

designed by a young boy to fit his height and the color is bright and stylish. Besides the frame, the handlebar is still specially made to go well with the frame. I think you will care more about the hub. So look at the hub, made of formula alloy, sturdy and powerful. Around the hub is the flexible chain. The last one I will show you is the tires. Look at them carefully.

2. I like the look of this laptop. First, the screen is big and the built-in DVD-drive is on the left-hand. You know I like watching DVDS. It's more convenient than just a CD-drive. Can I try to press the keyboard? The keyboard feels, ur ... kind of uncomfortable. I don't know why. The keys are too small for my hands. Next, the mouse. No mouse? Yes, I can use the touch pad instead. Now I will try the touch pad. When I move my fingers over this area here, that moves the cursor in the direction I want but the speed is slow. The good thing is there is an on and off button. Last, let's check the floppy disk drive on the right-hand.

3. The new type of the vacuum cleaner is upright, great for large carpeted areas. It only weighs 3kg but is more powerful. I'll explain the new type in detail. I'll start with the handle, which is specially designed and easy to handle. Near the handle, is the on and off button. Once you press the on button, you can feel how powerful the motor of the cleaner is, enough to remove any dust particles, mites, and pollen. Next, there's the cord, which rewinds at the press of a button, saves time and there's no need for you to bend over. Last there's the filter. The lifetime filter has got three levels, the higher the level the more efficient the cleaner. If you have any questions, you can also check the user manual.

4. The interaction between the weather, the mosquitoes and the virus probably went something like this: the mild winter weather enables many of the mosquitoes to survive into the spring, which arrives early. In spring and summer, drought concentrates nourishing organic matter in their breeding areas and simultaneously lack of rain kills off mosquito predators, such as lacewing and ladybugs, that will otherwise have helped limit mosquito populations. Drought will also have led birds to gather more, at remaining water sources as they share fewer and smaller watering holes, many of which are shared, naturally, by mosquitoes. Once mosquitoes acquire the virus, the July heatwave that accompanies the drought will speed up the viral maturation inside the insects. Consequently, as infected mosquitoes seek blood meals, they can spread the virus to birds at a rapid rate. As bird after bird becomes infected, so do more mosquitoes, which ultimately fan out to infect human beings.

Chapter Five IELTS Listening Trial Tests

雅思聽力全真模擬試題

Test One

Section 1

Questions 1 ~ 10

Questions 1 ~ 7

Complete the table below. Write **no more than three words or a number** for each answer.

Selection Process for the Travel Magazine:

34 shortlisted including (1) _____ from (2) _____ applicants nationally.

13 chosen for a (3) _____ training course.

(4) _____ finalists selected as competitors.

Tasks of the Competitors:

(5) _____ and 10 articles every two weeks judged by (6) _____.

Competitors make their own (7) _____ and obtain approval.

Questions 8 ~ 10

Fill in the blanks below. Write **no more than three words or a number** for each answer.

Ray's friends help him in (8) _____.

The journey begins (9) _____.

A member experienced (10) _____ during the trip.

Section 2

Questions 11 ~ 19

As you listen, fill in the blanks 11 ~ 19. Write **no more than three words or a number** for each answer.

Moving may cause (11) _____ to people in their lives.
Easy moving involves careful planning, (12) _____, good equipment and tools, the right moving materials and a heap of plain common sense.

Moving Tips

Get started

Having a written plan or (13) _____ is a smart way to stay organized.
Having plenty of moving boxes, tape and marking materials.

Pack

Pack one room at a time and mark each box carefully.
Don't pack heavy items (14) _____.
(15) _____ may be need for some of the hard-to-carry stuff.

Clean

Old place
Make a list and put all of the cleaning stuff into boxes.
Clean (16) _____ at a time thoroughly.
Clean the floors, toilets or bathroom sinks at last right before leaving.
Clean from top to bottom.
Try the best to clean up any kinds of (17) _____.

New place

(18) _____: get rid of any possible residue.
Bathrooms: Use (19) _____ to disinfect everything.
Refrigerator / microwave

Section 3

Questions 20 ~ 30

Questions 20 ~ 24

Circle the appropriate letter.

- (20) What happened to the students?
A. They were overwhelmed with their studies
B. They were too excited to sleep
C. They had some symptoms just like cold
- (21) Who gave them the information about the test anxiety?
A. A student in the Psychology department
B. A professor
C. A student in the iatrology
- (22) Which one may suffer from the test anxiety?
A. Excessive sleeping
B. Vulnerable to disease
C. Concentration Loss
D. Short memory
E. Easy to get angry
- (23) What's the possible reason for test stress and anxiety?
A. Positive self-image
B. Too much knowledge to learn
C. No time to prepare
D. No materials to prepare
E. Overestimate the own ability
- (24) Which one is right concerning students' stress before the test?
A. Worry before the test is harmful
B. Worry helps to motivate students
C. Worry should be reduced to a level as low as possible
D. Most of the worries keep students attentive to the test-to-be
E. Excessive worries affect students' performance on the test

Section 4

Questions 31 ~ 40

Questions 31 ~ 32

Circle the appropriate letter.

(31) Why is the ocean referred as 'flywheel of the climate system' ?

- A. absorbs and releases thermal energy
- B. supplies thermal energy during the day and night
- C. store energy during the day and night

(32) Why does the temperature on ocean rise much less than it does on dry land?

- A. not under the same heating conditions.
- B. the heat is mixed down for some metres by the wind
- C. the ocean stores and increased evaporation.

Questions 33 ~ 35

Complete the table below and **write numbers and / or no more than three words** for each answer.

Temperature Range

	from place to place	during the course of the year
Ocean	32°C	(33) _____
Continent	(34) _____	(35) _____

Question 36 ~ 40

As you continue to listen, fill in the blanks 36 ~ 40. Write **no more than three words or a number** for each answer.

The ocean's slow response to heating and cooling results in the oceanic (36) _____ being retarded relative to that in continental regions.

Europe, has (37) _____ due to the Atlantic water flow.

The water at the ocean surface is (38) _____ than deeper water below it in the Greenland Sea.

When we study the evolution of climate, we should take (39) _____ into consideration.

Ocean changes, climate changes and (40) _____ influence each other.

Questions 25 ~ 30

Write **numbers and / or no more than three words** for each answer.

(25) What's the key point of the Test Anxiety Strategies?

(26) Why is hard to keep a balance between positive stress and negative stress?

(27) How can a student under the test stress do to alleviate physical aches without medication?

(28) One student's cause of the anxiety is called ...

(29) What can remind yourself of your positive qualities?

(30) Test Anxiety Strategies may help international students to deal with ...

Test Two

Section 1

Questions 1 ~ 10

Questions 1 ~ 7

Complete the table below. Write **no more than three words or a number** for each answer.

Main Attractions in Ireland	
Majestic Kerry: Irish museum:	Facing the broad Atlantic, with breath-taking contrasts. mementos, such as 1782 (1) _____, Land Banners, a door
Windmill:	only commercially operated the tallest of its kind in Europe, (2) _____ meters, open: (3) _____
Historical buildings:	including: towers, monuments, castles, forts, churches and (4) _____
Accommodation:	(5) _____
Cobh:	(6) _____ of southern Ireland popular seaside resort (7) _____ for Titanic

Questions 8 ~ 10

Fill in the table with **no more than three words**.

Travel Registration Form	
Example	Answer
Name:	Mike
Preferred travel time: (8) _____	
Registered tourist number: 1	
License No.: (9) _____	
Tour fees: (10) _____	

Section 2

Questions 11 ~ 20

Questions 11 ~ 16

Complete the table below. Write **no more than three words or a number** for each answer.

Purpose	Type of walking	Time	Calories expended
weight loss	(11) _____	45 ~ 60 minutes	(12) _____ calories
cardio conditioning	high intensity	(13) _____ 3 or 4 days per week	800 ~ 1,000 calories per week
(14) _____	moderate but with (15) _____	20 ~ 70 minutes 3 ~ 4 days per week	800 ~ 1,000 calories per week
long-term health	consistent	30 minutes daily	(16) _____ calories per week

Questions 17 ~ 18

Circle the letter from A ~ E.

(17) Which kind of exercise can be more effective in burning off the excess body fat?

- A. walking
B. high intensity walking
C. high intensity aerobic
D. workout with equipment
E. cycling

(18) Which one belongs to the popular workout-Tae-Bo?

- A. Low energy exercise combination
B. Like karate, aerobics, boxing, and dance
C. A repeating four-count
D. Exercise combination with pop music
E. Heart-pounding and butt-kicking steps

Questions 19 ~ 20

Write **numbers and / or no more than three words** for each answer.

(19) How can keep our enthusiasm high in doing exercises?

(20) What's the often excuse for people hard to stick to a workout schedule?

Section 3

Questions 21 ~ 30

Questions 21 ~ 23

Fill in the blanks 21 ~ 23. Write **no more than three words or a number** for each answer.

- (1) Rainforests plants can also be used as (21) _____ that cure disease and illness.
 (2) Norway has (22) _____ forests.
 (3) Tropical rainforests bring Australian (23) _____ due to the whole year raining.

Questions 24 ~ 25

Complete the table showing the contrast of soils in tropical and temperate rainforest.

Write: A for Fertile soils

B for Thick clay

Tropical rainforest	Temperate rainforest
ancient	young
(24) _____	(25) _____

Questions 26 ~ 27

Circle the appropriate letter.

(26) Why are the forest people mainly hunters?

- A. they are indigenous
 B. traditional life-style
 C. the soil is poor

(27) Why are the forest tribes declining?

- A. smallpox and measles
 B. outdated life-style
 C. land seizure wars between the tribes

Questions 28 ~ 30

Complete the table below. Write **no more than three words or a number** for each answer.

	Name of each part	Characteristics
First	emergents	Giant trees with (28) _____
Second	canopy	Upper parts full of life
Third	(29) _____	Dark, cold, under leaves
Fourth	(30) _____	Ground with especially insects

Section 4

Questions 31 ~ 40

Complete the table below. Write **no more than three words or a number** for each answer.

Writing a Term Paper
CHOOSING A SUBJECT Good paper is a (31) _____ to all the questions the author decides upon, in which the author uses (32) _____ for supporting. Specific subject is better.
FINDING SOURCES OF MATERIALS Sources available (33) _____ and not over 20 years old Making a list of (34) _____ under the subject.
GATHERING THE NOTES (35) _____ classified by the kind of resources.
OUTLING THE PAPER (36) _____ should be included in the first part of the paper. Formula as: • statement of purpose. • main body of the paper. • statement of (37) _____.
EDITING THE PAPER • read it after having written the first draft as if it were (38) _____ to you. • (39) _____ for polishing up the language. • check for proper spelling, phrasing and sentence construction. • check for proper form. • check for proper (40) _____.

