被净化进入鱼类饲养和灌溉的循环系统。

（3）原句：But the 8,000-hectare East Calcutta marshes, a patchwork of tree-fringed canals, vegetable plots, rice paddies and fish ponds, along with the assistance of 20,000 people, daily transform one third of the city's sewage and most of its domestic refuse into 20 tonnes of fish and 150 tonnes of vegetables.

译文：但是8 000公顷的东加尔各答湿地是由两岸长有树的运河、很多小块的菜地、稻田和鱼塘组成的，加上20 000人力的帮助，每天可以将三分之一的城市污水和当地大部分垃圾转换为20公吨鱼和150公吨蔬菜。

（4）原句：Waste water flows from the fish waste settlement tank into a swamp area with Mangrove Ferns, Fig Trees and other plants growing in a swampy system.

译文：污水从养鱼废物槽流过，流到一个长有红树林、无花果树和其他植物的沼泽系统。

READING PASSAGE 2

（1）原文：In simultaneous interpretation (also known as U.N.-style interpretation)

the interpreter, who uses interpreting equipment and works with another interpreter in a soundproof booth, listens to the speaker's speech in one language and simultaneously converts it into another language, without waiting for the speaker to finish his or her statement.

译文：在同声传译（也被认为成是U.N.式的翻译）中，翻译者使用翻译工具并且和其他翻译者一起在隔音棚中工作，他们在听到演讲者开始讲之后就用另一种语言将演讲者的话传译出来。

（2）**原文：**The Nuremberg Tribunal was made up of jurists from the United States, the (fromer) Union of Soviet Socialist Republics, the United Kingdom and France who spoke three different languages.

译文：纽伦堡法官席由美国、前苏联、英国和法国的法理学家组成，他们说三种不同的语言。

（3）**原文：**The selection was made under extreme time pressure by people who had not practised simultaneous interpretation. Being able to listen in one language and speak simultaneously in another was often the only criterion applied.

译文：这个选择是那些没有经历过同声传译的人在极端的时间压力下做出的，可以听一种语言然后立刻用另一种语言说出来常常是唯一的适用标准。

（4）**原文：**For many, the Nuremberg trial was an on-the-job training centre for simultaneous interpretation, but few of the interpreters continued in the profession after the trial.

译文：对于许多人来说，纽伦堡审讯是一个在职的同声传译训练中心，但是在那次审讯后，只有极少的传译者继续作同声翻译的工作。

READING PASSAGE 3

（1）**原文：**The koala gets its name from an ancient Aboriginal word meaning "no drink" because it receives over 90% of its hydration from the Eucalyptus leaves (also known as gum leaves) it eats, and only drinks when ill or times when there is not enough moisture in the leaves, ie during droughts, etc。

译文：考拉源自一个古老的土著语单词，这个单词的意思是"不喝水"，因为考拉通过它以所食用的桉树叶子（也被称为胶树叶）为原料的水合作用获得身体所需的90%多的水分，并且只有在生病或者叶子水分不够，比如干旱时才会喝水。

（2）原句：Even if a selection of tree species known to be used by koalas occurs within an area, the koala population will not use it unless one or two favourite species are available.

译文：即使有个地方有考拉可以食用的树种，考拉也不会食用它，除非有一两考拉最喜欢的树种。

（3）原句：Within a particular area, as few as one, and generally no more than two or three species of eucalypt will be regularly browsed while a variety of other species, including some non-eucalypts, appear to be browsed occasionally or used for just sitting or sleeping in.

译文：在一个特定的区域内，最少一个，一般来说最多不超过两个或者三个桉树的树种将被经常性地食用，而其他的树种，包括一些非桉树树种，似乎偶尔被食用，或者仅仅是用来坐坐或者睡觉的场所。

Practice Test 2

READING PASSAGE 1

（1）原句：They were all measured for risk of cardiovascular disease by using typical measurements that included depression; in addition, optimism (defined in terms of having a general positive expectation for one's future) was measured.

译文：利用包括沮丧因素的典型评测方式，他们都有患心血管疾病的危险；另外，乐观（定义为对未来有一个总体上积极的期望）因素也被衡量了。

（2）原句：After adjusting for other variables, the researchers found that the men who scored in the top 1/3 on optimism had a 55% lower risk of CVD compared to men who scored in the bottom 1/3 on optimism.

译文：在考虑了其他因素之后，研究人员发现在乐观指数排名前三分之一的人比排名后三分之一的人患心血管疾病的几率低55%。

（3）原句：The researchers concluded that a low subjectively perceived level of optimism should be added to the list of independent risk markers for cardiovascular mortality.

译文：研究人员推断个人主观上较低的乐观程度应该作为对心血管病死亡率影响的单独因素来考虑。

（4）原句：The study of 670 older men suggests that optimists had significantly

higher levels of lung function and a slower rate of decline in lung function, than more pessimistic men.

译文：对670位老年人的研究表明，乐观者比悲观者有值得注目的高水平的肺脏官能和一个较低的肺部官能下降的速率。

（5）**原句：**She added that a person's outlook may somehow influence the body's immune system processes that play a role in the airway inflammation associated with some lung disease.

译文：她又说，一个人的世界观总会影响一个机体的免疫系统功能，这个功能在与一些肺病有关的呼吸道炎症中起到一定的作用。

（6）**原句：**Dr. Wright and her team are now using study data from a more diverse population to see whether optimism and pessimism have the same effect on lung function in women, in younger people, and in people of different ethnic groups.

译文：怀特博士和她的研究小组正在用更加多样的人群的数据来观测乐观和悲观是否对女性、青年和不同种族的人的肺部功能有相同的影响。

READING PASSAGE 2

（1）**原句：**In 1992, the devastating collapse of the salmon stocks off the East coast of Newfoundland forced the Canadian government to take drastic measures and close the fishery.

