



VNU – ENGLISH PROFICIENCY TEST

SAMPLE TEST

This test is to measure your proficiency in English. It consists of four sections with a total of approximately 175 minutes.

- Section 1: Listening Comprehension (40-45 minutes)
- Section 2: Reading Comprehension (60 minutes)
- Section 3: Writing (60 minutes)
- Section 4: Speaking (10 minutes)

Each section has specific directions. Be sure you understand what you are to do before working on each section.

Do not write your answers on the test booklet. All your answers must be blackened on your answer sheet.

ALL TEST BOOKLETS WILL BE COLLECTED AFTER THE TEST.





SECTION 1: LISTENING

The listening section, consisting of conversations and lectures, tests your English listening skills. There are four passages and 32 questions, which are based on either stated or implied information in the passages.

Each passage will be played **twice**. The questions will follow each passage. Each question has four answer choices. Select the best answer for each question.

You may take notes while you listen and use your notes to answer the questions.



PART ONE (20 pts)

Direction: In Part 1 you will hear ten conversations between two people. After the second listening of each conversation, you will hear a question and there are four possible answers provided. Select the best answer to each question.

1. (A) At a romantic restaurant
(B) In a law company
(C) At Tom's house
(D) At a movie theater
2. (A) In cash
(B) By debit card
(C) By credit card
(D) By check
3. (A) Buy some birthday cards
(B) Send some postcards
(C) Send some gifts to his six relatives
(D) Send some birthday cards to Peru
4. (A) Japan
(B) The U.S
(C) Kuwait
(D) Austria
5. (A) They are worried, so they cannot eat.
(B) They do not have enough time.
(C) They are working.
(D) They will leave work in ten minutes.
6. (A) \$29
(B) Nearly \$30
(C) \$39.99
(D) \$20.99
7. (A) Interested
(B) Disappointed
(C) Annoyed
(D) Angry
8. (A) The customer may be inexperienced.
(B) The customer sends e-mail too often.
(C) The customer has an important business e-mail.
(D) He (the technician) knows what the problem is.
9. (A) Australia
(B) Ireland
(C) Scotland
(D) America
10. (A) It was expensive.
(B) It was cheaper.
(C) It was his girlfriend's choice.
(D) It was more interesting than the trip to Japan.



PART TWO (20 pts)

Direction: In Part 2 you will hear a conversation. After the second listening, there are six incomplete sentences and four possible options provided for each gap. Select the best option to complete the sentence.

11. The topic of the radio program probably is "_____".
- (A) Never think about past mistakes
 - (B) How to be optimistic
 - (C) Be positive in failures
 - (D) Always use positive language
12. For Andy, _____ is very important.
- (A) living for today
 - (B) keeping past memories
 - (C) arranging for the future
 - (D) avoiding mistakes
13. Julie says people have negative thoughts _____.
- (A) if they fail in love
 - (B) every time they fail
 - (C) now and then
 - (D) when they stop working
14. Julie probably tells herself "_____" if she learns to ride a bicycle.
- (A) It will take me too much time.
 - (B) I'll fail again.
 - (C) I'll never try again if I fail now.
 - (D) I can ride it soon.
15. Miriam says that we should _____ to improve our bad feelings.
- (A) do good things to other people
 - (B) list all the things for a good future
 - (C) keep a list of good memories at hand
 - (D) try to have a good time every week
16. Michael doesn't want to say "I'm sorry" because he thinks _____.
- (A) it's not good to admit a mistake
 - (B) action is more important than words
 - (C) it's better to say "I know my mistake"
 - (D) positive language can encourage people better



PART THREE (28 pts)

Direction: In Part 3 you will hear a talk. After the second listening, there are eight questions. Select the best answer to each question.

