

英语专业水平测试题集

(四级)

TESTS FOR ENGLISH MAJORS
BAND IV

林立 端木庆一 主编



南海出版公司

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Preface

This is a collection of model tests for English majors (Band Four). It is a result of cooperative efforts of a few schools and many teachers.

In preparation for these model tests, we kept in our mind our students' needs—the need to know the test format, test instructions, to get used to test environment and even the need to experience some test anxieties. Yet, we don't believe in cramming. And it is not our aim to train skilled test-takers. We aim at proficient language users. We believe in confidence-building and providing successful experience for our students. We trust that teachers will use these model tests wisely.

To prepare our students psychologically for the test, we include in this collection an expert's advice on how to take tests. We would like to acknowledge and thank the writer personally, had we known his/her name, or the book it came from. We reprint it here from a photocopy with minor adaptation. Should any of our reader know the source, please let us know. We would be very grateful.

Finally, we want to thank the English Departments of each participating school for their generous support. And we would also like to thank Mrs. Wang Yuzhi (王玉芝), who typed up great part of the book with speed and accuracy.

October, 1995

L. L.

D. M. Q. Y.

The tapes for Part I Dictation and Part II Listening Comprehension are available on request from the following address:

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TEST-TAKING MADE SIMPLE

BEFORE THE TEST

T-DAY MINUS SEVEN

First off, get rid of any negative attitudes toward the test. You have a negative attitude when you view the test as a device to "trip you up" rather than an opportunity to show how effectively you have learned.

APPROACH THE TEST WITH SELF-CONFIDENCE

Nobody likes tests, but some poor souls permit themselves to get upset or angry when they see what they think is an unfair test. The expert doesn't. He keeps calm and moves right ahead, knowing that everyone is taking the same test. Anger, resentment, fear... they all slow you down. "Grin and bear it!"

Besides, every test you take is a valuable experience which improves your skill. Since you will undoubtedly be taking other tests in the years to come, it may help you to regard them as training to perfect your skill.

Keep calm; there's no point in panic. If you've done your work there's no need for it; and if you haven't, a cool head is your very first requirement.

Why be the frightened kind of student who enters the examination chamber in a mental coma? A test taken under mental stress does not provide a fair measure of your ability. A certain amount of concern is normal and good, but excessive worry saps your strength and keenness. In other words, be prepared EMOTIONALLY.

Pre-Test Review

If you know any others who are taking the same test, you'll probably find it helpful to review with them. The group should be small, certainly not more than four. Team study at this stage should seek to review the material in a different way than you learned it originally; should strive for an exchange of ideas between you and the other members of the group; should be selective in sticking to important ideas; should stress the vague and the unfamiliar rather than that which you all know well; should be businesslike and devoid of any nonsense; should end as soon as you get tired.

One of the *worst* strategies in test taking is to do *all* your preparation the night before the exam. If you schedule and space your study properly so as not to suffer from the fatigue and emotional disturbance that comes from cramming the night before.

Cramming is a very good way to *guarantee poor test results*.

However, you would be wise to prepare yourself factually by *reviewing your notes* in the 48 hours preceding the exam. You shouldn't have to spend more than two or three hours in this way. Stick to salient points. The others will fall into place quickly.

Don't confuse cramming with a final, calm review which helps you focus on the significant ar-

eas and further strengthens your confidence in your ability to handle the test questions. In other words, prepare yourself **FACTUALLY**.

Keep Fit

Mind and body work together. Poor physical condition will lower your mental efficiency. In preparing for an examination, observe the commonsense rules of health. Get sufficient sleep and rest, eat proper foods, plan recreation and exercise. In relation to health and examinations, two cautions are in order. Don't miss your meals prior to an examination in order to get extra time for study. Likewise, don't miss your regular sleep by sitting up late to "cram" for the examination. Cramming is an attempt to learn in a very short period of time what should have been learned through regular and consistent study. Not only are these two habits detrimental to health, but seldom do they pay off in terms of effective learning. It is likely that you will be *more confused* than better prepared on the day of the examination if you have broken into your daily routine by missing your meals or sleep.

On the night before the examination, go to bed at your regular time and try to get a good night's sleep. Don't go the movies. Don't date. In other words, prepare yourself **PHYSICALLY**.

