

online
booky
www.onlineBooky.com

模拟试题一
INTERNATIONAL ENGLISH LANGUAGE
TESTING SYSTEM

PRACTICE TEST (Version One)
LISTENING

Section 1 Questions 1 - 12

Questions 1 - 2

Complete the table. Write **NO MORE THAN THREE WORDS** for each answer.

Categories	Definition
Fiction	Books containing 1. _____ made up by the author
Nonfiction	Books containing 2. _____ material

Questions 3 - 4

Answer the following questions by writing **NO MORE THAN THREE WORDS**.

3. How are fictional books organized in a library? _____
4. What is the name of the most widely used library organization system? _____

Questions 5 - 9

Complete the notes below by writing **NO MORE THAN THREE WORDS** in the spaces provided.

The best way to find a book in the library is 5. _____ the card catalogue. The catalogue is an 6. _____ of all the books. All the cards are filed alphabetically and 7. _____ in drawers in large cabinets. There are three types of cards found in the card catalogue; an author card, 8. _____ card and 9. _____ card. The card catalogue can help you to find a book easily.

Questions 10 - 12

Complete the table below using **NO MORE THAN THREE WORDS** for each answer.

Reference books	Definition
Encyclopedias	Contain articles about a variety of subjects and give many 10. _____.
11.	Are books of maps often arranged by country or continent.
Almanacs	Contain recent statistics and summaries of information on a variety of topics, are published 12. _____.

Section 2 Question 13 - 19

Questions 13 - 16

Indicate whether the following statements are true or not, by writing **T** for true and **F** for false.

13. All people know how to use their memories.
14. The more you understand how to use your memory, the more things you can remember and the better you can retain them.
15. It's easier to remember a set of facts together with your friends.
16. Visualizing is the last step to prepare your memory.

Questions 17 - 19

Complete the notes below by writing **NO MORE THAN THREE WORDS** in the spaces provided.

17. You should recite facts over and over again until you can _____.
18. It's a good way to place the easier facts near _____ of your list.
19. If you can recall the information easily, your review time can be _____.

Section 3 Questions 20 - 32

Questions 20 - 24

Complete the notes below by using **NO MORE THAN THREE WORDS**.

People use writing as a way of 20. _____ their thoughts and feelings. The purposes for writing are important. If you want to use 21. _____ to tell someone something, you probably need to 22. _____ your thoughts clear. Your writing can help you 23. _____ your thoughts clear, 24. _____ some of your ideas and to remind yourself of important points.

Questions 25 - 27

Circle the correct letters.

25. According to the speaker, what are you expected to learn before writing?
- A. Who will assess your work.
 - B. Whom you will work with.
 - C. How much you should write in the paper.
 - D. What the work should look like.
26. When writing essays you should have
- A. a selection of books.
 - B. the subject that holds the information together.
 - C. ways of making pattern drills.
 - D. ways of using different link words.
27. The speaker suggests that your order should
- A. fit in with the reader's purpose.
 - B. make sense to your reader.
 - C. fit around all of what you want to include.
 - D. be asked to do easily.

Questions 28 - 32

Complete the notes below by writing **NO MORE THAN THREE WORDS**.

A good essay writer should 28. _____ the question with great care and be sure you are sufficiently 29. _____ on the topic, then you should 30. _____ the questions carefully till you are absolutely sure of what it is 31. _____. Planning the answer is also important for an essay writer. You should list all the points you feel 32. _____ to the answer.

Section 4 Questions 33 - 41

You are going to listen to a local radio program that is broadcast daily and gives out information about job vacancies. Listen to the recording and complete the chart below. Put a tick (✓) where appropriate or N for no information. Some of the information has already been filled for you.

Job	Experience	Age	Pay	Additional information
Engineer	✓		Pay agreed	Mon. - Fri. 8:30 - 5:00 Sat. 8:45 - 4:00
Cook	33.	34.	5 per hour	35.
Stewardess	N	36.	Reasonable	2 months holiday a year Need to speak 37. _____
Operator	38.	School-leaver	39.	
Shop assistant	N	40.	41.	One late night work in a week

模拟试题二
**INTERNATIONAL ENGLISH LANGUAGE
 TESTING SYSTEM**

PRACTICE TEST (Version Two)
LISTENING

Section 1 Questions 1 - 13

Questions 1 - 6

Fill in the form below with the information you need.

TV Channels	Time	Name of the Programme	Content of the Programme
BBC 1	8:00	Face to Face	Talk to an American writer
BBC 1	9:00	1.	Titanic
BBC 2	2.	Sports	Live coverage of 3. _____
BBC 2	10:00	4.	Talk about elephants in Africa
5.	10:15	Sounds Around	Life and music of Ian Sibelius
Channel 4	6.	Holidays	Holidays in China

Questions 7 - 10

Look at the statements numbered 7 - 10. As you listen, write T if the statement is true, F if the statement is false or N if there is no information given.

7. El Nino has caused great disasters.
8. El Nino makes summer cooler.
9. Flight C 1676 crashed and exploded near Bali airport shortly after its take - off.
10. 203 people were killed in the crash.

Questions 11 - 13

Circle the correct letter.

11. Who won the lawsuit brought by Texas cattlemen?
 - A. Texas cattlemen.
 - B. The defendant.
 - C. Texas beef producers.
 - D. Texas Cattlemen Association.

12. Who is Ms Winfrey?
 - A. A juror.
 - B. A cattlegoman.
 - C. A talk show host.
 - D. A spectator.

13. How long did the eclipse last?
 - A. One minute.
 - B. Twelve minutes.
 - C. Four minutes.
 - D. Fourteen minutes.

Section 2 Questions 14 - 19

Questions 14 - 16

Look at the statements numbered 14 - 17. As you listen, write T if the statement is true, F if the statement is false or N if there is no information given.

14. Pat has phoned her friend because she hasn't seen her for ages.
15. Pat's friend has had 20 interviews so far.
16. In interviews 'Wh' questions are often asked.

Questions 17 - 19

Circle the correct letters.

17. Pat is applying for a position as a
- A. research engineer.
 - B. mechanical engineer.
 - C. auto mechanic.
 - D. manager.
18. She is interested in the job because
- A. it's a well paid job.
 - B. it's a part-time job.
 - C. she likes to do research.
 - D. she likes a challenge.
19. She was dismissed from the position as an auto mechanic because
- A. the manager didn't like her.
 - B. she was a clock watcher.
 - C. of sexual discrimination.
 - D. of a customer's complaint about her work.

Section 3 Questions 20 - 32

Questions 20 - 24

Fill in the gaps below.

- | | |
|--------------------------------|-----------|
| People | 20. _____ |
| Weather in winter in the north | 21. _____ |
| Terrain | 22. _____ |
| Cities | 23. _____ |
| Dangers to live in Japan | 24. _____ |

Questions 25 - 28

*Answer the questions by writing **NO MORE THAN THREE WORDS**.*

25. What does Keiko think about the English people?
- _____
26. What does Keiko think about the way of life of the English people?
- _____

27. What has Keiko said about English food?

28. Does Keiko like the summer in England? Why?

Questions 29 - 32

Complete the notes below by writing **NO MORE THAN THREE WORDS** for each answer.

29. Peter thinks the loveliest time of the year in Britain is _____.

30. Peter finds the English people very reserved and _____.

31. Peter thinks life in the States is a lot _____.

32. He goes back home _____.

Section 4 Questions 33 - 41

Fill in the table below with the information you need.

Language family	Languages (any two)	Spoken in
Indo-European	English, 33. _____	Europe
34.	35. _____, Hausa	North Africa and 36. _____
Bantu	Swahili, Zulu	37.
38.	39.	China, Southeast Asia
Polynesian	Indonesian, 40. _____	41. _____ from Madagascar east to Hawaii

模拟试题三
**INTERNATIONAL ENGLISH LANGUAGE
 TESTING SYSTEM**

PRACTICE TEST (Version Three)
 LISTENING

Section 1 Questions 1 - 10

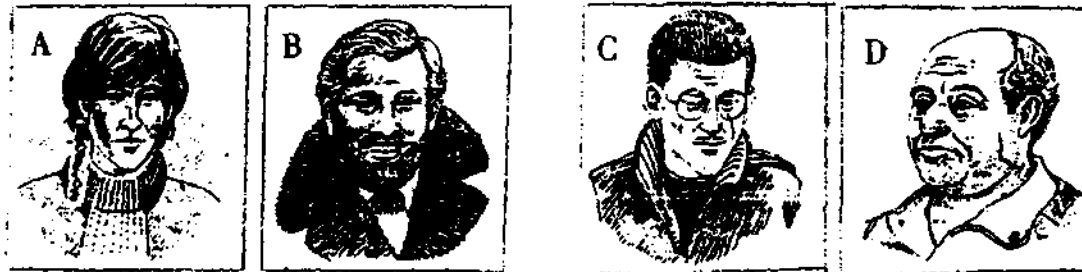
Questions 1 - 6

Complete the notes. Write **NO MORE THAN THREE WORDS** for each answer.

Linda is an	<i>Example: Art student . .</i>
1. Charles' occupation	
2. What does he teach?	
3. When will Charles arrive at Heathrow?	
4. What's his flight number?	
5. Why can't Linda meet him?	
6. Has Charles met Peter before?	

Question 7

Who is Peter Wilson?



Questions 8 - 10

Complete the notes.

	Boeing	Concord
Passengers' capacity	8.	9.
Speed	10.	2,333km / h

Section 2 Question 11 - 22

Questions 11 - 12

Complete the statements below. Use up to three words.

11. Britain and New Zealand are _____ in size.

12. Britain has a population of _____.

Questions 13 - 15

Answer the following questions.

13. How many British people do the volunteer work? _____

14. Who can benefit from "Meals on Wheels"? _____

15. What is a traditional British food? _____

Questions 16 - 17

Fill the missing information in the table below.

Types of newspaper	Definition provided
Popular	Physically smaller and more 16. _____ in their reporting of news
Serious	Larger and they report current events in a more 17. _____ way

Questions 18 - 22

Indicate whether the following statements are true or false by writing **T** for true and **F** for false.

18. Students aged 16 often take 3 subjects at GCSE level test.
19. "A" level exam is taken by 18-year-old students.
20. Most of the British people prefer living in a house to a flat.
21. All British people are reserved, polite and private.
22. You should not take too seriously British people's sarcastic humor.

Section 3 Questions 23 - 32

Questions 23 - 26

Complete the notes below by using **NO MORE THAN THREE WORDS** for each answer.

23. Number of seats for readers	
24. Number of volumes the library well-stocked	
25. How many sections are there in the library?	
26. How long can the student keep the books?	

Questions 27 - 29

Circle the correct letters.

27. Where is the Reference Section?
- A. On the ground floor.
 - B. On the first floor.
 - C. On the second floor.
 - D. On the third floor.

28. What kind of books can not be taken out of the library?

- A. Novels.
- B. Journals.
- C. Fiction.
- D. Course books.

29. What kinds of facilities are not available in the library?

- A. Photocopy service.
- B. Microforms.
- C. Computer services.
- D. Typewriters.

Questions 30 - 32

Indicate whether the following statements are true or false by writing T for true and F for false.

- 30. Students can use the library during vacations.
- 31. The library opens 9:30 until Saturday afternoons.
- 32. The library is only for college students' use.

Section 4 Questions 33 - 41

Questions 33 - 38

Fill in the missing information in the notes below.

Franklin D Roosevelt was elected President in November 33. _____. When he took the presidential oath, the banking and credit system of the nation was 34. _____ of paralysis. The new president brought an air of 35. _____ that rallied the people to his banner. Roosevelt's New Deal brought to the individual citizen a sharp revival of 36. _____ and brought recovery to business and agriculture and relief to 37. _____. Congress passed an effective 38. _____ act, providing that the government make money payment to farmers who would devote part of their land to soil conserving crops.

Questions 39 - 41

Indicate whether the following statements are true or false by writing T for true and F for false.

- 39. Roosevelt's New Deal was completely supported by his own Party.
- 40. Roosevelt won victory over his opponent Alfred. E. Landon in the 1940 presidential election.
- 41. Roosevelt died of a cerebral hemorrhage when he was only 63.

模拟试题四
INTERNATIONAL ENGLISH LANGUAGE
TESTING SYSTEM

PRACTICE TEST (Version Four)
LISTENING

Section 1 Questions 1 - 12

Questions 1 - 4

Circle the correct letters.

1. What is Peter probably going to do on Friday evening?
 - A. Go to a pub.
 - B. Have drinks with friends at home.
 - C. Wash his car.
 - D. Do the laundry.

2. What does Peter usually do on Saturday mornings?
 - A. Washes his car.
 - B. Sleeps.
 - C. Cleans the house.
 - D. Does the laundry.

3. What is brunch?
 - A. Breakfast.
 - B. Lunch.
 - C. Combination of breakfast and lunch.
 - D. Supper.

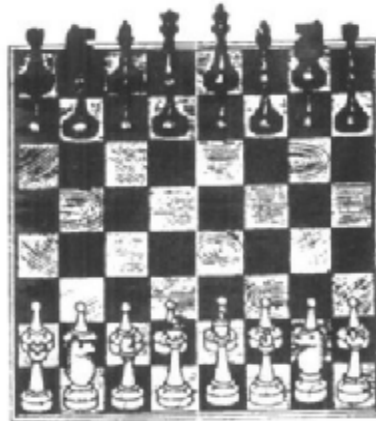
4. What does Susan usually do on Sunday mornings?
- A. Plays chess with friends.
 - B. Reads Sunday newspapers in the garden.
 - C. Reads Sunday newspapers to Peter.
 - D. Goes out for brunch.

Questions 5 - 8

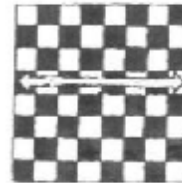
Look at the chess board and answer the questions by writing **ONE WORD** for each answer.

Book knight Bishop Queen King Knight Bishop Rook

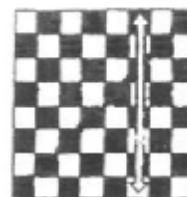
Pawns



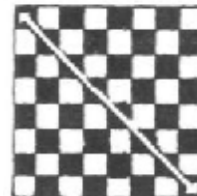
5. What are the rows of squares across the board called?



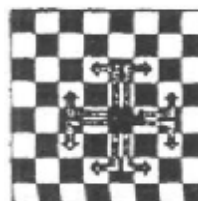
6. What are the rows of squares up and down the board called?



7. What are the lines of squares running diagonally called?



8. Can the knight move in the way shown in the picture?



Questions 9 - 12

Look at the statements below and write T if the statement is true, F if the statement is false or N if there is no information given.

9. There are 32 pieces in a chess set.
10. The player with black pieces starts the game first.
11. Knights can jump over other pieces.
12. The object of the game is to catch your opponent's Queen.

Section 2 Questions 13 - 24

Questions 13 - 15

Listen to the conversation between Michael and the Professor. Answer the questions by circling the correct answers.

13. Who is Mr Atkins?
 - A. A student.
 - B. A professor.
 - C. The student's tutor.
 - D. The Professor's secretary.

14. Where are the two people talking?
 - A. In the professor's office.
 - B. In the tutor's office.
 - C. In the student's room.
 - D. In the classroom.

15. What is Michael's trouble?
 - A. Late for classes.
 - B. Weak essays.
 - C. In poor health.
 - D. Poor attendance at tutorials and seminars.

Questions 16 - 17

The Professor has suggested Michael do two things. Complete the notes.

Cut down on 16. _____.

Discuss any problems with 17. _____.

Questions 18 - 22

Fill in the gaps.

- Student's name 18. _____
- Year 19. _____
- Responsibility 20. _____
- Personal problem 21. _____
- Amount of money borrowed 22. _____

Questions 23 - 24

Answer the questions by writing NO MORE THAN THREE WORDS for each answer.

23. What is the advice given by the Welfare tutor?

24. What will Michael have to do in order to pay the debt?

Section 3 Questions 25 - 32

Questions 25 - 28

Fill in the missing information by writing NO MORE THAN TWO WORDS in the spaces provided.

The main frame computers are used by the administration for 25. _____ and keeping records. The 26. _____ are used by students. They can select a test or a reading comprehension passage from a whole list and call it up quickly on the 27. _____ and do the answers. Basically the mini-computer is used as a sort of 28. _____ device.

Questions 29 - 31

Indicate whether the following statements are accurate or not by writing

- A for an accurate statement ;*
- I for an inaccurate statement ;*
- ? if there is insufficient information .*

29. Students can practise grammatical points as well as vocabulary ones on the minicomputers.
30. If the student gets the answer wrong, the computer can't explain why it is wrong.
31. Many students have home computers.

Question 32

Circle two letters.

What are the advantages of using mini-computers?

- A. They can be used for making tests.
- B. Students can choose the things they want to practise.
- C. Students can get immediate individual feedback.
- D. Computers can replace teachers in language teaching.

Section 4 Questions 33 - 41

Questions 33 - 37

Complete the table below.

University Awards

Degrees	Examples (any two)	How to obtain
First degrees Bachelor Diploma	BA, BSc	Satisfactory completion of course work and 33. _____
34.	35.	Research
36.	DLitt, DSc, LLD	Given to 37. _____

Questions 38 - 41

Complete the notes.

Types of examinations:

38. _____

39. _____

Examples : multiple-choice

Examples : essays

40. _____

41. _____

模拟试题五
**INTERNATIONAL ENGLISH LANGUAGE
 TESTING SYSTEM**

PRACTICE TEST (Version Five)
LISTENING

Section 1 Questions 1 - 17

Questions 1 - 8

*Complete the notes below by using **NO MORE THAN THREE WORDS** for each answer.*

Student's name	<i>Example : Jane</i>
Advisor's name	1.
What is Jane's major	2.
Year of her graduation	3.
What is her preference for future's study?	4.

Exams needed	Minimum Score required
<i>Example : GMAT</i>	<i>Do well</i>
5.	6.
7.	8.

Questions 9 - 13

Answer the following questions by writing **NO MORE THAN THREE WORDS**.

9. What is the best time to apply?
10. How many universities in Canada offer an MBA program?
11. How much is the tuition for an MBA program in the government subsidized universities?
12. Who may get an MBA scholarships when they begin the program?
13. Can foreign students get scholarships when they take an MBA?

Questions 14 - 17

Complete the notes below by using **NO MORE THAN THREE WORDS** for each answer.

Many students are 14. _____ to get into an MBA program because it will 15. _____ them finding a good job and 16. _____ in their careers, but 17. _____ is very strong.

Section 2 Questions 18 - 22

Indicate whether the following statements are true or false by writing **T** for true and **F** for false.

18. High school starts in early September and ends in May.
19. Students in elementary school can choose a few courses according to their preferences.
20. 60% of the high school courses are compulsory courses.
21. Students are admitted to college or university based on their national entrance examination.
22. Students can go to college even if they don't finish high school.

Section 3 Questions 23 - 30

Questions 23 - 27

Complete the table below by writing **NO MORE THAN THREE WORDS** in the spaces provided.

Tom Swain comes from 23. _____ and he is interviewed by a personnel manager. He said that he could get on well with people and never short of 24. _____.

He got his Master's degree in 25. _____. He can speak French, 26. _____ and some Arabic. He is a 27. _____ person.

Questions 28 - 30

Circle the correct letter(s).

28. What personal qualities does Tom have?
- A. Frightened by people in authority.
 - B. Keeps a secret.
 - C. Gets things finished on time.
 - D. Easily forgets about the work.
29. What is Tom good at?
- A. He is good at remembering names.
 - B. He is good at remembering conversations.
 - C. He is good at remembering places.
 - D. He is good at remembering facts and numbers.
30. How many languages does Tom speak?
- A. Two foreign languages.
 - B. Three foreign languages.
 - C. Four languages.
 - D. Five languages.

Section 4 Questions 31 - 42

Questions 31 - 32

Answer the questions by writing NO MORE THAN THREE WORDS.

31. What have vertebrate in common?
32. Name two groups of the cold-blooded vertebrate?

Questions 33 - 36

Circle the correct letter(s).

33. What is the body of a toad made up?
- A. The head, the trunk and the tail.
 - B. Two pairs of legs, skins and the toes.

- C. The head and the trunk .
- D. The head, neck and tail.

34. Where do toads produce poison?

- A. From their mouths .
- B. From their skins .
- C. From their legs .
- D. From their toes .

35. Tick reptiles which live mainly on land .

- A. Lizards
- B. Alligators
- C. Tortoises
- D. Toads

36. Tick the birds which have wings, but can't fly.

- A. Parrots
- B. Penguins
- C. Emus
- D. Flamingoes

Questions 37 - 40

Complete the notes below by using **NO MORE THAN THREE WORDS** for each answer .

Name	Shape of the Bill	Function
Ducks	37.	For sieving small bits of food from mud
38.	Sharp, pointed	For 39. _____ small animals and tearing fishes
Storks, flamingoes	40.	For searching for frogs and worms

Questions 41 - 42

Indicate whether the following statements are true or false by writing **T** for true and **F** for false .

- 41. All mammals have hair on their bodies.
- 42. Bats are mammals and they can fly.

模拟试题六
INTERNATIONAL ENGLISH LANGUAGE
TESTING SYSTEM

PRACTICE TEST (Version Six)
LISTENING

Section 1 Questions 1 - 11

Questions 1 - 4

Fill in the gaps below.

Name	John Hill
Flight Number	BA 512
Destination	1. _____
Departure time	2. _____
Hotel	Hilton
Room	3. _____
Dates of staying in the hotel	4. _____

Questions 5 - 7

Answer the questions by circle the correct answer.

5. Which terminal should John Hill go to?

Terminal
One

A

Terminal
Two

B

Terminal
Three

C

Domestic
Terminal

D

6. Where is he going to sit?
- A. At the front of the plane.
 - B. At the back of the plane.
 - C. E5, by a window.
 - D. In the smoking area.
7. Why is the flight delayed?
- A. Because something is wrong with the plane.
 - B. Because of waiting for a late passenger.
 - C. Because of weather problem in Milan.
 - D. Because it's foggy at the London airport.

Questions 8 - 11

Answer the following questions by writing **NO MORE THAN THREE WORDS**.

8. Which gate should John Hill go to? _____
9. How long does the flight take? _____
10. What can John Hill see from the window? _____
11. What is the weather like in Milan? _____

Section 2 Questions 12 - 22

Questions 12 - 16

Indicate whether the following statements are accurate or not by writing

- A* for an accurate statement ;
- I* for an inaccurate statement ;
- ?* if there is insufficient information .

12. John Hill got his luggage as soon as he arrived in Milan.
13. He has a business meeting to attend in Milan.
14. It was a non-stop flight.
15. The number of the baggage check can be found at the front of the plane ticket.
16. John Hill stays in the Hilton Hotel.

Section 4 Questions 31 - 42

Questions 31 - 34

Answer the following questions by writing **NO MORE THAN THREE WORDS**.

31. What is the speaker going to talk about?

32. What are the two main stages in presenting a seminar paper?

33. When should copies of the paper be circulated to all participants?

34. What usually comes after the presentation of the paper?

Questions 35 - 42

Complete the notes.

35. Decide on a _____ for your talk.

36. Deliver the information at a _____.

37. Concentrate only on the _____.

38. Speak from the _____ at the seminar.

39. Provide _____ both before and after each important new item.

40. Try to make your spoken presentation _____.

41. Look at your _____ while you are speaking.

42. Make a _____.

模拟试题七
INTERNATIONAL ENGLISH LANGUAGE
TESTING SYSTEM

PRACTICE TEST (Version Seven)
LISTENING

Section 1 Questions 1 - 11

Questions 1 - 8

Complete the notes below by using **NO MORE THAN THREE WORDS** for each answer.

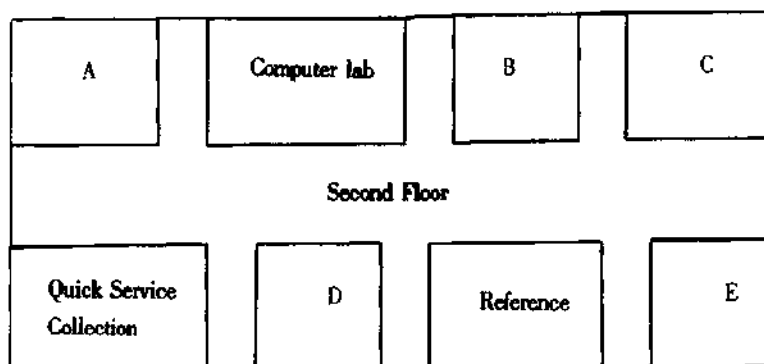
1. Date the library was open	
2. Number of seats for readers	
3. Number of books which can be borrowed at one time	
4. Can a student borrow books that are in heavy demand?	
5. How long can a student keep a book that is in heavy demand?	
6. Besides indexing and almanacs, what other books cannot be taken out of the library?	
7. How long can a student keep a book?	
8. How can you get the help from other libraries?	

Questions 9 - 11

Write the letter beside the names of the places.

9. Self-access Language Center
10. Micro-lab

II. Reserve Section



Section 2 Questions 12 - 15

Questions 12 - 15

Circle the correct answer(s).

12. Who can join the library?

- A. Professionals.
- B. Post-graduate students.
- C. Teachers of English.
- D. First-year undergraduate students.
- E. Final-year undergraduate students.

13. How much is the fee for a foreigner?

- A. 10 yuan.
- B. 15 yuan.
- C. 50 yuan.
- D. 55 yuan.

14. What would you have to bring for picking up the library card?

- A. Passport.
- B. Student card.
- C. Birth certificate.
- D. Stamped application form.

15. What kind of videos can a student borrow?

- A. All kinds of videos.
- B. Feature films only.
- C. All videos except documentary films.
- D. All videos except feature films.

Section 3 Questions 16 - 25

Questions 16 - 21

Listen to the talk about the computer development and fill in the form.

Year	Name	Function
2,000 years ago	Abacus	
1642	16.	
17.	Calculator	Multiply and divide
1834	Analytical Engine	18.
19.	Colossus I	20.
1946	21.	

Questions 22 - 25

Answer the following questions by using **NO MORE THAN THREE WORDS**.

22. Name the three countries that built computers before or during World War II.
23. How did ENAC increase computer speed?
24. In what year did scientists at Bell Labs invent the transistor?
25. What did scientists develop in 1960's?

Section 4 Questions 26 - 42

Questions 26 - 28

Complete the table. Write **NO MORE THAN THREE WORDS** for each answer.

Name	Length	Weight
Goby	26.	a few grams
Whale Shark	27.	28.

Questions 29 - 36

Complete the notes below by writing **NO MORE THAN THREE WORDS** in each space provided.

The majority of fish live in 29. _____ parts of the sea. Fish are various but they have certain common features. Fins are special 30. _____ which help the fish to swim in water. They can help the fish to steady and steer itself as it moves

31. _____ the water. The fish breathes by swallowing water and passing the water over 32. _____ which are on the side of its head. These openings 33. _____ the oxygen from the water and help them to live in water. Most fish also have air-bladders. These help the fish to 34. _____. All fishes have a line on either side of their 35. _____. It's called lateral line and is used to 36. _____ sound vibration and changes in water pressure.

Questions 37 - 39

Complete the table. Write **NO MORE THAN THREE WORDS** for each answer.

Method of Survival	Information
Reproduction	The single-celled plant, diatom can 37. _____ itself into a billion new diatoms in one month.
Defense	Sea-urchins grow 38. _____ to protect themselves. Jelly fish have attack tentacles which are used for attack and defense.
39.	They usually have the same colour as their surroundings.

Questions 40 - 42

Circle the appropriate letter(s).

40. In order to stay alive, fishes need to have
- A. nice colour.
 - B. keen senses.
 - C. sharp eyes.
 - D. longer life.
41. What else can fishes do in order to survive?
- A. They can make a lot of water.
 - B. They can make many problems.
 - C. They can make various kind of warning sounds.
 - D. They can make different shapes.
42. Why does man explore the sea?
- A. Because more and more people like seafood.
 - B. Because the sea provides many valuable things such as oil and minerals.
 - C. Because the population on the earth is increasing, the land alone will not be able to provide enough food.
 - D. Because the sea provides us with a lot of fresh water.

模拟试题八
**INTERNATIONAL ENGLISH LANGUAGE
 TESTING SYSTEM**

PRACTICE TEST (Version Eight)
 LISTENING

Section 1 Questions 1 - 7

Questions 1 - 4

Fill in the table below.

	weather	temperature
Morning	dry, light mist	1.
Afternoon	2.	
Night	cloudy, heavy rain, strong wind	3.
Tomorrow	4.	11 - 14°C

Questions 5 - 7

Tick (✓) if the information is correct or write in the necessary changes.

Example :

It is morning .

✓

This is TV broadcast .

Radio

5. This message is for all listeners.
6. Most major roads leading in and out of London are closed.
7. Strong winds at night blew down some trees on the M5.

Section 2 Questions 8 - 27

Questions 8 - 10

Circle the correct answer .

8. What is the campus like?
- A. Large.
 - B. In medium size.
 - C. Small.
 - D. Beautiful.
9. Where is the student accommodation?
- A. Mainly with local families.
 - B. In the middle of the town.
 - C. Mainly in colleges on the campus.
 - D. Not on the campus.
10. What does the student think of the rooms?
- A. New and well-furnished.
 - B. Old but charming.
 - C. Expensive, badly heated.
 - D. Well-heated.

Questions 11 - 16

Fill in the table below.

Study Facilities

	Number	What are they like?
Study rooms	30	Accommodating 20 students, air conditioned, TV, overhead projector
Lecture rooms	11.	Air-conditioned, film, slide projector, screen, TV, tape recorder, overhead projector
Computer centre	12. _____ computers, 6 printers	13. _____, Available for students
Laboratories		14. _____ and _____
15.		Well stocked, but 16. _____

Questions 17 - 20

Fill in the gaps below.

Student's name	Debby Malau
Course	17. _____
length of study	18. _____
Level of course	19. _____
Career intention	a university teacher
Country of origin	20. _____

Questions 21 - 27

Complete the notes below.

Type of country	island
Geographical location	21. _____
Capital city	Colombo

Size	22. _____
Climate	23. _____ hot all the year round
Landscape: coastal	flat and fertile
inland	24. _____
Special geographical features	Adam's Peak and Mount Pedro
Transport and communication	25. _____
Natural resources	26. _____ (any three)
Wild life	27. _____ (any three)

Section 3 Questions 28 - 34

Questions 28 - 30

Answer the following questions by writing **NO MORE THAN THREE WORDS** for each answer.

