

Model Test Four

Part I

Writing

(30 minutes)

Directions: For this part, you are allowed 30 minutes to write an essay commenting on the proverb “He who makes no mistakes makes nothing.” You can give an example or two to illustrate your point of view. You should write at least 150 words but no more than 200 words.

Part II

Listening Comprehension

(30 minutes)

Section A

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 1 to 4 are based on the conversation you have just heard.

1. A) He wants to move into another room.
B) He has too much stuff.
C) His filing cabinet is too old to be used.
D) He couldn't do anything without a filing cabinet.
2. A) They believed in Montgomery Ward and Richard Sears.
B) They could get the things they wanted at a low price.
C) It was convenient for them to buy things from catalogs.
D) It was easy for them to return the goods if they weren't satisfied.
3. A) They used catalogs as textbooks to teach spelling and calculating.
B) They told the students the history of catalogs in class.
C) They made their purchase as the farmers did.
D) They got new information from catalogs.
4. A) They made some small stores have no confidence in sale.
B) They forced some small stores to lower the price.
C) They promoted the sales in some small stores.
D) They drove some small stores out of business.

Questions 5 to 8 are based on the conversation you have just heard.

5. A) A product designed for newborn babies.
B) A company providing babysitting services.
C) A television program regarding babies.
D) A toy for newborn babies.
6. A) It is water-proof.
B) It can calm down crying babies.
C) It keeps babies absolutely safe.
D) It has clowns painted outside.

7. A) Sitting. B) Bending. C) Lying down. D) Upright.
8. A) Demonstrate how the product works.
B) Invite a volunteer to try the product.
C) Talk about another product.
D) Explain the product in more detail.

Section B

Directions: *In this section, you will hear two passages. At the end of each passage, you will hear three or four 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 9 to 12 are based on the passage you have just heard.

9. A) To win over the majority of passengers from airlines in twenty years.
B) To reform railroad management in western European countries.
C) To electrify the railway lines between major European cities.
D) To set up an express train network throughout Europe.
10. A) Major European airlines will go bankrupt.
B) Europeans will pay much less for traveling.
C) Traveling time by train between major European cities will be cut by half.
D) Trains will become the safest and most efficient means of travel in Europe.
11. A) Train travel will prove much more comfortable than air travel.
B) Passengers will feel much safer on a train than on a plane.
C) Rail transport will be environmentally friendlier than air transport.
D) Traveling by train may be as quick as, or even quicker than, by air.
12. A) In 1981. B) In 1989. C) In 1990. D) In 2000.

Questions 13 to 15 are based on the passage you have just heard.

13. A) There can be no speedy recovery for mental patients.
B) Approaches to healing patients are essentially the same.
C) The mind and body should be taken as an integral whole.
D) There is no clear division of labor in the medical profession.
14. A) A doctor's fame strengthens the patients' faith in them.
B) Abuse of medicines is widespread in many urban hospitals.
C) One-third of the patients depend on harmless substances for cure.
D) A patient's expectations of a drug have an effect on their recovery.
15. A) Expensive drugs may not prove the most effective.
B) The workings of the mind may help patients recover.
C) Doctors often exaggerate the effect of their remedies.
D) Most illnesses can be cured without medication.

Section C

Directions: *In this section, you will hear three recordings of lectures or talks followed by three or four questions. The recordings will be played 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 19 are based on the recording you have just heard.

16. A) It can brighten someone else's life.
B) It can help analyze the causes of air pollution.
C) It may force people to donate their shoes and clothes.
D) It can ensure people's physical fitness.

17. A) The money from the recycling helps the poor.
 B) Some of the shoes are not proper footwear.
 C) Many children die because of the lack of proper shoes.
 D) Wearing recycled shoes can save much money.
18. A) Give it to the poor. C) Put it away in drawers.
 B) Give it to young people. D) Recycle it into cash.
19. A) Bury them locally. C) Ask local experts to recycle them.
 B) Throw them away. D) Deliver them to other recycling companies.

Questions 20 to 22 are based on the recording you have just heard.