T-HOUR MINUS ONE

After a very light, leisurely meal, get to the examination room ahead of time, perhaps ten minutes early... but not so early that you have time to get into an argument with others about what's going to be asked on the exam, etc. The reason for coming early is to help you get accustomed to the room. It will help you to a better start.

Bring all necessary equipment...

... pen, two sharpened pencils, watch, paper, eraser, ruler, and any other things you're instructed to bring.

Get settled...

... by finding your seat and staying in it. If no special seats have been assigned, take one in the front to facilitate the seating of others coming in after you.

The test will be given by a test supervisor who reads the directions and otherwise tells you what to do. The people who walk about passing out the test papers and assisting with the examination are test proctors. If you're not able to see or hear properly, notify the supervisor or a proctor. If you have any other difficulties during the examination, like a defective test booklet, scoring pencil, answer sheet; or if it's too hot or cold or dark or drafty, let them know. You're entitled to favorable test conditions, and if you don't have them you won't be able to do your best. Don't be a crank, but don't be shy either. An important function of the proctor is to see to it that you have favorable test conditions.

Relax...

... and don't bring on unnecessary tenseness by worrying about the difficulty of the examination. If necessary wait a minute before beginning to write. If you're still tense, take a couple of deep breaths, look over your test equipment, or do something which will take your mind away from the examination for a moment.

If your collar or shoes are tight, loosen them.

Put away unnecessary materials so that you have a good, clear space on your desk to write freely.

WHEN THEY SAY "GO"-TAKE YOUR TIME!

Listen very carefully to the test supervisor. If you fail to hear something important that he says, you may not be able to read it in the written directions and may suffer accordingly.

If you don't understand the directions you have heard or read, raise your hand and inform the proctor. Read carefully the directions for *each* part of the test before beginning to work on that part. If you skip over such directions too hastily, you may miss a main idea and thus lose credit for an entire section.

Get an Overview of the Examination

After reading the directions carefully, look over the entire examination to get an over-view of the nature and scope of the test. The purpose of this over-view is to give you some idea of the nature, scope, and difficulty of the examination.

It has another advantage. An item might be so phrased that it sets in motion a chain of thought that might be helpful in answering other items on the examination.

Still another benefit to be derived from reading all the items before you answer any is that the few minutes involved in reading the items gives you an opportunity to relax before beginning the examination. This will make for better concentration. As you read over these items the first time, check those whose answers immediately come to you. These will be the ones you will answer first. Read each item carefully before answering. It is a good practice to read each item at least twice to be sure that you understand it.

Plan Ahead

In other words, you should know precisely where you are going before you start. You should know:

1. Whether you have to answer all the questions or whether you can choose those that are easiest for you;
2. Whether all the questions are easy; (there may be a pattern of difficult, easy, etc.)
3. The length of the test; the number of questions;
4. The kind of scoring method used;
5. Which questions, if any, carry extra weight;
6. What types of questions are on the test;
7. What directions apply to each part of the test;
8. Whether you must answer the questions consecutively.

Budget Your Time Strategically!

Quickly figure out how much of the allotted time you can give to each section and still finish ahead of time. Don't forget to figure on the time you're investing in the overview. Then alter your schedule so that you can spend more time on those parts that count most. Then, if you can, plan to spend less time on the easier questions, so that you can devote the time saved to the harder questions. Figuring roughly, you should finish half the questions when half the allotted time has gone

by. If there are 100 questions and you have three hours, you should have finished 50 questions after one or one half hours. So bring along a watch whether the instructions call for one or not. Jot down your "exam budget" and stick to it INTELLIGENTLY.

EXAMINATION STRATEGY

Probably the most important single strategy you can learn is to do the easy questions first. The very hard questions should be read and temporarily postponed. Identify them with a dot and return to them later.

This strategy has several advantages for you:

1. You're sure to get credit for all the questions you're sure of. If time runs out, you'll have all the sure shots, losing out only on those which you might have missed anyway.
2. By reading and laying away the tough ones you give your subconscious a chance to work on them. You may be pleasantly surprised to find the answers to the puzzlers popping up for you as you deal with related questions.
3. You won't risk getting caught by the time limit just as you reach a question you know really well.