28. What is the story about?

29. When did Post Office in Britain begin to employ cats?

30. Why were cats employed by the Post Office?

Questions 31 - 34

Circle the correct letter.

31. Why were female cats usually employed by the Post Office?

- A. They could work for 24 hours a day.
- B. They were better hunters.
- C. They were more persistent hunters.
- D. They worked the whole night.

32. What happened to the cats if the number of mice in a post office didn't decline within 6 months?

- A. They were killed.
- B. They were punished by not to be given food.
- C. They had to change job.
- D. They were dismissed.

33. Why was Lucky awarded the DFC certificate?
- A. Because of the great amount of rats she caught.
 - B. Because of her heroic behaviour.
 - C. Because of her sudden attack on the burglars.
 - D. She served for 16 years.
34. Does the Post Office still employ cats?
- A. Yes, as many as before.
 - B. Yes, but fewer than before.
 - C. No, they are not needed any more.
 - D. No, their services are discontinued.

Section 4 Questions 35 - 42

Questions 35 - 37

Write NO MORE THAN THREE WORDS on each line.

Esperanto

- | | |
|--------------------|-------------------------------|
| invented in | 35. _____ |
| invented by | a Polish philologist / doctor |
| vocabulary from | 36. _____ |
| grammar similar to | Slavic language |
| sounds like | 37. _____ |

Questions 38 - 39

Answer the following questions by writing NO MORE THAN THREE WORDS.

38. In what countries is Esperanto taught?

39. How many speakers of Esperanto are there in the world?

Questions 40

Tick the main advantage of Esperanto mentioned by the lecturer.

- A. There are no exceptions to rules.
- B. People all over the world can talk freely with each other.
- C. It doesn't have any national, political and cultural bias.
- D. The cost of translations at international conferences can be reduced.

Questions 41 - 42

Look at questions 41 - 42 below and the grid. Tick the relevant boxes in each column.

	41. Espersnto	42. English
easy to learn		
difficult spelling		
20 vowels		
5 vowels		
terrible prepositions		
lots of exceptions to rules		
no exceptions to rules		
16 grammar rules		

模拟试题九
INTERNATIONAL ENGLISH LANGUAGE
TESTING SYSTEM

PRACTICE TEST (Version Nine)
LISTENING

Section 1 Questions 1 - 9

Questions 1 - 4

Circle the correct letter.

1. How many polytechnics are there in England and Wales?
 - A. There are 13.
 - B. There are 30.
 - C. There are 40.
 - D. There are 50.

2. What do polytechnics courses mainly focus on?
 - A. Industry.
 - B. Educational subjects.
 - C. Vocational subjects.
 - D. Computer-aided design.

3. Who may help students to choose right courses?
 - A. Admission tutors.
 - B. Advisors.
 - C. Career tutors.
 - D. Directors.

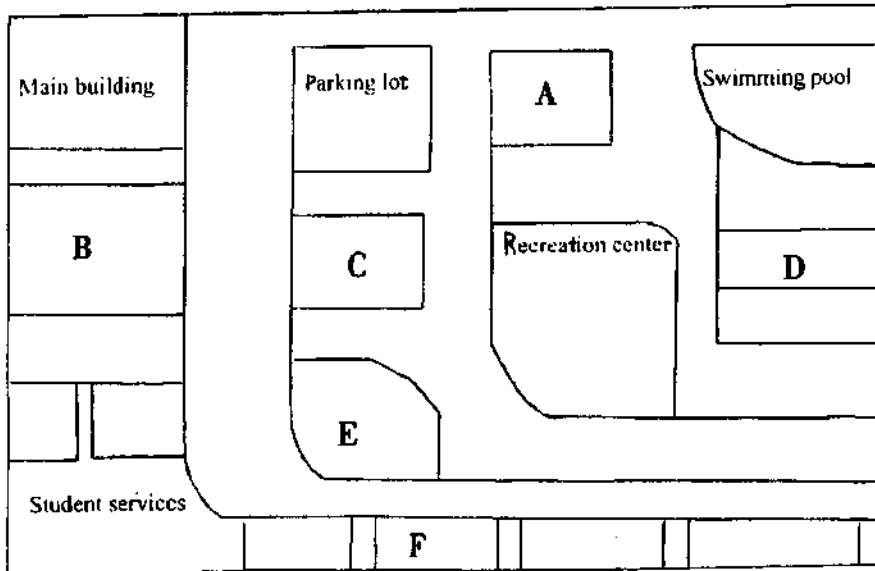
4. What may be considered as entry requirement?

- A. Foreign languages.
- B. Work experience.
- C. Formal examinations.
- D. Students' talent.

Questions 5 - 9

Write the letter beside the name of each of the places .

- 5. Students' Union
- 6. Bookstore
- 7. NELP Library
- 8. Gym
- 9. Tennis Court



Section 2 Questions 10 - 18

Questions 10 - 15

Listen to the recording and complete the message below .

Notes

- 10. To _____ from Angela
- 11. Reason for the appointment _____
- 12. Time _____
- 13. With Dr. _____
- 14. What to bring _____
- 15. Cost _____

Questions 16 - 18

Three students of English are discussing how they try and learn new vocabulary. Listen to their discussion and tick (✓) the way(s) each student uses.

	16. Monica	17. Eric	18. Susan
A. Learn new words by reading newspapers and magazines			
B. Learn new words by watching television, films, etc.			
C. Look up new words in a dictionary.			
D. Ask a native speaker of English what a new word means			
E. Keep vocabulary cards or a vocabulary notebook			
F. Try to use new word in conversation or when writing letters			

Section 3 Questions 19 - 32

Questions 19 - 20

Fill in the gaps in the notes below.

There are two reasons for taking notes:

19. Notes are an aid to _____.
20. Your notes provide _____.

Questions 21 - 22

Circle the appropriate letters.

21. What does the process of note-taking make you do?
- A. To summarize ideas and arguments.
 - B. To collect your good ideas.
 - C. To understand the original source.
 - D. To practise writing.
22. Note-taking may help you to
- A. get into an important position.
 - B. broaden your knowledge of thinking.
 - C. develop your understanding of your topic.
 - D. provide information for your essay.

Questions 23 - 24

Fill in the form below by writing **NO MORE THAN THREE WORDS**.

Consideration	Definition
Writer's intention	the writer's own purpose
The discipline	In disciplines in which you are working with 23. _____ sources
24.	You can select and record relevant material in as much detail as you want

Question 25 - 28

Indicate whether the following statements are true or not by using **T** for true and **F** for

false.

25. You must choose the information and ideas according to your own interests while recognizing the writer's own purpose.
26. In disciplines, you can summarize quotations in your own words while working with original sources.
27. The lecturer suggests you should take as many notes as possible.
28. When taking notes, the speaker advises the student to name the books they have read

Questions 29 - 32

Complete the statements below. Use up to three words.

For clear identification 29. _____ must be clearly headed with all the bibliographical details. You must record the author, title, place of publication, 30. _____, and date. You should set up 31. _____ system so that you can rearrange your notes easily. You should leave enough space for comment, so 32. _____ are useful.

Section 4 Questions 33 - 41

Questions 33 - 37

*Complete the notes below by writing **NO MORE THAN THREE WORDS** in the spaces provided.*

Two mothers are discussing their problems of 33. _____. One mom is very conservative and the other one is very liberal. 34. _____ has the twins named John and Joe. She found it was not easy to take care of them when they grow up but she didn't want to 35. _____ them because she thought they are still small. Another mother disagreed with her. She thought if the children are anything to 36. _____, they could learn even from a small age. She set the limits and told what was okay and what was not okay. If her children 37. _____ the boundary she had to enforce the boundary and discipline them.

Questions 38 - 41

Indicate whether the following statements are true or false by using T for true and F for false.

38. Katie suggested that spanking the children is good method to teach them the right way to behave.
39. Disciplining children has stunted their creativity.
40. You should make the children understand why you spanking them.
41. Katie always hugs and kisses her children before the spanking.

模拟试题十
INTERNATIONAL ENGLISH LANGUAGE
TESTING SYSTEM

PRACTICE TEST (Version Ten)
LISTENING

Section 1 Questions 1 - 10

Questions 1 - 3

Answer the following questions by circling the correct answer.

1. Why has Steve applied for this job?
 - A. Because he likes sports.
 - B. Because he likes music.
 - C. Because he needs money.
 - D. Because he enjoys meeting with people.

2. What skills are needed if he wants to work in the Summer Festival Centre?
 - A. Can cook.
 - B. Can speak at least two languages.
 - C. Can play some musical instruments.
 - D. Can drive.

3. How much would he expect to be paid for four weeks?
 - A. One hundred pounds.
 - B. Two hundred pounds.
 - C. Three hundred pounds.
 - D. Four hundred pounds.

Questions 4 - 7

Fill in the gaps below.

Company called	City Mail-order Company
Caller's name	Steve Brown
Caller's address	31 Green Road
	4. _____
	London NW1 4ER
Order	5. _____
Reference No.	AD 58412
Model	Sports
Price	6. _____
Way of paying	By cheque
Time of delivering	7. _____

Questions 8 - 10

Look at the statements below. As you listen, write T if the statement is true, F if the statement is false or N if there is no information given.

8. Mr. Brown got the bicycle two weeks ago.
9. Mr. Brown paid by cheque.
10. Mr. Brown will check what has happened.

Section 2 Questions 11 - 20

Questions 11 - 14

*Fill in the missing information by writing **NO MORE THAN TWO WORDS** in each blank.*

The National Union of Students will run a National 11. _____ next month. Every student should 12. _____ some time to help the community. This is a nationwide scheme. It has two aims: to show the public that students are 13. _____ members of society; to show students can give their 14. _____ help to their community.

Questions 15 - 17

Fill in the gaps below.

- The old man's name 15. _____
Address 16. _____
Students' job 17. _____

Questions 18 - 20

Indicate whether the following statements are accurate or not by writing

- A for an accurate statement ;
I for an inaccurate statement ;
? if there is insufficient information .*

18. The old lady never went out to work.
19. The old lady's husband once served in the Army.
20. The girl student also liked the book very much.

Section 3 Questions 21 - 34

Questions 21 - 29

Complete the notes below.

Koalas differ from state to state in colour:

- | | |
|---|-------------------------|
| In Queensland | reddish/tawny |
| In New South Wales | 21. _____ |
| In Victoria | 22. _____ |
| Koalas like to live | 23. _____ |
| The mating seasons for koalas is | 24. from _____ to _____ |
| A baby koala is | 25. _____ |
| A baby koala stays in the mother's pouch | 26. _____ |
| Koalas survive on a diet of leaves of 13 species of gum trees and don't | 27. _____ |
| Koalas in the zoos live longer than the ones | 28. _____ |
| Adult female koalas are | 29. _____ |

Questions 30 - 34

Fill in the gaps below.

- Height of an adult male giraffe 30. _____
- Height of a baby giraffe 31. _____
- Eyes 32. _____
- Head with 2 short horns
- Diet 33. _____
- Way of self protecting gallop away or
34. _____

Section 4 Questions 35 - 42

Answer each question by writing NO MORE THAN THREE WORDS.

35. How much paper does a person in some countries use now in a year?

36. Which countries use more paper than others? Name any two.

37. What was Chinese paper made from?

38. What was parchment made from?

39. Who found out that paper could be made from trees?

40. Which country makes the best paper?

41. Why do some people in Finland wear paper boots in the snow in winter?

42. Tick the things which haven't been made from paper.

cups	
cars	
tables	
beds	
boats	
planes	
dresses	
houses	

模拟试题十一
INTERNATIONAL ENGLISH LANGUAGE
TESTING SYSTEM

PRACTICE TEST (Version Eleven)
LISTENING

Section 1 Questions 1 - 9

Questions 1 - 3

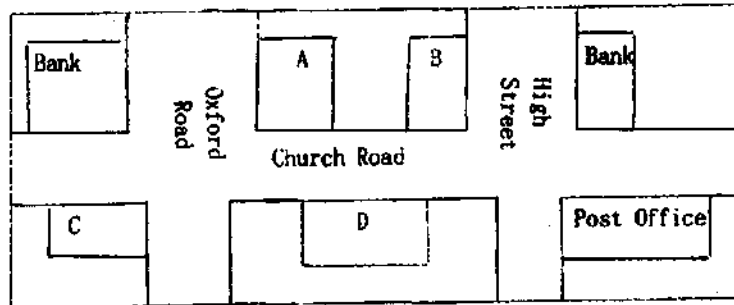
Circle the appropriate letters.

1. Where are they going?
 - A. Department store.
 - B. Bookstore.
 - C. Grocery store.
 - D. Hardware store.

2. What books is Mary going to buy?
 - A. Writing Letters.
 - B. Academic Writing Course.
 - C. Write Ideas.
 - D. Practical English Grammar.

3. How much does Mary accurately pay for the books?
 - A. £ 42.
 - B. £ 78.
 - C. £ 11.7.
 - D. £ 66.3.

4. Where is the coffee shop?



Questions 5 - 9

Fill in the boxes numbered 5 - 9.

Name	Subject	Country
Tom	5.	Greece
Maria	6.	7.
8.	9.	Italy

Section 2 Questions 10 - 20

Questions 10 - 13

Circle the correct letter.

10. How do fans imitate rock stars?

- A. They play music.
- B. They behave badly.
- C. They wear the same kind of clothes.
- D. They go to their concerts.

11. Why are rock stars famous?

- A. It's because of their music.
- B. It's because of their fans.
- C. It's because of their clothes.
- D. It's because of their money.

12. What did Zed Hawks do during the TV interview?
- A. He behaved much better.
 - B. He wore very strange clothes.
 - C. He sang a song angrily.
 - E. He walked out during the interview.
13. Why does David say rock stars are like politicians and film stars?
- A. Because they behave well in public.
 - B. Because they like the public criticism.
 - C. Because they earn their money from the public.
 - D. Because they complain when they are criticized.

Questions 14 - 16

Questions 14-16 are based on the talk about Mozart. Listen to the talk and complete the following statements.

Example : Mozart was born in

Austria.

14. He started to compose his own music at the age of

_____.

15. When he grew up, he took a job as a

_____.

16. He left the post and move to

_____.

Questions 17 - 20

Circle the correct letter (s).

17. Although Mozart was the greatest musician of his time
- A. he was out of work.
 - B. he failed to compose some of the best music.
 - C. he remained very poor.
 - D. he was commissioned to write a requiem.
18. Who was the mysterious visitor?
- A. The servant of Mozart.
 - B. The servant of an eccentric nobleman.
 - C. A ghost.
 - D. The nobleman's wife.

19. What was the funeral mass for?
- A. For Mozart's own funeral.
 - B. For the nobleman's own funeral.
 - C. For the funeral of Mozart's wife.
 - E. For the funeral of the nobleman's wife.
20. Mozart's music, like none of his predecessors, is filled
- A. with public musicianship.
 - B. with emotion-filled harmony.
 - C. with personal musicianship.
 - D. with rich imagination and colour.

Section 3 Question 21 - 33

Questions 21 - 25

Fill in the boxes numbered 21 - 25.

Name	Original Use	Visitors(1990)	Area(acres)
Hyde park	A hunting forest	<i>Example</i> : 20,000	340
Kensington Gardens	21.	22.	23.
24.	A hunting forest	25.	

Questions 26 - 33

Look at the table below. You are going to listen to the talk about the interesting places in London. If the place is open to the public, tick (✓) in the table; if not, make a cross (×) in the correct column. Listen carefully and write down the missing information in the relevant boxes.

Name	Features	Tick	Days	Times	Tube Station
Barbican Center	Excellent facilities for a wide range of cultural activities all under one roof		Mon. - Sat. Sun. & Holidays	9:00 - 23:00 12:00 - 23:00	Moorgate & Barbican
Madam Tussaud's	26.	27.	Daily & Weekends	9:00 - 5:30	28.
St. James' Palace	Royal Palace	29.			Green Park
30.	Illustrates history and topography of London		Tue. - Sat. Sundays	31.	St. Paul's, Barbican & Moorgate
32.	London home of the queen	33.			Victoria, St. James' Park & Green Park

Section 4 Question 34 - 42

Questions 34 - 37

Listen to a talk and fill in the gaps in the notes below.

34. The grains of sand are quite big so there are many _____ between them.
35. Clay is made up of _____.
36. Water _____ run through the clay quickly.
37. Wet clay is sticky and _____ very slowly.

Questions 38 - 42

Fill in the gaps in the notes below.

The best type of soil is 38. _____ which contains air, water and humus. Humus is made up of pieces of 39. _____ and plants. It is important for plant growth because it has many types of 40. _____. Plants use them for making food. Most of the insects living in the soil eat 41. _____ parts like dried leaves. Some animals like centipedes and scorpions also live in the soil. They live on other small animals which they kill with 42. _____. These types of animals are very useful to plant life.

模拟试题十二
INTERNATIONAL ENGLISH LANGUAGE
TESTING SYSTEM

PRACTICE TEST (Version Twelve)
LISTENING

Section 1 Questions 1 - 10

Questions 1 - 6

Fill in the gaps below.

Student's full name	1. _____	
Address	2. _____	
Telephone No.	3. _____	
Course	4. _____	
Dr. Hill's lectures	Time	Room No.
	Monday 9:30	5. _____
	6. _____	Room 215

Questions 7 - 10

Answer the following questions by circling the correct letter.

7. Where did Miss Wang see the advertisement?
- A. In the local newspapers.
 - B. In the local newsagent's window.

- C. In the accommodation office.
D. In the landlady's office.
8. What kind of flat is it?
A. A two-bedroom flat.
B. A bedsitting flat.
C. A well-furnished flat.
D. A three-bedroom flat.
9. How much will Miss Wang pay per week for her room if she rents it?
A. Three hundred and sixty pounds.
B. Ninety pounds.
C. Fifty pounds.
D. Forty pounds.
10. Why can't Miss Wang go to see the flat in the afternoon?
A. She has classes.
B. The room is not vacant.
C. The room is not ready.
D. Sue will not be at home.

Section 2 Questions 11 - 20

Questions 11 - 15

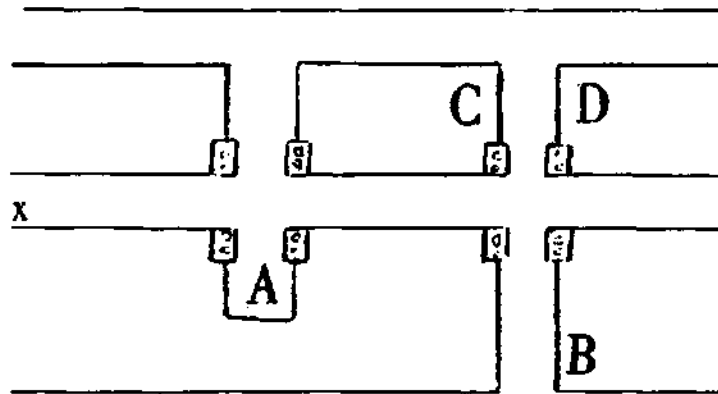
Write down the places Pearl and Jill are going to in the table below.

Jill	Pearl
bank	12.
11.	14.
13.	home
department of motor vehicle	
15.	

Question 16

Jill wants to go to the Bank. She asks the directions. Look at the map below and circle the correct letter.

Start here



Questions 17 - 19

Look at the following statements and write T if the statement is true and F if it is false.

17. Jill wants to deposit some checks and needs one hundred pounds in cash.
18. Jill goes to the Post Office to pick up her packages.
19. The receiver should sign for registered mail.

Question 20

Tick (✓) the boxes of the food Jill and Pearl order.

soup	vegetables	drinks
<input type="checkbox"/> chicken	<input type="checkbox"/> potatoes	<input type="checkbox"/> milk
<input type="checkbox"/> vegetable	<input type="checkbox"/> baked	<input type="checkbox"/> coffee
<input type="checkbox"/> chili	<input type="checkbox"/> french fries	<input type="checkbox"/> tea
	<input type="checkbox"/> beans	
steak	<input type="checkbox"/> carrots	desserts
<input type="checkbox"/> well-done	<input type="checkbox"/> salad	<input type="checkbox"/> cake
<input type="checkbox"/> medium		<input type="checkbox"/> pie
<input type="checkbox"/> rare		<input type="checkbox"/> ice cream

Section 3 Questions 21 - 30

Questions 21 - 26

Look at the message form below and fill in it with the information you need.

To: Mr David Morris			
Date: 20/4 Time: 2:00 pm			
WHILE YOU WERE OUT			
M	21.	_____	
of	Sales Association		
Phone	22.	_____	
	area code	number	
23. (Tick the correct one.)			
telephoned	<input type="checkbox"/>	returned your call	<input type="checkbox"/>
called to see you	<input type="checkbox"/>	please call	<input type="checkbox"/>
will call again	<input type="checkbox"/>	urgent	<input type="checkbox"/>
Message: Sales meeting in Birmingham			
Time: 24. _____			
You'll be asked to speak about 25. _____			
to 80 salesmen at 26. _____			
Barnes			

Questions 27 - 30

Complete the notes below by writing **NO MORE THAN THREE WORDS** on each line.

27. James can't keep the appointment on Thursday because his uncle is _____.
28. David can't meet James at the weekend because he is _____.
29. They are going to meet at 11:00 o'clock _____.
30. In the afternoon, they are going to _____.

Section 4 Questions 31 - 40

Answer the following questions by writing **NO MORE THAN THREE WORDS** for each answer.

31. There are two types of sleep. What are they?

32. How long do people usually dream during eight-hour sleep?

33. Why is dreaming needed?

34. What is the cause of dreams in which you are being chased?

35. What kind of dreams do men experience more than women? Name any two.

36. What kind of dreams are women likely to have? Name any two.

37. What causes people to have dreams about falling?

38. What is one of the explanations about the causes of the dreams about the loss of teeth?

39. Do all the dreams about the future will always come true?

40. What is Jill's major?

模拟试题一
Practice Test (Version One)

Instructions :

You will hear a number of different recordings and you will have to answer questions on what you hear . There will be time for you to read the instructions and questions , and you will have a chance to check your work . All the recordings will be played once only . The test is in four sections . Write all your answers in the listening question booklet . At the end of the test you will be given ten minutes to transfer your answers to an answer sheet .

Now turn to Section 1.

Section 1

You are going to listen to a talk about library system . Look at questions 1-12.

Now , listen to the talk and answer questions 1-12.

Right, every one. My name is Kathy Smith, I'd like to give you a brief introduction about the library system. Every good student should learn how to use the library. If you have to do a research project, the library is the place to go to for information. Libraries contain books and periodicals, magazines and newspapers on many different subjects. To find the information you need, you must know how to use the library. All libraries are organized in much the same way.

Every library houses a collection of books. Many libraries also have periodicals, films and records. All the books in a library can be classified under two main categories- fiction and nonfiction. Books of fiction contain stories that were made up by the author. Books of nonfiction contain factual material. When doing research, you use nonfiction books, because you are looking for factual information.

All the fictional books in a library are grouped in one section. They are arranged alphabetically by the last name of the author. Many libraries also label the spines of all books of fiction with the letters Fic or F.

All libraries have a system for organizing and classifying nonfiction books. The most widely used system is The Dewey decimal system. It was designed by an American librarian named Melvil Dewey. It is called a decimal system because it divides all nonfiction books into ten major categories. These are further divided into subdivisions. For example, all science books are numbered from 500 through 599. Each different field of science has a number within the 500 category. For example, astronomy is 520, and chemistry is 540. The Dewey decimal system provides a category for every type of nonfiction book.

The best way to locate a book in the library is to use the card catalog. The card catalog is an index of all the books in the library. Information about a book is listed on cards. All the cards are filed alphabetically and stored in drawers in large cabinets. The card catalog can help you locate a particular book, a book on a certain subject, or a book by a particular author.

In the card catalog, each book has three cards, an author card, a title card and a subject card. The Author card is alphabetized under the author's name. The title card is filed alphabetically according to the title of the book. The subject card is filed alphabetically under the name of the subject of the book.

In many university libraries, they use their own Biblitas cataloguing system or the Micro-fiche system. Both of them list publications under author and title and both are very easy to use. Now, let us see the reference books. We all know that reference books make up important part of a library's nonfiction books collection. They contain facts and information about any subject you can think of. Reference books are not meant to be read from cover to cover. You should use them when you want important facts and information about a particular subject.

Let's see some major types of reference books. First dictionaries. Dictionaries are books that list and give the meanings of the words in a language. They also give the pronunciation of words in a dictionary which are listed alphabetically. Second is encyclopedias. Encyclopedias are reference books that provide factual information about people, events, places and subjects of lasting interest. Each article is written by a specialist on the topic being discussed. An encyclopedia usually consists of a number of books arranged in a set. The volumes are arranged in alphabetical order according to the topic of each article. Letters are stamped on the spine of each volume to indicate the alphabetical range of the topics in each volume. For instance, if you wanted to find information about the

moon, you would look in volume 8 of the encyclopedia pictured here.

Next is Atlases, an atlas is a book of maps. It may contain many different kinds of maps. The maps in an atlas are often arranged alphabetically by country or continent. Almanacs are also a type of reference books. An almanac is a book that contains recent statistics and summaries of information on a wide variety of topics. It is published annually. Information is listed alphabetically by subject.

Indexes are alphabetical lists of names, titles and subjects that tell where information about each can be found in other publications. For example, the Reader's Guide to Periodical Literature can help you find magazine articles that have been published about a particular subject. It will give you the names of publications that have carried articles about the subject, the dates and volume numbers of the particular issue in which the articles appeared.

You should be aware that reference books may not be taken out of the library under any circumstances. They are used only in the library.

That is the end of Section 1. You will have half a minute to check your answers.

Now turn to Section 2.

Section 2

Margaret goes to talk to her personal tutor. They talk about memory and how it works. You will hear an extract from their discussion. Look at questions 13-19.

Now listen to the discussion, and answer questions 13-19.

Margaret: Good morning, Mr. White.

White: Good morning, Margaret. Take a seat. How are your studies?

Margaret: OK. But I find I have a lot of things to learn by heart.

White: Yes, English is not easy to learn. Well, do you have a good memory?

Margaret: Yes, I think I do.

White: Most people do have a good memory but many of them do not really know how to use their memories to remember the things they want to.

Margaret: That's interesting.

White: Yes, that may seem funny, but it is true. With a better understanding of how

to use your memory, you will be able to remember more things and retain them for a longer time. There are three things to do to prepare your memory.

Margaret: What three things?

White: First is understanding. Before you can remember something, you must have a good understanding of it. It is very difficult to remember something you do not understand completely.

Margaret: Yes, I agree with this.

White: And the next is to associate.

Margaret: What does associate mean?

White: To associate means "to go together." When you associate, you think of some way in which the things you want to remember go together. It is easier to remember a set of facts if you can associate them in some way.

Margaret: It is very helpful to learn this way.

White: The last thing is to visualize. Visualizing is seeing something in your mind.

Margaret: I see. To visualize means to close our eyes and try to picture the things we want to remember.

White: Yes, try to picture how they go together. When you visualize the facts it will help you remember them.

Margaret: That's very interesting. I haven't done this before. I'll try it next time and see how it goes.

White: Now we have gone through the three steps to prepare your memory. There are the three steps you should follow to memorize any set of facts.

Margaret: Tell me more about these steps.

White: You know that to memorize means to fix something firmly in your memory. One way is to recite the facts over and over again, until you can recall them all easily. Do you recite the things you want to memorize?

Margaret: Yes, I often read the new vocabularies out loud and try to memorize them.

White: That's a good way to remember things. Tell me how do you recite things?

Margaret: Well, first I write the facts in a list, then I begin to say the facts over and over again till I can remember them. The one thing I find most difficult for me is to remember either the beginning or the end of the list.

White: So how do you solve this problem?

Margaret: I place the easier facts to remember near the middle of my list, then recite the facts. I've found that when I do this it's much easier to memorize the complete list without forgetting a single fact.

White: Oh, that's good. The second step is to overlearn.

Margaret: What does overlearn mean?

White: To overlearn something is to learn it so thoroughly that you can recall it as quickly as you can recall your own name. If you cannot recall the facts that quickly and easily, you have not reached the overlearning stage.

Margaret: I see. To overlearn is to learn something so well that you can recall it very easily whenever you want to.

White: Yes, to overlearn something, you must recite it many times, even after you think you know it very well. The last step is to review.

Margaret: I often review my lessons.

White: That's good. You know if you want to keep something in your memory for a long time, you must review it. To review is to go back over things you have learned. At first you may want to review every day. In short time, every second or third day should be enough. If you can still recall the information easily, you can cut your review time to only once a week. As long as you can still recall the facts, you can make the time between reviews longer and longer.

Margaret: These three steps are very helpful ways to remember things. Thank you very much, Mr. White, I have learned a lot from today's talk.

That is the end of Section 2. You will now have half a minute to check your answers.

Now turn to Section 3.

Section 3

You are going to hear a lecture about writing skills — how to help you to write better. Look at questions 20-32.

Now listen to the lecture and answer questions 20-32.

Good morning and welcome to this writing course. My name is Kevin Mayhew. This morning I'd like to talk about the skills of essay writing.

As a student, you may often use writing as a way of expressing your thoughts and feelings. Our writing reflects our thinking. If you are having trouble writing, it may be that you haven't got your thoughts together. So if you want to write clearly, your thinking

must be clear. Again your purposes for writing are important. You can use writing as a way of getting your thoughts clearer. That's fine and can be very productive. But if you are using writing to tell someone something, for example in an essay or examination answer, then you will probably need to have many of your thoughts clear before you write the actual answer.

Writing can help you to get your thoughts clear, to explore some of your ideas and to remind yourself of important points. When you are writing an essay, a project or an exam answer, you are usually expected to write in a certain way. It helps to learn as much as you can about what is expected.

You have to learn, for example, what the person who marks or assesses your work wants. What does he or she give marks for? How long should your work be? Can you find any examples of what the work should look like? Should there be any comments like 'I think' in what you produce? Are notes acceptable at times? Do you need to show you have researched other things? You can find the answer to such questions by asking and by looking at clues available in work you have already finished and had marked.

If you can, ask whoever assesses or marks your work. They may not be able to give you a simple answer and they may say it has a lot to do with the way you arrange what you have to say. This brings us on to a second point about writing.

One of the more difficult things to do when you are writing as part of your studying is to make your work 'hang together'. You should choose an order for your ideas when you write. There usually has to be some order in the way you put your thoughts together when you write as a student. Your writing should usually follow some pattern, although you can vary that pattern quite a lot.

When writing essays you should have a selection of information and the subject or topic that holds the information together. You should have ways of making statements or creating an impression by changing slightly the words you use and the ways you use them.

