

15 套听力原文

Model Test One

Section A

1. M: Would you like to go out for dinner with me?
W: Oh, I'd like to, but I'm busy preparing for my graduation paper.
Q: What can we learn about the woman?
2. W: Did you attend the new English teacher's oral class?
M: How she could make her students so active is really impressive.
Q: What does the man imply about the new English teacher's class?
3. W: Frankly speaking, it never strikes me that you are 40 years old.
M: Oh, really? A lot of people who meet me, including some friends of mine, think I'm just in my 30s.
Q: What can we learn about the man?
4. M: Oh, gosh. I was caught cheating in the math examination yesterday.
W: I'm sorry to hear that. But since it happened, you have to face the music.
Q: What does the woman mean?
5. W: Can you spare me some time this week? I missed part of your lecture on Thomas Hardy who is my favorite writer.
M: OK, we can discuss it Friday afternoon.
Q: What is the relationship between the two speakers?
6. M: One ten-cent pencil and two ten-cent erasers, please.
W: OK. That will be 30 cents, and we'll give you a 10% discount.
Q: How much money will the man pay?
7. W: How about John? Does he recover from the car accident?
M: It's hard to say. Physically speaking, he's fine.
Q: What can we learn about John?
8. M: Where were you on Thanksgiving Day, Susan? I dropped by and there was nobody in.
W: My whole family went to Chicago to visit my Grandpa. It's our tradition to spend Thanksgiving Day in this way.
Q: What can we learn about the woman?

Conversation One

- M: Hi, Helen! Nice to see you again.
- W: Yes, it's been a while. Hey, you've gotten bigger since the last time I saw you.
- M: Yeah, (9)ever since I got married, I've been putting on weight. My wife's a good cook.
- W: You need to start exercising again. Have you thought about joining a health club?
- M: I have. But they are expensive. And I don't have the time.
- W: I'm a member at Spa Fitness and you'd be surprised at how inexpensive a year membership is. Most of the members are ordinary people who work out for about an hour just three times a week.
- M: Sounds reasonable. I mean, you look skinny enough.
- W: Well, to tell the truth, I haven't always been this lean. (10)After I turned 30, I started putting on the pounds. I couldn't fit into my favorite skirts anymore and I didn't have any energy. So I decided to do exercise. Once you start a regular exercise program, you start feeling better immediately.
- M: Is that right? I read that Americans are getting fatter. In fact, the average American teen is 10 to 20 pounds heavier today than in the 1980s. I'm amazed at how many fat teenage girls I see.
- W: That's because of lifestyle changes. Health clubs aren't just for beautiful people. Actually, the majority of the members are trying to lose weight like us. So will you join me for a workout? (11)I can get you in free of charge tonight with a guest pass.
- M: Why not? I've got nothing to lose.

W: Nothing but a few pounds.

9. Why does the man put on weight?

10. What can we infer about the woman?

11. How can the man get into the health club tonight?

Conversation Two

M: I need a haircut. But you look pretty busy today. Do you have an opening for me?

W: Yes, we do. I can cut your hair right now if you like. Do you need a shampoo too? Or just a haircut?

M: Just a haircut. I washed my hair this morning.

W: Alright. (12)I will have an assistant wet your hair. Then I can start. Please step over there. How would you like to have your hair cut today?

M: Well, I had a haircut eight weeks ago. So my hair is pretty long. However, I want the same style as the last time.

W: I recommend you leave it a little long on top. But we should take in the back and sides a bit more. That's more fashionable now.

M: Alright. You are the expert. I'm happy to have your recommendation.

W: And do you usually part your hair along here?

M: Yes.

W: Alright, I know just what to do. (13)Your hair seems quite dry, you know. And I see some split ends.

M: (13)Yes, I know my hair is quite thin. (14)It runs in my family. Everybody has very thin hair.

W: The problem is the split ends. They make your hair look *frizzy* (卷曲的).

M: I don't know what to do with it.

W: Well, it's easy. Don't blow-dry your hair for so long after you shower. (15)Let it dry naturally, then you won't get split ends.

M: Oh really? I will try. Thanks.

12. What will the woman do before cutting the man's hair?

13. What's the problem of the man's hair?

14. What causes this hair problem?

15. What does the woman suggest the man do to deal with his hair problem?

Section B

Passage One

How did the first sliced bread and other famous foods get their names? It has been a mystery for a long time. Some researchers have decided to compile the answers and finally there is a surprising story behind the brand name. (16)Consumers had long been slicing bread themselves and any store-bought bread before the late 1920s was unsliced, and people could just bite on the loaf. Even Wonder Bread wasn't sliced at first. Created in 1921 by the Taggart Baking Company of Indianapolis, Indiana, the new bread was almost ready for market when the question of a name arose. Making a striking name for its new bread was really a tough question. Vice president Elmer Cline happened to attend a balloon race one day. (17)The sight of dozens of brightly-colored hot-air balloons in the sky filled him with, as he later said, "wonder." And afterwards, Wonder Bread was born. (18)Cline, in fact, was so impressed with the sight of those balloons that he covered his new product's wrapper with red, yellow and blue balloons, which is still Wonder's package design today. You might think that a product combining balloons, bread and a sense of wonder wouldn't get any better. But in 1933, Wonder introduced the very first pre-sliced loaf of bread to American consumers, the popularity of which is reflected in that phrase—"the best thing since sliced bread."

16. What can we learn about the bread before the late 1920s?

17. Where did Wonder Bread get its name?

18. What does the package design of Wonder Bread today look like?

Passage Two

In 1967, American *Vogue* magazine published an article called "Can Great Skin Be Created?" written by *Beauty* editor Carol Phillips with Dr. Norman Orentreich, discussing the significance of a skin care routine. Evelyn Lauder, daughter-in-law of Estée Lauder, read the article and brought it to Estée's attention. Both Carol Phillips and Dr. Orentreich were recruited to help create the brand, and in August, 1968, (19)Clinique emerged as the world's

first hypo-allergenic, skin care line at Saks Fifth Avenue. Clinique tests its product for allergic reactions by applying it to 600 people 12 times, with a standard of zero reactions. There are three formulas available in North America and Europe—extra-mild, mild, and oily. Clinique also has a facial care line called CX which contains products targeted on specialized needs, such as stretch marks associated with pregnancy. Clinique also carries a skin care line targeted on men. Although mostly known as a skin care line, (20)52% of revenue for Clinique is derived from their makeup, 25% from foundation alone. Clinique also carries a line of makeup brushes coated with an *antibacterial* (抗细菌的) solution. Happy, Clinique's best-selling women's fragrance, was introduced in 1997. It features mixture of ruby red *grapefruit* (葡萄柚), *bergamot* (香柠檬), Hawaiian wedding flower, and spring *mimosa* (含羞草). Recently, Clinique announced a partnership with Allergan, the maker of Botox and former partner of Elizabeth Arden, with the result being a new line called Clinique Medical. The line is only available in physician's offices. (21)The five-product set is designed for pre- and post-operation skin care, and targets on complications such as redness, tightness, burning, irritation and discoloration.

19. What is Clinique?

20. What do we know about the revenue for Clinique?

21. What can we learn about Clinique Medical line?

Passage Three

As we all know, there are many differences lying between high school and college. For some students, one of the biggest differences is the amount and depth of research that is required for research papers. (22)College professors expect students to be quite adept at researching, and for some students, this is a big change from high school. This is not to say that high school teachers don't do a great job to prepare their students for college level research—quite the contrary! (23)Teachers in high school play a tough and essential role in teaching students how to research and write, and college professors simply require students to take that skill to a new level. For example, you may soon discover that many college professors won't accept *encyclopedia* (百科全书) articles as research sources. Encyclopedias are great for finding a compact, informative accumulation of research on a specific topic. They are a great resource for finding the basic facts, (24)but they are limited when it comes to offering interpretations of the facts. (25)Professors require students to dig a little deeper than that, accumulate their own evidence from broader sources, and form opinions about their sources as well as the specific topics. For this reason, college-bound students should become familiar with the library and all its terms, rules and methods. They should also have the confidence to venture outside the comfort of the local public library and explore more diverse resources.

22. What is the big change from high school to college for some students?

23. What do high school teachers usually do according to the passage?

24. Why shouldn't encyclopedias be used as research sources?

25. What do professors ask students to do when doing research?

Model Test Two

Section A

1. W: I'm tired of Bill's remarks. I don't know why he always overstates what he experienced.

M: Why don't you do what I do? Just take his comments with a grain of salt.

Q: What does the man suggest the woman do?

2. M: I don't think John stands a chance of winning a gold medal in this match.

W: Maybe you are right, but he's doing his best.

Q: What does the man say about John?

3. W: So you mean you need someone to watch your cat while you are away?

M: Yeah, and I think no one is more suitable than you to do that. Will that be a problem for you?

Q: What does the man mean?

4. M: If we hurry, we can take the express train instead of the local and save an hour, can't we?

W: Yes, the express train takes only three hours to get to New York.

Q: How long does it take to get to New York by the local train?

5. W: This doesn't look familiar at all. We must be lost. We'd better get some directions.

M: There is a policeman over there. Let's pull in right here and ask him for help.

Q: Where are the two speakers?

6. M: Prof. Jackson's lectures are tremendous. Hardly anyone skips class.

W: Yeah, you can even hear a pin drop in the class.

Q: What can we learn about Prof. Jackson?

7. W: West London Air Terminal, please. I have to be there by 11:10.

M: I can't promise, Miss, but I'll do my best.

Q: Who is the woman most probably talking to?

8. M: It's going to be fine tomorrow.

W: Anyway, I'll bring a raincoat. I don't want to get wet like this again.

Q: What is the weather like today?

Conversation One

M: Hi, Mary. Do you want to start writing a lab report after we finish this experiment?

W: I can't. In fact, I need to finish early because I'm going to the psychology department to talk to Prof. Smith about a job opening.

M: You mean a job on campus?

W: Yeah. And it sounds pretty interesting. It involves helping with her study on learning styles.

M: Yeah. I know that's her area of expertise.

W: Right. Anyway, she's taking some high school students who aren't doing very well in their classes and testing them to find out what their learning styles are. (9)Then tutors, people like me, will work with her, presenting material to the students according to their particular learning styles.

M: Are you getting paid for this?

W: I'm sure we'll get something, though probably not much. Anyway, it doesn't matter to me. (10)I just want to get some hands-on experience.

M: Yeah. And it'll be nice to help those high school students too.

W: That's what I thought when I saw the ad. You could do it too.

M: Really? Do you have any idea about what the schedule is like?

W: Late afternoon until evening for tutoring, I think. After all, the kids are in regular classes until 3:30.

M: Actually, that's perfect for me.

W: Then come along. We will save the lab report for later. (11)But we'd better make sure we do a good job on our experiment first.

M: Yeah. First things first.

9. What will the tutors do for the high school students?

10. Why does the woman want to take the job?

11. What will the speakers probably do next?

Conversation Two

W: (12)Dr. White, we recently learned that a large piece of the Larsen Ice Shelf in Western Antarctica melted in early January. Could you please tell us exactly what happened?

M: I'd be happy to. The piece that melted was over 1 000 square miles in area. More recently and quite alarming to scientists is that a 40-mile crack, some 30 feet wide in places has torn through the ice shelf.

W: I understand that the scientific community is quite concerned. What is the significance of these events?

M: Well, (13)some scientists believe that this is a clear sign of global warming. Back in 1978, some American researchers predicted that Antarctica would show early signs of global warming due to the green house effect.

W: But couldn't crumbling ice shelves also be a result of the unusual weather Antarctica itself has experienced lately?

M: That's certainly possible, (14)but you'll have to remember that over the past thousands of years, ice shelves have been through a lot of weather changes without breaking up.

W: I think most people know that (15)if the ice cap over Antarctica melts, the level of the oceans will rise. What sort of impact will this have?

M: Well, the ice shelves currently insulate the Antarctic continent from wind, which slows down the melting. If the

winds cause even a tenth of the continent's ice to melt, (15)the world's oceans could rise as much as 30 feet.

12. What are the speakers mainly discussing?

13. Why are the melting events of the ice important?

14. Why doesn't the man believe weather changes result in ice melting?

15. What would be the likely result of the melting of the ice cap?

Section B

Passage One

It is a great honor for me to introduce today's guest—lecturer Henry Taylor. Dr. Taylor received his B. A. degree in Urban History at Yale University in 1955. Five years later, (16)he was awarded a master's degree in Architectures and a Ph.D. in Urban Design from Cornell University. (17)Upon graduating, he accepted a teaching position in the Department of Architecture and Fine Arts at Illinois University where he was promoted to chairman of the department in 1969. Last year, Dr. Taylor resigned from the university in order to accept a research position with the Department of Housing and Urban Development in Washington as director of planning. In addition to teaching and research, Dr. Taylor has devoted much time to designing, writing, and lecturing. Some of his most famous buildings are right here in the Chicago area, including the Twin Towers office building and the Saint Lawrence Seaway Recreation Center. His many articles on functional architecture and urban planning have appeared in scores of journals over the past 20 years, and half a dozen textbooks are to his credit, including one of the books that we use for this seminar—*Trends in Urban Design*. (18)Today, Dr. Taylor will speak to us about federal regulations for urban development, and frankly, I know of no one more qualified to the address. Now, let's welcome Henry Taylor.

16. What subject did Dr. Taylor study for his Ph.D.?

17. Where did Dr. Taylor resign from in order to accept a research position?

18. What is today's topic of Dr. Taylor's lecture?

Passage Two

(19)When cars first started appearing on the street of the world, there were only few people who took them seriously, because they thought they were toys—play things for grown men who didn't have much time to play. No one thought that the automobile would ever become the world's most popular form of transportation after many years. When Henry Ford started selling his Model T in 1908, he changed the situation. Ford believed that a car should be the low-cost transportation that everyone could afford, so he decided to make such a car. First he wanted a dependable automobile that wouldn't be broken down easily. Then he wanted a simple engine that almost anyone could repair. (20)Ford wanted to sell the car at a low price so that many people who were not very rich could afford one. And because of this, he had to make it at a very low cost. Finally, he made only one model in only one color—black. In 1932, the Duesenberg brothers produced a car that many people thought as the brightest automobile ever made. The very car called Duesenberg was custom-made, so each one was different. But it usually weighed about 7 000 pounds and had a very wide wheelbase which was 150 inches. It also had an enormous 400 horsepower engine that could move the car from 0 to 100 miles per hour in 17 seconds.

