

I. Sample test paper

SJTU International Undergraduate Entrance Examination (English)

Part 1 Listening Comprehension (20 minutes)

In this part, you will hear two audios and watch two videos. You will answer six or seven questions based on each audio or video. For each question, you should choose the best answer from the four choices marked A, B, C and D. All the audios and videos will be played only once. The listening part lasts about 20 minutes.

Section A Audio Comprehension

Directions: *In this section, you will hear two audios. You will answer six questions based on each audio. For each question, you must choose the best answer from the four choices marked A, B, C and D. The audios will be played only once. You can answer the questions as you listen to the audios.*

Recording 1

The time you spend in high school and college can be both fun and rewarding. These can also be some of the busiest years of your life.

Balancing all the demands on your time – a full course load, extracurricular activities, and socializing with friends – can be challenging. With so many competing priorities, sacrificing sleep may feel like the only way to get everything done. But regularly short-changing yourself on quality sleep can have serious implications for school, work, and your physical and mental health.

Alternatively, prioritizing a regular sleep schedule can make these years healthier, less stressful, and more successful long-term.

According to the National Sleep Foundation, high school students (ages 14-17) need about eight to ten hours of sleep each night. For young adults (ages 18 to 25), the range is between seven and nine hours.

How do you know how much sleep you need within this range?

According to Dr. Edward Pace-Schott, a sleep expert, you can answer that question simply by observing how much you sleep when you don't need to get up. "When you've been on vacation for two weeks, how are you sleeping during that second week? If you're sleeping eight or nine hours when you don't have any reason to get up, then chances are you need that amount or close to that amount of sleep," says Pace-Schott.

Most students, however, get far less sleep than the recommended amount. Seventy to ninety-six percent of college students get less than eight hours of sleep each weeknight. And over half of them sleep less than seven hours per night. The numbers are similar for high school students; seventy-three percent of high school students get between seven and seven and a half hours of sleep.

And what about those students who say they function perfectly well on just a couple of hours of sleep? "There're very few individuals who are so-called short

sleepers, people who really don't need more than six hours of sleep. But, there're a lot more people who claim to be short sleepers than there're real short sleepers," says Pace-Schott.

The consequences of sleep deprivation are fairly well established but may still be surprising. Studies have shown that sleep deprivation can create the same level of cognitive impairment as drinking alcohol. And according to research by American Academy of Sleep Medicine, drowsy driving causes an average of 328,000 motor vehicle accidents each year in the US. Drivers who sleep less than five hours per night are more than five times as likely to have a crash as drivers who sleep for seven hours or more.

Over the long term, chronic sleep deprivation can have a serious impact on your physical and mental health. Insufficient sleep has been linked, for example, to weight gain and obesity. And numerous studies have demonstrated a connection between sleep deprivation and mental health disorders such as anxiety and depression.

Questions

1. How much sleep does a high school student need according to the National Sleep Foundation?
 - A. About 7-8 hours.
 - B. About 6-8 hours.
 - C. About 6-7 hours.
 - D. About 8-10 hours.
2. How do we know the amount of sleep we need according to Dr. Edward Pace-Schott?
 - A. By seeking advice from well-known sleep experts.
 - B. By checking the average amount people our age get.
 - C. By looking at the amount recommended by health organizations.
 - D. By observing how much we sleep when we don't have to get up.
3. What do we learn from the passage about college students?
 - A. Most of them sleep less than when they were in high school.
 - B. More than half of them sleep less than seven hours.
 - C. Almost all of them sleep about eight hours.
 - D. Many of them have serious sleep problems.
4. What does Dr. Edward Pace-Schott say about short sleepers?
 - A. Their mental health is under-researched.
 - B. They usually suffer from sleep disorders.
 - C. They normally sleep no more than six hours.
 - D. Their number is greater than generally believed.
5. What does the passage say about sleep deprivation?
 - A. It can do more harm than alcohol consumption.
 - B. It can lead to serious psychological problems.

- C. It proves to be the cause of most car accidents.
 - D. It contributes to weight loss over the long term.
6. What is the passage mainly about?
- A. The major causes of high school and college students' sleep loss.
 - B. Ways to improve high school and college students' quality of sleep.
 - C. The importance of sufficient sleep for high school and college students.
 - D. Tips for high school and college students on how to develop good sleep habits.

Recording 2

Receptionist: University Language Center. How may I help you?

