

- 14 There will be free admission on  
A Friday.  
B Saturday.  
C Sunday.

**Questions 15–20**

*Complete the chart below.*

*Write NO MORE THAN ONE WORD for each answer.*

DAY/TIME	EVENT
Saturday afternoon	15 _____ show
Saturday evening	16 _____ by the lake
Sunday afternoon	17 _____ contest
All weekend	18 _____ food 19 _____ for children 20 _____ for sale

**SECTION 3. QUESTIONS 21-30**

**Questions 21–23**

*Complete the information below. Write NO MORE THAN TWO WORDS for each answer.*

**How to get academic credit for work experience**

First, read the 21 \_\_\_\_\_. Find courses that match your work experience. Then write 22 \_\_\_\_\_ of your work experience. Submit that together with a letter from your 23 \_\_\_\_\_ to the university admissions office.

**Questions 24–28**

*Where can the items listed below be found?*

- |                     |
|---------------------|
| A admissions office |
| B counseling center |
| C library           |

*Write the correct letter, A, B, or C, next to questions 24–28.*

- 24 university catalog
- 25 application for admission form
- 26 requirements list
- 27 recommendation forms
- 28 job listings

*' Questions 29 and 30*

*Choose the correct letters, A, B, or C.*

- 29 What are full-time students eligible for?
  - A Discounted books
  - B The work-study program
  - C A free bus pass
- 30 How can a student get financial assistance?
  - A Speak with a counselor
  - B Apply to the admissions office
  - C Make arrangements with a bank

**SECTION 4. QUESTIONS 31-40**

***Questions 31-35***

*Complete the chart with information about the black bear.*

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

Range	Lives in 31 _____ of North America
Diet	Ninety percent of diet consists of 32 _____.
Cubs	Also eats 33 _____.
Life span	Baby bear cubs are born in 34 _____. Black bears live for about 35 _____ in the wild.

**Questions 36-40**

**Which characteristics fit black bears and which fit grizzly bears?**

**Write A if it is a characteristic of black bears. Write B if it is a characteristic of grizzly bears.**

36 Has a patch of light fur on its chest

---

37 Weighs 225 kilos

---

38 Has a shoulder hump

---

39 Has pointed ears

---

40 Has shorter claws

---

## READING

### READING PASSAGE 1

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

#### **FINDING THE LOST FREEDOM**

1. The private car is assumed to have widened our horizons and increased our mobility. When we consider our children's mobility, they can be driven to more places (and more distant places) than they could visit without access to a motor vehicle. However, allowing our cities to be dominated by cars has progressively eroded children's independent mobility. Children have lost much of their freedom to explore their own neighborhood or city without adult supervision. In recent surveys, when parents in some cities were asked about their own childhood experiences, the majority remembered having more, or far more, opportunities for going out on their own, compared with their own children today. They had more freedom to explore their own environment.
2. Children's independent access to their local streets may be important for their own personal, mental and psychological development. Allowing them to get to know their own neighborhood and community gives them a "sense of place". This depends on "active exploration", which is not provided for when children are passengers in cars. (Such children may see more, but they learn less.) Not only is it important that children be able to get to local play areas by themselves, but walking and cycling journeys to school and to other destinations provide genuine play activities in themselves.
3. They are very significant time and money costs for parents associated with transporting their children to school, sport and other locations. Research in the United Kingdom estimated that this cost, in 1990, was between 10 billion and 20 million pounds. (AIPPG)
4. The reduction in children's freedom may also contribute to a weakening of the sense of local community. As fewer children and adults use the streets as pedestrians, these streets become less sociable places. There is less opportunity for children and adults to have the spontaneous of community. This in itself may exacerbate fears associated with assault and molestation of children, because there are fewer adults available who know their neighbors' children, and who can look out for their safety.
5. The extra traffic involved in transporting children results in increased traffic congestion, pollution and accident risk. As our roads become more dangerous, more parents drive their children to more places, thus contributing to increased levels of danger for the remaining pedestrians. Anyone who has experienced either the reduced volume of traffic in peak hour during school holidays, or the traffic jams near schools at the end of a school day, will not need convincing about these points. Thus, there are also important environmental implications of children's loss of freedom.
6. As individuals, parents strive to provide the best upbringing they can for their children. However, in doing so, (e.g. by driving their children to sport, school or recreation) parents may be contributing to a more dangerous environment for children generally. The idea that "streets are for cars and back yards and playgrounds are for children" is a strongly held belief, and parents have little choice as individuals but to keep their children off the streets if they want to protect their safety.
7. In many parts of Dutch cities, and some traffic calmed precincts in Germany, residential streets are now places where cars must give way to pedestrians. In these areas, residents are accepting the view that the function of streets is not solely to provide mobility for cars. Streets may also be for social interaction, walking, cycling and playing. One of the most important aspects of these European streets, in terms of giving cities back to children, has been a range of "traffic calming" initiatives, aimed at reducing the volume and speed of traffic. These initiatives have had complex interactive effects, leading to a sense that children have been able to do this in safety. Recent research has demonstrated that children in many German cities have significantly higher levels of freedom to travel to places in their own neighborhood or city than children in other cities in the world.
8. Modifying cities in order to enhance children's freedom will not only benefit children. Such cities will become more environmentally sustainable, as well as more sociable and more livable for all city residents. Perhaps, it will be our concern for our children's welfare that convinces us that we need to challenge the dominance of the car in our cities.

