

- Họ và tên thí sinh: SBD:

Ghi chú:

- Đề thi có 11 trang. Thí sinh nộp lại **Đề thi** và **Phiếu trả lời** khi hết giờ làm bài thi.
- Thí sinh ghi câu trả lời của mình trên **Phiếu trả lời**.
- Thí sinh không được sử dụng tài liệu, kể cả từ điển.
- Mở đầu và kết thúc phần thi nghe có tín hiệu nhạc.
- Phần thi nghe kéo dài 30 phút, bao gồm 03 phần; mỗi phần nghe 02 lần.
- Giám thị không giải thích gì thêm.

I. LISTENING (50 points)

Part 1: You will hear people talking in eight different situations. Choose the best answers (A, B or C).

Write the answers (A, B, C) on your answer sheet.

1. You hear a psychologist talking about green spaces in cities. *What does she say about them?*
 - A. Few governments make them a priority.
 - B. They are more important for children than for adults.
 - C. People fail to appreciate them as much as they should.
2. You hear a careers adviser talking to a woman who has applied for two jobs. *What suggestion does he make?*
 - A. Ask the first company to be flexible
 - B. Withdraw the application for the second job
 - C. Find out more information about the first job
3. You hear a girl talking about a psychology textbook. *What does she say about it?*
 - A. It is not very interesting.
 - B. It is good value for money.
 - C. It is going to come in useful.
4. You hear the mother of a famous skier talking about a competition. *She says that her daughter* _____
 - A. gave up her job to practise for it.
 - B. didn't tell her she was entering it.
 - C. expected to win the competition.
5. You hear a retired ballerina comparing dancers today with dancers in the past. *She says professional ballet dancers today* _____
 - A. dance with less technical ability.
 - B. are more interested in being celebrities.
 - C. are less concerned about expressing emotion.
6. You hear a chef talking about making a TV series. *What does he say about it?*
 - A. He didn't like the working hours.
 - B. He didn't get on with his co-presenter.
 - C. He didn't expect to enjoy the experience so much.
7. You hear two friends talking about a popular television programme. *What is the programme about?*

A. retirement	B. cookery	C. teaching
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8. You hear two people talking about a place they have visited. *What kind of place is it?*

A. a museum	B. a library	C. a shop
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Part 2: You will hear five short extracts in which people are talking about how to give good presentations. Choose from the list (A–H) what advice each person gives. Use the letters only once. There are three extra letters which you do not need to use. Write the answers (A–H) on your answer sheet.

9. Speaker 1
10. Speaker 2
11. Speaker 3
12. Speaker 4
13. Speaker 5

- A. Add some humour.
- B. Keep your presentation short.
- C. Find out about your audience.
- D. Practise giving your presentation.
- E. Don't try to memorise every word.
- F. Try to relax during your presentation.
- G. Remember to repeat your main point.
- H. Support your presentation with visuals.

Part 3: You will hear part of a radio programme about memory. Complete the sentences by writing **TWO WORDS** in each blank. Write the **TWO WORDS** on your answer sheet.

14. People start to lose their power of memory when they are in _____.
15. Keeping your brain mentally stimulated may _____ the process of memory loss.
16. People's memories start to get worse as soon as they _____.
17. You can get your brain working by coming home by a _____.
18. Exercising for _____ hour most days will help keep you physically fit.
19. You are more likely to suffer memory loss if you smoke and _____.
20. Always put things that you keep losing in the _____.
21. Writing things down _____.
22. Creating a _____ of someone will help you to remember their name.
23. You may find it difficult to remember what you know if you are _____.
24. Don't practise a _____ wearing your pyjamas.
25. Write down the main points of your speech and _____ them.

II. USE OF ENGLISH (50 points)

Part 1: Read the following passage and decide which answer (A, B, C, D) best fits each gap. Write the answers (A-D) on your answer sheet.

Lost luggage

You get off your plane and (26) _____ your way to the Baggage Reclaim area, where you (27) _____ the carousel for your flight and wait patiently for your luggage. After quite some time spent waiting, there is no (28) _____ of your bags and you begin to consider the possibility that they may have gone (29) _____. What should you do?

Firstly, don't panic. The most likely (30) _____ is that your bags simply didn't make it onto the flight, perhaps because they were mislaid at the departure airport, or perhaps because the aircraft had already (31) _____ its weight allowance. If they (32) _____ to appear on the carousel, report the loss before you leave the baggage hall and go through customs. (33) _____ your luggage should be no problem, provided you've kept (34) _____ of your baggage check – those little barcodes stuck to the back of your tickets at check-in.