译文：在1992年，在纽芬兰东海沿海地区，鲑鱼群灾难性的消失迫使加拿大政府采取严厉的措施，关闭渔场。

（2）**原句：**They drag up anything in the way, inflicting immense damage, destroying critical habitat and contributing to the destabilization of the northern salmon ecosystem.

译文：他们拖曳了沿途的一切，造成极大的损失，破坏了重要的栖息地和北方鲑鱼生态系统的平衡。

（3）**原句：**Canadian media often cite excessive fishing by overseas fleets, primarily driven by the capitalist ethic, as the primary cause of the fishing out of the north Atlantic salmon stocks.

译文：加拿大媒体常常引用由资本主义道德规范导致的海外船队的过度捕捞来当作北大西洋鲑鱼捕捞的最初原因。

（4）原句：Following the '92 ban on northern salmon fishing and most other species, an estimated 30 thousand people that had already lost their jobs after the 1992 Northern Salmon moratorium took effect, were joined by an additional 12,000 fishermen and plant workers.

译文：92年北部鲑鱼和其他鱼类捕捞禁令公布之后，估计有30,000人在92年北方鲑鱼暂禁捕捞起作用之后丢掉了他们的工作，然后又有12,000渔民和种植工人丢掉了他们的工作。

READING PASSAGE 3

（1）原句：Animals often make use of signs, which point to what they represent, but they don't use symbols, which are arbitrary and conventional.

译文：动物们通常使用姿势，姿势可以表达它们的所指，但是它们并不使用象征，象征则是任意的和风俗性的。

（2）原句：He even suggests that, contrary to other theories, perhaps some of our first words were actually long and musical, rather than the short grunts many assume we started with.

译文：他甚至认为，与其他理论相反，也许我们最初的语言实际上是较长并且有音乐性的，而不是很多人认为的简短的咕噜声。

（3）原句：Perhaps it was invented once, by our earliest ancestors—perhaps the first who had whatever genetic and physiological properties needed to make complex sounds and organize them into strings.

译文：也许它是被我们早期的祖先一次性创造出来的——也许那个最初的发明者有发出复杂声音和把它们组织成串所需的基因上和生理上的特性。

（4）原句：Perhaps the biggest debate among linguists and others interested in the origins of language is whether we can account for language using only the basic mechanisms of learning, or whether we need to postulate some special built-in language-readiness.

译文：也许在语言学家和其他对语言起源感兴趣的人之间的最大争论是语言是否仅仅是可得而来的，或者我们是否需要假定我们自身存在着某种特殊的内置语言。

（5）原句：Somewhere in humanity's early years, a few people possibly inherited a mutation that left one hemisphere with a limited capacity.

译文：人类早期，有一些人们可能因为基因突变而使大脑具有了有限的能力。

Practice Test 3

READING PASSAGE 1

(1) 原句：It was in the early 19th century that an invention named the Camera Lucida was introduced by Cambridge scientist William Hyde Wollaston that consisted of an optical device that could help an artist view a distant scene or person or object on a paper surface that he or she was using to draw.

译文：19世纪早期的剑桥科学家威廉姆·海德·沃拉斯顿介绍了明箱显相器，明箱显相器是一个可以帮助艺术家在一张用来画画的纸上表现出远处的景色、人或者物体的光学装置。

(2) 原句：Even so, despite the short-lived nature of the image, the concept of photography was born with this experiment and paved the way for further study and development in this field.

译文：即使这样，尽管图像维持得短暂，摄影观念还是随着这个实验而产生，并为这一领域更进一步的发展和研究做出了贡献。

(3) 原句：A slightly more advanced version of the daguerreotype called the Calotype process that makes multiple copies possible using the negative and positive method became available very soon after.

译文：一种采用底负片方法使多次拷贝成为可能的称为碘化银纸照相法的较为先进的银板照相法此后不久就面世了。

(4) 原句：In the case of the camera, the developments simplified the whole process of photography, making it accessible to one and all at affordable prices and the camera industry denizens of our times made it into a mass phenomenon.

译文：至于相机，其发展将整个摄影过程简单化，使得大众可以使用并以各种可接受的价格购买，由此在我们这个时代使得用相机成为大众现象。

READING PASSAGE 2

(1) 原句：This was due in part to the fact that most people travelling to London by rail had to complete their jouneys into the city centre by cab or omnibus.

译文：部分原因是由于大部分坐火车到伦敦的人必须乘坐出租车或者公共汽车方可进入市中心。

（2）原句：A year later, the railway was extended to Hammersmith in the west and a year after that it was extended to Moorgate in the east. Most of this original route is now part of the Hammersmith and City Line.

译文：一年之后，这条铁路向西延伸到了哈姆斯密，又过了一年，它向东延伸到了摩根。原来铁路的大部分现在成了哈姆斯密和城市铁路的一部分。

（3）原句：By the end of the 19th century, the Metropolitan Railway company had extended its lines far outside of London, creating new suburbs in the process.

译文：在19世纪末期，大都市铁路公司将其铁路线延伸到伦敦以外，随之兴起了新的市郊。

（4）原句：The costs associated with running such a system were also heavy, and as a result, many companies looked to financiers who could give them the money they needed to expand into the lucrative suburbs as well as electrify the earlier steam operated lines.

译文：运营这样一个系统的开支也同样非常巨大，结果许多公司指望金融家给他们提供需要的资金，以便扩张到有利可图的市郊并且将早期的蒸汽系统电气化。

READING PASSAGE 3

（1）原句：Recently, Microsoft Corporation announced that it would develop software that will enable retailers, manufacturers, and distributors to use RFID tags to track goods within stores and factories, as well as programs.

译文：最近，微软公司声明，它可以开发让零售商、制造商和经销商使用射频标签来跟踪商场、工厂的商品和某些项目。

（2）原句：Tire manufacturer Michelin recently began fleet testing of a radio frequency tire identification system for passengers and light truck tires.