20. A) They could move around the country. C) They paid attention to their purposes.
 B) They could fast-track their business. D) They got opportunities to make money.
21. A) Bad guys in old films. C) Religion or politics.
 B) A person's life project. D) People's goal or purpose.
22. A) His project or life is a train wreck. C) He is from the bad side of the town.
 B) He has come to the end of something. D) He pays attention to his goal or purpose.

Questions 23 to 25 are based on the recording you have just heard.

23. A) College graduates have difficulty in finding jobs.
 B) People overlook the correlation between education and income.
 C) The number of better-educated graduates cannot satisfy the economy.
 D) The economy fails to absorb better-educated graduates.
24. A) There are not enough economic opportunities for students not going to college.
 B) Schools fail to educate students properly.
 C) Educational attainment cannot guarantee career advancement.
 D) Students have no adequate professional knowledge.
25. A) They are not ready to function in the workplace.
 B) They do not gain as much as before.
 C) Their college education is considered useless.
 D) Their working experience is not enough.

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.

Waffles? French toast? Bacon? Big breakfasts may be a thing of the past. According to the Associated Press, more Americans are consuming breakfast in stages thanks to on-the-go lifestyles and the belief that multiple, smaller meals are 26 than three large ones.

Serial eating is only expected to increase in the coming years. The NPD Group, a market research company, 27 that the number of times people will snack in the mornings will increase 23% in a decade, 28 with 20% and 15% increases in afternoon and evening snacking, 29.

Unlike their evening alter-egos, morning snackers tend to be more health 30, looking for low-calorie foods with more fiber, *antioxidants* (抗氧化物) and whole grains. For instance, General Mills introduced its

140-calorie Fiber One bars in 2007, but recently added three more flavors as well as 90-calorie versions.

This may be new in the US, but a second breakfast is 31 in countries such as Germany. In Bavaria, a traditional second breakfast 32 of white sausages, *pretzels* (椒盐卷饼), sweet mustard and, of course, beer.

But snackers, beware: Though spreading calories across several meals is generally accepted to be healthier, it can actually cause people to over-consume and gain weight, David Levitsky, a professor of nutrition and psychology at Cornell University, told the AP.

Maybe the trend toward portable, quick-hit breakfasts will 33 more people to eat in the morning. According to the *Huffington Post*, a 34 by the NPD Group found that 31 million Americans 35 the most important meal of the day.

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|--------------|--------------|-----------------|
| A) compared | F) estimates | K) particularly |
| B) connected | G) healthier | L) respectively |
| C) conscious | H) inspire | M) skip |
| D) consists | I) made | N) supervision |
| E) easier | J) necessary | O) survey |

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**.

How Can Girls Win in Math and Science?

- A) Math is a cumulative subject, unlike say history, which can be learned in discrete units. College *algebra* (代数) is basically a course in the language of mathematics. Some might say that algebra is the mechanics of mathematics. The examples included at this level are simple, designed to reinforce that the student has learned the “how”. The next layer of courses teaches how to use this language, or this set of tools, to describe and model the real world. Being able to do this should leave no doubt in the student’s mind that they are mathematically competent.
- B) For years, feminists have *lamented* (悲叹) the sorry state of girls in math and science, as they lag behind their male peers in test scores and shy away from careers in engineering and technology. Yet perhaps the most frustrating recent development on the topic is that some of the very programs designed to help girls get ahead may be holding them back—or are simply misguided. Take single-sex math and science classes. While they seem like a logical way to give girls a jump-start in these subjects, new research suggests this initiative—championed over the past two decades as a possible solution—may backfire.
- C) In a study published last year, psychologist Howard Glasser at Bryn Mawr College examined teacher-student interaction in sex-segregated science classes. As it turned out, teachers behaved differently toward boys and girls in a way that gave boys an advantage in scientific thinking. While boys were encouraged to engage in back-and-forth questioning with the teacher and fellow students, girls had many fewer such experiences. Glasser suggests they didn’t learn to argue in the same way as boys, and argument is the key to scientific thinking. Glasser points out that sex-segregated classrooms can construct differences between the sexes by giving them unequal experiences. Unfortunately, such differences can impact kids’ choices about future courses and careers. It’s worth noting that the girls and boys in these science classes had similar grades, which masked the uneven dynamic. It was only when researchers reviewed videotapes of the lessons that they got a deeper analysis of what was actually going on, and what the kids were really learning.
- D) Glasser’s research got a boost last September when the journal *Science* published a *scathing* (严厉的) report on the larger issue of single-sex education, titled “The Pseudoscience of Single-Sex Schooling”. In the article, eight leading psychologists and neuroscientists *debunked* (揭穿……的真相) research supporting single-sex education,

and argued that sex segregation “increases gender stereotyping and legitimizes institutional sexism”.