17. What is the conversation mainly about?
- (A) Why and how a man lost his memory
 - (B) Things turn worse with a loss of memory
 - (C) Life of a man who lost his memory
 - (D) A lost memory: a broken family
18. Why did the man lose his memory?
- (A) He had an accident.
 - (B) He has a virulent disease.
 - (C) He's getting old.
 - (D) He has a genetic brain disease.
19. What is a result of his problem?
- (A) Everything continually gets refreshed to him.
 - (B) He lives a sad life in a hospital.
 - (C) He often gets lost and hurt.
 - (D) His wife left him and remarried in the U.S.
20. If he says hello to a person at 8:00, when will he probably say hello again?
- (A) 8:07
 - (B) 8:05:07
 - (C) 8:30
 - (D) 8:00:07
21. What did his wife do for him before she left?
- (A) She did charity and prayed for him.
 - (B) She took care of him for a long time.
 - (C) She worked in a new center to take care of him.
 - (D) She got good treatment for him in the U.S.
22. What happens when he meets his children?
- (A) Sometimes he calls their names.
 - (B) They talk to him about their company.
 - (C) He's happy to see them.
 - (D) He tells them they do not need to come again.
23. What is probably his favorite TV program?
- (A) A football match
 - (B) A game show
 - (C) A comedy
 - (D) A movie
24. What will the female speaker probably do?
- (A) Visit the sick man
 - (B) Bring the sick man a piano
 - (C) Playing the piano for the sick man
 - (D) Wait to see the sick man on TV



PART FOUR (32 pts)

Direction: In Part 4 you will hear part of a lecture. After the second listening, there is a summary of the lecture with eight gaps. Select the best option for each gap to complete the summary.

The professor gives a/an (25) _____ of globalization, which emphasizes the acceleration and intensification of economic transactions among people, companies and (26) _____. He then cites the U.S., the International Monetary Fund and the World Bank as the examples of (27) _____ and two big international organizations that first involve globalization. The professor also names Coca Cola, McDonald, popular music and (28) _____ as representatives of U.S. cultural imperialism.

In the first point of the lecture, the professor indicates that critics object to globalization because poor countries are often badly (29) _____ by international organizations to (i) adjust currency, (ii) eliminate tariffs, (iii) respect patents and copyright laws, (iv) privatize (30) _____, and (v) not subsidize domestic goods. To illustrate his point, the professor gives an example of (31) _____, which suffered rather than prospered. The professor then cites the opinion of critics to globalization that these organizations do not have good intentions to help poor countries; they want to take advantage of these countries instead.

However, the professor suggests two more possible reasons for this practice. First, these rules are also implemented to some extent in rich countries. Second, poor countries which do not follow trade rules will not receive (32) _____ from rich countries.

...

25. (A) explanation
(B) definition
(C) clarification
(D) argument
26. (A) leaders of different continents
(B) different nations in many regions
(C) governments of various countries
(D) similar governments of some nations
27. (A) capitalism
(B) imperialism
(C) culturalism
(D) popularism
28. (A) TV celebrities
(B) computer programs
(C) advertising programs
(D) television shows
29. (A) supported
(B) directed
(C) advised
(D) financed
30. (A) large corporations
(B) all public businesses
(C) the business sector
(D) industry and banks
31. (A) South Korea
(B) South Africa
(C) Argentina
(D) Indonesia
32. (A) investments
(B) nonrefundable aids
(C) technology transfer
(D) economic counseling



SECTION 2: READING

The reading section tests your English reading skills. This section includes four reading passages and 40 questions. Each question has four answer choices. Select the best answer choice. You have 60 minutes to complete this section of the test.

The first passage tests your grammar and vocabulary.

The last 3 passages test your comprehension of the passages.

You may take notes and use your notes to answer the questions.



PART ONE (40 pts)

Read the passage carefully.

TOURISTS IN A FRAGILE LAND

- 1 As a scientist working in Antarctica, I spend most of (33) _____ time in the lab studying ice. I am trying to find out the age of Antarctic ice. All we know for certain is that it is the oldest ice in the world. The more we understand it, the more we will understand the (34) _____ weather of the Earth. Today, as with an increasing number of days, I had to leave my work to greet a group of tourists who were taking a vacation in this continent of ice. And even though I can appreciate their desire to experience this **vast** and beautiful **landscape**, I feel Antarctica should be closed to tourists.
- 2 Because Antarctica is the center of important scientific research, it must (35) _____ **preserved** for this purpose. Meteorologists are now looking at the effects of the ozone hole that was discovered above Antarctica in 1984. They are also trying to understand global warming. If the Earth's temperature continues to increase, the health and safety of every living thing on the planet will be affected. Astronomers have a unique view of space and are able to see it very (36) _____ from Antarctica. Biologists have a chance to learn more about the animals that **inhabit** the coastal areas of this frozen land. Botanists study the plant life to understand how it can live in such a **harsh** environment, and geologists study the Earth to learn more about how it was formed. There are even psychologists who study how people behave when they live and work together in such a **remote** location.
- 3 When tourist groups come here, they take us away from our research. Our work is difficult, and some of our projects can be damaged by such simple mistakes as opening the wrong door or bumping into a small piece of equipment. Tourists in Antarctica can also hurt the environment. Members of Greenpeace, one of the world's leading environmental organizations, (37) _____ that tourists leave trash on beaches and **disturb** the plants and animals. In a place as frozen as Antarctica, it can take 100 years for a plant (38) _____ back, and tourists can easily damage penguin eggs. Oil spills are another problem caused by tourism. Oil spills not only kill penguins but can also destroy scientific projects.