19. How did people think of cars when they first started appearing on the street?

20. Why did Henry Ford make only one model in only one color?

21. What does the passage mainly talk about?

Passage Three

Many of us often complain that we cannot remember things or easily forget things. However, (22)memory, they say, is a matter of practice and exercise. If you have the wish and really make a conscious effort to remember things, then you can quite easily improve your ability to remember them. But even if you are successful, there are times when your memory seems to play tricks on you. It often happens that we remember things that did not really happen. (23)One morning last week, for example, I got up and found that I had left the front door unlocked all night, yet I clearly remembered locking it carefully the night before. What's more, memory "tricks" work the other way as well. Once in a while, we remember not doing something and then find out that we did it. One day last month, for example, I was sitting in a barber shop waiting for my turn to get a haircut, and suddenly I realized that I got a haircut two days ago at the barber shop across the street from my office. Frequently, we seem to find something funny and amusing in incidents caused by people's forgetfulness or absent-mindedness. (24)Stories about absent-mindedness have

been told for years, and we never get tired of hearing new ones. (25) Unfortunately, however, absent-mindedness is not always funny. There are times when “tricks” of our memory can cause us great trouble.

22. What should we do if we want to have a good memory?
23. What can we learn about the speaker?
24. What can we infer about absent-mindedness from this passage?
25. What will absent-mindedness cause us sometimes according to the passage?

Model Test Three

Section A

1. W: John, look at this coat. You bought it for me when you were chasing me.
M: Yeah, it was a long time ago and the coat is worn out. I think I should buy you a new one.
Q: What is the relationship between the two speakers?
2. W: I'm afraid that we're not satisfied with these plans for the drawing room.
M: Would you like me to prepare another set of blueprints?
Q: What's the man's job?
3. M: If you ask me, I suggest you go there by plane. It's quick and convenient.
W: Yeah, it's true, but I'm terribly airsick.
Q: What can we infer about the woman?
4. W: I've been thinking of my sister the whole day.
M: Why not give her an unexpected arrival?
Q: What does the man suggest the woman do?
5. M: I didn't see Mary for several days. What did she do?
W: She was busy preparing for her thesis debate.
Q: What did Mary do in the past few days?
6. W: I really like the Italian food we took yesterday. What do you think?
M: Aha, it's good, but it's not my taste.
Q: What does the man imply?
7. M: Why do so many boys wear long hair in your class?
W: Oh, you see. Bill does so and the other boys just follow suit.
Q: What can we infer from the conversation?
8. W: What do you think of my new idea for that contract, Tom?
M: I can't come up with a better one, Jenny.
Q: What does the man mean?

Conversation One

- W: Mike, why are so many Americans overweight?
- M: Well, that's a good question, Lily. You'd think that with the current fitness craze in the US, there wouldn't be so many overweight Americans.
- W: Yes. How many people are overweight?
- M: About 40% of Americans are overweight. What's interesting is that one study says that (9) lower-income groups have a higher percentage of being overweight than higher-income groups.
- W: Are there any other factors like that in the study?
- M: Yes. The study also says that the hotter the climate is, the lower the percentage of fat people is.
- W: That makes sense. When it's hot, you usually don't feel like eating a lot.
- M: Is that why Japanese people are typically skinnier than Americans?
- W: Well, our food has less fat and oil than American food does. And Americans eat a lot more meat than we do.
- M: You're right. And we also eat more sugar and junk food. But there's another reason why so many Americans are fat.
- W: What's that?
- M: (10) Nobody works out any more—not even kids. The average American home has the TV on for six hours a day!

W: Wow! No wonder you Americans are so fat. You don't get enough exercise. Say, Mike, aren't you getting a little bigger in the waist?

M: Yeah, I guess so.

W: (11)To lose weight, you really need to watch what you eat and get some exercise.

M: Hey, I started a diet and lost ten pounds.

W: So what happened afterwards?

M: (12)I quit and gained it all back plus five pounds.

9. What does the study say about lower-income groups?

10. What is the reason the man gives for Americans' fatness?

11. What does the woman suggest the man do to lose weight?

12. What happened to the man finally?

Conversation Two

M: Good morning, Amanda!

W: Hi, Mike! Nice day, isn't it?

M: Yeah, so why are you up so early? (13)Have you decided to take up jogging in the park like me?

W: No, Mike. You know I really can't stand jogging. It's so boring. I've joined a yoga class at our local fitness centre. I hear it's a great way to stay fit. Want to join me?

M: No way! Yoga is for girls. I'd rather do some weights at the gym at weekends than put my body into painful postures.

W: Come on, there's more fun in yoga than that! (14)It's perfect for both physical and spiritual well-being. It also helps your body become more flexible.

M: No, thanks. I think all of this is just a money-making game. I'm telling you Amanda, don't buy into it! If you want to keep fit, you should take some physical exercises.

W: Mike, we just learn three new postures every day and do some *meditation* (冥想). My yoga mentor is going to teach us about breathing today. Do you know that we don't even breathe properly any more?

M: Count me out! I don't need anyone to tell me how to breathe! (15)Just because celebrities are doing yoga, everyone's jumping on the bandwagon.

W: That's not true! You're always reluctant to try something new. Give it a chance, you might enjoy it.

M: OK, but only if you promise I'll end up with a body like a tough strong man!

13. What kind of exercise does the man do in the morning?

14. Which is a function of yoga?

15. Why is yoga popular nowadays according to the man?

Section B

Passage One

Costa Rica is at the southern point of Central America, borders to the north by Nicaragua and Panama to the south. It's a little smaller than the state of West Virginia and largely mountainous with thin strips of low lands by the Pacific and Caribbean. Traditionally focused on exporting bananas and coffee, (16)Costa Rica's new top industry is tourism. Many tourists arrive in the capital San José and head straight for the Pacific coast beaches. But if you are looking for something a little out of the ordinary, the country has several prime spots for volcano watching but the most popular is Arenal, near the town of La Fortuna. The volcano creates many hot springs. Costa Rica is rich in wild life and ranks as one of the most bio-diverse countries. Its national parks are home to everything from howler monkeys to white-faced *capuchins* (卷尾猴). It's a bird watchers' paradise with over 800 species. On the ground, *tapirs* (貘) sniff for food using their short trunks to grab leaves and fruit. (17)Along the coast, turtle watching is popular, especially in April and May. Leatherbacks and green turtles *lurch* (东倒西歪地向前) upon to the beach to lay their eggs. They only rest for a little while before making the return trip back out to sea. So it's natural that when you're planning a trip, the right time to go depends on what you want to do. (18)The dry season for most of the country runs from December to April. The following months are wet seasons. The different parts of the year are best for surfing, fishing and animal watching, so there is always something happening.

16. What's the top industry of Costa Rica nowadays?

17. When can tourists see turtles along the coast?
18. When is the wet season for most of Costa Rica?

Passage Two

A total solar eclipse occurred this year. (19)A solar eclipse occurs when the Moon passes between the Earth and the Sun, thereby totally or partially obscuring the Earth's view of the Sun. A total solar eclipse occurs when the Moon's apparent *diameter*(直径) is larger than the Sun, blocking all direct sunlight and turning day into darkness. And it occurs in a narrow path across the surface of the Earth, while a partial solar eclipse will be visible over a region thousands of miles wide. (20)It had a magnitude of 1.0394 that was visible from a narrow corridor through northern Canada, Greenland, central Russia, eastern Kazakhstan, western Mongolia. Occurring north of the Arctic Circle, it belonged to the so-called midnight sun eclipses. The largest city on the path of the eclipse was Novosibirsk in Russia. (21)The total eclipse lasted for two minutes, and covered 0.4% of the Earth's surface in a 10 200 km long path. It is the 47th eclipse of the 126th Saros cycle, which began with a partial eclipse on March 10, 1179 and will conclude with a partial eclipse on May 3, 2459. It was described by observers as "special for its colors around the horizon. There were wonderful oranges and reds all around, the clouds lit up, some dark in *silhouette*(侧影), some golden, glowing yellowy-orange in the distance. You could see the shadow approaching against the clouds and then rushing away as it left."

19. When does solar eclipse happen?
20. Where can the eclipse be seen?
21. How long did this total eclipse last?

Passage Three

US medicine, the nation's most conservative profession, is being shaken up. Many medical students and young doctors are determined to change its rules and traditions. Old practices like the one-to-one doctor-patient relationship and the direct fee for service are losing respect. The American Medical Association, traditional *foe*(反对者) of any system hinting of *collectivism*(集体主义), is losing membership. Yet resistance to change is strong, and no speedy revolution of US medicine is in sight. (22)What is happening amounts to a slow, often painful evolution that is shaping a new kind of doctor. Jeffrey Beckwith, 26, an intern at Bronson Methodist Hospital in Kalamazoo, Michigan, represents only a vocal minority, but his attitudes are significant. (23)He is more like his grandfather than his father, preferring the model of the old general practitioner (GP) to that of the specialist or researcher. He recognizes the inadequacies of the old GP, but thinks that better training can overcome them. He acknowledges the need for specialists, but envisions them as part of a team. "Specialists take one organ and ignore everything else," says Jeffrey Beckwith. "I want to get it all together." He is less interested in solo practice and a big income. (24)But he is ready to seek partnerships, which he values most. He is willing to accept government participation in medicine and new types of health insurance schemes. Though only a radical few favor socialization, (25)most see health care as a citizen's right rather than a privilege. They also realize that the money necessary to assure that right for all and some degree of supervision over its spending will have to come from some level of government.

22. What happened to US medicine?
23. What kind of doctor was Jeffrey's grandfather?
24. What does Jeffrey value most?
25. What is people's attitude to the health care?

Model Test Four

Section A

1. M: I've heard the modern art exhibition in the university museum is great and I've been trying to get there, but I'm so busy with papers for my classes.
W: Well, it won't be here much longer, you really ought to make time for it!
Q: What does the woman suggest the man do?
2. W: I've been looking all over for Peter. I got his book that he left behind in the cafeteria. He might need it for his test tomorrow.
M: I met him a few minutes ago and he said he was heading for the study hall at the student center.
Q: What will the woman probably do next?

3. W: I have to cut back on my expenses on clothing. I'm almost broke.
M: Yeah, I won't lend you a cent if you go on buying clothes like this.
Q: What do we know about the woman?
4. M: All the photos I took on my trip with my new camera were ruined. For some reasons, the film didn't advance through the camera.
W: Well, did you read the instruction carefully before using it?
Q: What does the woman imply?
5. W: I can't believe I missed the deadline for the discount basketball tickets.
M: Oh, don't worry. Now it's only for the general public. University students can't buy till the end of this month.
Q: What does the man imply?
6. M: It's so hard for me to get to the morning class. But I'm going to fail if I keep skipping. I could hardly keep my eyes open before 10:00 a. m.
W: Getting up early is a nightmare.
Q: What can we know according to the conversation?
7. M: It's already 7:45. Have the children left for school yet?
W: Bob left 20 minutes ago and Jane, late as usual, 10 minutes later.
Q: What time did Jane leave?
8. W: Is there a seat for the concert tomorrow?
M: No seats left, but we sell standing-room tickets two hours before the performance.
Q: What does the man mean?

Conversation One

- W: Hi, Jim, I have something urgent to talk over with you. Could you spare a few minutes right now?
M: Sure, come in and take a seat, please. What's on your mind?
W: (9)I was just talking to the library supervisor. He said the main frame was repaired yesterday. That helps a lot, (9)but there are some other problems with our students.
M: Again? What's the problem this time?
W: He said (10)the students were supposed to reserve the terminal computers for only one hour a day because so many students need to use them every day.
M: We've already made it as a regulation to reserve the terminals within the hour given, haven't we?
W: Yes, we have. But quite a number of our students are required to accomplish such assignments as designs and researches towards the end of the semester.
M: I can see that. But does it bring about any problems?
W: Well, now (11)it frequently occurs that some of our students aren't willing to give up terminals when their hour is over.
M: I suppose they feel that since they are almost done, a few more minutes won't matter.
W: Yes, most likely. But this *renders*(使变得) it inconvenient for people who are waiting for their turn to use the machine.
M: You're right. (12)Let's draft the memo right now. We can pass it out in our classes tomorrow to clear up the problem. To make it known to all will be crucial to the solution.
W: I agree. And now I consider it a necessity to tighten the control over the time limits.
M: OK. Let's get started right away.
9. Who are the speakers?
10. How long is each student allowed to use the terminal computers?
11. What is one of the problems in the library?
12. What are the speakers going to do next to solve the problem?

Conversation Two

- M: Take a seat, please. What do you do at the moment?
W: I'm a personal assistant to the manager of a modeling agency.
M: You work with people a lot, do you?

W: Oh, yes. (13) I have to look after all the models who work for us, you know, keep them happy, lend an understanding ear to their regrets.

M: Have you ever done anything with hotels or conferences—hotel management, for instance?

W: No, not really. I did work for a short time for a tour operator, taking foreigners on guided tours of London. Perhaps that's the sort of thing you mean.

M: Yes, I think it is. And what about any exams you've taken?

W: Well, I left school at 16.

M: So you have no formal qualifications at all? Well, I don't suppose it matters.

W: I was wondering if you could tell me a bit more about the job.

M: Well, we run conferences, and (14) your job as a conference coordinator would be much the same as the one you are doing now, I suppose—meeting people, transporting them from one place to another, making sure they're comfortable, a bit of telephoning, and so on.

W: It sounds like just the sort of thing I want to do.

M: (15) Perhaps you'd care to have a quick look round the office here, see if you like the people who work here.

W: (15) That's very nice of you. Thank you.

13. What does the woman do for her present job?

14. What kind of job is the woman applying for?

15. What will the woman do next according to the conversation?

Section B

Passage One

The average family spends about one sixth of its income on food. Because food is expensive, it is important to spend money wisely when you shop. A careful shopper can prepare nutritious and delicious meals inexpensively. (16) Here are some hints to help you shop better. Buy only the food that you need. There are several ways to avoid buying extra food. First, (17) make a shopping list before you go to the store. Then, when you are at the store, follow your list carefully. Furthermore, do not go shopping if you are hungry. When you are hungry, food looks very delicious and you want to buy more than you need. Finally, go shopping alone if you can. If you shop with young children, they often ask you to buy them unnecessary food like candy. When you have a selection, choose the least expensive brand of a product. There are three points to remember when you buy a can of tomatoes, for example. First, (18) look at the advertisements in the newspaper to see if your supermarket is having a "special" on canned tomatoes. In addition, when you are in the store, you should check the price per pound of tomatoes. Sometimes you save money if you buy the larger-sized can; sometimes, however, you don't. Third, remember that a grade A product or a more expensive product is not necessarily more healthy than a grade B or less expensive product. Grade A tomatoes may look better, but all canned tomatoes have the same nutrients.