Keep one eye on the order you have chosen and the other on how you fasten things together. There are always different ways in which your ideas can be arranged, but once you have chosen an order, keep to it. Choose the order according to your purpose and your knowledge of what your reader expects.

Make sure your order:

1. Fits in with your purpose, so that you are fairly clear what you want to do;
2. Fits in with what you have been asked to do;
3. Makes sense to your reader ;
4. Fits around all of what you want to include.

Essay-writing is central to success in your studies. The essay should demonstrate not simply knowledge about a particular issue but a capacity to think critically and to argue in an objective, rational and informed way. To write a good essay, it is first necessary to choose with great care the question. Be sure that you are sufficiently informed on the topic you select, and then, you should read the questions carefully. Many mistakes are made at this stage. You will be marked according to how well you address the issues raised in the question. Read and reread the question and be absolutely sure of what it is dealing with. Do not assume anything. Underline the main words and phrases in the question to ensure that your answer will be relevant to what is asked. Then, plan your answer. Many students launch themselves into essays without planning. This usually results in generalized nonsense. You should list all the points you feel are related to the answer you wish to give. Go through this list and pick three or four points you think are important to your position and about which you can write in an informed way.

That's the end of Section 3. You now have half a minute to check your answers.

Now turn to Section 4.

Section 4

You are going to listen to a local radio program that is broadcast daily and gives out information about job vacancies. Listen to the recording and complete the chart below. Look at questions 33-41.

Now listen to the recording and complete the chart below.

David: Hi! You're listening to Radio South West. The best in the south west for music and up-to-the-minute news. Sue's here. Hello, Sue.

Sue: Hello, David.

David: And we've got the Jobspot for you today. So, if you're unemployed or looking for a new job, this could be the spot for you. So, let's have a look, see what we've got today. How about an engineer? You must be experienced for this job, at least two years experience in this field and the pay will be agreed. So that will depend on experience. The hours are 8:30 a.m. to 5:00 p.m., Monday to Friday, and Saturday 8:45 a.m. to 4 p.m. So that's hours 8:30 a.m. to 5:00 p.m.

Monday to Friday, and Saturday 8:45 a.m. to 4 p.m. an engineer. How about you, Sue, what have you got?

Sue: Right, David. Well, the first one we've got is a cook. That's in a large, busy restaurant, so it's very useful to have had experience in large-scale cooking. The age is around twenty-five or so and the pay is £5 an hour. So that's not bad, is it? The hours are good too. That's Monday to Friday, 3:00 till 6:30.

David: Great, thanks, Sue. So that's an air stewardess. Now, how do you fancy travelling around world? How do you fancy being an stewardess? There're age restrictions on this job. You should be between 18 to 25, and you need to speak two foreign languages for this job. And if you're keen on travelling this could be a great job. The pay is reasonable. You may have two months holiday a year. Sue, what else have you got?

Sue: Right, Dave. We've got a telephone operator here, that's in an office. And this job might suit a girl who is school-leaver, It's, er, requires no experience at all, but training will be given on the job. And the pay is £67 a week. So, there you go. That's a nice job in an office.

Sue: Great, here's another job for a school-leaver. Well, it's a shop assistant in a busy supermarket. It's a full-time job, but the big thing is, you don't need any experience. So, if you're just leaving school and fancy working in a supermarket, try that. You get one day off during the week and you must work one late evening till 10:30 p.m. And the pay is £76 a week, OK? So that's a shop assistant. Well, if you fancy any of those jobs, give us a ring here on Jobspot at Radio South West. And now back to the music.

That is the end of section 4. Now you have half a minute to check your answers.

This is the end of the listening test.

模拟试题二 Practice Test (Version Two)

Instructions :

You will hear a number of different recordings and you will have to answer questions on what you hear. There will be time for you to read the instructions and questions, and you will have a chance to check your work. All the recordings will be played once only. The test is in four sections. Write all your answers in the listening question booklet. At the end of the test you will be given ten minutes to transfer your answers to an answer sheet.

Now turn to Section 1.

Section 1

In the first part of Section 1, you will hear the announcement of tonight TV programmes on Radio 4. As you listen to the announcement, fill in the form with the information you need. Now you will have some time to look at questions 1-6.

Now listen carefully and answer questions 1-6.

TV PROGRAMMES

Good evening! You are listening to Radio 4 and this is Steve Collins with news of some of tonight's programmes.

At 8 o'clock on BBC 1, Ron Flemming talks with Alan Cross an American writer of western stories. He has written about 20 novels about cowboys. That's all in 'Face to Face' at 8 o'clock on BBC 1. Following that, at 9 o'clock it's the 'Film'. You are going to have Titanic. It captured 14 Oscar nominations including Best Picture, Best Director and Best Actress for Kate Winslet. Watch Titanic at 9 on BBC 1.

On BBC 2 at 7.30 tonight, 'Sports', that's the live coverage of football between

England and Germany. In tonight's 'What Do You Think' on Channel BBC 2 at 10 o'clock. Selina White talks with Dr. George Douglas from the World Wildlife Fund about his special study of elephants in Africa. So that's 'What Do You Think' on BBC 2.

Turning to ITV at 10.15 Ian Black investigates the life and music of Jan Sibelius in tonight's 'Sounds Around'. And after that the Edinburgh Symphony Orchestra will give a performance of his music. 'Sounds Around' starts at 10.15.

Finally, On Channel 4 in tonight's 'Holidays', Cliff Timpson looks at holidays in China. During the programme he'll interview some people who have visited the country and a travel agent from London who is organizing a package tour to Tibet of China this summer. If you are interested in somewhere different for your holidays this year, watch 'Holidays' at 9.30 on Channel 4.

In the second part of this section, you are going to hear some news on Voice of America. Look at questions 7-13.

Now listen to the news and answer questions 7-13.

Announcer: You are listening to Voice of America. Good afternoon. Here are the news at five thirty.

News headlines:

El Nino-driven tornadoes killed at least 39 people in central Florida.

More than 200 dead in crash.

Jury sides with Oprah.

Annan signs deal with Iraq.

Darkness amid daylight.

El Nino-driven tornadoes killed at least 39 people last night in central Florida. Many houses were destroyed. Some people escaped from tornadoes wearing only pyjamas. The weather left 180,000 customers without power.

Meanwhile, a warm El Nino winter started many plants blooming early. Now a bitter cold front, forecast in Northern Florida today, threatens to destroy some crops. More than half of the peach and strawberry crop is in bloom and threatened by the cold snap.

Flight C1676 crashed and exploded in fog and rain Monday night near Taipei airport as it returned from the resort Island of Bali Indonesia. All 196 people on board—182

passengers and 14 crew—died, along with seven people on the ground.

It was the worst crash ever in Taiwan. Most of the dead were Taiwanese tourists returning from Bali. Several Americans were reported to be among the dead. It was unclear what caused the crash. A China Airline official said the flight data recorders had been recovered and sent to the United States for analysis.

Jury sides with Oprah

A jury today rejected a lawsuit by Texas cattlemen who say an Oprah Winfrey show about the dangers of mad cow disease caused the market to plummet and cost them millions of dollars. Ms Winfrey, a famous talk show host, has won the legal battle against Texas cattlemen.

The cattlemen had sued her over on April 16, 1996 episode of the Oprah Winfrey show what they said gave the false impression that American beef spread mad cow disease to people.

Annan signs deal with Iraq.

UN Secretary-General Kofi Annan signed an agreement with Iraq on the standoff in the Persian Gulf and presented the terms to the UN Security Council. But U.S. forces continue to strengthen their presence in the Gulf.

Darkness amid daylight

The shadow of the moon swept across the Earth at 1,200 mph. Folks in the Caribbean had their tanning time interrupted for about four minutes during the eclipse.

That's the end of Section 1. You'll have 30 seconds to check your answers.

Now turn to Section 2.

Section 2

In Section 2, you will hear a conversation between Pat and her friend Clara and an interviewer. First Listen to the conversation. As you listen to the conversation, write T if the statement is true, F if the statement is false or N if there is no information given. Now you will have some time to look at questions 14-16.

Now listen to the conversation and answer questions 14-16.

(sound of dialing and ringing tone)

Clara: 6321947.

Pat: Is that you, Clara?

Clara: Yes. Who's calling?

Pat: This is Pat.

Clara: Hi, Pat. How are you? I haven't heard from you for ages. What are you doing?

Pat: Nothing very interesting. That's the reason I'm ringing. I need some advice from you. I want to ask you about interviews. Have you had a lot of them?

Clara: Yes. I have too many.

Pat: I know you are a very successful woman. Could you tell me the sort of questions you're usually asked?

Clara: Let me think. The first few questions are almost always the same. I call the 'Wh' questions, such as: Why do you want to leave your present job?

Pat: Will you speak slowly? I want to write them down. . . . I'm ready now, go on, please.

Clara: Yes.

Why do you want to leave your present job?

Why are you interested in the new job?

Where did you graduate? When was that?

What was your major?

How much are you paid in your present job?

How much do you expect to be paid in the new job?

Where do you live?

How do you get to work?

Oh yes, I'm always asked if, I'm married. It's very boring.

Pat: They're very helpful. Thank you very much. You know I'll go for an interview tomorrow.

Clara: Oh really? Good luck.

The next day, Pat is in the interview room. Listen to the interview. First you'll have some time to look at questions 17-19.

Now listen to the interview and answer questions 17-19.

Roger: Hello, You must be Ms. Liu.

Pat: Yes. Pat Liu.

Roger: I'm Roger Evan.

Pat: How do you do?

Roger: Won't you sit down?

Pat: Thank you.

Roger: You're applying for a position as a research engineer. Is that correct?

Pat: Yes.

Roger: Why are you interested in this job?

Pat: I like to do research. I think it's a challenge for me. It will give me lots of room for initiative.

Roger: Where did you receive your Bachelor's degree in mechanical engineering?

Pat: From Leeds University.

Roger: Oh! That's an excellent engineering school. And you are there now, working on your Master's?

Pat: Yes, I am.

Roger: And for the past two years you've been working as an auto mechanic?

Pat: Yes. I was working part time.

Roger: So you're not presently employed?

Pat: Uh, no. I was working at the job up until a week ago. I no longer have that position.

Roger: Could you tell me why you want to leave that job now, rather than waiting until you have finished your degree?

Pat: Well, I was dismissed from the position.

Roger: I see. Could you go into some details on that for me?

Pat: Well, I'm not willing to file a lawsuit, but the ... uh ... the manager had received a customer complaint about having a woman mechanic. In fact, he hired a man to replace me.

Roger: So you believe it was a case of sexual discrimination?

Pat: Oh, yes, I do. But it's very difficult to prove.

Roger: Yes, it would be. We're fortunate here to have a fair administration. I suppose it has something to do with our new president, Ms Lewis. Ms Liu, how much do you expect to be paid in the new job?

Pat: Well, ...

That's the end of Section 2. You'll have half a minute to check your answers.

Now turn to section 3.

Section 3

In Section 3, the interviewer will talk with three people. The first one is John who is British but has worked in Japan. He talks about his experience of living and working in Japan. As you listen, fill in the gaps. Now you will have some time to look at questions 20-24.

Now listen to the first interview and answer questions 20-24.

Interviewer: Good morning, John. You've been in Japan for quite a long time now.

John: Mmm.

Interviewer: What differences do you notice between the two countries?

John: I find people are much busier in Japan. They seem to work the whole day, from Monday to Saturday, even in summer.

Interviewer: Oh.

John: It's very, very humid and hot, and you need to take showers three times a day.

Interviewer: Yes, it's cooler in England.

John: That's right. But in the north, it is much colder than England, especially in winter—minus thirty degrees centigrade. I've also found that Japan is much more mountainous than Britain, especially in the north. The mountains are much higher and much more rocky. They are very beautiful.

Interviewer: You like mountains.

John: Yes. As Japan is a mountainous country, the cities are more crowded and the houses are smaller. They don't have a lot of space.

Interviewer: Are there a lot of tall buildings in big cities?

John: No, not many. Because there are a lot of earthquakes in Japan. So in a way, it's more dangerous to live in Japan because of the earthquakes and the pollution.

Interviewer: Thank you, John.

Then the interviewer talks with Keiko, a Japanese girl from Osaka. She is studying in

Britain . Listen to what he says about Britain . As you listen , answer the questions by writing no more than three words for each answer . First look at questions 25-28.

Now listen and answer questions 25-28.

Interviewer: Now let's talk with Keiko, a Japanese student studying in Britain. Hello, Keiko. How long have you been studying in Britain?

Keiko: Hello. About three years.

Interviewer: So, what differences do you notice between the two countries?

Keiko: Obviously the biggest difference is the people. They are rather reserved, rather cold. But once you have made a friend, it's a friend for life. But it usually takes some time. I've got many English friends now. They are quite friendly and sincere.

Interviewer: Oh, good. What about their way of life?

Keiko: Well, it's certainly more relaxed here . In Japan people work a lot harder than you do. Our work always comes first. You have tea breaks that get longer and longer. It's the speed of life really that I find rather tiring.

Interviewer: What do you think of English food?

Keiko: Well, English food is healthy. But I wouldn't like to have it every day. It's rather—I wouldn't say dull—but too bland for my taste.

Interviewer: What about the English weather?

Keiko: It's very changeable. It's cooler here in summer . When the sun's shining, it's very pleasant indeed, with green parks, trees, very beautiful. I don't like winter in England. It is very depressing especially when it drizzles. In fact, I love this country.

Interviewer: Thank you very much.

Now the interviewer talks with Peter who is American but has been living in Britain for seven years . Listen to what he says about Britain . As you listen , complete the notes by writing no more than three words in the space provided . First look at questions 29-32.

Now listen and answer questions 29-32.

Interviewer: Hello, Peter. You've been in Britain for quite a long time now.

Peter: Yes. For seven years.

Interviewer: What do you think of the English weather?

Peter: Well, it's rather cloudy and depressing. But I like spring and autumn best. I think they are the loveliest time of the year.

Interviewer: And what about English food?

Peter: I think the English food is dull and there is very limited selection of dishes. But there are many excellent restaurants serving food from almost every country in the world, such as Italian, French, Greek, Indian, Chinese food.

Interviewer: And what about the English people? How have you found them?

Peter: I find them very reserved and not very open. The English people intensely dislike social intercourse and do not like to talk actually to others about themselves or have any interest in knowing other people's business. If there are two people in a carriage in England, it is likely that each will read his own newspaper without exchanging a word.

Interviewer: How about in the United States?

Peter: Well, it's very different. We start conversations with people in the street, in the subway; we are a lot more enthusiastic and spontaneous than people here. But it seems when you get to know them, they're very friendly. I've got many English friends now in England.

Interviewer: What about your impression of living here?

Peter: I think life's a lot easier and more efficient in the States. It's easier to make money and it's easier to spend it. Shops are open all the time over there. Here in England you've got to race to reach the supermarket by 5:30. In the States there are all sorts of services to make life easier. But I find life here safer and more relaxed. Americans work much harder than you do. For us work is the most important thing in our lives. But to the English people their private lives are important. Their holidays are important. You know holidays seem to be longer here.

Interviewer: Well, I take it you have a pretty negative opinion of England.

Peter: You would think so from this interview, wouldn't you? No, in fact I really love this country. I find life much more enjoyable. Maybe I've got into English habits and got used to the English way of life. You know I go home once a year and always look forward to coming back here.

Interviewer: OK. Thank you.

That's the end of Section 3. Now you'll have half a minute to check your answers.

Now turn to Section 4.

Section 4

In Section 4 you will hear a talk about language families and answer questions 33-41. First you'll have some time to look at questions 33-41.

Now listen to the talk and fill in the table with the information you need.

Good morning everyone. Today I'm going to talk about some large language families. I'll start my talk with two questions. Do you know how many languages are used throughout the world today? How many major language families are there? (pause and noise)

OK. There are more than 3000 languages used throughout the world today. Almost all of these languages belong to a much smaller number of language families. All of the languages within a language family are related and all of them have a similar history. Therefore the grammar, vocabulary, and sounds of related languages are similar. In addition, the way of thinking and the style of talking among related languages is similar.

Even though there are over 3000 languages that are used today, there are only about 20 to 30 major language families.

Let's take a brief look at some of the largest language families. Each of these large families includes many individual languages.

The language that we are using now is English. As everybody knows, English has become a world language because of its establishment as a mother tongue outside England. It's spoken by 320 million people. English is a member of the Indo European language family. This large language family includes most of the languages that are spoken throughout Europe, languages such as English, French, and Greek. Of course, nowadays many Indo European languages are spoken in other parts of the world. For instance, Spanish, which is an Indo European language, is spoken throughout South and Central America, but originally it was spoken only in Europe.

Another large language family is the Afro Asiatic family. I'll spell it, A-F-R-O, A-S-I-A-T-I-C. The Afro-Asiatic family includes most languages in the area of North Africa. Languages such as Arabic, which is spoken throughout the Middle East, and many of the local languages of the Sahara Desert region such as Hausa are members of the same family.

Another large family is Bantu, B-A-N-T-U. Bantu includes most of the languages spoken in central and southern Africa. Languages such as Swahili, which has millions of speakers, and smaller languages, such as Zulu, which has close to a hundred thousand speakers, belong to the Bantu family. There are over 250 members of this family.

In the past few hundred years, there has been a great deal of change in Africa, and outside languages, such as French, are now spoken in some areas of central Africa and southern Africa.

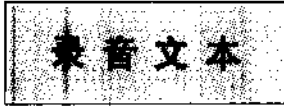
A fourth large group of languages is the Sino-Tibetan Family. Sino-Tibetan includes all dialects of Chinese, which is perhaps the most widely used language in the world. There are nearly 800 million speakers of Chinese dialects. Sino-Tibetan also includes the languages of southeast Asia, languages such as Vietnamese and Thai. Of course, not all the languages of east Asia belong to this family. Some languages such as Japanese seem to be completely unrelated to the Sino-Tibetan family.

Still another major language family is Polynesian. I'll spell it, P-O-L-Y-N-E-S-I-A-N. The Polynesian languages are island languages. They are spoken on the islands around Indonesia, and on the many islands eastward all the way to Hawaii, and on the islands west all the way to Madagascar, off the east coast of Africa. Hawaiian and Indonesian are examples of Polynesian languages. Apparently, these languages were spread by travellers from island to island, and then each group of islands developed its own individual language.

These five language groups, or language families, that we have mentioned here are only a few of the major language families from around the world. There are many more. You should also note that each major language family has several smaller families within it.

That is the end of Section 4. Now you have half a minute to check your answers.

This is the end of the listening test.



模拟试题三 Practice Test (Version Three)

Instructions :

You will hear a number of different recordings and you will have to answer questions on what you hear. There will be time for you to read the instructions and questions, and you will have a chance to check your work. All the recordings will be played once only. The test is in four sections. Write all your answers in the listening question booklet. At the end of the test you will be given ten minutes to transfer your answers to an answer sheet

Now turn to Section 1.

Section 1

You are going to hear a conversation. Look at questions 1-10.

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

Charles: 27785093, Sports Center.

Linda: Hi, is that you, Charles? How are you?

Charles: Fine thank you, and you? Linda I'm so glad that you phoned. How is your art study in London?

Linda: Fine. Everything is going on quite well. And how is your teaching?

Charles: OK. The students are very good and they are keen on the tennis lesson. Oh, did I tell you about my trip to London?

Linda: Yes, when are you coming?

Charles: I'm leaving tomorrow afternoon at two, my flight number is BA 207 and I will get to the Heathrow airport at four.

Linda: Flight BA 207 at four tomorrow, fine.

Charles: Linda, can you meet me at the airport tomorrow?

Linda: Oh, I'm terribly sorry that I can't meet you at that time because I have to bring my mother home from hospital. She was in the hospital for a week and the doctor phoned me this morning.

Charles: I see. It's all right. I can manage to find your place by myself.

Linda: Well, Charles, my neighbor Peter Wilson has kindly offered to meet you and take you home by car.

Charles: Oh, it's good, but I hope it doesn't cause you any trouble.

Linda: Oh, no. Mr. Wilson is a flight attendant. He works at the Heathrow airport.

Charles: I see. But I don't know him.

Linda: Yeh, as you have never met him before I shall describe him to you.

Charles: That will help. Hang on a second and I will get a pen and a piece of paper to write them down. OK. Tell me what he looks like?

Linda: He is about 37, I think, a middle-aged man. He is about 170 cm tall and medium build. He has a weather-beaten face with red cheeks and big nose. He has a thick beard as well as thick hair. His eyes twinkle and he usually has a big smile. He seems to be a jolly man.

Charles: So, he is 170 cm and medium-build, red cheeks and a big nose. He has a thick beard and thick hair as well. I think I can recognize him.

Linda: I do hope you manage to recognize Peter without any difficulty and I'm looking forward to seeing you. Have a nice trip.

Charles: Thank you Linda. I will see you tomorrow.

Linda: See you.

(Charles is on the plane and he is talking to the passenger next to him.)

Charles: Hi, I'm Charles.

Susan: I'm Susan Smith. This plane is very large and comfortable too.

Charles: Yes. The Boeing 747 is the largest passenger jet airliner in the world. It is over 70 meters long with a wing span of about 60 meters wide. You can see its capable of taking up to ten seats and two aisles. Its wide body soon earned it the name of jumbo jet.

Susan: Oh, I see. Are you an engineer?

Charles: No, I'm a teacher, but I'm interested in it. Have you ever traveled by Concorde?

Susan: No, I don't like to fly and this is my first time flying. But I have heard about that plane when I was at school.

Charles: I see. Let me tell a bit about Concorde. The Anglo-French Concorde is much thinner and sleeker in appearance, with a far narrower cabin allowing only four seats across and only one aisle down the middle. In many other ways too, the Boeing is completely different from the Concorde. The Concorde, for example, is smaller than the Boeing 747. Its total length is under 26 metres.

Susan: How many passengers can the Boeing 747 take?

Charles: The Boeing 747? It takes up to 500 passengers.

Susan: 500 passengers? That's quite a lot. And how many passengers does the Concorde take?

Charles: Concorde's normal capacity is 144. The Boeing 747 has a small upstairs lounge which is for first class use only. The Boeing's flight deck is also on the second floor in front of the lounge. Both aircraft are similar in that they have 4 powerful engines. However while there are 2 turbofan engines at the front of each of the Boeing's wings, there are 2 turbojet engines at the rear of each of the Concorde's delta-shaped wings.

Susan: That's very interesting. What's the speed of the Concorde?

Charles: The Concorde's great advantage is its speed. It is capable of flying long distances at supersonic speed. Its maximum cruising speed, for example, is 2,333 km/h, compare with the Boeing 747's 978 km/h. Thus, the Concorde can half the time normally taken for journeys by the Boeing 747 and other conventional aircraft.

Susan: It's very nice to hear all this. I have learned something. Oh, we are moving now. I have to buckle my seatbelt.

That is the end of Section 1. You will have half a minute to check your answers.

Now turn to Section 2

Section 2

Charles is in London now. He goes to listen to a lecture about an introduction to Britain. Questions 11-22 are based on the lecture. Look at questions 11-22.

Now listen to the lecture and answer questions 11-22.

Britain is an island which is about the same size as New Zealand or Uganda, Australia is sixty times its size. It is just under 1,000 kilometers from north to south and about 500 kilometers across, at its widest part. The climate is temperate and changeable. Its population is about 58 million, consisting of 48.5 million in England, 5 million in Scotland, 3 million in Wales, and 1.5 million in Northern Ireland.

The majority of British people work in service industries such as trade, catering, tourism, TV, plus a wide variety of business services. About 20% work in manufacturing and 5% in construction. Then approximately 1.5% supply energy and water to other British citizens, while another 1.5% are involved in agriculture, forestry and fishing.

Do-It-Yourself, or 'D-I-Y' as it is known, is a popular leisure activity in Britain. Many people spend their weekends carrying out various improvements to their homes, such as replacing the kitchen cupboards, or decorating a bedroom. Other people lovingly tend their gardens, growing shrubs, flowers, and sometimes vegetables.

Half of British households keep a pet of some kind, and a quarter of the population is involved in some sort of voluntary work, helping others in their spare time without being paid for what they do. One example of volunteer work is Meals-On-Wheels. Volunteer drivers collect prepared lunches from a center and deliver them in their own cars to elderly people who are unable to leave their homes easily to buy food for themselves. The recipients of Meals-On-Wheels pay a small charge for this service to cover the cost of the food.

Britain is an individualistic society, and people are often tolerant of other people's eccentricities. One can find those with special talents or unusual hobbies interesting, amusing, and even endearing. Common topics of conversation are weather, sports, current events, and what is planned for the next weekend, or what was done the previous one.

British people have become more adventurous in their eating habits since they became a multi-racial society. There are Chinese, Indian, Italian, French and Spanish restaurants in many towns and certainly in every city.

Food served in pubs has also become more varied in recent years. However, the traditional fish and chips are still popular and are widely available from fish and chips shops all over the place. The British diet typically includes some sweet things such as cakes, biscuits and desserts. Many people struggle with a weight problem as a result. Newspapers in Britain can be divided into two main types: popular and serious. Popular papers are physically smaller and are more sensational in their reporting of news. They are called tabloid papers. Serious newspapers are larger and attempt to report current events in a more analytical way. They are called broadsheet papers. Each newspaper has its own

political affiliation or bias. The Times, for example, generally supports the Conservative Party, whereas, the Daily Mirror supports the Labour Party.

Compulsory education begins at the age of 5 and finishes at the age of 16, with some students continuing their schooling until the age of 18 when they enter some form of higher education. The exams taken at age 16 are called GCSE, short for General Certificate of Secondary Education. Students often take 8 or 9 subjects at the GCSE level. The exams taken by 18 year olds are the "A" level, short for Advanced levels. In general, only 3 subjects are studied at "A" level.

Divorce is becoming increasingly common in Britain nowadays and many non-married people cohabit or live together without getting married. There is a preference for smaller families, with the average household size being about 2-4 people. Approximately 70% of people own or are buying their own homes. Most people live in houses rather than flats, about 4 out of 5 choose to live in houses.

The stereotype of a British person is someone who is reserved, polite, private and perhaps rather cold and exclusive. This is certainly not true of all British people. In fact, many people in Britain are warm and humorous. They often laugh at themselves and try to see the funny side of life. British humor is frequently of a sarcastic kind. In sarcastic humor, mocking or ironic language is used to convey scorn or insult, but it should not be taken literally or seriously. The British person is simply "pulling your leg."

That is the end of Section 2. You will now have half a minute to check your answers.

Now turn to Section 3.

Section 3

You will hear a talk about the College Library. Questions 23-32 are based on the talk. Look at questions 23-32.

Now listen to the talk and answer questions 23-32.

Welcome to the College Library services. We have a well-stocked bank of resources which are in two main locations. One is the library itself, with books and periodicals, the other is the self-access language center, with audio and video material. I'll start with the library as you have to pass through it in order to reach the other one. The library provides

study places for about 400 readers. The books stocked number over 100,000 volumes, including bound periodicals. About 1,200 periodicals and current issues are displayed.

We have two main sections for books and another for periodicals and journals. The books are in two categories: those for general loan and those for reference. General loan books are all on the first floor and they can be borrowed for three weeks by full-time students. Upstairs you will see our Reference Section. The Reference Section includes current abstracts and indexed journals, general and special bibliographies, indexes, general English and European language encyclopaedias, a complete set of British Standards, substantial collections of British government publications and sets of maps of Scotland, all in addition to other reference material of a general and specialized interest. As you know, reference books may not be taken out of the library under any circumstances.

The Library tries to provide as full selection as possible of supplementary reading material. Students are expected to buy prescribed textbooks and copies of these are usually only held in the Reserve Collection on the ground floor for study use only within the Library. They can't be taken out of the library.

An inexpensive photocopy service is provided in the library and facilities are available to produce enlarged copies from microforms. Other equipment available includes microfilm readers, engineering drawing boards, a light table, tape-slide units and typewriters.

Prospective students will be admitted to the Library during the summer vacation if the College has made a firm offer of a place and the student has accepted it. The College Library will also admit pupils from local schools who are following six-year study courses.

Various guides and leaflets are available to explain particular aspects of the Library services and particular areas of its stock. Copies of these are freely available to anybody interested in using the College Library.

The library opens from 8:30 to 9:00pm Monday to Friday and 9:30 to 12:00 on weekends and holidays.

That's the end of Section 3. You now have half a minute to check your answers.

Now turn to Section 4.

Section 4

You are going to hear a lecture about Franklin D. Roosevelt. Questions 33-41 are based

on the lecture . Look at questions 33-41.

Now listen to the lecture and answer questions 33-41.

Franklin D. Roosevelt was thirty-second president in America history. Franklin Roosevelt was born in 1882 at Hyde Park, New York. He attended Harvard University and Columbia Law School. In 1905, he married Eleanor Roosevelt. Franklin Roosevelt entered public service through politics, but as a Democrat. He won election to the New York Senate in 1910. President Wilson appointed him Assistant Secretary of the Navy, and he was the Democratic nominee for Vice President in 1920.

In the summer of 1921, when he was 39, he was stricken with poliomyelitis. Demonstrating indomitable courage, he fought to regain the use of his legs, particularly through swimming.

Roosevelt was elected President in November, 1932. When he took the presidential oath, the banking and credit system of the nation was in a state of paralysis. By March there were 13,000,000 unemployed, and almost every bank was closed. At the depth of the Great Depression, The new President brought an air of cheerful confidence that quickly rallied the people to his banner. Before long, the complex of reforms known as the New Deal was well on its way. He brought hope as he promised prompt, vigorous action, and asserted in his Inaugural Address, "the only thing we have to fear is fear itself."

During the entire New Deal period, despite its speed in decision and execution, public criticism was never interrupted or suspended; in fact, the New Deal brought to the individual citizen a sharp revival of interest in government and brought recovery to business and agriculture and relief to the unemployed. With astonishing rapidity the banks were reopened, and a policy of moderate currency inflation was adopted in order to start an upward movement in commodity prices and to afford some relief to debtors. New governmental agencies brought generous credit facilities to industry and agriculture. Savingsbank deposits up to \$ 5,000 were insured, and severe regulations were imposed upon the sale of securities and the stock exchanges. In agriculture, far-reaching reforms were instituted. Congress passed a more effective farm-relief act, providing that the government makemoney payment to farmers who would devote part of their land to soil-conserving crops or otherwise cooperate in long-range agricultural goals. By 1940, nearly six million farmers were receiving federal subsidies under this program.