- 4 The need to protect Antarctica from tourists becomes even (39) _____ when we consider the fact that there is no government here. Antarctica belongs to no country. Who is making sure that the penguins, plants, and sea are safe? No one is responsible. In fact, we scientists are only **temporary** visitors ourselves. It is true that the number of tourists (40) _____ visit Antarctica each year is small compared to the number of those who visit other places. However, these other places are inhabited by local residents and controlled by local governments. They have an interest in protecting their natural environments. Who is concerned about the environment of Antarctica? The scientists, to be sure, but not necessarily the tour companies that make money from sending people south.
- 5 If we don't protect Antarctica from tourism, there (41) _____ be serious **consequences** for us all. We might lose the results of scientific research projects. It's possible that these results could teach us (42) _____ about the causes and effects of climate change. Some **fragile** plants and animals might die and disappear forever. This could damage the balance of animal and plant life in Antarctica. We know from past experience that when things get unbalanced, harmful changes can occur. Clearly, Antarctica should remain a place for careful and controlled scientific research. We cannot allow tourism to bring possible danger to the planet. The only way to protect this fragile and important part of the planet is to stop tourists from traveling to Antarctica.

Task 1: Choose the best option A, B, C, or D for each gap.

33. (A) our (B) his (C) her (D) my
34. (A) changed (B) change (C) changing (D) changes
35. (A) have (B) be (C) make (D) do
36. (A) clearly (B) clarity (C) clear (D) unclearly
37. (A) complaining (B) complain (C) complaint (D) complained
38. (A) to grow (B) growing (C) grow (D) growth
39. (A) great (B) greater (C) greatest (D) most great
40. (A) which (B) whom (C) who (D) where
41. (A) would (B) need (C) ought to (D) may
42. (A) important thing (B) importance (C) importantly (D) something important



Task 2: Choose the best option A, B, C, or D for each gap.

43. The word **vast** in paragraph 1 is closest in meaning to _____.

- (A) very large
- (B) pretty
- (C) small
- (D) faraway

44. The word **landscape** in paragraph 1 is closest in meaning to _____.

- (A) an area of land for living
- (B) a painting
- (C) an icy environment
- (D) the way an area of land looks

45. The word **preserved** in paragraph 2 is closest in meaning to _____.

- (A) closed
- (B) explored
- (C) protected
- (D) changed

46. The word **inhabit** in paragraph 2 is closest in meaning to _____.

- (A) avoid
- (B) cover
- (C) prefer
- (D) live in

47. The word **harsh** in paragraph 2 is closest in meaning to _____.

- (A) unpleasantly difficult
- (B) mild
- (C) dry
- (D) cold

48. The word **remote** in paragraph 2 is closest in meaning to _____.

- (A) ideal
- (B) isolated
- (C) hostile
- (D) lonely

49. The word **disturb** in paragraph 3 is closest in meaning to _____.

- (A) make somebody/something happy
- (B) bring somebody/something comfort
- (C) annoy somebody/something
- (D) cause somebody/something to die

50. The word **temporary** in paragraph 4 is closest in meaning to _____.

- (A) rich and adventurous
- (B) careful
- (C) lasting for a limited time
- (D) responsible

51. The word **consequences** in paragraph 5 is closest in meaning to _____.

- (A) acquaintances
- (B) effects
- (C) causes
- (D) disasters

52. The word **fragile** in paragraph 5 is closest in meaning to _____.

- (A) native
- (B) rare
- (C) useful
- (D) easily damaged



PART TWO (14 pts)

Read the passage carefully.

The white face, dark eyes and hair, and blood red lips: both foreigners and the Japanese are fascinated by these beautiful and mysterious women.