16. What does the speaker mainly talk about?

17. What is the suggestion to help shop better?

18. Why does the speaker advise to read the advertisements in the newspaper before shopping?

Passage Two

If parents bring up a child with the aim of turning him into a genius, they will cause a disaster. According to several leading educational psychologists, this is one of the biggest mistakes that ambitious parents make. Generally, the child will be only too aware of what the parent expects, and will fail. Unrealistic parental expectations can cause great damage to children. However, (19) if parents are not too unrealistic about what they expect their children to do, but are ambitious in a sensible way, the child may succeed in doing very well—especially if the parents are very supportive of their child. Michael Li is very lucky. He is crazy about music, and his parents help him a lot by taking him to concerts and arranging private piano and violin lessons for him. Although Michael's mother knows very little about music, Michael's father plays the trumpet in a large orchestra. However, he never makes Michael enter music competitions if he is unwilling to do so. Michael's friend, Winston Chen, however, is not so lucky. Although (20) both his parents are successful musicians, they set too high a standard for him. They want him to be as successful as they are, so they enter him in every piano competition held. They are very unhappy when he doesn't win. "When I was your age, I used to win every competition I entered." Winston's father tells him. (21) Winston is always afraid that he

will disappoint his parents and now he always seems quiet and unhappy.

19. What is the right attitude in bringing up a child?
20. What can we learn about Winston Chen's parents?
21. Why does Winston Chen always seem quiet and unhappy?

Passage Three

As any homemaker who has tried to keep order at the dinner table knows, there is far more to a family meal than food. (22)Sociologist Michael Lewis has been studying 50 families to find out just how much more. Lewis and his co-workers carried out their study by videotaping the families while they ate ordinary meals in their own homes. They found that parents with small families talked actively with each other and their children. (23)But as the number of children got larger, conversation gave way to the parents' efforts to control the loud noise they made. That can have an important effect on the children. "In general, the more question-asking the parents do, the higher the children's IQ scores are," Lewis says, "and the more children there are, the less question-asking there is." (24)The study also provides an explanation for why middle children often seem to have a harder time in life than their brothers and sisters. Lewis finds that in families with three or four children, dinner conversation is likely to center on the oldest child, who has the most to talk about, and the youngest, who needs the most attention. (24)"Middle children are invisible," says Lewis. "When you see someone get up from the table and walk around during dinner, it's often the case that it's the middle child." There is, however, (25)one thing that stops all conversation and prevents anyone from having attention. "When the TV is on," Lewis says, "dinner is a non-event."

22. What is the purpose of the passage?
23. Why do parents with larger families ask fewer questions at dinner?
24. Which statement would the speaker probably agree with?
25. What will prevent all conversation at dinner?

Model Test Five

Section A

1. M: I just stopped by your office in the bank. They told me that you had quit. Where are you working now?
W: I am working for a lawyer now. The pay is better and the work is much more interesting.
Q: Where did the woman work before?
2. W: Would you stop the car so we can have a drink?
M: I'd love to, but we have got to continue driving so that we can get to Big King Hotel before dark.
Q: What does the man want to do?
3. M: Do you know how I can get to the research lab from here?
W: Walking from here is out of the question, and the last bus has already gone. Do you have a car?
Q: What does the woman imply?
4. W: There'll be a meeting for the handicapped next week. They decided that every participant should wear a uniform.
M: Yeah. I'm the right man for the design job.
Q: What is the man going to do?
5. W: Can you believe the cost of the textbooks! I just paid \$ 55 for my chemistry books!
M: That's nothing. Just think twice before you decide to take an art history class.
Q: What does the man imply?
6. W: It's really hard to concentrate with that noisy background. Do you know where it's coming from?
M: Yeah, it's the printer. But don't worry. It only does that when it's warming up.
Q: What can be inferred from the conversation?
7. M: I've heard a rumor that we're going to have a quiz in class tomorrow.
W: That's definitely news to me.
Q: What does the woman mean?

8. W: I appreciate your professional opinion. Do you think I should invest in the project?

M: Under no circumstances should you do that.

Q: What advice does the man give to the woman?

Conversation One

M: English Language Center. May I help you?

W: Yes. I'm calling to find out more information about your program. For example, what kind of courses do you offer?

M: Well, first of all, (9) the purpose of our program is to provide language learning opportunities to this area's community, whether a student's goal is to master basic functional language skills, let's say, for his or her job, or to study intensively to enter a US college or university.

W: OK. I'm calling for a friend who is interested in attending a US university.

M: And that's the kind of, uh, instruction that we provide, from basic communication courses to content-based classes such as computer literacy, intercultural communication, and business English.

W: Great. What is your application deadline for the next semester?

M: Well, (11) we ask applicants to apply no later than two months before the semester begins. This gives us time to process the application and issue the students' I-20.

W: I-20?

M: Oh, an I-20 is a form that indicates that we are giving permission for the student to study in our program, and then the student takes this form to the US embassy in his or her home country to apply for the F-1 student visa.

W: Alright. What is the tuition for a full-time student?

M: It's \$ 2 030.

W: And how can I apply?

M: Well, (10) we can send you an application and you can mail it back to us, or you can fill out our application that's on our website.

9. Which is one of the purposes of the English Language Center?

10. What do we learn about the program from this conversation?

11. If the fall semester begins on August 29, by what date should one apply for the program?

Conversation Two

M: So, Susan, do you have anything planned for this Saturday?

W: I'm kind of busy. Why do you ask?

M: I was wondering if you'd like to get together and do something, like watching a movie or taking a walk down by the lake.

W: I'd love to, but I'm really going to be busy all day on Saturday.

M: What do you have to do on that day?

W: (12) First, I have to help my mom clean the house in the morning, and then I have a dentist appointment at 12:30. I can't miss that because I've canceled twice before.

M: What about hanging out after that?

W: Well, I'm going to be running around all day. After the dentist appointment, (13) I need to meet Julie at 2:00 to help her with her science project that's due on Monday morning at school.

M: OK. But are you free after that?

W: Hardly. Then I have to pick my brother up from soccer practice at 4:30, and cook dinner for the family at 5:30. (14) I feel like a slave sometimes.

M: Wow, sounds like you're going to have a full day. Why don't I come over later in the evening, and we can make some popcorn and watch a movie.

W: Oh, that'd be great, (15) but our video machine is broken.

M: Well, let's just play a game or something.

W: Sounds good, but give me a call before you come. My mom might try to come up with something else for me to do.

12. What does Susan have to do on Saturday morning?

13. What time will Susan meet Julie?

14. How does Susan feel about her schedule on Saturday?

15. Why can't they watch a video at Susan's house?

Section B

Passage One

(16)Charlie Parker is one of America's greatest jazz musicians. He influenced the direction of jazz music during his short lifetime. (17)He developed a new style of jazz called *bebop* (比博普爵士乐). Performers of bebop left the traditional musical melody and played a song freely, with the music and rhythm being felt at the same time. So, the same song could be played in a different way each time it was performed. Charlie Parker was born in 1920 and had his first *saxophone* (萨克斯管) in 1933. Charlie developed as a musician by playing with different groups in public eating and drinking places called nightclubs. Meanwhile, Charlie developed serious problems that were to affect the rest of his life. He became dependent on alcohol and the illegal drug, heroin. In 1939, Charlie went to New York City, where he began to develop his own style of jazz. Charlie Parker's name first appeared in the press reports about music in 1940. During the next five years, he joined different bands. He apparently did not feel at ease playing with a bit of bands, so he returned to New York City in 1947. The following four years are considered his most successful years. He formed his own small bands and played with other groups. (18)He visited Europe three times, where he recorded about half of the albums he had ever made. His last public appearance was on March 5, 1955, at Birdland. It was not a success. He died seven days later of a heart attack.

16. What does the speaker mainly talk about?
17. What can we learn about Charlie's music style?
18. Where did Charlie record about half of his albums?

Passage Two

Crime is a serious problem in Britain. One sort of crime which particularly worries people is (19) juvenile delinquency—that is, crimes committed by young people. For some years, juvenile delinquency has been increasing. There are two main sorts of juvenile crime: stealing and violence. Most people do not understand why young people commit these crimes. There are, I think, a large number of different reasons. These crimes are not usually committed by people who are poor or in need. Young people often dislike and resent the adult world. They will do things to show that they are rebels. Also in Britain today, it is easier for young people to commit crimes (20) because they have more freedom to go where they like and more money to do what they like. There are two other possible causes which are worth mentioning. More and more people in Britain live in large towns. In a large town, no one knows who anyone else is or where he lives. But in the village I come from crimes are rare because everybody knows each other. Although it is difficult to explain, I think the last cause is very important. Perhaps there is something wrong with our society which encourages violence and crime. It is a fact that all the time children are exposed to films and reports about crime and violence. Many people do not agree that this influences young people, but I think that young people are very much influenced by the society they grow up in. I feel that (21) the fault may be as much with our whole society as with these young people.

19. What is "juvenile delinquency"?
20. Which are considered to be the causes of juvenile delinquency?
21. Who are to blame for juvenile delinquency according to the speaker?

Passage Three

Many animals recognize their food because they see it. So do humans. When you see an apple or a piece of chocolate, you know that these are things you can eat. You can also use other senses when you choose your food. You may dislike some types of food because they do not look, smell or taste very nice. (22) Different animals use different senses to find and choose their food. A few animals depend on only one of their senses, while most animals use more than one sense. Although there are many different types of food, some animals spend their lives eating only one type. (23) The panda eats only one particular type of bamboo. Other animals eat only one type of food even when given the choice. A kind of white butterfly will stay on the leaves of a cabbage, even though there are plenty of other vegetables in the garden. However, most animals have a more varied diet. The bear eats fruits, honey and fish. The fox eats small animals, birds and fruits. (24) The diet of these animals will be different depending on the season. Humans have a very varied diet. We often eat food because we like it and not because it is good for us. (25) In countries such as France and Britain, people eat foods with too much sugar. This makes them overweight, which is bad for their health. Eating too much red meat and animal products, such as butter, can also be bad for the health. Choosing the

right food, therefore, has become an area of study in modern life.

22. How do most animals choose food?

23. Which of the following animals eats only one type of food?

24. When do some certain animals change their choice of food?

25. What can we know about people in France and Britain?

Model Test Six

Section A

1. W: I am a bit fed up with catching the same train every morning, sitting in the same office all day, and watching the same television programs.

M: Well, our great-great-grandfathers had more fun, didn't they? They hunted for their food and grew their own vegetables and did things for themselves.

Q: What does the man mean?

2. M: Why hasn't the bus come yet? We have been waiting here for a while. What time does the bus leave for the airport?

W: I don't know. It used to leave every half an hour, but I think the schedule's been changed.

Q: What do we learn from the conversation?

3. W: Well, I've been with the company for seven years and I've never been promoted. The salary I'm earning can hardly cover my expenses.

M: I understand, but promotions are based on achievement, not on length of employment. How about this? This year you will get more bonuses.

Q: What do we learn about the woman?

4. W: I think I should have a look at the bulletin boards on campus to see if anyone's got an apartment.

M: And if that doesn't turn up anything, you can check out the ads in the college and local newspapers.

Q: What does the man suggest the woman do?

5. M: Here's your lease. Please sign here. We'll sign one copy and give it to you.

W: Perhaps you could give me a few minutes to read the lease, Sir. I've never seen a lease before, so I think I should understand its terms before I sign it.

Q: What does the woman want to do?

6. W: Your birthday is coming around. Do you have any plan for the celebration? Do you have a particular restaurant in mind?

M: I've been to the western restaurant in the past three years. I'm thinking about eating in a Chinese restaurant for a change this time.

Q: What does the man imply?

7. M: Don't tell me you went to the shopping center again! You idle your time in stupid manners. Tiring yourself out by high volume of bargaining and high heels.

W: To begin with, a satisfactory deal includes a careful examination and a technical bargain. And I feel fulfilled from that.

Q: What are the speakers talking about?

8. W: I've heard that you are going to move. How about the new house?

M: Oh, it's perfect. It's everything that we've been looking for—the neighbors are nice, and I love that huge yard and the fireplace in the bedroom.

Q: What does the man think about the new house?

Conversation One

W: What did you do at the office today?

M: I had a really busy day. I had to work a little overtime. In the morning, an important client called to place a large order. I had to check some things with my colleagues before confirming the order.

W: What kind of things did you need to check?

M: (9) The most important thing was to check whether we had the goods in stock. If the goods are in stock, we can deliver them immediately. I also had to check the price. This customer is very important, so he gets special prices.

W: I see. Did anything else happen?

M: I received a lot of emails from potential clients that I had to answer. Each time, I had to check files to see what we had agreed at earlier meetings. Each client had different conditions and requirements.

W: (10)It must be difficult to remember the details for each individual client.

M: Yes. (10)That's why I have everything on computer files. I don't use much paper at our office. After lunch, I had to deal with a complaint from a client.

W: I hate dealing with complaints. Was it a reasonable complaint?

M: Yes, it was. I managed to sort out the problem, but I was tied up with the matter for over an hour.

W: You certainly had a busy day.

M: That's not all! (11)I also had to finish writing a sales report for my boss. In the end, I finished everything. I wonder what will be waiting for me tomorrow morning.

9. What does the man think is the most important thing to check?

10. Why does the man have everything on computer files?

11. What was the last thing the man did?

Conversation Two

M: Hi, Melissa! How are you doing?

W: I'm so stressed! I don't know where to go to school and what to major in!

M: Don't worry. You have plenty of time to decide.

W: (12)Actually, I don't. If I want to get grants and scholarships to help me pay for tuition, then I need to apply by Monday.

M: Oh, I see. Well, let me see if I can help you. Which subject do you like best?

W: I guess I'd have to say English. I usually do pretty well in English class.

M: Which subject do you get your highest grades in?

W: Actually, that would have to be math.

M: OK. Well, what kind of job do you want to get when you graduate?

W: I don't know. (13)All I know is that I want to make lots of money! In a perfect world, I would enjoy my work, not have to do much, and make lots of money!

M: OK. Stop dreaming. (14)Since you sound a bit unsure, I'd suggest taking math and English classes in your first semester to see which one you enjoy more. You can always change your mind.

W: That's a good idea. But what about deciding on where to go to college?

M: Why don't we go take a tour to some of the universities around here this weekend?

W: That sounds like a great idea, but to be honest, (15)I've already decided not to go to school near home. I need to broaden my horizons. That's what you always say, right?

M: Yes.