**Questions 1-5**

*Do the following statements agree with the information given in Reading Passage 1? 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

- 1 The private car has helped children have more opportunities to learn.
- 2 Children are more independent today than they used to be.
- 3 Walking and cycling to school allows children to learn more.
- 4 Children usually walk or cycle to school.
- 5 Parents save time and money by driving children to school.

**Questions 6-9**

*In Paragraph 4 and 5 there are FOUR problems stated. These problems, numbered as questions 6-9. Find the correct cause for each of the problems and write the corresponding letter A-G. There are more causes than problems so you will not use all of them and you may use any cause more than once.*

**Problems**

*Example:* low sense of community feeling      **Answer : F**

- 6 streets become less sociable
- 7 fewer chances for meeting friends
- 8 fears of danger for children
- 9 higher accident risk

**Causes**

- A few adults know local children
- B fewer people use the streets
- C increased pollution
- D streets are less friendly
- E less traffic in school holidays
- F reduced freedom for children
- G more children driven to school

**Questions 10-14**

**Complete the sentences. Choose the correct ending for each statement endings numbered i-x.**

*Example:* By driving children to school, parents help create... Answer: i

- 10 Children should play ...
- 11 In some German towns, pedestrians have right of way...
- 12 Streets should also be used for...
- 13 Reducing the amount of traffic and the speed is...
- 14 All people who live in the city will benefit if cities are...

- i...a dangerous environment
- ii...modified
- iii...on residential streets
- iv...modifying cities
- v...neighborhoods
- vi...socializing
- vii...in backyards
- viii...for cars
- ix...traffic calming
- x...residential

**READING PASSAGE 2**

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

**RISING SEA**

**Paragraph 1. INCREASED TEMPERATURES**

The average air temperature at the surface of the earth has risen this century, as has the temperature of ocean surface waters. Because water expands as it heats, a warmer ocean means higher sea levels. We cannot say definitely that the temperature rises are due to the greenhouse effect; the heating may be part of a "natural" variability over a long time-scale that we have not yet recognized or short 100 years of recording. However, assuming the build up of greenhouse gases is responsible, and that the warming will continue. Scientists and inhabitants of low-lying coastal areas would like to know the extent of future sea level rises.