New Deal efforts were carried on, generally, against vehement criticism, not only from the Republican Party but often from within the Democratic Party itself. Nevertheless, in the

1936 election, Roosevelt won an even more decisive victory over his republican opponent-governor Alfred E. Landon of Kansas than in 1932. The 1940 presidential election yielded another majority for Roosevelt. For the first time in American history, a President was elected to a third term.

When the Japanese attacked Pearl Harbor in December, 1941, Roosevelt directed organization of the Nation's manpower and resources for global war.

Feeling that the future peace of the world would depend upon relations between the United States and Russia, he devoted much thought to the planning of a United Nations, in which, he hoped, international difficulties could be settled.

As the war drew to a close, Roosevelt's health deteriorated, and on April 12, 1945, while at Warm Springs, Georgia, he died of a cerebral hemorrhage.

That's the end of Section 4. Now you will have half a minute to check your answers.

This is the end of the listening test.

模拟试题四
Practice Test (Version Four)

Instructions :

You will hear a number of different recordings and you will have to answer questions on what you hear. There will be time for you to read the instructions and questions, and you will have a chance to check your work. All the recordings will be played once only. The test is in 4 sections. Write all your answers in the listening question booklet. At the end of the test you will be given ten minutes to transfer your answers to an answer sheet.

Now turn to Section 1.

Section 1

You will hear a conversation between two students, Peter and Susan. They will talk about their activities at the weekend. Answer questions 1-4 as you listen to their conversation. First you'll have some time to look at questions numbered 1-4.

Now listen to the conversation and circle the appropriate letter or letters for each question.

Peter: Hi, Susan.

Susan: Hi, Peter. It's Friday again. Anything particular you want to do at the weekend?

Peter: No, nothing particular in mind. Maybe tonight I'll go to a pub with some friends for the happy hour. You know, drinks are half price at weekends. And I don't have to get up very early tomorrow. Saturday morning, that's the time for washing my car, doing the laundry and then go out for brunch.

Susan: That's breakfast and lunch combined, right?

Peter: Yes, that's it. You can spend two hours or more over brunch. It's a huge meal. You can have all the breakfast things, as well as all sorts of lunch things, such as

salads, chicken, pies, and fruit. It's not expensive. You just pay seven pounds per person. For that you can eat as much as you like. It's a good time for all the family.

Susan: Oh, that sounds good.

Peter: What do you usually do at weekends?

Susan: On Sundays I have a lot of newspapers to read.

Peter: So do I.

Susan: I sit in the garden, over a cup of coffee with a continental breakfast, and read the Sunday newspapers.

Peter: Relax. How about Saturdays?

Susan: Oh, I usually go to a club to play chess with some friends. I love the game very much.

Peter: It's great fun, isn't it.

Susan: Yes, lots of fun. I enjoy playing chess on Saturdays.

Peter: I've never played chess. But I'd like to learn it some day. Is it difficult to learn?

Susan: No, not at all. I can teach you if you like.

A week later. Now Susan is teaching Peter how to play chess. Listen to their conversation. As you listen, answer questions 5-8 by writing one word for each answer, and answer questions 9-12 by writing T if the statement is true, F if the statement is false and N if there is no information given. First you'll have some time to look at questions 5-12.

Now listen to the conversation and answer questions 5-12.

Peter: Could you teach me how to play chess now?

Susan: Yes. It's a board game played by two persons.

Peter: How many pieces does each person have?

Susan: Sixteen pieces. Each player has 2 Rooks, 2 Bishops, 2 Knights, 1 King, 1 Queen and 8 Pawns. One person uses the light coloured pieces and the other plays with the dark coloured pieces. The colours are always called 'White' and 'Black', even if they are cream and red. At the beginning of the game, the pieces are set up on the chessboard as shown in the picture.

Peter: Oh, I see.

Susan: There are sixty four squares on the board. The rows of squares across the board

are called 'Ranks'.

Peter: You mean the horizontal rows?

Susan: Yes. The rows of squares up and down, I mean the vertical rows, are called 'Files'. Lines of squares running diagonally are called 'Diagonals'.

Peter: How to move the pieces?

Susan: There are some rules. Each of the pieces has to move in a certain way. The players take it in turns to move their pieces and can move only one piece in each turn. Once you have touched a piece, you must move it. After you have moved it and taken your hand away, you must leave the piece where it is.

Peter: So, you are not allowed to change your mind?

Susan: No. Each player has 2 knights, a King's Knight and a Queen's Knight. They are shaped like a horse head. The Knight is the only piece which can jump over pieces. It can jump over pieces of its own colour, or over enemy's pieces. The Knight can move in any direction, forwards, backwards or to either side, but it always has to move three squares at a time. When the Knight moves, it must go two squares in one direction and then one square to the side.

Peter: I have to remember this. What is the aim of the game?

Susan: Well. It's to trap your opponent's King, so it can't escape being captured. That is, there are no squares for it to escape to, no pieces to protect it and no piece to capture the checking piece. When this happens it is called 'checkmate' and the player with the checking piece, or pieces, wins.

Peter: I'm afraid I need a lot of practice. Thank you very much.

That is the end of Section 1. You will now have half a minute to check your answers.

Now turn to Section 2.

Section 2

Now you will hear the recording for Section 2.

Michael has some trouble at university. Professor Plant is having a talk with him in his office. As you listen to the talk, answer questions 13-17. First you will have some time to look at questions 13-17.

Now listen to the talk and answer questions 13-17.

(knock on the door)

Professor: Come in. Come in.

Michael: Good morning Professor Plant. I understand you wanted to see me?

Professor: Yes, Michael, I did. It's about your course work.

Michael: My course work?

Professor: I'm afraid your tutor, Mr. Atkins, has reported to me that the standard of your work has been getting worse.

Michael: I know, Professor, I...er...

Professor: He tells me that the essays you have done this term have been weak, and that your attendance at his tutorials and seminars has been poor.

Michael: He has spoken to me about it, Professor.

Professor: At this stage, Michael, your course work is very important. I understand from Mr. Atkins that you are capable of an upper second and it would be a pity to ruin your chances of a good degree, wouldn't it?

Michael: Yes, it would.

Professor: Michael, I think you should do two things. The first is to cut down on your Union activities—I understand you do a lot in the Student Union—and the second is to see one of the Welfare tutors to discuss any problems you may have. I'd like you to make an appointment to do that as soon as possible.

Michael: All right, Professor.

Professor: And I'll expect to hear that your course work has improved. Good morning, Michael.

Michael: Good morning, Professor, and thank you.

Michael is in the Welfare Office. As you listen, fill in the gaps numbered 18-22 and answer questions 23-24. First you will have some time to look at questions 18-24.

Now listen and answer questions 18-24.

Michael: I hope I'm not late, Miss Baxter. I have an appointment for 11 o'clock.
Professor Plant asked me to come.

Baxter: Take a seat, please.

Michael: My name's Michael Andrews. I'm in my last year.

Baxter: Oh yes, you're Chairman of the Social Science Society, aren't you?

Michael: That's right. That's one of my problems. It's been taking up too much time.

Baxter: Surely there must be another student who could take over the job.

Michael: Yes, there is someone, I suppose.

Baxter: There isn't anything else worrying you, is there, Mr. Andrews? Anything personal, I mean. At home? Financial? You needn't feel embarrassed. There may be something I can do to help.

Michael: I...er... I'm in debt.

Baxter: Surely you have a reasonable grant?

Michael: Yes, I have, but this term's hasn't come yet and I borrowed some money when I bought a car.

Baxter: I see.

Michael: Now this person—well, actually he's a friend—now he wants his money back.

Baxter: That seems natural enough. How much do you owe him?

Michael: One hundred pounds.

Baxter: Well, I'm afraid it's against our policy to lend money to students. The only solution seems to be to sell the car. Otherwise you'll be short of money all term.

Michael: Yes, I suppose so.

Baxter: In any case, I'll ask your County to send your grant as soon as possible.

Michael: Thank you very much.

(Michael is talking to his friend Tessa in the students' coffee bar.)

Tessa: Cheer up, Mike, you look really down in the dumps. What's the matter?

Michael: I've seen the Professor this morning and the Welfare Tutor. They've advised me to resign as Chairman of the Social Science Society.

Tessa: Resign! But you've done it so well.

Michael: Yes, I know, but I can't get through my work and I've got finals coming up. I intended to work really hard last vacation, but you know what happened.

Tessa: I suppose it is best to resign, Mike. Peter can take over.

Michael: That's not all. There's a bigger blow.

Tessa: Money, I suppose.

Michael: Well, I owe Jim a hundred pounds.

Tessa: What for? The car, was it? You are a fool, Mike. I can't see how an economist can be so silly about money.

Michael: I'll just have to sell the car!

Tessa: Well, cheer up! You can always use my bike.

That is the end of Section 2. You will now have half a minute to check your answers.

Now turn to Section 3.

Section 3

You are going to listen to a lecture about using computers in education. As you listen, answer questions 25-32. First you will have some time to look at questions 25-32.

Now listen to the lecture and answer questions 25-32.

Good morning and welcome to this lecture. Today I'm going to talk about using computers in education. Our college, the College of English Studies, aims to provide a comprehensive range of courses for students of English as a Foreign Language. This range from beginners courses through English for Special Purposes to preparatory courses for students about to attend a British university. The college is now equipped with the most sophisticated teaching aids and a first-class computer centre. We have plans to use computers in language teaching and several things are going on at the moment.

In the computer centre, there are main frame computers, a very big kind. They are already used by the administration for keeping records and making tests and this sort of thing. Now I'll particularly talk about the use of the micro or mini-computers with the TV screen. And basically the first thing we're trying to do is to put all kinds of reading comprehension texts and questions on the screens and the idea is that the student individually can select a test or a reading comprehension passage from a whole list, and call it up very quickly on the screen and look at it and do the answers in that particular way. Basically we're using it as a sort of reading device at the moment.

Let's say for example, if a student wants to practise a particular grammatical point, he just chooses it and an exercise will come up. For example, a sentence with a part missing, and the student has to choose the correct missing part. If the student gets the answer right, then the screen immediately tells the student that, and will also tell the student why it's right. If the student gets the answer wrong, the machine will explain why it's wrong, and the student can then choose to have another try at the question or to go on to the next question. The first advantage is that students can choose the thing they want to practise or to learn. Secondly they can get immediate feedback, individual feedback, from the machine on whether they are making progress or not. And they can give up when

they are tired or carry on if they're not tired. They don't have to depend on the rest of the class or the rest of the group.

It's very advantageous. But I think most forms of teaching and most forms of learning are not possible by computer. I think the computer provides a lot of information when you want it. But it doesn't provide the essential feature in language learning, I think, and that is the practice of speaking to another human being or human beings. It's just an extra device, that's all. It's not intended to replace teachers and I don't think it will replace teachers.

That is the end of Section 3. You will have half a minute to check your answers.

Now turn to Section 4.

Section 4

You will hear a lecture about university awards in Britain. As you listen answer questions 33-41. First you will have some time to look at questions 33-41.

Now listen to the lecture and answer questions 33-41.

Good morning everyone. This is the last talk in this series of lectures. Feel free to ask any questions during the talk, and I'll do my best to answer them.

Today I'm going to talk about university awards. By that I mean the various degrees and diplomas, and so on, that universities give to their students. I must make it clear that my remarks will be limited to the British educational system. Different countries employ different systems.

How are the university awards obtained? There are those awards which are given for the satisfactory completion of course work and examination. The two best known examples of these are the BA (or Bachelor of Arts) and the BSc (or Bachelor of Science) at undergraduate level. These are sometimes also called 'first degrees', for the obvious reason that they are the first award that a student is likely to be given by the university. There are over 5000 degree subjects and combinations of subjects offered at universities throughout Britain. Bachelor-level degrees are normally given at the end of three or four years course work. Some universities offer 4-year courses especially for students from overseas. The four years are made up of one preparatory year plus three years of degree

courses. Courses leading to degrees in medicine, dentistry and architecture can take from 3-7 years. Diplomas are included in this category because they too meet the criteria I have laid down here. That is to say, they are also awarded on the completion of satisfactory course work and examination. Diploma courses normally only last for one year. They are, too, usually more narrowly specialised and more professionally orientated. Thus they are most often given to people who are training to be teachers or social workers and who already have a Bachelor-level degree.

Next, there are those degrees which a university gives for successful completion of a piece of research. The MA (Master of Arts), the MSc (Master of Science) and the MBA (Master of Business Administration) are the ones most frequently awarded here at postgraduate level. At one time these degrees were awarded only for the completion of research work; but over the past twenty years or so a large number of additional Master degrees have been introduced which combine a quite small piece of research with a substantial amount of course work on which the student is examined. The PhD (or Doctor of Philosophy), the most prestigious research degree, is on the other hand only awarded for a piece of research which shows great depth and considerable originality. It is expected to make a significant contribution to our knowledge of and understanding of a problem. It usually involves at least four years full-time research.

Thirdly, and least commonly, there are the honorary degrees. These are, for example, the DLitt or Doctor of Letters (Doctor Litterarum—if you want it in the original Latin), the DSc or Doctor of Science, and the LLD or Doctor of Laws. These awards may be—in fact often are—awarded to people who have never been to University at all. They are very often in fact given to people who have distinguished themselves in some field of non-academic activity outside. Thus the University may wish to honour a famous writer by giving him a DLitt or a famous politician by giving him or her an LLD. That's all I want to talk about today. Are there any questions?

Student: May I ask a question about the examinations?

Lecturer: Yes, go ahead.

Student: What kind of examinations are the students going to have at the end of their course work?

Lecturer: Examinations can be divided into two types—objective and subjective. The objective test is designed in such a way as to require one and only one correct answer. It's considered to be a good test of factual knowledge. Examples of objective tests will consist of multiple-choice and true-false questions. On the other hand, the subjective test allows for many possible ways of expressing an

answer. Sometimes it even accepts completely different answers from different people. Such as essays and interviews.

Student: Thank you very much.

Lecturer: Well, if you want any more information, please feel free to come and talk to me.

That is the end of Section 4. Now you will have half a minute to check your answers.

This is the end of the listening test.

模拟试题五
Practice Test (Version Five)

Instructions :

You will hear a number of different recordings and you will have to answer questions on what you hear. There will be time for you to read the instructions and questions, and you will have a chance to check your work. All the recordings will be played once only. The test is in four sections. Write all your answers in the listening question booklet. At the end of the test you will be given ten minutes to transfer your answers to an answer sheet.

Now turn to Section 1.

Section 1

You are going to hear a conversation between a student and an academic advisor. Look at questions 1-13.

Now listen to the conversation and answer questions 1-13.

(Jane Zhang has an appointment with an academic advisor to discuss her plans for studying in Canada.)

Mrs. Dustan: Hello there. You must be Jane. Please come in. My name is Mrs. Dustan.

Jane: Hello, Mrs. Dustan. Pleased to meet you.

Mrs. Dustan: All right now... let's see. Now, you're interested in attending university in Canada, is that right?

Jane: Yes. And, I have a lot of questions to ask you.

Mrs. Dustan: Okay, but before I begin to answer your questions, I need to ask you a few questions first. Hmm... now, your major is...

Jane: Engineering, Mechanical Engineering.

Mrs. Dustan: Right. And, where did you graduate?

Jane: I graduated from the Beijing Institute of Machinery in July 1998. I completed my Bachelor's degree.

Mrs. Dustan: Okay. Now, I'm assuming you'll want to continue studying in that field. Am I right?

Jane: Actually, I'd prefer to do an MBA if possible. But if I have no other choice, then I'll continue in Mechanical Engineering.

Mrs. Dustan: Okay. Now, are you familiar with the requirements for an MBA degree?

Jane: Yes, I think I need to do well on the GMAT, and I'll definitely need the TOEFL or IELTS, right?

Mrs. Dustan: That's right. You'll need at least 600 on the TOEFL or 6.5 on IELTS. In addition, you need to have completed a bachelor's degree too. Did you take the GMAT yet?

Jane: No, but I plan to take it in August.

Mrs. Dustan: The requirements for a Master's Degree in Engineering are a little different. You'll need to take the GRE and of course the TOEFL or IELTS.

Jane: I see. And, when do I start to apply?

Mrs. Dustan: The best time to start the application process is in November or December of the year prior to your intended year of study. Application forms are usually available in September or October.

Jane: Which schools in Canada offer the MBA degree?

Mrs. Dustan: Of the approximately 50 universities in Canada, 20 offer an MBA. Here's a small Booklet summarizing Canadian university programs. You'll find all the information on page 22.

Jane: Great! Thanks. And, how about tuition and scholarships?

Mrs. Dustan: Tuition for MBA programs has been steadily increasing. Some universities now charge the full tuition—meaning that there is no government subsidy. Those universities cost about \$ 10,000 per year—and it's a 2 year program. Other universities are still government subsidized, so the tuition is only about \$4500 per year. In terms of scholarships, usually the top 5 students entering the MBA program are given a generous scholarship. All other students have to pay the full fees. International students have to pay the full tuition—that's \$10,000 per year.

Jane: Oh. Is it very difficult to get into an MBA program?

Mrs. Dustan: Yes, in fact the competition is very strong. MBA graduates have a pretty

easy time finding a good job. So, many students are eager to do the program thinking it will guarantee them success in their careers.

Jane: Well, it sure does sound like an excellent way to start a promising future. Um What is the school year like?

Mrs. Dustan: Classes begin in September each year and finish before Christmas. They resume after New Year and finish at the end of April.

Jane: And after April?

Mrs. Dustan: Why, that's your summer holiday!

Jane: Sounds great! I want to thank you Mrs. Dustan for all your help. I really do appreciate it.

Mrs. Dustan: You're very welcome. And, if you have any other questions, please feel free to contact me. You know my number, right?

Jane: I sure do. Thanks very much.

Mrs. Dustan: Goodbye.

That is the end of Section 1. You will have half a minute to check your answers.

Now turn to Section 2.

Section 2

Jane wants to know more about Canada so she attends a lecture about Canada's education system. Read the statements and indicate whether the following statements are true or false by writing T for true and F for false. Look at questions 18-22.

Now listen to the lecture and answer questions 18-22.

Good morning. Today I'd like to continue our series talks about Canada. This morning I will talk about Canada's education system.

In Canada, students have many opportunities for education. Canadian children start attending Kindergarten at age 5. From ages 6 to 12, children study in Grades 1 to 6 at Elementary School. When students are approximately 13 and 14 years old, they attend Grades 7 and 8 in Junior High School. And, from age 15 to 18 or 19, they go to High School, starting with Grade 9 and ending with Grade 12. The Canadian government provides free public education for all students aged 5 to 18 or 19, or from Kindergarten to

Grade 12. All children must attend school until they are at least 16 years old.

From Kindergarten to Grade 12, the school year begins in early June. The school year for college students starts in early September and ends in May. For university students, classes begin in mid-September and end at the end of April. All students have 2 weeks of holidays during Christmas and New Year, as well as 1 week of holiday in February or March.

The Canadian education system aims to be student centered, that is, it focuses primarily on the needs of the students, and strives to meet those needs. In addition, some of the important goals of education include teaching children to be creative, to use critical thinking skills when solving problems, and to work both independently as well as in a team. Honesty and integrity are also highly valued in Canadian education, and offenders face very serious consequences.

The classroom is an active place. Students are encouraged and expected to participate in class discussions and activities. The teacher plans his/her lessons so that each student can learn. This sometimes requires much adaptation in teaching methodology, as the teacher endeavors to teach students in the way that they learn best.

From Kindergarten to Grade 6, students follow the same basic curriculum. Starting in Grade 7, students must study a common curriculum, but they have the portion of choosing a few, various elective courses, according to their likes and interests. In high school, about 60 percent of the curriculum are mandatory, which means that all students must take the same courses. This also means that students are given the freedom to choose 40 percent of their courses. The courses chosen by each student will vary greatly, and will depend on the student's intended career goals.

After completing high school, many students will continue their education at college or university. This is called "post-secondary education", and, although it is subsidized by the Canadian government, students must pay tuition fees. There is no national entrance examination for college and university admission. Students are admitted to college or university based on their high school grades. Canadian students have many chances to enter university, even if they don't do well in their high school studies. For example, a student who does not finish Grade 12 can still be admitted to university as a mature student, when they are at least 23 years old or older. And a student whose high school grades are too low for university, can first attend college, and then apply later on for university entrance.

In Canada, colleges are very different academic institutions than universities. At college, students take job-related courses, they receive a diploma after 2 to 3 years of

study, and they learn very practical skills. At university, students take a broad range of courses, they receive a Bachelor's degree after 4 years of study, and they learn theoretical knowledge and new ways of thinking,

Canada's focus on student-centered education means that students can change their major, as well as transfer to a different college or university, if they want to. In fact, it is pretty much expected that most students will change their major at least once during their post-secondary education.

That's the end of Section 2. Now you will have half a minute to check your answers.

Now turn to Section 3.

Section 3

You will hear a job interview. As you listen to the interview, answer questions 23-30. First look at questions 23-30.

Now listen to the interview and answer questions 23-30.

Susan: Good morning, my name is Susan Smith. I'm a personnel manager. You are Tom Swain from England. Is that right?

Tom: Yes, I saw the advertisement about the job in yesterday's paper.

Susan: Well, Mr. Swain, I'd like to talk about your personality. You know, the right personality is essential for the job, and we'll give you some psychological tests later on. Perhaps you would like to tell me a little about yourself.

Tom: Certainly. What would you like to know?

Susan: Well, you know, human relations are going to be particularly important in this job. Tell me do you get on well with people?

Tom: Very well indeed. I'm never short of friends.

Susan: Good. Sometimes, though, you may have to be very tough, for example, you may have to sack someone. Would you say that you are capable of being really hard?

Tom: If something has to be done, I'll do it.

Susan: You studied Management Sciences in the UK, didn't you? By the way, what type of degree did you get?

Tom: A first class.

Susan: And then you did a Master's degree in America. Tell me what was the title of your thesis?

Tom: My thesis? Organizational Factors in Successful Exporting.

Susan: Tell me, how many foreign languages do you speak?

Tom: Three, French, Spanish and some Arabic, oh I've started learning Japanese.

Susan: You'll have to work abroad a lot. And that can be very frustrating sometimes. Would you say that you are a patient person?

Tom: Yes, and I would say that I'm a very patient person. I've never seen the point in losing one's temper.

Susan: It's very good. Can you keep a secret? A lot of the information you'll be dealing with will be classified.

Tom: It will be quite safe with me.

Susan: And then you'll have a lot of reports to write. Often under pressure. Do you think you can write for a deadline?

Tom: I usually get things finished on time. The pressure often helps.

Susan: Oh, and have you got a good memory? That's essential.

Tom: I'm very good at remembering names and conversations. And I'm fairly good at facts and figures. But I can't remember places.

Susan: Do you...

That is the end of Section 3. You will now have half a minute to check your answers.

Now turn to Section 4.

Section 4

You are going to listen to a lecture about animals. Look at questions 31-42.

Now listen to the lecture and answer questions 31-42.

In our world of living things we have plants, animals and people. Plants belong to a group called the Plant Kingdom while animals and people belong to the animal Kingdom.

Look around you and you will see many different types of animals. Some animals are tiny while others are very large. Some animals are soft and long, while others are hard and rounded. Different types of animals which are alike in certain ways are put into

groups. Let us find out how animals are put into groups.

We can put animals into groups by studying their behaviour. We want to know how their bodies work, how they live, how they produce their young, how they find their food, what they eat, how long they live, and so on. We also have to examine the different parts of their bodies. When we examine them, here are a few questions we must ask ourselves: do they have scales, feathers or fur on their bodies? How many legs do they have? How many wings are there? Are there fins?

But the first and most important question is; Do the animals have backbones or not? All animals with backbones are put into one big group called vertebrates. All animals without backbones go into another group called invertebrates.

Invertebrates are animals which do not have backbones or other bones inside their bodies. Some have soft bodies and some have hard coverings which protect their bodies.

Vertebrates are animals with backbones and bones inside their bodies. The bones help to support their bodies. There are five main groups of vertebrates—the fish, the amphibians, the reptiles, the birds and the mammals. Fish, amphibians and reptiles are known as cold blooded vertebrates. The blood of a warm-blooded vertebrate remains around the same temperature both on warm and cold days.

Fish live in water and have fins which help them to swim. The body of a fish is made up of the head, the trunk and the tail. The tail ends in a tail fin. There are many different kinds of fish and they are of many different shapes and colours. Some fish are long and thin while others are flat and rounded. Most fish have bodies which are broad at the trunk region and narrow towards the head and tail.

Frogs, toads, newts and salamanders are amphibians. All amphibians have thin skins which are usually wet and slimy. They have two pairs of legs. The toes of most amphibians have webs of skin between them. This allows them to swim well in water.

The body of a frog or toad is made up of two parts—head and the trunk. There is no neck or tail. Adult newts and salamanders have tails.

Frogs and toads are important to human beings as they feed on insects. Some of these insects may be harmful to us. Toads produce poison from the skin for protection. Wash your hands after touching a toad.

Reptiles live mainly on land but some live in water. They breathe through lungs and have dry scaly skins. Reptiles which live in water come to the water surface to breathe. Reptiles lay eggs with hard shells. Lizards, snakes and tortoises are reptiles which live mainly on land while crocodiles, alligators and turtles live in water. The body of a reptile such as the crocodile and lizard is made up of the head, the trunk and the tail. Most

reptiles do not have necks. Many reptiles have four legs with toes. Turtles and tortoises have hard shells which protect their bodies. Snakes are different from the other reptiles because their bodies are very long and they have no legs. They move by gliding along the ground. Some snakes can also swim.

Birds are animals with feathers on their bodies. They have many different types of feathers. Some are small and fluffy and others are long and flat. Feathers come in many different colours. Birds have no front legs but instead they have a pair of wings. They use their wings to fly. But some birds have wings, such as penguins and emus are small and stubby. These birds cannot fly. The body of a bird is made up of a head, a neck, a trunk and a tail. The mouth of a bird is in the form of a hard bill or beak. The shape of the bill depends on the type of food the bird eats. Some birds such as ducks, have flat bills for sieving small bits of food from the mud. Other birds such as eagles have sharp, pointed bills for catching small animals and tearing fish. Birds which search for frogs and worms in the mud, such as storks and flamingoes, have long pointed bills.

Most mammals live on land but some such as whales and dolphins live in water. Some mammals such as bats have wings and can fly. Other mammals such as moles and rabbits burrow into the ground and live there. Mammals have hair on their bodies. Bears and dogs have very thick hair which is called fur. Human beings have little hair on most parts of their bodies but a lot on their heads. All mammals breathe through lungs. Even those which live in water have to come to the surface of the water to breathe. The young mammals grow in the bodies of their mothers. When they are old enough, they come out of their mothers' bodies. When they come out, they are said to be born. The mother takes care of her new-born baby and feeds it with milk which is formed in her body. When the baby is older, he takes care of himself.

That's the end of Section 4. You now have half a minute to check your answers.

This is the end of the listening test.

模拟试题六
Practice Test (Version Six)

Instructions :

You will hear a number of different recordings and you will have to answer questions on what you hear. There will be time for you to read the instructions and questions, and you will have a chance to check your work. All the recordings will be played once only. The test is in 4 sections. Write all your answers in the listening question booklet. At the end of the test you will be given ten minutes to transfer your answers to an answer sheet.

Now turn to Section 1.

Section 1

You will hear a conversation between John Hill and Caroline Jay of Globe Travel. John is going to Milan on business. He asks Caroline to make some reservations for him. Answer questions 1-4 as you listen to their conversation. First you will have some time to look at questions 1-4.

Now listen to the conversation and fill in the gaps numbered 1-4.

Caroline Jay: Globe Travel. Good afternoon.

John Hill: Good afternoon. Caroline Jay, please.

Caroline Jay: Speaking.

John Hill: Hello, Caroline. This is John speaking.

Caroline Jay: Hello, John. Good to hear from you. How are things?

John Hill: Fine, thanks. And how are you?

Caroline Jay: Oh, fine.

John Hill: Good. Now I'm planning to go to Milan next week, and I would like to make some reservations.

Caroline Jay: Well, John. I'll be glad to help you. What dates are you travelling on?

John Hill: Er ... starting Tuesday, June 16. About midday, late morning or early afternoon.

Caroline Jay: Let me just check. Hang on for a moment, please. You still there, John?
I can get you on an early afternoon flight from Heathrow to Milan. That's BA 512. The departure time is 2:30 pm. How does that sound?

John Hill: That's just fine.

Caroline Jay: OK. Now, where are you planning to stay?

John Hill: Hilton Hotel, Milan. Would you make reservations for Tuesday June 16, and Wednesday, and Thursday. Three nights, single with bath, please.

Caroline Jay: Hilton Hotel. June 16 to 18. Three nights, single with bath. Yes, I've noted that.

John Hill: Can I pick up the ticket this evening?

Caroline Jay: Of course. And I hope there'll be time for us to have a drink together.

John Hill: That'd be great. See you later, Caroline. Thanks.

It's June 16. John Hill is going to Milan in Italy by British Airways, As you listen, answer questions 5-7 by circling the correct letter. Now you will have some time to look at questions 5-7.

Now listen and answer questions 5-7.

Announcer: Buses leave for Heathrow airport every ten minutes. The buses stop at all three terminals. Please make sure that you get off at the correct terminal. Terminal One is for British Airways flights to Europe and internal flights to other parts of the United Kingdom. Terminal Two is for flights to Europe. Terminal Three is for long distance flights to other parts of the world. Thank you.

(John Hill is at the check-in desk.)

B. A. girl: Have you got your ticket?

John Hill: Yes, here it is. I'm going to Milan.

B. A. girl: Yes ... er ... have you got any luggage?

John Hill: Yes, this brown suitcase is mine and this green one.

B. A. girl: Fine. Is this grey suitcase yours?

John Hill: No it isn't.

B. A. girl: Have you got any hand luggage?

John Hill: Only this small bag.

B. A. girl: That's all right then. Where would you like to sit?

John Hill: At the front of the plane . . . er . . . Could I sit by the window?

B. A. girl: Yes, of course. You don't smoke, do you?

John Hill: No, no. I don't.

B. A. girl: Fine . . . well here's your boarding card. You're in seat E5. It's near the front, beside a window in the 'no smoking' area.

John Hill: Thank you.

B. A. girl: I'm afraid BA 512 is going to be a little late.

John Hill: (*nervous*) Is there something wrong with the plane?

B. A. girl: No, no, nothing like that. I'm afraid there was a lot of fog in Milan this morning, so the plane was late leaving.

John Hill: What time are we going to leave?

B. A. girl: Well, as you know, the flight is due to leave at 14:30. I think it will be 35 minutes late.

Male Announcer: (*bing bong*) British Airways announce that flight BA 465 to Frankfurt is now boarding at gate 14.