12. Why does the woman have to decide her school and major by Monday?

13. What is the woman's dream job like?

14. What does the man suggest the woman do?

15. Why does the woman want to go to college far away from home?

Section B

Passage One

(16)Choosing what to eat seems like a simple decision, but various factors have a role. Your environment, mood and amount of time you have all make a difference. These factors are directly affected by the American lifestyle and culture. The fast-paced, busy lives of Americans affect their food decisions in various ways. Americans should blame a "terrible food environment" for the over-weight epidemic. (17)Scientists pointed to the wide availability of high-fat and high-sugar foods, large serving sizes, advertisements for processed foods and lack of physical activity as reasons for Americans' weight gain. It is said that policy, not self-control, should be emphasized if Americans want to lose weight. Americans' fast-paced lifestyle may be a part to blame for their expanding waistline. Most "convenience foods," such as pre-packaged snacks or fast food, are nutritionally lacking and filled with too much fat and sugar. These foods lead to increased blood pressure because they are high in salt. Those watching their blood pressure should

read food labels and watch for packages labeled low sugar. If you're watching your health, look for high-fiber foods labeled low fat. To eat these foods and still watch your weight, (18)clinics recommend reading food labels, watching total calorie intake and eating foods high in fiber. The high stress level in many Americans' lives leaves them turning to rich, comfort foods. (19)Long-term stress leads to love for high-fat, high-sugar foods. When under high levels of stress, there are other ways to deal with it, including exercise, yoga, etc.

16. What directly affects the food decisions of Americans?
17. What may cause Americans' over-weight epidemic according to scientists?
18. What do clinics suggest people do to keep healthy?
19. How has stress affected Americans?

Passage Two

(20)Women hinder themselves on the job by frequently underrating their standing with bosses and co-workers, says a new study to be released in the Academy of Management's annual meeting. When asked to predict how they were rated by managers, direct reports and peers, women were significantly poorer at predicting others' ratings than men. A lack of self-confidence isn't the problem. (21)The women surveyed thought highly of themselves compared with men in the study. (20)But the females simply believed others regarded them as less competent than they actually did, on a wide range of social and emotional skills related to leadership, according to the study. The ratings included a wide range of attributes, from communication and conflict management to trustworthiness and teamwork. Overall, averaging all the ratings, the gap between prediction and reality was three times greater for women than for men. A few companies, of course, have fair, transparent, performance-based compensation systems that eliminate gender inequities. (22)But at most employers, expecting to be devalued can pay a heavy price. A woman said she underestimated her standing at work for years and paid a high price in her paycheck. She started at a low-paid entry-level job at her company and advanced quickly up the ladder. But she didn't ask for a raise for several years, (22)only to find out later that she was making 50% less than peers with similar or less experience.

20. How do women think others rate them on the job?
21. What does the speaker say about the women surveyed?
22. What is the possible result for employees expecting to be devalued?

Passage Three

(23)It's no big secret that men don't share their emotions easily. Numerous research studies and millions of puzzled women can prove that. But is it really so harmful if men want to keep their feelings hidden? And don't women share too much, complaining about their husbands to friends, co-workers and sometimes even strangers? The answer to both questions is an absolute yes. Men and women could learn a thing or two from each other about when to talk about problems in their marriages or romantic relationships. It might help men reveal more to others outside the relationship—and women to talk about it a bit less. There are deep-rooted reasons why we share the way we do. Men don't want to appear vulnerable. Why won't they ask for directions when they're lost? (24)They are raised to be strong, after all, not to appear sad, scared or needy. Women, by contrast, are taught it's OK to be emotional. (25)Men also may button their lips to protect their wives or significant others, worrying that their friends might be insensitive or think less of their partners. They also may not want to get themselves annoyed because it's hard for them to calm down. Or, as a male friend of mine puts it: "Men don't talk about their feelings with themselves, let alone other men. They usually have something to feel guilty about, even if it's just a bad thought, so why look too closely?"

23. What does the speaker say about men?
24. What may cause the difference between men and women in expressing emotions?
25. Why do men hide their feelings?

Model Test Seven

Section A

1. W: My niece's birthday party is to be held tomorrow. I would like to buy her a schoolbag. Do you think it's a good gift for a girl of 16?

M: Something fashionable is much better than that, I think.

Q: What does the man suggest the woman do for her niece?

2. W: Oh, my goodness! It's so hot and stuffy these days. It's hard for me to breathe and I almost choke.
M: Yes. But the weather forecast said it would rain the day after tomorrow. Let's just wait.
Q: What do we learn from the conversation?
3. W: I'm a new international student. Can you tell me how to open a bank account in the US?
M: You should provide certain proof or document. A letter from your college or a passport is enough.
Q: What can be inferred about the woman from the conversation?
4. W: The French test I took this morning is too difficult for me. I might have failed it.
M: Don't be so pessimistic. You have been so hard working and did quite well in your language learning.
Q: What does the man say about the woman?
5. W: Do you hear that Prof. Smith is going back to his own country next week? Some students are preparing a farewell party for him.
M: No. What a pity. His lectures on human psychology are my favorite!
Q: What do we learn about Prof. Smith?
6. W: Congratulations! I've just got the news that you are promoted to manager of the Washington branch of our company.
M: Thank you. But there is so much pressure and I feel a little bit nervous.
Q: What does the man mean?
7. W: I stayed up quite late last night for my term paper.
M: So did I at the end of last term. It is a very bad habit to wait until the due time to finish our assignment.
Q: What is the man's opinion on doing their paper?
8. W: What would you do if you were on a deserted island like Robinson Crusoe?
M: I wouldn't make a living on my own there. I would try my best to send signals to get help.
Q: What does the man mean?

Conversation One

- W: I've just got some good news. Mary has had her baby.
M: Oh, really? When did she have it? Is it a boy or a girl?
W: Yesterday. It is a girl.
M: (9)Our daughter was also born on the tenth of October. I think the two girls can celebrate their birthday together.
W: Yes. And she weighed four and a quarter kilos when she was born. She's quite a big baby.
M: You know we should go and visit them in hospital. What about tomorrow afternoon at 3:00?
W: OK. What should we take? We must take them something special.
M: I always think flowers are good to take to someone in hospital, don't you?
W: Well, people always bring flowers and they don't last. I think it's much better to take a pot plant, so she can take it home with her.
M: Yes, but then she has to remember to water it. (10)(11)What about a big box of chocolates?
W: (10)That sounds fine. We should also bring something to the baby. What do you think?
M: What about a baby carrier? Or we could get a little hat, or something else.
W: We don't know the size, or the right color, do we? (11)I'd prefer a soft toy, for example, a Teddy Bear. The girl can play with it for a long time.
M: That's a good idea. It is already 3 o'clock. (11)Let's go shopping right now.
W: All right. Let's go.
9. What do the two speakers say about the newly-born baby?
 10. What will the two speakers bring to Mary?
 11. What are the two speakers planning to do now?

Conversation Two

- W: Excuse me, I've already done my registration. (12)I want to know what we should do today as far as the orientation program is concerned.
M: Here is a booklet which tells you today's activities. On the first page, there's an outline of this morning's activities. The program starts at 10 o'clock. All the new students will gather in the Main Hall to meet the principal

and the rest of the staff.

W: Could you tell me how to get there?

M: I'll show you the way in a minute. Let's run through this morning's events first.

W: I'll try to remember.

M: The principal's welcome speech will last about 20 minutes and then (13) the director of studies will talk to you about the courses and the different requirements for each. It will help you to select your compulsory and optional courses. That's very important for freshmen. It will last 40 minutes.

W: Is that all? Then are we free to walk round the campus?

M: No! Just hold a second. (14) After that, at 11:30, for your convenience on campus, the student advisor will tell you about the various services and activities we offer to students. Then it's free time till 3 o'clock in the afternoon.

W: What about this afternoon?

M: This afternoon, (15) you'll take a placement test on your second language, so that we can put you in the right class. It won't be too hard for you.

12. What are the two speakers talking about?

13. What does the man say about the courses?

14. What will the student advisor do?

15. What will the students do in the afternoon?

Section B

Passage One

When John Milton, writer of *Paradise Lost*, entered Cambridge University in 1625, he was already skilled in Latin after seven years of studying it as his second language at St. Paul's school, London. (16) Like all English boys who prepared for college in grammar school, he had learned not only to read Latin but also to speak and write it fluently and correctly. His pronunciation of Latin was English, however, and seemed to have sounded strange to his friends when he later visited Italy. (17) Schoolboys gained their skill in Latin in a bitter way. They memorized rules to make learning by heart easier. They first made a word-for-word translation and then an idiomatic translation into English. As they increased their skill, they translated their English back into Latin without referring to the book and then compared their translation with the original. (17) The schoolmaster was always at hand to encourage them. All schoolmasters believed Latin should be beaten in. After several years of study, the boys began to write compositions in imitation of the Latin writers they read. And as they began to read Latin poems, they began to write poems in Latin. (18) Because Milton was already a poet at ten, his poems were much better than those painfully put together by other boys. During the seven years Milton spent at the university, he made constant use of his command of Latin. He wrote some excellent Latin poems which he published among his works in 1645.

16. What do we learn about Milton?

17. Why did schoolmasters believe Latin should be beaten in?

18. Why were Milton's poems in Latin better than other boys'?

Passage Two

(19) According to a new study, low-income smokers in New York spend 25 percent of their income on cigarettes. The study led advocates for smokers' rights to say it proved high taxes were unsatisfactory and ineffective. Using state data, the study showed a need to help more poor New Yorkers to quit smoking or never start smoking. New York has the nation's highest cigarette taxes. In New York, a pack of cigarettes can cost \$12. It is far beyond many smokers' purchasing ability, and they have turned to buying cheaper cigarettes online or to using roll-your-own devices. According to the state statistics, smokers earning less than \$30 000 a year paid 39 percent of state and city taxes on cigarettes. (20) Other studies showed that lower-income smokers had less success at quitting. When low-income smokers tried to quit, they were hindered by being surrounded by many smokers and having less cash to buy stop-smoking aids. Cigarette taxes were punitive. The government put forward the theory that high taxes equalled submission to their measure. However, this theory is only true superficially, but false in nature. (21) Many people criticize those in government who oppose smoking and increase related taxes in the meantime. Some people argue that tax increases and other programs are helping more people to quit. For example, New York is promoting a number of antismoking initiatives. The initiatives include targeted media campaigns that are designed to reduce the smoking rate

among lower-income groups and that prevent young people from becoming smokers.

19. What do we learn from the new study?
20. Why was it difficult for low-income smokers to quit smoking?
21. Why do many people blame those in the government?

Passage Three

(22)Stress is a very normal part of life. Most people feel stressed at some time in their lives. It doesn't come from an event itself, that is, from the things that are happening in our lives. It comes from the meaning we give to what has happened. We can experience stress any time we feel we don't have control. It can't come from a feeling that we can do anything about a situation. (23)Stress is not just caused by our mental or emotional condition. It is also influenced by how tired we are, whether we have a balanced diet with enough vitamins and minerals, whether we get enough physical exercise and whether we can relax. (22)If we feel stressed, there are several things that we can do. First, we need to learn how to relax and breathe slowly and smoothly. (24)We can also take some time out of our worried, busy schedule to notice the small things in life. Smell the air, look at the flowers, notice the small designs in the leaves on a tree—(24)these activities can do much to quieten us and to give ourselves a small break in a busy schedule. We need to take care of our bodies. Being tired makes it easier for us to get sick and to develop physical problems related to stress. We need to get enough rest, eat well, and do some regular exercise. Finally, we need to find what is causing the stress in our lives. (25)Once we have found it, we need to begin to change that part of our lives. If we believe that we can control stress, we can begin to control our lives.

22. What does the speaker want to convey in this passage?
23. What is stress caused by?
24. What can we do to lessen stress in life?
25. What should we do after we find the cause of stress?

Model Test Eight

Section A

1. M: Look! I'm going to take down those oil paintings and put up new ones on the wall. What do you think?
W: Why? What's wrong with them? They always look splendid in our house.
Q: What does the woman think about the oil paintings?
2. M: You should see the new singing program on TV. It is very touching, I think. It is at 8:30 on every Friday evening.
W: Normally I wouldn't, but this time I would as you recommend so strongly.
Q: What is the woman's usual attitude towards singing programs?
3. W: The snow is going to continue tomorrow. I wanted to take you to see the park, but it's too slippery for that, and it's obvious that we can't walk around to visit the sights in the park that you've suggested.
M: Yes. It's a shame. But we'll wait until we can go.
Q: What are the two speakers probably going to do?
4. W: Do you know Jack is going to Italy next year? His wealthy aunt has left all her property there for him to heir.
M: What a lucky dog. I wish I could come into a fortune like that.
Q: Why is Jack going to Italy?
5. W: Hey, Tom, were you in the American literature class last week? I was hoping you could tell me the reading assignment given by Prof. Lane.
M: I was hoping to ask you the same question.
Q: What can we learn about the speakers?
6. W: Do you have any idea what you want to do when you finish your study here in the university?
M: I'm thinking about it these days. I'll consult you if I need your advice.
Q: What does the man mean?
7. W: I must go to the supermarket this afternoon. It's the last day it's open before the New Year's Day.
M: Sure, we don't want to be out of food. Want a hand?
Q: Why is the woman going to the supermarket?

8. W: I'd like to apply for the position you have advertised in the newspaper yesterday. Is it still available?

M: Sure. A good command of English and computing is a must as far as the position is concerned.

Q: What can we learn from the conversation?

Conversation One

W: What's your plan for the interior decoration of the house we are living in?

M: (9)What should come first? We should list the materials and tools we need to buy first.

W: As far as the shopping list is concerned, (10)I think we can get everything we need to fix up the house in one trip. Then it won't bother us to purchase again. What do you think?

M: We can try. It seems like everybody had the same thought when they woke up this morning: go to the home improvement store!

W: Yeah, it will be a little bit crowded, but I still think we can get all we need today.

M: (11)In order to do that, I think we need to split up. Let's look at our list and divide it up.

W: Okay, we need to get some wiring to install the new lights. I'll go to the electrical department for that.

M: All right. We need wood for the new fence, so I'll go to the building materials department.

W: What about the pipes and fixtures we need for the bathroom? Can you go to the piping department for those, while I go to the hardware department for the tools?

M: Okay, I can do that, but aren't you feeling tired already? I know I am. Don't you think we should have a rest after doing those?

W: Come on. How are we supposed to be weekend fighters if we can't even do some simple shopping? We'll meet in the garden department afterwards, Okay?

M: (12)Whatever you say.

W: Ready, set, go!

9. What should the two speakers do first?

10. What do they hope to do today?

11. What do we know about their shopping plan?

12. What is the man's attitude towards the woman's arrangement?

Conversation Two

W: Wow, it's freezing in here! Why is the air conditioner still on? What's the matter?

M: I turned it on just now. (13)I just finished my morning exercising as usual and I'm sweating like a pig.

W: That's no reason to turn the air conditioner on full blast! I'm cold. I'm turning on the heat for a little while. Otherwise, I cannot finish doing the housework before going to work.

M: Are you crazy? (14)It's 70°F outside!

W: I'm no crazier than you are. How come you can turn on the air conditioner and I can't turn on the heat?

M: I only turned on the air conditioner because (14)it's so humid outside, and it was taking a long time for me to cool down. If you're cold, we should just open the windows and doors, and we'll get some fresh air in here. It'll heat up again pretty quickly.