译文：轮胎制造商米其林最近开始为客车和轻型卡车轮胎快速测试“无线电频率轮胎鉴定系统”。

（3）原句：This means that if a person enters a store carrying several RFID tags—for example, in articles of clothing or cards carried in a wallet—one RFID reader can read the data emitted by all of the tags, and not simply the signal relayed by in-store products.

译文：这意味着如果一个人进入一家商场，携带若干RFID标签——比如说，在衣

物或者钱包里面的卡片内——一个RFID读写器就可以读出这些标签里面的所有数据，不仅仅是该商场里商品发出的信号。

Practice Test 4

READING PASSAGE 1

（1）原句：In trying to answer this question we have taken quite a long digression; first to describe what is known about the way the brain is constructed and operates, second to explore one of the most promising new approaches to machine intelligence— computers modeled after the brain or neural networks.

译文：在试着回答这个问题时，我们就把话题扯远了；首先是描述大脑组织和运作的方式，其次是发掘一个最有前景的新的人工智能方法——计算机模拟大脑或者神经网络。

（2）原句：This point of view was taken by Alan Turing, who in 1950 invented a test whose result could be used to determine whether, in any practical sense, a machine could be said to be conscious.

译文：阿兰·图灵采纳了这个观点。他在1950年发明了一项测试，这个测试的结果可以用来在某种实用的意义上确定一个机器是不是可以被认为是有意识的。

（3）原句：Needless to say this view is not held by all—some philosophers maintain that the phenomenon of consciousness cannot be ascribed to purely physical processes (the cooperative firing of networks of neurons) and is in principle inaccessible to arbitrarily advanced scientific assault.

译文：毋庸置疑，并非所有人都赞同——一些哲学家认为，意识现象不能被归于纯粹的物理过程（神经细胞的合作）而且原则上经不起任意发展的尖端科学的攻击。

（4）原句：In his argument one imagines a non-Chinese speaking person sitting in a room with a long list of rules for translating strings of Chinese characters into new strings of Chinese characters.

译文：在他的理论里，他设想一个母语为非汉语人员坐在一间屋子里，面对一张将成串的汉字翻译成其他汉字的长长的规则清单。

READING PASSAGE 2

（1）原句：Most young mammals play, and will play with whatever they can find, turning such things as pinecones, rocks, and food into toys.

译文：大部分幼兽玩耍并且把它们可以找到的任何东西作为玩具来玩，例如把松果、石头和食物当作玩具。

（2）原句：Whereas ancient toys were made from materials found in nature like stone, wood, and grass, modern toys are often made from plastic, cloth, and synthetic materials.

译文：古代玩具是由像石头、木头和草之类的材料制作的，现代玩具常常是由塑料、布和合成材料制成的。

（3）原句：Today there are dolls that can recognize and identify objects, the voice of their owner, and choose among hundreds of pre-programed phrases with which to respond.

译文：今天，有了可以认出和识别物体和主人声音的玩具，并且可以在上百个预编语段中挑选出答复用语。

（4）原句：Toys for infants often make use of distinctive sounds, bright colors, and unique textures. Through play with toys infants begin to recognize shapes and colors.

译文：为婴儿制作的玩具常常使用富有特色的语音、亮丽的颜色和特殊的材质。通过玩玩具，婴儿开始识别形状和颜色。

READING PASSAGE 3

（1）原句：Developed independently by geographically distant populations, systematic agriculture first appeared in Southwest Asia in the Fertile Crescent, particularly in modern-day Iraq and Syria/Israel.

译文：系统农业最初在亚洲西南部的新月沃土出现，尤其是现代的伊拉克和叙利亚/以色列，在地理上偏远的族群中独立发展起来。

（2）原句：Domestication of plants is done in order to increase yield and improve disease resistance, ease harvest and to improve the taste and nutritional value and many other characteristics.

译文：人工培育植物是为了增加产出、改进植物抗病力、促进丰收、改进植物的味道、营养以及其他一些特性。

（3）原句：In industrialized agriculture, crop "improvement" has often reduced nutritional and other qualities of food plants to serve the interests of producers.

译文：在工业化农业中，农作物的"改良"常常会减少食用作物的营养和其他品质以满足生产者的利益。

Practice Test 5

READING PASSAGE 1

（1）原句：These are just some of the animals, which, on the brink of extinction, are now getting a new lease of life thanks to the exemplary work being done at the Breeding Centre for Endangered Arabian Wildlife in Sharjah.

译文：有一些动物，曾经濒临灭绝，现在又有了新的生机，这应该归功于位于沙迦的阿拉伯濒危野生动物饲养中心所做的示范性工作。

（2）原句：Because this group was still young and inexperienced in courtship matters, the keepers had to make the introductions only after careful planning and management, much like the lead role in a Jane Austen novel.

译文：因为这一小组仍然很年轻并且对于求爱没有经验，所以饲养者必须在小心的计划和管理之后为他们牵线搭桥，他们更像简·奥斯丁的一部小说中的主角。

（3）原句：The Breeding Centre's cheetahs are also participants in the European breeding programme, which aims to ensure that the genetic diversity of this endangered species is maintained and expanded by breeding as many founder animals as possible to introduce new bloodlines into the captive population.

译文：饲养中心的印度豹也是欧洲饲养项目的参与者，这个项目的目标是保持濒危动物的基因多样性，并且饲养尽可能多的现存动物来给圈养种群引进新的血统使它们的种群得以扩大。

READING PASSAGE 2

（1）原句：Art is a (product of) human activity, made with the intention of stimulating the human senses as well as the human mind; thus art is an action, an object, or a collection of actions and objects created with the intention of transmitting emotions and/or ideas.

译文：艺术是一种人类活动（的产物），是为了刺激人类感官和思想而创作的；所以艺术是一种行为、一个物体，或者一个行动和物体的集合，旨在表达情绪和/或思想。

（2）原句：As such, something can be deemed art in totality, or as an element of some object. For example, a painting may be a pure art, while a chair, though designed to be sat in, may include artistic elements.