Caller: Yes. I'm calling to find out more information about your program. For example, what kind of courses do you offer?

Receptionist: Well, first of all, the purpose of our program is to provide Chinese learning opportunities to those who hope to master basic functional language skills, let's say, for their job, or to learn Chinese intensively to enter a Chinese college or university.

Caller: Okay. I'm calling for a friend who is interested in attending a Chinese university.

Receptionist: And that's the kind of, uh, instruction we provide, from basic language courses to content-based classes such as Chinese culture and Chinese for business purposes.

Caller: Great. What's your application deadline for the next semester?

Receptionist: Well, we ask applicants to apply no later than two months before the semester begins. [Uh-hum] This gives us time to process the application and issue the student's admission form.

Caller: An admission form?

Receptionist: Oh, an admission form indicates that we are giving permission for the student to study in our program, and then the student takes this form to the Chinese embassy in their country to apply for the student visa.

Caller: Alright. What's the tuition for a full-time student?

Receptionist: It's 14,000 Yuan, about two thousand US dollars.

Caller: And how does one apply?

Receptionist: Well, we can send you an application and you can mail it back to us, or you can fill out our application online at our website.

Caller: And are there other materials I would need to send in addition to the application form?

Receptionist: Uh, yes. You would need to send in a ¥240, or \$35, non-refundable application fee [Uh-huh], a sponsorship form indicating who will be responsible financially for the student while studying in our program, and a bank statement showing that you or your sponsor has sufficient funds to cover tuition expenses and living costs for the entire year of study.

Caller: And how can I send these materials to you?

Receptionist: You can either send the application packet by regular mail or you can email it.

Caller: And the application fee?

Receptionist: We accept money orders, traveler's checks, credit cards, or you can pay online.

Caller: Alright. I think that's about it.

Receptionist: Okay, great.

Caller: Oh, may I have your name, please?

Receptionist: Okay. My name's Li Wei. You can just call and ask for me.

Caller: Great. Thank you for your help.

Receptionist: No problem, and please don't hesitate to call again if you have any other questions.

Caller: Okay. Goodbye.

Questions

7. What service does the man say their program provides?
 - A. Training in communication skills.
 - B. Student visa application.
 - C. Language instruction.
 - D. Job counseling.

8. What is the woman's purpose of making the phone call?
 - A. To apply for a Chinese university.
 - B. To make inquiries for her friend.
 - C. To sign up for a course she is interested in.
 - D. To seek information about the job she desires.

9. What does the man say about the admission form?
 - A. Applicants can fill it out on the website.
 - B. Only full-time students need to fill it out.
 - C. It is to be submitted when the semester begins.
 - D. It indicates permission to study in the program.

10. What does the man say about the application form?
- A. It can be accessed online.
 - B. It will be sent to the embassy.
 - C. It should be completed in Chinese.
 - D. It must be mailed back to the office.
11. What material does one need to send in addition to the application form?
- A. A copy of their diploma.
 - B. A letter of recommendation.
 - C. Evidence of their current level of Chinese.
 - D. Proof of their ability to finance their study.
12. What do we learn from the conversation about the application fee?
- A. High.
 - B. Fixed.
 - C. Negotiable.
 - D. Non-refundable.

Section B Video Comprehension

Directions: In this section, you will watch two videos. You will answer six or seven questions based on each video. For each question, you must choose the best answer from the four choices marked A, B, C and D. The videos will be played only once. You can answer the questions as you watch the videos.

Video 1

Time for school! It's no surprise that many of us are determined to study smarter instead of longer, but which study tips and tricks actually work scientifically and can help you get those perfect grades?

First step, research shows that study sessions are most effective in small short chunks.

Instead of cramming in a ten-hour study session, it's much more effective to spread it out into twenty thirty-minutes sessions over a few weeks. This is because your brain is better at encoding information into the synapses in short repeated sessions as opposed to one large one. And this is why even learning different skills, whether it's swimming, tennis, or a singing lesson, often follows the same format.

And while cramming and pulling all-nighters may be a ritual, it turns out that this is linked to the lowest grades. After prolonged study sessions, reasoning and memory may be negatively affected after four whole days. Instead, setting up specific times in a day, or during the week, just to study primes your brain by creating a routine, and over time studying actually becomes easier, as your brain is trained to learn in those moments.