Makiko is training to be a geisha. Not many girls want to be a geisha in Japan today. Makiko's parents want her to go to university, study medicine and become a doctor. But Makiko's grandfather paid for her training and bought the kimonos she needed. It's very expensive to become a geisha. You have to have a different kimono for each month of the year, and today a kimono costs three million yen, that's about \$30.000.

It's a hard life for a trainee geisha. **She** has to leave her family and move to a special boarding house called a 'maiko house'. Here, she has to learn traditional Japanese arts such as playing instruments, performing the **tea ceremony**, arranging flowers, singing and dancing. She has to take many difficult tests and exams. Only the best will pass everything and become geishas many years later.

We asked Makiko to describe exactly what a geisha does.

'A geisha has to serve customers and also entertain **them**. She has to sing and dance, and make good conversations.'

Did she enjoy her life as a trainee geisha?

'I love it. But it's hard work. Sometimes I get tired of wearing the kimonos and I want to put on a pair of jeans and go to school like a normal teenager. But I can't have a normal life now. I don't mind. I feel very lucky.'

And what about later? Can she have a family?

'Of course. A geisha can have relationships like anybody else and she can get married when she chooses.'

In Japan today there are fewer than a thousand geishas, but they play an important role in preserving Japanese culture and history.



Choose the best option A, B, C, or D.

53. What is the main idea of the passage?

- (A) How to be a famous geisha
- (B) Interesting life of geishas
- (C) Life and work of geishas
- (D) How geishas feel about their life

54. Why is Makiko training to be a geisha?

- (A) Her parents want her to do so.
- (B) Her grandfather supported her financially.
- (C) She was lucky to be chosen.
- (D) Being a geisha is Makiko's dream.

55. What is **NOT** a requirement for a geisha?

- (A) She has to pass all difficult tests and exams.
- (B) She can't stay home during the training.
- (C) She has to learn music.
- (D) She has to play modern instruments.

56. The word **She** in the passage refers to

- _____
- (A) Makiko
 - (B) A trainee geisha
 - (C) The writer
 - (D) A family member

57. Why does the writer mention **tea ceremony**?

- (A) To express he/she likes tea
- (B) To indicate that geishas love tea
- (C) To give an example of Japanese traditional arts
- (D) To show that all Japanese drink tea in a special way

58. The word **them** in the passage refers to

- _____
- (A) geishas
 - (B) tests and exams
 - (C) customers
 - (D) conversations



PART THREE (20 pts)

Read the passage carefully.

- 1 Climate encompasses the statistics of temperature, humidity, atmospheric pressure, wind, rainfall, atmospheric particle count and other meteorological elements in a given region over a long period of time. Climate can be contrasted to weather, which is the present condition of these same elements and their variations over shorter time periods.
- 2 Climate may be inherently variable as evidenced by the irregularity of the seasons from one year to another. This variability is normal and may remain partially understood. It is related to changes in ocean currents, volcanic eruptions, solar radiation and other components of the climate system. In addition, our climate has its extremes (such as floods, droughts, hail, tornadoes and hurricanes), which can be devastating. However, in recent decades, a number of indicators and studies show more and more evidence of climate warming across the globe. **It** is a disturbing phenomenon challenging human habits and activities which are responsible for greenhouse gas emissions.
- 3 The greenhouse effect is the process by which absorption and emission of infrared radiation by gases in the atmosphere warm the planet's lower atmosphere and surface. It was proposed by Joseph Fourier in 1824 and was first investigated quantitatively by Svante Arrhenius in 1896. Naturally occurring greenhouse gases have a mean warming effect of about 33°C (59°F). But human activity since the Industrial Revolution has increased the amount of greenhouse gases in the atmosphere, leading to increased concentrations of CO₂ and methane. The concentrations of CO₂ and methane have increased by 36% and 148% respectively since 1750. These levels are much higher than at any time during the last 650,000 years. Over the last three decades of the 20th century, GDP (Gross Domestic Product) per capita and population growth were the main drivers of increases in greenhouse gas emissions. CO₂ emissions are continuing to rise due to the burning of **fossil fuels** and land-use change.
- 4 There are two major effects of global warming: the increase of temperature on the earth by about 3° to 5°C (5.4° to 9°F) by the year 2100, and the rise of sea levels by at least 25 meters (82 feet) by the year 2100. Other consequences are listed below:
 - Amounts and patterns of precipitation are changing.
 - The total annual power of hurricanes has already increased markedly since 1975 because their average intensity and average duration have increased.
 - Changes in temperature and precipitation patterns increase the frequency, duration, and intensity of other extreme weather events, such as floods, droughts, heat waves, and tornadoes.
 - Lower agricultural yields, further glacial retreat, reduced summer stream flows and species extinctions.
 - Diseases like malaria are returning to areas where they have been extinguished earlier.



