

# Model Test Five

## Part I

## Writing

(30 minutes)

**Directions:** *For this part, you are allowed 30 minutes to write a short essay. You should start your essay with a brief description of the picture and then express your views on the burden children are facing. You should write at least 120 words but no more than 180 words.*



“At 12 months, your child should begin walking, speaking words and making his first attempts at reading.”

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## 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.**

1. A) An invention made by architects and engineers.      C) An introduction of a three-dimensional model.  
B) A new device gathering information about buildings.      D) New ways of building structures.
2. A) The accurate shape of rooms in the building.  
B) The size and position of heating and cooling equipment.  
C) The size and position of windows and doors.  
D) The placement of electrical outlets.

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

3. A) Kids should spend more time outdoors.      C) Kids may learn better in green nature.  
B) Kids all like trees and flowers.      D) Kids should learn to protect nature.

- 4. A) They can distract a child's attention. C) They can hurt a child's health.
- B) They are easy to be accepted. D) They will affect a child's schooling.

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

- 5. A) Permanent loss of eyesight of pilots. C) Tragic results of air accidents.
- B) Loss of consciousness of passengers. D) Blackouts of jet fighter pilots.
- 6. A) When the airplane slows down very quickly. C) When the pilots have a heart attack.
- B) When the airplane is making a sharp turn. D) When the pilots lose consciousness.
- 7. A) It is required by the laws and the government.
- B) The air pressure is rather low above the Earth's surface.
- C) The passengers will lose consciousness in the planes.
- D) Lack of oxygen can affect anyone at extreme heights.

## 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.**

- 8. A) The number of families has decreased a lot. C) Relatives seldom live in the same place.
- B) More young people seldom stay at home. D) The family members live in the same place.
- 9. A) She wants her parents to live with her. C) She wants her parents to live in a retirement room.
- B) She wants her parents to live alone. D) She wants her parents to live with her siblings.
- 10. A) He is always in trouble at home. C) He often fights with his siblings.
- B) He is reluctant to live with his parents. D) He doesn't study hard.
- 11. A) He likes living alone. C) He is busy with his business.
- B) His house is far from his parents' house. D) He always quarrels with his parents.

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

- 12. A) He has been looking for a job. C) He has been looking for a roommate.
- B) He has been looking for a house. D) He has been looking for an agent.
- 13. A) A roommate who does not snore. C) A roommate who is very tidy.
- B) A roommate who does not smoke. D) A roommate who loves studying.
- 14. A) A flat with two bedrooms. C) A well-decorated apartment.
- B) An unfurnished apartment. D) A furnished bedroom in a shared flat.
- 15. A) Help do housework. C) Agree to share with others.
- B) Bargain with the landlord. D) Sign a two-year contract.

## Section C

**Directions:** *In this section, you will hear three 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 16 to 18 are based on the passage you have just heard.

16. A) They think it looks like flowers. C) They use it to show respect for Christ.  
B) They think it is full of passion. D) They think it is beautiful.
17. A) France. B) Brazil. C) England. D) Canada.
18. A) It is about the size of an egg. C) It is full of yellow seeds.  
B) It is with a brown skin. D) It is about the size of an orange.

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

19. A) A book. B) A clock. C) A shirt. D) A suitcase.
20. A) Fastening her seat belts. C) Enjoying the beauty of the evening sky.  
B) Listening to music. D) Sitting in a smoke-filled room.
21. A) She lost her ticket. C) She made some mistakes.  
B) She was thought bringing a time bomb. D) Her passport had some problems.

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

22. A) They have unwritten regulations. C) They have the promising prospects.  
B) They never punish the violators. D) They have strict rules.
23. A) He will be perceived as a successful person. C) He will be more successful.  
B) He will be less likely to get promotion. D) He will be pushed aside by his colleagues.
24. A) Try to modify it. C) Don't judge it.  
B) Criticize it directly. D) Shoot it down.
25. A) He who creates the idea deserves the credit himself.  
B) It doesn't matter if a business owner borrows his employees' ideas.  
C) You can borrow other people's idea if you work as a team.  
D) The victim will forget soon if you borrow his idea.

## 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.

It seems individual cancer cells send out the same distress signals as wounds, tricking immune cells into helping them grow into tumours. The finding suggests that anti-inflammatory drugs could help to combat or prevent cancer. "Lifelong, if you take a small quantity of something that 26 inflammation (炎症), such as aspirin, it could reduce the risk of cancer," says Adam Hurlstone of the University of Manchester, UK.