译文：就此而论，某件物品从整体上看可以被认为是艺术，或者作为一个物体的组成部分。比如说，一幅绘画可以是纯粹的艺术，但是一把椅子，即使是为了使用而设计，可能也包括艺术元素。

（3）原句：One of the defining characteristics of fine art as opposed to applied art is the absence of any clear usefulness or utilitarian value.

译文：美术而非应用艺术的特点之一便是缺少任何明确的用途或者功利价值。

READING PASSAGE 3

（1）原句：Many Egyptologists have somewhat different views on exactly why the ancient Egyptian kings built Pyramids as their tombs, but all of them seem to agree that it had to do with their worship of the sun god, Re (Ra).

译文：许多埃及古生物学者对于为什么古代埃及国王修建金字塔作为他们的坟墓有些不同的见解，但是他们似乎都同意这与他们对于太阳神Re(Ra)的崇拜有关。

（2）原句：The importance of other pyramids, particularly those of a late date, is less obvious to most people, but not to Egyptologists.

译文：其他金字塔的重要性，尤其是那些年代比较近的金字塔，对于大部分人来说是不明显的，但是对于埃及古生物学者来说却不是这样。

（3）原句：However, after the very earliest period of Egyptian history, the tombs of kings were almost always complexes, having other buildings and structures other than the tomb itself.

译文：但是，在埃及早期历史之后，国王的坟墓几乎总是复杂的，除此之外还有其他建筑和结构。

（4）原句：The Pyramids of Egypt are a fascinating topic that has created many controversies over the years, which continue to do so today.

译文：埃及的金字塔是很多年来引发许多争议并延续至今的有趣话题。

Practice Test 6

READING PASSAGE 1

(1) 原句：Plants may seem passive in the face of an attack by insects, but they aren't. In fact, plants can marshal elegant defenses in order to do battle with their enemies.

译文：植物在被昆虫攻击时似乎是被动的，但实际上并非如此。事实上，植物可以配置漂亮的防卫装置来反抗敌人。

(2) 原句：The alarm call issued by a plant also "tells potential herbivores that they have been discovered, so it has the effect of deterring other herbivores from laying eggs," says Ian T. Baldwin, founding director of the Max Planck Institute for Chemical Ecology in Jena, Germany.

译文：植物发出的警钟也"告诉潜在的草食动物，它们被发现了，所以能够阻止其他草食动物产卵，"德国马克斯·普朗克化学生态学研究所的创始董事伊恩·T·鲍德温说。

(3) 原句：Some plants emit smaller amounts of volatiles than others, and that can make it hard for parasitoids or predatory insects to zero in on the plants and find their prey in a field.

译文：一些植物会比其植物分泌的挥发物少，从而使寄生物和食肉昆虫很难找到植物或在农田里寻觅到猎物。

READING PASSAGE 2

(1) 原句：In the world of science, innovators are often seen as those scientists and researchers who can convert a new substance or a new finding into a commercially viable product.

译文：在科学的世界里，人们通常将创新者视为科学家或者研究者，他们能够将一个新的物质或者一项新的发明转化为商品。

(2) 原句：Numerous reactions and plans are suggested—learn more about change and how to deal with it, learn more about complexity and ways to integrate it into the work of the business, keep things simple, and be nimble, proactive, and open-minded.

译文：许多想法和计划被提了出来——学习更多关于变化和应变的知识，学习更多关于复杂性和如何将它整合到商业中去的方法，保持事物的简单性，保持灵

活性、前瞻性和开放性。

（3）原句：Other tales of innovation include the story of Foster-Miller, a privately held engineering company in Waltham, Mass., that was able to solve Nabisco's problem of fat-free Fig Newton batter sticking in the cutting equipment.

译文：其他创新事迹包括福斯特·米勒公司的事迹，它是马萨诸塞州华森市的一家私营工程公司，它可以解决纳贝斯克公司的无脂费格·纽顿曲奇饼面糊粘在切割设备上的难题。

（4）原句：This alliance includes 67 independent bike dealers as members with a goal of maintaining the integrity of their varied product lines for the local demands of their customers while maintaining good relationships with powerful suppliers who would like to limit their product offerings.

译文：这个由67家自行车独立经销商组成的联盟，目的是维持可以满足地方消费者（客户）要求的各条生产线的整体性，同时还要与有强大实力控制其产品供应的供应商保持良好关系。

READING PASSAGE 3

（1）原句：For about 300 years following the Norman Conquest in 1066, the Norman kings and their high nobility spoke only a variety of French called Anglo-Norman.

译文：在1066年诺曼征服之后的300年中，诺曼国王们及其高级贵族只说一种叫盎格鲁·诺曼语的法语变种语言。

（2）原句：English literature started to reappear ca 1200, when a changing political climate and the decline in Anglo-Norman made it more respectable.

译文：英国文学从公元 1200开始重新出现，那时多变的政治气候和盎格鲁·诺曼语的衰落使说英语变得更高雅体面。

（3）原句：English has a wider dispersion than any other language in the world, due to the political, economic, scientific, and cultural influence first of England and later of the United States.

译文：较世界上其他语言来说，英语的使用分布更为广泛，因为它先后受到英国、美国的政治、经济、科学和文化的影响。

☆ Writing Model Answers and Samples ☆

Practice Test 1

TASK 1

SAMPLE

The bar chart compares the _____ of both _____ in _____ within _____ period between _____ and _____ . As can be seen from the chart, the percentage of _____ generally increased with _____ from _____ to _____ while the opposite was true with that of _____ .

_____ , which was reported as the highest _____ , was _____ one in which only _____ of _____ while _____ accounted for the rest.

When it comes to _____ , _____ also made up over half of _____ , accounting for _____ and _____ , which were _____ and _____ more than that of _____ .

However, the situation in the other two _____ which were relatively lower was totally _____ . _____ constituted roughly _____ in _____ , _____ less than that of _____ and most of the _____ in _____ were _____ (over _____) , twice as much as that of _____ .