Choose the best option A, B, C, or D.

- 59.** What is the passage mainly about?
- (A) Differences between weather and climate
 - (B) Global warming and its effects
 - (C) Climate warming across the globe
 - (D) Consequences of global warming by 2100
- 60.** According to paragraph 1, what differentiates climate from weather?
- (A) Elements
 - (B) Temperatures
 - (C) Time periods
 - (D) Locations
- 61.** The word **it** in paragraph 2 refers to _____.
- (A) number
 - (B) evidence
 - (C) globe
 - (D) climate warming
- 62.** It can be inferred from paragraph 2 that _____.
- (A) climate changes from one year to another
 - (B) scientists may not fully understand climate variability
 - (C) climate extremes have just occurred in recent decades
 - (D) humans produce more gases in greenhouses
- 63.** Why does the author mention **fossil fuels** in paragraph 3?
- (A) To give an example of a source of CO₂ emissions
 - (B) To indicate that fossil fuels burn well
 - (C) To confirm that fossil fuels are the only cause of CO₂ emissions
 - (D) To show the relation between fossil fuels and land-use change
- 64.** What can be inferred from paragraph 3?
- (A) The greenhouse gases in nature have a warming effect of about 33°C on average.
 - (B) The concentrations of CO₂ and methane have increased by 36% since 1750.
 - (C) The Industrial Revolution began in 1750.
 - (D) Population growth caused serious gas emissions in the 19th century.
- 65.** According to paragraph 3, what is a cause of the continued increase of CO₂ emissions?
- (A) The production of fuels
 - (B) The use of man-made fuels
 - (C) The changed use of land
 - (D) The clearing of land for living



PART FOUR (26 pts)

Read the passage carefully.

COLUMBIAN EXCHANGE

- 1 The Columbian Exchange was the “exchange of plants, animals, foods, human populations (including slaves) communicable diseases, and ideas between the Eastern and Western hemispheres that occurred after 1492.” The term “Columbian Exchange,” coined in 1972 by historian Alfred Crosby, took hold and became not only standard shorthand for the phenomenon which it exemplified, but also a perspective for witnessing societal and ecological events.
- 2 **When Christopher Columbus made landfall with his crew in the Bahamas in October 1492, two worlds with separate evolutionary histories met.** When Europeans began to settle America’s east coast, they brought with them and cultivated familiar crops – **wheat and apples** – as well as familiar weeds, such as dandelion and chickweed. In the 1600s, they introduced cattle and horses, which flourished in the New World climate.
- 3 Devastating diseases were introduced to the American population which had no resistance to **them**. John R. McNeill, professor of history at Georgetown University, points out that “when the first inhabitants of the Americas arrived across the Bering land bridge between 20,000 and 12,000 years ago, they brought few diseases with them because they had no domesticated animals, the original source of human diseases such as smallpox and measles. In addition, as they passed from Siberia to North America, the first Americans had spent many years in extreme cold, which eliminated many of the disease-causing agents that might have traveled with them.” Consequently, between 1492 and 1650, over 90% of the Native American population died in epidemic after epidemic of smallpox, measles, mumps, whooping cough, influenza, chicken pox, and typhus. The loss of labor caused by pathogens indirectly led to the establishment of African slavery among European immigrants in the Americas, resulting in the importation of malaria and yellow fever from Africa, causing even more destruction of the Native American population.
- 4 The export of American flora and fauna did not revolutionize the Old World as the influx of European agriculture altered the New World ecosystem. According to Crosby, the New World’s great contribution to the Old World was crop plants. Maize, white potatoes, sweet potatoes, various squashes, chilies, and manioc augmented and invigorated the European cuisine. Very few New World creatures traversed the ocean - the muskrat, the gray squirrel, and a few others - but they did not precipitate large scale changes in Old World ecosystems.
- 5 Although some diseases made the ocean voyage from New World to the Old World, they did not have appreciable effects on the European population. Crosby stated that, although some deaths were attributed to ailments from America, the total was insignificant compared to Native American losses to smallpox alone.



