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2

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1

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1200

4

- | | | | |
|-----------------|-------------|---------------|-------------|
| 1. A. procedure | B. solidier | C. shortage | D. fragrant |
| 2. A. familiar | B. crisis | C. daylight | D. decline |
| 3. A. anywhere | B. here | C. careful | D. compare |
| 4. A. agent | B. accent | C. accelerate | D. avenue |
| 5. A. calm | B. half | C. salt | D. behalf |

6. --- I don't have any change with me. Will you pay the fare for me?

---_____.

- | | |
|--------------------------|--------------------------------|
| A. That's all right | B. I don't believe you |
| C. How dare you say that | D. Sorry, but that's no excuse |

7. It's high time we _____ him a regestered letter.

- | | | | |
|---------|---------|-------------|-------------|
| A. send | B. sent | C. has sent | D. had sent |
|---------|---------|-------------|-------------|

8. I _____ the paper after lunch. That's one of the things I really enjoy.

- | | |
|-----------------|-----------------------|
| A. used to read | B. am used to reading |
| C. use to read | D. used to reading |

9. What do you think _____ a taxi to the airport?

- | | | | |
|------------|----------------|-----------------|-----------|
| A. to take | B. your taking | C. about taking | D. taking |
|------------|----------------|-----------------|-----------|

10. Everyone was home for the holiday. What could make for _____ Christmas than that?

- | | | | |
|-----------------|--------------|----------|--------------|
| A. the merriest | B. a merrier | C. merry | D. the merry |
|-----------------|--------------|----------|--------------|

11. _____ the government agrees to give extra money, the theatre will have to be closed next

month.

- A. Unless B. If C. Since D. As

12. Seldom any mistakes during my past five years of service in the company.

- A. I did make B. I would make C. did I make D. would I make

13. Interestingly, many people hold the belief that imports are to domestic goods.

- A. contrary B. relevant C. superior D. essential

14. He is always complaining about one thing or _____.

- A. others B. something C. another D. everything

15. None of you _____ to stay until the game is over, if you do not want to.

- A. must B. needn't C. has D. haven't

16. Mandela was _____ first President elected in _____ South Africa.

- A. a, the B. the, / C. a, / D. the, the

17. Seven years have passed _____ I came to America.

- A. since B. from C. for D. when

18. ---I went to the museum you introduced to me yesterday.

--- Oh, did you? _____ .

- A. So I did B. So did I C. Either I did D. Either did I

19. I don't understand this point of grammar. I wish I _____ it better.

- A. understand B. understood
C. would understand D. had understood

20. I went to have my glasses _____.

- A. fit B. fitted C. fit on D. fitted on

A, B, C, D

Everyone in the world experience feeling of pressure or stress. No one can avoid stress completely, 21 stress can be managed in healthy ways.

One way to manage stress is to BUILD your 22 resistance. Building resistance will

increase your ability to deal with stress, and it will 23 the effect of stress on your life.

One way to strengthen your mental resistance is to 24 you are in another place. Some people call this “taking a mental holiday”.

A man named Tobias lives in the city of Harare, Zimbabwe. As a boy, he spent most of his time on the Prais de Macuri coast in Beira, Mozambique. Now, he works many long hours at his office and his job is 25.

Tobias reduced his stress by remembering the fun he had as a boy. He thinks of the blue water and the waves rolling onto the sand. This mental 26 helps Tobias calm his mind.

Another way to manage stress in your life is to CHANGE 27 change the way you feel about a stressful situation.

Carmelita lives in Mexico City, Mexico. Traffic problems are very 27 there. Carmelita finds this very stressful. She gets very angry when she sits in traffic. Carmelita changes the way she feels by using that time in a new way. Carmelita loves stories. So, she 28 listening to recorded books in her car. By doing something she enjoys, traffic delay will no longer be a stressful situation for her. 29, it can be a chance for her to listen to her favorite recorded books.

You can never 30 all the stress and pressure of life. But stress management can help you reduce stress in healthy ways.

- | | | | |
|-----------------|--------------|--------------|----------------|
| 21. A. or | B. for | C. and | D. but |
| 22. A. physical | B. mental | C. spiritual | D. emotional |
| 23. A. slow | B. stop | C. reduce | D. overcome |
| 24. A. forget | B. imagine | C. show | D. say |
| 25. A. steady | B. unusual | C. excellent | D. stressful |
| 26. A. journey | B. test | C. memory | D. description |
| 27. A. common | B. harmful | C. strange | D. different |
| 28. A. suggests | B. starts | C. continues | D. avoids |
| 29. A. Anyway | B. Therefore | C. Instead | D. Otherwise |
| 30. A. reject | B. improve | C. meet | D. remove |

Passage One

Public goods are those products from whose enjoyment nobody can be effectively excluded. Everybody is free to enjoy the benefits of these commodities, and one person's utilization does not reduce the possibilities of anybody else's enjoying the same good.

Examples of public goods are not as rare as one might expect. A flood control dam is a public good. Once the dam is built, all persons living in the area will benefit--regardless of their own contribution to the construction cost of the dam. The same holds true for highway signs or aids to navigation. Once a lighthouse is built, no ship of any nationality can be effectively excluded from the utilization of the lighthouse for navigational purposes. National defense is another example. Even a person who voted against military expenditures or did not pay any taxes will benefit from the protection afforded.