Test Three

Section 1

Questions 1 ~ 10

Questions 1 ~ 5

Circle the appropriate letter.

- (1) What is the on-campus interview?
- A. Meeting with three or five companies and picking the one you like
 - B. Performing during the interview is only important step
 - C. Intense competition free to students and easier to come by
- (2) Why did the one student get the part-time job in the student cafeteria easily?
- A. The cafeteria was short-handed
 - B. The cafeteria was newly-built
 - C. The person is always lucky

Complete the table below. Write **no more than three words or a number** for each answer.

Step to the Interview

Before the interview:

Get well prepared
 two copies of your resume
 copies of your top three (3) _____
 Get company information at the (4) _____
 Know the gathered (5) _____ inside out

Questions 6 ~ 10

Waiting room:

Ten to fifteen minutes early

Check in with the (6) _____

Try to find out (7) _____ of the interviewer and any interviewees on the schedule before you

Review the folder

Refuse any invitations by the administrator

Avoid (8) _____

The time for the interviewer to greet you

Find a seat directly facing the interview

Be conscious of the (9) _____

Make immediate eye contact and smile to any interviewer approaching

(10) _____ each interviewer as your interviewer

Section 2

Questions 11 ~ 20

Questions 11 ~ 17

Complete the table below. Write **no more than three words or a number** for each answer.

Sawdust Arts Festival 2003

History: Established in (11) _____

Purpose: Bring (12) _____ and showcase local and national culture.

Duration: (13) _____ to Sunday 27th July, with 235 events.

This year's focus: Irish world premieres and international theatre, music, literature and the visual arts.

Main performance List:

Type of act	Country
Physical theatre	(14) _____
(15) _____	Australia
Junebug Symphony	(16) _____
Pittsburgh Irish & Classical Theatre	USA
Vibrant physical theater	(17) _____

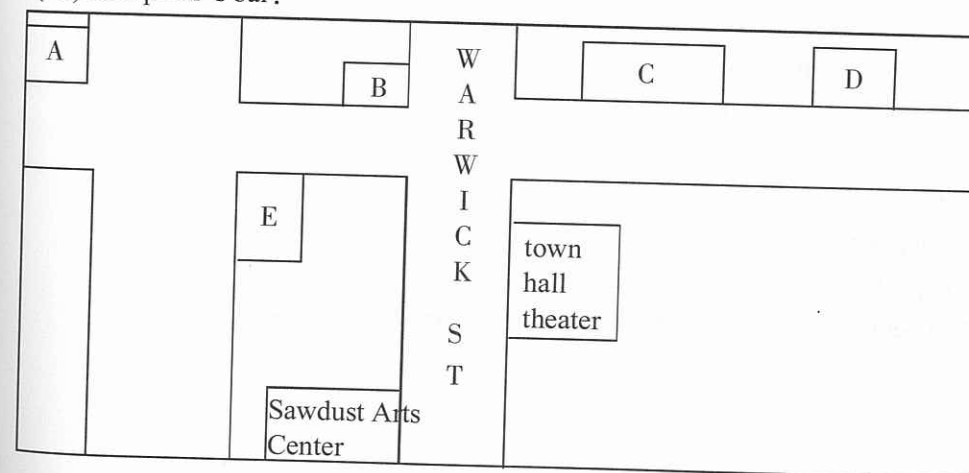
Questions 18 ~ 20

Label the map. Choose your answers from the appropriate letter A ~ E on the map.

(18) Town art gallery:

(19) Kenny's bar:

(20) Campbell's bar:



Question 28 ~ 30

Complete the table below. Write **no more than three words or a number** for each answer.

Cornell System

☆ PREPARATION:

Dividing a large, loose-leaf notebook into two sides.

Left side: (28) _____ Right side: notes

☆ DURING THE LECTURE:

Note down general ideas (29) _____

☆ AFTER THE LECTURE

Write down ideas or key words in your own words in the left side

Recite the general ideas and (30) _____ of the lecture

Section 3

Questions 21 ~ 30

Questions 21 ~ 27

Circle the appropriate letter.

- (21) Why do lecturers always mention several minor points in the lecture?
- A. They are explanatory material and samples
 - B. They are useful to keep students alert during a long lecture
 - C. They provide time for students to take notes
- (22) Notes on the blackboard may serve as...
- A. major points
 - B. minor points
 - C. cues to an exam
- (23) The original notes should be...
- A. neat
 - B. integrate
 - C. easy to understand
- (24) Which one may be possibly used by the student in taking notes?
- A. question mark for the points hard to understand
 - B. a word such as time abbreviated like 'tm'
 - C. abbreviations limited to writing only the first letters of a word
- (25) When should students ask questions in notes-taking?
- A. Once they find they lost the track
 - B. If they are not too sure about the homework
 - C. Anytime they want to ask questions
- (26) What's the advantage of using large notebooks?
- A. The notes can be legible
 - B. The notebook is carrying convenience
 - C. The notebook can leave margins for future use
- (27) Which is correct in note-taking?
- A. think before you write
 - B. copy down everything we hear
 - C. remember to note down the explanatory material and samples

Section 4

Questions 31 ~ 40

Complete the summary. Write **no more than three words or a number** for each answer.

The lecture with a history of (31) _____, is important in the university's tradition. Topics are diverse, ranging from (32) _____ to the art.

Tonight's lecturer, the Professor in the (33) _____ and in English Language & Comparative Literature, is a fruitful scholar in Shakespeare and of medieval and Renaissance English drama with a weighty edition of the Complete Works of Shakespeare as well as a reputable critic in his field through a variety of critical lenses, such as political, social, (34) _____ and artistic.

The lecturer is also a popular teacher with students, remarked as brilliant, (35) _____, and sweet. With his warmth and generosity, he always invites generations of university students home for the (36) _____ and holiday sing-alongs. Although other universities want to steal him, he (37) _____ due to the love between him and the students.

Tonight, besides the regular (38) _____ we also prepare some (39) _____ at your table for you submitting your questions at the end of the lecture named (40) _____.

Test Four

Section 1

Questions 1 ~ 10

Questions 1 ~ 5

Complete the table below. Write **no more than three words or a number** for each answer.

Homestay Registration Form

Name: (1) _____

Passport number: (2) _____

Age: 25

Address: Room 21C, Willow college

Course applied: (3) _____

Enrollment course time: (4) _____

Homestay time: (5) _____

Questions 6 ~ 10

Complete the blanks below. Write **no more than three words or a number** for each answer.

Requirement of homestay: (6) _____, non-drinker.

Favorite food: (7) _____

Preferred sport: (8) _____

Preferred transportation: (9) _____

When to get the final info: (10) _____

Section 2

Questions 11 ~ 20

Questions 11 ~ 14

Complete the table below. Write **no more than three words or a number** for each answer.

Experiment

Materials: Corn flakes, a plate of glass, wooden blocks, ceramic cups, and a old wool sweater

First step	Place the corn flakes on the table surface and put the wooden blocks on the table
Second step	(11) _____ the plate of glass over the table with pile of corn flakes
Third step	Rub the top of the glass with the wool sweater
Result	The corn flakes (12) _____ from the table surface to the plate of glass and back again.

Conclusion: the phenomenon is caused by (13) _____

Circle the appropriate letter.

(14) Why do the corn flakes jump to the overlying glass?

- A. Net positive charge from the glass attracts net negative charge from the corn flakes
- B. Net negative charge from the glass transmits the charge to the corn flakes
- C. The great difference in charge draws the corn flakes to the bottom of the glass plate

Questions 15 ~ 20

(15) Why is the kind of electricity called static electricity?

- A. Because the electricity causes small articles to move and then stop moving at last.
- B. Because the electricity is not moving
- C. Because the electricity has nothing with moving or not moving

Complete the blanks below. Write **no more than three words or a number** for each answer.

Painful car-door sparks and wintertime sparks from large metal objects are a result of

(16) _____.

In fact, surrounding these charges, is a (17) _____, which is the main feature of the name of 'static.'

Static electricity is not static; it is (18) _____

Write **numbers and / or no more than three words** for each answer.

(19) How to avoid the painful sparks when we touch a doorknob in winter?

(20) What happened to your body's charge when we safely grab the doorknob?

Section 3

Questions 21 ~ 30

Questions 21 ~ 28

Complete the blanks below. Write no more than three words or a number for each answer.

The deadline for the paper's the preliminary draft is (21) _____

The paper is related to the major of (22) _____

Maya had a (23) _____ urban society

Human sacrifice was found from (24) _____ used for religious rituals

But Maya has a well-developed culture for (25) _____, such as elaborate trading relationships and astronomical observations.

Paper will mention new discoveries including:

☆ new finds of Maya art, music, and mythology

☆ a killed (26) _____ deep within a pyramid

☆ an ancient village perfectly preserved in volcanic ash as well as (27) _____ to make the points vivid and (28) _____ to Maya culture.

Questions 29 ~ 30

Circle the appropriate letter.

(29) What're the students trying to do when they mention roads are being 'opened'?

A. Encourage people to further discover the mystery of Maya

B. Call people to stop looting the culture heritage

C. Attract more tourists

(30) What's the title of the paper?

A. Secrets of the Maya

B. Insight into Maya

C. Thinking from Maya

Section 4

Questions 31 ~ 40

Questions 31 ~ 34

Complete the table below. Write **no more than three words or a number** for each answer.

	How to breathe air	How to swim (moving tails)
fish	(31) _____	(33) _____
whale	(32) _____	(34) _____

Questions 35 ~ 38

Complete the blanks below. Write **no more than three words or a number** for each answer.

The fastest whale swims up to (35) _____ per hour.

The biggest whale grows (36) _____ long and 9-story building high.

The whale eats by (37) _____ through baleen.

The smallest whale is only (38) _____ long.

Questions 39 ~ 40

Circle the appropriate letter.

(39) Why does all kinds of whales sing songs?

A. To determine the direction

B. To locate prey

C. To attract mates

D. To do all kinds of skillful activities

E. To hatch offsprings

(40) When can you see many whales together in large pods?