When tissue is wounded or infected it produces hydrogen peroxide. White blood cells called *leukocytes* (白细胞) are among the first cells to react to this 27, homing in to kill the infectious agent, clean up the mess and rebuild

28 tissue. At first, the tissue becomes inflamed, but this subsides as the wound is cleared and rebuilding continues. Now, a study in zebra fish shows that this process is also *instigated* (唆使) and sustained by tumour cells.

Hurlstone and his colleagues 29 engineered zebra fish so that skin cells and leukocytes would show different 30 under ultraviolet light. Some zebra fish were also engineered to have cancerous skin cells.

The team found that the cancerous skin cells *secreted* (分泌) hydrogen peroxide, 31 leukocytes which helped them on their way to become a tumour. When the team 32 hydrogen peroxide production in the zebra fish, the leukocytes were no longer attracted to cancerous cells and the cancer colonies reduced in 33.

More alarmingly, the researchers found that healthy skin cells 34 to the cancerous ones also produced hydrogen peroxide, suggesting that cancer cells 35 co-opt them into triggering inflammation.

A) adjacent

B) blocked

C) changed

D) colors

E) damaged

F) figure

G) genetically

H) hue

I) hurtful

J) number

K) somehow

L) somewhat

M) summoning

N) suppresses

O) trigger

## 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**.

### The Gulf Between College Students and Librarians

- A) Students rarely ask librarians for help, even when they need it. This is one of the *sobering* (令人警醒的) truths the librarians have learned over the course of a two-year, five-campus *ethnographic* (人种学的) study examining how students view and use their campus libraries. The idea of a librarian as an academic expert who is available to talk about assignments and hold their hands through the research process is, in fact, foreign to most students. Those who even have the word “librarian” in their vocabularies often think library staff are only good for pointing to different sections of the stacks.
- B) The ERIAL (Ethnographic Research in Illinois Academic Libraries) project contains a series of studies conducted at Illinois Wesleyan, DePaul University, and Northeastern Illinois University, and the University of Illinois’s Chicago and Springfield campuses. Instead of relying on surveys, the libraries included two *anthropologists* (人类学家), along with their own staff members, to collect data using open-ended interviews and direct observation, among other methods. The goal was to generate data that, rather than being statistically significant yet shallow, would provide deep, subjective accounts of what students, librarians and professors think of the library and each other at those five institutions.
- C) The most alarming finding in the ERIAL studies was perhaps the most predictable: when it comes to finding and evaluating sources in the Internet age, students are extremely Internet-dependent. Only 7 out of 30 students whom anthropologists observed at Illinois Wesleyan “conducted what a librarian might consider a reasonably well-executed search,” wrote Duke and Andrew Asher, an anthropology professor at Bucknell University, who led the project.
- D) Throughout the interviews, students mentioned Google 115 times—more than twice as many times as any other database. The prevalence of Google in student research is well-documented, but the Illinois researchers found

something they did not expect: students were not very good at using Google. They were basically clueless about the logic underlying how the search engine organizes and displays its results. Consequently, the students did not know how to build a search that would return good sources. “I think it really exploded this myth of the ‘digital native’,” Asher said. “Just because you’ve grown up searching things in Google doesn’t mean you know how to use Google as a good research tool.”

- E) Even when students turned to more scholarly resources, it did not necessarily solve the problem. Many seemed confused about where in the *constellation* (一系列) of library databases they should turn to locate sources for their particular research topic: Half wound up misusing databases a librarian “would most likely never recommend for their topic.” For example, “Students regularly used JSTOR, the second-most frequently mentioned database in student interviews, to try to find current research on a topic, not realizing that JSTOR does not provide access to the most recently published articles.” Unsurprisingly, students using this method got either too many search results or too few. Frequently, students would be so discouraged that they would change their research topic to something that requires a simple search.
- F) “Many students described experiences of anxiety and confusion when looking for resources—an observation that seems to be widespread among students at the five institutions involved in this study,” Duke and Asher wrote. There was just one problem, Duke and Asher noted: “Students showed an almost complete lack of interest in seeking assistance from librarians during the search process.” Of all the students they observed—many of whom struggled to find good sources, to the point of despair—not one asked a librarian for help.
- G) In a separate study of students at DePaul, Illinois-Chicago, and Northeastern Illinois, other ERIAL researchers deduced several possible reasons for this. The most basic was that students were just as unaware of the extent of their own information illiteracy as everyone else. Some others overestimated their ability or knowledge. Another possible reason was that students seek help from sources they know and trust, and they do not know librarians. Many do not even know what the librarians are there for. Other students imagined librarians to have more research-oriented knowledge of the library but still thought of them as glorified ushers.
- H) However, the researchers did not place the blame solely on students. Librarians and professors are also partially to blame for the gulf that has opened between students and the library employees who are supposed to help them, the ERIAL researchers say. Instead of librarians, whose relationship to any given student is typically ill-defined, students seeking help often turn to a more logical source: the person who gave them the assignment—and who, ultimately, will be grading their work. Because librarians hold little sway with students, they can do only so much to reshape students’ habits. They need professors’ help. Unfortunately, faculty may have low expectations for librarians, and consequently students may not be connected to librarians or see why working with librarians may be helpful. On the other hand, librarians tend to overestimate the research skills of some of their students, which can result in interactions that leave students feeling intimidated and *alienated* (疏远的). Some professors make similar assumptions, and fail to require that their students visit with a librarian before carrying on research projects. And both professors and librarians are liable to project an idealistic view of the research process onto students who often are not willing or able to fulfill it.
- I) By financial necessity, many of today’s students have limited time to devote to their research. Showing students the pool and then shoving them into the deep end is more likely to foster despair than self-reliance. Now more than ever, academic librarians should seek to “save time for the reader”. Before they can do that, of course, they will have to actually get students to ask for help. “That means understanding why students are not asking for help and knowing what kind of help they need,” say the librarians.