It is no easy task to determine the social costs and social benefits associated with a public good. There is no practicable way of charging drivers for looking at highway signs, sailors for watching a lighthouse, and citizens for the security provided to them through national defense. Because the market does not provide the necessary signals, economic analysis has to be substituted for the impersonal judgement of the marketplace.

31. With what topic is the passage mainly concerned?

- A. Mechanisms for safer navigation.
- B. The economic structure of the marketplace.
- C. A specific group of commodities.
- D. The advantage of lowering taxes.

32. Which of the following would NOT be an example of a public good as described in the passage?

- A taxi. B. A bridge. C. A fire truck. D. A stoplight.

33. Which of the following can best replace the underlined word "holds"?

- A. has B. is C. grasps D. carries

34. According to the passage, finding out the social costs of a public good is a _____.

- A. difficult procedure
- B. daily duty
- C. matter of personal judgement
- D. citizen's responsibility

Passage Two

Olaf Stapledon wrote a book called *First and Last Men* in which he looked millions of years ahead. He told of different men and of strange civilisations, broken up by long 'dark ages' in between. In his view, what is called the present time is no more than a moment in human history and we are just the First Men. In 2,000 million years from now there will be the Eighteenth or Last Men.

However, most of our ideas about the future are really very short-sighted. Perhaps we can see some possibilities for the next fifty years. But the next hundred? The next thousand? The next million? That's much more difficult.

When men and women lived by hunting 50,000 years ago, how could they even begin to picture modern life? Yet to men of 50,000 years from now, we may seem as primitive

in our ideas as the Stone-Age hunters do to us. Perhaps through the the spundels and ballalators, these words, which I have just made up, have to stand for things and ideas that we simply can't think of.

So why bother even to try imagining life far in the future? Here are two reasons. First unless we remember how short our own lives are compared with the whole human history, we are likely to think our own interests are much more important than they really are. If we make the earth a poor place to live because we are careless or greedy or quarrelsome, our grand-children will not bother to think of excuses for us.

Second, by trying to escape from present interests and imagine life far in the future, we may arrive at quite fresh ideas that we can use ourselves. For example, if we imagine that in the future men may give up farming, we can think of trying it now. So set you imagination free when you think about the future.

35. A particular mention made of Stapledon's book in the opening paragraph _____.

- A. serves as a description of human history
- B. serves an introduction to the discussion
- C. shows a disagreement of views

- D. Shows the popularity of the book
36. The text discusses men and women 50,000 years ago and 50,000 years from now in order to show that _____.
- A. human history is extremely long
 - B. life has changed a great deal
 - C. it is useless to plan for the next 50 years
 - D. it is difficult to tell what will happen in the future
37. Spundels and ballalators are used in the text to refer to _____.
- A. tools used in farming
 - B. ideas about modern life
 - C. unknown things in the future
 - D. hunting skills in the Stone Age
38. According to the writer of the text, imagining the future will _____.
- A. serve the interests of the present and future generations
 - B. enable us to better understand human history
 - C. help us to improve farming
 - D. make life worth living

Passage Three

I was 15 when I met my first real teacher, Mrs Geurin. I didn't know her well at the time but I thought I hated her.

In her first class, she asked us to write a piece about an influential person, place or memory. I chose to write my lake house, a topic I had already written about and received a vast amount of praise for. Put simply, it was the place that my parents met and fell in love. This teacher knew about my original piece and she was not happy. Throughout the school year, we would pass each other in the hall, never saying a word to each other.

It was not until February of 2012 that we spoke at the most unusual of places, my father's funeral. At first, I was angry that she showed up. Did she even care? She didn't even know him! I stood, watching her give a deep bow to my father's coffin, completely confused! It was not until she approached me that I realized she was crying even harder than I was.

"Kali," she said, "I am so sorry. My own father passed away just three weeks ago, and I completely feel your pain." I was shocked. I understood that she had also lost her father, but I

didn't see the connection between us just yet. She had rejected my writing. That was not something that I was willing to so early forgive.

A couple of weeks later, she went into my study hall and placed an envelope on my desk. In the letter, she told me her father, also had cancer, also passed away in six months' time and he was her best friend too. It was not just this letter, but this act of kindness that taught me my greatest life lesson. Losing has taught us both how to appreciate life. For that lesson, I am always grateful.

39. Why did the author hate Mrs. Geurin at first?

- A. Mrs. Geurin said something bad about the author's father.
- B. Mrs. Geurin gave the author a hard topic to write about.
- C. Mrs. Geurin didn't appreciate the author's writing.
- D. Mrs. Geurin didn't like the author's lake house.

40. Hearing what Mrs. Geurin said at the funeral, the author _____.

- A. was grateful to her
- B. still didn't forgive her
- C. felt ashamed of herself
- D. found they had a lot in common

41. What changed the relationship between Mrs. Geurin and the author?

- A. Her apology to the author.
- B. Her visit to the lake house.
- C. Both losing a good friend
- D. A similar sad experience

42. What's best title for the text?

- A. My first teacher
- B. My beloved father
- C. Seeking common ground
- D. Breaking down the emotional barrier

Passage Four

It can be hard to feel much sympathy for bats. Like snakes or spiders or sharks, there's something quite alarming about bats, something that holds back empathy. Bats aren't actually "flying rodents _____," but you likely won't see them on the next endangered species poster.