A Tested Tactic

It's inadvisable on some examinations to answer each question in the order presented. The reason for this is that some examiners design tests so as to extract as much mental energy from you as possible. They put the most difficult questions at the beginning, the easier questions last. Or they may vary difficult with easy questions in a fairly regular pattern right through the test. Your survey of the test should reveal the pattern and your strategy for dealing with it.

If difficult questions appear at the beginning, answer them until you feel yourself slowing down or getting tired. Then switch to an easier part of the examination. You will return to the difficult portion after you have rebuilt your confidence by answering a batch of easy questions. Knowing that you have a certain number of points "under your belt" will help you when you return to the more difficult questions. You'll answer them with a much clearer mind; and you'll be refreshed by the change of pace.

Time

Use your time wisely. It's an important element in your test and you must use every minute effectively, working as rapidly as you can without sacrificing accuracy. Your exam survey and budget will guide you in dispensing your time. Wherever you can, pick up seconds on the easy ones. Devote your savings to the hard ones. If possible, pick up time on the lower value questions and devote it to those which give you the most points.

Relax Occasionally and Avoid Fatigue

If the exam is long (two or more hours) give yourself short rest periods as you feel you need them. If you're not permitted to leave the room, relax in your seat, look up from your paper, rest your eyes, stretch your legs, shift your body. Break physical and mental tension. Take several deep breaths and get back to the job, refreshed. If you don't do this you run the risk of getting nervous and tightening up. Your thinking may be hampered and you may make a few unnecessary mis-

takes.

Do not become worried or discouraged if the examination seems difficult to you. The questions in the various fields are purposely made difficult and searching so that the examination will discriminate effectively even among superior students. No one is expected to get a perfect or near-perfect score.

Remember that if the examination seems difficult to you, it may be even more difficult for your neighbor.

Think!

This is not a joke because you're not an IBM machine. Nobody is able to write all the time and also to read and think through each question. You must plan each answer. Don't give hurried answers in an atmosphere of panic. Even though you see a lot of questions, remember that they are objective and not very time-consuming. Don't rush headlong through questions that must be thought through.

Edit, Check, Proofread. . .

. . . after completing all the questions. Invariably, you will find some foolish errors which you needn't have made, and which you can easily correct. Don't just sit back or leave the room ahead of time. Read over your answers and make sure you wrote exactly what you meant to write. And that you wrote the answers in the right place. You might even find that you have omitted some answers inadvertently. You have budgeted time for this job of proofreading. PROOFREAD and pick up points.

One caution, though. Don't count on making major changes. And don't go in for wholesale changing of answers. To arrive at your answers in the first place you have read carefully and thought correctly. Second-guessing at this stage is more likely to result in wrong answers. So don't make changes unless you are quite certain you were wrong in the first place.

FOLLOW DIRECTIONS CAREFULLY

In answering questions on the objective or shortform examination, it is most important to follow all instructions carefully. Unless you have marked the answers properly, you will not receive credit for them. In addition, even in the same examination, the instructions will not be consistent. In one section you may be urged to guess if you are not certain; in another you may be cautioned against guessing. Some questions will call for the best choice among four or five alternatives; others may ask you to select the one incorrect or the least probable answer.

On some tests you will be provided with worked out fore-exercises, complete with correct answers. However, avoid the temptation to skip the directions and begin working just from reading the model questions and answers. Even though you may be familiar with that particular type of question, the directions may be different from those which you had followed previously. If the type of question should be new to you, work through the model until you understand it perfectly. This may save you time, and earn you a higher rating on the examination.

If the directions for the examination are written, read them carefully, at least twice. If the directions are given orally, listen attentively and then follow them precisely. For example, if you are directed to use plus (+) and minus (-) to mark true-false items, then don't use "T" and "F". If you are instructed to "blacken" a space on machine-scored tests, do not use a check (✓) or an

“×”. Make all symbols legible, and be sure that they have been placed in the proper answer space. It is easy, for example, to place the answer for item 5 in the space reserved for item 6. If this is done, then all of your following answers may be wrong. It is also very important that you understand the method they will use in scoring the examination. Sometimes they tell you in the directions. The method of scoring may affect the amount of time you spend on an item, especially if some items count more than others. Likewise, the directions may indicate whether or not you should guess in case you are not sure of the answer. Some methods of scoring penalize you for guessing.