6 In Crosby's original work, he eschewed ideological statements. He reminded his readers that neither the Old nor the New World was inferior or superior to the other, and the encounter between the two worlds was fundamentally an exchange. By 1988, he summarized his long view of the encounter in this way: "My point is that the impact of the Encounter is so massive that we should consider it with the same sense of scale as we do events connected with the endings and beginnings of the geological periods and eras and their influence on the direction of evolution on the planet."

Choose the best option A, B, C, or D.

66. What is the passage mainly about?

- (A) Exchanged things between Columbus and Native Americans
- (B) Social and ecological development of the Americas after 1492
- (C) Inferiority of the New World to the Old World
- (D) Exchanges between the Americas and other continents since 1492

67. Which sentence below best restates the meaning of the highlighted sentence in paragraph 2?

- (A) When Christopher Columbus reached the Bahamas in October 1492, he fell on the land.
- (B) When Columbus's group set foot on the Americas, the Old World and the New World encountered.
- (C) Christopher Columbus claimed the honor of discovering two separate evolutionary histories.
- (D) The Bahamas were the land where Christopher Columbus met the inhabitants of the New World.

68. Why does the author mention **wheat and apples** in paragraph 2?

- (A) To show the two familiar crops grown in the Americas
- (B) To indicate that they are more familiar than weeds and cattle
- (C) To give two examples of European crops brought to America
- (D) To explain which crops Americans chose to cultivate

69. The word **them** in paragraph 3 refers to _____.

- (A) inhabitants
- (B) Americans
- (C) the Americas
- (D) diseases

70. According to paragraph 3, between 1492 and 1650, Native Americans died of the following European epidemics **EXCEPT** _____.

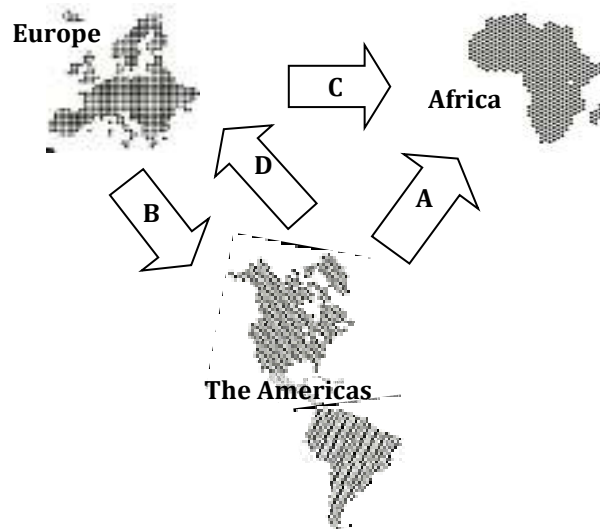
- (A) mumps
- (B) influenza
- (C) malaria
- (D) chicken pox



71. It can be inferred from paragraph 4 that _____.

- (A) the Columbian Exchange had more important impact on the Americas than on Europe
- (B) more Europeans liked the Old World's crops
- (C) the New World animals did not change the Old World ecosystems
- (D) the muskrat and the gray squirrel were the Old World creatures

72. Which of the following best demonstrates the Columbian Exchange?



- (A) malaria and yellow fever
- (B) crops, weeds, cattle and horses
- (C) disease-causing agents
- (D) smallpox and measles



SECTION 3: WRITING

The writing section tests your written English skills. There are two parts in this section.

Part One: You have 5 minutes to read a passage and 20 minutes to write a paragraph summarizing the passage. You may take notes while you read and use your notes to write your summary.

Part Two: You have 35 minutes to plan and write an essay.



PART ONE: SUMMARY WRITING (40 pts)

Read the passage carefully and take notes.

CHILDREN AND TELEVISION

Television has been changing the way people live for thirty years. It influences nearly every aspect of modern life. Whereas television could be used as an educational tool for children, programs with little or no educational value are shown more often.

Experts are concerned about the view of the world that youngsters are learning from television. Parents, schools, and churches have traditionally been the social models and teachers for children. However, because television influences children's attitudes and behavior, its role in society is becoming increasingly more powerful – it is much more than a simple recreational activity. The medium “has changed childhood more than any other social innovation in the history of the world,” declares child psychologist Robert M. Liebert.