Female Announcer: (*bing bong*) This is the final call for Flight BA 124 to Amsterdam. Will all remaining passengers for this flight go to gate 20 immediately.

Male Announcer: (*bing bong*) British airways BA 512 to Milan is now boarding at gate 23. Will all passengers for BA 512 to Milan go to gate 23.

John is on the plane. As you listen, answer questions 8-11 by writing no more than three words for each answer. First look at questions 8-11.

Now listen carefully and answer questions 8-11.

Air Hostess: Good afternoon, ladies and gentlemen. On behalf of Captain Biggleworth and his crew, I would like to welcome you aboard this British Airways Being 727 jet. Our flying time to Milan will be approximately two hours and fifteen minutes. We will be serving you with light refreshments during the flight.

Please put your hand luggage in the overhead rack .

(After the light refreshments)

Captain : Good afternoon , ladies and gentlemen , this is Captain Bigglesworth . I hope you are enjoying your flight . I 'm sorry we were a little late in taking off but we had some weather problem in Milan this morning . We are at present flying at a height of just over 35,000 feet . We are passing over the Alps at the moment so if you look out of the windows you will be able to see the snow-topped mountains . There are a few clouds but I think the visibility is reasonably good . We have a slight tail wind so we should be arriving in Milan in about 25 minutes . I hope you enjoy the rest of the flight .

(Before landing)

Air Hostess : Ladies and gentlemen , we will be landing at Milan Linate Airport in a few minutes . Local time is 17:55 . The temperature is 13 degrees centigrade . It is raining . Please extinguish your cigarettes and make sure that your seat belt is fastened .

That is the end of Section 1 . You will now have half a minute to check your answers .

Now turn to Section 2 .

Section 2

John is in Milan now and he has some problem . He didn ' t get his luggage when he arrived in Milan yesterday . He called British Airways about his missing luggage . As you listen to the telephone conversation , answer questions 12-17 . First you will have some time to look at questions 12-17 .

Now listen carefully and answer questions 12-17 .

British Airways : British Airways . Good morning .

John Hill : Hello . My name is John Hill . I didn ' t get my luggage when I arrived here yesterday .

British Airways : Yes , sir . I 'll put you on to our Lost and Found Office . Just a second , please .

Lost and found: Lost and Found Office. Can I help you?

John Hill: I certainly hope so. I flew here from London yesterday, but when I arrived my luggage was missing.

Lost and found: Oh dear! Did you report it when you landed?

John Hill: Yes, I told them at the information office but I didn't have time to contact you. I have a business meeting to attend. It's a damned nuisance about this and it isn't the first time either.

Lost and found: Mr. Hill, I'll try to find out where your luggage is, but I do need some information from you. What flight was it and what time did you arrive at the airport?

John Hill: It was flight BA 512. The plane was almost an hour late so we landed at about six o'clock yesterday afternoon.

Lost and found: Fine, I also need to know the number of your baggage check, Mr. Hill. You'll find it on the front of your ticket.

John Hill: Why can't you people do anything without masses of numbers and things?

Lost and found: I'm sorry, I realise it must be annoying, but you see there are hundreds of passengers passing through here every day, so there has to be some system.

John Hill: OK, OK. Here's the number of the baggage check. It's BA 035721 and 035722. Two large leather suitcases. One is green, the other is brown.

Lost and found: Thank you, Mr. Hill. Now I'll be able to trace your missing luggage. If you give me your phone number, I'll call you back.

John Hill: Right. It's 3829746 until four o'clock and after that you can reach me, or leave a message, at the Hilton Hotel. The number's ...

Lost and found: That's OK, Mr. Hill, we've got the number. I do hope we can get your bags to you this evening or tomorrow. If it's not today, I'll give you a call where you are now or at your hotel.

John Hill: Fine. Please do your best to make it today. It really is quite difficult for me without my things.

Lost and found: Of course we will. You can be sure of that, Mr. Hill. Goodbye.

John Hill: Goodbye.

Then John Hill made another phone call in the morning. He ordered some flowers by the phone. As you listen to the telephone conversation, fill in the gaps numbered 18-22. Now look at questions 18-22.

Now listen and answer questions 18-22.

Saleswoman: Hello. Worldwide Flowers. Ms. Hart speaking.

John Hill: This is John Hill. I'd like to order some flowers and have them sent to my home.

Saleswoman: Fine, Mr. Hill. What kind of flowers did you have in mind?

John Hill: I'd like to send a dozen red roses.

Saleswoman: A dozen red roses. Our long-stem red roses are selling for twelve pounds a dozen this week, and they are really quite nice.

John Hill: All right then. I'll take those.

Saleswoman: I'll need your complete address with the zip code, Mr. Hill.

John Hill: The address is 84 Richmond House, Park Village East, London NW4 3ET, UK.

Saleswoman: What would you like us to put on the card?

John Hill: Hm, just something simple. How about: All my love, John.

Saleswoman: OK. Now, when should they arrive?

John Hill: They should be there before five in the afternoon on June the 17th.

Saleswoman: That should be no problem. Just one more question, Mr. Hill. How do you intend to make payment?

John Hill: You can put it on my Visa card. The number is JH 327,2645.

Saleswoman: That should do it. Thank you for calling Worldwide Flowers, Bye.

John Hill: Bye.

That is the end of Section 2. Now you will have half a minute to check your answers.

Now turn to Section 3.

Section 3

In this section you are going to hear a lecture about vitamins given by Professor Martin Franklin. As you listen to the lecture, fill in the table with the information you need. First you will have some time to look at questions 23-30.

Now listen to the lecture and answer questions 23-30.

Good morning everyone and welcome to our regular lecture on health. Last time I discussed with you about the healthy lifestyle. Today I'm going to talk about the different

vitamins that we need. Each vitamin is needed for a different purpose.

Vitamins are natural chemical substances that we all need in order to stay healthy. The main vitamins are Vitamin A, Vitamin B, Vitamin C, Vitamin D, and Vitamin E. We need all of these vitamins and if we don't get enough of each one, we will probably have some health problems.

Vitamin A is especially important for the eyes and the skin. Without Vitamin A, we are certain to have serious problems with our eyes and skin. Vitamin A is found in many foods, but a large amount of Vitamin A is found in carrots, green vegetables, and liver. The best source of Vitamin A is fish liver oil.

Vitamin B is actually a group of several vitamins, but all of the B vitamins are usually found together in many foods. Again, a variety of natural foods contain some Vitamin B, but the best sources of Vitamin B are beans, nuts, and grains. All kinds of beans, especially soybeans, contain a lot of Vitamin B. All nuts, including cashews and peanuts, contain a lot of Vitamin B, too. Most grains, such as wheat, rice, and barley, contain a large amount of Vitamin B as well. Vitamin B is especially important for the health of our nerves. In fact, our whole nervous system, including our brain, needs Vitamin B in order to work properly.

Vitamin C is necessary for keeping our muscles healthy. It is also necessary for protecting the body's cells from dangerous substances. Vitamin C may protect the cells from certain viruses. Vitamin C is contained in all fruits. The greatest amount of this vitamin is contained in berries such as strawberries and in citrus fruits such as oranges.

Vitamin D is not found in very many foods. Fish, eggs, and milk products, however, do contain a lot of Vitamin D. Vitamin D may also be produced by the body. When you go out into the sunlight, your body produces its own Vitamin D. Vitamin D is important for keeping the bones of the body strong. Vitamin D is also needed by the kidneys. Without Vitamin D, the bones become very weak and the kidneys can't work properly.

Vitamin E is rather important for the heart and for blood circulation. Vitamin E helps to carry oxygen in the blood so it is essential for our health. We can get Vitamin E from a great number of foods, but particularly from nuts such as almonds and walnuts. We can also get sufficient Vitamin E from some green vegetables such as spinach and broccoli.

A new research suggests that regular doses of Vitamin E may greatly reduce a man's chance of getting or dying from prostate cancer.

So, to repeat, vitamins are chemical substances that we need in order to stay healthy. Each of these vitamins can be found in various food sources. If we know the food sources, then we can stay healthy.

That is the end of Section 3. Now you will have half a minute to check your answers. Now turn to Section 4.

Section 4

In Section 4 you will hear a talk about techniques for oral presentation. As you listen to the talk, answer questions 31-42. First you will have some time to look at questions 31-42.

Now listen to the talk and answer questions 31-34.

Good morning. Today I want to talk about Techniques for Oral Presentation. Although I am going to talk about university presentations, these ideas are equally useful for business talks or any other kind of public speeches.

In your university work, you will be expected to give oral presentations, in the form of reports or simply in the form of answers to questions. Nowadays, many university teachers try to involve their students more actively in the learning process. One of the ways in which this is done is by conducting seminars. In a seminar, what usually happens is this. One student is chosen to give his ideas on a certain topic. These ideas are then discussed by the other students (the participants) in the seminar.

What I'd like to discuss with you now is the techniques of presenting a paper at a seminar. I am going to give you some advice on how to present a seminar paper. As you know, there are two main stages involved in this. One is the preparation stage which involves researching and writing up a topic. The other stage is the presentation stage when you actually present the paper to your audience. It is this second stage that I am concerned with now.

There are two ways in which this can be done.

The first method is to circulate copies of the paper in advance to all the participants. This gives them time to read it before the seminar, so that they can come already prepared with their own ideas about what you have written. The second method is where there is no time for previous circulation, or there is some other reason why the paper cannot be circulated. In that case, of course, the paper will have to be read aloud to the group, who will probably make their own notes on it while they are listening.

In this talk I am going to concentrate on the first method, where the paper is circulated in advance, as this is the most efficient way for conducting a seminar; but most of what I am going to say also applies to the second method; and indeed may be useful to remember any time you have to speak in public.

You will probably be expected to introduce your paper even if it has been circulated beforehand. There are two good reasons for this. One is that the participants may have read the paper but forgotten some of the main points. The second reason is that some of the participants may have glanced through it quickly. They will therefore not be in a position to comment on it, unless they get some idea of what it is all about.

When you are introducing your paper, what you must not do is simply read the whole paper aloud. This is because:

Firstly, if the paper is a fairly long one, there may not be enough time for discussion. From your point of view, the discussion is the most important thing. It is very helpful for you if other people criticise your work; in that way you can improve it.

Secondly, a lot of information can be understood when one is reading. It is not easy to pick up detailed information when one is listening. In other words, there may be lack of comprehension or understanding, because speech and writing are different. The biggest difference between spoken and written language is that readers can look back over the printed words when they don't understand. In spoken language, however, listeners can't go back and check the words.

Thirdly, it can be very boring listening to something being read aloud. Anyway some of your audience may have read your paper carefully and will not thank you for having to go through all of it again.

Now I'm going to give you some advice on how to present a seminar paper. There are several things you must follow to make your oral presentations clear and easy to understand.

Decide on a time limit for your talk. Tell your audience what it is. Stick to your time limit. This is very important.

At the seminar, the rate of delivery has to be slower. One of the best ways to help your audience is simply to speak slowly and help the listener's memory.

Concentrate only on the main points. Ignore details. Hammer home the essence of your argument. If necessary, find ways of making your basic points so that your audience will be clear about what they are.

Speak from the outline notes. But bring both sets of notes and your original paper to the meeting. Knowing that you have a full set of notes available will be good for your self-confidence.

Thinking time should be provided both before and after each important new item. The time before is to provide a background so that the listeners can have a chance to anticipate the idea. The time after is to allow the listeners a chance to understand what they just heard. The three most common ways to allow this thinking time are to pause, to paraphrase and to use filler words, which convey no information, but just fill time. That

means the words have no real meaning, but they do perform a useful function since they allow the listener time to think. For instance, you might say something like "as I've been saying" or "and so forth and so on."

Try to make your spoken presentation lively and interesting. This doesn't necessarily mean telling jokes and anecdotes. But if you can think of interesting or amusing examples to illustrate your argument, use them.

Look at your audience while you are speaking. The technique to use is this. First read the appropriate parts of your notes silently (if you are using outline notes, this won't take you long). Then look up at your audience and say what you have to say. Never speak while you are still reading. While you are looking at your audience, try to judge what they are thinking. Are they following you? You will never make contact with your audience if your eyes are fixed on the paper in front of you.

Make a strong ending. One good way of doing this is to repeat your main points briefly and invite questions or comments.

I hope that these suggestions will help to make your oral presentations a great success.

That is the end of Section 4. Now you will have half a minute to check your answers.

This is the end of the listening test.

模拟试题七
Practice Test (Version Seven)

Instructions :

You will hear a number of different recordings and you will have to answer questions on what you hear . There will be time for you to read the instructions and questions , and you will have a chance to check your work . All the recordings will be played once only . The test is in 4 sections . Write all your answers in the listening question booklet . At the end of the test you will be given ten minutes to transfer your answers to an answer sheet .

Now turn to Section 1 .

Section 1

You are going to listen to a talk about the library . Look at questions 1-11 .

Now listen to the talk and answer questions 1-11 .

Good morning everyone and welcome to our library .

The Library was opened in October 1975 and lies on the western side of the campus . It has seats for 630 readers , and serves all the Schools of Studies which are located on the main campus . There is a branch of the Library at the Management Center , which covers the works appropriate to management and business studies .

The Library has a stock of about 400,000 volumes , including some 63,000 volumes of journals and periodicals . You will be able to borrow up to twelve books at any one time , the normal loan period being eight weeks . To give all students an equal opportunity to read those books for which there is a heavy demand , the Library holds multiple copies of some titles . There is also a Quick Service Collection which contains the books most heavily in demand , you can study these books in the Library , or can borrow them overnight or over a weekend . There are certain categories of books , including the General

Reference Collection, which you can only consult in the Library. The Library subscribes to around 2,900 periodicals, and current issues of most titles are shelved on special display racks. You can borrow periodicals either for two days or overnight, but current issues and all indexing and almanacs are restricted to use in the Library. Because of the detailed and specialized nature of postgraduate work, you may need to consult material, which is not held by the Library. Since no library can now be self-sufficient, given the rapidly increasing rate of publication throughout the world, the Library enables you to obtain books and periodicals from other libraries. Through the inter-library loan system, you can have access to almost every major collection in this country and to many abroad.

The Library does not actively collect early or rare books, but several important items have been bought, generously given or deposited on permanent loan. There are collections on the history of pharmacy, dyeing, and local history and some first editions of J. B. Priestley's works. These can all be consulted in the Library.

Books and periodicals are not the only vehicle for the storage and retrieval of information, and the Library maintains a collection of other resources which are available for your use. We have the self-access language center. It's on the second floor, directly opposite the reference section of the Library, next to the micro-lab, in the self-access center. The Library also provides access to information stored in computer data banks in Europe and the United States. Other materials which are kept by the Library and which you will be able to consult are copies of theses and dissertations completed by Bradford students, past examination papers, newspapers and pamphlets. All these are in our Reserve Section, opposite the computer room on the second floor as well.

The proliferation of books, periodicals, and all the other forms of information available through the Library makes the keys to this information an essential part of the Library's services. The Library maintains a catalogue of its own books and a printed list of its periodicals. It takes most of the important abstracting journals, and has a collection of bibliographies and guides to the literature of various subjects. There is a computerized information service, known as Libine, which provides information on the library and its services and which can be accessed both in the library and via the university's computer network.

That is the end of Section 1. You will have half a minute to check your answers.

Now turn to Section 2

Section 2

You are going to hear a conversation between a librarian and an applicant. As you listen to the conversation, answer questions 12-15. Look at questions 12-15.

Now listen to the conversation and answer questions 12-15.

Applicant: Good morning, Sir.

Librarian: Good morning. May I help you?

Applicant: Yes, I'd like to get some information about this library. Who can join the library?

Librarian: Teachers of English, post-graduate and final year undergraduate University students and professionals may apply for membership.

Applicant: I see. How can I apply for membership?

Librarian: Well, first please fill in a library application form and put it in the box on the librarian's desk, please make sure that you fill in the labels attached to the application form accurately. We'll mail the application form to you at your work unit. Then, you must bring the application form which your work unit has stamped and your work card with you in person to the library. At this time you will be required to pay your library fee and you will be given your library tickets.

Applicant: Is it free for the ticket?

Librarian: I'm sorry, it's not free. It costs 10 Yuan for Chinese and 50 Yuan for foreigners for a one year membership. The fee is non-refundable and will have to be paid annually.

Applicant: Well, after one year shall I have to reapply for library membership?

Librarian: Yes, you will have to.

Applicant: I see. What shall I bring when I come to pick up the library card?

Librarian: Please bring your student or work card; other ID won't be accepted. Your stamped application form too. Oh one more important thing is that library application forms which are not picked up within one month will be discarded and you will have to reapply.

Applicant: I understand. How many books and cassettes can I borrow at one time?

Librarian: You may borrow 3 items at one time, books or cassettes. If a book and a cassette is a set, it counts as one item. Items must be returned within one

month.

Applicant: Can I telephone the library to renew items for another month?

Librarian: Yes, you can. When you ring us to renew books, please give us your name and the first word of the title of the book, cassette, or video, please remember that you are allowed to renew only once.

Applicant: I see. Just now you said videos could be borrowed as well.

Librarian: Yes, that is right.

Applicant: How many videos can I borrow at a time?

Librarian: You may borrow one video at a time. The video must be returned in a week.

Applicant: Oh, only one week?

Librarian: Yes. If you cannot return it on time, please call or otherwise your video library card will be revoked. You are not permitted to borrow feature films. The feature films can only be watched in the library.

Applicant: Oh, I see, feature films cannot be borrowed, but where can I watch them?

Librarian: In the library. You must first register in person at the desk. You cannot register for someone else. If the library is busy, you are restricted to watching one video. If you have any problems with the machine, please inform the librarian.

Applicant: All right. Thank you very much.

That is the end of Section 2. You will now have half a minute to check your answers.

Now turn to Section 3.

Section 3

You are going to hear a talk about computer development. Look at questions 16-25.

Now listen to the talk and fill in the form and answer the questions.

The earliest form of computer was being used over 2,000 years ago and even today it is still being used in some eastern countries. It is the simple abacus, that you may have used when you were in the infants school. In 1642 a real development in computers came when Blaise Pascal invented the first adding machine. Twenty-nine years later Gottfried Von Leibnitz developed a calculator that could both multiply and divide. The world's first

working computer, the Analytical Engine was designed by Charles Babbage in 1834. Babbage believed that his machine could be taught to do mathematical tasks. The dream of a true computer—one that could solve any number of problems—was not realized until the 1930s. In Hitler's Germany, an obscure young engineer named Konral Zuse build a simple computer that could perform a variety of tasks; its descendants calculated wing designs for the German aircraft industry during Word War II. At Bell telephone Laboratories in the US, the research arm of AT & T, a mathematician named George Stibitz built a similar device in 1939 and even showed how it could do calculations over telephone wires. This was the first display of remote data processing. During the war a British group, putting into practice some of the ideas of their brilliant countryman Alan Turning, built a computer called Colossus I that helped break German military codes. The British, German and US machines all shared a common characteristic: they were the first computers to use the binary system of numbers, the standard internal language of today's digital computers.

By the end of the war, computers were developing quickly. In 1946 the world's first valve computer ENIAC was built. ENIAC vastly increased computer speed by using vacuum tubes rather than electromechanical relays as its switches, but it still had a major shortcoming. To perform different operations, it had to be manually rewired, like an old wire-and-plug telephone switchboard, a task that could take several days. In 1947 three scientists at Bell Labs invented a tiny, deceptively simple device called the transistor, short for transfer resistance. For a long time, however, computers were large and complicated machines that only governments and large companies could afford to operate. Then in the 1960s scientists developed the Integrated Circuit. From then on circuit designs could be printed on to a small piece of silicon chip. Computers could become much smaller and cheaper and thus available to everyone.

Today they are commonplace in business, schools and homes—in fact one in every six homes in Britain has a computer.

That's the end of Section 3. Now you will have half a minute to check your answers.

Now turn to Section 4

Section 4

You are going to listen to a lecture about sea animals. Look at questions 26-42.

Now listen to the lecture and answer questions 26-42.

Vice Chancellor: I'd like to welcome Dr. White to our series of lectures on Biology. This is the most popular lecture we have had all year.

Dr. White: Thank you. Today I'd like to talk about sea animals. We all know the sea occupies a greater area of the Earth's surface than the land. It is the home of millions of living. Animals and plants of the sea have various shapes, colours and sizes. Do you know that there is more life in the sea than on land?

The animals and plants of the sea are very important to Man as a source of food. Sea animals such as lobsters, crabs, fish and many shellfish can be eaten. Some sea plants, like seaweed, are also used as food.

Animals in the sea range from tiny one-celled animals to huge mammals. The most well-known of all sea animals are the fish. The majority of fish live in the shallow parts of the sea.

Even among the fish there are great differences in colour, size and shape. The smallest fish, the goby, is only 1.5 centimetres long while the largest fish, the whale shark, is over 15 meters long. The weight of fish can range from a few grams to about 900 kilograms. Most fish only live for a few months to a year.

Although fish are so different, they have certain common features. All of them have special organs that help them to live in water. These special organs are fins and gills.

The fins help the fish to swim in water. They also help the fish to steady and steer itself as it moves through the water. The gills are comb-like structures on either side of its head. The fish breathes by swallowing water and passing the water over the gills. The gills absorb the oxygen from the water. The water then comes out of the openings on the sides of its head. These openings have covers, called gill covers, over them.

Most fish also have air-bladders. These help the fish to float. All fish have a line on either side of their bodies. It is called the lateral line and is used to detect sound vibrations and changes in water pressure.

All living things, whether they live on land or in the sea, must fight to stay alive, that is to survive. Each plant and each animal has to feed on something and at the same time avoid being eaten. Therefore every plant and animal has to solve this big problem of staying alive in its own way.

The danger of being eaten in the sea is great. Those plants and animals that do survive usually reproduce very fast and in great numbers. The single-cell plant, the diatom,

can multiply itself into a billion new diatoms in one month.

Certain sea animals have defensive devices that help them to survive. Sea urchins, for example, grow spines to protect themselves. The sea anemone and jellyfish have poisonous tentacles, which are used for attack and defense.

Another method of survival which sea plants and animals use is disguise or camouflage. They usually have the same colour as their surroundings. The sargassum fish looks very much like the sargassum seaweed among which it lives. Sharks can hide themselves because of their colouring. They are dark on top and silver on the underside and look like the colour of the water in which they live.

In order to stay alive, animals need to have keen senses. Fish and some shellfish have sharp eyes. Almost all animals are sensitive to touch. Fish detect movements in the water by means of their lateral lines. Fish and other sea animals can hear well and many of them can make different types of warning sounds.

In the future you will be hearing more and more about the sea. It is one of the last training places on Earth, which has not been fully explored by men. Today, more and more scientists are exploring the sea. This is because the population of the Earth is increasing so fast that very soon the land alone will not be able to provide enough food for everybody. That is why man is turning to the sea. It is like a huge storehouse. It contains not only food but also many other valuable things such as oil and minerals.

The sea can also provide us with a lot of fresh water.

That's the end of Section 4. You now have half a minute to check your answers.

This is the end of the listening test.



模拟试题八 Practice Test (Version Eight)

Instructions :

You will hear a number of different recordings and you will have to answer questions on what you hear. There will be time for you to read the instructions and questions, and you will have a chance to check your work. All the recordings will be played once only. The test is in 4 sections. Write all your answers in the listening question booklet. At the end of the test you will be given ten minutes to transfer your answers to an answer sheet.

Now turn to Section 1.

Section 1

In the first part of Section 1 you will hear a weather forecast in London and the southeast coast of England. As you listen, fill in the table. Now you will have some time to look at questions 1-4.

Now listen carefully and answer questions 1-4.

Announcer: And now here is Colin with details of the weather.

Colin: Thank you, Francis. Here is the weather forecast for the next 24 hours for London and the southeast coast of England. In the morning, it'll be mainly dry with a light mist, with temperatures around 8-10 degrees Celsius. Later in the afternoon, there will be a few scattered showers. By midnight it will become cloudy in most areas and there will be heavy rain with winds becoming strong and reaching gale force along the coast. The temperature will drop to 4-5 degrees. This belt of low pressure is expected to move away in the early morning. The whole day tomorrow, it'll be bright and warm in most areas, with temperatures 11-14 degrees, slightly above normal for this time of

the year. Coastal areas will be warmer and you can expect a fair amount of sunshine. This will be better weather news for holiday makers.

And that's all from me. Now back to Francis with more news.

You are going to listen to the second part of Section 1. Betty wants to drive to see her friend. Now she is listening to the radio 'Traffic Information'. As you listen, look at the notes and tick if the information is correct or write in the necessary changes. Now look at questions 5-7.

Now listen carefully and answer questions 5-7.

Radio: This is KSU Radio. It's Friday May 4, 7:30 in the morning. This is Traffic Information. Here is a message for all motorists. Most major roads leading in and out of London are congested. Motorists should use alternative routes wherever possible. Here is the local traffic news.

Announcer: Heavy rain during the night has flooded parts of the South Circular Road. An articulated lorry has broken down on the M2. The traffic is now only 2 lanes and moving very slowly. Strong winds during the night have blown down a number of trees on the M5 and many sections are not in use. That is the end of the local traffic news. For more news listen again at 8 o'clock.

That is the end of Section 1. Now you will have half a minute to check your answers.

Now turn to Section 2.

Section 2

In this section, first you are going to hear a dialogue in which a Camford student answers the questions of a young girl who is thinking of applying to go there. As you listen to the dialogue, circle the correct answer and fill in the table. Now you will have some time to look at questions 8-16.

Now listen to the dialogue and answer questions 8-16.

Young girl: You are a student of the University of Camford, aren't you?

Student: Yes, I am.

Young girl: I'd like to apply to go to this university, could you tell something about it?

Student: Certainly. What would you like to know?

Young girl: Well...er...for a start. What's the campus like?

Student: It's large, it's spread out, and it mainly consists of medieval colleges. But it's in the middle of a large manufacturing town, so there is a lot of traffic.

Young girl: And what about the student accommodation?

Student: It's mainly in colleges on the campus.

Young girl: Is it? And how do you find the rooms?

Student: They're old and quite charming, but they're expensive and badly heated.

Young girl: How about the study facilities?

Student: Very good. In the Main Building there are thirty study rooms accommodating twenty students in each, and four large lecture rooms. All are air conditioned. Each lecture room is equipped with film and slide projectors and screen, a closed-circuit TV, a tape-recorder wired to central speakers and an overhead projector. Each study room is too equipped with a closed-circuit TV and an overhead projector.

Young girl: And the computer center. What is it like?

Student: Oh, it's well equipped. There are sixty computers in the centre. They are all available for student use. The computers are in constant demand, so you need to book in advance. You can reserve a computer for three hours at a time. If you need to print anything, you may use one of the six laser printers. There's always someone in the centre for advice or in case something goes wrong.

Young girl: Mm. And how about the laboratories?

Student: They are large, they're quite modern, and they're well equipped.

Young girl: I see. And the libraries. Can you tell me what the libraries are like?

Student: Well, they're generally well stocked and there's a lot of historical manuscripts, science, social sciences and arts books. But the sitting accommodation is limited.

Young girl: How about the Health centre?

Student: It's not very big, but well staffed. There are medical and dental units. You can always have immediate attention.

Young girl: And the cultural facilities?

Student: There is a small university theatre and two art galleries.

Young girl: Thank you so much for the information.

Now listen to the second part of this section. The young girl, Debby Malau, applied to go to the University of Camford. She has been accepted by the university. You will hear the conversation between the Chairman of the International Society and the newly-arrived student. As you listen to the conversation, fill in the gaps numbered 17-20. Now you will have some time to look at questions 17-20.

Now listen to the conversation and answer questions 17-20.

Chairman: Hello there. What are you studying?

Student: Computing Science.

Chairman: Oh, yes. And how long is the course for?

Student: One year. It's a post-graduate diploma.

Chairman: What would you like to do at the end of it? Have you made your mind up?

Student: Yes. I'd like to be a teacher in a university in my country.

Chairman: Would you? That sounds interesting. Tell me, though, why have you chosen this university?

Student: It's got a good reputation in the field of Computing Science.

Chairman: Where do you come from?

Student: Sri Lanka.

Chairman: Oh, that's a country I've always wanted to go to. You are Miss Malau, aren't you? I've got your name on my list here.

Student: Yes, Debby Malau.

Chairman: Would you like to give the students a talk about your country?

Student: Yes, I'd like to very much.

Debby Malau is presenting her paper about her country Sri Lanka at the seminar. As you listen to the presentation, complete the notes. Now you will have some time to look at questions 21-27.

Now listen carefully and answer questions 21-27.

Good afternoon everyone. Today I'm going to talk about my country Sri Lanka. It is an island with an area of 25,332 square miles and a population of 12,510,000 people. It

is just smaller in area than Scotland. The island of Sri Lanka lies off the south-east coast of India and is separated from the mainland by the Palk Strait. People who live there sometimes call it by an old name which means 'Golden Island.' Sri Lanka is considered to be one of the most beautiful countries in the world.

What is the climate like there? It is totally different from the climate in Britain. Britain has a temperate climate. As Sri Lanka lies not very far north of the equator, the climate of the island is tropical. It is hot all the year round. Heavy rains fall during the monsoon season, making the climate hot and humid. Consequently, vegetation grows dense and thick, and the jungle is so impenetrable in parts of the island that it is difficult to proceed without cutting a path with a machete, a large, heavy knife with a broad blade.

Although the main centres of population are in the flat, fertile coastal regions, many people live in the mountainous country inland. This area contains mountain peaks, such as Adam's Peak and Mount Pedro. They are twice as high as any mountains in Britain. But in spite of the mountains and rough terrain, the communications are good and it is easy to travel around the island by road and rail. There are four airports, the main one being Bandaranaike. Situated 34 km (21 miles) north of Colombo, the capital of Sri Lanka.

OK. I'll leave some time to you to ask me questions. Are there any questions?

Student: What about the natural resources that you have in Sri Lanka?

Debby: Sri Lanka is rich in natural resources. The main natural resources are rubber, tea and coconuts and they are the island's most important exports. Rubber is produced in the tropical forests and tea is harvested on the slopes of the inland hills. Coconuts grow in abundance. The sea is rich with fish, which the people catch in small boats with large three-cornered sails.

Student: What sort of food is grown in your country?

Debby: In Sri Lanka rice is grown for local consumption. We eat rice because the main diet is rice and fish. But we also have potatoes, vegetables and almost all the items you have here.

Student: What about the animals? Do you have any special animals in Sri Lanka?

