

Model Test Three

Part I

Writing

(30 minutes)

Directions: For this part, you are allowed 30 minutes to write an essay commenting on the saying "Create your own life." You can cite examples to illustrate the importance of independence of mind. You should write at least 120 words but no more than 180 words.

Part II

Listening Comprehension

(25 minutes)

Section A

Directions: In this section, you will hear three news reports. At the end of each news report, you will hear two or three questions. Both the news report and the questions will be spoken only once. After you hear a question, you must choose the best answer from the four choices marked A), B), C) and D). Then mark the corresponding letter on **Answer Sheet 1** with a single line through the centre.

Questions 1 and 2 are based on the news report you have just heard.

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| 1. A) More than 6 million. | C) Less than 3 million. |
| B) 6 million. | D) More than 3 million. |
| 2. A) To attack hackers' computers. | |
| B) To protect people from being attacked by hackers. | |
| C) To improve their computer skills. | |
| D) To test their anti-hacking proficiency. | |

Questions 3 and 4 are based on the news report you have just heard.

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| 3. A) The melting of the entire glacier in Greenland. | C) The growth of carbon emissions. |
| B) The melting of all the glaciers in the earth. | D) The destruction of the ozone layer. |
| 4. A) The earth movement. | C) Warmer air temperatures. |
| B) The volcanic eruption. | D) The glacier's special location. |

Questions 5 to 7 are based on the news report you have just heard.

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| 5. A) The UK. | C) France. |
| B) Canada. | D) Germany. |
| 6. A) It has better universities. | C) The cost of education is lower. |
| B) It has rich educational resources. | D) The competition is less strong. |
| 7. A) To earn more tuition fees. | C) To attract international attention. |
| B) To improve its economic competitiveness. | D) To make the universities diversified. |

Section B

Directions: *In this section, you will hear two long conversations. At the end of each conversation, you will hear four questions. Both the conversation and the questions will be spoken only once. After you hear a question, you must choose the best answer from the four choices marked A), B), C) and D). Then mark the corresponding letter on **Answer Sheet 1** with a single line through the centre.*

Questions 8 to 11 are based on the conversation you have just heard.

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| 8. A) Disappointed. | B) Pleased. | C) Surprised. | D) Hopeful. |
| 9. A) They have no books left. | | C) They have two books left in this store. | |
| | B) They have a lot of books left. | | D) They have two books left in another store. |
| 10. A) Provide more details about the book. | | C) Make a phone call to another store. | |
| | B) Sign a contract with the woman. | | D) Pay the reservation fee. |
| 11. A) Write down the book's information. | | C) Fill in the customer card. | |
| | B) Go to the next block. | | D) Get back the reservation fee. |

Questions 12 to 15 are based on the conversation you have just heard.

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| 12. A) He used to do business with the woman. | C) He used to work out with the woman. |
| | D) He used to be a doctor with the woman. |
| | B) He used to be a colleague of the woman's. |
| 13. A) She failed her business. | C) She was fired by her company. |
| | D) She felt tired and lonely. |
| | B) She loved to be a doctor. |
| 14. A) Help the clients re-evaluate their lives. | C) Help the clients succeed in life. |
| | D) Help the clients keep healthy. |
| | B) Help the clients make more money. |
| 15. A) To ask for professional advice. | C) To visit their coach Alexandra. |
| | D) To invite the woman to his company. |
| | B) To talk about their old days. |

Section C

Directions: *In this section, you will hear three passages. At the end of each passage, you will hear some questions. Both the passage and the questions will be spoken only once. After you hear a question, you must choose the best answer from the four choices marked A), B), C) and D). Then mark the corresponding letter on **Answer Sheet 1** with a single line through the centre.*

Questions 16 to 18 are based on the passage you have just heard.

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| 16. A) The widespread use of color in clothes. | C) The widespread use of color in commerce and art. |
| | D) The widespread use of black and white photographs. |
| | B) The widespread use of color in boxes and cans. |
| 17. A) It made the mass production of color possible. | C) It made colors more expensive to get. |
| | D) It helped to produce more colors. |
| | B) It enabled Americans to see colors. |
| 18. A) Frenchmen brought it there. | C) German immigrants brought it there. |
| | D) Americans invented it themselves. |
| | B) English immigrants brought it there. |

Questions 19 to 21 are based on the passage you have just heard.