Exposure to excessive violence is another influence of television. According to several studies, televised violence may cause children to become more aggressive. Also, because so much violence is seen by children on television, they become more used to it as the only solution to difficult situations. Children who watch a great deal of violence on television may become apathetic toward actual aggression. One study has shown that, compared to a control group, fifth-graders who watched an aggressive television broadcast were slower to ask for adult help when a fight broke out among younger children. This decreased sensitivity to human suffering is frightening, says psychologist Ronald S. Drabman.

Clever advertising aimed at children certainly influences them. “Exposing children to so much high-powered advertising of sugar-rich products on television puts their dental health at risk and is also, of course, a negative influence on proper nutrition,” says Dr. Dale Roeck. Another expert asserts that “almost all the products that television sells to kids are products that people who care about kids feel shouldn't be consumed in the first place.” Very young children don't even distinguish between commercials and programs. Is it fair to show advertising to young children?

Instructors at Horace Mann nursery school in New York noticed definite improvements in pupils' attitudes and behavior, including a decrease in their fighting, after the instructors asked parents to limit the youngsters' viewing to one hour daily. Educational experts also believe that parents could help by discussing both the good and bad aspects of television with their children and by helping them to select beneficial programs.

On your answer sheet, write a paragraph of about 100 words to summarize the above passage.

PART TWO: ESSAY WRITING (60 pts)

Question

What is your view on the idea that it takes failure to achieve success?

Support your position with reasoning and examples taken from your readings, experience, or observations.

On your answer sheet, write an essay of about 300 words to develop your point of view.



SECTION 4: SPEAKING

The three speaking tasks test your English speaking skills.

Part One: You are given a visual prompt, such as a picture, a mind map, or a form, and a question about the prompt. You have one minute to prepare a one-minute response. Include at least **THREE** main points in your response.

Part Two: You are asked to talk about a personal experience or interest. You have one and a half minutes to prepare a one-and-a-half-minute response. Be sure to include reasons and examples to support your answer. Include at least **THREE** main points in your response.

Part Three: You are asked to give your opinion about / on a quote, a public opinion, or a social issue. You have two minutes to prepare a three-minute argumentative presentation. Include reasons and examples in your response. Include at least **THREE** main points in your response.



PART ONE: SPEAKING ABOUT A VISUAL PROMPT (20 pts)

Look at the picture of John's family carefully. (1 minute)



Where are John's family members and what are they doing? (1 minute)

PART TWO: SPEAKING ABOUT A PERSONAL EXPERIENCE/INTEREST (30 pts)

Preparation time : 1.5 minutes

Response time : 1.5 minutes

What is the most memorable event that you have ever attended? Why is it memorable to you?
Give reasons and examples to support your answer.

PART THREE: MAKING AN ARGUMENTATIVE PRESENTATION (50 pts)

Preparation time : 2 minutes

Response time : 3 minutes

"A good friend sees the first tear, catches the second and stops the third."

Do you agree or disagree with this statement? Give reasons and examples from your reading, experience or observations to support your points of view.



ANSWER KEY

SECTION 1: LISTENING

1. D	8. A	15. C	22. C	29. C
2. C	9. D	16. D	23. A	30. D
3. B	10. B	17. C	24. D	31. C
4. A	11. B	18. B	25. B	32. A
5. B	12. A	19. A	26. C	
6. B	13. C	20. D	27. A	
7. C	14. D	21. B	28. D	

SECTION 2: READING

33. D	41. D	49. C	57. C	65. C
34. C	42. D	50. C	58. C	66. D
35. B	43. A	51. B	59. B	67. B
36. A	44. D	52. D	60. C	68. C
37. B	45. C	53. C	61. D	69. D
38. A	46. D	54. A	62. B	70. C
39. B	47. A	55. D	63. A	71. A
40. C	48. B	56. B	64. C	72. B

SECTION 3: WRITING

PART ONE: SUMMARY WRITING (40 pts)

Sample answer

Television may play an important role in educating children, but its negative influences are really worrying. First, children's attitudes and behavior have been changed due to strong influence from television, which has been increasingly replacing traditional roles of families, schools and religious institutions. Second, children may become more aggressive owing to the violent scenes they watch. Third, children are susceptible to unhealthy foods as a result of advertising on TV. Fortunately, these drawbacks of television viewing can be prevented if parents limit their children's daily watching time to one hour.