- E) Another misguided—or, mistimed—effort to improve girls’ performance is the “you can do it” messaging directed toward girls in middle school, the period when their scores start lagging. New research shows that even when preteen girls say they believe this message, “stereotype threat”—when negative cultural stereotypes affect a group’s behavior—has a dampening effect on their actual performance.
 - F) In a 2009 study, psychologist Pascal Huguet of France’s Aix-Marseille University found that middle-school girls scored highest on tests measuring visual-spatial abilities—which are key to success in engineering, chemistry, medicine, and architecture, fields that promise high-paying, prestigious jobs down the road—when they were led to believe that there were no gender differences on the tasks. Not surprisingly, when they were told that boys do better on these tasks, they did poorly. But curiously, when they were given no information, allowing cultural stereotypes to operate, they also did poorly. The stereotypes were already firmly established. The authors discovered: By middle school it’s too little, too late.
 - G) To disarm stereotypes, we must actively arm girls against them—starting at a very young age. By first or second grade, both girls and boys have the notion that math is a “boy thing”. But a 2011 study by psychologist Anthony Greenwald of the University of Washington found that there’s a window of opportunity during these early years in which, while girls do see math largely as a male preserve, they haven’t yet made the connection that “because I am a girl, math is not for me”. During this short period, girls are relatively open to the idea that they can enjoy and do well at math.
 - H) One strategy? Researchers suggest we take gender out of the equation in teaching about occupations. Rather than saying “girls can be scientists”, we should talk about what scientists do. For example, kids may be especially interested to know that scientists study how the world around them really works. Psychologists Rebecca Bigler of the University of Texas at Austin and Lynn Liben at Penn State say that when girls are encouraged to think this way, they’re much more likely to retain what they’re taught than they would be if they were just given the generic “girls can do science” message.
 - I) Finally, while women teachers can lead the way for girls in math and science, acting as role models, parents should be on the lookout for teachers’ math anxiety. A 2010 study of first- and second-graders led by psychologist Sian L. Beilock at the University of Chicago found that girls may learn to fear math from their earliest instructors—and that female elementary-school teachers who lack confidence in their own math skills could be passing their anxiety along to their students. The more anxious teachers were about their own skills, the more likely their female students were to agree that “boys are good at math and girls are good at reading”. And according to Beilock, elementary-education majors at the college level have the highest math anxiety level of any major, and may be unwittingly passing along a virus of underachievement to girls.
 - J) Parents can “vaccinate” girls against their teachers’ math anxiety, according to new research. But there may be a silver lining to this story for parents. Even if your daughter has a teacher with high math anxiety, it’s not inevitable that she’s going to experience problems with math—it turns out that parents (or others) can “vaccinate” girls against their teachers’ *qualms* (疑虑). Beilock found that teachers’ anxiety alone didn’t do the damage. If girls already had a belief that “girls aren’t good at math”, their achievement suffered. But the girls who didn’t buy into that stereotype, who thought, of course I can be good at math, didn’t tumble into an achievement gulf.
 - K) Now that we have reason to believe that gender stereotyping starts much earlier than previously thought, we also need to accept that countering it requires more sophisticated approaches than those we now use. If girls continue to lag behind in math areas, our future economy and competitiveness could suffer. It’s critical that we start our efforts in the primary grades and look beyond the obvious to succeed. If we look “under the hood” at what’s really going on with girls, instead of just skimming the surface, we can provide more than mere cosmetic solutions.
36. Dissimilar to history, math should be learned through sequential lessons.