Cue Words. Pay special attention to qualifying words or phrases in the directions. Such words as *one, best reason, surest, means most nearly the same as, preferable, least correct*, etc., all indicate that *one* response is called for, and that you must select the response which best fits the qualifications in the question.

Time. Sometimes a time limit is set for each section of the examination. If that is the case, follow the time instructions carefully. Your *exam budget* and your watch can help you here. Even if you haven't finished a section when the time limit is up, pass on to the next section. The examination has been planned according to the time schedule.

If the examination paper bears the instruction “Do not turn over page until signal is given,” or “Do not start until signal is given,” follow the instruction. Otherwise, you may be disqualified.

Pay Close Attention. Be sure you understand what you're doing at all times. Especially in dealing with true-false or multiple-choice questions it's vital that you understand the meaning of every question. It is normal to be working under stress when taking an examination, and it is easy to skip a word or jump to a false conclusion, which may cost you points on the examination. In many multiple-choice and matching questions, the examiners deliberately insert plausible-appearing false answers in order to catch the candidate who is not alert.

Answer Clearly. If the examiner who marks your paper cannot understand what you mean, you will not receive credit for your correct answer. On a True-False examination you will not receive any credit for a question which is marked both true and false. If you are asked to underline, be certain that your lines are under and not through the words and that they do not extend beyond them. When using the separate answer sheet it is important *when you decide to change an answer*, you erase the first answer completely. If you leave any graphite from the pencil on the wrong space it will cause the scoring machine to cancel the right answer for that question.

Watch Your “Weights.” If the examination is “weighted”, it means that some parts of the examination are considered more important than others and rated more highly. For instance, you may find that the instructions will indicate “Part I, Weight 50; Part II, Weight 25, Part III, Weight 25.” In such a case, you would devote half of your time to the first part, and divide the second half of your time among Parts II and III.

A Funny Thing...

...happened to you on your way to the bottom of the totem pole. You *thought* the right answer but you marked the *wrong* one.

1. Your *mixed answer symbols*! You decided (rightly) that Baltimore (Choice D) was correct. Then you marked B (for Baltimore) instead of D.

2. You *misread* a simple instruction! Asked to give the *latest* word in a scrambled sentence, you correctly arranged the sentence, and then marked the letter corresponding to the *earliest* word in that miserable sentence.

3. You *inverted digits*! Instead of the correct number, 96, you wrote (or read) 69.

Funny? Tragic! Stay away from accidents.

Record your answers on the answer sheet one by one as you answer the questions. Care should be taken that these answers are recorded next to the appropriate numbers on your answer sheet. It is poor practice to write your answers first on the test booklet and then to transfer them all at one time to the answer sheet. This procedure causes many errors. And then, how would you feel if you ran out of time before you had a chance to transfer all the answers.

When and How To Guess

Read the directions carefully to determine the scoring method that will be used. In some tests, the directions will indicate that guessing is advisable if you do not know the answer to a question. In such tests, only the right answers are counted in determining your score. If such is the case, don't omit any items. If you do not know the answer, or if you are not sure of your answer, then *guess*.

On the other hand, if the directions state that a scoring formula *will* be used in determining your score or that you are *not to guess*, then *omit* the question if you do not know the answer, or if you are not sure of the answer. When the scoring formula is used, a percentage of the *wrong* answers will be subtracted from the number of *right* answers as a correction for haphazard guessing. It is improbable, therefore, that mere guessing will improve your score significantly. *It may even lower your score*. Another disadvantage in guessing under such circumstances is that it consumes valuable time that you might profitably use in answering the questions you know.

If, however, you are uncertain of the correct answer but have *some* knowledge of the question and are able to eliminate one or more of the answer choices as wrong, your chance of getting the right answer is improved, and it will be to your advantage to *answer* such a question rather than *omit* it.

BEAT THE ANSWER SHEET

• Even though you've had plenty of practice with the answer sheet used on machine-scored examinations, we must give you a few more, last-minute pointers.