W: What should I do in the meantime? Put on my winter coat or crawl under the covers?

M: No need to do that. Calm down. Just go sit outside and wait. I'll do something to make both of us comfortable. I'll get myself a glass of iced tea and (15)I'll get you a cup of hot tea. How does that sound?

W: That sounds OK. Leave it to you to come up with the best idea of the day! What about the housework?

M: Take it easy. We'll do it together as we newly got married!

13. Why is the man feeling so hot in the morning?

14. What's the weather like today?

15. What will the man do for the woman?

Section B

Passage One

(16)Sixty parents of youth athletes, aged 6 to 13, were interviewed in Minneapolis and its suburbs. It was found that parents brought post-game snacks for the team. The snacks typically included such items as candy, ice cream, pizza, cheese, chips. It was also quite normal for the parents to stop at fast-food restaurants like McDonald's and

Dairy Queen or grab a hot dog and a sugary sports drink at the snack bar during a meet. For growing teenagers, a big meal after a tough game or race is necessary to supplement the body. And since they burn a lot of calories, they also need a fair amount of fat and protein. (17)An active teenage boy requires about 3 000 calories a day and an active teenage girl about 2 400 calories. Younger children require anywhere from 600 to 1 000 calories a day. Problems can arise, though, when young athletes are taking in calories after games. Very young athletes may be particularly prone to excess intake. Actually, they don't exercise as much, and they don't grow as much, they don't need to be eating every two hours. (18)The calories they take in are much more than they burn and do no good to their body. (19)So parents are encouraged to pack healthy meals for their children so they can avoid fast food, and to leave fruit out and readily available in the kitchen. Schools and sports teams should also provide and encourage healthier options, including whole grains and nuts and other healthy protein sources, like lean meats and seafood.

16. What do we know about the parents of youth athletes?

17. What do we know about the calorie intake of children?

18. What problem may arise if young athletes take in too much calories after games?

19. What is the suggestion given by the speaker about teenagers?

Passage Two

About 5 000 years ago, the Egyptians and other people in the Near East began to use pictures as a kind of writing. (20)They drew simple pictures or signs to represent things and ideas, and also to represent the sounds of their language. The signs these people used became a kind of alphabet. The Egyptians used to record information and to tell stories by putting picture writing and pictures together. When an important person died, scenes and stories from his life were painted on the walls of the place where he was buried. Some of these pictures are like modern comic strip stories. It has been said that Egypt is the home of the comic strip. (21)But, for the Egyptians, pictures still had magic power. So they did not try to make their way of writing simple. The ordinary people could not understand it. By the year 1000 BC, people who lived in the area around the Mediterranean Sea had developed a simpler system of writing. The signs they used were very easy to write, and there were fewer of them than in the Egyptian system. This was because each sign, or letter, represented only one sound in their language. The Greeks developed this system and formed the letters of the Greek alphabet. (22)The Romans copied the idea, and the Roman alphabet is now used all over the world. These days, we can write down a story, or record information, without using pictures. But we still need pictures of all kinds: drawing, photographs, signs and diagrams. Pictures help us to understand and remember things more easily, and they can make a story much more interesting.

20. What did the Egyptians draw simple pictures for?

21. What do we know about Egyptians' way of writing?

22. Which alphabet is used worldwide?

Passage Three

Human beings have used tools for a very long time. In some parts of the world you can still find tools that people used more than two million years ago. (23)They made these tools by hitting one stone against another. In this way, they broke off pieces from one of the stones. These chips of stone were usually sharp on one side. People used them for cutting meat and skin from dead animals, and also for making other tools out of wood. Tools helped people to get food more easily. Working with tools also helped to develop human intelligence. The human brain grew bigger, and human beings began to invent more and more tools and machines. (24)The stone chip was one of the first tools that people used. Some scientists say that it is the key to success of mankind. Since 1960, a new kind of tool has appeared. That is, the silicon chip—a little chip of silicon crystal. It is smaller than a fingernail, but it can store more than a million “bits” of information. It is an electronic brain. Every year these chips get cleverer, but their size gets smaller, and their cost gets less. They are used in watches, calculators and intelligent machines that we can use in many ways. In the future we will not need to work with tools in the old way. Human beings used stone chips for more than two million years, but human life changed very little in that time. We have used silicon chips for only a few years, (25)but life is changing faster every day.

23. How did early human beings make tools two million years ago?

24. Why is the stone chip thought to be an important tool?

25. What is the future like according to the speaker?

Model Test Nine

Section A

1. W: I need to do something to improve my spoken French as quickly as possible.
M: Of course you need. The training program in France is coming soon. Doesn't the community college offer something?
Q: What does the man suggest the woman do?
2. M: Look at this traffic. By the time we get to the gallery, we'll only have an hour to look around before it closes.
W: You may be right, but since we can't do anything about it, we may as well try to relax.
Q: What does the woman mean?
3. W: We thought we'd all go out for dinner today. Can you be ready to leave at half past five?
M: I have to pick up my car from the garage and do some other things, so I'll just come straight to the restaurant.
Q: What will the man probably do?
4. M: Why did you come to the meeting late? I left a message with your roommate about the time change.
W: She has a very short memory, and it really gets on my nerves sometimes.
Q: What does the woman imply?
5. W: I heard you had a tour in Germany and some other European countries. Did you get traveler's checks with you?
M: Yeah. They are better than carrying around a wallet full of big bills.
Q: What does the man mean?
6. M: What have you heard about Prof. Steve? I'm thinking of taking an advanced mathematics course with him next year.
W: You really should. I've heard he's always publishing articles in the journals and one of his articles just won some kind of award.
Q: What does the woman say about Prof. Steve?
7. M: My friend Jones spent his whole weekend helping me move to a new department.
W: There aren't many people who would put themselves out like that. He is indeed a friend.
Q: What does the woman mean?
8. W: Will you need a ride to work while your car is being repaired in the garage?
M: Actually, I'm thinking I'd ask Judy. She lives closer to me. Thanks anyway for your offer.
Q: What does the man mean?

Conversation One

- M: I really can't stand them anymore!
- W: Who? What happened?
- M: (9)My roommates. Two of them keep talking till midnight and make it impossible to get to sleep.
- W: I know how you feel. It's never easy to live with inconsiderate roommates. I once had a roommate who never cleaned the dormitory or fetched water.
- M: So what did you do with her?
- W: At first I tried to ignore it because I didn't want to cause anything unpleasant. But things didn't become any better. Suddenly one day I broke out, and said something like "My dear fellow, I'd really appreciate it if you remember to clean the room once in a while."
- M: Oh, no. (10)You've got to be careful with complaints, especially when it comes to your roommates. Anyway you meet each other every day.
- W: (10)That's what I've learned from our quarrel and the subsequent coldness between us. Now I realize that I should have put it nicely or casually, something like "Hi, Cindy, it's your turn to clean the dormitory today."
- M: Perfect. It's hard to take offense at something like this. (11)Maybe we should learn tolerance and understanding.
- W: (11)That's right. We should bear in mind that we all have shortcomings, or rather peculiar habits. When I come to think of Cindy, she's really a nice girl except being forgetful and careless.
- M: I guess you are right. What would you do if you have roommates chatting at bedtime every night?
- W: I would talk it over with them, of course. But I would remember I breathe noisily in my sleep and often keep them awake half the night as well.

M: You do?

W: No, just an example.

9. What problem is bothering the man?

10. What lesson does the woman learn from her experience with her roommate?

11. What is the speakers' common conclusion about dealing with roommate problems?

Conversation Two

M: Thanks for coming over, Amy. (12) I'd like to talk to you about a research project I thought you might be interested in. A friend of mine is working in Iowa National Park this summer.

W: A national park! I've always wanted to spend some time out in Iowa.

M: You'd better hear what project it is about first. My friend is working with the red fox population. The foxes have been increasing in size lately, which is good in theory.

W: Yeah, but I thought they were in danger of dying out.

M: (13) Because of the winter tourists, paths are created in the snow. More red foxes are surviving the harsh winters because the paths make it easier for the foxes to move around and find food. But it turns out that some of them are infected with bacteria.

W: Oh yeah, I heard about that. It's been around for a while.

M: Yes. (14) And because the red fox population is increasing, they've been moving more than usual and need more food, they begin to hunt in the farm which borders the national park. As a result, the bacteria have spread to the neighboring farms.

W: That's bad news. (14) Isn't that a disease that causes animal abortion?

M: (14) Yes, and it's caused a lot of controversy. Some of the farmers even want to destroy the red foxes.

W: That's awful. Have they made much progress with the research?

M: So far, they have been collecting tissue samples from dead foxes to see if the bacteria are present.

W: I'd really be interested in working on this. (15) You know I've been researching diseased animal population.

M: (15) That's why I thought of you.

12. What is the man talking about with the woman?

13. Why is the number of red foxes increasing?

14. Why do some farmers want to kill red foxes?

15. Why does the man consider the woman suitable for the project?

Section B

Passage One

GPS stands for the Global Positioning System. (16) It refers to a system of satellites and receivers that allows people and devices to detect their precise location on the earth. The heart of the system relies on 24 satellites that orbit the earth twice per day. Devices that are equipped with GPS equipment receive transmissions from at least a few of the satellites and are able to collect very precise positioning data. The first GPS satellite was launched in 1974 and the 24th was launched in 1994. (17) The system is operated by the United States Department of Defense and the use of the system is free for anyone. New satellites are periodically launched to replace aging ones. As the technology has improved, the cost of GPS devices has greatly declined while the accuracy has increased. Small portable GPS receivers have become very affordable, and the accuracy is amazing. Accuracy varies based on various factors, but it can be as good as a few meters! Land-based supplementary devices can be used to improve accuracy if higher precision is required. (18) The application of the GPS is very broad, and as the prices come down the number of users is increasing. Portable GPS devices are used by fishermen to help them sail around the wild. Many new cars are being equipped with GPS systems to help drivers find directions. The military uses GPS to guide cruise missiles to pre-specified targets.

16. What does GPS refer to?

17. What do we know about GPS according to the passage?

18. Why is the use of GPS increasing?

Passage Two

While some people seemed to be blessed with beautiful and expressive handwriting, others spend their entire adult lives wondering why their handwriting resembles a child's clumsy words. Fortunately, (19) there are many methods you can use to improve your handwriting. In today's computer-driven society, opportunities to practice and improve your handwriting are few and far between. However, regular practice is the most important step to improve your handwriting. (20) Learning to write is similar to learning how to throw a baseball—you can't expect perfect results on the first try. To improve your handwriting, it is helpful to analyze your words to determine what you like and don't like about your lettering style. Compare your handwriting to the writing of your friends, family, and co-workers to see how you measure up. Knowing what areas need improvement will make the process to improve your handwriting much easier. Proper technique is often the key to good handwriting. Research has found that many people who have poor handwriting form the letters with their fingers. They put the full weight of their hand on the paper, use the fingers to form the letters, and pick the hand up repeatedly to move it across the paper. This results in a tight, narrow lettering style that is unable for others to make any sense. (21) To improve your handwriting, let your shoulders and forearms do most of the work. Your fingers should only serve as the guides to forming your letters.

19. What is the main idea of this passage?

20. What is the similarity between learning to write and throwing a baseball?

21. What is the writing technique mentioned in the passage?

Passage Three

Some countries may have one uniform fishing law covering the entire country, while in the United States, each state determines its own fishing license policies. There are two main types of fishing licenses. (22) Most people are familiar with the recreational fishing license. It is the one needed simply to enjoy a day on the water with a fishing pole. The other type, the commercial fishing license, is used by those who depend on fishing for their livelihood. As such, this license is primarily used for salt water fishing. (23) Some states may allow those under a certain age and over a certain age to fish without a license. This is seen as a way to introduce young people to the sport and give seniors a break. The age restrictions are very commonplace among all states, though exact ages may vary from location to location. Other exceptions to the fishing license requirements may also be in place. For example, (24) some states say fishing waters located in one's own county does not require a fishing license. This is to allow those who wish to fish for food to do so without the burdensome requirements of buying a license. (25) In the United States, those fishing bordering waters, or lakes and rivers between two states, usually will only need a fishing license in one state or the other. This is a good benefit. It does not matter which shore you are fishing; the license is just as valid.

22. In the United States, what kind of people needs a recreational fishing license?

23. Why do some states allow old people to fish without a license?

24. What is the aim of not requiring a license for people fishing for food?

25. What is the policy of fishing bordering waters between two states?

Model Test Ten

Section A

1. W: Are you going to study abroad after you finish your study at the university?

M: I have changed my mind about that. I think there is more opportunity for me here and I want to start a company of my own.

Q: What does the man mean?

2. W: I am totally exhausted. I stayed up the whole night studying for the final examination.

M: What have you done during your previous study time?

Q: What does the man imply?

3. M: The subway is running behind schedule, and traffic is backing up for blocks. I don't know if we'll make the 7:15 show.

W: It's a beautiful night. Let's try to get there on foot. We may have dinner near the theatre.

Q: Where are they heading for?

4. M: Andrew likes his new house. But he can not stop complaining about the noise.
 W: What does he expect? He shouldn't have chosen the house with the supermarket downstairs.
 Q: What does the woman mean?
5. W: Hi, Alice, fancy meeting you here!
 M: Yeah. It has been three years since we graduated from the college, but you look almost the same as years before. Any new information about the others?
 Q: What do we know about the speakers?
6. W: Have you finished the assignments of Prof. Li's last class?
 M: As soon as I went back home, that idea evaporated from my memory. I only hope Prof. Li would forget that thing.
 Q: What does the man probably mean?
7. M: I found a wallet on my way to the library, and I do not know how to handle it.
 W: If I were you, I'd check whether there are hints about the owner in the wallet. If there is no hint, I'd turn it in to the security office of our school.
 Q: What's the woman's suggestion for the man?
8. M: The winter does come today, I think.
 W: Sure it does. It is reported that the temperature goes 15 degrees below zero. And my fingers got totally numb.
What shall I do with them?
 Q: What is the woman most probably going to do?