A. When they are singing

B. When they are playing

C. When they are moving from one place to another

D. When they are caring of their young

E. When they are escape being hunted

Answers 答案

Test One

Section 1

Questions 1 ~ 10

- | | |
|-------------------------------|---------------------------|
| (1) Ray | (2) 200 |
| (3) 4 week | (4) 8 |
| (5) 50 photographs | (6) experts and audiences |
| (7) travel plans | (8) innovative ideas |
| (9) 2 months time/in 2 months | (10) mysterious fever |

Section 2

Questions 11 ~ 19

- | | |
|----------------------|--------------------------|
| (11) stress | (12) organization |
| (13) checklist | (14) in large boxes |
| (15) Storage space | (16) one room |
| (17) stains | (18) Insides of cabinets |
| (19) bleach cleaners | |

Section 3

Questions 20 ~ 30

- | | |
|---|---------------------------|
| (20) C | (21) A |
| (22) D E | (23) B D |
| (24) B E | (25) balance |
| (26) body cannot tell | (27) describe to yourself |
| (28) negative self-images / lack confidence | (29) self-talk |
| (30) culture shock | |

Section 4

Questions 31 ~ 40

- | | |
|---------------------------------|---------------------|
| (31) A | (32) B |
| (33) 10°C | (34) 100°C |
| (35) 80°C | (36) annual cycle |
| (37) mild winters | (38) more dense |
| (39) ocean behaviour / behavior | (40) human activity |

Test Two

Section 1

Questions 1 ~ 10

- | | |
|-----------------------------|-----------------------|
| (1) Irish Volunteers' flag | (2) 21.3 |
| (3) 10:00 a.m. to 6:00 p.m. | (4) heritage centers |
| (5) castle | (6) an urban district |
| (7) The final port | (8) 20th ~ 28th |
| (9) JO6337 | (10) \$2,850 |

Section 2

Questions 11 ~ 20

- | | |
|---------------------------------|-----------------------------------|
| (11) moderate | (12) 2,000 ~ 2,500 |
| (13) 20 ~ 30 minutes | (14) muscle toning |
| (15) resistance | (16) 2,000 |
| (17) C E | (18) B E |
| (19) alternating new activities | (20) not have time / have no time |

Section 3

Questions 21 ~ 30

- | | |
|---------------------|------------------------|
| (21) in new drugs | (22) temperate |
| (23) drinking water | (24) B |
| (25) A | (26) C |
| (27) A | (28) birds and insects |
| (29) understory | (30) forest floor |

Section 4

questions 31 ~ 40

- | | |
|-----------------------------|--------------------------|
| (31) well-organized answer | (32) facts |
| (33) on the campus | (34) subject-headings |
| (35) A card file | (36) Its purpose |
| (37) summary and conclusion | (38) cold and unfamiliar |
| (39) read aloud | (40) quotations |

Test Three**Section 1**

Questions 1 ~ 10

- | | |
|-------------------------------|--------------------------------|
| (1) C | (2) A |
| (3) letters of recommendation | (4) Career Center |
| (5) information | (6) secretary or administrator |
| (7) the name | (8) candy and gum |
| (9) entryway | (10) Anticipate |

Section 2

Questions 11 ~ 20

- | | |
|------------------------|----------------------------|
| (11) 1978 | (12) international artists |
| (13) Tuesday 15th July | (14) Australia and France |
| (15) Acrobat | (16) USA |
| (17) Australia | (18) C |
| (19) D | (20) A |

Section 3

Questions 21 ~ 30

- | | |
|--------|--------------------|
| (21) A | (22) C |
| (23) C | (24) B |
| (25) B | (26) C |
| (27) A | (28) recall column |

(29) in paragraph form

(30) concepts

Section 4

Questions 31 ~ 40

- | | |
|-------------------------------|-----------------------------------|
| (31) 25 years | (32) medical change |
| (33) Humanities | (34) commercial |
| (35) fascinating | (36) potluck suppers |
| (37) resisted the temptations | (38) debate |
| (39) index cards | (40) Shakespeare Faces Retirement |

Test Four**Section 1**

Questions 1 ~ 10

- | | |
|----------------------------------|---------------------|
| (1) Edward Arnold | (2) JK3360 |
| (3) Intermediate Spanish Studies | (4) 20 weeks |
| (5) 4 months | (6) non-smoker |
| (7) seafood | (8) tennis |
| (9) train | (10) this afternoon |

Section 2

Questions 11 ~ 20

- | | |
|----------------------------|--|
| (11) balance | (12) jump |
| (13) the static charge | (14) C |
| (15) C | (16) charge-imbalance / static electricity |
| (17) strong electric field | (18) high voltage electricity |
| (19) touch metal key | (20) It is discharged |

Section 3

Questions 21 ~ 30

- | | |
|--------------------------------|--------------------|
| (21) Sept. 19 | (22) Archeology |
| (23) complex and sophisticated | (24) ancient caves |
| (25) 4,000 years | (26) royal family |
| (27) beautiful photographs | (28) protection |

(29) B

Section 4**Questions 31 ~ 40**

(31) using gills

(33) left and right

(35) 30 miles

(37) filter feeding

(39) A C

(30) C

(32) using lungs

(34) up and down

(36) 94 feet / 29 m

(38) 8.5 feet / 2.6 m

(40) C D

**Tape Transcripts** 錄音原文**Test One****Section 1**

A student, Penny, talking to two friends, Ray and Louise, about a competition Ray has entered. First, look at questions 1 ~ 7.

P: Haven't seen you two in ages. What have you been up to?

L: Hi, Penny. Ray is really excited. He has just been shortlisted for the Travel Magazine. He could be off traveling around the world for 3 months.

P: Travel Magazine? What's that?

L: You've never heard of it? Don't you watch TV or listen to the radio?

P: Well actually no, hardly ever. Esp. since I have started working on my thesis. I don't have time to breathe, let alone watch TV and listen to the radio. So what's this all about?

R: Well, actually it's a competition run by Travel Magazine. It involves my two great loves, travel and photography.

P: Is it the competition that people are sent around the world taking pictures and writing articles introducing the place they go? The whole trip will be videotaped? I have heard of it. Fantastic! So you've been chosen.

R: Not yet. I'm one of 34 selected for an interview next week so I've made it through the first cut.

L: Yeah, there were over 200 applicants from around the country. Pretty amazing, huh?

R: Well, I've been lucky so far.

P: What's the next stage?

R: Thirteen are chosen from the interview to do a 4 week training course in living outside and photography skills. Then, the 8 finalists get sent off with a camera to travel around the world.

P: Sounds incredible. What's the catch?

R: The catch is that every 2 weeks you have to send in 50 photographs and 10 articles from a different part of the world. It's broadcast on TV and local radio along with the work of three of the other competitors and judged by a panel of experts and the audiences. So you're under a lot of pressure.

P: Wow, I guess so. You mean, you are on TV and radio every two weeks?

R: Yep, that's right. But first I have to be selected.

L: Do you have to have any experiences to apply?

R: Some background in photography or video-making helps. But you are not supposed to be an expert. In fact you can't apply if you have already worked in that field. We all get the same 4-week-course so we start with the same skills.

P: Can you go anywhere in the world you want?

R: Each competitor makes up his or her own travel plans and has to get them approved.

Later the competition result comes out and Ray was selected at last. Before you listen to their conversation, you have some time to look at questions 8 ~ 10.

P: Congratulations! I knew you will make it!

R: Thanks. I'm lucky enough. But you and Louise help me a lot giving me the innovative ideas of taking the pictures and writing the articles. During the 4-week-training, my job was greatly praised. They said I'm a talent for finding new angles for photographs.

P: You are great. When will you set off?

R: In two months time.

P: Can't wait for it, huh?

R: I'm a little bit worried.

P: About your skills?

R: Not my skills but the tough time I will have. The first group who attended the competition has come back from the trip and they described it a really tough time.

P: At least it's not a holiday.

R: I'm told to live in the backward countryside, no bath, dirty toilet. Even a country where you cannot speak the language they speak. One member caught some mysterious fever in Africa and it lasted for 2 weeks. Really ill alone far away.

P: Too bad. Regret that you had applied?

R: Of course not. When I first saw the advertisement for the competition, I realized it was for me.

I like the challenge. Hard but exciting!

P: Yeah, valuable experience. I will try to find time to watch you on TV at least once a week.

R: When my friends watch me, I will feel full of energy far away. I'm not lonely.

P: Have a good trip.

Section 2

You are going to listen to a tutorial about moving. Before you listen, you are given some time to look at questions 11 ~ 19.

At the beginning of or at the end of a semester, a lot of students will be busy with moving. Moving from one place to another is considered one of the most stressful things people do in their lives. To move everything you own — much of it fragile and important to you — one place to another involves careful planning, organization, good equipment and tools, the right moving materials and a heap of plain common sense. For those who ask me for suggestions, I can give you some tips.

The first thing to remember is to get started and plan ahead as much as possible. Having a written plan or checklist is a smart way to get organized, as well as having plenty of moving boxes, tape and marking materials before you begin. Write down everything in each room and how you'll deal with moving it. You'll also want to decide whether you'll do the packing and loading or whether you want the mover to do those tasks.

Packing is an art form in itself. It takes careful organization ahead of the actual move. Most moving authorities say it's best to pack one room at a time and mark each box carefully so you know where things are. Heavier items go in the bottom, lighter things on top. Basic common sense helps: that is, don't pack your books or other heavy items in large boxes that will be clumsy and difficult to carry.

Are you moving appliances and furniture or extra vehicles? Something really large like a piano? Any of those will take special consideration that your mover will need to know about. Depending on the timing of the move, you might want to consider a storage space for some of your stuff that can't be immediately accommodated.

But there can't be too much stress put on good organization. Planning ahead will make a significant difference in the stress level and completion of your move.

Now that everything's boxed up and ready to go, you'll want to tackle those mystery stains in the hallway and dingy bathroom tiles. Just like packing, there's a method to cleaning up your old place: put all the Materials Needed in the list, make sure you have everything on the materials list. Put all of the cleaning stuff into boxes and mark them 'DO NOT MOVE'. I remember last time when I moved, I tackled the bathroom tiles while my friends took a load of boxes to my new place. Not knowing any better, a friend of mine took the cleaning supply box with him and for the next two hours I had nothing but a scrubbing brush, some rubber gloves and some store brand tile

cleaner. In case you're wondering, you cannot dust with a scrubbing brush nor clean glass with tile cleaner.

Start in one room and don't leave until it's spotless. If you pick up bits and pieces all over the house, you won't feel like you've accomplished much.

Don't clean the floors, toilets or bathroom sinks until right before you're leaving. If you do, you'll just have to do it all over again.

Clean from top to bottom. If you don't, you'll be cleaning some spots twice.