The present popularity of tests requires the use of electrical test scoring machines. With these machines, scoring which would require the labor of several men for hours can be handled by one man in a fraction of the time.

The scoring machine is an amazingly intricate and helpful device, but the machine is not human. The machine cannot, for example, tell the difference between an intended answer and a stray pencil mark, and will count both indiscriminately. The machine cannot count a pencil mark, if the pencil mark is not brought in contact with the electrodes. For these reasons, specially printed answer sheets with response spaces properly located and properly filled in must be employed. Since not all pencil leads contain the necessary ingredients, a special pencil must be used and a heavy solid mark must be made to indicate answers.

(a) Each pencil mark must be heavy and black. Light marks should be retraced with the spe-

cial pencil.

(b) Each mark must be in the space between the pair of dotted lines and entirely fill this space.

(c) All stray pencil marks on the paper, clearly not intended as answers, must be completely erased.

(d) Each question must have only one answer indicated. If multiple answers occur, all extraneous marks should be thoroughly erased. Otherwise, the machine will give you *no* credit for your correct answer.

Be sure to use the special electrographic pencil!

Your answer sheet is the only one that reaches the office where papers are scored. For this reason it is important that the blanks at the top be filled in completely and correctly. The proctors will check this, but just in case they slip up, make certain yourself that your paper is complete.

Many exams caution competitors against making any marks on the test booklet itself. Obey that caution even though it goes against your grain to work neatly. If you work neatly and obediently with the test booklet you'll probably do the same with the answer sheet. And that pays off in high scores.

THE GIST OF TEST STRATEGY

1. Approach the test confidently. Take it calmly.
2. Remember to review the week before the test.
3. Don't "cram". Be careful of your diet and sleep; especially as the test draws nigh.
4. Arrive on time ... and ready.
5. Choose a good seat. Get comfortable and relax.
6. Bring the complete kit of "tools" you'll need.
7. Listen carefully to all directions.
8. Apportion your time intelligently with an "exam budget".
9. Read all directions carefully. Twice if necessary. Pay particular attention to the scoring plan.
10. Look over the whole test before answering any questions.
11. Start right in, if possible. Stay with it. Use every second effectively.
12. Do the easy questions first; postpone harder questions until later.
13. Determine the pattern of the test questions. If it's hard-easy etc., answer accordingly.
14. Read each question carefully. Make sure you understand each one before you answer. Re-read, if necessary.
15. Think. Avoid hurried answers. Guess intelligently.
16. Watch you watch and "exam budget", but do a little balancing of the time you devote to each question.
17. Get all the help you can from "cue" words.
18. Rephrase difficult questions for yourself. Watch out for "spoilers".
19. Refresh yourself with a few, well-chosen pauses during the test.
20. Use controlled association to see the relation of one question to another and with as many important ideas as you can develop.
21. Now that you're a "cool" test-taker, stay calm and confident throughout the test. Don't let anything throw you.
22. Edit, check, proofread your answers. Be a "bitter ender". Stay working until they make you go.

TEST ONE [TIME LIMIT: 110 MIN.]

PART I WRITING

[45 min.]

SECTION A COMPOSITION

[35 min.]

Write in ANSWER SHEET ONE a composition of about 150 words on the following topic:

My View on Friendship

You are to write three paragraphs:

In the first paragraph, state what your view is on friendship. In the second paragraph, support your viewpoint with details or examples. In the last paragraph, bring what you have written to a natural conclusion with a summary.

SECTION B NOTE-WRITING

[10 min.]

Write in ANSWER SHEET ONE a note of about 80 words to your friend based on the following situation:

You called on your friend Liu Bing, but he wasn't in. Write a note to him to invite him to a picnic this coming Saturday.

PART II DICTATION

[15 min.]

Listen to the following passage. Altogether the passage will be read to you four times. During the first reading, which will be read at normal speed, listen and try to understand the meaning. For the second and third readings, the passage will be read sentence by sentence, or phrase by phrase, with intervals of 15 to 20 seconds. The last reading will be read at normal speed again and during this time you should check your work. You will then be given 2 minutes to check through your work once more.

Please write the whole passage on ANSWER SHEET TWO.

PART III LISTENING COMPREHENSION

[25 min.]