And while many of us spend hours passively rereading our notes or highlighting a textbook, studies have shown this to be ineffective. It doesn't improve your understanding of topics nor does it link key concepts together. It can even be detrimental, as it draws your attention to less important information.

Flashcards, on the other hand, are proven to be excellent memory reinforcement tools whether during your scheduled study times or during off times like a bus ride home. It also helps to have a specific goal for each study session. Instead of aimlessly studying, pick one aspect you're focused on – whether it's balancing chemical equations or learning how to conjugate French verbs.

If you can't explain it simply, then you don't understand it well enough. In studies where individuals were asked to learn a passage and then half were told they would be tested on the material while the other half were told they would have to teach it to other students, participants expecting to teach it did much better on understanding the main points. When you're expected to teach, your brain organizes the information in a more logical coherent structure.

Of course, practice, practice, practice! Not only do practice tests put your brain in the environment but even if you make mistakes, they help identify gaps in your knowledge. Practice tests have also been shown to increase confidence, thereby leading to better performance.

So where should you be studying? Research shows that having a designated sacred spot for study that's well equipped with every tool you might need is best. Just like setting times, this primes your brain for studying.

Have an awesome study playlist? Not so fast!

While some studies have shown that certain types of classical music can help improve concentration, a recent study has shown that learning with rhythmic background noise can be detrimental to focus and those not using music fare much better.

Questions

13. What do we learn about study sessions from this video?
 - A. It is best to study in 30-minute sessions.
 - B. Short repeated sessions are more effective.
 - C. It is better to learn skills like swimming in prolonged sessions.
 - D. Longer sessions contribute more to improving reasoning skills.

14. What does the speaker say about flashcards?
 - A. They bring a lot of fun to our study.
 - B. They help us focus on a specific study goal.
 - C. They draw our attention to less important points.
 - D. They prove to be ineffective in enhancing memory.

15. What do we learn about the participants who were asked to learn a passage and teach it to others?
 - A. They showed more self-confidence.

- B. They felt a higher level of anxiety.
 - C. They did better in understanding its main points.
 - D. They had more trouble in memorizing its key points.
16. What benefit do practice tests provide according to the speaker?
- A. They can help improve our study skills.
 - B. They can help identify our weaknesses.
 - C. They enable us to learn what is beyond the textbook.
 - D. They enable us to better comprehend what we learned.
17. What does a recent study on music effects suggest?
- A. Classical music helps little to improve concentration.
 - B. Certain types of music can affect our ability to focus.
 - C. Some background music can boost learning efficiency.
 - D. Effects of music on learning vary from person to person.
18. What is this video mainly about?
- A. Tips on improving study efficiency.
 - B. A comparison of various study methods.
 - C. The difficulties students have in developing good study habits.
 - D. The reasons why some students cannot concentrate on their study.

Video 2

Over the past 60 years, the amount of sugar consumed as part of the typical Western diet has increased dramatically. Significant increases in sugar consumption have been documented in most countries where heavily processed food has become readily available. Surprisingly, some experts estimate that only one-sixth of our sugar comes from desserts or foods that we think of as sweets. The majority of our sugar comes in the form of highly processed food and sweetened beverages. Many people are becoming aware of the need to reduce their sugar intake in order to maintain a healthy body weight. But what many people still aren't aware of is the fact that sugar under a variety of different pseudonyms is added to so many foods that we don't expect to contain sugar, things like packaged breads, condiments, chips, sauces, and salad dressings. In 2015, the World Health Organization released new guidelines, strongly recommending that all adults and children reduce their sugar intake to less than 10% of total calories consumed. These recommendations go on to suggest that a further reduction of sugar intake to less than 5% of total calories would likely have additional health benefits. These recommendations focus on free sugars, those that are added to foods by the manufacturer, the cook, or the consumer, as well as sugars that are naturally present in honey, syrups, and fruit juices. But they don't apply to intrinsic sugars found in whole fruits and vegetables. Because the World Health Organization found no reported evidence linking the consumption of intrinsic sugars to adverse health effects, the sugar that naturally occurs in milk is also excluded from that 5%.

There's a growing consensus that we need to cut down on our sugar consumption and yet there may be a downside to vilifying sugar the way we did with the dietary fats. If we only emphasized the need to cut down on our sugar intake without simultaneously emphasizing moderation and balance in our diet as a whole, we risk a situation where fats and animal proteins are seen by the general public as free food. And the processed food industry, again steps in and super sizes.