But bats in the U.S. are in serious trouble, thanks largely to a catastrophic disease called white-nose syndrome (WNS), which has killed at least one million bats, mostly in the northeast, and death rates among some affected winter colonies

species—the little brown bat or *Myotis lucifugus*—has declined so quickly that it is headed for extinction. And the disease keeps spreading, with wildlife experts helpless to stop it—after starting in upstate New York in 2006, the disease was just confirmed as far west as Ohio yesterday.

You might say: so what? Other than people who study bats—would anyone miss them when they're gone? As it turns out, all of us would—at least if you like food. A new article in *Science* shows that bats have an important role to play in agriculture—one worth at least \$3.7 billion a year, if not far more. That's how much the extinction of bats throughout North America could cost the region's food system, according to an analysis by a group of researchers led by Justin Boyles of the University of Pretoria in South Africa. The logic is simple: bats eat bugs—tons and tons of bugs—and that includes crop and forests pests. A single colony of 150 brown bats in Indianan has been estimated to eat nearly 1.3 million pest insects a year. Remove the bats, and you remove one of nature's most effective biological pesticides—which would have to be replaced by actual pesticides, at an economic and environmental expense.

It's not just WNS that is striking down bats. Wind turbines are apparently killing migratory bats as well—by 2020, an estimated 33,000 to 111,000 bats are predicted to be killed by turbines in the mid-Atlantic Highlands alone. The authors in the *Science* paper worry that as wind power develop fast in the U.S., more bats will end up killed by the blades. But WNS seems like the more immediate threat. But it's still a mystery how WNS spread, and how to stop it—those the U.S. Fish and Wildlife Service, among other government agencies, is on the case. We may not like bats—but we definitely need them.

43. What is the author's opinion about bats?

- A. Indifference B. Frightened C. Worried D. Grateful

44. Which of the following statements is true about WNS?

- A. It spreads quickly
B. It can be controlled.
C. It was first discovered in Ohio.
D. It is more serious in the Northwest.

45. From Justin Boyles' study we can learn that _____.
- A. bats often eat insects killed pesticides
 - B. bats in North America are short of food
 - C. some species of bats harm crop plants
 - D. losing bats means huge economic cost
46. What is the author's purpose of writing this passage?
- A. To show his opinion of bats.
 - B. To show how important bats are in agriculture.
 - C. To tell us a rare animal.
 - D. To report a new science discovery.

Passage Five

Many parents try hard to protect their kids from TV and Internet advertising. But how can you protect a child from a large fast-food ad painted on her school locker _____? Or a toy ad on the side of his school bus?

As school budgets get smaller, a growing number of schools in the US are selling advertising space on lockers and buses and in gyms and cafeterias. It is an easy way for schools to make money. And ads may provide relief for parents exhausted by making each donations to support schools.

While parents can always turn off the television or the computer, they can't keep advertising out of schools. This isn't the first time the issue has come up. For example, a news program for teens has been criticized for including ads in its 12-month classroom broadcasts. Parents groups successfully fought a plan by a company called Bus Radio to put music and ads into school buses.

But now things are different. Just last month, Los Angeles approved a plan to allow companies to advertise in the district's schools. Officials say the plan could provide as much as \$ 18 million for the school.

In St. Francis, Minn, school recently agreed to cover 10% to 15% of their lockers with ads. Edward Saxton, a teacher in the school, say, "So far, parents are accepting this as a way to bring in needed money. The money pays for programs like arts, sports, and music. Parents don't like to see programs getting cut. Neither do I.. Besides, schools are thinking about the

effects on kids all the time.”

However, Susan Linn, an educational expert, says, “Kids have already seen enough ads on TV, in magazines and on products they use daily. School is no place for advertisements at all.”

Reader, what about you? Would you rather help run yet another school fundraiser, or expose your child to ads on lockers and buses? Is keeping ads out of schools worth raising taxes, or increasing your own cash support for schools through donations?

47. Why do schools allow ads into schools?

- A. To reduce parents’ burdens.
- B. To solve their financial problems.
- C. To offer kids a wide choice of goods.
- D. To improve their students’ living conditions.

48. Edward Saxon thinks that _____.

- A. schools choose ads carefully
- B. ads in schools should not be too much
- C. schools should be a place free from ads
- D. in-schools do no harm to young kids.

49. What is this passage mainly about?

- A. The negative effect of ads on kids.
- B. Efforts to stop in-school advertising.
- C. Whether ads should be allowed in schools.
- D. Whether Parents should run fundraisers for schools.

50. Who are intended readers of the text?

- A. Parents
- B. Teachers
- C. Educators
- D. Businessmen

1-5 D A B D C

6-10 D B B C B

11-15 A C C C C

16-20 B A B B B

21-25 D B C B D

26-30 D A B C D

31-34 C B C A

35-38 B D C A

39-42 C A B A

43-46 C A D B

47-50 B A C D

1. A. buffet B. indicate C. market D. product
2. A. advance B. aircraft C. pack D. banana
3. A. destruction B. graduation C. question D. intention
4. A. function B. answer C. brunch D. Atlantic
5. A. all B. gradual C. usual D. eventually

6. I need _____ to finish the chair.

- A. one more wood B. much woods
- C. many woods D. a piece of wood

7. The mayor together with his two brothers _____ going to be indicated for accepting bribes.

- A. were B. have to C. is D. are

8. The film in my camera is finished. I need to get it _____.

- A. cut B. cleaning C. to test D. developed

9. --- I can't find my wallet.