37. It's better to help girls get rid of gender stereotypes before they think they cannot be good at math as girls.
38. New research suggests that single-sex math and science classes may have negative effects which are opposite to the intended purpose on girls.
39. Rather than talking about gender differences in teaching about occupations, researchers suggest that we encourage kids to think what scientists do.
40. In sex-segregated science classes, girls are offered few opportunities to engage in argument which is crucial to scientific thinking.
41. Though women teachers are likely to guide the way for girls in math and science classes as role models, parents should pay attention to teachers' math anxiety.
42. Sex-segregated education increases sex stereotyping and makes sexism seem acceptable.
43. According to Beilock, at the college level, elementary-education majors have the highest math anxiety level among all majors.
44. Stereotype threat restrains girls from performing well in real situations.
45. Instead of using the current approaches, fighting against gender stereotyping needs to use more sophisticated approaches.

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.

The Alzheimer's Association and the National Alliance for Caregiving estimate that men make up nearly 40 percent of family care providers now, up from 19 percent in a study conducted by the Alzheimer's Association a decade ago. About 17 million men are caring for an adult. Women still provide the bulk of family care, especially intimate tasks like bathing and dressing. Many complain that their brothers are treated like heroes just for showing up. But with smaller families and more women working full-time, many men have no choice but to take on roles that would have been alien to their fathers.

Often they are overshadowed by their female counterparts and faced with employers, friends, support organizations and even parents who view caregiving as an essentially female role. Male caregivers are more likely to say they feel unprepared for the role and become socially isolated, and less likely to ask for help. "Isolation affects women as well, but men tend to have fewer lifeline. They are less likely to have friends going through similar experiences, and depend more on their jobs for daily human contact," Dr. Donna Wagner, the director of *gerontology* (老年学) at Towson University and one of the few researchers who has studied sons as caregivers, said.

In past generations, men might have pointed to their accomplishments as breadwinners or fathers. Now, some men say they worry about the conflict between caring for their parents and these other roles. In a study at three *Fortune* 500 companies, Dr. Donna Wagner found that men were less likely to use employee-assistance programs for caregivers because they feared it would be held against them. "Even though the company has endorsed the program, your supervisors may have a different opinion," Dr. Wagner said. Matt Kassin, 51, worked for a large company with very generous benefits, and his employer had been understanding. But he was reluctant to talk about his caregiving because he thought "when they hire a male, they expect him to be 100 percent focused." And he didn't want to appear to be someone who had distractions that *detracted* (破坏) from performance.

For many men, the new role means giving up their self-image as experts, said Louis Colbert, director of the office of services for the aging in Delaware County, Pa., who has shared care of his 84-year-old mother with his siblings since her Alzheimer's made it necessary. Once a year, Mr. Colbert organizes a get-together for male caregivers. The

concerns they raise, he said, are different from those of women in support groups. “Very clearly, they said they wanted their roles as caregivers validated, because in our society, as a whole, men as caregivers have been invisible,” he said.

46. What can we know about men according to the Alzheimer’s Association and the National Alliance for Caregiving?
- A) More men are playing the leading role in caring for elderly parents.
 - B) Men count on their wives to take care of their parents.
 - C) Men undertake all family care, including washing and cooking.
 - D) Men tend to be viewed as heroes for caring for their parents.
47. Why do men tend to feel more stressed and socially isolated according to Donna Wagner?
- A) Because they feel overwhelmed by the pressure from their parents.
 - B) Because they face the competition from their female counterparts.
 - C) Because they find few people to talk and share their experiences with.
 - D) Because they are psychologically unprepared for the role.
48. In Donna Wagner’s study, the solution to the conflict between caring for parents and other social roles is to _____.
- A) take advantage of employee-assistance programs
 - B) make adjustments both physically and emotionally
 - C) spend more time with their parents and children
 - D) involve themselves in social activities
49. Why was Matt Kassin unwilling to talk about his caregiving with his employer?
- A) Because the company did not provide support programs.
 - B) Because he was threatened with losing his job.
 - C) Because he felt embarrassed to send his parents to nursing homes.
 - D) Because he feared his boss may think it would distract him from his work.
50. What might be the concerns of male caregivers according to Louis Colbert?
- A) They lack professional knowledge and skills.
 - B) They find it inappropriate for them to do the job.
 - C) Their roles as caregivers is not acknowledged.
 - D) They feel what they do is not enough.