Debby: Yes. Deep in the forests there are many wild animals. Such as elephants, leopards, crocodiles, monkeys, snakes and a strange animal called a Giant Monitor, a kind of lizard over two metres (6 feet) long which has strong claws and can climb trees. There are also many rare birds which are hardly seen anywhere else on earth. Well, if you are interested in Sri Lanka and still have

questions, you may ask me at any time after the seminar presentation. Thank you.

That is the end of Section 2. Now you will have half a minute to check your answers.

Now turn to Section 3.

Section 3

In this section you will hear a conversation between Pat and Martin. They are students of a university and haven't seen each other for some time. They have met in the cafeteria at lunch time. As you listen to their conversation, answer questions 28-34. Now you will have some time to look at questions 28-34.

Now listen to the conversation and answer questions 28-34.

Martin: Hi, there Pat. How are you?

Pat: Fine thanks, Martin. I haven't seen you for a long time. What have you been up to?

Martin: Oh, studying. It seems that university life is much more time consuming than I originally thought. I even don't have time to read newspapers.

Pat: Really? You're so busy. You know, I read an article in yesterday's newspaper. It is very interesting.

Martin: What's it about?

Pat: It's about Post Office Cats. They are mouse hunters.

Martin: That really sounds interesting. Could you tell me something about the story now?

Pat: Yes, certainly. The Post Office has actually employed cats since 1868. That means that they have been on the official payroll of the Post Office for more than a hundred years. The loyal public servants appear on the official payroll as 'Rodent Operative'. But we would more easily recognise them under the title 'Post Office Cat'. They are not employed to sort or deliver mail, of course, but to protect the mail and keep the rodent population under control.

Martin: What do you mean?

Pat: They are mouse hunters. They make sure your morning post arrives nibble-free. You know, they work unsocial hours while we sleep. They hardly ever get a

Christmas bonus in their pay packets and can't bargain for better conditions. The average rate of pay is no more than a few pounds a month, just enough to pay for their food. But they are allowed to eat all the mice they can catch.

Martin: How come the Post Office had the idea to employ cats?

Pat: Usually the public had to queue inside post offices for their mail. The whole idea of the Post Office employing cats to control the rodent population goes back to the days prior to 1867. As a part of the Jubilee celebrations of Queen Victoria, it was decided that there would be a house-to-house delivery of letters by postmen. As a result, there was a huge accumulation of letters and parcels at post offices. Vast numbers of rats and mice began to hide amongst the mail and nibbled at letters and parcels.

Martin: Yes, I see. They caused great damage to the mail.

Pat: That's right. So in 1868, The Post Office Authorities decided to employ cats to keep the rodent population under control. Most of the cats they employed were females.

Martin: Why was that?

Pat: Because it was thought that females were better and more persistent hunters than the males. If the number of mice in a post office did not decline greatly after six months, then these cats were to be dismissed from their place of work. London post offices were the first to try out the experiment. Within a few months the rodent population had shrunk dramatically. Other post offices all over the country were soon using cats in the war against rats and mice. Within ten years the pay of the cats was improved from one and a half old pence a day to a six or nine pence a day. Now the average rate of pay is about a few pounds a month. Some of the hard working cats have become quite famous. Have you heard of the cat named Lucky?

Martin: No. Tell me the story about her, please.

Pat: OK. Lucky became the most distinguished of all the cats. In 1980, she foiled an attempted robbery in a Worcestershire post office and she did so all on her own.

Martin: How did she do it?

Pat: As the two burglars made their way in through the window, Lucky flew at them. She sank her claws into the back of one of the men and into the neck of the other.

Martin: Oh, I see. This was a surprise attack.

Pat: Yes. This surprise attack was too much for the men and they fled empty-handed.

For this heroic behaviour, Lucky was awarded the first-ever Post Office DFC certificate. That is the Distinguished Feline Conduct certificate. Another excellent mouse was Jerry, of Earls Court post office in London. He served the building for 16 years and was on duty for 24 hours every day. He drove all the mice away from the premises.

Martin: How about today? Does the Post Office still employ cats as mouse hunters?

Pat: Well, there are fewer cats employed by the Post Office than at any time in the past. Their profession is yet another example of a profession laid low by the advances of new technology. With the faster movement of the mail and more hygienic surroundings, Post Office cats are not always needed to keep down the rodent population. But many post offices still employ them and they become great friends with the postmen, who often feed them. When one cat suffered an accident at work, it was taken promptly to the vet in a nearby city to receive the best attention—and the Post Office willingly footed the bill. According to the Post Office, there is no plan for their services to be discontinued in the foreseeable future.

Martin: This is really a fascinating story. Thank you very much.

That is the end of Section 3. Now you will have half a minute to check your answers.

Now turn to Section 4.

Section 4

In section 4, you will hear a lecture about Esperanto. As you listen to the lecture, answer questions 35-42. Now you will have some time to look at questions 35-42.

Now listen to the lecture and answer questions 35-42.

Presenter: Good morning everybody and welcome to our lecture. It's a good pleasure for me to welcome Professor Nesbit of the University of Edinburgh. He is going to give us a lecture about a world language. Professor Nesbit, Please.

Professor: Today I'm going to talk about languages, or more specially about a world language. What would the world be like if everyone spoke the same language? Would we understand each other better and be more sympathetic to each

other's causes? I'm not talking about everyone sharing the same first language, but sharing the same second language, and I'm not talking about English, but Esperanto. That's spelled E-S-P-E-R-A-N-T-O. This is an artificial language.

What are the facts about Esperanto? Well, it was invented in 1887 by Dr. Ludwig Lazarus Zamenhof, a Polish philologist. The vocabulary comes mainly from Western European languages, and the grammar is similar to Slavic languages. It sounds like Italian. Esperanto means 'hopeful', and it was Zamenhof's hope that a common language would promote a friendship and an understanding amongst all people of the world. His inspiration is summed up by the Esperanto term *interna ideo* which means central idea, and it is an idea of human peace and justice. I think Esperanto will become the world language in the future.

Esperanto is taught in many schools in Yugoslavia and Hungary. China is very interested. About 400,000 people have learned Esperanto in China. It is spoken all over the world by approximately ten million people, and there are many who would like Esperanto to be the official second language of the world. It has such internal logic that it could become the international computer language.

From the learner's point of view, it has the advantage that there are no exceptions to rules. The advantages of the world being able to talk freely to each other about business, politics, culture, sport, hobbies, . . . well . . . are obvious. The costs of translation at any international conference are staggering. About 55 per cent of the EEC's budget in Strasbourg is taken up by translation costs . . . The main advantage, as I see, is that Esperanto is a neutral language. It doesn't have the national, political and cultural bias that all others of course have. If everybody has to learn a second language, then everybody is equal. Well, I'll stop here for questions.

Student: Excuse me, I'd like to ask a question. Why should people have to learn another language? Why not English as the world language? I mean there are already so many people who speak English throughout the world.

Professor: I think English is one of those languages which for many seems easy in the beginning, but then the bridge between basic knowledge and mastery takes a long time to cross, and many people give up. Why should people have to learn English? For many it's a waste of time of spelling, of the large number of

exceptions to any rule, it is very idiomatic and the prepositions are terrible. On the contrary, Esperanto is a very easy language to learn. The tense system has none of the complications of English, and the grammar is based on just sixteen rules which have no exceptions. There are five vowel sounds in Esperanto, but twenty vowel sounds in English. The most remarkable thing is that after a very short time learners find that they can express quite sophisticated ideas, the same sort of things that they would want to say in their own language.

Presenter: Professor Nesbit, thank you very much.

That is the end of Section 4. Now you will have half a minute to check your answers.

This is the end of the listening test.

模拟试题九
Practice Test (Version Nine)

Instructions :

You will hear a number of different recordings and you will have to answer questions on what you hear. There will be time for you to read the instructions and questions, and you will have a chance to check your work. All the recordings will be played once only. The test is in four sections. Write all your answers in the listening question booklet. At the end of the test you will be given ten minutes to transfer your answers to an answer sheet

Now turn to section one

Section 1

You are going to hear a talk by the course director. Look at questions 1-9.

Now listen to the talk and answer questions 1-9.

Good morning and welcome to the North-East London Polytechnic. The North-East London Polytechnic, which we often call as NELP for short is one of thirty polytechnics in England and Wales.

As you know, at a polytechnic, you follow broadly similar courses of study to those at universities, although many polytechnic courses are strongly vocational. That is, they lead directly to a career, and you may well spend a considerable slice of your time actually working on placement in industry or any other work area as a part of the course itself. Some of these courses are the so called 'sandwich' courses: typically two years' polytechnic study, one year in industry, and a final year back at the poly before your examinations.

Another feature of polytechnic life is that there is a very large choice of courses. For example, at NELP you can study Manufacturing Systems Management specializing in computer-aided design, or Business Studies with the option of adding German to the course. The Fashion, Design with Marketing course includes marketing as an integral part of it, and NELP runs a unique BSc Modular Science course, in which students choose a combination of subjects from the available options-eleven in the first year alone.

Entry requirements are often flexible: many mature students find that their work experience is rated by the Admissions Tutors as highly as if they offered formal examination qualifications. If you want to choose your course you may discuss with Admissions Tutors on NELP courses. Careers advisory services and college careers tutors are a tremendous source of up-to-date information. The NELP offers a much wider choice of courses and subjects than you may previously have considered. There is a large number of handbooks on the market, available through careers offices and libraries, which are filled with information on possible areas of study, and the NELP Information office (telephone 01-5976698) will also be glad to help with your queries. Now look at the school map, it is the green sheet you got when you came into this lecture hall. Have you found it? Green sheet, let's look at this map.

NELP is situated in West Ham on the borders of Stratford. It has a large campus. Please find the main building, on the top left corner where we are in now. All the lectures of the courses will be held here. The Students' Union is next to the main building, you will have to register in that building. Opposite the Students' Union, next to the parking place you will see a tall building. That is our bookstore where students buy the course-books and some secondhand books. At bottom part of the map you can see a group of buildings. These are the student services block, you will find the students' dining hall and the Students' accommodation there. NELP library is located in a modern building adjacent to the bookstore. You will get your library card after your registration with your student ID card. Look at the top right hand corner of the map, the sports center is located there. The Gym is between the parking place and the swimming pool. Next to it, there is a recreation center where students play chess and dance. There are 3 tennis courts next to the swimming pool. I hope the map will help you to know the campus. Thank you.

That is the end of Section 1. Now you will have half a minute to check your answers.

Now turn to Section 2.

Section 2

You are going to hear a telephone conversation. First look at questions 10-15.

Now listen to the conversation and complete the message.

Receptionist: Ealing Health Center. Can I help you?

Secretary: Oh, good morning. I'd like to make an appointment for Mr. Dan Gosnell today or tomorrow. He needs a cholera jab.

Receptionist: Er, sorry, what's the name? Could you spell the name please.

Secretary: Yes, Dan D-A-N Gosnell G-O-S-N-E-L-L.

Receptionist: G-O-S-N-E double L. Good, who's, er, Mr. Gosnell's doctor?

Secretary: Oh. It's Dr. Bentley.

Receptionist: Dr. Bentley. Well, I'm afraid Dr. Bentley is not well himself. In fact, he won't be back until next week.

Secretary: Oh dear. Well, it is rather urgent because he's got to go to India on Friday unexpectedly. Erm, look, could he possibly see someone on Thursday?

Receptionist: Well, Dr. Mayle, she's got two appointments available. There's one at 10:20 and there's one at 2:30.

Secretary: Oh, sorry, what's doctor's name?

Receptionist: Doctor Mayle, M-A-Y-L-E.

Secretary: Doctor Mayle. Thank you. I think the 10:20 appointment, please.

Receptionist: 10:20. Oh, he must bring his vaccination booklet.

Secretary: Yes, bring his vaccination booklet. By the way, how much is the vaccination?

Receptionist: It's £ 2.80 .

Secretary: £ 2.80. Yes, thank you. I'll remind him all about that. Well, thank you very much indeed for your trouble. Goodbye.

Receptionist: Goodbye.

You are going to hear three students of English and their teacher discussing how they try and learn new vocabulary. Listen to the discussion carefully and tick the ways each student uses. Now look at questions 16-18.

Now listen to the discussion and answer questions 16-18.

Teacher: Well, would you like to tell me something about the way you study new words while you are learning English? You first, Monica, how do you learn new vocabulary.

Monica: I learn a lot of new words by reading newspapers. I look up each new word in my dictionary.

Teacher: I see. Eric, how do you learn new words?

Eric: Well, I like reading newspapers, too, but I don't use a dictionary I can usually guess the meaning of new words. I also read sports magazines because I'm interested in sports and I can guess what the words mean.

Teacher: Yes, I think that's a very good way to learn new vocabulary. What about you, Susan.

Susan: It's different for me. I learn new words from TV and films. I try to figure out the word from the pronunciation. Then, I look it up in dictionary or ask my husband to explain.

Monica: You are lucky. I haven't got an American husband. I think the biggest problem is remembering new words. I know I should keep a vocabulary book but I'm too lazy so I don't.

Susan: Well, I keep vocabulary cards and I write each word with its translation.

Eric: Oh, I think it's better to write the word in an English sentence. That's what I do in my vocabulary book. And sometimes I group together all the words related to one topic, such as football or camping.

Susan: That's a good idea. I used to try and learn ten words each day, but that didn't work.

Monica: No, it didn't work for me either. You can't remember the words if you don't use them. I do a lot of crossword puzzles and that helps me.

Susan: I try and use new words when I talk to people or write to them.

Teacher: Well, it's a quite interesting discussion. Now let's talk about...

That is the end of Section 2. You will now have half a minute to check your answers.

Now turn to Section 3.

Section 3

You are going to hear a lecture about note-taking. As you listen to the lecture, answer questions 19-32. Look at questions 19-32.

Now listen to the lecture and answer questions 19-32.

Vice Chancellor:

I'd like to welcome Dr. Norton to our series of lectures on study skills. And I must say, judging by the numbers of you in the audience out there, that is the most practical lecture we have had in the whole term! So, rather than take up any more of your time, I'd like to introduce Dr. Norton.

Dr. Norton:

Thank you. I'd like to begin by saying how pleased I am that so many of you have come to the first of our study skills sessions this term. Today I'll talk about how to take notes. Note-taking is quite an interesting topic to discuss. First I would ask, why do you take notes? I think you might consider two reasons.

First, notes are an aid to memory. Obviously if you are reading for a long essay over a period of weeks, or for two or three essays simultaneously, then you must have some system of sorting and recalling the information you will need when you finally come to plan and write the essay.

Second your notes provide the raw material on which your mind must work in relation to your set essay topic. And you will need certain types of information, such as; facts, figures and direct quotations. They must be available quickly and accurately. When you take notes, the process of doing it helps you to summarize ideas and arguments, select points relevant to your purpose, and finally understand and interpret the original source.

So note-taking is an important stage in developing your understanding of your topic. Your notes will provide the basis for your thinking and the materials for your essay. You may ask when do you take notes? It really depends on your own purpose and the stage of reading you have reached.

In your early stages of reading when you are skimming material of a general nature, you will probably not want to make any notes at all, until after you have finished your

skimming and have got a feel for the subject. Then you may find it useful to go back and make notes on the points or sections within the general survey which seemed important to you. At a later stage of reading, when you can recognize to underline key points or make marginal notes, you will probably want to do this with essential source materials or original texts which you must study in detail and refer to constantly. Now we come to the question what do you note, and how much do you take notes from reading?

We often consider the following three ways:

First what is the writer's intention in the passage? You know the writer has selected and structured his material to suit his intentions, but these are unlikely to be precisely the same focus as your essay topic. Therefore, while recognizing the writer's own purpose, you must sift his information and ideas according to your own interests. The same holds true for lectures and tutorials.

And then, the discipline in which you are working. In disciplines in which you are working with original sources, for example History or Literature, you will have to include many direct quotations in your notes. As you will want to include some of these quotations in your essay, you must copy them with absolute accuracy. You must remember to attribute the work to the original writer, too. In other disciplines you will more often summarize passages in your own words.

The last is your own purpose in relation to your essay topic. If your purpose is clear, you can select and record relevant material in as much detail as you want. Some students insist that they prefer always to take detailed notes because "it is all so interesting" or "it may come in handy later" or "the book is a standard text and so it is worthwhile spending time on it". Well, maybe—but in practical terms you seldom have time.

Now I'll deal with our last question: How do you take notes?

There are three general principles that apply to all methods of compiling notes:

1. Clear identification: Your notes must be clearly headed with all the bibliographical details you may later need, when you want to use these materials in your essay. In practice this means you must record the author, title, place of publication, publisher and edition, and date. And next to each key point or direct quotation you must note the exact page reference.

2. Flexible system: You should record your notes in such a way that it is easy to rearrange them for the purpose of your essay. Notes made on loose-leaf paper and cards have the advantage that they can be shuffled, combined and reorganized at the planning

and writing stages of your essay.

3. Room for comment: Wide margins are useful. As you build up your materials you will find you want to add cross-references to other sources. You may also want to include your own comments or reactions to the text, or just indicate that a certain point may be crucial to your essay.

That's the end of Section 3. You now have half a minute to check your answers.

Now turn to Section 4

Section 4

You are going to hear a conversation between two mothers. They are discussing their problems of raising children. One mom is very conservative and the other one is very liberal. Look at questions 33-41.

Now listen to the discussion and answer questions 33-41.

Sally: Hi Katie! How are you? I haven't seen you for ages!

Katie: Hi Sally. Pretty good. How about you? How's Jim? How are the twins?

Sally: Jim's fine, thanks. But, the kids are a bit hard to handle actually.

Katie: What do you mean?

Sally: Well, they were pretty easy to take care of when they were infants, but they are really starting to go a bit wild. I'm really hesitant to do anything drastic, because I want them to be creative and free-spirited.

Katie: So, what kind of things have they done?

Sally: Well, the other day they were both running around in the store. I told them to stop, and they did for a short while, but then they went at it again. Pretty soon John had knocked over a stack of boxes, and Joe started stepping all over them. It was really embarrassing.

Katie: Wow, that does sound like a tough situation. So, what did you do?

Sally: Well, I figured that they were just being kids, so I apologized to the store manager and I left. I won't be going back to that store, that's for sure!

Katie: What about John and Joe? Did you discipline them?

Sally: Not really. You know, they're just kids. They don't really know better...

Katie: Well, I hate to disagree with you, but I really think you have to teach them what they can and can't do. If you don't, you'll have a lot more of the same embarrassing incidences.

Sally: I'm kind of afraid that they won't be able to handle a strict approach. They're so small.

Katie: If my children are anything to go by, I'm certain that they can learn even from a small age. I remember when my kids were young, I used to go bonkers too. Then, another mom told me I should set the limits. You know, like tell them what is okay and what is not okay. Then, I had to be ready to enforce the boundaries. And, if the kids went over the boundary, I had to be consistent in disciplining them.

Sally: What exactly do you mean by disciplining them?

Katie: Well, it depended on their age. When they were young, I would just restrain them for a while. As they got older, they had to sit out—you know, like away from everything that was distracting. And then, I even had to spank them a couple of times too.

Sally: Gee, I don't know if I could do all that. I really love them too much to discipline them.

Katie: Well, I sort of thought of it as this. I love them so much that I have to sometimes do the hard thing. I mean, it's no fun to discipline your child, but I know it will teach them the right way to behave in the future. So, it's actually for their own good.

Sally: Yeah, I can sort of see what you mean. But, doesn't that stifle their creativity?

Katie: That's what some people say, but you know my kids are extremely creative. Remember when Samantha won the art prize in her school? And what about Jeremy who won the prize for creative writing? I really don't think disciplining them has stunted their creativity.

Sally: Hmm... you may be right. It sure is a tough thing to do though. It must break your heart when you have to spank them.

Katie: Yeah. That was one of the hardest things I ever had to do in my life. But after I spanked them once or twice, they really stopped disobeying me. It was pretty incredible. Oh, but you know, when you spank them, you really need to sit down and talk with them first and make sure they understand why you're spanking them. Also, they need to know that you still love them very much. And after the spanking is over, we always hug and kiss.

Sally: Well, that's interesting...it certainly is food for thought. I'll talk it over with my husband tonight. Maybe we'll have to change our approach to parenting.

Katie: Good luck! It's really a tough job, but it is amazingly rewarding too!

Sally: Thanks a lot for your advice. Please say hi to your kids and David for me!

Katie: Okay. And say hi to Jim and John and Joe for me!

Sally: I will. Take care! See you later.

Katie: Bye.

That's the end of Section 4. You now have half a minute to check your answers.

This is the end of the listening test.

[1

模拟试题十
Practice Test (Version Ten)

Instructions :

You will hear a number of different recordings and you will have to answer questions on what you hear . There will be time for you to read the instructions and questions , and you will have a chance to check your work . All the recordings will be played once only . The test is in 4 sections . Write all your answers in the listening questions booklet . At the end of the test you will be given ten minutes to transfer your answers to an answer sheet .

Now turn to Section 1 .

Section 1

In this section you will hear an interview . Steve Brown applied to the Summer Festival Centre for a job . He was invited for the interview . As you listen to the interview , answer questions 1-3 by circling the correct letter . First you will have some time to look at questions 1-3 .

Now listen to the interview and answer questions 1-3 .

Interviewer: Hello Mr. Brown. Your first name is Steve, isn't it?

Steve: Yes, Steve Brown.

Interviewer: Would you tell me how old you are?

Steve: I'm twenty two.

Interviewer: And what do you do?

Steve: Nothing, at the moment, but I'm going to start teaching in September.

Interviewer: I see, so why have you applied to the Summer Festival Centre for this job?

Steve: Because I enjoy meeting with people.

Interviewer: Can you cook?

Steve: Yes, I'm quite good at cooking.
Interviewer: Have you got a driving license?
Steve: Yes, I passed my test four years ago.
Interviewer: What is your favorite sport?
Steve: I like many sports, such as swimming, tennis, football. But my favorite sport is cycling.
Interviewer: Are you able to play any musical instruments?
Steve: Yes, I can play not only the piano but also the guitar.
Interviewer: It sounds fine. Would you like to ask any questions?
Steve: Yes, I'd like to know how long the festival will last?
Interviewer: Four weeks.
Steve: And can you tell me how much the salary is?
Interviewer: Yes, it's one hundred pounds per week.

Steve was employed by the Summer Festival Centre and earned some money. As he likes cycling very much, he wants to buy a bicycle. Now he is ordering from a mail-order catalogue. As you listen, fill in the gaps numbered 4-7. First you will have some time to look at questions 4-7.

Now listen carefully and answer questions 4-7.

Clerk: 341 8564. City Mail-order Company. Can I help you?
Steve: Yes. I'd like to order a bicycle I've seen in your catalogue. With a 22-inch frame.
Clerk: Bicycle? Well, we have three different models. Could you quote the reference number please?
Steve: I'll just have a look. Here it is—number AD 58402
Clerk: Right, I'll just key that in. That's the touring model at £ 185.
Steve: No, wait a moment. I want the sports model.
Clerk: If you check, sir, you'll see that the sports model one is £ 249.50. The reference number is AD 58412.
Steve: I see. It's the sports model I want. Will you take the order down?
Clerk: Sure. Could I have your name and address? Or do you have an account number?
Steve: Well, I might have, but I can't tell you what the number is right now.
Clerk: We can look it up at this end. It doesn't matter. Would you give me your name

and address, then?

Steve: Yes, it's Steve Smith of 31 Green Road, Euston Centre, London NW1 4ER.

Clerk: Sorry, I didn't catch the address. Could you repeat it?

Steve: Yes, it's 31 Green Road. Euston Centre. I'll spell it. E-U-S-T-O-N. London NW1 4ER.

Clerk: So it's for Mr. Steve Brown, 31 Green Road, Euston Centre, London NW1 4ER
And how would you like to pay, sir? By cheque or by credit card?

Steve: I'll pay by cheque, as usual. When can I expect it?

Clerk: It should reach you within three weeks. Let us know if it doesn't. We'll enclose the bill with the bicycle.

Steve: That's OK. Thank you. Goodbye.

Clerk: Thank you for calling. Mr. Brown. Goodbye.

Continue to listen to the third part of this section. About two months later, the City Mail-order Company called Steve Brown about the non-payment of the bill. As you listen, look at the statements and write T if the statement is true, F if the statement is false or N if there is no information given. First you will have some time to look at questions 8-10.

Now listen carefully and answer questions 8-10.

Clerk: City Mail-order Company. May I speak to Mr. Brown?

Steve: Yes, speaking.

Clerk: Good afternoon, Mr. Brown. I'm sorry to disturb you. We don't usually phone customers about overdue payments, but we have, in fact, written to you twice.

Steve: Written to me twice? What on earth about?

Clerk: It's about the bicycle we sent to you. You did get it all right, didn't you?

Steve: Oh, yes, I did. I got the bicycle and I think I've paid for it too.

Clerk: Sorry, Mr. Brown. We haven't received a cheque from you. That's why I'm calling.

Steve: No. I didn't pay by cheque. I asked my bank to make a transfer.

Clerk: Well, there may have been a slip at our end, but according to our records, nothing's come in. Could I ask you to check with your bank and let me know exactly when the remittance was made, you know, date, which bank, how it was transferred and so on. I'm sure we'll be able to trace it then.

Steve: OK, I'll do that. Yes, I think I've got your bill somewhere.

Clerk: We could send you a duplicate if you like.

Steve: Oh yes, would you do that? Then I'll look into it right away.

Clerk: I'm sure you can sort it out.

Steve: Right. Then we'll get a notification from you.

Steve: From me or my bank. I'll see to it. Goodbye then.

Clerk: Thanks, Mr. Brown. Goodbye.

That is the end of Section 1. Now you will have half a minute to check your answers.

Now turn to Section 2.

Section 2

The Student Union is having a meeting to discuss how to help the community. As you listen, complete the summary by writing no more than two words on each line. First you will have some time to look at questions 11-14.

Now listen carefully and answer questions 11-14.

Richard: May I have your attention, please? We're going to start the meeting now. I'm very pleased to see so many people here. You obviously all know that the purpose of this meeting is to discuss how to help the community. Next month, the National Union of Students are running a National Community Week. They've asked us to cooperate in any way we can. The idea is that all students should give up some of their time to help the community.

Student: Surely that's what we do in Rag week. Does that mean we're going to do this sort of thing twice a year?

Richard: No, not really. The scheme is nationwide. It has two aims: to show the public that students are responsible members of society; and to show students ways in which they can give really practical help to the community. The National Union of Students haven't made any suggestions. They want the students in each area to work out their own schemes. And really, that's the purpose of this meeting—to think up some ideas about the sort of help we can give. Let's discuss now. Any suggestions?

It is Saturday morning. A group of students are going to help an old man in the community. As you listen, fill in the gaps numbered 15-17. Now you will have some time to look at questions 15-17.

Now listen carefully and answer questions 15-17.

Kate: Where is Milkman Street? Is it far?

Bob: No, I don't think so. It's somewhere near... Oh, Look there, it's just around the corner. What's the number again?

Kate: Number eight. Mr. Tyler, 8, Milkman Street.

Bob: Careful with those tins of paint.

Kate: I'll knock. The Welfare Office said that they'd written to tell him we were coming.

Bob: The curtains are all drawn. It doesn't look as if there's anyone at home.

Kate: He is probably watching TV.

Bob: He's a long time coming.

Kate: He'll be pleased to see us, I'm sure.

Old Man: Go away! I don't want any.

Bob: Hello, Mr. Tyler. It is Mr. Tyler, isn't it? We're the student volunteers.

Old Man: Engineers? I don't want any engineers. I've got a gas fire.

Bob: No, Mr. Tyler. We've come to do your decorating.

Old man: No, thank you, not today.

Kate: Perhaps you could open the door, Mr. Tyler. We've come to paint your kitchen.

Old man: Well, why didn't you say so?

Bob: We can come again tomorrow if it's inconvenient now.

Old man: No, no, no, it's all right. Don't stay there at the front. Come round the back. I never use the front door—only the back.

As a student volunteer, Diana is going to help an old lady in the community. As you listen, indicate whether the statements are accurate or not by writing A for an accurate statement, I for an inaccurate statement, or ? if there is insufficient information. Now look at questions 18-20.

Now listen and answer questions 18-20.

(*Knock on the door*)

Old woman: Who is it?

Diana: It's the student volunteer.

Old woman: Hello. You're the student volunteer, aren't you?

Diana: Yes. Good afternoon. The Welfare Office told me to come here. My name is Diana.

Old woman: Yes, they wrote to me about this. Come in, please.

Diana: There, isn't that nice and comfy?

Old woman: That's lovely, dear.

Diana: And warm, too. It's really cosy in here.

Old woman: I wish I could get about a bit more—like you young people. I could go and see my son and my grandchildren. They live in Edinburgh, you know. I don't see them often. My son has got a lot of work. I used to go out to work. That was after my husband died. Never worked when I was married, though.

Diana: No?

Old woman: No, never. He used to say 'A woman's place is in the home.'

Diana: Yes, life's like that. I'll just dust these photos.

Old woman: That's him, the one in the middle of the front row. His moustache was lovely. That was taken when he was in the Army.

Diana: He looks very smart.

Old woman: Yes. He was. I can remember it as if it was yesterday. Well, there we are. I want you to read a book to me. You know my eyes are not very good now.

Diana: Where is the book?

Old woman: It's on my desk. It is *Little Dorritt* by Dickens. You know the bit I like? It's on page 201. It describes Little Dorritt's love for her father.

Diana: Ah yes. Here, 'She never left him'. Nice and comfortable? Here, put this shawl round your shoulders.

Old woman: My husband used to read this book to me.

Diana: She never left him all that night. As if she had done him a wrong which her tenderness could hardly repair, she sat by him in his sleep, at times softly kissing him...

That is the end of Section 2. Now you will have half a minute to check your answers.

Now turn to Section 3.

Section 3

In this section you will hear two short talks about animals. Mark is going to talk about the Koala. As you listen, complete the notes with the information you need. Now look at questions 21-29.

Now listen to the first talk and answer questions 21-29.

Presenter: Good afternoon. Today we'll have two students, Mark and Philip, to talk about animals. Mark will be the first. Mark, please get straight down to business.

Mark: Right. As you know Australia has many unique species of animals due to its long geographical isolation, such as kangaroos, wallabies, koalas, wombats, dingoes, possums, platypuses, spiny anteaters and so on. Today I'm going to talk only about koalas.