Don't blister your knuckles trying to make the carpet shine. Remember, you're responsible for coffee and pet stains, etc. but landlords will understand normal wear and tear. If you're really worried about any stains you've made, consider renting a carpet cleaning system from your local grocery store (usually around \$20.00 per day). If you smoke or have stinky pets, you can get rid of some of the smell by sprinkling baking soda on top of the carpet, letting it sit for about 15 minutes and then vacuuming it up. ***Do this BEFORE you dust!!!***

Your new place should already be clean, but you may want to go over a few areas again:

First, The insides of cabinets — Chances are, the management had pest control come in and spray after the previous tenant left. While most pest control companies boast that their products are completely human friendly. I wouldn't take the chance. Take a warm, wet rag and clean the insides of drawers and cabinets to get rid of any possible residue. Once you've done this, you may want to line the cabinets / drawers with contact paper.

Second, Bathrooms — You really don't know anything about the people who lived there before you. Use bleach cleaners to disinfect everything.

Third, Refrigerator / microwave.

As long as you're in a good organization, you may not feel under a lot of stress. Now, you can go back to thinking about your planning.

Section 3

Listen to a conversation between two students during the final examination period. You have some time to look at questions 20 ~ 24.

Student 1: The final examination is coming soon and I feel so nervous about the exam that I have headaches, shakiness, and even sleeplessness.

Student 2: I feel the same. And most students have this kind of symptoms at this time during the year. So I went to a friend of mine who majors in Psychology and got to know it's called test anxiety, a complex of physiological and emotional responses to tension or stress resulting from apprehension for upcoming exams. This state of distress and uneasiness is often marked by muscle tension, aches, excessive sweating, acne break-

outs, fever blisters, shakiness, depression, irritability, anger, panic, lack of confidence, helplessness, and memory loss. A professor in our school developed a short questionnaire for determining if a student experiences a mild or severe case of test anxiety in 1990, and the result is stunning: most the students experienced the test anxiety more or less.

Student 1: I thought I've caught some diseases. How can I get over test anxiety?

Student 2: It's not that easy. The effects of test anxiety vary widely in nature and severity from one student to another. Some students are mildly affected by anxiety, and may only experience one or two of the symptoms. Others, however, may experience symptoms of anxiety so severe that they are greatly incapacitated. And with respect to tests, anxiety often arises for one or more of the reasons. Different causes may have different solutions.

Student 1: You mean we have to find our own reasons first?

Student 2: Sure. You know different combinations of strategies may be used to develop stress management plans for different testing situations. It is important to have several options for dealing with test anxiety since exams in various courses and subjects may affect the student differently.

Student 1: As for me, I have a history of poor performance on the exams in the high school and I am not confident in my ability up to now. I always worry about the results.

Student 2: That's one kind of reason. Other reasons include: the student is physically or mentally unhealthy; the student has a negative self-image and lacks confidence in his / her abilities, the student dislikes the subject, course, and / or instructor; the student realizes he / she is inadequately prepared for the exam; the student has inappropriate expectations about his / her preparations for the exam; the student is overwhelmed by the amount of information to be learned, unable to locate or forgets exam supplies.

Student 1: I never realized there were so many reasons. It seems lots of people suffer from it. It's an enemy to students. Too bad! I really want to invent something to get rid of the anxiety.

Student 2: Do you know many researchers suggest that a little worry is good for students because it keeps them alert and task-oriented? Excessive worry, on the other hand, can be very deleterious and debilitating for students as it leads to mental block and the other problems listed above. It's interesting, isn't it?

Student 1: You mean the most important thing is balance?

Student 2: I don't know. But many researchers say that.

Student 1: Anyhow, I can't sleep at night. Give me some suggestions. I can't stand it anymore.
The two students continue to talk about the causes of test anxiety and some solutions. Before you listen to the conversation, you have some time to look at questions 25 ~ 30.

Student 2: My friend told me something called Test Anxiety Strategies, intended to reduce the effects of stress due to apprehension of examinations. The goal is not to completely eliminate anxiety, since a reasonable amount of stress can be beneficial in motivating most students. Rather, the goal is to reduce anxiety to a manageable level and to empower students so they have control in testing situations. A balance!

Student 1: But our body cannot tell the difference between positive stress and negative stress. For some people, some amount of stress improves task performance; but for many, stress hampers one's ability to perform a task. Stress is like body temperature—it goes up and down. How can one create a balance?

Student 2: Listen to me first. For your situation, the strategy suggests the following: First, exercise or do something fun to burn off extra energy. Non-studying activities help to take one's mind off worries and concerns about the test. They also serve as outlets for anger and other negative emotions that feed anxiety. Second, eat a balanced meal before the test, especially if you are accustomed to eating that meal. For example, don't skip breakfast if you normally eat it just because you have butterflies about the test. You experience strong physical reactions to anxiety, like butterflies or headache, describe them to yourself. This may help to alleviate them without medication.

Student 1: Sounds easy. But I worry about the exam as I told you I often did poorly on exams before.

Student 2: It's called negative self-images or lack confidence in the abilities. Students often develop negative self-images when they experience failures on exams, especially if they feel they didn't receive the grade they deserved. This may translate into heightened anxiety on future exams just like you. Here are some tips: First, try to focus on past testing successes. Learn from past failures, but don't dwell on them. Consider what you did differently to prepare for tests on which you were successful versus tests that went poorly. Can you see the cause and effect relationships? Repeat those actions that made you successful and alter those that resulted in failure. Second, engage in positive self-talk. Generate a list of your positive qualities and remind yourself of them by posting them in your room or repeating them to yourself periodically. Then make a more specific list of the positive aspects of your exam preparation. Repeat them to yourself when you feel anxious. Realize that the students who got negative results, unlike you, are unprepared.

Student 1: Slowly, I will take the main points down.

Student 2: OK.

Student 1: Can I extend the Test Anxiety Strategies into other facets of student life? Besides exams, we will suffer different kinds of anxiety in our life. If the approaches can be generalized to deal with nontesting situations that cause stress, such as moving far from home, living with roommates, living on one's own, peer pressure and social acceptance, dealing with parents, and finding a job, they will be more fruitful.

Student 2: Even culture shock for those international students. Let us try and draw a conclusion later.

Section 4

You will listen to a lecture about the earth's climate. First, you have some time to look at questions 31 ~ 40. Write no more than three words for each answer.

The ocean plays a role in the climate system which is complementary and of comparable importance to that of the atmosphere. It stores heat and releases it later, and often in a different place. It transports heat in amounts comparable with atmospheric transport. It both absorbs and releases carbon dioxide. It is sometimes referred to as the 'flywheel of the climate system'. Like a flywheel, the ocean stores energy, in this case thermal energy, when it is in large supply during the day or summer, and releases it when the energy supply is reduced or reversed during night or winter.

When it is heated the ocean responds by storing some of the heat and by increased evaporation. Because the heat is mixed down for some metres by the wind, temperature rises much less than it does on dry land under the same heating conditions. The evaporation has profound effects on the atmosphere and on climate. Water vapour released into the atmosphere importantly increases the greenhouse effect in the atmosphere. When it recondenses, the resulting heating of the air is a major source of energy for atmospheric motion.

When the ocean is cooled, it responds by generating vertical convective motions, which resupply heat to the surface. Thus the temperature fall is much less than over land under the same cooling conditions.

The overall result is that for the two thirds of the earth's surface covered by ice-free ocean, the temperature over the whole ocean ranges only from -2°C (the freezing point of salt water) to 30°C , and at any one place by hardly more than 1°C during the course of a day and 10°C during the course of a year. This range might be compared with that over dry mid continental areas, where the variation from place to place can be about 100°C , and during the course of the year in particular places about 80°C . Further, the relatively slow response of the ocean to heating and cooling results in the oceanic annual cycle being retarded relative to that in continental regions. In moving, the ocean redistributes heat (and salt) in ways that are of central importance in determining the details of the earth's climate.

The North Atlantic provides a particularly notable example. In the tropical Atlantic, solar heating and excess evaporation over precipitation and runoff creates an upper layer of relatively warm, saline water. Some of this water flows north, through the passages between Iceland and Britain. On the way it gives up heat to the atmosphere, particularly in winter. Since winds at these latitudes are generally from the west, the heat is carried over Europe, producing the mild winters which are so characteristic of that region relative to others at similar latitudes.

So much heat is withdrawn from the ocean and absorbed by the overlying atmosphere that the temperature of the water at the ocean surface drops close to the freezing point. This water, now in the Greenland Sea, remains relatively saline, and the combination of low temperature and high salinity makes the water more dense than deeper water below it. Convection sets in and the water sinks—occasionally and locally right to the bottom. There it slides under, and mixes with, the other water already close to the bottom. It spreads out and flows southward, deep and cold.

The ocean plays a key, but frequently understated, role in determining the earth's climate. Indeed any possibility of predicting the evolution of climate beyond a few weeks demands that ocean behaviour also be taken into account.

With respect to sensitivity to, and contribution to, long term climate change: there is every reason to believe that the ocean is now changing, in response to climate changes over the past few hundred years (the Little Ice Age). It can be expected to change further as influences from human activity become increasingly marked. The effect of the ocean on the atmosphere could be either to moderate or to intensify these changes. It will certainly modify them.



Test Two

Section 1

Listen to a conversation between two students talking about their vacation plan. Before you listen, you will have some time to look at questions 1 ~ 7.

Mike: Hi, Linda. Glad to see you here.

Linda: Hi, Mike, How are you!

Mike: Not good. I am thinking of my vacation destination. I have several places in mind but it's hard to decide. I heard you went to Ireland for the last spring break. Could you give me some ideas?

Linda: No problem. I strongly recommend you to the county with a rich archeological heritage, especially since we both major in history. You will find it exciting and mysterious.

Mike: Could you give me some more introductions?

Linda: Of all the counties in Ireland none is more fabled than Majestic Kerry. Facing the broad Atlantic, Kerry is a county of breath-taking contrasts. A place where the visitor is swept along by a sense of wonder at the wealth of treasures bestowed by nature. Though a powerful giant of a county, Kerry is a place for lovers of all the good things in life when you are there.

Mike: It sounds good. You know I read about Irish history in a journal last month and I began to get interested in the 1782 Irish Volunteers' flag and Land Banners. Can I have a chance to see that?

Linda: Yes. The Irish museum contains mementos from Irish history, including the articles you mentioned. Among other exhibits are a door from a ship of the Spanish Armada and the pen used by Neville Chamberlain and Eamonn De Valera to sign the 1938 agreement allowing Ireland to regain ports held by Britain.

Mike: I really can't wait for them.

Linda: You can also visit the Ireland's only commercially operated windmill—Blennerville. It is also the tallest of its kind in Europe: 21.3 metres high. This 18th century windmill is now open to the public. There are many fascinating workings to be seen as the giant sails turn. The adjoining building houses interesting exhibitions on emigration and The History of Milling. But it's not open full day, but from 10:00 a.m. to 6:00 p.m.