**Paragraph 2.**

Calculating this is not easy. Models used for the purpose have treated the oceans as passive, stationary and one-dimensional. Scientists have assumed that heat simply diffuses into the sea from the atmosphere. Using basic physical laws, they then predict how much a known volume of water would expand for a given increase in temperature. But the oceans are not one-dimensional, and recent work

by oceanographers, using a new model which takes into account a number of subtle facets of the sea-including vast and complex ocean currents-suggests that the rise in sea level may be less than some earlier estimates had predicted.

#### Paragraph 3

An international forum on climate change, in 1986, produced figures for likely sea-level rises of 20 cm and 1.4 m, corresponding to atmospheric temperature increases of 1.5 and 4.5C respectively. Some scientists estimate that the ocean warming resulting from those temperature increases by the year 2050 would raise the sea level by between 10 cm and 40 cm. This model only takes into account the temperature effect on the oceans; it does not consider changes in sea level brought about by the melting of ice sheets and glaciers, and changes in groundwater storage. When we add on estimates of these, we arrive at figures for total sea-level rises of 15 cm and 70 cm respectively.

#### Paragraph 4

It's not easy trying to model accurately the enormous complexities of the ever-changing oceans, with their great volume, massive currents and sensitively to the influence of land masses and the atmosphere. For example, consider how heat enters the ocean. Does it just "diffuse" from the warmer air vertically into the water, and heat only the surface layer of the sea? (Warm water is less dense than cold, so it would not spread downwards). Conventional models of sea-level rise have considered that this the only method, but measurements have shown that the rate of heat transfer into the ocean by vertical diffusion is far lower in practice than the figures that many models have adopted.

#### Paragraph 5

Much of the early work, for simplicity, ignored the fact that water in the oceans moves in three dimensions. By movement, of course, scientists don't mean waves, which are too small individually to consider, but rather movement of vast volumes of water in huge currents. To understand the importance of this, we now need to consider another process-advection. Imagine smoke rising from a chimney. On a still day it will slowly spread out in all directions by means of diffusion. With a strong directional wind, however, it will all shift downwind, this process is advection-the transport of properties (notably heat and salinity in ocean) by the movement of bodies of air or water, rather than by conduction or diffusion.

#### Paragraph 6

Massive oceans current called gyres do the moving. These currents have far more capacity to store heat than does the atmosphere. Indeed, just the top 3 m of the ocean contains more heat than the whole of the atmosphere. The origin of the gyres lies in the fact that more heat from the Sun reaches the Equator than the Poles, and naturally heat tends to move from the former to the latter. Warm air rises at the Equator, and draws more air beneath it in the form of winds (the "Trade Winds") that, together with other air movements, provide the main force driving the ocean currents.

#### Paragraph 7

Water itself is heated at the Equator and moves poleward, twisted by the Earth's rotation and affected by the positions of the continents. The resultant broadly circular movements between about 10 and 40 North and South are clockwise in the Southern Hemisphere. They flow towards the east at mid latitudes in the equatorial region. They then flow towards the Poles, along the eastern sides of continents, as warm currents. When two different masses of water meet, once will move beneath the other, depending on their relative densities in the subduction process. The densities are determined by temperature and salinity. The convergence of water of different densities from the Equator and the Poles deep in the oceans causes continuous subduction. This means that water moves vertically as well as horizontally. Cold water from the Poles travels as depth-it is denser than warm water-until it emerges at the surface in another part of the world in the form of a cold current.

**Paragraph 8. HOW THE GREENHOUSE EFFECTS WILL CHANGE OCEAN TEMPERATURES**

Ocean currents, in three dimensions, from a giant "conveyor belt", distributing heat from the thin surface layer into the interior of the oceans and around the globe. Water may take decades to circulate in these 3-D gyres in the top kilometer of the ocean, and centuries in the deep water. With the increased atmospheric temperatures due to the greenhouse effect, the oceans conveyor belt will carry more heat into the interior. This subduction moves heat around far more effectively than simple diffusion. Because warm water expands more than cold when it is heated, scientists had presumed that the sea level would rise unevenly around the globe. It is now believed that these inequalities cannot persist, as winds will act to continuously spread out the water expansion. Of course, if global warming changes the strength and distribution of the winds, then this "evening-out" process may not occur, and the sea level could rise more in some areas than others.