- J) “This study has changed, profoundly, how I see my role at the university and my understanding of who our students are,” says Lynda Duke, an academic librarian at Illinois Wesleyan. “It’s been life-changing, truly.”
36. None of the students observed in the ERIAL project asked a librarian for help when searching sources, even when they were in despair.
37. The librarians learned from a two-year, five-campus ethnographic study that students rarely turn to librarians for help.
38. The most important reason why students did not ask librarians for help was that they did not realize their own information illiteracy.
39. Open-ended interviews and direct observation were used in the ERIAL project to make a deep and subjective report.
40. Besides students, librarians and professors are also responsible for the gap between students and library employees.
41. Students rely heavily on the Internet to find sources.
42. Professors fail to connect students to librarians, because they have low expectations for librarians.
43. It surprised Illinois researchers that students were not good at using Google.
44. Before librarians can realize the goal of “saving time for the reader”, they first should get students to ask for help.
45. Due to the absence of the newest articles, the frequently used database JSTOR does not necessarily help students solve their problems.

## 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.**

You may know the feeling. It’s the late afternoon, and you still haven’t left the house. You’ve spent the last several hours on your phone, scrolling through your Facebook news feed, refreshing Twitter and watching YouTube videos. A smartphone might feel like it’s keeping you connected, but it can also be a way of secluding yourself.

Data from a recent study conducted by researchers at Northwestern University’s Feinberg School of Medicine found that the scenario described above—high volume of phone use and a *static* (静止的) geographic location—could be linked to depression. The study, published in *The Journal of Medical Internet Research*, also found that depressed people, on average, spend more time on the phone than non-depressed people.

“People are likely, when on their phones, to avoid thinking about things that are troubling, painful feelings or difficult relationships,” said David Mohr, one of the study’s senior authors and a professor of behavioral psychology at Northwestern, in a statement. “It’s an avoidance behavior we see in depression.” Mohr also pointed out that depressed people tend to withdraw emotionally and avoid going out—behaviors that are arguably facilitated by the constant entertainment stream available on smartphones.

The study’s participants consisted of a mix of people with and without prior depression. They completed a questionnaire describing their symptoms before agreeing to have their phone use monitored for two weeks. Using GPS, the researchers tracked their location and the amount of time they spent on the phone. They were then able to identify which participants were depressed using the aggregated phone data, with 87 percent accuracy.

Sohrob Saeb, a research fellow at Northwestern, said in the release that phones could be more reliable for diagnosing depression than traditional methods. In standard industry practice, patients are often asked to describe

their symptoms by indicating how sad they are on a scale of 1 to 10. According to Saeb, the release reported, these responses can be rote and unreliable. In contrast, the study found, a smartphone can *unobtrusively* (不引人注目地) and accurately measure a patient's daily activity, providing data that could trigger a health care provider to recognize the need for an intervention.