In Sections A, B and C you will hear everything once only. Listen carefully and then answer the questions that follow. Mark the correct response for each question in your ANSWER BOOKLET.

SECTION A STATEMENT

In this section you will hear 10 statements. At the end of the statement you will be given 10 seconds to answer each of the following ten questions.

1. What is the woman's problem?
 - A. She feels sick.
 - B. She thinks the tailor is being mean.
 - C. She expected his suit to be ready.
 - D. She lost his suit.
2. What's the woman trying to do?
 - A. Place a telephone call.
 - B. Operate a timer.
 - C. Cash a check.
 - D. Count the buses.
3. Where did Charlotte live first?
 - A. In the house.
 - B. On a boat.
 - C. In the hotel.
 - D. In a tent.
4. Where is the man?
 - A. In downtown.
 - B. In the country.
 - C. At a park.
 - D. At a shopping center.
5. Where did he visit today?
 - A. The World Trade Center and the Fifth Avenue.
 - B. The Statue of Liberty and Times Square.
 - C. The World Trade Center and the Statue of Liberty.
 - D. The Fifth Avenue and Times Square.
6. What time is it now?
 - A. It's seven-thirty.
 - B. It's eight-thirty.
 - C. It's eight o'clock.
 - D. It's nine o'clock.
7. What time is it now?
 - A. It's around 5 o'clock.
 - B. It's around 10 o'clock.
 - C. It's around 8 o'clock.
 - D. It's around 12 o'clock.
8. What did the people do when the fire broke out?
 - A. Many people were burned to death in the fire.
 - B. The people knew where the exit was.
 - C. They all ran to the exit.
 - D. They were so confused that they ran wildly.
9. What was Mary's response to Tom?
 - A. She sweated all over because it was hot.
 - B. She found out that Tom was wet all over.
 - C. She got worried because Tom had not kept the secret.
 - D. She became very angry when she heard that Tom had revealed the secret.
10. What is the speaker?
 - A. A teacher.
 - B. An engineer.
 - C. A librarian.
 - D. A book seller.

SECTION B CONVERSATION

In this section, you will hear 10 short conversations between two speakers. At the end of each conversation you will be given 10 seconds to answer each of the following ten questions.

11. What does the woman mean?
 - A. He should look for a battery at the drugstore.
 - B. The drugstore may not be open at this hour.
 - C. He should have tried the radio earlier.

- D. She doesn't know how to open the radio.
12. What does the woman mean?
 A. The man should learn to slow down. B. The man is always tired lately.
 C. They aren't going very fast. D. They aren't going to be on time.
13. What does the woman mean?
 A. The man shouldn't expect her to go along.
 B. She doesn't think she has enough money.
 C. She'll go even though the movie is bad.
 D. The man should count the number of people going.
14. Who is to get the package ultimately?
 A. Kate. B. The man's brother. C. Kate's brother. D. The woman's brother.
15. What does the man imply?
 A. They've met before. B. The man remembers her.
 C. The woman agrees with the man. D. They have never met before.
16. What causes the man's weight lost?
 A. Everything. B. Grapefruit. C. Running. D. Quick eating.
17. What season is the man referring to?
 A. Fall. B. Spring. C. Winter. D. Summer.
18. What did the woman see first at the zoo?
 A. Elephants. B. Monkeys. C. Lions. D. The man.
19. Where is the bridge in relation to the trees?
 A. Close to the people. B. Farther away from people.
 C. Equidistant from the people. D. Behind them.
20. What are these people doing?
 A. They are watching television. B. They are listening to radio.
 C. They are swimming the channel. D. They are changing their news programs.

SECTION C NEWS BROADCAST

Questions 21 & 22 are based on the following news.

21. How many hostages were released by the gunman?
 A. Eighteen. B. Six. C. Five. D. Twenty-one.
22. When did the gunmen release the hostages?
 A. Before the gun battle. B. After the gun battle.
 C. On Monday. D. Soon after they left the court.

Questions 23, 24 & 25 are based on the following news item.

23. When did the fire break out at the psychiatric hospital?
 A. The day before yesterday. B. At two o'clock yesterday morning.
 C. Around two p. m. yesterday. D. At twenty past five yesterday morning.