**Questions 15-20**

*Reading Passage 2 has 8 Paragraphs, 1-8. The first paragraph and the last have been given headings. Choose the correct heading for the remaining 6 Paragraphs from the list below.*

*There are more headings than paragraphs, so you will not use all the headings.*

*Write the correct number, A-I, in boxes 15-20 on your answer sheet.*

- 15 Paragraph 2
- 16 Paragraph 3
- 17 Paragraph 4
- 18 Paragraph 5
- 19 Paragraph 6
- 20 Paragraph 7

**List of Headings**

- A The gyre principle
- B The Greenhouse Effect
- C How ocean waters move
- D Statistical evidence
- E The advection principle
- F Diffusion versus advection
- G Figuring the sea level changes
- H Estimated figures
- I The diffusion model

**Questions 21-22**

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

*Write the correct letter in boxes 21-22 on your answer sheet.*

- 21 Scientists do not know for sure why the air and surface of oceans temperatures are rising because
  - A there is too much variability
  - B there is no enough variability

- C they have not been recording these temperatures for enough time
- D the changes have only been noticed for 100 years

22 New research leads scientists to believe that

- A the oceans are less complex
- B the oceans are more complex
- C the oceans will rise more than expected
- D the oceans will rise less than expected

#### **Question 23**

*Look at the following list of factors A-F and select THREE which are mentioned in the Reading Passage 2 which may contribute to the rising ocean levels.*

*Write the correct THREE letters A-F in the box 23 on your answer sheet.*

- A thermal expansion
- B melting ice
- C increased air temperature
- D higher rainfall
- E changes in the water table
- F increased ocean movement

#### **Questions 24-28**

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

- 24 The surface layer of the oceans is warmed by the atmosphere.
- 25 Advection of water changes heat and salt levels.
- 26 A gyre holds less heat than there is in the atmosphere.
- 27 The process of subduction depends on the water density.
- 28 The sea level is expected to rise evenly over the Earth's surface.