--- _____ it at home?

- A. Must you leave B. Maybe you leave
- C. You might left D. Might you have left

10. I'm really quiet lost. _____ me how to get out of here?

- A. Would you mind showing B. Would you be showing
- C. you to be D. Would you mind to showing

11. Our customer's money _____ if they are not satisfied with the product.

- A. will refund B. will have refunded
 C. will be refunded D. will have been refunded
12. He speaks _____ English and German.
 A. any B. either C. either D. both
13. The cakes are delicious. I'd like to have _____ third one as _____ second one I ate was too small.
 A. the, the B. a , the C. the, a D. a, a
14. Americans eat _____ vegetables per person today as they did in 1910.
 A. more than twice B. as twice as many
 C. twice as many as D. more than twice as many
15. Five hundred yuan a week _____ enough to live on.
 A. is B. are C. is being D. has been
16. She hasn't read the article, nor _____ the essay.
 A. has written B. she has written C. writing D. has she written
17. --- You should have listened carefully.
 ---I had hoped to, but I didn't think what the speaker was saying made any _____
 A. value B. fun C. use D. sense
18. I suggested to our manager that we _____ the problem in another way.
 A. handles B. handle C. did handle D. had handled
19. The treatment will continue until the patient reaches the point _____ he can walk properly and safely.
 A. when B. what C. that D. where
20. --- Must you play the guitar so loudly? I can hardly _____ my books.
 --- I'm sorry. I didn't know you were reading.
 A. pay attention to B. concentrae on
 C. rely on D. catch sight of

A, B, C, D

Princeton, New Jersey, is a small quiet town of family homes, even though it does have a world-famous university. It is not a place 21 anyone would expect to see strange characters on the streets.

22 day in 1940, a little girl in Princeton saw a funny-looking man 23 towards her. His white hair was wild and seemed to be standing straight out. His 24 were much too big and seemed to have been pulled on like a blanket 25 him. He was short, had a big nose and deep-set eyes. He was not looking anywhere. It was 26 that he was thinking deeply. He almost ran into the girl before he 27 her. He smiled at her, then walked on and went on thinking. The girl turned around to get 28 look at the strange old man. She noticed that he was wearing his bedroom slippers.

That night 29 dinner, the girl told her family about the strange, funny man she had seen. “He was almost like a character out of a fairy story,” she exclaimed. 30 her surprise, her father put down his knife and fork, looked at her, then said, “My child, remember this: today you saw one of the greatest men in the world.”

The “strange character” was Allbert Einstein, the world-famous scientist.

- | | | | |
|----------------|------------|-----------|------------|
| 21. A. that | B. where | C. which | D. but |
| 22. A. Some | B. A | C. That | D. One |
| 23. A. go | B. coming | C. to run | D. moved |
| 24. A. ears | B. clothes | C. hands | D. feet |
| 25. A. over | B. in | C. beside | D. under |
| 26. A. clearly | B. clear | C. he | D. there |
| 27. A. talked | B. told | C. saw | D. greeted |
| 28. A. one | B. more | C. good | D. another |
| 29. A. before | B. after | C. at | D. in |
| 30. A. To | B. On | C. By | D. Seeing |

A B C D

Passage One

You’ve likely been told by your parents not to play with fire. Fire can be dangerous.

However, some fires are very healthy and helpful to our planet.

Until the 20th century, almost all forest fires were naturally occurring fires, started by natural means, such as lightning strikes. These fires are a part of our ecosystem. When forest fires occur naturally, they tend to move quickly through the forest. They burn the lower branches and clear the deadwood and weeds from the forest floor.

For many years, the US government tried to prevent as many forest fires as possible. As a result, forests build up layers of deadwood and brush. This left forests at risk for much fiercer natural fires. The extra deadwood served as fuel. It also kept forests less healthy for trees and wildlife.

Forest fires improve the forest as a habitat for large trees that prefer some open space. In addition, forest fires help seeds begin to grow. Some types of trees only let go of seeds when they are exposed to great heat. These natural fires also remove sick plants and harmful insects from a forest ecosystem.

In recent years forest-management techniques have changed. Scientists understand the importance of fire to the forest. Forest agencies have begun starting controlled fires. These help remove the growth that has built up over so many years. At the same time, people have increased their use of the forest for leisure purpose. Now most forest fires are caused by human carelessness. People being careless with matches or cigarettts can start fires. Sometimes people leave their campfire unattended. These fires often cause more damage than natural fires because they upset the balance of

- A. proved to be useful
- B. benefited wildlife a lot
- C. stopped natural fires from occurring.
- D. affected the development of forests

33. In the last few years, US forest agencies started to _____.

- A. forbid people to camp in the forest
- B. understand the harm of forest fires
- C. use fire to clear the forest floor
- D. be worried about forest fires

34. The word “precaution” in the last paragraph probably means _____.

- A. measures
- B. instructions
- C. disasters
- D. researches

Passage Two

What kind of French teenager seeks out an American homestay as part of his or her summer plans? At American Discovery, an international cultural exchange organization, we have found a few common features in the 25 years we’ve been bringing teenagers from Europe to the U. S.