MODEL

The bar chart compares the proportion of employees of both genders employed in executive positions in ACME oil company within a one-year period between July 1993 and June 1994. As can be seen from the chart, the percentage of male employees generally increased with the rise of the job categories from Grade 5 to Grade 1 while the opposite was true with that of women.

Grade 1, which was reported as the highest position, was a male-dominated one in which only one-tenth of the staff were female while male employees accounted for the rest.

When it comes to Grade 2 and 3, men also made up over half of the employees,

accounting for 80% and 60%, which were 50% and 10% more than that of women respectively.

However, the situation in the other two job categories which were relatively lower was totally converse with women taking up larger proportions. Men constituted roughly 40% in Grade 4, 20% less than that of women and most of the working staff in Grade 5 were women (over 70) , twice as much as that of men.

TASK 2

SAMPLE

It is true that important qualities as _____ and _____ are not directly _____ . However, based on such a fact alone, the concern seems too assertive when we take a close look at what _____ .

First, the concern lies in the phenomenon that _____ and _____ when _____ . The fact is that _____ will end up with _____ after _____ , and therefore, is it necessary, or rather, possible for _____ ? Admittedly, most _____ don't _____ , but they do _____ as _____ as possible. _____ actually emphasize more on how to _____ rather than _____ , thereby helping to become _____ . _____ with _____ , indeed, do start with better _____ . Still, it is _____ who are proved to _____ better _____ in most fields. Since the development of today's science and technology is at such an unpredictable speed, important as _____ itself may seem to be, it is, after all, _____ that enable _____ to get _____ as _____ as possible and to keep _____ always up-to-date.

Another _____ is the _____ . As a majority of _____ , it is hardly possible for them to avoid _____ . Although _____ is probably not listed as a course for _____ , _____ provided such a chance for _____ to _____ , face _____ , and solve problems through _____ , which can be seen as a best simulation of _____ . And they can thus _____ .

In conclusion, the concern that necessary _____ cannot be _____ and exaggerated _____ that are no _____ , because _____ , although _____ , do enhance _____ .

MODEL

It is true that important qualities as working experience and practical skills are not directly taught in universities. However, based on such a fact alone, the concern seems too assertive when we take a close look at what the students have actually learned.

First, the concern lies in the phenomenon that most students are without necessary

working experience and at loss when first facing their jobs. The fact is that most students will end up with a very limited number of jobs after they graduate, and therefore, is it necessary, or rather, possible for universities to prepare every student respectively for their future jobs? Admittedly, most universities don't provide such opportunities as job training, but they do teach students how to master a new skill as quickly as possible. Universities actually emphasize more on how to learn rather than what to learn, thereby helping students to become quick learners. People with professional training, indeed, do start with better output. Still, it is university graduates who are proved to adapt better to new techniques and innovative concepts in most fields. Since the development of today's science and technology is at such an unpredictable speed, important as working experience itself may seem to be, it is, after all, universities that enable students to get working experience as quickly as possible and to keep their working experience always up-to-date.

Another quality universities provide their students with is the skill of problem shooting through communication. As a majority of students live on campus together, it is hardly possible for them to avoid communication. Although communication is probably not listed as a course for every student, universities provide such a chance for students to meet problems, face problems, and solve problems through communication by themselves, which can be seen as a best simulation of their future life in the society. And they can thus proudly announce themselves fully prepared to face a world of problems through communication after their graduation.

In conclusion, the concern that necessary qualities needed in today's world cannot be taught in universities or academic institutes has apparently underestimated students' abilities and exaggerated trivial qualities that are not covered in university education, because our universities and academic institutes, although inevitably missing some fractional qualities out, do enhance students' adaptability to both their jobs and their social life.

Practice Test 2

TASK 1

SAMPLE

The table compares the opinions of _____ about _____ .

It can be seen that the responses from _____ were generally _____ with the _____ , with

only _____ . In contrast, however, only about _____ were positive about _____ and almost _____ . The _____ were more in agreement about _____ . Only _____ of _____ and _____ of _____ were _____ with these, and the majority (_____ and _____ respectively)were very _____ . Finally, _____ with _____ than their _____ counterparts. Almost _____ of them were very _____ with _____ and only _____ were _____ , whereas nearly _____ of the men expressed their _____ .

Overall, the table indicates that _____ feel that _____ are the least _____ aspect of _____ , while _____ are most _____ with the _____ .

MODEL

The table compares the opinions of male and female club members about the services provided by a city sports club.

It can be seen that the responses from the male members were generally happy or satisfied with the range of activities at the club, with only 5% dissatisfied. In contrast, however, only about two-thirds of female members were positive about the activity range and almost a third were dissatisfied. The genders were more in agreement about the club facilities. Only 14% of women and 10% of men were unhappy with these, and the majority(64% and 63% respectively)were very positive. Finally, the female respondents were much satisfied with the club opening hours than their male counterparts. Almost three-quarters of them were very satisfied with these and only 3% were unhappy, whereas nearly 40% of the men expressed their dissatisfaction.

Overall, the table indicates that male members feel that opening hours are the least satisfactory aspect of the club, while female members are most unhappy with the range of activities.

TASK 2

SAMPLE

Identifying the _____ is a difficult task for some _____ . _____ may occur when one does not know much about the _____ different from _____ . In reality, _____ about whether _____ should encourage _____ or to what degree should they accept the _____ as they may cause _____ . In my opinion, without being _____ , the _____ should be highly _____ on most of the occasions.

The primary concern is given to the significance of one's _____ . It is important for all these _____ have undergone thousands of years of _____ and become the _____ . For instance, in many areas and regions such as _____ when _____ , eating _____ —a kind of _____ when _____ , and still _____ when someone's _____ . This might be _____ for many _____ who first _____ . _____ in such a situation may choose to practice as if _____ .