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| 19. A) It has to do with a tallying system. | C) It is useful for people to get good sleep. |
| | D) The reason is not clear to us. |
| | B) Sheep is a kind of lovely animal. |
| 20. A) The subjects can easily fall asleep by counting sheep. | |
| | B) The subjects can't fall asleep when given no instructions. |

- C) The subjects can easily fall asleep when imagining a soothing scene.
 D) The subjects can't fall asleep when imagining a relaxing scene.
21. A) Think about unpleasant images before sleep. C) Imagine worries and noises before sleep.
 B) Picture things they have done before sleep. D) Imagine soothing images before sleep.

Questions 22 to 25 are based on the passage you have just heard.

22. A) It is the hottest month of the year.
 B) It is the most beautiful season of the year.
 C) The temperature has reached a new high this month.
 D) There is a lot of rain this month.
23. A) Both global warming and below-average rainfall.
 B) Both below-average rainfall and natural climate variability.
 C) Global warming as well as natural climate variability.
 D) Natural climate variability and geographical conditions.
24. A) High food yields. C) More starving people.
 B) High food prices. D) More refugees.
25. A) The hurricane. B) The food crisis. C) The water crisis. D) The annual bushfire.

Part III

Reading Comprehension

(40 minutes)

Section A

Directions: In this section, there is a passage with ten blanks. You are required to select one word for each blank from a list of choices given in a word bank following the passage. Read the passage through carefully before making your choices. Each choice in the bank is identified by a letter. Please mark the corresponding letter for each item on **Answer Sheet 2** with a single line through the centre. You may not use any of the words in the bank more than once.

Questions 26 to 35 are based on the following passage.

"Laugh, and the world laughs with you; weep, and weep alone." So wrote the poet Ella Wheeler Cox. Emotions are catching, and most people intuitively seek out the positive while 26 the negative. The exception, however, is those who are suffering from depression. The depressed 27 emotional facial cues, finding gloom and doom where others see contentment.

We're generally pretty good at reading the emotional expressions of others as portrayed on their faces, at least when it comes to the 28 emotions, like happiness, sadness, and anger. We read the emotions of those we're 29 with and regulate our own mood in response. After all, we can't cooperate 30 with others if our emotions are *out of sync* (不同步的). Crying at a party will likely get you *shunned* (避开), as will laughing at a funeral. You've got to express the right emotion for the 31.

Facial expressions of emotion are inherent, but we can 32 or suppress them. Even though you're feeling down, you may decide to put on a happy face at a party just to get along. And since others then 33 to your positive expression, you might start feeling better as well.

Our natural ability to read emotional expressions on the faces of others 34 down, however, as we fall into depression. The depressed can still read obviously happy or sad faces, but a problem 35 when others display

ambiguous feelings. This can occur either because the other person is trying to suppress their emotional expression, or because they aren't sure how they feel at the moment.

A) arises	F) contact	K) interacting
B) avoiding	G) deadly	L) misread
C) basic	H) effectively	M) occasion
D) breaks	I) fake	N) respond
E) condition	J) functions	O) significant

Section B

Directions: *In this section, you are going to read a passage with ten statements attached to it. Each statement contains information given in one of the paragraphs. Identify the paragraph from which the information is derived. You may choose a paragraph more than once. Each paragraph is marked with a letter. Answer the questions by marking the corresponding letter on Answer Sheet 2.*