It's been interesting to read the research and see the shift in attention from treating fat as the evil nutrient to treating sugar as the evil nutrient. Now, we went overboard on fat. It turns out fat is not as evil as we thought and saturated fat is not necessarily the thing to worry most about in your diet. And in fact, our obsession with saturated fat led us to promote trans-fat, which turned out to actually be lethal. So I'm very wary of focusing all our attention on a single nutrient. Sugar's been part of the human diet for a very long time. It's prized by people all over the world. We have evolved to like the flavor of sugar for very good reasons, but we are eating too much of it. And I think we definitely need to cut down on the amount of sugar we're eating, but I think companies need to disclose added sugar, which they don't now have to do in processed foods. I'm very concerned that sugars being added to foods that never were sweetened before. Things like bread now have sugar in them, and condiments of all kinds, because if you put more sugar in a food you will sell more of it. So we need to be conscious of it. But does it explain everything about our diet? No, it really doesn't.

Questions

19. What does the woman say about sugar consumption?
 - A. It has risen considerably over the past six decades.
 - B. It has begun to decline in some Western countries.
 - C. Its link to obesity has been extensively researched.
 - D. Its effects on health have been well documented.

20. What is a major source of sugar people consume according to the video?
 - A. Fruits.
 - B. Desserts.
 - C. Fast food.
 - D. Processed food.

21. What does the woman say is still unknown to many people?
 - A. A moderate amount of sugar can be good for their health.
 - B. Sugar intake needs to be reduced to ensure a healthy weight.
 - C. Different types of sugar can produce different health effects.
 - D. Sugar appears in many foods that they don't expect to contain it.

22. What level of sugar intake could bring additional health benefits according to the World Health Organization?
 - A. Below 10% of total calories.
 - B. Below 5% of total calories.

- C. Less than 4% of total calories.
 - D. Less than 2% of total calories.
23. What do we learn about free sugars?
- A. They are found in whole fruits.
 - B. They naturally occur in milk.
 - C. Their consumption should be controlled.
 - D. Their health risks are often exaggerated.
24. What does the man say about sugar?
- A. It is not as evil as people thought.
 - B. People are consuming too much of it.
 - C. It may cause more serious health problems than fat.
 - D. Companies should reduce its amount in their products.
25. What is this video mainly about?
- A. Methods of cutting down on daily sugar consumption.
 - B. The effects of certain types of sugar on people's health.
 - C. Trends in sugar consumption and recommendations on sugar intake.
 - D. The health problems caused by sugar and advice on how to avoid them.

Part 2 Reading Comprehension (30 minutes)

In this part, you will read three passages and answer some questions after reading each passage. You will have 30 minutes for this part.

Section A Expeditious Reading (13 minutes)

Directions: *In this section, you will read one passage with four sentences attached to it. There are some blanks in the passage and you must use the given sentences to fill in the blanks. After this, you will answer five questions about the passage. For each of the questions, you must choose the best answer from the four choices marked A, B, C and D. You will have 13 minutes for this section.*

The science behind how face masks prevent coronavirus

What evidence do we have that wearing a mask is effective in preventing COVID-19?

Q26

One category of evidence comes from laboratory studies of respiratory droplets and the ability of various masks to block them. For example, an experiment using high-speed video found that hundreds of droplets ranging from 20 to 500 micrometers were generated when saying a simple phrase, but that nearly all these droplets were blocked when the mouth was covered by a damp washcloth.

But the strongest evidence in favor of masks comes from studies of real-world scenarios. A recent study published in *Health Affairs*, for example, compared the COVID-19 growth rate before and after a mask requirement was imposed in 15 states and the District of Columbia in the US. It found that mask requirements led to a slowdown in daily COVID-19 growth rate, which became more apparent over time. The first five days after a mask mandate, the daily growth rate slowed by 0.9 percent compared to the five days prior to the mandate; at three weeks, the daily growth rate had slowed by 2 percent.

Two compelling case reports also suggest masks can prevent transmission in high-risk scenarios. In one case, a man flew from China to Toronto and subsequently tested positive for COVID-19. He had a dry cough and wore a mask on the flight, and all 25 people closest to him tested negative for COVID-19. In another case, two hair stylists in Missouri had close contact with 140 clients while sick with COVID-19. Everyone wore a mask and none of the clients tested positive.