### **READING PASSAGE 3**

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

#### **NEW RULES FOR THE PAPER GAME**

1. Computerized data storage and electronic mail were to have heralded the paperless office. But, contrary to expectation, paper consumption throughout the world shows no sign of abating. In fact, consumption, especially of printing and writing papers, continues to increase. World demand for paper and board is now expected to grow faster than the general economic growth in the next 15 years. Strong demand will be underpinned by the growing industrialization of South East Asia, the re-emergence of paper packaging, greater use of facsimile machines and photocopiers, and the popularity of direct-mail advertising. It is possible that by 2007, world paper and board demand will reach 455 million tonnes, compared with 241 million tonnes in 1991.
2. The pulp and paper industry has not been badly affected by the electronic technologies that promised a paperless society. But what has radically altered the industry's structure is pressure from another front-a more environmentally conscious society driving an irreversible move towards cleaner industrial production. The environmental consequences of antiquated pulp mill practices and technologies had marked this industry as one in need of reform. Graphic descriptions of deformed fish and thinning populations, particularly in the Baltic Sea where old pulp mills had discharged untreated effluents for 100 years, have disturbed the international community.
3. Until the 1950s, it was common for pulp mills and other industries to discharge untreated effluent into rivers and seas. The environmental effects were at the time either not understood, or regarded as an acceptable cost of economic prosperity in an increasingly import-oriented world economy. But greater environmental awareness has spurred a fundamental change in attitude in the community, in government and in industry itself.
4. Since the early 1980s, most of the world-scale pulp mills in Scandinavia and North America have modernized their operations, outlying substantial amounts to improve production methods. Changes in mill design and processes have been aimed at minimizing the environmental effects of effluent discharge while at the same time producing pulp with the whiteness and strength demanded by the international market. The environmental impetus is taking this industry even further, with the focus now on developing processes that may even eliminate waste-water discharges. But the ghost of the old mills continues to haunt industry today. In Europe, companies face a flood of environment-related legislation. In Germany, companies are now being held responsible for the waste they create.
5. Pulp is the porridge-like mass of plant fibers from which paper is made. Paper makers choose the type of plant fibre and the processing methods, depending on what the end product will be used for: whether it is a sturdy packing box, a smooth sheet of writing paper or a fragile tissue. In wood, which is the source of about 90% of the world's paper production, fibres are bound together by lignin, which gives the unbleached pulp a brown colour. Pulping can be done by mechanical grinding, or by chemical treatment in which woodchips are "cooked" with chemicals, or by a combination of both methods.
6. Kraft pulping is the most widely used chemical process for producing pulp with the strength required by the high-quality paper market. It is now usually carried out in a continuous process in a large vessel called digester. Woodchips are fed from a pile into the top of the digester. In the digester, the chips are cooked in a solution called white liquor, nosed of caustic soda (sodium hydroxide) sodium sulphide. The chips are cooked at high temperatures of up to 170 degree for up to three hours. The pulp is then washed and rate from the spent cooking liquor which has turned dark and is now appropriately ailed black liquor. An important feature of kraft pulping is a chemical recovery system which recycles about 95 % of the cooking chemicals and produces more than enough energy runs the mill. In a series of steps involving a furnace and tanks, some of the black liquor is transformed into energy, while some is regenerated into the original white cooking liquor. The pulp that comes out has little lignin left in the fibres. Bleaching removes the last remaining lignin and brightens the pulp. Most

modern mills have modified their pulping process to remove as much of the lignin as possible before the pulp moves to the bleaching stage.

**Questions 29-32**

*Look at the following list of factors A-G, which will influence the amount of paper being used in the future.*

*Choose FOUR factors which are mentioned in Paragraph 1 of the Reading Passage 3.*

*Write the correct answers A-C in boxes 29-32 on your Answer Sheet.*

**List of factors**

- A more people read newspapers
- B increased use of paper bags
- C increased book production for education
- D wider use of sign post advertising
- E increased use of fax machines
- F wider use of leaflet advertising
- G greater use of duplicating machines

**Questions 33-35**

*Complete the statements from the Paragraph 2, 3 and 4 by using NO MORE THAN THREE WORDS.*

*Write your answers in the boxes 33-35 on your Answer Sheet.*

33 The international community has begun to demand.....

34 In the past, the environmental effects of pulp mill practices were probably a price to pay for.....

35 Some paper mills have recently modernized their mill design in order to decrease.....

**Questions 36-40**

*Below is the list of steps in the kraft process of turning wood chips into paper, which are numbered 1-8. Only FIVE of the steps listed below are mentioned in the Reading Passage 3. Decide which steps are mentioned and write the appropriate number for each step in the correct order in the boxes 36-40 on your answer sheet.*

- 1 the chips are cooked
- 2 the fibres are bound by lignin
- 3 the pulp is bleached
- 4 woodchips are put into a pile
- 5 the pulp is dried
- 6 the pulp is removed from the black liquor
- 7 the chips are put into the white liquor
- 8 the pulp is washed