Even if _____ keep _____ away from the traditions of _____ , they should not _____ to them. The reason is simple. If the _____ refuse to _____ that the _____ may _____ , and even _____ , they will possibly _____ . Take _____ as an example, when _____ , there is always a _____ who _____ . This might be of _____ who does not _____ . But as we say " _____ " that literally means that one should _____ when _____ , this is a reflection of what _____ about _____ .

In general, one should see how _____ and how _____ . There are no _____ to be followed. What seems important is " _____ " which applies to many situations when _____ .

MODEL

Identifying the foreign customs is a difficult task for some visitors. Cultural conflicts may occur when one does not know much about the strange social codes different from his own country. In reality, people's opinion about whether the host country should encourage cultural differences or to what degree should they accept the alien cultures as they may cause annoyance to them. In my opinion, without being followed blindly, the local customs should be highly respected on most of the occasions.

The primary concern is given to the significance of one's national traditions and heritage that have been passed down. It is important for all these customs have undergone thousands of years of practice and become the treasure of a nation. For instance, the eating tradition in many areas and regions such as people eating red eggs when they have a new baby, eating jiaozi—a kind of Chinese dumpling when we celebrate Chinese lunar year, and still eating when someone's grandpa passed away. This might be a blunt for many visitors who first come here. Visitors in such a situation may choose to practice as if he were a local or he may just see and enjoy the atmosphere.

Even if visitors keep a stance away from the traditions of a foreign country, they should not refuse them. The reason is simple. If the visitors refuse to take the fact that the local customs may hold their faith or something they believe, and even they are disheartening, they will possibly act improperly under such a situation. Take eating out custom as an example, when Chinese people eat out, there is always a person who masters the table and even pays the bill. This might be surprised to a foreigner who does not get used to this manner. But as we

Chinese people say " Ru Xiang Sui Su" that literally means that one should get used to the local customs when visiting it, this is a reflection of what we discuss here about the culture diversity.

In general, one should see how he knows about the cultures and how he should react upon it. There are no fixed rules to be followed. What seems important is "when in Rome, do as the Romans do" which applies to many situations when one feel uncertain about the host culture.

Practice Test 3

TASK 1

SAMPLE

Dear Mr. ____ ,
I recently received a letter from ____ , a ____ of ours. He ____ from us which ____ .
He has written to complain that ____ . We pride ourselves in the quality of our ____ and would like an explanation as to how this ____ occurred. Even though the ____ are insured, our ____ is at stake.
I would be most grateful if you would reply as soon as possible so that this matter can be resolved to everyone's satisfaction.

Sincerely,
Jackie Middleton
Customer Services Manager

MODEL

Dear Mr. Thompson,
I recently received a letter from a Mr. Robinson, a valued customer of ours. He purchased an Italian coffee table and four French dining-room chairs from us which your company delivered to his residence.
He has written to complain that the purchases arrived damaged. We pride ourselves in the quality of our products and would like an explanation as to how this mishap occurred. Even

though the items are insured, our reputation is at stake.

I would be most grateful if you would reply as soon as possible so that this matter can be resolved to everyone's satisfaction.

Sincerely,
Jackie Middleton
Customer Services Manager

TASK 2

SAMPLE

Nowadays, _____ intend to _____ . Still, there are some advantages to do so.

Merits of _____ can be examined by three aspects. First of all, if you _____ , all angles of the _____ will have appeared; after some time, you will definitely have a good command of it. Consequently, you may become _____ of the field and _____ from others. Second, you can establish _____ , helping you tear down most of the _____ . Finally, mistakes of the routine tasks would be minimized because _____ .

On the other hand, I would like to illustrate the advantages o _____ . Initially, we look at the issue of _____ . Many _____ are inclined to accept _____ . However, if _____ that someone else will soon _____ , such acts can be avoided. We then look at _____ . If one works for _____ , he may _____ . Nonetheless, _____ should have qualities _____ . Therefore, to _____ can help you gain _____ .

In summary, _____ can cultivate one to _____ while _____ can be both _____ . In my opinion, people should seek _____ and _____ and _____ .

MODEL

Nowadays, very few people intend to go in for a life-time career. Still, there are some advantages to do so.

Merits of always taking a position can be examined by three aspects. First of all, if you stick at taking a post, all angles of the job will have appeared; after some time, you will definitely have a good command of it. Consequently, you may become a veteran of the field and earn respect or prestige from others. Second, you can establish an extensive social

connections relating to the field, helping you tear down most of the barriers standing in the way of your working endeavor. Finally, mistakes of the routine tasks would be minimized because you have learned the lessons.

On the other hand, I would like to illustrate the advantages of experiencing different jobs. Initially, we look at the issue of bribery. Many high-level staff are inclined to accept bribes via power in hand. However, if he knows that someone else will soon take his place, such acts can be avoided. We then look at work motivation. If one works for the same company for a long time without promotion, he may get sick and tired of doing the same daily routine. Nonetheless, a manager should have qualities of a sense of teamwork and the capability of coordination. Therefore, to try various positions can help you gain ground to be promoted.

In summary, staying in the same post can cultivate one to cut out for the job but involve one in a boring career while changing jobs frequently can be both advantageous by keeping bribery away and providing one with more opportunities of promotion and disadvantageous by making mistakes occasionally. In my opinion, people should seek a decent and good-paid job and pay little attention to changing it.

Practice Test 4

TASK 1

SAMPLE

The chart shows the _____ in the number of _____ attending the _____ in _____ .

At the start of the year, number was quite high at _____ , this was because there were a large number of _____ . The _____ remained the same until _____ when 40. _____ . In both _____ and _____ , _____ extra _____ enrolled into _____ . There was a sharp increase in _____ when _____ new _____ entered _____ . In _____ there was only an increase of _____ as the _____ . In comparison to the first _____ , there was a sharp drop in number as _____ , leaving only _____ . From here until the end of the _____ , there was _____ .

Overall, it shows _____ growth when compared to the _____ .

MODEL

The chart shows the fluctuations in the number of international students attending the Sydney International Language Centre in 2001.