Do masks protect the people wearing them or the people around them?

“I think there’s enough evidence to say that the best benefit is for people who have COVID-19 to protect them from passing COVID-19 to other people, but you’re still going to get a benefit from wearing a mask if you don’t have COVID-19,” said Peter Chin-Hong, an infectious disease specialist.

Masks may be more effective as a “source control” because they can prevent larger droplets from turning into smaller droplets that can travel farther.

Q27

“What you want is 100 percent of people wear masks, but you’ll settle for 80 percent,” said Chin-Hong. In a recent paper, researchers predicted that 80 percent of the population wearing masks would do more to reduce COVID-19 spread than a strict lockdown.

The latest forecast from the Institute of Health Metrics and Evaluation suggests that 33,000 deaths could be avoided by October 1 if 95 percent of people wore masks in public.

Even if you live in a community where few people wear masks, you would still reduce your own chances of catching the virus by wearing one, said Chin-Hong.

Does the type of mask matter?

Q28 _____ The best mask is one you can wear comfortably and consistently, said Chin-Hong. N95 masks are only necessary in medical situations such as intubation. Surgical masks are generally more protective than cloth masks, and some people find them lighter and more comfortable to wear.

The bottom line is that any mask that covers the nose and mouth will be of benefit.

“The concept is risk reduction rather than absolute prevention,” said Chin-Hong. “You don’t throw up your hands if you think a mask is not 100 percent effective. That’s silly. Nobody’s taking a cholesterol medicine because they’re going to prevent a heart attack 100 percent of the time, but you’re reducing your risk substantially.”

However, Chin-Hong cautioned against masks with valves (designed to make it easier for the wearer to breathe) because they do not protect those around you. These one-way valves close when the wearer breathes in, but open when the wearer breathes out, allowing unfiltered air and droplets to escape. Chin-Hong said anyone wearing a valved mask would need to wear a surgical or cloth mask over it. “Alternatively, just wear a non-valved mask,” he said.

Q29 _____

A mnemonic that Chin-Hong likes is the “Three W’s to ward off COVID-19:” wearing a mask, washing your hands, and watching your distance.

“But of the three, the most important thing is wearing a mask,” he said. Compared to wearing a mask, cleaning your iPhone or wiping down your groceries are “just distractors.” There’s little evidence that fomites (contaminated surfaces) are a major source of transmission, whereas there’s a lot of evidence of transmission through inhaled droplets.

“You should always wear masks and socially distance,” said Chin-Hong. “I would be hesitant to try to parse it apart. But, yes, I think mask wearing is more important.”

Questions 26-29

- A. If we’re practicing social distancing, do we still need to wear masks?
 - B. How many people need to wear masks to reduce community transmission?
 - C. Studies have compared various mask materials, but for the general public, the most important consideration may be comfort.
 - D. There are several strands of evidence supporting the effectiveness of masks.
30. Where does the strongest evidence supporting the effectiveness of masks come from?
- A. Laboratory experiments.
 - B. Studies of real-world scenarios.
 - C. Representative case studies.
 - D. Research by manufacturers.
31. What does the passage say about the man who flew from China to Toronto?

- A. His client tested positive for COVID-19.
 - B. His client had close contact with 140 people.
 - C. He did not wear a mask as required.
 - D. He did not transmit the virus to others.
32. What percentage of the population wearing masks would do more to curb COVID-19 spread than a lockdown according to some researchers?
- A. 80 percent.
 - B. 90 percent.
 - C. 95 percent.
 - D. 100 percent.
33. What is said about N95 masks?
- A. They should be made lighter.
 - B. They provide the best protection.
 - C. They are more suitable for medical staff.
 - D. They are only needed in special medical situations.
34. What does Chin-Hong think of masks with valves?
- A. They may cause breathing difficulties.
 - B. They protect the wearer but not others.
 - C. They are as efficient as surgical masks.
 - D. They are more protective than cloth masks.

Section B Careful Reading (17 minutes)

Directions: In this section, you will read two passages. Each passage is followed by four questions. For each of them you must choose the best answer from the four choices marked A, B, C and D. You will have 17 minutes for this section.