Go to the handling agent's desk and (35) _____ a Property Irregularity Report (PIR) form, which describes the checked bag and its (36) _____. Make (37) _____ you mention all items of value, because if the bag is never found, your insurance company may compare the articles on your claim form with those on the PIR. Then, ask the baggage-services manager for a contact telephone number and confirm that your bags will be forwarded to your final (38) _____.

Most bags (39) _____ up within a day or two, but if yours never show (and it may be weeks before the airline accepts that they are permanently lost), you can claim (40) _____ from the airline.

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|-------------------|------------------|------------------|----------------|
| 26. A. go | B. get | C. make | D. walk |
| 27. A. locate | B. place | C. position | D. situate |
| 28. A. indication | B. sign | C. notice | D. mark |
| 29. A. lost | B. missing | C. absent | D. misplaced |
| 30. A. example | B. understanding | C. clarification | D. explanation |
| 31. A. surpassed | B. overtaken | C. exceeded | D. outdone |
| 32. A. lack | B. omit | C. avoid | D. fail |

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|------------------|----------------|----------------|-----------------|
| 33. A. Retracing | B. Retaining | C. Recovering | D. Reinstating |
| 34. A. hold | B. control | C. property | D. hand |
| 35. A. carry out | B. complete | C. fulfil | D. realize |
| 36. A. contents | B. inside | C. filling | D. packing |
| 37. A. safe | B. clear | C. confident | D. sure |
| 38. A. destiny | B. destination | C. termination | D. terminus |
| 39. A. turn | B. come | C. bring | D. put |
| 40. A. refund | B. reparation | C. amendment | D. compensation |

Part 2: Read the following passages and use only ONE word that best fits each gap. Write the answers on your answer sheet.

Passage A: The homing instinct

The homing instinct is what makes certain animals, birds and fish return (41) _____ the place they consider home. Cats often have this instinct. It was particularly strong in an American cat called Ninja, which disappeared shortly (42) _____ its owners had taken it to their new home; a year later the cat turned up at its old home even (43) _____ this was 1360 kilometres away from (44) _____ its owners were now living. Other cats may (45) _____ travel so far but many keep on going back to their old home. Pilsbury, an English cat, made a 13-kilometre journey back to its former home 40 times in spite of having to cross several busy roads to (46) _____ so. Pigeons also have the homing instinct and, ever (47) _____ ancient times, human beings have used them to carry messages back home. However, cat owners, (48) _____ have to keep returning to their old address in (49) _____ to bring their cat home, tend to find the homing instinct simply irritating (50) _____ than useful or interesting!

Passage B: Housework gets you down

It may come (51) _____ no surprise to learn that household chores can make you feel depressed. There is evidence (52) _____ suggest that the more housework men and women do, the more likely they (53) _____ to suffer from mood swings. "Any form of repetitive cyclical work is bound to be depressing," says psychologist Nicholas Emler. "Domestic chores are open-ended tasks, so there is no defined end point. People prefer tasks they can complete, and (54) _____ a satisfactory conclusion they become stressed."

Work in the home has no job description and family members rarely appreciate just (55) _____ much work has gone into preparing an evening meal or cleaning the bathroom. Women still take responsibility (56) _____ the lion's share of domestic chores, but with many in full-time jobs they can (57) _____ longer pride themselves on having a spotless home. "The concept of being house-proud is out of fashion," says Prof Emler, who points (58) _____ that the vast majority of men continue to shy away (59) _____ doing the dishes. In other situations financial reward can go (60) _____ way to compensating for dull, repetitive work, but housework is a strenuous job with no pay.

Writer Tracy Kerry believes that many people nowadays just don't know how to do housework. "There are an awful (61) _____ of inexperienced people whose mothers were (62) _____ busy working to show them. Sweeping a room may seem an easy enough task to perform, (63) _____ there's a right way and a wrong way to do it." To make housework easier she suggests (64) _____ get rid of possessions that are of no use to us anymore. "Keep clutter (65) _____ control and you will feel more able to cope."

Part 3: Complete the second sentence so that it has a similar meaning to the first sentence, using the word in parentheses. Do not change the word given. Use between FOUR and FIVE words, including the word given in your answer. Use no contractions. Write the answers (FOUR or FIVE words) on your answer sheet.