At the start of the year, number was quite high at 170, this was because there were a large number of students in University Preparation (UP) before the March intake. The student population remained the same until the end of February when 40 graduated from ELI and took up their offers in Bachelors and Masters courses. In both April and May, 15 extra students enrolled into ELI courses. There was a sharp increase in June when 20 new students entered UP courses. In July, there was only an increase of five students as the Winter course intake was at the end of July and this was too late for students who were entering university in the second semester. In comparison to the first semester, there was a sharp drop in numbers as 50 students left, leaving only 135 students in ELI for August. From here until the end of the year, there was a steady rise in student number to a peak of 180 in December.

Overall, it shows steady growth when compared to the 2,000 enrolments.

TASK 2

SAMPLE

It is a surprisingly _____ of _____ available today. _____ may wonder which will be the most _____ , and whether _____ affect its success.

Many people _____ or _____ with complete trust in _____ . However, some _____ do not _____ . For example, _____ may have _____ . Their initial positive attitude towards _____ does _____ good.

Similarly, those _____ who trustfully choose _____ . Less _____ qualification standards among alternative _____ may mean that some _____ give ineffective or damaging advice. The result, again, is that a _____ who _____ .

On the other hand, _____ may try a style of _____ with some skepticism. A person used to _____ and _____ may be suspicious of _____ . Yet if they _____ , they may in fact notice _____ , in spite of _____ . Equally, a patient opposed to _____ may have _____ and _____ .

In conclusion, it appears that _____ is not the _____ . _____ who _____ skeptical of the results _____ . _____ should seek the advantages that each style of _____ can offer.

MODEL

It is a surprisingly wide range of medical treatments available today. Patients may wonder which will be the most effective one, and whether their own mental attitude to the type of treatment might affect its success.

Many people visit their doctors or go to hospital with complete trust in the expert care offered by conventional services. However, some people do not get a satisfactory result. For example, the drugs they are prescribed may have unpleasant side-effects. Their initial positive attitude towards their treatment does them little good.

Similarly, those patients who trustfully choose alternative treatments over traditional medicine may find themselves disillusioned. Less rigorous qualification standards among alternative practitioners may mean that some healers give ineffective or damaging advice. The result, again, is that a patient who entered treatment with confidence leaves that treatment disillusioned.

On the other hand, patients may try a style of treatment with some skepticism. A person used to take conventional medicine and drugs may be suspicious of treatments based on diet and lifestyle changes. Yet if they follow such programs, they may in fact notice improvements in their conditions, in spite of their skepticism. Equally, a patient opposed to conventional medicine may have an accident and be saved by the effective treatment of conventional emergency services.

In conclusion, it appears that the mental attitude of the patient is not the most significant factor in determining the outcome of the treatment. Patients who enter treatment confidently may leave disillusioned while those who begin treatment skeptical of the results may find themselves surprised with what they have gained. Patients should seek the advantages that each style of care can offer.

Practice Test 5

TASK 1

SAMPLE

The table shows the percentage of _____ from _____ to _____ . It can be divided into _____ groups.

Firstly, a number of _____ were in a high percentage of _____ for the entire period. These included _____ . _____ was the highest, growing from _____ to _____ over the _____ -year period, while _____ ownership, the lowest of this group, increased from _____ to _____ .

The second group included _____ and _____ and these showed the most dramatic rise with increases of _____ for _____ and _____ for _____ . At the beginning of the period, these _____ had been presented in _____ and _____ of _____ .

The final group shows _____ that were _____ onto the market during the period shown. The video recorder was quickly _____ , achieving _____ by _____ . The _____ had less impact, with its ownership slowly rising from _____ to _____ between _____ and _____ .

All in all, it shows that _____ enjoyed an ever-increasing _____ durables from _____ to _____ .

MODEL

The table shows the percentage of household consumer durables sold in the UK from 1972 to 1983. It can be divided into three groups.

Firstly, a number of appliances were in a high percentage of homes for the entire period. These included TVs, vacuum cleaners, refrigerators and washing machines. TV ownership was the highest, growing from 93% to 98% over the eleven-year period, while washing machine ownership, the lowest of this group, increased from 66% to 80%.

The second group included central heating and the telephone and these showed the most dramatic rise with increases of 27% for central heating and 35% for telephones. At the beginning of the period, these appliances had been presented in 37% and 42% of homes respectively.

The final group shows appliances that were only introduced onto the market during the period shown. The video recorder was quickly accepted into households, achieving 18% ownership by 1983. The dishwasher had less impact, with its ownership slowly rising from 3% to 5% between 1978 and 1983.

All in all, it shows that British households enjoyed an ever-increasing ownership of consumer durables from 1972 to 1983.

TASK 2

SAMPLE

In my opinion, the _____ should _____ for _____ , regardless of _____ , _____ and _____ . There are _____ main reasons for this as follows.

The first reason is based on the _____ that _____ , which is a generally accepted belief in most countries. Just like _____ . Quality and quantity of _____ should be given to _____ , who are believed to be _____ . Similarly, _____ can be compared to _____ , which is _____ to all people, without reference to _____ . Therefore, everyone stands _____ under the _____ that is _____ .

Secondly, as a matter of fact, _____ are those who can _____ . The poor, _____ and _____ , face especially _____ problems. Many of _____ live at the _____ and can not afford _____ if there is _____ . So, the idea that _____ is totally absurd.

Furthermore, as most _____ are honorable taxpayers and, therefore, make great contribution to the _____ , whose _____ largely from _____ , _____ provided by the government should be deemed as a _____ . As a matter of fact, all _____ and many _____ have _____ into _____ , making it one of the _____ that are granted by the _____ . On the contrary, governments that do not attempt to address _____ problems are rarely supported by the _____ .

To conclude, _____ is an issue that all _____ cannot afford to avoid in their _____ of the country. To them, there is no alternative but to _____ because _____ .

MODEL

In my opinion, the government should establish a high-quality health care system for all the citizens, regardless of their gender, occupation and social status. There are three main reasons for this as follows.