Conversation One

- W: What are you reading now?
 M: I'm looking at this beauty in the picture. Look! She's really pretty, isn't she? Her skin looks so baby smooth!
 W: (9)Well, it's just that she puts lots of make-up on her face. Actually, natural beauty comes from within. And you know nowadays the camera work is so artificial.
 M: Ah, yeah, I can smell jealousy in the air!
 W: Oh, no. She has nothing that deserves my jealousy. I don't have to put things on my face and I still look pretty. Don't you think so?
 M: Yeah, right! But what did you put on your face last night, those little greenish things?
 W: They're cucumbers.
 M: What? I know that cucumber is a kind of vegetable rich in vitamin A. How is it used on the skincare?
 W: Well, (10)it is a fashion nowadays that women tend to use the natural vegetables on the skincare. And they are much better than any chemical products.
 M: Really? Then what does the cucumber do for you?
 W: They're natural skin smoothers, natural healers of the skin. Haven't you heard them say on TV that... er... cucumber goes far beyond mere tightening the skin? (11)In fact, cucumbers have been used as a dry skin remedy for centuries, and they are also effective in the treatment of other skin problems.
 M: I have got a scar on my cheek. Can the cucumber do something about it?
 W: (12)Try some herbal plants, which have the function of remedying the scarred skin.
 M: It sounds reasonable. Actually there is much knowledge needed for the skincare.
9. What does the woman feel about the beauty in the picture?
 10. What do women tend to do nowadays to care their skins?
 11. What is the skincare function of cucumbers according to the woman?
 12. What does the woman suggest the man do with the scar on his cheek?

Conversation Two

- W: What a terrific drawing, Mark! I didn't know you could paint.
 M: Well. I'm just learning. It's one piece of work for my oil painting class.
 W: It's pretty good for a beginner. I think your teacher will definitely give this painting a full mark.
 M: I hope so. (13)But you see, last time I had a dispute with my teacher. It seemed that he didn't appreciate my work at all.
 W: Why?

M: Look here in the picture. (13)My teacher insisted that it just needed to fill in with other colors of painting. But I think the sky should be blue.

W: Well, it depends. Sometimes it is blue and sometimes it isn't, as sunset can be full reds and purples.

M: It sounds reasonable. Then what kind of color should I add to it?

W: (14)How about light brown color?

M: (14)Oh, yeah. Added some light brown to the sky, it will turn out to be more natural than before. You're so great! You must have taken many painting courses before.

W: Well, (15)I haven't accepted any painting training before. But I'd love to visit art museums. Each time I go abroad, the art center of the destination country is a quite necessary place for my visiting.

M: Wow, then what kind of painting do you like most? Oil painting?

W: Frankly speaking, I prefer using water colors. I don't like the smell of the oil paints.

13. What happened between Mark and his painting teacher?

14. What does the woman suggest the man do about the painting?

15. How did the woman learn about painting?

Section B

Passage One

West Point is a four-year school in New York State that educates future Army officers. The students are called cadets. They do not have to pay for their educations. (16)They must agree to serve on active duty in the Army for at least five years after they graduate. A young man or woman must be nominated to the academy, usually by a federal or state lawmaker. Nominees also must satisfy the entrance requirements. These include being in excellent physical condition and getting good grades in high school. In addition, students from other countries can also attend the academy. (17)The international students must be nominated by their home governments. And also they must satisfy physical and educational requirements. Surely they must do well in TOEFL. Home governments may have to pay up to sixty thousand dollars a year for each student they send to West Point. Among the countries with cadets at the academy this year are Afghanistan, Bulgaria, Cameroon, Costa Rica, Iraq, Kazakhstan, Sri Lanka, and Tunisia. Each year, the United States Defense Department invites countries to nominate students to West Point and to the Navy and Air Force academies. Not all the countries take part in the program. Up to sixty foreign cadets at any time can attend the academy. (18)And the interested students must seek information about the program at their local American Embassy. The embassy's Defense Cooperation Office will know how the students can be nominated.

16. What must the cadets do after graduation from West Point?

17. How could foreign students enter West Point?

18. Where can the foreign students get the information of the program?

Passage Two

Coffee is a part of an international industry. Research shows that as many as one-third of the people in the world drink coffee. But not everyone may know the story of coffee and how it is produced. (19)One popular story about the discovery of coffee long ago is about Kaldi, a keeper of goats. Kaldi was taking care of his goats in the highlands of Ethiopia where coffee trees had grown for centuries. He noticed that his goats became very excited and active after eating small fruits from a tree. Kaldi reported this discovery to a group of religious workers. When they made a drink out of the fruit, the religious workers realized they could stay awake for long hours of prayer. Coffee trees can grow up to nine meters high, but they are cut short for production. The plant produces a fruit that is called a coffee cherry. When the coffee cherries are ripe and ready to be picked, they are bright, red and firm. (20)Inside the fruits are the green coffee beans. After these beans are roasted at high temperatures, they are ready to be made into a drink. There may only be two main kinds of coffee plants. (21)But geography and climate differences have a big effect on the many different ways coffee can taste. For example, coffee grown in Ethiopia is known for its lively, sharp taste and its flowery smell. Coffee from the island of Sumatra has a full body with an earthy and intense taste.

19. Who discovered coffee according to the passage?

20. How is coffee made from the coffee plant according to the passage?

21. Which of the following factors may influence the taste of coffee?

Passage Three

(22)We've now discussed how most snakes move, but there are some exceptions. One is the snake called the

American side-winder. (23) From its name, you can probably guess that it moves sideways rather than in a straight line. This is because it lives in the desert where the sand slips and slides. With nothing firm to push against, the side-winder has to adapt its way of movement to the shifting sand. It pushes against the sand with the entire side of its body, and then moves sideways. Think about how a skier climbs a slope on skis. The skier places the skis at an angle of 90 degrees to the direction of movement. The skier then moves each ski by taking a step to the side up the slope. The side-winder snake moves in much the same manner. It lays its body at about 60-degree angle to the direction in which it wants to go. By doing this, the snake has more sand to push against. (24) Then it points its head in the direction it wants to go and leaps to a parallel spot. If you see the tracks left by side-winder in loose sand, you'll see a series of paralleled lines. (25) An advantage gained from this method of moving may be that the snake's body is kept cooler by breaking off contact with the hot sand during its leaps.

22. What is the main topic of the passage?
23. Why does the side-winder move the way it does?
24. What do the side-winder's tracks look like?
25. What may be a special advantage of the side-winder's way of moving?

Model Test Eleven

Section A

1. M: As you can see from the drawings, the kitchen has one door into the dining room, another into the family room and a third to the outside.
W: The door into the family room isn't big enough. Could it be made wider?
Q: What are the speakers doing?
2. M: I'm thinking about where to go for a bite tonight. Any suggestions, Barbara?
W: Well, how about the French restaurant near the KFC? Frankly, I've had enough of our canteen food.
Q: What do we learn about the woman?
3. W: Hey, if you can't enjoy the music at a sensible volume, why not use earphones? I'm preparing for the speech contest.
M: Oh, sorry. I didn't realize I've been bothering you all this time.
Q: What is the man probably doing?
4. M: Finally, I've got the chance to put on my new suit tonight. I hope to make a good impression on your family.
W: Come on! It's only a family reunion. So jeans and T-shirts are just fine.
Q: What does the woman mean?
5. M: Would you like to see those pants in brown and navy blue? These two colors are coming in this season.
W: Oh, actually, grey is my favorite color, but I prefer something made from cotton, 100% cotton I mean.
Q: What is the woman looking for?
6. W: From here, the mountains look as if you could just reach out and touch them.
M: That's why I chose this lodge. It has one of the best views in Switzerland.
Q: What is the man's chief consideration in choosing the lodge?
7. M: What do I have to do to apply for a passport?
W: You need proof of citizenship, either an old passport or a birth certificate and three photographs. Then you must complete this form and pay a fee.
Q: What is the man most probably going to do?
8. M: Miss, can I interest you in a pork special we're serving tonight? It's only \$7.99, half the usual price and it's very tasty.
W: Oh really? I will try it.
Q: What does the man say about the dish?

Conversation One

- W: (9) Good evening, and welcome to this week's "Business World," the program for and about business people. Tonight, we have Mr. Steven Kayne, who has just taken over an established bicycle shop. Tell us, Mr. Kayne, what made you want to run your own store?

M: Well, I've always loved racing bikes and fixing them. (10) When I was working full-time as a salesman for a big company, I seldom had time to enjoy my hobby. I knew then that as soon as I had enough money to get my own business going, I'd do it. I had my heart set on it and I didn't let anything stand in my way. (11) When I went down to the bank and got a business loan, I knew I'd love being my own boss. Now my time is my own. I open the store when I want and leave when I want.

W: You mean you don't keep regular hours?

M: Well, the sign on my store says the hours are ten to six, but if business is slower than usual, I can just lock up and take off early.

W: Have you hired any employees to work with you yet?

M: (12) Yeah, a couple of friends of mine who love biking as much as I do. They help me out a few days a week. It's great because we play cards or just sit around and talk when there are no customers.

W: Thank you, Mr. Kayne. We wish you success in your new business.

9. What is the woman doing?

10. What did Mr. Kayne do before he took over the bicycle shop?

11. Why did the man take over a bicycle shop?

12. What do we learn about the people working in the shop?

Conversation Two

W: Well, the main activities in the region were historically steel and paper processing, I think.

M: Yes, but I'm not quite sure about the status of those industries now. Could you tell us something about that?

W: Yes, of course. (13) In fact, they are less significant, but steel-related manufacturing still accounts for 44% of industrial activity. So it's still very important. In fact, 80% of Spain's machine tools are from the Basque Country. As for paper processing, there's still a little. But it's no longer what it once was in the region. So, is that clear?

M: Yes, thanks.

W: Now, to get back to what I was saying, there's a lot of unemployment as well as geographical problems in the region.

M: Sorry, Victoria. What do you mean by geographical problems?

W: Well, what I mean is the area is very hilly, mountainous in parts, (14) so there used to be transport problems. Now though there are new train links and better roads. But it may be that some smaller towns inland remain not very well connected. Is that OK? Does that make sense? (15) When we talk about specific location suggestions for the factory, we'll see this in more detail, so we'll come back to this question, OK?

M: OK, right.

W: So I was about to say something about the work force in the region and the level of training and education. In general, it's very good and improving.

13. What does the woman say about steel-related manufacturing in the region?

14. What problem hinders the region's development?

15. What will the speakers discuss later?

Section B

Passage One

(16) I first met Joe Ganz when we were both nine years old, which is probably the only reason he's one of my best friends. If I had first met Joe as a freshman in high school, we wouldn't even have had the chance to get to know each other. Joe is a day student, but I am a boarding student. We haven't been in the same classes, sports or extracurricular activities. (17) Nonetheless, I spend nearly every weekend at his house and we talk on the phone every night. This is not to say that we would not have been compatible if we had first met in our freshman year. Rather, we would not have been likely to spend enough time getting to know each other due to the lack of immediately visible mutual interests. In fact, to be honest, I struggle even now to think of things we have in common, but maybe that's what makes us enjoy each other's company so much. (18) When I look at my friendship with Joe, I wonder how many people I've known whom I never disliked, but simply didn't take the time to get to know. Thanks to Joe, I have realized how little basis there is for the social divisions that exist in every community. Since this realization, I have begun to make an even more determined effort to find friends in unexpected people and places.

16. Why does the speaker say Joe Ganz became one of his best friends?
17. Where does the speaker spend most of his weekends?
18. What has the speaker learned from his friendship with Joe?

Passage Two

It was a bad night for Lewis. His research in the neighboring town had taken longer than he expected. It was late and he was very tired when he drove home. (19)He turned into his building's parking lot, but all the spaces were full. He drove back out onto the street, looking for a parking space. The first block was full. The next block was almost empty. Lewis didn't see a "No Parking" sign, but he suspected that if parking were allowed there, most of the spaces would be filled. Then he saw a small parking lot with two free spaces. He was so glad to see them that he didn't even think to read the sign by the entrance. He drove in, parked and hurried home to go to bed. The next morning he went back to the lot to get his car. It was gone. (20)He ran home and telephoned the city police to say that his car had been stolen. It took the police only a minute to tell him what had happened; His car had been on a private lot. It had been taken away by the police. (21)Lewis had to take a taxi to the city garage far from the center of town. He had to pay a fee of \$40 to get his car back. In addition, he got a parking ticket, his first one ever in Greenville.

19. Where did Lewis intend to park his car when he came back from work one night?
20. What did Lewis think had happened to his car the next morning?
21. Where did Lewis finally get his car back?

Passage Three

(22)Well, to pick up where we left off last time, I believe we agreed that creativity is a mysterious idea. It's one of those things we all recognize when we see it. But we don't really understand what it is. We seem to feel that some people are naturally creative, but we don't know how they got that way. Is creativity a natural gift like good looks? Or is it something that can be acquired like knowledge? Perhaps if we analyze the creative process carefully, we might get some insight into what it is and how it might work in our lives. (23)The creative process has always been accepted as the source of all important work in the arts. But we should not think the creativity plays a role only in the arts. (24)Every major scientific discovery began with someone imagining the world to look differently from the way others saw it. And this is what the creativity is all about—imagining the world in a new way. And despite what you may believe about the limits of your own creative imaginations, we all have the potential to imagine the world in an absolutely new way. In fact, you were born with it. It is your birth right as a human being. (25)And what's more, you use it every day almost every moment of your life. Your creative imagination is what you use to make sense of your experiences. It's your creative mind that gets meaning from the chaos of your experiences and brings order to your world.

22. What did the speaker most probably discuss last time?
23. What is a widely accepted idea about the creative process?
24. What leads to major scientific discoveries according to the speaker?
25. What does the speaker imply about the creative process?

Model Test Twelve

Section A

1. W: This crazy bus schedule has got me completely confused. I can't figure out when my bus to Cleveland leaves.
M: Why don't you just go to the ticket window and ask?
Q: What does the man suggest the woman do?
2. W: I really enjoyed the TV special about giraffes last night. Did you get home in time to see it?
M: Oh, yes, but I wish I could have stayed awake long enough to see the whole thing.
Q: What does the man mean?
3. W: Airport, please. I'm running a little late. So just take the fastest way even if it's not the most direct.
M: Sure, but there is a lot of traffic everywhere today because of the football game.
Q: What do we learn about the woman from the conversation?

4. W: May I make a recommendation, Sir? Our seafood with this special sauce is very good.
 M: Thank you, but I don't eat shellfish. I'm allergic to it.
 Q: Where does this conversation most probably take place?
5. W: Now one more question if you don't mind, what position in the company appeals to you most?
 M: Well, I'd like the position of sales manager if that position is still vacant.
 Q: What do we learn about the man?
6. M: I don't think I want to live in the dormitory next year. I need more privacy.
 W: I know what you mean. But check out the cost of renting an apartment first. I won't be surprised if you change your mind.
 Q: What does the woman imply?
7. M: You're on the right track. I just think you need to narrow the topic down.
 W: Yeah, you're right. I always start by choosing too broad a topic when I'm doing a research paper.
 Q: What do we learn from the conversation?
8. W: This picnic sure beats the last one we went to, doesn't it?
 M: Oh, yeah. We had to spend the whole time inside. Good thing the weather was cooperative this time.
 Q: What do we learn about the speakers from the conversation?