Example:	Susan went to the gym frequently so that she would be healthier. (as) → Susan often went to the gym _____ healthier.
Answer:	so as to be

66. I'm concerned about whether I'll be able to finish the project on time. (**concerns**)
→ What _____ I'll be able to finish the project on time.
67. We had to leave the movie early or we would have missed the last bus. (**stayed**)
→ If we had _____ of the movie, we would have missed the last bus.
68. That was one of the best meals I've had this year. (**as**)
→ I've had very _____ that one this year.
69. Mary didn't ring us last night because she knew we were going out. (**rung**)
→ Mary _____ if she hadn't known we were going out.
70. Louise didn't really feel like going out for a meal. (**mood**)
→ Louise wasn't really _____ going out for a meal.
71. "Last week, I unexpectedly met an old friend on the train," said the man. (**run**)
→ The man said that he had _____ on the train last week.
72. My mother thought it would be good for me to live abroad for some time. (**benefit**)
→ My mother thought that _____ abroad for some time.
73. I am sorry I didn't contact you, but I was very busy. (**touch**)
→ I apologise for _____ you, but I was very busy.
74. Helen finally managed to think of a solution to her problem. (**coming**)
→ Helen finally succeeded _____ a solution to her problem.
75. I was late for work because I missed my bus. (**account**)
→ I was late for work _____ my bus.

III. READING (40 points)

Part 1: You are going to read an article about a shoemaker. Choose the correct answer (A, B, C or D). Write the answers (A-D) on your answer sheet.

The shoemaker

Bill Bird is a shoemaker who cannot make shoes fast enough for his growing number of customers - and he **charges** more than £300 for a pair! Customers travel hundreds of kilometres to his London shoe shop or to his workshop in the countryside to have their feet measured. He makes shoes for people with feet of unusual sizes: very large, very small, very broad or very narrow. The shoes are at least as fashionable as those found in ordinary shops.

Mr Bird says: "My problem is that I cannot find **skilled workers**. Young people all seem to prefer to work with computers these days. We will lose the necessary skills soon because there are fewer and fewer shoemakers nowadays. I am 45, and now I want to teach young people everything I know about making shoes. It's a good job, and a lot of people want to buy beautiful shoes specially made for them."

He started in the business 19 years ago and now he employs three other people. His customers pay about £500 for their first pair of shoes. He says: "Our customers come because they want comfortable shoes which are exactly the right size." Extra pairs of shoes cost between £320 and £450, as it takes one **employee** a whole week to make just one shoe.

76. What is the writer trying to do in the text?
A. describe where Mr Bird finds his staff
B. encourage people to wear comfortable shoe
C. advertise a job selling expensive shoes
D. show Mr Bird's worries about his trade
77. In paragraph 1, "**charges**" means _____.
A. asks an amount of money for a service
B. gives somebody a responsibility or a task
C. rushes forward and attack somebody
D. accuses somebody of a crime
78. In paragraph 2, "**skilled workers**" means workers that have _____.
A. just graduated from universities
B. a lot of social skills
C. a lot of certificates and résumés
D. ability, knowledge and experience
79. In paragraph 3, "**employee**" means _____.
A. employer
B. boss
C. worker
D. customer
80. What can readers find out from this text?
A. how to get to Mr Bird's London shop
B. how much Mr Bird's shoes cost
C. how many customers Mr Bird has
D. how to make shoes like Mr Bird

88. The word “**crude**” in paragraph 4 is closest in meaning to _____.
- A. cheap B. rude C. normal D. simple
89. The author mentions all of the following about Azriel Blackman in the passage EXCEPT _____.
- A. How much he earns B. What he does at work C. Where he studied D. How old he is
90. Which of the following could best describe the author’s attitude in the passage?
- A. Pessimistic B. Respectful C. Subjective D. Sympathetic

Part 3: You are going to read an extract from a magazine article. Six paragraphs have been removed from the extract. Choose from the paragraphs A-G the one which fits each gap (91-96). There is one extra paragraph which you do not need to use. Write the answers (A-G) on your answer sheet.

A. The recruitment of men to the armed forces during the conflict in Europe from 1914 to 1918 meant there was very little persecution, since gamekeepers went off to fight. As the number of gamekeepers decreased, the wildcat began to increase its range, recolonising many of its former haunts. Extinction was narrowly averted.

B. The wildcat waits for a while in rapt concentration, ears twitching and eyes watching, seeing everything and hearing everything, trying to detect the tell-tale movement of a vole or a mouse. But there is nothing, and in another leap he disappears into the gloom.