The first reason is based on the premise that all men are created equal, which is a generally accepted belief in most countries. Just like equal pay for equal work. Quality and quantity of health care should be given to all citizens, who are believed to be born equal. Similarly, health care can be compared to justice, which is dispensed impartially by judges to all people, without reference to their social backgrounds. Therefore, everyone stands equal under the health care system that is supposed to be provided by the government.

Secondly, as a matter of fact, poor people are those who can receive the most needed benefits from a high level of health care. The poor, who are plagued by financial burdens and chronic unemployment, face especially serious health problems. Many of them live at the subsistence level and can not afford even the fraction of the exorbitant medical costs if there is no health care for them. So, the idea that the quality of health care people receive should be in proportion to their affluence is totally absurd.

Furthermore, as most citizens are honorable taxpayers and, therefore, make great contribution to the society, whose finances derive largely from taxation, good quality of health care provided by the government should be deemed as a returned favor to these taxpayers. As a matter of fact, all developed nations and many developing ones have incorporated health care

into their welfare system, making it one of the fundamental human rights that are granted by the constitution. On the contrary, governments that do not attempt to address people's health problems are rarely supported by the citizens.

To conclude, health care is an issue that all governments cannot afford to avoid in their day-to-day running of the country. To them, there is no alternative but to provide an excellent system of medical care for all the citizens because the scenario of a country full of diseased and uncared-for people is almost inconceivable.

Practice Test 6

TASK 1

SAMPLE

Hi Jen,
I'm writing this letter because I really need your help. You're the only person who knows me well enough to give me a reference for _____ .
I saw _____ recently offering _____ to _____ . I sent _____ I wrote for _____ , you know, the one about _____ . Anyway, they really liked it, but _____ . I haven't given them your name yet, as I expect this would be the first _____ . Is it OK if I send them _____ ? I think _____ with you and _____ .
I know it's been a while but if you could do it, it would really help me out. I've got a new phone number, 09957 234 563, so you can get me on that, and my address is still the same.
Hope to hear from you soon.

Regards,
Patrick

MODEL

Hi Jen,
I'm writing this letter because I really need your help. You're the only person who knows me well enough to give me a reference for a course I want to do.
I saw an advert in a paper recently offering a free journalism course to successful applicants. I

sent in an article I wrote for the student newspaper, you know, the one about legalising drugs. Anyway, they really liked it, but they want a reference as well. I haven't given them your name yet, as I expect this would be the first reference you've been asked to give. Is it OK if I send them your phone number? I think they want to phone you so they can have a proper conversation with you and really check me out.

I know it's been a while but if you could do it, it would really help me out. I've got a new phone number, 09957 234 563, so you can get me on that, and my address is still the same.

Hope to hear from you soon.

Regards,

Patrick

TASK 2

SAMPLE

Prompted by some incidents of _____ , the issue of _____ has been a contentious discussion.

Advocates argue that the _____ the amount of _____ is a _____ to know the truth of the world. For example, _____ contain some _____ , but _____ . Rather than _____ negative effects _____ , to some extent, these films _____ . Furthermore, _____ cultivates _____ , which makes _____ work better for _____ . Consequently, it is irresponsible and foolish to blame

However, opponents claim that _____ and _____ is detrimental to _____ . Taking _____ for reality, people become _____ . They believe things can not be solved _____ . In addition, _____ . Research findings reveal that _____ which had a large amount of _____ . Teenagers are so _____ that _____ judge whether _____ . As an illustration, _____ because _____ .

In my opinion, the disadvantages of controlling the amount of _____ outweigh the advantages. But I believe the _____ should label _____ , and _____ and _____ have responsibility to _____ and help _____ .

MODEL

Prompted by some incidents of television and film inspired crimes, the issue of whether the government should control the amount of violence in films and on television has been a contentious discussion.

Advocates argue that the practice of controlling the amount of violence in mass media is a brazen violation of the people's basic right to know the truth of the world. For example, some films contain some violence, but they reflect the things happening around us. Rather than produce negative effects on audience, to some extent, these films educate them. Furthermore, violence in films or on television programs cultivates people's senses of crisis and responsibility, which makes ordinary people and police work better for public security. Consequently, it is irresponsible and foolish to blame the media for violence in our society.

However, opponents claim that violence in films and on television is detrimental to audience's psychology. Taking fantasy for reality, people become aggressive and eccentric. They believe things can not be solved by violence. In addition, violence has negative impacts on the stability of society. Research findings reveal that 60 percent of crimes are committed by teenagers after watching films or television which had a large amount of violence. Teenagers are so vulnerable and immature that they cannot judge whether the activities performed in mass media are right or not. As an illustration, a boy killed his younger sister in Australia because he imitated the violent scenes from television programs.

In my opinion, the disadvantages of controlling the amount of violence in media outweigh the advantages. But I believe the government should label how much violence the programs contain on the screens, and parents and teachers have responsibility to guide their children and help them to distinguish right from wrong when they watch violent programs.

Sample Answer Sheets

University of Cambridge Local Examinations Syndicate International Examination | The Birtish Council | IDP Education Australia IELTS Australia

Centre number: AA999

Candidate name:

Please write your name above, then write your Candidate number in the boxes on the right and shade the number in the grid.

Test date:

Day: 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31

Month: 1 2 3 4 5 6 7 8 9 10 11 12 Last dig it of the Year: 0 1 2 3 4 5 6 7 8 9

IELTS Listening Answer Sheet

Version number: Please enter the number in the boxes and shade the numbers in the grid

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17		17	38		38
18		18	39		39
19		19	40		40
20		20	41		41
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			Band Score		Listening Total

IELTS L/R

IELTS Listening Answer Sheet

Module taken:

Academic ▭ Gcncral Training ▭

Version number:
Please enter the number in the boxes and shade the numbers in the grid

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9		9	39		39
10		10	40		40
11		11	41		41
12		12	42		42
13		13	Band Score		Reading Total
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