Conversation One

- M: (9)When I say I live in Sweden, people always want to know about the seasons.
 W: The seasons?
 M: Yeah, you know, how cold it is in winter, what it's like when the days are so short.
 W: So what is it like?
 M: Well, it is cold, very cold in winter, sometimes as cold as 26 degrees below centigrade. And of course, when you go out, you wrap up warm. But inside, in the houses, it's always very warm, much warmer than at home.
 (9)(10)Swedish people always complain that when they visit England, the houses are cold even in a good winter.
 W: And what about the darkness?
 M: Well, yeah, around Christmas time, there's only one hour of daylight, so you really look forward to the spring.
 (11)It is sometimes a bit depressing. But you see the summers are amazing. From May to July in the north of Sweden, the sun never sets. It's still light at midnight. You can walk in the mountains and read a newspaper.
 W: Oh, yeah, "the land of the midnight sun."
 M: That's right, but it's wonderful. You wanna stay up all night, and the Swedes make the most of it. Often they start work earlier in summer and then leave at about 2:00 or 3:00 in the afternoon, so that they can really enjoy the long summer evenings. (12)They like to work hard, but play hard, too. I think Londoners work longer hours, but I'm not sure this is a good thing.
9. What do we learn about the man from the conversation?
 10. What do Swedish people complain about when they visit England in winter?
 11. How does the man describe the short hour of daylight around Christmas in Sweden?
 12. What does the man say about the Swedish people?

Conversation Two

- W: What kind of training does one need to go into this type of job?
 M: That's a very good question. I don't think there is any, specifically.
 W: For example, in your case, what was your educational background?
 M: (13)Well, I did a degree in French at Nottingham. (14)After that, I did careers work in secondary schools, like the careers guidance people here at the university. Then I went into local government because I found I was more interested in the administrative side, then progressed onto universities. So there wasn't any plan and there was no specific training. There are plenty of training courses in management techniques and committee work which you can attend now.

W: But in the first place, you did a French degree.

M: In my time, there wasn't a degree you could do for administration. I think most of the administrators I've come across have degrees in all sorts of things.

W: Well, I know in my case, I did an English Literature degree and I didn't really expect to end up doing what I am doing now.

M: Quite.

W: Were you local to Nottingham, actually? Is there any reason why you went to Nottingham University?

M: No, no. I come from the north of England, from West Yorkshire. Nottingham was one of the universities I put on my list. (15)And I like the look of it. The campus is just beautiful.

W: Yes, indeed. Let's see. Were you from the industrial part of Yorkshire?

M: Yes, from the woollen district.

13. What was the man's major at university?

14. What was the man's job in secondary schools?

15. What attracted the man to Nottingham University?

Section B

Passage One

(16)While Gail Obcamp, an American artist, was giving a speech on the art of Japanese brush painting to an audience that included visitors from Japan, she was confused to see that many of her Japanese listeners had their eyes closed. Were they turned off because an American had the nerve to instruct Japanese in their own art form or they deliberately tried to signal their rejection of her? Obcamp later found out that her listeners were not being disrespectful. (17)Japanese listeners sometimes close their eyes to enhance concentration. Her listeners were showing their respect for her by chewing on her words. Someday, you may be either a speaker or a listener in a situation involving people from other countries or members of a minority group in North America. (18)Learning how different cultures signal respect can help you avoid misunderstandings. Here are some examples. In the deaf culture of North America, many listeners show applause not by clapping their hands but by waving them in the air. In some cultures, both overseas and in some minority groups in North America, listeners are considered disrespectful if they look directly at the speaker. Respect is shown by looking in the general direction but avoiding direct eye contact. In some countries, whistling by listeners is a sign of approval while in other countries it is a form of insult.

16. What did Obcamp's speech focus on?

17. Why do Japanese listeners sometimes close their eyes while listening to a speech?

18. What does the speaker try to explain?

Passage Two

(19)Chris is in charge of purchasing and maintaining equipment in his division at Taxalong Company. He is soon going to have an evaluation interview with his supervisor and the personnel director to discuss the work he has done in the past year. Salary, promotion and plans for the coming year will also be discussed at the meeting. Chris has made several changes for his division in the past year. First, he bought new equipment for one of the departments. He has been particularly happy about the new equipment because many of the employees have told him how much it has helped them. Along with improving the equipment, Chris began a program to train employees to use equipment better and do simple maintenance themselves. The training saved time for the employees and money for the company. (20)Unfortunately, one serious problem developed during the year. Two employees that Chris hired were stealing, and he had to fire them. (21)Chris knows that a new job for a purchasing and maintenance manager for the whole company will be open in a few months, and he would like to be promoted to the job. (22)Chris knows, however, that someone else wants the new job, too. Kim is in charge of purchasing and maintenance in another division of the company. She has also made several changes over the year. Chris knows that his boss likes Kim's work, and he expects that his work will be compared with hers.

19. What is Chris's main responsibility at Taxalong Company?

20. What problem did Chris encounter in his division?
21. What does Chris hope for in the near future?
22. What do we learn about Kim from the passage?

Passage Three

Proverbs, sometimes called sayings, are examples of folk wisdom. They are little lessons which older people of a culture pass down to the younger people to teach them about life. (23)Many proverbs remind people of the values that are important in the culture. Values teach people how to act, what is right, and what is wrong. Because the values of each culture are different, understanding the values of another culture helps explain how people think and act. Understanding your own culture values is important too. If you can accept that people from other cultures act according to their values, not yours, getting along with them will be much easier. (24)Many proverbs are very old. So some of the values they teach may not be as important in the culture as they once were. For example, Americans today do not pay much attention to the proverb “Haste makes waste,” because patience is not important to them. But if you know about past values, it helps you to understand the present and many of the older values are still strong today. Benjamin Franklin, a famous American diplomat, writer and scientist, died in 1790, but his proverb “Time is money” is taken more seriously by Americans of today than ever before. (25)A study of proverbs from around the world shows that some values are shared by many cultures. In many cases though, the same idea is expressed differently.

23. Why are proverbs so important?
24. According to the speaker, what happens to some proverbs with the passage of time?
25. What do we learn from the study of proverbs from around the world?

Model Test Thirteen

Section A

1. M: Shawn's been trying for months to find a job. But I wonder how he could get a job when he looks like that.
W: Oh, that poor guy! He really should shave himself every other day at least and put on something clean.
Q: What do we learn about Shawn?
2. W: I wish Jane would call when she knows she'll be late. This is not the first time we've had to wait for her.
M: I agree. But she does have to drive through very heavy traffic to get here.
Q: What does the man imply?
3. M: Congratulations! I heard your baseball team is going to the Mid-Atlantic Championships.
W: Yeah, we're all working real hard right now!
Q: What is the woman's team doing?
4. W: John's been looking after his mother in the hospital. She was injured in a car accident two weeks ago and is still in critical condition.
M: Oh, that's terrible. And you know, his father passed away last year.
Q: What do we learn about John?
5. M: What a boring speaker! I could hardly stay awake.
W: Well, I don't know. In fact, I think it's been a long time since I've heard anyone as good.
Q: What do we learn from the conversation?
6. W: I'm having a lot of trouble with logic and it seems my professor can't explain it in a way that makes sense to me.
M: You know, there is a tutoring service on campus. I was about to drop statistics before they helped me out.
Q: What does the man mean?
7. M: This is a stylish overcoat. I saw you wearing it last week, didn't I?
W: Oh, that wasn't me. That was my sister Jill. She's in your class.
Q: What does the woman mean?
8. M: Jane, suppose you lost all your money while taking a vacation overseas, what would you do?
W: Well, I guess I'd sell my watch or computer or do some odd jobs till I could afford a return plane ticket.
Q: What are the speakers talking about?

Conversation One

M: Hello, Prof. Johnson.

W: Hello, Tony. So what shall we work on today?

M: Well, the problem is that this writing assignment isn't coming out right. (9)What I thought I was writing on was to talk about what a particular sport means to me when I participate in.

W: What sport did you choose?

M: I decided to write about cross-country skiing.

W: What are you going to say about skiing?

M: That's the problem. I thought I would write about how peaceful it is to be out in the country.

W: So why is that a problem?

M: As I start describing how quiet it is to be out in the woods, I keep mentioning how much effort it takes to keep going. Cross-country skiing isn't as easy as some people think. It takes a lot of energy, but that's not part of my paper. So I guess I should leave it out. (10)But now I don't know how to explain that feeling of peacefulness without explaining how hard you have to work for it. It all fits together. It's not like just sitting down somewhere and watching the clouds roll by. That's different.

W: Then you'll have to include that in your point. The peacefulness of cross-country skiing is the kind you earn by effort. Why leave that out? (11)Part of your point you knew beforehand but part you discovered as you wrote. That's common, right?

M: Yeah, I guess so.

9. What is the topic of the man's writing assignment?

10. What problem does the man have while working on his paper?

11. What does the woman say is common in writing papers?

Conversation Two

W: (12)Good evening and welcome to this week's "Business World," a program for and about business people. Tonight we have Mr. Angeleno who came to the United States six years ago, and is now an established businessman with three restaurants in town. Tell us, Mr. Angeleno, how did you get started?

M: Well, I started off with a small diner. (13)I did all the cooking myself and my wife waited on tables. It was really too much work for two people. My cooking is great. And word got around town about the food. Within a year, I had to hire another cook and four waitresses. When that restaurant became very busy, I decided to expand my business. Now with three places, my main concern is keeping the business successful and running smoothly.

W: Do you advertise?

M: Oh, yes. I don't have any TV commercials, because they are too expensive. (14)But I advertise a lot on radio and in local newspapers. My children used to distribute ads in nearby shopping centers, but we don't need to do that any more.

W: Why do you believe you've been so successful?

M: Um, (15)I always serve the freshest possible food and I make the atmosphere as comfortable and as pleasant as I can, so that my customers will want to come back.

W: So you always aim to please the customers?

M: Absolutely! Without them, I would have no business at all.

W: Thank you, Mr. Angeleno. I think your advice will be helpful to those just starting out in business.

12. What is the woman's occupation?

13. What do we learn about Mr. Angeleno's business at its beginning?

14. What does Mr. Angeleno say about advertising his business?

15. What does the man say contributes to the success of his business?

Section B

Passage One

(16)There are many commonly-held beliefs about eye glasses and eyesight that are not proven facts. For instance, some people believe that wearing glasses too soon weakens the eyes. But there is no evidence to show that the structure of eyes is changed by wearing glasses at a young age. (17)Wearing the wrong glasses, however, can prove harmful. Studies show that for adults there is no danger, but children can develop loss of vision if they have glasses inappropriate for their eyes. We have all heard some of the common myths about how eyesight gets bad. Most people believe that reading in dim light causes poor eyesight, but that is untrue. Too little light makes the eyes work harder, so they do get tired and strained. Eye strain also results from reading a lot, reading in bed, and watching too much television. However, although eye strain may cause some pain or headaches, it does not permanently damage eyesight. Another myth about eyes is that they can be replaced, or transferred from one person to another. There are close to one million nerve fibers that connect the eyeball to the brain, as of yet it is impossible to attach them all in a new person. (18)Only certain parts of the eye can be replaced. But if we keep clearing up the myths and learning more about the eyes, some day a full transplant may be possible.

16. What does the speaker want to tell us about eyesight?

17. What do studies about wearing the wrong glasses show?

18. What do we learn about eye transplanting from the talk?

Passage Two

When people care for an elderly relative, they often do not use available community services such as adult day-care centers. (19)If the caregivers are adult children, they are more likely to use such services, especially because they often have jobs and other responsibilities. In contrast, a spouse, usually the wife, is much less likely to use support services or to put the dependent person in a nursing home. (20)Social workers discover that the wife normally tries to take care of her husband herself for as long as she can in order not to use up their life savings. Researchers have found that caring for the elderly can be a very positive experience. The elderly appreciated the care and attention they received. They were affectionate and cooperative. However, even when caregiving is satisfying, it is hard work. Social workers and experts on aging offer caregivers and potential caregivers help when arranging for the care of an elderly relative. One consideration is to ask parents what they want before they become sick or dependent. Perhaps they prefer going into a nursing home and can select one in advance. On the other hand, they may want to live with their adult children. (21)Caregivers must also learn to state their needs and opinions clearly and ask for help from others, especially brothers and sisters. Brothers and sisters are often willing to help, but they may not know what to do.

19. Why are adult children more likely to use community services to help care for elderly parents?

20. Why are most wives unwilling to put their dependent husbands into nursing homes?

21. According to the passage, what must caregivers learn to do?

Passage Three

(22)Since a union representative visited our company to inform us about our rights and protections, my coworkers have been worrying about health conditions and complaining about safety hazards in the workplace. Several of the employees in the computer department, for example, claim to be developing vision problems from having to stare at a video display terminal for about seven hours a day. The supervisor of the laboratory is beginning to get headaches and dizzy spells because she says it's dangerous to breathe some of the chemical smoke there. (23)An X-rays technician is refusing to do her job until the firm agrees to replace its out-dated equipment. She insists that it's exposing workers to unnecessarily high doses of radiation. She thinks that she may have to contact the Occupational Safety and Health Administration and ask that government agency to inspect the department. (24)I've heard that at a factory in the area two pregnant women who were working with paint requested a transfer to a safer department, because they wanted to prevent damage to their unborn babies. The supervisor of personnel refused the request. In another firm the workers were constantly complaining about the malfunctioning heating system, but the owner was too busy or too mean to do anything about it. (25)Finally, they all met and agreed to wear ski-clothing to work the next day. The owner was too

embarrassed to talk to his employees. But he had the heating system replaced right away.

22. What does the talk focus on?

23. What did the X-ray technician ask her company to do?

24. What does the speaker say about the two pregnant women working with paint?

25. Why did the workers in the firm wear ski-clothing to work?

Model Test Fourteen

Section A

1. M: Oh my god! The heat is simply unbearable here. I wish we've gone to the beach instead.

W: Well, with the museums and restaurants in Washington, I'll be happy here no matter what the temperature.

Q: What does the woman mean?

2. M: How's the new job going?

W: Well, I'm learning a lot of new things, but I wish the director would give me some feedback.

Q: What does the woman want to know?

3. W: Can you help me work out a physical training program, John?

M: Sure, but whatever you do, be careful not to overdo it. Last time I had two weeks' worth of weightlifting in three days and I hurt myself.

Q: What does the man suggest the woman do?

4. M: I have an elderly mother and I'm worried about her going on a plane. Is there any risk?

W: Not if her heart is all right. If she has a heart condition, I'd recommend against it.

Q: What does the man want to know about his mother?

5. M: Why didn't you stop when we first signaled you at the crossroads?

W: Sorry, I was just a bit absent-minded. Anyway, do I have to pay a fine?

Q: What do we learn from the conversation?