## WRITING

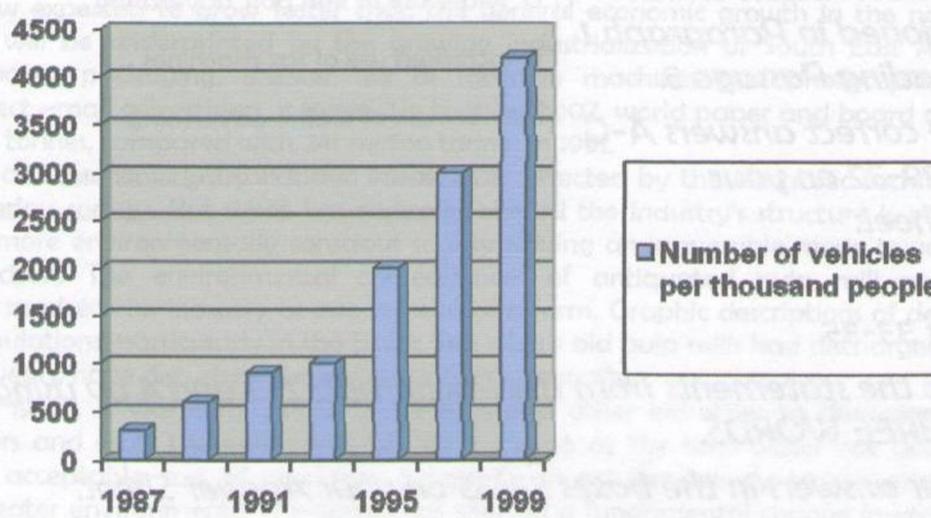
### WRITING TASK 1

You should spend about 20 minutes on this task.

**The bar chart below gives information about vehicle ownership in China.**

**Write a report for a university lecturer describing the information.**

You should write at least 150 words.



### WRITING TASK 2

You should spend about 40 minutes on this task. Write about the following topic.

**Rich counties should allow jobs for skilled and knowledgeable employees who are from poor counties. Do you agree or disagree?**

Give reasons for your answer and include any relevant examples from your own knowledge or experience. Write at least 250 words.

## SPEAKING

### PART 1

The examiner asks the candidate about him/her home work or studies and other familiar topics.

*Do you like travelling?  
How do you usually travel?  
Where have you travelled too lately?  
What kind of places do you like to visit?*

### PART 2

**Describe an old person you admire.**

**You should say:**

**who this person is  
where did you meet with him  
what characteristics you most like on him  
why you admire this person**

*You will have one to two minutes to talk about this topic.*

*You will have one minute to prepare what you are going to say.*

### PART 3

*What average age is normal for retirement in your opinion?  
What are the good things about being retired?  
How does the government in your country treat the retired people?  
Can young specialists substitute the old ones who are in retirement in the work places?  
What do you think is it necessary to give retirement to people? Why/Why not?  
What are the pros and cons of being retired?*

**GENERAL TRAINING: READING AND  
WRITING TEST A**

## READING

### SECTION 1.

#### Questions 1-5

Look at the six advertisements for student accommodation, A-F. For which advertisements are the following statements true? Write the correct letter (A-F) in boxes 1-5 on your Answer Sheet.

NB You may use letters more than once.

- 1 It is possible to cook in the room.
- 2 Food is provided as part of the price.
- 3 You have your own bathroom.
- 4 The room is available for a limited period only.
- 5 There is a safe place to keep your bicycle.

A

#### ROOM AVAILABLE

- Small room available in a shared student house
  - Use of kitchen, sitting room and shared bathroom
- Handy for university and city centre  
*Sorry no space for bicycles indoors*  
*Small breakage deposit payable in advance*  
Non-smokers only

CALL 030-4132-9860

B

#### LARGE SINGLE ROOM AVAILABLE

- Hot and cold running water
  - Use of shared bathroom
  - Parking space available on request
  - Internet connection (payable monthly)
- Annual contract – rent payable monthly*  
References required

CALL 030-7658-0098

C

#### ARE YOU LOOKING FOR A NICE ROOM IN A CLEAN HOUSE?

- We are four post-grad students looking for a housemate
  - The house is in a good suburban area close to public transport links
  - The room has use of a shared kitchen and bathroom
  - Meals are eaten together (mostly vegetarian) and costs shared
  - Space for one bicycle in the (lockable) garden shed

*Reasonable rent payable monthly in advance*  
*All applicants will be interviewed*

CALL MEL ON 030-9909-7786