Mike: I have known for years that Ireland has a collection of historical towers, monuments, castles, forts, churches and heritage centers.

Linda: Sure. You can even choose to live in one of the historical Irish castles which have been lavishly refurbished and lovingly restored to welcome travelers. Paneled halls and beauti-

fully furnished rooms and striking portraits whisper of previous centuries. Marvelous!

Mike: Any seaside resort?

Linda: You cannot miss Cobh, an urban district of southern Ireland on Cork Harbor. It is a popular seaside resort. Its history and legacy connected with the famous Titanic story. Cobh was Ireland's main transatlantic port from the 1800's ~ 1950's, called Queenstown port, the final port of call for Titanic. On the 11th April 1912 the newly built Titanic arrived at Queenstown at 11:30am on her maiden voyage. A few passengers got off the ship here. A total of 123 passengers and 194 sacks of mail embarked at Queenstown. A total of 1,308 passengers were on board as they left Queenstown together with 898 crew members making a total of 2,206 people on board as she embarked on her final journey and steamed steadily toward her date with destiny.

Mike: I cannot imagine that. I saw the port in the movie *Titanic*. I didn't know it was in Ireland. Linda, you have already become a tourist expert on Ireland.

Linda: Thank you, you also can after you come back.

Mike: I have decided that I will go to Ireland for this vacation. Do you think I should go with a travel agency? Do you have any good ideas?

Linda: You can try the local travel agency, the same one I went with last year. They are offering discounts right now. I can give you the telephone number. Come this way.

After the conversation, Mike called the local travel agency. Fill in the table with no more than three words. But first you have some time to look at questions 8 ~ 10.

Travel agency: Hello, this is the local travel agency. Can I help you?

Mike: Hello. I am calling to ask for the travel route to Ireland.

Travel agency: When do you prefer to go there?

Mike: During the period 20th to 28th this month.

Travel agency: We can make it. Do you want to book the tour right now? It's a popular route.

Mike: OK.

Travel agency: Your name, please.

Mike: Mike.

Travel agency: Mike. How many people will you travel together with?

Mike: I'm travelling by myself. That's the reason I want to go with you.

Travel agency: We will provide you a comfortable tour. Any personal number?

Mike: My license's number is JO6337.

Travel Agency: JO6337. The whole tour costs \$3,000, cheaper than last year. And we still offer a 5% off to people who book their tour earlier. 5% is \$150, and the cost will be... er... \$2,850.

Mike: Thanks.

Travel agency: See you then.

Section 2

You will listen to a lecture about fitness. First, you have some time to look at questions 11 ~ 16. Write no more than three words for each answer.

Fitnessachieve is a highly targeted Fitness & Health Center, built to provide you with the best Fitness & Health results possible.

Now ask yourself: Do you want to lose weight? Improve endurance? Tone muscles? Or Enjoy long range health?

Did you know that you can reap these benefits and more just by exercise. You can! But what most people don't know is: in an effort to achieve a certain result, you need to use a specific program or a combination of them.

First you can do walking. You need to choose a specific program according to your real aim. Let's begin with Weight Loss. You need to do this type of walk: Moderate; 45 ~ 60 minutes, daily. Calories expended: 2,000 ~ 2,500 per week.

Then, Cardio Conditioning. This kind of walking can help strengthen our heart, improve aerobic endurance, and help us recover more quickly from physical exertion. This kind requires: High intensity walking, brisk pace; 20 ~ 30 minutes, 3 or 4 days per week. Calories expended: 800 ~ 1,000 calories per week.

After that, we move to another aim: Muscle Toning. You also need to do moderate walking but with resistance; 20 ~ 70 minutes, 3 ~ 4 days per week. Calories expended 500 ~ 3,000 calories per week. Notes: When doing so, you should remember to flex your arm muscles, keeping them as close as possible to your trunk.

The last goal is for a long-term health. Consistent walks, 30 minutes, daily. Calories expended 2,000 per week. If you do it consistently, this walk will increase energy, reduce stress and fatigue, improve the risk of heart disease, improve mood, improve self-esteem and add years to your life.

Before the speaker continues to talk about the exercise forms, you have some time to look at questions 17 ~ 20.

But walking may not help with your fat loss. High intensity aerobic exercise, jogging, stepping, or cycling, is much more effective in burning off excess body fat. In fact, several studies have been done to prove this. In one study they compared one group who did moderate level aerobics for 45 minutes with another group who performed high intensity workouts for 15

minutes. They did before and after fitness testing including body fat analysis and found that the group who performed the high intensity aerobics lost nine times as much body fat! You can also try a workout with an equipment in our gym or even rent our equipment for back home, such as treadmills, bikes, and stair climbers for your muscle strength training. Unfamiliarity with movements and equipment can prove frustrating enough that you may consider throwing in the towel. Take heart, it's normal to feel awkward in the beginning. You can find a professional instructor to tell you how to use the machines efficiently and scientifically to achieve your goal. An effective increase in muscle tissue causes a corresponding increase in the number of calories your body will burn, even at rest. It doesn't take long for your skill to improve if you stick with it. After all, even fitness instructors were once beginners!

The good thing is we also have a Tae-Bo class, the motivating, heart-pounding, butt-kicking creation on your television at any hour of the day or night. Tae-Bo is a high-energy combination of karate, aerobics, boxing, and dance, complete with pulsating music and a repeating eight-count. People can't seem to get enough of this workout! So we add this class for those Tae-Bo manias. We will do all the key moves in slow motion with proper form and show you exactly where to put your feet, shoulders, and hips on each move, so that you can master all the techniques.

The best exercise is an activity that you enjoy enough to really pursue enthusiastically. Experiment with different forms of activity (cross training). Alternating new activities with old favorites will keep your enthusiasm high. Cross training also helps avoid injury due to repeatedly doing the same activity.

However, most people find it hard to stick to the old workout schedule, and one of the most popular excuses for failing to work out is not having enough time. Are you really so busy it is impossible to squeeze in exercise? The question is: How much do you value yourself? If you pack the day so full there is no time for you, you are stressing yourself beyond human limits. The body and mind need exercise and rest to stay fit and well. Take a closer look at your use of time to find a way to ease activity into your lifestyle.

Getting fit is not an overnight proposition; it's a lifestyle commitment. Don't expect immediate dramatic changes in your body shape or weight loss. Although changes are happening internally, most external benefits won't become visible for the first four to six weeks. Stay focused on your lifestyle choice and celebrate the internal benefits you're experiencing such as increased energy, less stress and anxiety, higher self-esteem, and an increased feeling of well-being.

Section 3

In this section you will hear a dialogue between the professor and students about the rainforest. Before you listen, you have some time to look at questions 21 ~ 27.

Professor: As you know, we Australia have some tropical rainforests. But do you know what is a Rainforest?

Student: Rainforests are very dense, warm, wet forests. They are havens for millions of plants and animals.

Professor: Right. And do you know what role the rainforests play in the ecology of the earth?

Student: You told us last week that they cover about 7% of the earth's surface and are very important to the earth's ecosystem. The rainforests recycle and clean water. The plants of the rainforest generate much of the earth's oxygen. Tropical rainforest trees and plants also remove carbon dioxide from the atmosphere and store it in their roots, stems, leaves, and branches. Rainforests affect the greenhouse effect, which traps heat inside the earth's atmosphere.

Professor: Yes. But these plants are also very important to people in other ways, such as many are used in new drugs that fight disease and illness.

Student: Professor, and where else can we find the important plants besides Australia?

Professor: Tropical rainforests are found in a belt around the equator of the earth. There are tropical rainforests across South America, Central America, Africa, Southeast Asia and in Australia. Another kind of rainforests, temperate rainforests are found along the Pacific coast of the USA and Canada (from northern California to Alaska), in New Zealand, Tasmania, Chile, Ireland, Scotland and Norway. They are less abundant than tropical rainforests.

Student: They bring us more rain and drinking water, which we are suffering a loss of.

Professor: As you say, it is almost always raining in a rainforest. Rainforests get over 80 inches (2 m) of rain each year. This is about 1 1/2 inches (3.8 cm) of rain each week. The rain is more evenly distributed throughout the year in a tropical rainforest (even though there is a little seasonality). In a temperate rainforest, there are wet and dry seasons. During the 'dry' season, coastal fog supplies abundant moisture to the forest.

Student: Tropical rainforests are much better than the temperate rainforests.

Professor: You cannot say that. They both have good temperatures never freezing and never getting very hot. The range of temperature in a tropical rainforest is usually between 75°F and 80°F (i.e. 24 ~ 27°C). Temperate rainforests rarely freeze or get over 80°F (27°C). But when we talk about the important Soil in a Rainforest, the role is different. The soil of a tropical rainforest is only about 3 ~ 4 inches (7.8 ~ 10cm) thick

and is ancient. Thick clay lies underneath the soil. Once damaged, the soil of a tropical rainforest takes many years to recover. While temperate rainforests have soil that is richer in nutrients, relatively young and less prone to damage.

Student: Oh, I see. How about the Animals of the Rainforests?

Professor: An incredible number of animals live in rainforests. Millions of insects, reptiles, amphibians, birds, and mammals call them home. Insects are the most numerous animals in rainforests. Tropical rainforests have a greater diversity of plants and animals than temperate rainforests or any other biome. That's why we can see so many species of animals in Australia.

Student: Professor, I was wondering why the forest people are mainly hunters.

Professor: Think it over. I mentioned the reason just now.

Student: I can't find the answer.

Professor: Since the soil in the rainforest is so poor, they have to get their food, clothing, and housing mainly from materials they obtain in the forests. Forest people are mostly hunter-gatherers; they get their food by hunting for meat, fishing for fish, and gathering edible plants, like starchy roots and fruit. There are many indigenous groups of people who have lived in the tropical rainforests. Many of these groups, like the Yanomamo tribe of the Amazon rainforests of Brazil and southern Venezuela, have lived in scattered villages in the rainforests for hundreds or thousands of years.

Student: Oh, I see. But as far as I am concerned, most indigenous populations are declining.

Professor: There are many reasons for this. Their primary problems are disease like smallpox and measles, which were inadvertently introduced by Europeans and governmental land seizure.

In the final part of their talk, they describe the strata of the rainforest. First, you have some time to look at questions 28 ~ 30.

Student: Thank you for telling us so much about the rainforests.

Professor: My pleasure. The last thing I want to talk about is the different parts of the rainforest. Different animals and plants live in different parts of the rainforest. Scientists divide the rainforest into strata based on the living environment. Starting at the top, the strata are: Firstly, EMERGENTS: Giant trees that are much higher than the average canopy height. It houses many birds and insects.