C. The results, which are expected shortly, will be fascinating. But anyone who has seen a wildcat will be in little doubt that there is indeed a unique and distinctive animal living in the Scottish Highlands, whatever his background.

D. They probably used deciduous and coniferous woodland for shelter, particularly in winter, and hunted over more open areas such as forest edge, open woodland, thickets and scrub, grassy areas and marsh. The wildcat was probably driven into more mountainous areas by a combination of deforestation and persecution.

E. As the animals emerge, their curiosity is aroused by every movement and rustle in the vegetation. Later they will accompany their mother on hunting trips, learning quickly, and soon become adept hunters themselves.

F. This is what makes many people think that the wildcat is a species in its own right. Research currently being undertaken by Scottish Natural Heritage is investigating whether the wildcat really is distinct from its home- living cousin, or whether it is nothing more than a wild-living form of the domestic cat.

G. It is a typical image most folk have of the beast, but it is very much a false one, for the wildcat is little more than a bigger version of the domestic cat, and probably shows his anger as often.

Scottish Wildcat

On my living-room wall I have a painting of a wildcat by John Holmes of which I am extremely fond. It depicts a snarling, spitting animal, teeth bared and back arched: a taut coiled spring ready to unleash some unknown fury.

91. _____

However, the physical differences are tangible. The wildcat is a much larger animal, weighing in some cases up to seven kilos, the same as a typical male fox. The coat pattern is superficially similar to a domestic tabby cat but it is all stripes and no spots. The tail is thicker and blunter, with three to five black rings. The animal has an altogether heavier look.

The Scottish wildcat was originally distinguished as a separate subspecies in 1912, but it is now generally recognised that there is little difference between the Scottish and other European populations. According to an excellent report on the wildcat printed in 1991, the animals originally occurred in a variety of habitats throughout Europe.

92. _____

It was during the nineteenth century, with the establishment of many estates used by landowners for hunting, that the wildcat became a nuisance and its rapid decline really began; 198 wildcats were killed in three years in the area of Glengarry, for example. However, things were later to improve for the species.

93. _____

The future is by no means secure, though, and recent evidence suggests that the wildcat is particularly vulnerable to local eradication, especially in the remoter parts of northern and western Scotland. This is a cause for real concern, given that the animals in these areas have less contact with domestic cats and are therefore purer.

94. _____

Part of the problem stems from the fact that the accepted physical description of the species originates from the selective nature of the examination process by the British Natural History Museum at the start of the century, and this has been used as the type-definition for the animal ever since. Animals that did not conform to that large blunt-tailed 'tabby' description were discarded as not being wildcats. In other words, an artificial collection of specimens was built up, exhibiting the features considered typical of the wildcat.

The current research aims to resolve this potential problem. It is attempting to find out whether there are any physical features which characterise the so-called wild-living cats.

95. _____

But what of his lifestyle? Wildcat kittens are usually born in May/June in a secluded den, secreted in a gap amongst boulders. Another favourite location is in the roots of a tree.

96. _____

Rabbits are a favourite prey, and some of the best areas to see wildcats are at rabbit warrens close to the forest and moorland edge. Mice, small birds and even insects also form a large part of the diet, and the animal may occasionally take young deer.

The wildcat is one of the Scottish Highlands' most exciting animals. Catch a glimpse of one and the memory will linger forever.

Part 4: You are going to read four reviews of books about sleep and dreams. For questions 97-106, choose from the reviews (A–D). The reviews may be chosen more than once. Write the answers (A–D) on your answer sheet.

Which review

- 97. _____ emphasises how enjoyable sleep is?
- 98. _____ says certain aspects of our lives are becoming less distinct from one another?
- 99. _____ points out that many people share a mistaken belief?
- 100. _____ describes the structure of the book?
- 101. _____ explains why we have certain experiences?
- 102. _____ mentions a practical problem faced by scientists?
- 103. _____ says the book shows that major developments have occurred in a field?
- 104. _____ says the writer deals with issues that cause debate?
- 105. _____ comments that our lack of knowledge regarding sleep is surprising?
- 106. _____ says the reader learns how a technological advance caused problems?

Four books about sleep

A) Sleepfaring

Why do we sleep? Are we sleeping enough? How can we tackle sleep problems? Jim Horne finds answers to these questions and many more in *Sleepfaring*, a journey through the science and the secrets of sleep. He reveals what goes on in our brains during sleep, and also gives some hints from the latest sleep research that may just help you get a better night's rest. In recent years, understanding sleep has become increasingly important, as people work longer hours, styles of working have altered, and the separation between workplace and home is being reduced by cell phones and the internet. Horne draws on the latest research to reveal what science has discovered about sleep. Nor does Horne avoid controversial topics; challenging, for example, the conventional wisdom on the amount of sleep

we actually need. For anyone wishing to know more about the many mysterious processes that begin when we close our eyes each night, Sleepfaring offers a wealth of insight and information.