These boys and girls are usually independent and have a desire to improve their English. They love travelling and many have visited other countries in Europe. All of them are excited to be coming to California for the first time.

These students also tend to believe, and we at American Discovery agree, that to really experience a country, you have to be more than just a tourist. They see a homestay with an American family as a good way to meet people and develop long-lasting friendship.

So, I invite East Bay families to take the opportunity this summer to welcome and host a student from France from August 2nd to August 22nd. Today I’d like to introduce you more French students.

Vincent

17 years old. Lives in Lyon in the southeast of France. Loves mountain biking. Also plays tennis, volleyball and badminton. Goes to movies, play video games, and listens to pop and rock music. Has travelled to most countries in Western Europe.

Gregoire

15 years old. Lives in a little village near Bordeaux in the south of France. Feels his

English is good but wants to improve, Says,“I’m a great fan of American TV series. Also I like to cook and to read.”

Brian

17 years old. Lives in Orchies, near Lille in the north of France. Favorite foods are meat, potatoes and vegetables. Enjoys sports, TV, and hiking. Plays soccer & ping-pong.

Violaine

15 years old. Lives in Burgundy. Doesn’t eat meat, but can make exceptions. Likes to go to theme parks, play games and go shopping. Participate in a homestay with a family in New York last August.

For more information or to host, contact Jonathan Draper at 510-300-7022 or jonathan@American Discovery.net.

35. Based on this passage, what is the best way to learn about a foreign country?

- A. Living with a foreign family.
- B. Seeing foreign movies.
- C. Watching Foreign TV.
- D. Making foreign friends.

36. What do Vincent and Brian have in common?

- A. Both like watching TV.
- B. Both are not good at cooking.
- C. Both are interested in sports.
- D. both enjoys playing video games.

37. What are the intended readers of the text?

- A. Language teachers. B. East Bay parents.
- C. European tour guides. D. college students.

38. Which of following statements is true?

- A. Violaine is a sport fan.
- B. Brian likes to watch American TV series.
- C. American Discovery is a cultural exchange organization.
- D. American Discovery is a TV program.

Passage Three

In 1801, Thomas Jefferson was the first president to take the oath of office in the nation's permanent capital, Washington D. C. Although Washington was a new city, it was already familiar to President Jefferson. In fact, Jefferson had helped plan the capital's streets and public buildings. Besides being a city planner and architect, the new President was a writer, a scientist, and the inventor of several tools.

Jefferson lived in the Presidential Palace. The Palace was more than a home; it contained offices for the President and some of his staff and advisors. It also included dining and reception rooms, where the President could entertain congressmen. However, President Jefferson did not give many formal parties. This was partly because there was no First Lady. Jefferson's wife had died in 1782. But it was also because Jefferson liked to live in a simple fashion. Once, he showed up for an important meeting wearing old clothes and slippers! Neither Washington nor Adams would ever have dressed so casually.

Jefferson was different from the first two Presidents in other ways, too. He disagreed with them about how the country should be run, and about what part a President should play in running it.

39. According to the passage, the Presidential Palace was built to be _____.
- A. an office building and home B. a meeting place for congressmen
C. a home D. an office building
40. According to the passage, Thomas Jefferson was all of the following except _____.
- A. a writer B. a city planner
C. the third president of the United States D. a carpenter
41. Thomas Jefferson did not entertain very often in Washington D. C. because _____.
- A. he did not have new clothes
B. the food there was bad
C. he did not enjoy carefully prepared parties and there was no First Lady
D. his wife did not like it
42. Which of the following statements about Washington D. C. is true? _____.
- A. It was not the first capital of the United States.
B. All the American presidents took the oath of office in Washington D.C.
C. There were many old streets in Washington D. C. before 1801.

D. Washington D. C. was planned by Thomas Jefferson.

Passage Four

Schools in the 1990's will be working together with businessmen and offices, and factories will be full of school children and teachers. Since the reforms of the nineteenth century which got children out of factories, the British have disliked mixing learning with commerce. But the past ten years of high youth unemployment have encouraged most schools to create new links with employers to provide their pupils with more marketable skills. And in the next ten years, when youth labor will become scarce rather than plentiful, many employers not yet working with schools will be encouraged to do so.

43. One of Britain's aims of the nineteenth century social reforms must have been to _____.
- A. provide pupils with more skills B. create new links with employers
C. separate learning from commerce D. mix learning with commerce
44. In Britain, the 1990's will see a _____.
- A. weak link between schools and factories
B. a high youth unemployment
C. higher demand for skilled workers
D. new increase in youth labor
45. In the past decade, the British schools have taken their pupils to factories because _____.
- A. youth labor is plentiful
B. the British think it's good for their children to work there
C. the employers encourage them to do so
D. they have had to prepare their students for employment
46. Which of the following is not mentioned in the passage?
- A. In the past ten years, Britain's youth unemployment rate is high.
B. Birth rate in Britain will become lower.
C. Most British schools have been encouraged to provide their pupils with more marketable skills.
D. In Britain youth labor will be much less than is needed in the next decade.