Secondly, CANOPY: The upper parts of the trees. This leafy environment is full of life in a tropical rainforest and includes: insects, birds, reptiles, mammals, and more.

Thirdly, UNDERSTORY: A dark, cool environment under the leaves but over the ground.

Fourthly, FOREST FLOOR: Teeming with animal life, especially insects. The

largest animals ground dwellers and there are fewer animals living in the forest canopy.

Student: An excellent topic!

Section 4

You are going to listen to a presentation about procedure for writing a term paper. First look at questions 31 ~ 40.

Hello, everybody. First, I will thank Dr. King for inviting me here to give you my ideas on how to write a term paper. All of you think it is formidable, right? (laugh). In fact, not as formidable as it seems if it is thought out in advance as a definite procedure with systematic perpetration. A term (or research) paper is primarily a record of intelligent reading in several sources on a particular subject.

The procedure for writing such a report consists of the following steps: First, choosing a subject; Second, finding sources of materials; Third, gathering the notes; Fourth, outlining the paper; Fifth, writing the first draft; Sixth, editing the paper.

Now let's look at each of them:

CHOOSING A SUBJECT

Most good papers are built around questions. You can find subjects in any textbook. Simply take some part of the text that interest you and examine it carefully. Ask yourself the following things about it to see if you can locate a question to answer in your paper. Does it tell you all you might wish to learn about the subject? Are you sure it is accurate? Does the author make any assumptions that need examining? Can two of the more interesting sections in the text be shown to be interrelated in some useful way? Your paper is an attempt to write a well-organized answer to whatever question you decide upon, using facts for the purpose of proving (or at least supporting) your contention.

The most common error made by students in choosing a subject for a term paper is to choose one that is too general. (The most specific subject will always have enough aspects to furnish a long paper, if you think about it for a while.)

FINDING SOURCES OF MATERIALS and GATHERING THE NOTES

Tradition suggests that you should limit your sources to those available on the campus and to those materials which are not more than 20 years old, unless the nature of the paper is such that you are examining older writings from a historical point of view. I agree with the saying. Then you can begin by making a list of subject-headings under which you might expect the subject to be listed.

After that, start a card file using the forms, classified as the kind of resources, such as book

and magazine article, news story, and periodicals. Sort these cards into books and each volume of periodicals. Then look up call numbers and sort out those for each branch library. This sorting saves library time.

Then, Consult the card catalog in the library to locate books—record author, title, publisher, date of publication and call number.

These above are aids to finding articles on any subject. They list subject heading, with various titles of articles under them, together with the location of each article. After that, we can gather the notes by examining the books and articles and taking care in note-taking; be accurate and honest. Be sure that you do not distort the author's meanings. Remember that you do not want to collect only those things will support your thesis, ignoring other facts or opinions.

You can not hurry into writing. Think over again what your subject and purpose are, and what kind of material you have found. Then, review notes to find main sub-divisions of your subject. Sort the cards into natural groups then try to name each group. Use these names for main divisions in your outline.

You are now ready to write.

Write the paper around the outline, being sure that you indicate in the first part of the paper what its purpose is. Follow the old formula:

1. Tell the reader what you are going to say (statement of purpose)
2. Say it (main body of the paper)
3. Tell the reader what you've said (statement of summary and conclusion)

Last, be sure of EDITING THE PAPER.

You can try the following tips for polishing up the first draft.

- One: Try to read it as if it were cold and unfamiliar to you. It is a good idea to do this a day or two after having written the first draft.
- Two: Reading the paper aloud is a good way to be sure that the language is not awkward, and that it 'flows' properly.
- Three: Check for proper spelling, phrasing and sentence construction. Be sure that pronouns clearly refer to nouns.
- Four: Check for proper form on footnotes, quotes, and punctuation.
- Five: Check to see that quotations serve the purposes of showing evidence of what an author has said. Avoiding misrepresentation through restatement, and saving unnecessary writing when ideas have been well expressed by the original author.

Test Three

Section 1

You are going to listen to two students talking about the coming on-campus interview. First, you are given some time to look at questions 1 ~ 5.

Student 1: How's your preparation for next week's on-campus interview going?

Student 2: I am still working on the resume. How about you?

Student 1: I have finished all the documents needed and I am just waiting for the coming interview.

Student 2: Hey, don't get that careless. The interview is not simply meeting with three or five companies and then picking the one you want to work for. It is not enough to just 'show up' for the interviews and hope that someone will miraculously offer you a job.

Student 1: I will try to perform at my peak to gain the mileage from the coming interview.

Student 2: You cannot just say you will try your best during the interview. You have to get well prepared before the interview.

Student 1: Last time when I applied for a part-time job in the student cafeteria, I didn't prepare but I won the position easily. They just asked me if I had experiences before and if I could meet their time. And I answered I had worked in a small café during my high school for a little while. I got it as you know. So calm down!

Student 2: That's because they were short-handed at that time and eager to find people. You cannot be lucky all the time. Do not take your on-campus interview lightly. Although it is 'free' to you and easier to come by than direct contact with the company, the competition is intense.

Student 1: Then what should I do?

Student 2: You have a well-organized folder at least, including two copies of your resume, copies of your top three letters of recommendation, any company information you have gathered, any show and tell information that you may want to use. Nothing more, nothing less.

Student 1: Do I need to gather company information? Too complicated!

Student 2: Of course. The job placement advisor delivered a lecture on how to find a proper job, during which, he mentioned that if you have done your job well in researching the company, carry the company information with you to the interview, just out where it can be seen. Most recruiters will notice immediately that you have an advanced edition of what they may have been giving to others at the end of the interview. It shows that you have done your homework.

Student 1: You mean they will have a good initial impression of me.

Student 2: Yeah. But remember it's not just a prop for show. Make sure you know the information inside and out, since you will be expected to know more about the company if you have it. Be ready and willing to demonstrate your basic understanding of the company when asked. Good preparation will always impress an on-campus recruiter, whose day often consists of explaining, over and over, what their company does. Finally, someone who understands in advance. You have made an instant connection.

Student 1: It sounds reasonable. I will go back to collect the information immediately. But where can I find useful information?

Student 2: The Career Center usually will have a company folder with materials gathered from past visits. Do not worry the information is 6 months or a year out of date, since it will give the recruiter the opportunity to update you on the latest.

Student 1: It seems that I have missed the important part.

Before you listen to the final part of the conversation, look at questions 6 ~ 10.

Student 2: Interview is an art with skills. Every step to the interview is important, not only the information collection part.

Student 1: Such as what?

Student 2: The on-campus interviewing waiting room. Your initial face-to-face connection point with your potential employer begins there.

Student 1: I know I should arrive at least ten to fifteen minutes early. This will give me the time necessary to do a quick final review before the actual interview and to get familiar with the surroundings.

Student 2: Besides review of your resume while waiting for the interviewer, other facts should also be considered. When you arrive at the waiting room, check in with the secretary or administrator. Try to find out and write down the name of the interviewer and ask if there was someone on the schedule before you. If not, or if that person canceled, be prepared for a potential early start. This can work strongly to your advantage, since it will give both you and the interviewer additional time. Ask how long the interview is scheduled for, so you have an idea of how much time you will have. Know your resume front to back, visualize and mentally rehearse some of the standard answers, and think through some of your compelling stories to utilize in your behavioral answering. Sometimes, you will be offered coffee by the administrator and you should say no because you will need your hands and mouth free to accomplish the task at hand. The asking is merely polite. And avoid candy and gum, or you will be marked off the list even before entering the interviewing room. Sally had a bad experience

with gum. She prepared everything for the interview of a company she looked forward to joining, the folder, the information, the dress, and even the hobby of the interviewer. But the gum changed everything. She lost out.

Student 1: Sorry to hear that!

Student 2: But that's true.

Student 1: Please give me more info on the interview skills. I can't underestimate it any longer.

Student 2: The time when you wait for the interviewer to greet you in the waiting room also counts. Find a seat directly facing the interview, be constantly conscious of the entryway, and when you see an interviewer approaching, make immediate eye contact and smile. Anticipate each interviewer as if he or she is the one who will be interviewing you. The interviewer will normally walk into the waiting room and announce the name of the next interviewee, or possibly check with the receptionist. Even though you may end up making eye contact with several interviewers from other companies who will be interviewing someone else, treat each one as if they are your interviewer. By anticipating this initial contact, you will be sharp and alert when you do make your connection. And their first impression of you will be of someone who has a high level of anticipation and readiness.

Student 1: Thank you for all of your information, which will help me a lot. I have more confidence in getting the job I want best. Wait for my good news.

Student 2: For sure. But how can you repay me?

Student 1: You name it.

Student 2: I am just joking. See you then.

Student 1: Bye.

Section 2

Listen to a lecture introducing the annual art festival. Before you listen, you have some time to look at questions 11 ~ 17.

Welcome to Sawdust Arts Festival 2003. The festive atmosphere will infuse the streets of this most spectacular medieval city. Over 10 days 235 events will take place in and around the city, and around the county. Last year's festival was a huge success: both free and ticketed events proved hugely popular, with great media acclaim increasing an exciting buzz throughout the festival. But I am sure you will find this year's festival more exciting than ever.

The festival was founded in 1978 in response to specific artistic needs in Sawdust. Its aims were to bring a wide variety of international artists here while at the same time showcasing local and national culture. Over the years it has been spectacularly successful in both instances. Since

its inception, the festival has acted as an important catalyst for artistic development within the city. We would like to thank all our sponsors, friends and funders who made the festival possible and for all of you came along and joined in the celebrations! Right now, we will introduce you to this year's events.

This year's Festival celebrates contemporary culture from all over the world with a strong focus on Irish and international theatre, music, literature and the visual arts. The celebration begins on Tuesday 15th July and continues to Sunday 27th July.

Sawdust Arts Festival 2003 features some major world premieres by Irish companies. In addition to the specially produced performances by the festival, we have extraordinary physical theatre performances from Australia and France illustrating the festival's continuing commitment to staging ambitious projects combining multi artforms. Acrobat from Australia is a high-energy, rigorously physical show with gravity-defying performances while The Junebug Symphony created by James, is an electrifying spectacle fusing theatre, circus, dance and music. Also from the USA comes Pittsburgh Irish & Classical Theatre to perform George Bernard Shaw's Major Barbara in the intimate surroundings of Druid Theatre. One of Australia's most vibrant physical theatre companies Stalker Theatre Company brings Four Riders a spectacular stilted show to the streets of Sawdust.