Why you shouldn't try to be a morning person

- A) We've all heard it before: to be successful, get out of bed early. After all, Apple CEO Tim Cook gets up at 3:45 a.m., Fiat CEO Sergio Marchionne at 3:30 a.m. and Richard Branson at 5:45 a.m.—and, as we know, “The early bird catches the worm.”
- B) But just because some successful people wake up early, does that mean it's a trait most of them share? And if the idea of having exercised, planned your day, eaten breakfast, visualized and done one task before 8 a.m. makes you want to roll over and hit snooze until next Saturday, are you really doomed to a less successful life? For about half of us, this isn't really an issue. It's estimated that some 50% of the population isn't really morning or evening-oriented, but somewhere in the middle.
- C) Roughly one in four of us, though, tend more toward bright-eyed early risers, and another one in four are night owls. For them, the effects can go beyond falling asleep in front of the TV at 10 p.m. or being chronically late for work. Research shows that morning versus evening types show a classic left-brain versus right-brain division: more analytical and cooperative versus more imaginative and individualistic.
- D) Numerous studies have found that morning people are more persistent, self-directed and agreeable. They set higher goals for themselves, plan for the future more and have a better sense of well-being. And compared to night owls, they're less likely to be depressed, drink or smoke.
- E) Although morning types may achieve more academically, night owls tend to perform better on measures of memory, processing speed and cognitive ability, even when they have to perform those tasks in the morning. Night-time people are also more open to new experiences and seek them out more. They may be more creative (although not always). And contrary to the maxim (“healthy, wealthy and wise”), one study showed that night owls are as healthy and wise as morning types—and a little bit wealthier.
- F) Still think the morning people sound more like CEO material? Don't set your alarm for 5 a.m. just yet. As it turns out, *overhauling* (彻底修改) your sleep times may not have much effect. “If people are left to their naturally preferred times, they feel much better. They say that they are much more productive. The mental capacity they have is much broader,” says Oxford University biologist Katharina Wulff, who studies *chronobiology* (生物钟学) and sleep. On the other hand, she says, pushing people too far out of their natural preference can be harmful. When they wake early, for example, night owls are still producing melatonin. “Then you disrupt it and push the

body to be in the daytime mode. That can have lots of negative physiological consequences,” Wulff says, like a different sensitivity to insulin and glucose—which can cause weight gain.

- G) In many ways, that makes sense, since research shows that our chronotype, or internal clock, is mainly biological. Researchers even have found that the *circadian* (生理节奏的) rhythms of human cells *in vitro* (试管内) correlate with the rhythms of the people they were taken from. Up to 47% of it is inherited, which means if you want to know why you pop up at dawn each day (or never do), you should probably look at your parents. One genetic factor seems to be the length of the circadian cycle: humans average a 24.2-hour clock, meaning everyone adjusts slightly each day to a 24-hour rhythm. But for night owls, the clock often runs longer—meaning that, without external cues to change, they’ll fall asleep and get up later and later over time.
- H) Your preference does change as you age. Children tend toward morning, with a peak shift toward night around age 20 and a slight change back toward morning at around age 50. But compared to your peers, you’ll probably always fall within the same rough part of the *spectrum* (范围).
- I) In our rush to figure out the “secrets” of success, we tend to forget a couple of things. First, not all high achievers are early risers, and not all early risers are successful. Famous late risers include Box CEO Aaron Levie and BuzzFeed CEO Jonah Peretti, plus creatives like James Joyce, Gertrude Stein and Gustave Flaubert.
- J) But more importantly, in a phrase beloved by academics everywhere, correlation isn’t causation. In other words, it’s not clear that waking up early itself provides the benefit. Instead, it may be that most of us are expected to start work or school by 8 or 9 a. m. If you’re a morning person, a combination of biological changes, from your hormones to body temperature, will get you up and way ahead of your night owl peers. That means people who enjoy rising early will be more in line with their workday and likely to achieve more. For a night owl waking at 7 a. m., her body still thinks she’s asleep and is acting accordingly, so she’s *groggy* (昏沉的) for much longer than a morning person who wakes up at the same time.
- K) Researchers also point out that because evening types often have to function when their bodies don’t want to, it makes sense that they may have worse moods or lower life satisfaction. It may also mean that they’ve had to figure out how to be more innovative and cut corners—which may encourage their creativity and cognitive skills.
- L) Because the cultural stereotype is that people who go to bed and rise late are lazy, most people probably try to become morning people as much as they can. The only ones who don’t may inherently have more rebellious, or individualistic, traits. But shifting someone’s chronotype doesn’t necessarily change these traits. As one recent study found, even as people tried to become “morning” people, it didn’t make them have a better mood or life satisfaction, suggesting these traits are “intrinsic components of the late chronotype.”
- M) Other research also has hinted that your sleep preference may be biologically “bundled” with other characteristics. One recent study, for example, found that more visually-creative people had more sleep disturbances, such as waking several times at night or insomnia. Again, correlation isn’t causation. But there may be a connection to genetics. “There is a dopamine receptor gene that has been previously associated with both increased creativity and also with insomnia and sleep disturbance,” one researcher says.
36. Research shows night owls tend to be more imaginative than early risers.
37. Evening types can process information faster than morning types.
38. Most people try their best to become morning people because they don’t want to be considered lazy.
39. Your parents’ sleeping habits can have an important influence on yours.
40. A morning person is likely to achieve more because his biological rhythm matches the rhythm of his workday.