Passage Five

To us it seems so natural to put up an umbrella to keep the water off when it rains. But actually the umbrella was not invented as protection against rain. Its first use was as a shade against the sun!

Nobody knows who first invented it, but the umbrella was used in very ancient times. Probably the first to use it were the Chinese, way back in the eleventh century B.C.

We know that the umbrella was used in ancient Egypt and Babylon as a sunshade. And there was a strange thing connected with its use: it became a symbol of honour and authority. In the Far East in ancient times, the umbrella was allowed to be used only by royalty or by those in high office.

In Europe, the Greeks were the first to use the umbrella as a sunshade. And the umbrella was in common use in ancient Greece. But it is believed that the first persons in Europe to use the umbrella as protection against the rain were the ancient Romans.

During the Middle Ages, the use of the umbrella practically disappeared. Then it appeared again in Italy in the late sixteenth century. And again it was considered a symbol of power and authority. By 1680, the umbrella appeared in France, and later on in England.

By the eighteenth century, the umbrella was used against rain throughout most of Europe. Umbrellas have not changed much in style during all this time, though they have become much lighter in weight. It wasn't until the twentieth century that women's umbrellas began to be made, in a whole variety of colors.

47. According to this passage, the umbrella was probably first invented _____ .

- A. in ancient China B. in ancient Egypt
C. in ancient Greece D. in ancient Rome

48. Which of the following statements is not true about the umbrella? _____ .

- A. No one exactly knows who was the inventor of the umbrella.
B. The umbrella was first invented to be used as protection against the sun.
C. The umbrella changed much in style in the eighteenth century.
D. In Europe, the Greeks were the first to use the umbrella.

49. A strange feature of the umbrella's use is that it was used as _____ .

- A. protection against rain B. a shade against the sun
C. a symbol of honour and power D. women's status Middle Ages

50. This passage talks mainly about _____.

- A. when and how the umbrella was invented
- B. why the umbrella was so popular in Europe
- C. the development of the umbrella
- D. the history and use of the umbrella

1-5 ACCAA

6-10 DCDDA

11-15 CD.BDA

16-20 DDBDB

21-25 BDBBA

26-30 BCDCA

31-34 BDDA

35-38 ACBC

39-42 ADCA

43-46 CCDB

47-50 ACCD

1. A. assign

A. improve B. make C. form D. raise

12. I _____ raw fish, but I'd like to try it one day.

A. never eat B. never ate
C. was never eating D. have never eaten

13. He _____ in that hotel since the beginning of August.

A. has been living B. lived C. is living D. lives

14. It was his nervousness in the interview _____ probably lost him the job.

A. which B. since C. that D. what

15. ---I'd love to invite you to dinner, John. Let's make it Saturday if it is convenient to you.

--- _____ . I can't wait to see you.

A. That's great B. Please don't
C. Thanks for your dinner D. I'd rather not

16. My colleague demanded that I _____ the books I borrowed from him.

A. return B. would return C. returned D. was to return

17. I don't understand this point of grammar. I wish I _____ it better.

A. understand B. understood
C. would understand D. had understood

18. I went to have my glasses _____.

A. fit B. fitted C. fit on D. fitted on

19. They went into town with the _____ of visiting the library.

A. profession B. appointment C. process D. intention

20. My friend was driving home on the highway last night when a policeman stopped him and _____ him of speeding.

A. charged B. accused C. warned D. reminded

A, B, C, D

When I smoke with my family, I feel so relaxed and good that nothing else in the world seemed to 21 . I thought that smoking weed _____ was okay since many of my family

members and people at my school smoked. Nothing ever happened to them. 22 I started smoking weed a lot more during lunch and after school. I never thought 23 of it just that I wanted to smoke. Not that it was actually taking over my mind and body. Then I began to fall behind in school. I would cut classes, come home late and spend all my baby-sitting money. I would spend 24 8 to 18 dollars a day. I never thought twice that marijuana had a bad effect on those things. Maybe my coming to class high was the reason why I was failing or coming home late. As I continued to smoke marijuana, I began to notice that I would always have the strong desire to smoke and that I would get lost in cigarettes if I smoked those, but I don't. 25 I have learned more about marijuana, I have reduced the amount of marijuana that I use. I don't want drugs to be the most important in my life. I'm not smoking every day, and not spending as much money. Now that I have 26 on my habit, I am saving more money. I'm ready to go back to school and do good, so that I can make something of myself. Everyone is always saying how weed 27 your mind and how it solves problems. I think it only brings more 28. Marijuana is not good for your body or your brain. I'm not trying to tell you not to smoke, I'm just letting you know that marijuana can be dangerous to your health, and 29 it may cause some long term negative effects. Help yourself now, before it is too late. I don't want to lecture anyone, just 30 my experience with you. I do still smoke, but not as often.