Local work is still showcased in the international context of the festival, including a new play by Little John Nee; a live theatrical short of the award winning film and new work from Teatro Punto.

The festival will present a comprehensive programme of music from all over the world. Linton Band makes the festival debut in a concert simply not to be missed and a special recital in the St. Nicholas' Church by keyboard player Richard Naiff. The Waterboys continue their special Tour of Sawdust taking in venues. Last year, their performance attracted thousands of audiences. Till today, we can still remember their humor, intelligence and stunning performance. It promises to still be one of the musical highlights of this year. Now, I think all of you are specially interested in their performance places. This time, they will go to sea road and new road, as well as several bars, such as Kenny's bar and the Campbell's bar. They are in the new part of the town and most of you are not familiar with the place. I will show you the map.

Before you listen to the following, you have some time to look at the map and then answer the questions 18 ~ 20.

From the Sawdust Arts Centre, of course here, you can go to Warwick Street. Walk down the street until you see the Town hall theater, turn right, and walk down that street. When you see the Town art gallery, you will find Kenny's bar, just next to the gallery. Campbell's bar is located on the end of the sea road. So you have to find the sea road first. Sea road is to the left of Warwick

Street, parallel to the Warwick.

Hope you can enjoy yourselves then.

Children's events also include Peacemaker by the M6 Theatre Company, Puppets in the Wild from The Lempen Puppet Theatre and a special Festival Harry Potter Quiz.

With over 400 writers, artists, performers and musicians from Australia, Canada, England, France, Iceland, Jamaica, Scotland, Spain, Romania, the USA and Ireland—creating theatre, spectacle, street art, music, comedy, literature and music—the 2003 Sawdust Arts Festival will show you the biggest, most exciting, most imaginative explosion of arts activity.

Section 3

Listen to a conversation between a professor and student about the note-taking and in-class skills.

Student: Hello, professor.

Professor: Hello, Michael. Anything I can help with?

Student: Yes, Professor. I know adequate notes are a necessary adjunct to efficient study and learning in college. But I'm not too sure about how to take notes.

Professor: Many first year students face the same problem in common. Could you tell me how you take notes right now?

Student: Ok. I write down everything I hear from the lecturer and see on the board in the class.

Professor: You shouldn't try to take down everything that the lecturer says. It is hard and unnecessary because not everything is of equal importance. Spend more time listening and attempt to take down the main points. Listen actively—if possible think before you write. Many lecturers attempt to present a few major points and several minor points in a lecture. The rest is explanatory material and samples. Try to see the main points and do not get lost in a barrage of minor points which do not seem related to each other. The relationship is there if you will listen for it. Be alert to clues about what the professor thinks is important. But what you do to the materials on the board is right. Copy down everything on the board, regardless. Every blackboard scribble might be a clue to an exam item. You may not be able to integrate what is on the board into your lecture notes, but if you copy it, it may serve as a useful clue for you later. Remember to make your original notes legible enough for your own reading and use abbreviations of your own invention when possible. The effort required to recopy notes can be better spent in rereading them and thinking about them. Although neatness is a virtue in some respect, it does not necessarily increase your learning.

Student: I have formed a standard method for myself, including punctuation, abbreviations,

and margins. For example, I always only write consonant and omit vowel letters spelling a word and I use a question mark for the points I disagree with.

Professor: That's right and good.

Student: Can I ask questions if I am lost?

Professor: Of course, you should raise questions if appropriate and especially ask questions if you're not precisely sure about the assignments and suggestions.

Student: Do I need a large notebook or a small notebook?

Professor: Take and keep notes in a large notebook. The only merit to a small notebook is ease of carrying and that is not your main objective. A large notebook allows you to adequately indent and use an outline form. And the large notebook can make it possible to leave a few spaces blank as you move from one point to the next so that you can fill in additional points later if necessary. Your objective is to take helpful notes, not to save paper. Last thing is, sit as close to the front of the class. There are fewer distractions and it is easier to hear, see and attend to important material. I hope to see you in the front row of the class tomorrow in my lecture.

Later two students are talking about the Cornell system for taking notes. Look at questions 28 ~ 30.

Student 1: Hi, Mike. In today's lecture, my professor talks about the Cornell system for taking notes. I think you will be interested, since you want to learn all the useful skills for taking notes.

Student 2: Great.

Student 1: It is designed to help save time but yet be highly efficient. There is no rewriting or re-typing of your notes. It is a 'DO IT RIGHT IN THE FIRST PLACE' system.

Student 2: Can you explain it in detail?

Student 1: It contains 3 steps. The first step is called PREPARATION. Use a large, loose-leaf notebook. Use only one side of the paper. Draw a vertical line two and a half inches from the left side of your paper. This is the recall column. Notes will be taken to the right of this margin. Later key words or phrases can be written in the recall column.

Student 2: In this way, I can then lay my notes out to see the direction of a lecture.

Student 1: Right. Then, the second step is DURING THE LECTURE. Record notes in paragraph form. Capture general ideas, not illustrative ideas. Skip lines to show end of ideas or thoughts. Using abbreviations will save time. Write legibly.

Student 2: Almost the same with what the professor tells me. Then how about the third step?

Student 1: The third step is the time AFTER THE LECTURE. It's more important and useful. Read through your notes and make it more legible if necessary. Now use the column.

Jot down ideas or key words which give you the idea of the lecture. You will have to reread the lecturer's ideas and reflect in your own words. Cover up the right-hand portion of your notes and recite the general ideas and concepts of the lecture. Overlap your notes showing only recall columns and you have your review.

Section 4

You are going to listen to a talk on the anniversary of a lecture. First, you have some time to look at questions 31 ~ 40. Write no more than three words for each answer.

Good evening and welcome to the lecture. It is, as always, an honor to be a part of this lecture and especially this year, as we celebrate its twenty-fifth anniversary. I am delighted that so many of my colleagues on the faculty, as well as members of the Board of Trustees, could be here tonight to commemorate the creation of this lecture and to reflect on its importance as our university tradition.

This lecture is significant because it reminds us of what we most value. It reminds us that the work of our faculty — in whatever field that work may be — is of central importance. It makes clear that we are willing — indeed we are delighted — to wander beyond the boundaries of our disciplines. Our lecturers have spoken on topics ranging from patterns of medical change, to the joys, perils, and complexities of editing operas.

Tonight, I am proud to introduce Peter Bevington, the Professor in the Humanities and in English Language & Comparative Literature. Peter has an international reputation as a scholar of Shakespeare and of medieval and Renaissance English drama. He is one of the most respected and prolific editors of this drama, and his editorial work is distinguished for its textual expertise, clarity of presentation, and soundness of judgment. He has tailored his critical notes and commentaries for a wide range of readers, from advanced scholars to high school students. Peter's weighty edition of the Complete Works of Shakespeare is a familiar companion to students of literature, and his series of editions can be found in every type of educational setting. One of Peter's colleagues described this remarkable achievement to me, saying, 'No one has invested as much time, energy, and careful reflection in democratizing access to the text of Shakespeare in the twentieth century as has Peter Bevington.'

In addition to his important work as an editor, Peter has also contributed greatly to the critical literature in his field. In the course of a long and productive career, he has examined medieval and Renaissance plays through a variety of critical lenses; he has explored these plays — and helped his many readers to explore these plays — as works shaped by political and social undercurrents, by commercial and artistic concerns, and by gender and power relations. He has deepened and enriched our understanding of subjects that range from the politics of

sixteenth-century court drama to the question of cursing in Richard III, from the staging of twelfth-century liturgical drama to the use of psychoanalysis as a method of literary inquiry. Peter has also compiled a series of important bibliographies on the scholarship of English Renaissance drama and Shakespeare. It is a mark of Peter's generosity that he has shared his incredible breadth of knowledge in this way.

Finally, Peter is a beloved teacher. His courses — whether in Shakespeare, Tudor drama, or the Core — overflow with students. Not surprisingly, he has been a winner of the Quantrell Award for teaching excellence, and he is a long-time hero of the Humanities Core. In a summary of one set of student course evaluations, the editor remarked: 'What is there to say about Peter that you have not heard before? He is described as brilliant, fascinating, and sweet.' Students feel so much affection for Peter, not only because he is an inspiring teacher, but also because he is such a warm and generous person. He and his wife, Peggy, have opened their hearts and their home to generations of our university students; their potluck suppers and holiday sing-alongs have made 'Bevington hospitality' a part of campus legend. We are fortunate that Peter and his students and colleagues have so much regard for one another. I can't help but think that they, and the community they form, are the reason why Peter has resisted the temptations of other universities who would gladly have stolen him from us.

Tonight we as a faculty have a remarkable opportunity to experience Peter as our teacher. You may have noticed the index cards at your table. In accordance with our tradition of debate, we have made these cards available so that you may submit your questions for Peter at the end of the lecture. He will address as many questions as he can later in the program.

In the meantime, Peter, we are very glad that you came to our university as a visiting professor in 1955, and we are very glad you stayed. You have done so much on behalf of your field, your department, and your division, as well as on behalf of our students and our university. It is my honor and pleasure to welcome you and to hear your lecture, 'Shakespeare Faces Retirement.'



Test Four

Section 1

You will hear a student talking to a housing officer about the homestay. First, You have some time to look at questions 1 ~ 5.

- Woman: Yes! What can I do for you?
- Man: My friend is in a homestay and she really enjoys it. So I'd like to join a family as well.
- Woman: Ok! Let me get some of your details. What's your name?
- Man: My name is Edward Arnold.
- Woman: Could you spell your name for me please?
- Man: It is E-D-W-A-R-D Edward, A-R-N-O-L-D Arnold.
- Woman: Could I see your passport please?
- Man: Here it is.
- Woman: Your passport number is JK3360. And how old are you?
- Man: I'm 25 years old.
- Woman: Now, You are living in one of the colleges, which one?
- Man: Willow college. Room 21C.
- Woman: Right, Room 21C, Willow College. And how long are you planning to stay for the homestay?
- Man: About four months long.
- Woman: And what courses are you enrolled in?
- Man: Well, I have enrolled in the Intermediate Spanish Studies for 20 weeks and I'm nearly at the end of my first 5-week-course, but I need help with my writing.
- Woman: Right! So, you have already completed 5 weeks and you have another 15 weeks left. That's 4 months altogether.
- Man: That's right! About 4 months.

Questions 6 ~ 10.

- Woman: OK! Do you have a preference for a family, with children or without children?
- Man: I prefer, I mean, I like young children, but I'd like to be with older people. You know I like someone my age.
- Woman: And do you smoke or drink?
- Man: No, no.
- Woman: Do you mind being with a family of smokers?