6. M: I'm no expert, but that noise in your refrigerator doesn't sound right. Maybe you should have it fixed.

W: You're right. And I suppose I've put it off long enough.

Q: What will the woman probably do?

7. M: I did extremely well on the sale of my downtown apartment. Now, I have enough money to buy that piece of land I've had my eye on and build a house on it.

W: Congratulations! Does that mean you'll be moving soon?

Q: What do we learn about the man from the conversation?

8. W: My hand still hurts from the fall on the ice yesterday. I wonder if I broke something.

M: I'm no doctor, but it's not black and blue or anything. Maybe you just need to rest it for a few days.

Q: What do we learn about the woman from the conversation?

Conversation One

M: Mrs. Dawson, thanks very much for coming down to the station. (9) I just like to go over some of the things that you told police officer Parmer at the bank.

W: All right.

M: Well, (9) could you describe the man who robbed the bank for this report that we're filling out here? Now, anything at all that you can remember would be extremely helpful to us.

W: Well, just, I can only remember basically what I said before.

M: That's all right.

W: (10) The man was tall, er, six foot, and he had dark hair, and he had a moustache.

M: Very good. All right, did he have any other distinguishing marks?

W: Um, no, none that I can remember.

M: Do you remember how old he was by any chance?

W: Er, well, I guess around 30, maybe younger, give or take a few years.

M: Uh, all right. Do you remember anything about what he was wearing?

W: Yes, yes, he had on a dark sweater, a . . . a solid color.

M: OK. Um, anything else that strikes you at the moment?

W: I remember he was wearing a light shirt under the sweater. Yes, yes.

M: All right. Mrs. Dawson, I really appreciate what you've been through today. (11) I'm just going to ask you to look at some photographs before you leave if you don't mind. It won't take very long. Can you do that for me?

W: Oh, of course.

M: Would you like to step this way with me, please?

W: OK, sure.

M: Thank you.

9. What do we learn about the woman?

10. What did the suspect look like?

11. What did the man finally ask the woman to do?

Conversation Two

W: Good morning. (12) I'm calling about the job that was in the paper last night.

M: Well, could you tell me your name?

W: Candider Forsett.

M: Oh, yes. What exactly is it that interests you about the job?

W: Well, I thought it was just right for me.

M: Really? Hmm . . . Could you tell me a little about yourself?

W: Yes. I'm 23. I've been working abroad.

M: Where exactly have you been working?

W: In Geneva.

M: Oh, Geneva. And what were you doing there?

W: (14) Secretarial work. Previous to that, I was at university.

M: Which university was that?

W: The University of Manchester. I've got a degree in English.

M: You said you've been working in Geneva. Do you have any special reason for wanting to come back?

W: (13) I thought it would be nice to be near to the family.

M: I see, and how do you see yourself developing in this job?

W: Well, I'm ambitious. I do hope that my career as a secretary will lead me eventually into management.

M: I see. You have foreign languages?

W: French and Italian.

M: Well, (15) I think the best thing for you to do is to reply in writing to the advertisement.

W: Can't I arrange for an interview now?

M: Well, I'm afraid we must wait until all the applications are in, in writing, and we'll then decide on the short list.

If you are on the short list, of course we should see you.

W: Oh, I see.

M: (15) I'll look forward to receiving your application in writing in a day or two.

W: Oh, yes, yes, certainly.

M: OK. Thank you very much. Goodbye.

W: Thank you. Goodbye.

12. How did the woman get to know about the job vacancy?

13. Why did the woman find the job appealing?

14. What had the woman been doing in Geneva?

15. What was the woman asked to do in the end?

Section B

Passage One

One of the greatest heartbreaks for firefighters occurs when they fail to rescue a child from a burning building because the child, frightened by smoke and noise, hides under a bed or in a closet and is later found dead. (16)Saddest of all is when children catch a glimpse of the masked firefighter but hide because they think they have seen a monster. (17)To prevent such tragedies, firefighter Eric Velez gives talks to children in his community, explaining that they should never hide during a fire. He displays firefighters' equipment, including the oxygen mask, which he encourages his listeners to play with and put on. "If you see us," Velez tells them, "don't hide! We are not monsters. We have come to rescue you." Velez gives his presentations in English and Spanish. Growing up in San Francisco, he learnt Spanish from his immigrant parents. Velez and other firefighters throughout North America, who give similar presentations, will never know how many lives they save through their talks. (19)But it's a fact that informative speaking saves lives. For example, several months after listening to an informative speech, (18)Pete Gentry in North Carolina rescued his brother who was choking on food, by using the method taught by student speaker, Julie Perris. In addition to saving lives, informative speakers help people learn new skills, solve problems and acquire fascinating facts about the exciting world in which they live.

16. Why do some children trapped in a burning building hide from masked firefighters?

17. What does the passage tell us about firefighter Eric Velez?

18. What do we learn about Pete Gentry?

19. What message is the speaker trying to convey?

Passage Two

(20)Some people want to make and save a lot of money in order to retire early. I see people pursuing higher paying and increasingly demanding careers to accomplish this goal. They make many personal sacrifices in exchange for income today. The problem is that tomorrow might not come. Even if it all goes according to plan, will you know how to be happy when you are not working if you spend your entire life making money? More importantly, who will be around for you to share your leisure time with? At the other extreme are people who live only for today. Why bother saving when I might not be here tomorrow, they argue. The danger of this approach is that tomorrow may come after all. And most people don't want to spend all their tomorrows working for a living. (21)The earlier neglect of saving, however, makes it difficult not to work when you are older. (22)You may be surprised to hear me say that if you must pick an extreme, I think it's better to pick the spend-all approach. As long as you don't mind continuing to work, assuming your health allows, you should be OK. At least, you are making use of your money, and hopefully deriving value and pleasure from it. Postponing doing what you love and being with people you love until retirement can be a mistake. It may never come. Retirement can be a great time for some people. For others, it is a time of boredom, loneliness and poor health.

20. Why do some people pursue higher paying but demanding careers?

21. What is the danger facing people who live only for today?

22. What does the speaker seem to advocate?

Passage Three

(23)Imagine that someone in your neighborhood broke the law, and the judge put the whole neighborhood under suspicion. How fair would that be? Well, it happens every day to high schoolers. Just because some students have stolen things in shops, all of us are treated like thieves. Even though I'd never steal, store employees looked at me like I'm some kind of hardened criminal. For example, during one lunch period, my friend Denny and I went to the Grab and Go Restaurant to have a hotdog. We arrived to find a line of students waiting outside. (24)A new sign in the window told the story—"No more than two students at a time." After 15 minutes, we finally got in. But the store manager laid the evil eye on us. I asked him about the new sign, and he said, "You kids are stealing too much stuff." You kids? Too much stuff? We were not only assumed to be thieves, but brilliant, greedy thieves. (25)The most annoying thing, though, is the way employees watched my friends and me. It's horrible. Once, at a drug store, I was

looking around and found a guy standing on a large box, stocking the shelves. He was watching my hands, more than he was watching his own. I showed him that my hands were empty. He got down off his box and rushed off, as if he was going to get the store manager. How crazy is that!

23. What does the speaker find to be unfair?

24. What measure did the Grab and Go Restaurant take to stop stealing?

25. What happened in a drug store that greatly annoyed the speaker?

Model Test Fifteen

Section A

1. W: Just imagine! We have to finish reading 300 pages before Monday! How can the professor expect us to do it in such a short time?

M: Yeah, but what troubles me is that I can't find the book in the library or in the university bookstore.

Q: What does the man mean?

2. M: Do you think I could borrow your car to go grocery shopping? The supermarkets outside the city are so much cheaper. I'd also be happy to pick up anything you need.

W: Well, I don't like to let anyone else drive my car. Tell you what, why don't we go together?

Q: What does the woman mean?

3. M: Forgive the mess in here. We had a party last night. There were a lot of people and they all brought food.

W: Yeah, I can tell. Well, I guess it's pretty obvious what you'll be doing most of today.

Q: What does the woman think the man will do?

4. W: What time would suit you for the first-round talks with John Smith?

M: Well, you know my schedule. Other than this Friday, one day is as good as the next.

Q: What does the man mean?

5. W: I was so angry yesterday! My biology teacher did not even let me explain why I missed the field trip. He just wouldn't let me pass!

M: That doesn't seem fair. I'd feel that way too if I were you.

Q: What does the man imply?

6. M: I really can't stand the way David controls the conversation all the time. If he is going to be at your Christmas party, I just won't come.

W: I'm sorry you feel that way, but my mother insists that he come.

Q: What does the woman imply?

7. W: You're taking a course with Prof. Johnson. What's your impression so far?

M: Well, many students could hardly stay awake in his class without first drinking a cup of coffee.

Q: What does the man imply?

8. W: Have you ever put a computer together before?

M: No, never. But I think if we follow these instructions exactly, we won't have much trouble.

Q: What are the speakers going to do?

Conversation One

W: What sort of hours do you work, Steve?

M: (9) Well, I have to work very long hours, about 11 hours a day.

W: What time do you start?

M: I work 9:00 to 3:00. Then I start again at 5:30 and work until 11:00, six days a week. So I have to work very unsocial hours.

W: And do you have to work at the weekend?

M: Oh, yes, that's our busiest time. I get Wednesdays off.

W: What are the things you have to do and the things you don't have to do?

M: Uh, I don't have to do the washing-up, so that's good. I have to wear white, and I have to keep everything in the

kitchen totally clean.

W: What's hard about the job?

M: (10)You are standing up all the time. When we are busy, people get angry and sharp, but that's normal.

W: How did you learn the profession?

M: Well, I did a two-year course at college. In the first year, we had to learn the basics, and then we had to take exams.

W: Was it easy to find a job?

M: (11)I wrote to about six hotels and one of them gave me my first job, so I didn't have to wait too long.

W: And what's the secret of being good at your job?

M: (12)Attention to detail. You have to love it. You have to show passion for it.

W: And what are your plans for the future?

M: I want to have my own place when the time is right.

9. What does the man say about his job?

10. What does the man think is the hardest part of his job?

11. Where did the man get his first job after graduation?

12. What does the man say is important to being good at his job?

Conversation Two

W: (13)Now you've seen this table of figures about the pocket money children in Britain get?

M: Yes. I thought it was quite interesting, but I don't quite understand the column entitled "Change." Can you explain what it means?

W: Well, I think it means the change from the year before. I'm not a mathematician, but I assume the rise from 72p to 90p is a rise of 25%.

M: Oh, yes, I see. And the inflation rate is there for comparison.

W: Yes. (14)Why do you think the rise in pocket money is often higher than inflation?

M: I am sorry I've no idea. Perhaps parents in Britain are too generous.

W: Perhaps they are. But it looks as if children were a lot better off in 2001 than they were in 2002. That's strange, isn't it? And they seem to have been better off in 2003 than they are now. I wonder why that is.

M: Yes, I don't understand that at all.

W: Anyway, if you had children, how much pocket money would you give them?

M: I don't know. I think I'll probably give them £2 a week.

W: Would you? And what would you expect them to do with it?

M: (15)Well, out of that, they have to buy some small personal things, but I wouldn't expect them to save to buy their own socks, for example.

W: Yes, by the way, do most children in your country get pocket money?

M: Yeah, they do.

13. What is the table of figures about?

14. What do we learn from the conversation about British children's pocket money?

15. Supposing the man had children, what would he expect them to do with their pocket money?

Section B

Passage One

(16)As the new sales director for a national computer firm, Alex Gordon was looking forward to his first meeting with the company's district managers. Everyone arrived on time, and Alex's presentation went extremely well. (17)He decided to end the meeting with the conversation about the importance of the district managers to the company's plans. "I believe we are going to continue to increase our share of the market," he began, "because of the quality of the people in this room. The district manager is the key to the success of the sales representatives in his district. He sets the term for everyone else. If he has ambitious goals and is willing to put in long hours, everyone in

his unit will follow his example.” When Alex was finished, he received polite applause, but hardly the warm response he had hoped for. Later, he spoke with one of the senior managers. “Things were going so well until the end,” Alex said disappointedly, “Obviously, I said the wrong thing.” “Yes,” the district manager replied, (18) “half of our managers are women.” Most have worked their way up from sales representatives, and they are very proud of the role they played in the company’s growth. (19) They don’t care at all about political correctness. But they were definitely surprised and distressed to be referred to as ‘he’ in your speech.”

16. Who did Alex Gordon speak to at the first meeting?
17. What did Alex want to emphasize at the end of his presentation?
18. What do we learn about the audience at the meeting?
19. Why did Alex fail to receive the warm response he had hoped for?

Passage Two

The way to complain is to act businesslike and important. (20) If your complaint is immediate, suppose you got the wrong order at a restaurant, make a polite but firm request to see the manager. When the manager comes, ask his or her name. And then state your problem and what you expect to have done about it. Be polite! Shouting or acting rude will get you nowhere. But also be firm in making your complaint. Besides, act important. This doesn’t mean to put on airs and say “do you know who I am?” What it means is that people are often treated the way they expect to be treated. If you act like someone who expects a fair request to be granted, chances are it will be granted. (21) The worst way to complain is over the telephone. You are speaking to a voice coming from someone you cannot see. So you can’t tell how the person on the line is reacting. It is easy for that person to give you the runaround. Complaining in person or by letter is generally more effective. If your complaint does not require an immediate response, it often helps to complain by letter. If you have an appliance that doesn’t work, send a letter to the store that sold it. (22) Be businesslike and stick to the point. Don’t spend a paragraph on how your Uncle Joe tried to fix the problem and couldn’t.

20. What does the speaker suggest you do when you are not served properly at a restaurant?
21. Why does the speaker say the worst way to complain is over the telephone?
22. What should you do if you make a complaint by letter?

Passage Three

Barbara Sanders is a wife and the mother of two children, ages two and four. Her husband, Tom, is an engineer and makes an excellent salary. (23) Before Barbara had children, she worked as an architect for the government, designing government housing. She quit her job when she became pregnant, but is now interested in returning to work. She’s been offered an excellent job with the government. Her husband feels it’s unnecessary for her to work since the family does not need the added income. He also thinks that a woman should stay home with her children. (24) If Barbara feels the need to do socially important work, he thinks that she should do volunteer work one or two days a week. Barbara, on the other hand, has missed the excitement of her profession and does not feel she would be satisfied doing volunteer work. She would also like to have her own income, so she does not have to ask her husband for money whenever she wants to buy something. She does not think it’s necessary to stay home every day with the children and she knows a very reliable baby-sitter who’s willing to come to her house. (25) Tom does not think a baby-sitter can replace a mother and thinks it’s a bad idea for the children to spend so much time with someone who’s not part of the family.

23. What was Barbara’s profession before she had children?
24. What does Barbara’s husband suggest she do if she wants to work?
25. What does Tom think about hiring a baby-sitter?