- | | | | |
|--------------------|--------------------|--------------------|-----------------|
| 21. A. matter | B. happen | C. appear | D. work |
| 22. A. By the way | B. Now and then | C. In my opinion | D. At one point |
| 23. A. too much | B. a little | C. too often | D. any more |
| 24. A. at least | B. at most | C. no more than | D. as little as |
| 25. A. although | B. Even if | C. Now that | D. As long as |
| 26. A. broken down | B. cut down | C. turned off | D. cut off |
| 27. A. excites | B. fills | C. repairs | D. destroys |
| 28. A. problems | B. pleasure | C. convenience | D. excitements |
| 29. A. in future | B. in the distance | C. in the long run | D. in the case |
| 30. A. tell | B. explain | C. regret | D. share |

A B C D

Passage One

A good marriage means growing as a couple but also growing as individuals. This isn't easy, marriage has always been difficult. Why then are we seeing so many divorces at this time? Yes, our modern social fabric is thin, and yes the permissiveness of society has created unrealistic expectations and thrown the family into disorder. But divorce is so common because people today are unwilling to exercise the self-discipline that marriage requires. They expect easy joy, like the entertainment on TV, the thrill of a good party.

Marriage takes some kind of sacrifice, not dreadful self-sacrifice of the soul, but some level of compromise. Some of one's fantasies, some of one's legitimate desires have to be given up for the value of the marriage itself. "While all marital partners feel shackled

at times, it is they who really choose to make the marital ties into confining chains or supporting bonds", says Dr. Whitaker. Marriage requires sexual, financial and emotional discipline. A man and a woman cannot follow every impulse, cannot allow themselves to stop growing or changing.

A divorce is not an evil act. Sometimes it provides salvation for people who have grown hopelessly apart or were frozen in patterns of pain or mutual unhappiness. Divorce can be like the first cut of the surgeon's knife, a step toward new health and a good life. On the other hand, if the partners can stay past the breaking up of the romantic myths into the development of real love and intimacy, they have achieved a work as amazing as the greatest cathedrals of the world. Marriages that do not fail but improve, that persist despite imperfections, are not only rare these days but offer a wondrous shelter in which the face of our mutual humanity can safely show itself.

31. According to the author, an ideal marriage life _____ .

- A. requires considerable sacrifice on both partners
- B. requires that the couple be emotionally involved
- C. allows for the growth of the husband and wife as a couple and as two individuals
- D. is only an illusion in today's society

32. In Paragraph 2, the word "legitimate" most probably means _____ .

A. lawful B. biological C. personal D. reasonable

33. In the author's opinion, a divorce is not an evil act _____ .

- A. if the marital life is imperfect
- B. if it leads to a more worthwhile life for the two persons
- C. if the couple later get married again and find real love
- D. if the couple live far away from each other

34. The author believes the real cause for the increase of divorces today is that _____ .

- A. people have too many sources of entertainment
- B. people have less internal restraints
- C. people no longer enjoy family life as they did before
- D. people do not want to be confined by marital ties

Passage Two

Long after the 1998 World Cup was won, disappointed fans were still cursing the disputed refereeing decisions that denied victory to their team. A researcher was appointed to study the performance of some top referees.

The researcher organized an experimental tournament involving four youth teams. Each match lasted an hour, divided into three periods of 20 minutes during which different referees were in charge.

Observers noted down the referees' errors, of which there were 61 over the tournament. Converted to a standard match of 90 minutes, each referee made almost 23 mistakes, a remarkably high number.

The researcher then studied the videotapes to analyse the matches in detail. Surprisingly, he found that errors were more likely when the referees were close to the incident. When the officials got it right, they were, on average, 17 meters away from the action. The average distance in the case of errors was 12 meters. The research shows the optimum distance is about 20 meters.

There also seemed to be an optimum speed. Correct decisions came when the referees were moving at a speed of about 2 meters per second. The average speed for errors was 4 meters per second.

If FIFA, football's international ruling body, wants to improve the standard of refereeing at the next World Cup, it should encourage referees to keep their eyes on the action from a distance, rather than rushing to keep up with the ball, the researcher argues.

He also says that FIFA's insistence that referees should retire at age 45 may be misguided. If keeping up with the action is not so important, their physical condition is less critical.

35. The experiment conducted by the researcher was meant to _____.
- A. review the decisions of referees at the 1998 World Cup
 - B. analyse the causes of errors made by football referees
 - C. set a standard for football refereeing
 - D. show the referees were not guilty
36. The number of refereeing errors in the experimental matches was _____.
- A. slightly above average
 - B. higher than in the 1998 World Cup
 - C. quite unexpected
 - D. as high as in a standard match
37. The findings of the experiment show that _____.
- A. errors are more likely when a referee keeps close to the ball
 - B. the farther the referee is from the incident, the fewer the errors
 - C. the more slowly the referee runs, the more likely will errors occur
 - D. errors are less likely when a referee stays in one spot

receive support from one another under stressful circumstances. Social support consists of the exchange of resources among people based on their interpersonal ties.

Those of us with strong support systems appear better able to cope with major life changes and daily hassles . People with strong social ties live longer and have better health than those without such ties. Studies over a range of illnesses, from depression to heart disease, reveal that the presence of social support helps people fend off illness, and the absence of such support makes poor health more likely.

Social support cushions stress in a number of ways. First, friends, relatives, and co-workers may let us know that they value us. Our self-respect is strengthened when we feel accepted by others despite our faults and difficulties. Second, other people often provide us with informational support. They help us to define and understand our problems and find solutions to them. Third, we typically find social companionship supportive. Engaging in leisure-time activities with others helps us to meet our social needs while at the same time distracting us from our worries and troubles. Finally, other people may give us instrumental support? A financial aid, material resources, and needed services — that reduces stress by helping us resolve and cope with our problems.