- Man: Yes, I do. I don't like people who smoke. I'd rather be with a family of people who don't smoke or drink.
- Woman: OK! And how about pets?
- Man: Oh... I love animals. So, that's fine.
- Woman: All right! Now, what are you? Are you a vegetarian or do you have any special food requirement?
- Man: I'm not a vegetarian. But I don't eat a lot of meat. I really like seafood.
- Woman: And what are your hobbies?
- Man: I like reading and going to movies.
- Woman: Do you play any sports?
- Man: Yes! I joined the handball team, but I didn't like that. So I stopped playing. You know I play tennis on the weekend with my friends.
- Woman: All right! Let's see, name, age, clear communication. Are you familiar with public transport system?
- Man: No. I'm not really because I have been living on campus all along. I have been to the city a few times on the bus. But they are always late.
- Woman: What about the trains?
- Man: I like catching the trains. They are faster.
- Woman: Well. Let me go and check on the computer and see what I have. Um... listen, leave this form with me. Could you come back after class this afternoon?
- Man: Yes, of course.
- Woman: I will check my records and give you details this afternoon.
- Man: Thank you for helping me.
- Woman: It's a pleasure. See you this afternoon. Bye!
- Man: Bye.

Section 2

Listen to a lecture about an interesting piece of equipment. First, you have some time to look at questions 11 ~ 14.

Ok, everybody. Get the equipments ready! A hand full of corn flakes, a plate of glass, wooden blocks, ceramic cups, or something similar to balance the plate 1 ~ 3 inches above the table, and an old wool sweater.

Ready? Good. Let's do this simple experiment! Please follow me. Place the corn flakes on the table surface, put the wooden blocks or other non-conductive materials on the table, and balance the plate of glass over the table with a pile of corn flakes. Right! Then comes the last but the

most important step: vigorously rub the top of the glass with the wool sweater like this and see the corn flakes. What happens? The corn flakes slowly start to stand on end, then 'jump' from the table surface to the overlying plate of glass and back again. Magic, right? You can even try a second time to see what happens but you can increase the distance between the plate and the table surface this time.

All right, now, who can tell me the reason why the corn flakes jump to the glass? Nobody knows? That is what I will show you today—the static charge. The effect is caused by the buildup of static charge. Rubbing the wool sweater on the glass generates a net negative charge on the glass surface. This net negative charge has the effect of polarizing the corn flakes on the table below, so positive charges accumulate on points closest to the overlying negatively charged plate. Unlike charges attract, and when the difference in charge has become great enough, the electrostatic attractions are sufficient to draw the corn flakes to the bottom of the glass plate, against the force of gravity. The charges dissipate when the corn flakes contacts the plate. Having no further means of attraction, the now neutral flakes fall back to the surface of the table allowing the process to start over again.

Before you listen to the final part of the lecture, you have some time to look at questions 15 ~ 20.

I'm sure most of you are wondering what exactly static electricity is. What is static?

The thing we call Static electricity is actually an imbalance in the amounts of positive and negative charges in the surface of an object. It's only the imbalance of opposite charges which is important, not whether it's moving or 'static.' In fact, the charge-imbalance causes the move just like the jump of the corn flakes. It still crackles, glows, and attracts dust and lint, even when it's flowing along. I think most of you have encountered painful car-door sparks, as well as those wintertime sparks from doorknobs and large metal objects. Right? Especially after your scuffing your feet on the carpet, you will expect to be zapped by the next doorknob you touch. I will give you a more familiar example. As children, did you learn the trick of scuffing your shoes across the carpet in order to charge your bodies? Then you go to search for victims to 'zap' with your electric fingers. I used the trick several times when I was young. The static electricity works! 'Static electricity' is a collection of electrical phenomenon where the amounts of positive and negative electric charge within a material are not perfectly equal, where electrical forces are seen to reach across space. Widely spaced objects may attract or repel each other. Hair might stand on end! And where voltage is high. In fact, 'Static electricity' was misnamed. What then is 'static electricity?' Here's a big clue. There's always a strong electric field surrounding these charges whether the charges are moving or not. This electric field is the main feature of so-called 'static.' But what's an 'electric field?' One way to say it: an electric field is like a magnetic field,

but it's electrical in nature. Another simple answer: an electric field is a voltage without a current; whenever you have pure voltage, then you have a pure electric field with no magnetism involved. Still another way to say it: 'static electricity' is not static; it really means 'high voltage electricity.'

Then, how do you cure everyday static electricity? The simplest cure is: before touching a doorknob, a car door, first touch it with a metal car key. The fiercely hot spark will blast the tip of the metal key rather than blasting your sensitive fingertip, and it will painlessly discharge your body's charge. Once you've been discharged, you can safely grab the doorknob.

Section 3

Listen to two students' conversation about writing the final paper. First, you have some time to look at questions 21 ~ 30.

Student 1: Hi, Stephen, fancy meeting you here. I haven't seen you in the gym for ages. You stop excising or something?

Student 2: I haven't stopped excising, but I'm busy with my final paper.

Student 1: How is it going?

Student 2: I'm still doing the research in the library but the deadline for the preliminary draft is Sept. 19.

Student 1: That's a month later. You have enough time for preparation.

Student 2: But I don't have a clear idea of what subject I should focus on. As you know, I don't like my major.

Student 1: But I always find Archeology interesting and challenging. I'm thinking of transferring to your department.

Student 2: No joking. Since you are interested in Archeology, maybe you can give me some clues.

Student 1: Let me try. How about the Maya tribe? Remember we watched a movie together last semester and we all agreed that Maya culture is mysterious and exciting. You said that you would write a paper about Maya people in the future. Now the chance's come.

Student 2: Good idea. When I researched for my final paper recently, I found some interesting articles about Maya too. But I never thought about choosing it for my final paper.

Student 1: I heard there are some new discoveries about the Maya. The Maya were long thought to be devout, peace-loving peasants guided by gentle priest-kings, but recent finds have exposed a complex, sophisticated urban society ruled by egomaniacal kings who waged war incessantly and turned powerful kingdoms into vast empires.

Student 2: Really? I only know that Human sacrifice was common among the Maya, archeologists

found human sacrifice from the discovery of ancient caves used for religious rituals. Yet the Maya built beautiful temples and monuments, developed elaborate trading relationships, discovered new agricultural techniques, made brilliant astronomical observations, and created the only system of writing native to the Americas.

Student 1: The Maya rich culture thrived for almost 4,000 years.

Student 2: Maya is a really great topic for my final paper. But everybody in my major knows the Maya had a splendid culture. I want to cover something new and challenging.

Student 1: Although many of the intricacies of Maya culture remain shrouded in mystery, hundreds of new discoveries have come to light in recent years, such as new finds of Maya art, music, and mythology, a slaughtered royal family deep within a pyramid and an ancient village perfectly preserved in volcanic ash. You can focus on the new findings and legends of Maya.

Student 2: The title will be *Secrets of the Maya*.

Student 1: Not bad.

Student 2: I will try to find some beautiful photographs to make the secrets vivid.

Student 1: Maybe you can only find good ones taken years ago.

Student 2: Yeah. Today, New discoveries are being made almost every day. With each new revelation, people around the world are enthralled by the majesty, spirituality and art of this ancient civilization. The good thing is Maya ruins attract throngs of tourists. But the bad thing is roads are being opened to previously inaccessible sites, valuable artifacts are looted, and ancient relics are destroyed. We should do something to remind those careless tourists, calling them to protect the archeological articles. Governments should enact and enforce laws to stop looting. Do you think I should also put the Maya protection in the paper?

Student 1: Great idea. Then you can change the title into *Insight Into Maya*.

Student 2: *Thinking From Maya*.

Section 4

Listen to a lecture about whales. First you have some time to look at questions 31 ~ 40.

Whales are large, magnificent, intelligent, aquatic animals. Although many people misunderstand whales as fish, they are not fish, which breathe using gills, but mammals, which breathe air into lungs. They are the only mammals that live their entire lives in the water, and the only mammals that have adapted to life in the open oceans. Like all mammals: Whales breathe air into lungs; Whales have hair (although they have a lot less than land mammals, and have almost none as adults); Whales are warm-blooded (they maintain a high body temperature);

Whales have mammary glands with which they nourish their young; Whales have a four-chambered heart.

Whales swim by moving their muscular tail up and down unlike fish, which swim by moving their tails left and right. Whales have a streamlined shape and almost no hair as adults (it would cause drag while swimming). Killer whales and Shortfin Pilot whales are the fastest, swimming up to 30 miles per hour.

The biggest whale is the blue whale, which grows to be about 94 feet (29 m) long—the height of a 9-story-building. The blue whale is the largest animal that has ever existed on the earth. It is larger than any of the dinosaurs were. They are also the loudest animal on the earth. These enormous animals eat about 4 tons of tiny krill each day, obtained by filter feeding through baleen. Adult blue whales have no predators except man.

The smallest whale is the dwarf sperm whale which as an adult is only 8.5 feet (2.6 m) long.

Whales are very acrobatic. Many whales can do all kinds of skillful activities in the water, such as breaching, jumping, spyhopping, lobtailing and logging. You may be familiar with breaching. Whales jump high out of the water and slap the water as they come back down. Sometimes they twirl around while breaching. Breaching may be purely for play or may be used to loosen skin parasites or have some social meaning. A lot of people have seen this amazing scene. Whales often poke their heads out of the water and turn around, as people take a look around.

The most interesting thing is that whales can sing songs. Complex whales songs can be heard for miles under the water. The humpback's song can last for 30 minutes. Baleen whales sing low-frequency songs; toothed whales emit whistles and clicks that they use for echolocation. Remember the term I explained in the last lecture? A sensory system in certain animals, in which usually high-pitched sounds are emitted and their echoes interpreted to determine the direction and distance of objects. The songs are thought to be used in attracting mates, to keep track of offspring, and for the toothed whales, to locate prey.

Whales have very strong social ties. The strongest social ties are between mother and calf. A social group of whales is called a pod. Baleen whales travel alone or in small pods. The toothed whales travel in large, sometimes stable pods. The toothed whales frequently hunt their prey in groups, migrate together, and share care of their young. If you are lucky enough, you can see sometimes many whales travel in large pods, from cold-water feeding grounds to warm-water breeding grounds. They are carrying on their annual very long distance migration. Some whales make the longest seasonal migration, about 12,500 miles each year.

Whales are cute mammals, but unfortunately, many species of whales are in danger of going extinct. Some kinds of whales are listed as endangered or protected species. So we should do something to help the lovely animals. After the lecture, please think about some innovative solutions and you may go to the library for more research.