Passage 1

The tradition of study abroad in the US grew out of the ‘Junior Year Abroad’ model developed in the first part of the 20th century. While a declining number of US students still choose to study abroad for a full academic year, the trends in study abroad are moving much more in the direction of short-term experiences. In fact, enrolment in study-abroad programmes lasting eight weeks or less has grown by nearly 250 percent over the past decade according to data from the Institute of International Education.

This trend towards short-term study abroad makes it clear that students’ bandwidth for time spent abroad is narrowing. Because of this, universities have to think more flexibly about study-abroad models. Traditional year-long, semester, exchange and even summer models no longer cut it. People working in international education in the US are putting a lot of effort into how to make the most out of the student experience during short periods abroad. They are also coming up with new models that can respond to the pressures – both academic and otherwise – facing students today.

Some US universities are redesigning service learning and volunteer programmes, so that they have more direct educational results (i.e., students get course credit for doing them). Other institutions have introduced gap-year programmes, which give students the opportunity to defer their place at college and first take part in a gap year set up by the university. Yet other institutions have introduced freshman abroad programmes, which take new students abroad for a portion of their first year.

Data from the Institute of International Education shows that US student enrolment in study abroad has increased by 150 percent in the last decade.

As study abroad has grown in the US, so has the need to support it well. Many colleges and universities rely on structures and services outside of their own institution – usually in the form of third-party providers – to provide diverse programme options. Over the years, this ecosystem of support has developed into a growing industry. There’s no official data on this, but it is estimated that some 40-50 percent of US students going abroad do so through provider organizations.

Despite this growth, the number of US students signing up to study abroad is still very low compared with total student enrolment. It is estimated that less than two percent of US undergraduates study abroad each year and fewer than one in ten Americans graduate from university with a study-abroad experience.

On many US campuses, study abroad has grown outside of the academic side of the institution. Because of this – and perhaps a variety of other reasons – the academic value of study abroad is not always understood. It is still largely seen as an educational ‘extra’ and is not always understood by employers. Recent British Council research also shows that the main non-academic factors motivating US students to study abroad is to experience another culture or have an adventure. This aligns perhaps with broader public perceptions of study abroad.

Questions

35. What trend has been observed in the US?
- A. More and more students only want to study abroad for a few weeks.
 - B. The number of students who are willing to study abroad is declining.
 - C. More and more students want to study abroad during their junior year.
 - D. The number of students wishing to study abroad for a full year is growing.
36. What do some US universities do in reaction to the new trend?
- A. Provide summer programmes for students looking to study abroad.
 - B. Give students opportunities to volunteer when studying abroad.
 - C. Bear a portion of the expense of the study-abroad programme.
 - D. Allow students to spend part of their freshman year abroad.
37. What do we learn from the passage about the academic value of study abroad?
- A. It has been better understood by many college students and their parents these days.
 - B. It is a key factor motivating students to study hard at college.
 - C. It is deemed conducive to college students’ character building.

D. It is no longer a major consideration when students make study-abroad decisions.

38. What is the main aim of study abroad as perceived by the general public?

- A. To seek independence.
- B. To learn a foreign language.
- C. To experience a different culture.
- D. To better one's academic performance.

Passage 2

Previous works that provide tips on how to successfully write research papers, theses, dissertations, and journal articles have emphasized that writing is like any other skill: it has to be developed, taught, and practiced daily. Although graduate students are taught how to teach during their graduate education, through seminars and workshops, Silvia laments that they are not taught how to write: “the most common model of training is to presume that graduate students will learn about writing from their advisors.” The same argument could be made about reading.

In previous works, readers are taught how to structure their time to facilitate writing, how to outline their thoughts to prepare to write, and how to structure a paper to submit to a journal. Professional academic writing, Silvia argues, is a serious business that entails tremendous complexity, as the literature on a given topic must be extensively covered, data carefully analyzed, and the descriptions of research methods precisely worded. To do so, Silvia suggests, we may even have to read scientific journal articles we do not particularly like. The act of reading, again, is treated as an activity that is less consequential than writing.

This book is necessary because reading is often a blindly assumed and unexamined part of the writing process, for undergraduate and graduate students alike. If writing is learned throughout undergraduate and graduate education, as part of the honors thesis, master's thesis, PhD dissertation, and journal-article writing process, then, to my knowledge, no such formal and systematic training exists for reading in the social sciences; instead, students bring to universities – undergraduate and graduate – the reading habits and techniques they acquired in their formative years in primary/elementary schooling. Unlike philosophy and literary criticism, where careful reading is taught to students at the undergraduate and graduate level, disciplines in the social sciences tacitly expect students to already be competent readers.