41. According to Wulff, if a night owl is forced to get up early for a period of time, he may gain weight.
42. Researchers have found that people who rise late are likely to be less satisfied with life.
43. Only part of early risers are successful, and some famous high achievers are late risers.
44. Someone who is a night owl is more likely to suffer from depression.
45. A 20-year-old man may sleep and rise later than a 53-year-old man.

Section C

Directions: *There are 2 passages in this section. Each passage is followed by some questions or unfinished statements. For each of them there are four choices marked A), B), C) and D). You should decide on the best choice and mark the corresponding letter on **Answer Sheet 2** with a single line through the centre.*

Passage One

Questions 46 to 50 are based on the following passage.

Almost 150 years after *photovoltaic* (光电的) cells and wind *turbines* (涡轮机) were invented, they still generate only 7% of the world's electricity. Yet something remarkable is happening. From being secondary to the energy system just over a decade ago, they are now growing faster than any other energy source and their falling costs are making them competitive with fossil fuels. BP, an oil firm, expects renewables to account for half of the growth in global energy supply over the next 20 years. It is no longer far-fetched to think that the world is entering an era of clean, unlimited and cheap power.

There is a problem, though. To get from here to there requires huge amounts of investment over the next few decades. Normally investors like putting their money into electricity because it offers reliable returns. Yet green energy has a dirty secret. The more it is used, the more it lowers the price of power from any source. That makes it hard to manage the transition to a carbon-free future, during which many generating technologies, clean and dirty, need to remain profitable if the lights are to stay on. Unless the market is fixed, subsidies to the industry will only grow.

Policymakers are already seeing this inconvenient truth as a reason to put the brakes on renewable energy. In parts of Europe, investment in renewables is slowing as subsidies are cut back. However, the solution is not less wind and solar. It is to rethink how the world prices clean energy in order to make better use of it.

At its heart, the problem is that government-supported renewable energy has been imposed on a market designed in a different era. For much of the 20th century, electricity was made and moved by vertically integrated, state-controlled monopolies. From the 1980s onwards, many of these were broken up, privatized and liberalized, so that market forces could determine where best to invest. Today only about 6% of electricity users get their power from monopolies. Yet everywhere the pressure to decarbonize power supply has brought the state creeping back into markets. This is disruptive for three reasons. The first is the subsidy system itself. The other two are inherent to the nature of wind and solar: their intermittency and their very low running costs. All three help explain why power prices are low and public subsidies are addictive.

46. Why can photovoltaic cells and wind turbines compete with fossil fuels?
- A) They are clean and unlimited.
 - B) Their costs keep lowering down.
 - C) They can produce power more efficiently.
 - D) They receive more subsidies from the government.

47. What is the dirty secret of green energy?
- A) Its equipment requires frequent maintenance.
 - B) It offers little reliable returns to the investors.
 - C) It costs a lot to transport the electricity it produces.
 - D) Its use will reduce the price of power.
48. Why are policymakers unwilling to develop renewable energy?
- A) It needs a large amount of subsidies from the government.
 - B) It is inconvenient to manufacture wind turbines and solar cells.
 - C) Green energy will bring negative influence on coal power plants.
 - D) The government needs to subsidize many other public services.
49. What can be done to make better use of green energy?
- A) To update generating technologies of green energy.
 - B) To bring more private enterprises into the market.
 - C) To set a reasonable price on clean energy.
 - D) To increase subsidies to green energy.
50. What is the problem with renewable energy in nature?
- A) The market is designed in different times.
 - B) Monopolies still supply most of green power.
 - C) Market forces couldn't determine where to invest.
 - D) Companies in this field can't remain profitable.