46. What is the author's opinion about using a smartphone?
- A) It is only a tool to contact people.
  - B) It makes people feel lonely.
  - C) It does great harm to health.
  - D) It keeps people apart from others.
47. What can be learned from the study conducted by researchers at Northwestern University?
- A) Too much time spent on phones leads to depression.
  - B) Depressed people tend to spend more time on phones than others.
  - C) Spending more time on phones can help cure depression.
  - D) Non-depressed people spend little time on their phones.
48. According to Mohr, why do depressed people focus on phones?
- A) They tend to temporarily forget about unhappiness.
  - B) They feel entertained and amused by phones.
  - C) They do not have many friends to hang out with.
  - D) They find confidence and happiness from the phones.
49. What do we know about traditional methods for diagnosing depression?
- A) Patients' location is monitored by GPS.
  - B) Patients describe their symptoms in words.
  - C) Patients complete a questionnaire to describe symptoms.
  - D) Patients indicate their sadness on a scale of 1 to 10.
50. Patients' daily activities can be measured by smartphones so that \_\_\_\_\_.
- A) they can adjust their living habits if necessary
  - B) their family and friends can know them better
  - C) they can get timely health care if needed
  - D) they will do their best under the monitoring

## Passage Two

Questions 51 to 55 are based on the following passage.

Executive paychecks might grab the most headlines, but it's top-tier medical professionals who are bringing in the biggest salaries, according to the most recent Occupational Employment Statistics survey conducted by the Bureau of Labor Statistics.

Leading the list once again is *anesthesiologist* (麻醉师), with an average annual salary of \$235 070. General and specialized physicians dominate the 10 best-paying jobs in the country. Further down the list, internists, family and general practitioners, and psychiatrists continue the trend. According to the BLS, healthcare industry expansion means that employment for physicians and surgeons is expected to grow nearly 20% between 2012 and 2022—faster than the average for all occupations.

The lone representative of the corporate org. chart that makes the list is chief executive, coming in at number 10 with an average annual salary of \$178 400. While the relative absence of the C-suite in the top 10 best-paying jobs

might raise a few eyebrows, the occupations at the other end of the spectrum pack fewer surprises. The worst-paying job in America is fast food cook, a job that pays an average of \$9.07 hourly, or \$18 870 for those employed full-time, year-round.

In fact, restaurant and food-service industry jobs occupy the majority of rungs at the lowest end of the wage ladder, with various positions in food preparation, dish washing, and counter and cafeteria service all paying at or below about \$20 000 annually. Shampooers also bring in some of the lowest wages, at an average \$9.09 per hour, or \$18 910 annually, as do theater ushers, amusement park attendants, and farm workers.

Perhaps more significant than the difference between wages at the top and bottom of the compensation spectrum is how many more people hold low-wage jobs than high-wage jobs. According to the BLS, "Most of the largest occupations were relatively low paying. Of the 10 largest occupations, only registered nurses, with an annual mean wage of \$68 910, had an average wage above the US all-occupations mean of \$22.33 per hour or \$46 440 annually. Annual mean wages for the rest of the 10 largest occupations ranged from \$18 880 for combined food preparation and serving workers to \$34 000 for secretaries and administrative assistants, except legal, medical, and executive."

51. Which of the following occupations earns the most according to the most recent Occupational Employment Statistics survey?
- A) Medical professionals. C) Businessmen.  
B) Executives. D) Government officials.
52. Which of the following occupations is at the bottom of earning list according to the Bureau of Labor Statistics?
- A) Chief executives. B) Internists. C) Psychiatrists. D) Fast food cooks.
53. What can we infer from Paragraph 4?
- A) Restaurant and food-service industry jobs are paid well.  
B) Low-wage jobs are all in restaurant and food-service industry.  
C) A waitress is likely to get a low salary.  
D) Shampooers are the poorest people.
54. What does the sentence "Perhaps more significant than the difference... is how many more people hold low-wage jobs than high-wage jobs." in Paragraph 5 indicate?
- A) What makes a difference is that more people hold low-wage jobs than high-wage jobs.  
B) People with high income should take the list into consideration.  
C) The gap between low-wage jobs and high-wage jobs should be paid attention.  
D) There are more people in low-wage jobs than those in high-wage jobs.
55. What can we know according to the BLS?
- A) Healthcare industry is likely to shrink in the future.  
B) There are a relatively small number of registered nurses.  
C) The larger the occupation is, the lower the pay is.  
D) Most largest occupations have lower wages.

## 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**.

中国致力于建设国家创新体系,通过营造良好的环境,推进知识创新、技术创新和体制创新。中国政府支持科学家为了国家需求和科学发展开展基础研究,鼓励他们进行“好奇心驱动的研究”。在未来 50 年甚至更长的时期里,中国的发展将在很大程度上依赖于今天基础研究和高新技术研究的创新成就,依赖于这些研究中所必然孕育的优秀人才。