With such an unexamined assumption in place, it is not surprising that advanced undergraduates (third- and fourth-year students in institutions of higher education), and graduate students have trouble reading critically in order to write their undergraduate research papers, honors theses, and graduate-level texts. Rather than assuming that students already possess the skills necessary to be critical readers, this book teaches students – advanced undergraduate students writing research papers and honors theses, and graduate students writing theses and dissertations – how to read so that they are able to maximize their output in the writing process. Reading critically is an essential skill at all levels of instruction at university.

Questions

39. What is emphasized in previous works on how to write academic papers successfully?
- A. Writing needs to be practiced a lot.
 - B. Writing needs a lot of patience.
 - C. Writing can be self-taught.
 - D. Writing can be tiresome.
40. What does Silvia say about professional academic writing?
- A. It is a serious and complex task.
 - B. It should be clearly structured.
 - C. It results from huge amounts of reading.
 - D. It requires a great many references.
41. What can be inferred about disciplines in the social sciences?
- A. They demand that students should read extensively.
 - B. They do not provide systematic training in reading.
 - C. They place emphasis on students' careful reading skills.
 - D. They do not offer reading instruction that suits students' needs.
42. What is the author's purpose of writing this passage?
- A. To explain how to read journal articles in the social sciences.
 - B. To introduce a book that teaches how to read academic articles.
 - C. To clarify the differences between developing reading and writing skills.
 - D. To stress the importance of academic writing skills for college students.

Part 3 Writing (35 minutes)

In this part, you will complete two writing tasks. In the first task, you will write a short summary of a passage. In the second task, you will join in an online discussion by providing a written response. You will have 35 minutes for this part.

Section A Written Production (20 minutes)

Directions: *In this task, you will read a passage and then summarize the main points of the passage in 80-100 words. You will have 20 minutes to finish this task.*

Summer internships have long been taken for granted in one's academic career, a necessary step to craft the ideal resume to appeal to potential employers and graduate programs. This expectation may seem out of grasp for many college students. The typical attitudes surrounding summer internships ignore the many obstacles that students face as they plan for their future.

Unpaid internships place a financial burden on students as they juggle loans, rent and family responsibilities. These unpaid involvements seem necessary in a work

environment that increasingly values work experience, even for entry-level positions. Students are compelled to take on the role of a regular staff member, conducting difficult and strenuous tasks for no compensation. These internships make up a substantial 43% of all for-profit opportunities according to the National Association of Colleges and Employers.

While many may view this lack of pay as a necessary trade-off to accumulate experience and credit hours, this position ignores the reality of the opportunity cost of such experiences. Since students have to sacrifice paid positions to participate in unpaid internships, these opportunities exclude those from a low socioeconomic background. While some may have support to cover living expenses like rent and food, those that don't cannot afford to spend their summer without earnings.

Similarly to these financial obstacles, summer internships may be inaccessible to those that require the summer semester to complete their degree. These students may have responsibilities outside of academia that prohibit them from taking on a full course load during the academic year, like jobs, family obligations or chronic illnesses. In the midst of balancing shifts, arranging childcare or attending medical appointments, these students rely on the summer to finish their degree in a timely manner. This population is not an insignificant one. Part-time students make up over a quarter of overall enrollment in four-year universities.

Given these barriers to summer internships, academic institutions and the corporate world must adopt a new outlook on summer involvement. While summer internships may provide students with increased opportunities, they are not the sole path to success. By holding a job through summer, students demonstrate the ability to receive instructions from managers, commit to a regular schedule and communicate with others in a pleasant and professional manner. By participating in summer classes, students display a continued thirst for knowledge.

Section B Written Interaction (15 minutes)

Directions: In this task, you will read a post and two responses from an online forum, and then join in the online discussion by writing a response to express your views. You will have 15 minutes to finish this task. Your response should be at least 80 words but no more than 100 words.

Post

I really need some advice on homesickness. I am leaving for college in 10 days. This is my third year of law school and I will be 10 hours away from my family again after finishing the second year at home due to the pandemic. I'm really connected to my family and I don't want to leave them. I won't be seeing them more than once a month and I keep crying, thinking about the fact that this might be my last 10 days actually living with my family. I never learned how I should deal with this. Anything that might help?