Passage Two

Questions 51 to 55 are based on the following passage.

Back in 1975, economists plotted rising life expectancies against countries' wealth, and concluded that wealth itself increases longevity. It seemed self-evident: everything people need to be healthy—from food to medical care—costs money.

But soon it emerged that the data didn't always fit that theory. Economic upturns didn't always mean longer lives. In addition, for reasons that weren't clear, a given gain in gross domestic product (GDP) caused increasingly higher gains in life expectancy over time, as though it was becoming cheaper to add years of life. Moreover, in the 1980s researchers found gains in literacy were associated with greater increases in life expectancy than gains in wealth were. Finally, the more educated people in any country tend to live longer than their less educated fellow citizens. But such people also tend to be wealthier, so it has been difficult to untangle which factor is increasing lifespan.

Wolfgang Lutz and his colleagues have now done that by compiling average data on GDP per person, lifespans, and years of education from 174 countries, dating from 1970 to 2010. They found that, just as in 1975, wealth correlated with longevity. But the correlation between longevity and years of schooling was closer, with a direct relationship that did not change over time, the way wealth does. When the team put both these factors into the same mathematical model, they found that differences in education closely predicted differences in life expectancy, while changes in wealth barely mattered.

Lutz argues that because schooling happens many years before a person has attained their life expectancy, this correlation reflects cause: better education drives longer life. It also tends to lead to more wealth, which is why wealth and longevity are also correlated. But what is important, says Lutz, is that wealth does not seem to be driving

longevity, as experts thought—in fact, education is driving both of them.

He thinks this is because education permanently improves a person's cognitive abilities, allowing better planning and self-control throughout the rest of their life. This idea is supported by the fact that people who are more intelligent appear to live longer.

51. What did economists conclude about longevity in 1975?
- A) Literacy influenced longevity more than wealth did.
 - B) Wealth itself could increase life expectancy.
 - C) Economic growth didn't always mean longer life.
 - D) A given growth in GDP caused higher gains in longevity.
52. Why has it been difficult to decide which factor is increasing lifespan according to Para. 2?
- A) Because less educated people tend to be richer.
 - B) Because more educated people tend to live longer.
 - C) Because less educated people tend to live longer.
 - D) Because more educated people tend to be richer.
53. What did Wolfgang Lutz and his colleagues find?
- A) Relationship between education and longevity changed over time.
 - B) Longevity and education were more closely correlated.
 - C) Differences in wealth predicted differences in longevity.
 - D) Wealth and longevity did not have any correlation.
54. In which part does education play permanently?
- A) It enables people to have better planning and self-control.
 - B) It always leads to a longer but not necessarily richer life.
 - C) It helps people acquire time-managing and learning habits.
 - D) It improves people's imaginative and innovative abilities.
55. Which of the following is the best title for this passage?
- A) The relationship between education and wealth
 - B) Wealth influences longevity
 - C) Education influences longevity
 - D) Wealth has nothing to do with longevity

Part IV

Translation

(30 minutes)

Directions: For this part, you are allowed 30 minutes to translate a passage from Chinese into English. You should write your answer on **Answer Sheet 2**.

滑冰, 亦称“冰嬉”(ice play)。早在宋代, 我国就已经有了滑冰运动, 不过, 那时不叫滑冰, 而称之为“冰嬉”。“冰嬉”包括速度滑冰、花样滑冰以及冰上杂技(acrobatic skating)等多种项目。滑冰运动不仅能够增强人体的平衡能力和柔韧性, 同时还有很好的减肥效果。在冰面上自由奔驰, 既能放松心情, 又能获得融入自然的乐趣。