Passage Two

Questions 51 to 55 are based on the following passage.

What if we could read the mind of a terrorist? Researchers at Northwestern University in Chicago say they have taken a step closer to that reality with a test that could uncover evil plans by measuring brain waves.

In a study published in the journal *Psychophysiology*, psychologists John Meixner and Peter Rosenfeld used *electrodes* (电极) to measure the brain waves of 29 undergraduates who had been told to mock-plan either a terrorist bombing in Houston in July, or a vacation in a different city in a different month. The researchers then presented the students with the names of various cities, methods of terrorist attack and dates. As they did so, they scanned the subjects’ brains. They watched for a particular brainwave—dubbed the P300, because it fires every 300 milliseconds—which signals recognition of something familiar.

“The P300’s *amplitude* (振幅) is very large when you see an object that is rare and personally meaningful to you,” Meixner says. “So the amplitude of P300 was large when we presented the word ‘Houston’, the city where the attack was planned. In total we were able to identify 10 out of 12 ‘terrorists’”. The investigators also correctly matched 20 out of 30 crime-related details, such as types of explosives and specific sites and dates.

The P300’s potential as a method for confirming concealed information was first recognized in the 1980s. But while it has long been touted as a possible substitute for the polygraph test, it has yet not been used by law enforcement

anywhere in the world. One of the reasons is that it becomes difficult to use if investigators do not know the information they are trying to confirm. For instance, in Meixner and Rosenfeld's study, the researchers would have struggled had they not known that the city in which the attack was planned was Houston, since it would be only by luck or guesswork they would have included it in the sample list of names.

What's more, the P300 is vulnerable to what scientists call "confounding factors". For instance, if the mock-terrorists in the study were raised in Houston, which was also the location of the attack, the researchers would not know for sure what was causing the P300 spike.

But Meixner and Rosenfeld say that despite these shortfalls, the technology holds more potential than the polygraph. The polygraph measures responses like respiration and sweating, which can certainly be triggered by a lie, but can also result from any high-stress situation—including the mere experience of being interrogated by a police officer. While there is nothing that can correct this problem with polygraphs, P300s can at least be made more accurate by increasing the number of details you show a suspect.

51. What can we learn about the P300 from the research by John Meixner and Peter Rosenfeld?

- A) It is related to a person's reaction to stimulus.
- B) It is widely used in polygraph tests.
- C) It fires when an insignificant stimulus is given.
- D) It is 100 percent accurate in the laboratory.

52. Why has the P300 not been used by law enforcement in even one country?

- A) Because it has not proved to be a reliable way of getting information.
- B) Because information to be confirmed should be exact.
- C) Because suspects' relatives need to be involved in the process.
- D) Because the technology is too sophisticated to be put into practice.

53. The limitation of the P300's "confounding factors" is likely to _____.

- A) hide the truth
- B) present details of a study
- C) offer concealed information
- D) affect the results of a study

54. How can the P300 be made more accurate?

- A) By measuring responses like respiration and sweating.
- B) By triggering a lie or getting rid of any high-stress situation.
- C) By eliminating the interrogation of the police.
- D) By presenting more details to a suspect.

55. What would be the best title for the passage?

- A) Advantages of the P300 Over a Polygraph Test
- B) Application of the P300 in Anti-terrorism
- C) Fighting Crime by Reading Minds
- D) Merits and Demerits of the P300

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**.

北京的胡同大多形成于 13 世纪的元朝,至今已有几百年的历史。北京胡同的走向多为正东正西,宽度一般不超过九米。胡同文化是一种封闭的文化。住在胡同里的居民安土重迁,不大愿意搬家。胡同里有一住几十年的,甚至有住了几辈子的。胡同里的房屋大多很旧了,旧房檐(purlin),断砖墙。下雨天常是外面大下,屋里小下。一到下大雨,总可以听到房塌的声音,那是胡同里的房子。但人们舍不得“挪窝儿”,因为“破家值万贯”。