B) Dreaming

What is dreaming? Why are dreams so strange and why are they so hard to remember? In this fascinating book, Harvard researcher Allan Hobson offers an intriguing look at our nightly journey through the world of dreams. He describes how the theory of dreaming has advanced dramatically. We have learned that, in dreaming, some areas of the brain are very active – the visual and auditory centres, for instance – while others are completely shut down, including the centres for self-awareness, logic, and memory. Thus, we can have visually vivid dreams, but be utterly unaware that the sequence of events or localities may be bizarre and, quite often, impossible. And because the memory centre is inactive, we don't remember the dream at all, unless we wake up while it is in progress. With special boxed features that highlight intriguing questions – Do we dream in colour? (yes), Do animals dream? (probably) – Dreaming offers a cutting-edge account of the most mysterious area of our mental life.

C) Counting Sheep

Even though we will devote a third of our lives to sleep, we still know remarkably little about its origins and purpose. Does getting up early really benefit us? Can some people really exist on just a few hours' sleep a night? Does everybody dream? Do fish dream? How did people cope before alarm clocks and caffeine? And is anybody getting enough sleep? Paul Martin's Counting Sheep answers these questions and more in this illuminating work of popular science. Even the wonders of yawning are explained in full. To sleep, to dream: Counting Sheep reflects the centrality of these activities to our lives and can help readers respect, understand, and appreciate that delicious time when they're lost to the world.

D) Dreamland

Reporter Randall provides a brisk tour of sleep research and what it means for individuals hoping to feel well rested. The author engaged with sleep research in part because of his sleepwalking. Researching the world of sleep is obviously difficult because sleeping subjects selected for studies rarely remember anything specific. Nonetheless, Randall interviewed sleep researchers and read academic papers to learn what he could from those who devote their careers to the science of sleep. The book is not a continuous narrative but rather a loose progression of chapters about different sleep-related issues. For example, Randall explains how the invention of electricity led to countless cases of sleep deprivation; the lack of utter darkness after sunset is often the enemy of sound sleep. He also emphasises the too-often neglected common-sense realisation that sleep is no void; rather, it is perhaps one third of the puzzle of living well.

Part 5: You are going to read an article about Ocean Energy Systems. Choose the correct answer (A, B, C or D). Write the answers (A-D) on your answer sheet.

Ocean Energy Systems

(1) In recent years, the oceans have been seen as a potential source of energy. Oceans are huge reservoirs of renewable energy, which have yet to be properly harnessed. Some estimates say that during the second decade of this century, ocean energy sources will generate more than 1,000 megawatts of electricity, which is enough to power a million homes in the industrialized world. Several technologies have been developed for exploiting these resources in a practical way, among which ocean thermal energy conversion (OTEC) is one of the most promising. Experimental OTEC plants have been constructed using different operating principles, although as yet no large-scale commercially viable plant has been launched.

(2) The basic operation behind this system uses the heat energy stored in the oceans as a source of power. The plant exploits the difference in water temperature between the warm surface waters heated by the sun and the colder waters found at ocean depths. A minimum temperature difference of 20 degrees Celsius between surface and depth is required for efficient operation, and this situation is typically found only in tropical and subtropical regions of the world. There are two basic kinds of OTEC system: the open cycle system and the closed cycle system. In the open cycle system, the warm surface water is converted

into steam in a partial vacuum and this steam drives a turbine connected to an electrical generator. In a closed cycle system, the warm surface water is used to boil a fluid, such as ammonia, which has a low boiling point. In both systems cold water pumped up from the ocean depths condenses the vapor. In the open system, the steam is condensed back into a liquid by cold water pumped from deep-ocean water and then discharged. In the closed system, the condensed ammonia is used to repeat the cycle continuously. Various hybrid systems using characteristics of both open and closed cycle plants have also been designed.