The Koala is a sluggish, tailless, furry arboreal marsupial. Koalas are different from state to state in colour and build, probably because of differences in climate and diet. In Queensland, for example, koalas typically have a reddish or tawny colour. In New South Wales koalas are greyish with ash-like flecking. In Victoria they tend to be heavily built, with a shaggy coat of a brownish colour. Koalas tend to be solitary creatures. They come together to mate in spring and early summer. At mating time the males are noisy and quarrelsome. Baby koalas are born approximately thirty-five days after conception. Although furless and weighing only 0.5 of a gram, the baby koala climbs into the mother's pouch unaided. Six months later it leaves the pouch. By now the baby koala is fully furred and the mother carries it on her back or cuddles it to her chest for another six months. Normally koalas have single babies and twins are rare. Koalas become mature completely after four years although the female is sexually mature at about two years. Koalas only eat gum leaves and drink no water—the Aboriginal word koala means 'no water'. But of the 500 eucalypt species, koalas eat only about thirteen. The koala's digestive system enables it to survive on a diet of gum leaves which consist largely of fibre with a very low protein content. An adult koala eats around one kilo of leaves each

day. In the wild it is thought that the koala lives for about ten years, although koalas in zoos may live for twenty years. The fully grown female koala measures about 60 cm. Males are bigger, measuring about 80 cm and weighs 13.5 kg. The koala has two 'thumbs' on each forepaw, opposed to three 'fingers'. In climbing, it grips mainly with these, and uses its rear paws for a toe-hold in a swift 'jumping' action. It seems that koala may not always have looked as they do today. A recent discovered fossil jawbone indicates an animal almost twice the size of today's typical koala. Also it may have kept to the ground and even knocked over small trees.

Presenter: Thank you Mark. It's an interesting talk. Koala is my favorite animal. It's lovely and cute. Philip, now it's your turn.

Philip is going to give a talk about giraffe. As you listen, fill in the gaps numbered 30-34. First you will have some time to look at questions 30-34.

Now listen to the second talk and answer questions 30-34.

Philip: Mark has talked about a small animal. I'm going to give you a talk about a very big one. It's the giraffe, a tall, long-necked, spotted ruminant. Male giraffes are usually about six metres tall. Half of the giraffe's height comes from its neck, which is longer than its legs. A baby giraffe is two metres tall at birth. It can stand up by itself within a few minutes and can run well in about two days. A giraffe has big brown eyes which are protected by very thick lashes. Since it lives in parts of Africa which are usually dry with a great deal of dust, the lashes are an important source of protection. It can also cover its nostrils in order to protect its nose. It has two short horns on its head. Like the camel, the giraffe can go a long time without drinking water. One source of water is the leaves which the giraffe eats from trees. Since it is so tall, the giraffe can reach the tender leaves at the top of a tree. Giraffes usually live in small herds and often feed with other animals. Giraffes have two methods of self-protection. If something frightens an adult giraffe, it can gallop away at about fifty kilometres per hour or stay to fight with its strong legs. Well. That's all I know about giraffes.

That is the end of Section 3. Now you will have half a minute to check your answers.

Now turn to Section 4.

Section 4

In this section you will hear a conversation about paper and its use. As you listen to the conversation, answer questions 35-42 by writing no more than three words for each answer. First you will have some time to look at questions 35-42.

Now listen to the conversation and answer questions 35-42.

(Peter and Kate have met in the coffee bar and they are having coffee together.)

Kate: Hi, there. How are you going with your tutorial next week?

Peter: Oh, good. I've decided to talk about paper and its use.

Kate: Fascinating, I'm sure.

Peter: Yes, I think it's an interesting topic. Do you know how much paper you use every year?

Kate: Well, I've never thought about that. I can't answer your question. I suppose you can tell me something about it.

Peter: OK. It'd be a good practice for my tutorial next week.

Kate: How much paper does one person use every year?

Peter: In 1900, the world's use of paper was about one kilogram for each person in a year. Now some countries use as much as 50 kilograms of paper for each person in a year.

Kate: This shows how far advanced the country is.

Peter: You're right. Countries like the United States, Britain, Japan, Germany and Sweden certainly use more paper than other countries.

Kate: I'm very interested in the history of paper. Are you going to talk about it next week?

Peter: Yes, of course.

Kate: Where was paper first made?

Peter: In China. The Chinese first made paper about 2000 years ago. China still has pieces of paper which were made as long ago as that. But Chinese paper was not made from the wood of trees. It was made from the hair-like parts of certain plants. In Egypt and the West, paper was not very commonly used before the year 1400. The Egyptians wrote on papyrus, a kind of paper made from the pith or the

stems of tall aquatic cyperaceous plants. Europeans used parchment for many hundreds of years.

Kate: What was parchment?

Peter: Parchment was made from the skin of certain young animals. They were very strong. We have learnt some of the most important facts of European history from records that were kept on parchment.

Kate: Oh, I see. How about paper in Europe?

Peter: Well, paper was not made in southern Europe until about the year 1100. Scandinavia which now makes a great deal of the world's paper but didn't begin to make it until 1500. It was a German named Schaeffer who found out that the best paper could be made from trees. After that Canada, Sweden, Norway, Finland and the United States became the most important in paper making. They are forest countries. Today Finland makes the best paper in the world and the paper industry of the country is the biggest in the world. New paper-making machines are very big, and they make paper very fast. The biggest machines can make a piece of paper 300 metres long and six metres wide in one minute.

Kate: Oh my goodness. That's amusing.

Peter: What are the uses of paper?

Kate: Paper is used for newspapers, books, writing paper, envelopes, wrapping paper, paper bags ...

Peter: Yes. Only half of the paper that is made is used for books and newspapers. Have you got an idea about other uses of paper?

Kate: No, I'm afraid not.

Peter: There are many other uses. Paper is very good for keeping you warm. Houses are often insulated with paper. You have perhaps seen homeless people asleep on a large number of newspapers.

Kate: Yes, I have. So they are insulating themselves against the cold.

Peter: You are right. In Finland, it is very cold in winter. It is sometimes 40 degrees below zero Centigrade. The farmers wear paper boots in the snow. Nothing could be warmer.

Kate: Oh, that's unbelievable.

Peter: Now more and more things are made of paper. We have had paper plates, cups and dishes for a long time. But now we hear that chairs, tables, and even beds can be made of paper. With paper boots and shoes, you can wear paper hats, paper dresses, and paper raincoats. When you have used them once, you throw

them away and buy new ones. You know the latest in paper seems to be paper houses. These are not small houses for children to play in, but real, big houses for people to live in. You can put one up yourself in a few hours, and you can use it for about five years.

Kate: Fascinating!

Peter: People have made paper boats, but they have not yet made paper planes or cars. Just wait, they probably will.

Kate: Well, I'm sure your tutorial will go really well.

That is the end of Section 4. Now you will have half a minute to check your answers.

This is the end of the listening test.

模拟试题十一
Practice Test (Version Eleven)

Instructions :

You will hear a number of different recordings and you will have to answer questions on what you hear. There will be time for you to read the instructions and questions, and you will have a chance to check your work. All the recordings will be played once only. The test is in four sections. Write all your answers in the listening question booklet. At the end of the test you will be given ten minutes to transfer your answers to an answer sheet

Now turn to Section 1

Section 1

You are going to listen to a conversation between Tom and Mary. Look at questions 1-9.

Now listen to the conversation and answer questions 1-9.

Tom: Hi, Mary, Where are you going?

Mary: To the bookstore. Would you like to go there with me, Tom?

Tom: I'd love to. What do you want to buy?

Mary: Some course books.

Tom: Well, here we are. Now, reference, literature, science...

Oh, what kind of course books do you want?

Mary: Well, I'm thinking of buying some study skills for writing.

Tom: I see. I wonder what section is it? Oh, I see them. It's over there.

There are so many books about writing. Did you have any particular one in mind?

Mary: Er ... Tim recommended that Jordan's Academic writing course is good.

Tom: Is it this green one?

Mary: Let me have a look. Yes, it is by R. R Jordan. I'll take this one.

Tom: How about Writing Letters?

Mary: Oh, no, it's too simple. I think this one, Write Ideas looks good.

Tom: Let me have a look. It's an intermediate course in writing skills.

Is it too simple for you?

Mary: I don't think so. I'm really have some problems when I write essays so, perhaps, I should start from this intermediate one to improve my writing. Tom, do you want to buy something here?

Tom: I don't know. I was just having a look at these grammar books. I bought one, Practical English Grammar last Monday.

Mary: Did you? I have that one too. It's very useful, everybody says it's good.

Clerk: Can I help you now?

Mary: Yes, I want these two books. How much is it all together?

Clerk: Let me see. This is 42 pounds and that is £ 36... all together £ 78.

Mary: Oh, it's very expensive. Is there any chance of getting a discount?

Clerk: Er... are you a student?

Mary: Yes, here is my student card.

Clerk: Well, we normally give students 15% off so that would bring it down to... let's see... £ 78 less £ 11.7... £ 66.3.

Mary: Here is £ 70.

Clerk: Good, here is your change.

(Tom and Mary leave the bookstore .)

Tom: I'm a little thirsty now. Shall we go to somewhere to have some coffee?

Mary: Yes, I'd love to. There is a very good one near here. Let me think what is called? ...Er...

Tom: You see, there are two coffee shops over there. Which one is it?

Mary: I think it's the one opposite the bank, on the High Street.

Harison's, that's the one we want.

Tom: Let's go there. Yes, I think I went to Harison's once. It has really good coffee.

Mary: Yes, it is a good coffee shop and the price is reasonable too.

(Tom and Mary are in the coffee shop .)

Mary: It is really good coffee and I feel much better now. By the way, Tom, have you found your accommodation yet?

Tom: Yes, Two weeks ago, my friend Sue told me that one of her flat mates moved out to Oxford so there was a vacant room to let. I moved in last Friday. It's a very big house and it's very close to our school.

Mary: It sounds good. How many people live in that house?

Tom: Let me see. There is an American couple, Maria and Eric. They study arts in London University, and one Italian girl, her name is Margaret, studies Economics, then Sue and me so altogether five people are in the house.

Mary: Is Sue still studying English in the training course?

Tom: No, she has finished her course already. Now she is studying music in London University.

Mary: I see, how about your computer course, Tom?

Tom: Oh, it's very good and I enjoy the course very much.

That is the end of Section 1. You will have half a minute to check your answers .

Now turn to Section 2

Section 2

First You are going to listen to the continued conversation between Tom and Mary. They talk about rock stars. Now look at questions 10-13.

Now listen to the conversation and answer questions 10-13.

Tom: Hi, Mary. Do you like music?

Mary: Yes, very much, especially classical music.

Tom: Do you like rock music, Mary?

Mary: No, I think it's too noisy. Do you like rock music?

Tom: Yes, I do. You know rock stars play exciting music and they always wear unusual clothes. I often go to their concerts.

Mary: Oh, do you? I don't understand why rock stars are so famous?

Tom: Oh, it's because of their fans that rock stars are famous and earn a lot of money. You know their fans go to their concerts, buy their records and wear the same kind of clothes.

Mary: I see. Did you watch TV last night?

Tom: No, I didn't. I went to a concert last night and got back home very late. What was on?

Mary: Zed Hawks was interviewed on TV last night.

Tom: Really, he is one of my favorite stars. He is world famous and he is also very rich. At least I suppose so. He has given concerts in twelve countries and sold over twenty million records.

Mary: Yes, you are right. He owns three magnificent houses, five cars And a private plane too.

Tom: What did he say on the TV interview ?

Mary: He didn't say anything. During the TV interview Anita Lyons suggested that Zed should behave better because his fans imitate him.

Tom: Yes, go on.

Mary: He reacted very angrily, and walked out. The interview lasted less than two minutes.

Tom: I was disappointed when I heard this. He really behaved badly. You know like politicians and film stars, rock stars need the public. They earn their money from the public. So why shouldn't the public criticize them? I'm not saying that famous people should always behave well. What I am saying is that they shouldn't complain when they are criticized. If they do, they will lose their fans. I'm not a fan of Zed Hawks any more.

Tom and Mary go to the afternoon talk about music. Now look at questions 14-20.

Now listen to the talk and answer questions 14-20.

For us today, there is a wide variety of music available to listen to and enjoy. The styles are many, and each reflects the time in which it was composed. Modern music also has many forms, ranging from popular music, jazz, rock, and contemporary orchestral music. The music of our age reflects our values, culture history, politics and way of life. Music and art reflect many aspects of the eras in which they were created. In today's lecture I'd like to talk about a famous composer—Wolfgang Amadeus Mozart.

Mozart was born in Salzburg, Austria, and is reputed to have been the most naturally gifted musician that ever lived. At the age of six, a child prodigy, he could play the violin, piano and was already composing his own music. His father, also a musician, knew of his son's extraordinary musical gift when he was only four years old. Making full use of his son's talent, he paraded young Mozart through all the courts of Europe to entertain the nobility and show off his son's greatness.

When Mozart grew up, he took a job in Salzburg as a church musician. However, he quickly grew to dislike this work and left the post to move to Vienna. In a short time, he fell in love with a woman named Contanze Weber.

Despite his musical genius and no lack of commissions to keep him employed, Mozart's financial situation was not good. Although he was undoubtedly the greatest musician of his time, he failed to get a court appointment like other inferior musicians who were around him. As a result, he remained very poor. But nevertheless, he was still able to compose some of the best music in history.

Towards the end of his life, a mysterious visitor commissioned him to write a Requiem, or funeral mass. The visitor came wearing a mask, and to Mozart, he seemed like a ghost coming to commission him to write his own funeral mass. The truth behind the mysterious man is that he was the servant of an eccentric nobleman who wanted to steal the piece of music for the funeral of his wife. The reason behind the mask and the mystery was that the nobleman planned on claiming the work as his own. Mozart never finished the Requiem Mass. At the age of only 35, he died before being able to complete it.

At the time of Mozart's death, he was still very poor. His wife could only afford a cheap funeral. Mozart's body was dumped in a common pauper's grave. To this day, the whereabouts of his grave is unknown.

Mozart was unique in that he composed music in his head. While he would be writing down one piece, another would be developing in his mind. Part of Mozart's greatness and eternal appeal is that, like none of his predecessors, his music is filled with emotion-filled harmony, personal musicianship, effortless handling of technique, rich imagination and colour. Operas before him dealt with heavenly beings, demons, and figures outside the realm of every day life. Mozart's operas are different in that they deal with real life. People could relate to the content of the musical dramas that they were seeing. One of his greatest and most famous operas is Don Giovanni. Don Giovanni is the main figure in the opera. He is a man who takes immense pride in seducing great numbers of woman. We will take a closer look at the opera in the next lecture.

That's the end of Section 2. You now have half a minute to check your answers.

Now turn to Section 3.

Section 3

In this section you will hear two talks about London's parks and some interesting places. Look at the forms and fill the missing information in the correct boxes. Look at questions 21-33. Note the examples that have been done for you.

Now listen to the first talk and answer questions 21-25.

Here are some figures for the number of tourists visiting the Royal Parks. The Royal Parks are the property of the crown and were originally the grounds of Royal homes or palaces. In central London these include Hyde Park—originally a hunting forest belonging to Henry VIII. It now consists of 340 acres of trees and grass intersected by paths, with boating and swimming on the Serpentine Lake and horse riding in Rotten Row. Hyde Park is one of the most popular attractions. In 1990 almost 20,000 people visited the park.

Kensington Gardens are formal gardens covering 274 acres and containing Kensington Palace. There you can visit the Round Pond, the Albert Memorial and the statue of Peter Pan, the famous fairy-tale figure created by Barrie. About 10,000 people visited the park in 1990.

Regent's Park was also part of Henry VIII's hunting forest in the 16th century. Today it contains the London Zoo, a boating lake, the Regent's canal and an open-air theatre. It is one of the most popular attractions with over 25,000 visitors each year. The number of visitors to Regent's Park increased after a children's zoo was opened, resulting in a sharp rise from 25,000 to 32,000 in 1990.

Listen to the second talk and answer questions 26-33. Tick the relevant boxes in each column. First look at questions 26-33.

Now listen to the second talk and answer questions 26-33.

There is so much to see and to do in London. It's hard to know where to start, so in order to help you, we've listed the major attractions, places of interest and museums in

inner London. If it's open to the public tick in the table, if not make a cross in the correct column.

The Barbican Center is a very good place to visit. It has excellent facilities for a wide range of cultural activities all under one roof, concerts, plays, art exhibitions and films. Home of the world-famous London Symphony Orchestra and the Royal Shakespeare Company, it also offers informal events and performances at lunch time, early evening and at weekends. It is open from nine o'clock in the morning until eleven o'clock at night. Mondays to Saturdays from noon to 11 p.m., Sundays and public Holidays. For performances telephone 01-6384141 Ext. 218. The underground stations are Moorgate and Barbican.

Madme Tussaud's is the place where wax figures of famous and infamous people can be found. It is open daily from 9:00 a.m. to 5:30 p.m. including weekends. The underground station is Baker Street.

St. James' Palace is at the corner of St. James' Street and Pall Mall. It is a Royal Palace within walking distance of Piccadilly Circus, and is not open to the public. The Chapel is open to the Public for the Sunday morning service at 11:15. You can get off at Green Park underground station.

The Museum of London illustrates the history and topography of London from prehistoric times to the present day. Admission is free, opening times Tuesdays to Saturdays from 10 a.m. to 6 p.m., Sundays 2 p.m. to 6 p.m. You can get off at St. Paul's, Barbican and Moorgate underground stations.

Buckingham Palace is the London home of the queen. When the queen is in residence the Royal standard is flown from the flagstaff. It is generally not open to the public. However, visitors are admitted to the Queen's Gallery. The underground stations are Victoria, St. James' Park and Green Park.

You are welcome to London and we hope you have an enjoyable time here. Thank you.

That's the end of Section 3. You now have half a minute to check your answers.

Now turn to Section 4.

Section 4

You will hear a talk about soil. Look at questions 34-42.

Now listen to the talk and answer questions 34-42.

Hello, and welcome to today's lecture. Today we turn our attention to the soil. As you know soil is made up of stones, sand, clay and loam. It also contains air and water. Stones are small pieces of rock. They are larger than the other parts of soil. The stones in the soil are of all shapes and sizes.

When stones break up, they form grains of sand. The soil on the beach is mainly made up of sand. Since the grains of sand are quite big, there are many large spaces between them. Air is found in most of these spaces. Sometimes water too is found in these spaces. But water can run through these spaces very quickly. When water runs through, the sand becomes dry again. If you pick up some sand between your thumb and your fore-finger, you can feel the size of the grains.

Clay is made up of very small grains or particles. These particles are so small that we can hardly see them. They lie very close to each other. The spaces between them are very small. They do not contain much air. If you pick up some dry clay, it feels powdery. Wet clay is sticky and dries very slowly. This is because water does not run through it quickly. Clay holds the water back.

Loam is a mixture of clay and sand. It also contains humus. Humus is made up of pieces of dead animals and plants. Loam is the best type of soil because it contains air, water and humus. Humus is important for plant growth. It also has many types of salts. Plants use these salts for making food. Loam does not become as dry as sand or as wet as clay. The soil in most gardens is made up of loam.

Besides of these things, soil also contains living things. Plants live on the surface of the soil but their roots are found in the soil. Animals live on the surface of the soil and inside it.

Now let us talk about the life in the soil. When you look at the soil in your garden, you may think that there is no life in the soil. But you are wrong. If you examine the soil closely, you will find that there are things living in it. There are many types of animals and plants living in the soil.

Some plants and animals living in the soil are so small that we cannot see them, because of this, we say they are microscopic. Germs or microbes are microscopic forms of life. Many germs live in the soil. Some of these germs can cause diseases. Others are useful because they live on dead animals and plants. Besides germs, there are other thread-like plants called algae living in the soil. Microscopic animals called protozoons are also found in the soil.

There are many insects living in the soil. Some of them, like white ants and mole crickets, live in the soil throughout their lives. Others only live in the soil when they are adults. Insects, like grasshoppers, dig holes in the soil and lay their eggs in these holes. Many types of ants live in the soil. Some insects which dig into the soil have legs which are specially made for digging. The mole cricket is such an insect. Most of the insects living in the soil eat dead plant parts like dried leaves. Loam is the best soil for them because it contains a lot of dead plant parts.

Other animals like centipedes, scorpions and millipedes also live in the soil. Centipedes and scorpions live on other small animals which they kill with their poison. Millipedes live on dead plant remains. All three types of animals are very useful to plant life.

Many different types of worms live in the soil. They are earthworms, round-worms, sand-worms and flatworms. Rats, moles and rabbits are animals which make their homes in the soil also. We'll discuss these animals in our next talk. Thank you.

That's the end of Section 4. You now have half a minute to check your answers.

This is the end of the listening test.

模拟试题十二

Practice Test (Version Twelve)

Instructions :

You will hear a number of different recordings and you will have to answer questions on what you hear. There will be time for you to read the instructions and questions, and you will have a chance to check your work. All the recordings will be played once only. The test is in 4 sections. Write all your answers in the listening question booklet. At the end of the test you will be given ten minutes to transfer your answers to an answer sheet.

Now turn to Section 1.

Section 1

Miss Wang is going to register for her First Year Social Science course. As you listen, fill in the gaps numbered 1-6. First you will have some time to look at questions 1-6.

Now listen carefully and answer questions 1-6.

Wang: Good morning. I'm here to register for the First Year Social Science course.

Secretary: I'll just have to fill out this form for our records. What's your name?

Wang: It's Wang Pearl.

Secretary: Excuse me? Is Pearl your last name?

Wang: No, it's my first name. My family name is Wang.

Secretary: Can you spell that?

Wang: Sure. Pearl, P-E-A-R-L. Wang, It's spelled W-A-N-G.

Secretary: OK. Pearl Wang. What's your address?

Wang: It's 4832 Kent Road.

Secretary: Can you please repeat that?

Wang: Kent, K-E-N-T. 4832 Kent Road, Flat number 301.

Secretary: All right. And your telephone number?

Wang: I haven't got the phone on yet. I'm still looking for an accommodation which should be somewhere near the school.

Secretary: OK, well. Please let me have the number once the phone is connected and I'll make a note here to be advised. And your course?

Wang: First Year Social Science Course.

Secretary: Social Science Course.

Wang: May I have the timetable?

Secretary: Yes, here it is. You'll have Dr. Hill's lectures at nine-thirty Monday morning and also Thursday morning at ten-thirty.

Wang: How long do they last?

Secretary: An hour.

Wang: Which rooms are they in?

Secretary: The Monday morning lectures take place in Room 101. The Thursday ones are in Room 215.

Wang: Thank you.

Pearl wants to find an accommodation near her school. She saw an advertisement in the local newsagent's and telephoned immediately. As you listen to her phone call, answer the questions by circling the correct letter. First look at questions 7-10.

Now listen to the phone call and answer questions 7-10.

Sue: 467 931. Sue Jones speaking.

Pearl: Oh, hello. My name is Pearl Wang. I'm ringing about the flat.

Sue: Oh, yes. You saw my ad in the newsagent's window, did you?

Pearl: That's right. Could you tell me something about the flat?

Sue: Well, this is a two-bedroom flat, one big room and one a bit smaller, but it's quite nice. The rent is more than I could afford, so I've decided to find someone to share the flat with me.

Pearl: Oh, I see. May I have my own bathroom?

Sue: Yes. There're two bathrooms. There's quite a big sitting room and a kitchen. The flat is an upstairs flat—on the top floor of the house. You know the landlady lives downstairs.

Pearl: And the central heating, is there?

Sue: Yes. Gas central heating.

Pearl: Er . . . what about the rent? How much is it exactly?

Sue: Well, I pay ninety pounds a week.

Pearl: Ninety pounds!

Sue: Yes, but I thought I would pay fifty pounds and ask the other person to pay forty. Because, you know . . . er . . . I've got the big bedroom. That seems only fair.

Pearl: I suppose so. What do you do?

Sue: Work at the Globe Travel Agency. I'm from Australia and came here three months ago. What about you? What do you do?

Pearl: I'm studying, actually at the Polytechnic, Social Science. I'm from China.

Sue: Sounds interesting. Look, why don't you come round and see the flat. Then you can make up your own mind. It's better than trying to talk about it over the phone.

Pearl: Yes, May I come round and see it in the afternoon?

Sue: Well, actually, it's a bit difficult for me this afternoon. I've got to go out.

Pearl: How about this evening? At about seven o'clock?

Sue: Yes. Seven would be fine for me.

Pearl: What's the address?

Sue: 27 Park Road.

Pearl: Oh, I know Park Road. It's quite near where I study. See you tonight. Goodbye.

Sue: Bye.

That is the end of Section 1. Now you will have half a minute to check your answers.

Now turn to Section 2.

Section 2

In this section you will hear a conversation between Pearl and Jill. They have met on the campus. As you listen to the conversation, write down the places they are going to in the table. First you will have some time to look at questions 11-15.

Now listen to the conversation and answer questions 11-15.

Pearl: Hi, Jill. How are you?

Jill: Pearl! Hello. How are you?

Pearl: Kind of tired. I've just moved in a new flat.

Jill: Really? What's your flat like?

Pearl: Oh, it's a two-bedroom flat. I share it with an Australian girl. My bedroom is small. But it's nice. The walls are pink in colour and the ceiling is white in colour. The curtains are dark red velvet. I have a desk by the window and a small white dressing table near my bed. The carpet is red and black in diamond shape. I've got a wardrobe and an old chair.

Jill: How nice it is? I must go to see it some day. Listen, I have a lot to tell you, but I don't have time now. I have to go to the bank, and I'm kind of late. Then I have an appointment at the local Employment Office. I'm going to look for a job. Say why don't we meet for lunch?

Pearl: Lunch? Great idea, but ... well, thanks, I can't. I have a noon meeting at school. But listen, where are you going to be after lunch? We'll meet for coffee at 2:30. OK?

Jill: Hmm ... wonderful idea. But at 2:30? Um ... wait a minute. That's no good for me. I have to mail a lot of letters and packages at the post office. And then I'm going to the department of motor vehicles. I need a new driver's license. But look ... how about later?

Pearl: Terrific. Let's see. Uh ... I'll be at the library about 4:00. A classmate is going to meet me there. See, we're going to study for a test together. But ... Let me think. How about dinner together?

Jill: Sorry, but that won't work. A friend is going to take me out to dinner. Then I'm going to the community centre. I take an exercise class there. Do you want to come?

Pearl: No, I have to wait for a telephone call at home. It's kind of important. Well, I am free tomorrow evening.

Jill: What a surprise! So am I. Shall we go out to eat?

Pearl: That's fine. Shall we meet here at 7 o'clock?

Jill: Good. I'm kind of in a hurry right now. See you tomorrow.

Pearl: See you. Bye.

Jill wants to go to the Bank and she asks the directions. As you listen, look at the map and circle the correct letter. First look at question 16.

Now listen carefully and answer question 16.

Jill: Excuse me. Could you tell me the directions to the Midland Bank?

Man: Yes. It's a little bit of a drive from here. It'll take you about ten minutes. Drive down Bath Street as far as the second set of traffic lights. Then you turn left and the bank is at the end of the street on the right. In fact it's on the corner of Oak Street and Polar Street.

Jill: I see, drive down Bath Street, turn left at the second traffic lights into Oak Street and the bank is at the end of Oak Street on the right.

Man: That's it. You can't miss it.

Jill: Fine. Thank you.

Man: You're welcome.

Jill goes to the Bank and the Post Office. As you listen, look at the statements and write T if the statement is true and F if the statement is false. First you will have some time to look at questions 17-19.

Now listen carefully and answer questions 17-19.

(Jill is in the Bank.)

Jill: I want to deposit these checks, please.

Teller: OK. Don't forget to sign them on the back. You'll want to fill out a deposit slip.

Jill: All right. And I'll need one hundred pounds in cash.

Teller: What bills do you want?

Jill: Tens and twenties will be OK. And will you please tell me my bank balance?

(Then Jill goes to the Post Office. She's in the Post Office now.)

Jill: I have to pick up a letter and mail these packages, please. Here is the notice for the letter.

Clerk: Just a moment, please. I'll get it. Here you are. I'm going to need to see some identification. And will you sign this form, please?

Jill: Uh-huh.

Clerk: And are you going to certify these packages? Would you like to register them? Will you insure them?

Jill: Uh . . . will you explain that, please?

Clerk: Well, the receiver will have to sign for registered mail. And you can ask for a return receipt. That means we send you a notice of delivery.

Jill: OK. I want to register them and insure them too.

In the evening, Pearl and Jill are having dinner in a restaurant. As you listen, tick the boxes of the food Jill and Pearl have ordered. Now you will have some time to look at question 20.

Now listen carefully and answer question 20.

Waiter: Can I take your order, please?

Jill: Um . . . just a minute. Can you help me? It says 'Chili . . .' here on the menu?

Waiter: Oh, Chili is a kind of soup—with beans and meat.

Jill: I see. Pearl, would you like to have some soup?

Pearl: No, I don't want that. How about a steak and potatoes?

Jill: All right. Two steaks and potatoes.

Waiter: Two steaks and potatoes. How do you like steak?

Pearl: What do you mean?

Waiter: How do you want your steak? Well-done, medium, or rare?

Jill: Oh, please cook it well.

Pearl: Yes, well-done.

Waiter: OK. What kind of potatoes? Baked or French fries?

Jill: Baked, please.

Waiter: Two baked potatoes. How about an order of vegetables with that? Carrots? Beans? Or a salad?

Pearl: Two salads, please.

Waiter: Anything to drink?

Jill: What do you want, Pearl? Milk, coffee or tea?

Pearl: I prefer tea. How about you?

Jill: Coffee for me, please.

Waiter: OK. One coffee and one tea. Do you want some dessert?

Jill: How about ice creams, Pearl? That's my favorite.

Pearl: All right. Two ice creams.

Waiter: Anything else?

Jill: No, that's all.

That is the end of Section 2. Now you will have half a minute to check your answers.

Now turn to Section 3.

Section 3

Mr. Bob Ross called while Mr. David Morris was not in the office. His secretary answered the phone and took a message for him. As you listen to the phone call, look at the message form and fill in it with the information you need. First you will have some time to look at questions 21-26.

Now listen carefully and answer questions 21-26.

Secretary: Mr. Morris's Office. Good afternoon.

Bob Ross: Good afternoon. May I speak to Mr. Morris?

Secretary: I'm afraid he is not in at the moment. Who is calling?

Bob Ross: This is Bob Ross of the Sales Association speaking.

Secretary: Sorry, I didn't catch your name.

Bob Ross: Bob Ross. R-O-S-S. Do you have any idea what time he'll be back?

Secretary: No, I don't, Mr. Ross. Would you like to leave a message?

Bob Ross: Yes. Will you tell Mr. Morris that I talked with Bill Smith in London this morning...?