Response 1

I think we all experience these feelings when we leave familiar places and people, or experience change. I truly think your feelings will pass once you are there. Remember it's just one year. COVID caused a lot of people to go home and now that it's almost gone, it's time to be back on campus again.

Response 2

You just take it easy. It's not a whole year. It's 9 months broken up with a month in the middle for Christmas. Try to have a family member visit or you visit home once a month. Take day or weekend trips to interesting places nearby. Meet somewhere in the middle. Get an internship to keep busy and move your focus to someone else's problems. Getting a girlfriend or boyfriend always helped me the most, if I am being honest.

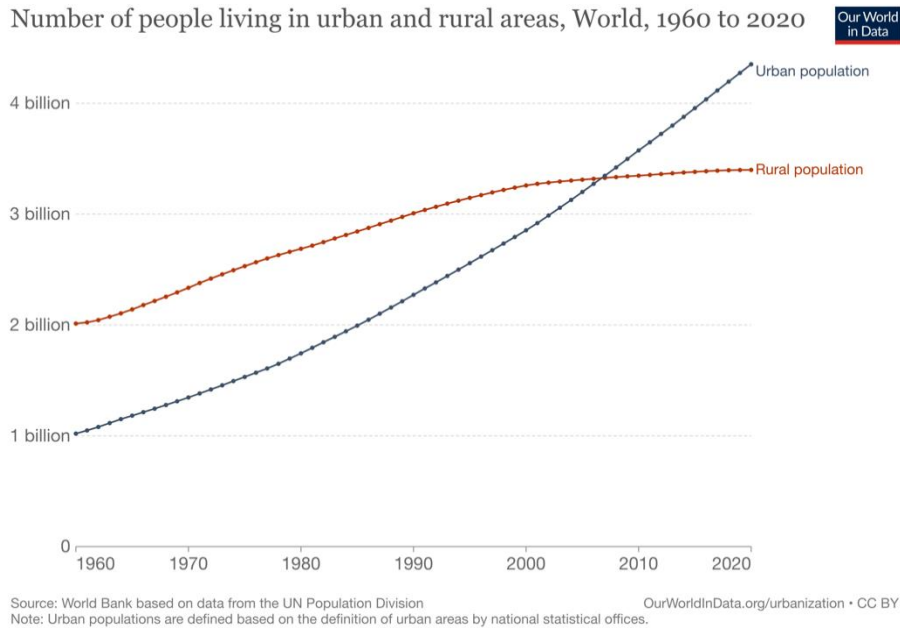
Now please give your response:

Part 4 Speaking (5 minutes)

In this part, you will be given two tasks, an individual presentation task and a voicemail task. In the first task, you will answer two questions based on a graph. In the second task, you will reply to a voicemail. The speaking part lasts about 5 minutes.

Section A Oral Production (2.5 minutes)

Directions: In this task, you will answer two questions based on the graph shown on the screen. You will have 1 minute to look at the graph and the questions and prepare what you are going to say. For each question, you will have 45 seconds to give your response.



Question 1: What information can we get from the graph?

Question 2: What are the advantages and disadvantages of living in cities?

Section B Oral Interaction (2.5 minutes)

Directions: *In this task, you will respond to a voicemail message. First listen to the voicemail, and then you will have 30 seconds to prepare and 1 minute to leave your voicemail message.*

Listen to the message from your friend about remote learning. Then, reply to the message. In your voicemail message, you should:

- (1) Comfort your friend.
- (2) Give your friend some suggestions.

Now listen to the message.

Hi. It's Li Wei here. I recently learned that my university's campus will remain closed and I need to attend remote classes for the whole semester. I am a bit stressed. The hardest part about attending college remotely is maintaining a routine and motivation. For in-person classes, I would get dressed and have to physically be present which put a start to my day. Now, I sometimes turn on my computer as soon as I wake up and not give myself the mental space ahead of time to start my day. I miss everything about school.

Key to multiple-choice questions

1.D 2.D 3.B 4.C 5.B 6.C 7.C 8.B 9.D 10.A
11.D 12.D 13.B 14.B 15.C 16.B 17.B 18.A 19.A 20.D
21.D 22.B 23.C 24.B 25.C 26.D 27.B 28.C 29.A 30.B
31.D 32.A 33.D 34.B 35.A 36.D 37.D 38.C 39.A 40.A
41.B 42.B