(3) The OTEC system is potentially an important source of clean, renewable energy, which could significantly reduce our reliance on fossil fuels and nuclear fission. Unlike **other forms** of renewable energy, such as those provided directly by the sun and wind, OTEC plants can generate power 24 hours per day, 365 days per year. Furthermore, the design of this technology avoids any significant release of carbon dioxide into the atmosphere. OTEC can offer other important benefits apart from power production. Aquaculture is one important spinoff. The nutrient-rich cold water is an excellent medium for growing phytoplankton, which provide support for various commercially exploitable fish and shellfish. It may also be economically feasible to extract minerals from the pumped seawater. Freshwater for drinking and irrigation is another by-product, and this will be an important advantage in regions where freshwater is limited.

(4) Some drawbacks to this form of power generation have been noted. Perhaps the biggest drawback at present is the high capital cost of initial construction due mainly to the expense of the large pipeline used to pump water from 1,000 meters below the surface. Furthermore, the conversion of thermal to electrical energy in the OTEC system works at very low efficiency, which means that these plants will have to use a lot of water to generate practical amounts for the power grid. For this reason, the net power output is reduced, since a significant portion of the output must be used to pump water. *There are also potential ecological drawbacks, since the water discharges will change the water temperature and disturb some marine habitats.* This impact could, however, be minimized if the water is discharged at greater depths.

(5) The main obstacle created by high initial expenses will have to be met before OTEC competes with conventional alternatives, and until such time, OTEC will remain restricted to experimental plants. When technology permits lower start-up costs, this technology will make an important contribution to world energy requirements.

107. The phrase "**other forms**" in paragraph 3 refers to energy produced through _____.
- A. fossil fuels and nuclear fission B. sun and wind
C. chemical reactions D. OTEC systems
108. In paragraph 3, what can be inferred about the different sources of energy?
- A. We rely too much on fossil fuels and nuclear fission.
B. Energy from OTEC is provided directly by the sun and wind.
C. Energy forms other than OTEC do not have important benefits.
D. Renewable energy releases a lot of carbon dioxide into the atmosphere.
109. In paragraph 3, why does the author write about aquaculture and mineral extractions?
- A. To give examples of possible developments related to OTEC
B. To demonstrate what other activities can be done in the ocean
C. To point out OTEC's advantages in regions of limited resources
D. To show how the environment can be improved by using clean, renewable energy
110. According to the passage, all of the following are problems with the OTEC system as a power-generating system EXCEPT _____.
- A. the damage caused to fishing grounds
B. the costs of constructing the power system
C. the effect of discharged water on the environment
D. the amount of water needed to produce a useful amount of electricity

111. Which of the sentences below best expresses the essential information in the underlined sentence in paragraph 4? Incorrect choices change the meaning in important ways or leave out essential information.
- A. Water discharges will disturb the ecology of the oceans.
 - B. Water outflow temperatures could upset local marine life.
 - C. The OTEC system has a tendency to upset marine environments.
 - D. Outflows of water will affect the ocean temperature at great depths.
112. Which of the following statements most accurately reflects the author's opinion about OTEC technology?
- A. Only very large OTEC plants can be made efficient.
 - B. The disadvantages of OTEC energy outweigh its advantages.
 - C. OTEC will eventually supply most of the world's energy needs.
 - D. OTEC technology has a useful role to play in total energy production.
113. According to the passage, in what way are the basic kinds of OTEC systems similar?
- A. They release unused water into the ocean.
 - B. They turn surface water into steam.
 - C. They use cold water to cause condensation.
 - D. They convert water in a vacuum.
114. It can be inferred from the passage that _____.
- A. renewable energy can be put into reservoirs
 - B. the experimental plants are ready to be launched
 - C. the oceans could be used in the future to generate electricity
 - D. 1,000 megawatts of electricity is the amount needed in the average home
115. According to the passage, what can be inferred about the factor that allows the ocean to be used as an energy source?
- A. The oceans are so large that they can produce a lot of energy.
 - B. The oceans can store vast amounts of heat energy to be used to run basic electricity plants.
 - C. In polar climates, the sun does not sufficiently heat the deeper water for practical energy use.
 - D. The plants are typically found in the tropical and subtropical regions of the world because of the warm weather.

IV. WRITING (60 points)

Part 1:

Your name is Tracy. Nikita, a friend of yours, has written to you to ask for some advice on time management skills. Write to him (100-150 words) to give him as many suggestions as you can. Begin your letter with "Dear Nikita".

Part 2:

Some people think that the best way to deal with littering in urban areas is imposing heftier fines. To what extent do you agree or disagree with the statement above? Give reasons for your answer and include any relevant examples from your own knowledge or experience. You should write an essay of between 200-300 words.

THIS IS THE END OF THE TEST.