Secretary: Bill Smith?

Bob Ross: That's right. Bill told me that they are planning to have a sales meeting in Birmingham, on the 12th, 13th, and 14th of May.

Secretary: Yes, I have that... Birmingham, May 12th, 13th and 14th.

Bob Ross: Right. And tell him that Bill said that they would like to have Mr. Morris speak to the group on the morning of the 12th.

Secretary: They want Mr. Morris to speak to the group...?

Bob Ross: Yes. At 9 o'clock on the morning of the 12th. There will be about eighty people in the group.

Secretary: I see... Mr. Morris will be speaking to a group of about eighty people...

Bob Ross: Yes. About eighty salesmen, from all over the country. And they'd like him to describe the new marketing plans.

Secretary: Where is the meeting to be held?

Bob Ross: At the Grant Hotel.

Secretary: Anything else . . . ?

Bob Ross: No, that's the message.

Secretary: May I have your phone number? Just in case.

Bob Ross: Yes. That's 805 7492. Thank you very much.

Secretary: You're welcome. Mr. Ross. I'll give Mr. Morris the message as soon as he comes back.

(Five minutes later Mr. Morris comes back.)

Mr. Morris: I'm back. Did I have any calls?

Secretary: Yes. Mr. Hill called. He didn't leave a message. He said he'd call back tomorrow morning. And . . . James Turner called twice. He's anxious to talk with you. He'd like you to call him as soon as you can . . .

Mr. Morris: Did he leave a number?

Secretary: Yes. Here it is. And Mr. Ross called just a few minutes ago.

Mr. Morris: Did he want me to call him back?

Secretary: No. He left a message for you. Here it is.

Mr. Morris called James Turner as soon as he came back. As you listen, complete the notes by writing no more than three words on each line. Now you will have some time to look at questions 27-30.

Now listen carefully and answer questions 27-30.

James Turner: 156 2488

David Morris: Could I speak to Mr. Turner, please?

James Turner: Speaking.

David Morris: Oh, it's you, James, is it? David here.

James Turner: Oh, Hello David.

David Morris: My secretary told me you had called twice. Is there anything important?

James Turner: Yes. It looks as if I won't be able to keep the appointment we made.

David Morris: That was to be on Thursday, wasn't it?

James Turner: Yes, I'm so sorry. My uncle is arriving from America that afternoon and we're having a party in the evening. You know, a big family party.

David Morris: I see.

James Turner: But could we meet on Friday or Saturday? Or would you prefer the beginning of next week?

David Morris: Afraid I'm tied up at the weekend. And . . . let me just check . . . Monday would be all right, I think.

James Turner: Monday's OK for me too.

David Morris: Oh good. Shall we say the same time as we arranged? Could you come here at 11 o'clock? I'll show you round our place, we could have lunch together and work out the terms of our contract in the afternoon.

James Turner: Yes, fine. I'll just note it down in my diary. That's Monday, 24th April. Right, I'll be at your place at 11 o'clock. Hope I haven't messed up your arrangements too much.

David Morris: Oh no, these things happen, don't they? See you next Monday. And have a nice weekend.

James Turner: Thanks. You too, David. Bye.

That is the end of Section 3. Now you will have half a minute to check your answers.

Now turn to Section 4.

Section 4

In this section you will hear a conversation between Fred and Liz. They are talking about sleep and dreams. As you listen, answer the questions by writing no more than three words for each answer. First you will have some time to look at questions 31-40.

Now listen to the conversation and answer questions 31-40.

Liz: Hello Fred. You don't look so good. What's the matter?

Fred: I just didn't have a good sleep. It seemed I dreamed all night. Do you dream a lot when you sleep?

Liz: Yes. In fact everybody dreams. And everyone needs to dream in order to stay healthy. There are two kinds of sleep, active sleep and passive sleep. The passive sleep gives our body the rest that is needed, and prepares us for active sleep in which dreaming occurs. The dream stage is very important in our sleep cycle. When the person is dreaming, the eyes begin to move. Through the night, people alternate between passive and active sleep. The cycle is repeated several times

throughout the night.

Fred: Do you know how long people usually dream during eight-hour sleep?

Liz: For about one and a half hours on average. So we need active sleep because dreaming helps us to rest our minds.

Fred: I see. All people experience dream cycles.

Liz: Can you remember dreams? What did you dream last night?

Fred: Oh yes. It was terrible. I dreamed that I was chased by someone or something. I don't remember very well. So I was running all the time.

Liz: This is a very common type of dream. Over 70% of people have dreamed that they were being chased or pursued by something and often in the dream they find themselves unable to flee for one reason or another. These often occur during periods of great anxiety and may be related to frustrating situations which are frequently occurring in their waking life. Anxiety dreams are amongst the most common types reported and are particularly common amongst women (78%). Only 63% of men experience them.

Fred: How about dreams of violence?

Liz: Dreams featuring scenes of violence are much more common amongst men (50%) than amongst women (44%). The differences are not very great. Perhaps men are simply more likely to talk about violent things and it must be remembered that women are often the most ardent fans of TV westerns and wrestling programmes.

Fred: Are there any more kinds of dreams that men experience more than women?

Liz: Yes. When people are tight in finances, they often have dreams which involve finding coins showering from a slot machine or picking up money from the ground. About a quarter of men have had this kind of dream, but only 15% of women. This probably relates to the fact that money matters are more likely to preoccupy the male than the female.

Fred: Do you sometimes have dreams about falling?

Liz: Yes. It is a common type of dream too. Dreams about falling are very common with about 75% scoring average. The most frequently reported is one in which typically one trips over something, stumbles or falls and wakes up with a jump.

Fred: How do you explain this?

Liz: Psychologists now believe that these dreams do not have any great emotional significance, but are merely due to muscular spasms which take place on the threshold between consciousness and sleep. Well, dreams about flying or floating in the air are often considered to be related to an unconscious wish to escape from something. They are in fact about reported by about 50% of dreamers. Dreams about the sea are also common. Women (40%) are far more likely to experience

than men (27%).

Fred: What other kinds of dreams women experience more than men?

Liz: Dreams about famous people. Women are more likely to dream about famous people, politicians, pop stars, film stars and the like (33%) than men (27%). One very common dream, which almost certainly falls into the wish fulfillment category, is when people report that they are actually meeting famous people in their dreams.

Fred: What do you think of the recurring dreams?

Liz: Recurring dreams are very common too. 70% of people reporting them on average. In most cases recurring dreams are of a vaguely unpleasant kind and are almost certainly caused because the individual has a problem of a significant kind which he is unable to resolve in his waking life. The solving of this problem almost always leads to the disappearance of the recurring dream. Women are more likely to have recurring dreams than men.

Fred: That's so interesting. Well, what causes people to have bizarre dreams, such as dreams about the loss of teeth?

Liz: Oh, some psychologists believe that it's a memory dream, referring back to that significant period in your baby life when teeth fell out. Another explanation is that you are suffering from low level toothache which is not enough to get through to the conscious mind but which trickles through into your dreams.

Fred: Do you believe that dreams about the future will come true?

Liz: Well, dreams about the future which come true are very frequently reported though it is fair to say that scientists are very doubtful about whether these are simply coincidence or genuine peeps into the future. Almost 30% of people believe that they have had at least one such dream.

Fred: That's so instructive. You are an expert in this field. Liz, how do you know so much about dreams?

Liz: Don't you remember that I'm majoring in psychology? I have done some research on the topic 'Sleep and Dreams'.

Fred: Thank you so much.

That is the end of Section 4. Now you will have half a minute to check your answers.

This is the end of the listening test.

答 案

模拟试题一

- | | | | |
|------------------------|-------------------------|-------------------------|-------------------------|
| 1. stories | 2. factual | 3. In one section | 4. Dewey Decimal System |
| 5. to use | 6. index | 7. stored | 8. a title |
| 9. a subject | 10. facts | 11. Atlases | 12. annually |
| 13. F | 14. T | 15. F | 16. T |
| 17. recall them easily | 18. the middle | 19. once a week | 20. expressing |
| 21. your writing | 22. have | 23. to get | 24. to explore |
| 25. A, D | 26. B, D | 27. B, C | 28. choose |
| 29. informed | 30. read | 31. dealing with | 32. are related |
| 33. ✓ | 34. about 25 | 35. Mon.-Fri. 3:00-6:30 | |
| 36. 18-25 | 37. 2 foreign languages | 38. N | 39. £ 67/week |
| 40. school-leaver | 41. £ 76/week | | |

模拟试题二

- | | | | |
|----------------------------------|--------------------------------|----------------------------------|------------------------------|
| 1. Film | 2. 7:30 | 3. football, England vs. Germany | 4. What Do You Think |
| 5. ITV | 6. 9:30 | 7. T | 8. N |
| 9. F | 10. T | 11. B | 12. C |
| 13. C | 14. F | 15. N | 16. T |
| 17. A | 18. C, D | 19. C | 20. Much busier |
| 21. Colder | 22. Mountainous | 23. More crowded | 24. Earthquakes, pollution |
| 25. Reserved and cold. | 26. More relaxed. | 27. Healthy, too bland. | |
| 28. Yes, cooler/beautiful. | 29. spring and autumn | 30. not very open | |
| 31. easier / more efficient | 32. once a year | 33. French / Greek / Spanish | |
| 34. Afro-Asiatic | 35. Arabic | 36. Middle East | 37. Central and South Africa |
| 38. Sino-Tibetan | 39. Chinese, Vietnamese / Thai | 40. Hawaiian | |
| 41. Islands / Indonesia / Hawaii | | | |

模拟试题三

- | | | | |
|----------------------|------------------------|----------------------|---------------------|
| 1. Teacher | 2. Tennis. | 3. At 4:00 tomorrow. | 4. BA 207. |
| 5. Take mother home. | | 6. No. | 7. B |
| 8. 500 | 9. 144 | 10. 978 km/h | 11. the same |
| 12. 58 million | 13. 1/4 of population. | 14. Elderly people. | 15. Fish and chips. |
| 16. sensational | 17. analytical | 18. F | 19. T |
| 20. T | 21. F | 22. T | 23. 400 readers |

- | | | | |
|-------------------------|-----------|--------------------|----------------------------|
| 24. 100,000 | 25. three | 26. 3 weeks | 27. C |
| 28. B, D | 29. C | 30. T | 31. F |
| 32. F | 33. 1932 | 34. in a state | 35. interest in government |
| 36. cheerful confidence | | 37. the unemployed | 38. farm-relief |
| 39. F | 40. F | 41. T | |

模拟试题四

- | | | | |
|--|------------------|-------------------------|------------------------|
| 1. A | 2. A, D | 3. C | 4. A |
| 5. Ranks. | 6. Files. | 7. Diagonals. | 8. Yes. |
| 9. T | 10. N | 11. T | 12. F |
| 13. C | 14. A | 15. B, D | 16. Union activities |
| 17. one Welfare tutor | | 18. Michael Andrews | 19. Final / last |
| 20. Chairman of Social Science Society | | 21. In debt / financial | 22. One hundred pounds |
| 23. Resign as Chairman. | | 24. Sell his car. | 25. making tests |
| 26. mini/micro computers | | 27. screen | 28. reading |
| 29. A | 30. I | 31. ? | 32. B, C |
| 33. examination | 34. Master, PH.D | 35. MA, MSc / MBA | 36. Honorary |
| 37. distinguished people | | 38. Objective | 39. Subjective |
| 40. True-false | 41. Interviews | | |

模拟试题五

- | | | |
|----------------------|---------------------------|--|
| 1. Mrs. Dustan | 2. Mechanical Engineering | 3. 1998 |
| 4. MBA Program | 5. TOEFL | 6. 600 |
| 8. 6.5 | 9. November or December. | 7. IELTS |
| 11. \$4500/year. | 12. Top 5 students. | 10. 20. |
| 15. guarantee | 16. success | 13. No. |
| 19. F | 20. T | 14. eager |
| 23. England | 24. friends | 17. competition |
| 27. patient | 28. B, C | 18. F |
| 31. (With) backbone. | | 21. F |
| 33. C | 34. B | 22. T |
| 37. Flat | 38. Eagles | 25. America |
| 41. F | 42. T | 26. Spanish |
| | | 29. A, B |
| | | 30. C |
| | | 32. Fish, reptiles, amphibians (any 2 of them) |
| | | 35. A, C |
| | | 36. B, C |
| | | 39. catching |
| | | 40. Long pointed |

模拟试题六

- | | | | |
|------------------------|-----------------------|--|---------------|
| 1. Milan | 2. 2:30 p.m., June 16 | 3. Single with bath | 4. June 16-18 |
| 5. A | 6. A, C | 7. C | 8. Gate 23. |
| 9. 2 hours 15 minutes. | | 10. Alps / snow-topped mountains / clouds. | |
| 11. Raining. | 12. I | 13. A | 14. ? |

- | | | | |
|---------------------------------------|-----------------------|-----------------------------------|----------------------|
| 15. A | 16. A | 17. B, C | 18. John Hill |
| 19. A dozen red roses | | 20. London NW4 3ET | |
| 21. Before 5:00 p.m., 17 June | | 22. JH 327,2645 | |
| 23. Beans, nuts | 24. Nervous system | 25. Fruits | 26. Muscles |
| 27. milk products | 28. Bones and kidneys | 29. blood circulation | 30. green vegetables |
| 31. Techniques for Oral Presentation. | | 32. Preparation and presentation. | |
| 33. Before the seminar / in advance. | | 34. Discussion | 35. limit time |
| 36. Slow rate | 37. main points | 38. outline notes. | 39. thinking time |
| 40. lively and interesting | | 41. audience | 42. strong ending |

模拟试题七

- | | | | |
|-------------------------------|--------------------|--------------------------|------------------|
| 1. October, 1975 | 2. 630 | 3. 12 | 4. Yes. |
| 5. Overnight or weekend. | | 6. Current issues. | 7. 8 weeks. |
| 8. Inter-library loan system. | | 9. B | 10. C |
| 11. D | 12. A, B, C, E | 13. C | 14. B, D |
| 15. D | 16. Adding machine | 17. 1671 | 18. Do math task |
| 19. During the war | | 20. To break enemy codes | 21. ENIAC |
| 22. Britain, U.S., Germany | | 23. Using vacuum tubes. | 24. 1947. |
| 25. Integrated Circuit. | | 26. 1.5 centimeters | 27. 15 meters |
| 28. 900 kilograms | 29. Shallow | 30. organs | 31. through |
| 32. the gills | 33. Absorb | 34. Float | 35. bodies |
| 36. detect | 37. Multiply | 38. Spines | 39. Disguise |
| 40. B, C | 41. C | 42. C | |

模拟试题八

- | | | | |
|--|--|----------|----------------------------|
| 1. 8-10°C | 2. scattered showers | 3. 4-5°C | 4. bright, warm |
| 5. motorists | 6. congested | 7. ✓ | 8. A |
| 9. C | 10. B, C | 11. 4 | 12. 60 |
| 13. Well-equipped | 14. large / modern; well-equipped | | 15. Libraries |
| 16. limited sitting accommodation | 17. Computing Science | | 18. one year |
| 19. Post Graduate Diploma | 20. Sri Lanka | | |
| 21. off south-east coast of India | 22. Smaller than Scotland / 25332 square miles | | |
| 23. tropical | 24. rough and mountainous | | 25. road, rail, 4 airports |
| 26. rice / rubber / tea / coconuts / fish | | | |
| 27. elephants / leopards / crocodiles / monkeys / snakes / Giant Monitors, lizards / birds | | | |
| 28. Post Office Cats | 29. In 1868 | | |
| 30. protect the mail / keep down rodent population | | | 31. B, C |
| 32. D | 33. B, C | 34. B | 35. In 1887 |
| 36. Western European Languages | 37. Italian | | 38. Yugoslavia, Hungary |

39. Approximately 10 million 40. C
 41. Esperanto: easy to learn, 5 vowels, no exceptions to rules, 16 grammar rules
 42. English: difficult spelling, 20 vowels, terrible prepositions, lots of exceptions to rules

模拟试题九

- | | | | |
|----------------|---------------------------|-------------------|-----------------------|
| 1. B | 2. C | 3. A | 4. B |
| 5. B | 6. C | 7. E | 8. A |
| 9. D | 10. Mr. Dan Gosnell | 11. a cholera jab | 12. 10: 20 Thursday |
| 13. Male | 14. Vaccination booklet | 15. £ 2.80 | 16. A |
| 17. A, E | 18. B, C, D, E, F | 19. memory | 20. the raw material |
| 21. A, C | 22. C, D | 23. original | 24. Your own purposes |
| 25. T | 26. F | 27. F | 28. T |
| 29. your notes | 30. publisher and edition | 31. a flexible | 33. raising children |
| 34. Sally | 35. discipline | 36. go by | 37. went over |
| 38. F | 39. F | 40. T | 41. F |

模拟试题十

- | | | | |
|--|---------------------|--|-----------------------|
| 1. D | 2. A, C, D | 3. D | 4. Euston Centre |
| 5. A 22-inch frame bicycle | | 6. two hundred forty-nine pounds and fifty (£ 249.50) | |
| 7. within 3 weeks | 8. N | 9. F | 10. T |
| 11. Community Week | | 12. give up | 13. responsible |
| 14. practical | 15. Mr. Tyler | 16. 8 Milkman Street | 17. Paint the kitchen |
| 18. I | 19. A | 20. ? | 21. greyish |
| 22. brownish | 23. alone | 24. from spring to early summer | |
| 25. very tiny (0.5 of a gram) / born without fur / furless | | 26. for six months | |
| 27. drink any water | 28. in the wild | 29. smaller / about 60 cm | |
| 30. about 6 metres tall | 31. 2 metres tall | 32. big, brown, with thick lashes | |
| 33. leaves / without drinking water | 34. fight with legs | 35. 50 kilos | |
| 36. United States / Britain / Germany / Sweden / Japan | | 37. certain plants | |
| 38. skin of certain young animals | 39. A German | 40. Finland | |
| 41. for keeping warm / to keep warm | 42. cars, planes | | |

模拟试题十一

- | | | | |
|--------------|------------|---------------------|--------------|
| 1. B | 2. B, C | 3. D | 4. B |
| 5. Computer | 6. Arts | 7. America | 8. Margaret |
| 9. Economics | 10. C | 11. B | 12. D |
| 13. C | 14. six | 15. church musician | 16. Vienna |
| 17. C | 18. B | 19. B | 20. B, C, D |
| 21. Formal | 22. 10,000 | 23. 274 | 24. Regent's |

25. 32,000 26. Wax figures 27. ✓ 28. Baker Street
 29. × 30. Museum of London
 31. Tue. - Sat. : 10:00 a.m. -6:00 p.m. ; Sundays: 2:00 p.m. -6:00 p.m.
 32. Buckingham Palace 33. × 34. spaces
 35. smaller grains 36. can hardly 37. dries 38. loam
 39. dead animals 40. salts 41. dead plant. 42. their poison

模拟试题十二

1. Pearl Wang 2. Flat 301, 4832 Kent Road 3. None / to be advised
 4. First Year Social Science 5. 101 6. 10:30 am Thursday
 7. B 8. A 9. D 10. D
 11. Local Employment Office 12. school 13. Post Office
 14. library 15. Community Centre 16. D 17. T
 18. F 19. T
 20. steak, well-done; baked potatoes; salad; coffee; tea; ice cream
 21. Bob Ross 22. 805 4792 23. telephoned 24. 12th, 13th, 14th of May
 25. new marketing plans 26. 9:00 am, 12th of May 27. arriving from America
 28. tied up / busy 29. next Monday / 24th April
 30. work out the contract 31. passive, active 32. one and a half hours
 33. rest our minds / to stay healthy 34. anxiety dreams / frustration in waking life
 35. about violence; about finding money
 36. anxiety dreams / about famous people / politicians / film stars / pop stars / about the sea /
 recurring dreams
 37. muscular spasms 38. low-level toothache / memory about teeth falling
 39. No 40. Psychology

1. IELTS 考试简介

为了检验要去英国学习的非英语国家学生的英语能力,以英国文化委员会为主的若干英国机构近三十年来先后设计过数个考试。这些考试由于受新的语言学理论、语言教学理论和语言测试理论的影响,大多在使用一段时间后就显得过时,继而被新的考试所取代。目前正在使用的最重要的此类考试是 International English Language Testing System (IELTS),俗称“英国使馆考试”,亦被称做“雅思”或“雅词”考试。

IELTS 是以要在英语环境中学习或培训的母语为其他语言的人为测试对象的英语考试,它的前身是 ELTS 考试(English Language Testing Service)。ELTS 由英国剑桥大学当地考试辛迪加设计,由英国文化委员会在海外组织,对象是要去英国高等学校学习或参加技术培训的非英语国家公民。因此,考试侧重于检验考生以英语为工具从事专业学习的能力。后来澳大利亚高校国际开发署参与考试工作,因而易名为 IELTS。首份 IELTS 试卷于 1990 年 4 月开始在中国使用。在使用五年之后,IELTS 考试再次改革,但仍用原名。新形式的 IELTS 试卷于 1995 年 4 月开始在中国使用。

IELTS 考试又分为 Academic IELTS 考试和 General Training IELTS 考试,前者针对留学人员和访问学者,后者针对移民申请者。两种考试的听力和口语试卷相同,阅读和写作另卷。IELTS 考试有听力、阅读、写作、口语四个部分,每部分的满分为 9 分,总分是四部分成绩的平均。听力、阅读和总分可以有 0.5 分,如 5.5、6.5 等,写作和口试只有整数分。计算总分的方法是四个部分的成绩相加除以 4,如遇小数(0.5 除外)则或舍或入。小数为 0.25、0.375、0.75 和 0.875 时向上进一个分数段。例如: $(6+6+6+7) \div 4 = 6.25$,总成绩为 6.5 分; $(5.5+6+6+7) \div 4 = 6.125$,总成绩为 6 分。

目前我国公派到英国学习的访问学者和攻读硕士、博士学位的研究生均需参加此考试。如要申请移民澳大利亚、新西兰、加拿大等国,则要参加 General Training IELTS 考试。一般来说,访问学者要 6 分、研究生要 6.5 分方可赴英,个别学校和专业则要求 7 分。越来越多的澳大利亚学校在录取海外学生时要求申请人参加 IELTS 考试并获得 6 至 7 分的成绩,移民类考生需达到 5 分以上的成绩。许多加拿大和美国大学录取海外学生时也承认其 IELTS 考试成绩。因此 IELTS 考试在我国正逐渐成为一个重要的出国考试。

IELTS 考试的听力、阅读和写作部分在上午举行,口试在下午。上午的顺序

是:听力(约 30 分钟),阅读(60 分钟),写作(60 分钟)。零散考生在英国驻华使、领馆文化教育处参加考试,国家公派的一些奖学金项目候选人在三个培训点(北京语言文化大学出国人员培训部、上海外国语大学出国人员培训部、成都科技大学出国人员培训部)之一参加培训后,由英国使馆文化教育处官员携考题赴这些培训点考试。

与 TOEFL 等考试相比,IELTS 考试的最大特点是对考生的英语交际能力进行测试,重点放在以英语为工具解决专业学习中的听、读、写、说实际问题方面,从而较好地避免了考生“高分低能”的现象。很多英语考试的听力、阅读,甚至写作试题均采用多项选择形式,这无疑增加了考生猜测的机会。并且由于词汇、语法题占一定比例,考生可通过在短期内大量地背单词和做语法题在考试中获得较高的“知识分”。由于有“知识”和猜测因素的作用,考生的成绩不能客观地反映其使用英语的实际能力。IELTS 考试在这方面有很大不同。

与其他主要英语考试相比,IELTS 考试的听力部分的特点亦是多项选择题数量很少,且以在数个图(而不是在数行文字)中选择为主。比如在一段听力对话中,A 告诉 B 要在某个银行门口约会,并描述赴约的路线。四个选择分别是四个街区平面图,在每个图中银行所处的位置不同,要求考生根据录音内容指出哪一幅图是对话中所描述的图。大部分题不是多项选择题,要由考生根据录音内容填空。比如,考生要答出录音中描述的某个事件发生的时间、地点。再比如,考生要根据录音内容简要回答 which、what、why、who 等问题。很多考生的一个共同困难是,不仅要边听边读,还要边写。如果没有做过大量的针对性很强的练习,又不熟悉这种听力考试的形式,要想获得理想的分数是比较困难的。这一部分共有 40 道题左右。

Academic IELTS 考试的阅读部分由三至四篇文章构成,有 40 个左右的问题。它的最大特点是大部分题不是传统的多项选择题。比如,试题中的一篇文章有 8 段,问题中列出 12 个小标题,要求考生根据每段的内容从 12 个小标题中挑出本段的小标题。再比如,文章描述某一过程(如打捞沉船),要求考生把问题中列出的若干个步骤按其在过程中的先后顺序排序。试题还可能要求考生从列出的十几个单词、词组中选择正确答案填入一篇短文,其中一部分词或词组为干扰性选项,答题时有时还需参考试题中的另一篇文章。由于干扰因素很多,猜对的可能性几乎为零。IELTS 考试阅读部分与其他阅读考试的另一重大区别是,IELTS 考试不仅不含语法和词汇题,反而可能会列出若干关键词和定义,以帮助考生更好地理解文章的内容。

General Training IELTS 的阅读考试主要考查考生是否具有在英语环境生存的能力,比针对留学的 Academic 考试难度小得多。一般由 6~8 篇较短的文章组成,文章虽然也选自国外报刊,但比 Academic 考试中出现的文章要短,难度也较

小。General Training IELTS 阅读考试一般由三部分组成,每部分 13~15 题,共 40 题左右。考试时间为一小时,其中包括抄写答题卡的时间。第一部分的内容主要是说明性的文章,如药品说明书、操作步骤、菜单等,要求考生回答问题、排序、将示意图与文章的相应部分匹配及判断正误等。第二部分常见内容有大学情况介绍(如学费、奖学金、学生会等)、旅行指南、时刻表等。第三部分则多为一些常识性文章,如环境保护、人物介绍、奥运会的起源等等,文章一般比前两部分长。其实在真正的 IELTS 考试当中,这些类型的文章可以出现在任何一部分中。

IELTS 的写作分为 General Training(培训类)写作和 Academic(学术类)写作两种。每种分为两部分:Task 1 和 Task 2。

General Training 写作的 Task 1 一般要求考生写一封不少于 150 个词的信件,叙述对一个问题看法或所处的一种环境。比如:“你所居住的宿舍中的热水锅炉坏了,你已打电话通知了房主,要求对方来修理,但一周已过,对方还没有来修理。给房主写封信,说明你所处的境遇,并对此提出自己的意见。”再如:“你考试后没有与同屋打招呼就匆忙回家了。给同屋写封信,告诉对方你为什么不辞而别以及你在路上的情况,并邀请同屋有空到你家做客。”试卷建议考生在 20 分钟内完成本部分。Task 2 一般要求考生就某种观点或现象发表自己的意见或看法,同意还是不同意,原因是什么。比如:“有些机构规定在任何办公地点都要禁止吸烟。一些政府也颁布了公共场所禁烟令。这是一个好的做法,但同时也剥夺了人们的一些权利。你同意还是不同意这个观点?为什么?”再如:“我们越来越多地依赖计算机。计算机广泛地应用于商务、医院、案例侦察,甚至飞机驾驶中。将来还有哪些地方要用计算机?依赖计算机是好事吗?我们是否应对此产生怀疑?”试卷建议考生在 40 分钟内完成本部分。

Academic 写作的 Task 1 一般要求考生写一篇不少于 150 个词的短文描述所给的一个图(流程图、剖面图、曲线图等)或表,或根据一篇短文的内容写一份报告。比如,描述一个欧洲城市分别在 1950、1970 和 1990 年中各种交通车辆的运营情况。再比如,描述某一国家若干年内人口增减情况。试卷建议考生在 20 分钟内完成本部分。Task 2 一般要求考生就某个问题提出解决的方法,为某一观点辩护,比较或对比一些根据和意见,评价或反驳一些论点,或提供一般真实的报告。比如,“科学技术的发展将使传统文化丧失,这是不可避免的。科学技术与传统文化是不能共存的。在多大程度上你同意或不同意这个观点?为你的回答提供论据。”再比如,你向英国一所大学申请留学生奖学金。申请书的最后部分要求你报告自己所从事的专业情况和将来的一些打算。试卷建议考生在 40 分钟内完成本部分。

IELTS 考试的口试部分约 15 分钟。考官会把整个考试分为四个阶段。

1. 一般性对话;考官提问,考生回答。内容主要是个人情况,如家庭、工作、教育等。2. 某一话题的引申:在前一段对话的基础上,考官自然地接过一个话题,让考生较详细地描述某一事物或发表对某事的看法。比如让考生比较家乡和另一城市的区别;让考生谈对城市交通现状和未来的看法。3. 使用提示卡(cue card):考生从桌上抽取一张卡片,根据上面所写的某个假定的情况进行询问。比如考生要根据提示卡假设自己是一个新到英国的外国学生,在学校的住房办公室询问有关租房的情况。这一部分主要由考生提问,考官回答。4. 将来的打算:谈话内容从假设的语言环境中回到自然对话,考官让考生谈 IELTS 考试之后的打算,话题主要围绕何时出国、选择了哪所学校、进修计划等内容。口试不仅考学生回答、描述等方面的能力,还考学生能否用得体的语气、词汇等来询问、请求等。换言之,口试非常注重考生的语言交际能力。

IELTS 考试的写作和口试部分的评分要参考很详细的评分标准,但在一定程度上受考官主观看法的影响。阅读和听力部分是客观题,有标准答案,一般来说有 65% 的正确率可得 6 分。

与其他几种英语考试相比,IELTS 考试的另一特点是试卷重复使用。该考试的听、读、写部分不断有新的试题出笼,同时也有旧的试题被淘汰。目前有四、五套试题(version)在使用,每次考试用不同的组合方式以尽量避免大规模重复。即使如此,仍有考生因第一次考试未达到所要求的分数段而再次参加考试时遇到做过的 version。考试部门要求考生两次考试的间隔不少于三个月。

目前 IELTS 考试的费用为 1150 元人民币。北京考点设在北京语言文化大学。自 2000 年 3 月起,北京地区全部考试报名工作都在北京语言文化大学国外考试中心进行。如欲询问有关考试事宜,可与英国驻华使馆或北京语言文化大学国外考试中心联系,地址是:

北京
东三环北路 8 号
亮马河办公楼四层
英国大使馆文化教育处
邮编:100026

北京市海淀区学院路 15 号
北京语言文化大学国外考试中心
邮编:100083
网址:<http://www.blcu.edu.cn/exam-center/info.htm>