39. Interpersonal relationships are important because _____.

- A. they are indispensable to people's social well-being
- B. they waken people's desire to exchange resources
- C. they help people to cope with life in the information era
- D. they can cure a range of illnesses such as heart disease, etc.

40. Research shows that people's physical and mental health _____.

- A. relies on the social welfare systems which support them
- B. has much to do with the amount of support they get from others
- C. depends on their ability to deal with daily worries and troubles
- D. is closely related to their strength for coping with major changes in their lives

41. Which of the following is closest in meaning to the word "cushions" Para.2 ?

- A. Adds up to.
- B. Does away with.
- C. Lessens the effect of.

D. Lays the foundation for.

42. Social companionship is beneficial in that _____.

A. it helps strengthen our ties with relatives

B. it enables us to eliminate our faults and mistakes

C. it makes our leisure-time activities more enjoyable

D. it draws our attention away from our worries and troubles

Passage Four

It was a winter morning, just a couple of weeks before Christmas 2005. While most people were warming up their cars, Trevor, my husband, had to get up early to ride his bike four kilometers away from home to work. On arrival, he parked his bike outside the back door as he usually does. After putting in 10 hours of labor, he returned to find his bike gone.

The bike, a black Kona 18 speed, was our only transport. Trevor used it to get to work, putting in 60-hour weeks to support his young family. And the bike was also used to get groceries _____, saving us from having to walk long distances from where we live.

I was so sad that someone would steal our bike that I wrote to the newspaper and told them our story. Shortly after that, several people in our area offered to help. One wonderful stranger even bought a bike, then called my husband to pick it up. Once again my husband had a way to get to and from his job. It really is an honor that a complete stranger would go out of their way for someone they have never met before.

People say that a smile can be passed from one person to another, but acts of kindness from strangers are even more so. This experience has had a spreading effect in our lives because it strengthened our faith in humanity _____ as a whole. And it has influenced

us to be more mindful of ways we, too, can share with others. No matter how big or how small, an act of kindness shows that someone cares. And the results can be everlasting.

43. Why was the bike so important to the couple?

A. The man's job was bike racing. B. It was their only possession.

C. It was a nice Kona 18 speed. D. They used it for work and daily life.

44. We can infer from the text that _____.

A. the couple worked 60 hours a week. B. people were busy before Christmas

- C. the stranger brought over the bike D. life was hard for the young family.
45. How did people get to know the couple's problem?
- A. From radio broadcasts. B. From a newspaper.
C. From TV news. D. From a stranger.
46. What do the couple learn from their experience?
- A. Strangers are usually of little help. B. One should take care of their bike.
C. News reports make people famous. D. An act of kindness can mean a lot.

Passage Five

Laws that would have ensured pupils from 5 to 16 received a full financial education got lost in the 'wash up'. An application is calling on the next government to bring it back.

At school the children are taught to add up and subtract but, extraordinarily, are not routinely shown how to open a bank account — let alone how to manage their finances in an increasingly complex and demanding world.

Today the parenting website Mumsnet and the consumer campaigner Martin Lewis have joined forces to launch an online application to make financial education a compulsory element of the school curriculum in England. Children from 5 to 16 should be taught about everything from pocket money to pensions, they say. And that was exactly the plan preserved in the Children, Schools and Families bill that was shelved by the government in the so-called "wash-up" earlier this month — the rush to legislation before parliament was dismissed. Consumer and parent groups believe financial education has always been one of the most frustrating omissions of the curriculum.

As the Personal Finance Education Group Pfeg points out, the good habits of young children do not last long. Over 75% of seven- to 11-year-olds are savers but by the time they get to 17, over half of them are in debt to family and friends. By this age, 26% see a credit card or overdraft as a way of extending their spending power. Pfeg predicts that these young people will "find it much harder to avoid the serious unexpected dangers that have befallen many of their parents' generation unless they receive good quality financial education while at school."

The UK has been in the worst financial recession for generations. It does seem

odd that — unless parents step in — young people are left in the dark until they are cruelly introduced to the world of debt when they turn up at university. In a recent poll of over 8,000 people, 97% supported financial education in schools, while 3% said it was a job for parents.

47. The passage is mainly about _____.
- A. how to manage school lessons
 - B. how to deal with the financial crisis
 - C. teaching young people about money
 - D. teaching students how to study effectively
48. It can be inferred from the first two paragraphs that _____.
- A. the author complains about the school education
 - B. pupils should not be taught to add up and subtract
 - C. students have been taught to manage their finances
 - D. laws on financial education have been effectively carried out
49. The website and the consumer campaigner joined to _____.
- A. instruct the pupils to donate their pocket money
 - B. promote the connection of schools and families
 - C. ask the government to dismiss the parliament
 - D. appeal for the curriculum of financial education
50. A poll is mentioned to _____.
- A. stress the necessity of the curriculum reform
 - B. show the seriousness of the financial recession
 - C. make the readers aware of burden of the parents
 - D. illustrate some people are strongly against the proposal

1-5 C D B C A

6-10 C A D B A

11-15 D D A C A

16-20 A B B D C

21-25 A D A A A

26-30 B A A C D

31-34 C D B B

35-38 A C A B

39-42 A B C A

43-46 D D B D

47-50 C A D A