PART TWO: ESSAY WRITING (60 pts)

Sample answer

Imagine attempting a task dozens of times, failing each time to accomplish it. No matter how hard you try, you cannot improve. To some people, these experiences are not failures; instead, they are steps that take us to success. But what if, as in the example above, countless failures end with a poor result? To me, it is not failures themselves that lead to success, but rather a combination of natural ability, persistence, and even luck.

First, there are more chances that success comes from natural ability. At age seven, swimming came easily to me. When shown the correct techniques for strokes, turns, and starts, I was able to employ them much quicker than many of my teammates. In fact, within a few months, I was swimming faster than some kids who were on the team for a few years. They had “failed” many times, but it didn’t seem to help them understand the techniques or to come up with better strategies. I “failed” just a few times that first year, but my times were better. My natural ability helped me to achieve more in comparison with their numerous failures.

Persistence has also been a factor in my success. For the past eight years, I have attended practice at least three days a week, with a short break between each of two seasons. I swim at least 300 days a year. This persistence has allowed me to improve both technique and speed. In comparison, those who don’t continue to practice frequently and find ways to swim better and faster don’t make the times I do. On my old team, we practiced for an hour and a half, three days a week, forty weeks a year. On my new team, practice is five days a week for two hours, and we have just four weeks off a year. This new practice schedule has helped me to take seconds off every time, and my new team as a whole performs better than the old one.

Luck is also a factor in success. I once won a regional meet because my competitor, who was one hundredth of a second ahead, made an error and was disqualified. Another time, a competitor was sick on the day of the meet and didn’t swim his best time (which would have beaten me). My successes at those meets involved, at least in part, luck.

In conclusion, failures are just one factor that results in success. The more important factors are natural ability, persistence, and luck. Without them, people certainly have great difficulties achieving what they want.

SECTION 4: SPEAKING

PART ONE: SPEAKING ABOUT A VISUAL PROMPT (20 pts)

Sample response

All of John’s family members are at home and they are doing different things. His mother is vacuuming the floor and his younger sister is helping around, cleaning the lamp. His father is ironing clothes. His grandparents are watching TV together. John is studying.



PART TWO: SPEAKING ABOUT A PERSONAL EXPERIENCE/INTEREST (30 pts)

Sample response

The most memorable event that I have ever attended is the Cultural Festival in my hometown two years ago. I will always remember it for three reasons. First, it is the biggest exchange of cultures in my country. Delegates from many countries attended the Festival and introduced their cultures in many special performances. Second, my hometown was decorated the most beautifully ever during the time of the Festival. I was excited to see the flowers, posters and paintings everywhere. Third, the Festival brought my hometown, which is a small, quiet city, a great number of visitors. These visitors have helped to develop my hometown as a tourist city. For the three reasons above, the Cultural Festival in my birth place is one of my best memories.

PART THREE: MAKING AN ARGUMENTATIVE SPEECH (50 pts)

Sample response

There is a meaningful saying that: "A good friend sees the first tear, catches the second and stops the third." I totally agree with this statement because a good friend is the first to know our problems, help us deal with those problems and make us more optimistic in life.

First, when we are adults, we tend to share our problems with our best friends rather than with our parents or other relatives. This is because most of our friends are our age, with more or less the same problems, so they are more sensitive and sympathetic toward our problems. For example, at high school, I once fell behind my classmates and was really worried about that. My parents didn't know anything about my difficulty, but my best friend knew it well when she saw me often sitting alone in a corner of the classroom. She lent a hand to reduce my pain.

Second, a good friend is a shoulder to lean on when we are in trouble. Parents are good advisors only in some cases, and we seem to trust our best friends in the worst of time. We can tell them about our hard times growing up, the gains and losses in love and in life, etc, without worrying about being laughed at or causing unwanted hurt. These are the things that we can never find it easy to talk with our family.

Third, sharing our problems with a good friend is like removing a heavy burden. It is said that a trouble shared is a trouble halved. Our good friends not only wipe our tears out, but also cheer us up. I knew a handicapped boy who had to feel the way to class every day. School was a great obstacle for him until another boy with a kind heart befriended him. And then, the two friends went to school together, with one boy being the eyes for the other. No more darkness but more happiness and hope instead.

In conclusion, a true friend is all that we need when we are in difficulty, They are the ones who understand us, join hands with us and encourage us.