

Model Test Five

Part I

Writing

(30 minutes)

Directions: For this part, you are allowed 30 minutes to write an essay based on the picture below. You should start your essay with a brief description of the picture and then discuss the importance of grammar in English learning. You should give sound arguments to support your views and 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) Your heart rate is lowered. | C) You become too tired to sleep. |
| B) It becomes harder to relax. | D) Sleep rhythms are disrupted. |
| 2. A) Having a rest frequently during the day. | C) The lack of exercise in the evening. |
| B) The lack of sleep on weekends. | D) Eating cheese before going to bed. |
| 3. A) They might actually cause more serious sleeping problems. | |
| B) They help produce a substance that induces sleep. | |
| C) You must not drink milk if you take them. | |
| D) They make it unnecessary to take naps. | |
| 4. A) At a doctor's office. | C) At a radio station. |
| B) In a biology lab. | D) In a lecture hall. |

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

- 5. A) A movie. B) A book. C) A poem. D) A drama.
- 6. A) It is as good as the previous ones. C) It is funnier than the previous ones.
 B) It is more fantastic than the previous ones. D) It is worse than the previous ones.
- 7. A) The funny dialogues. C) The outstanding actors.
 B) The special effects. D) The mysterious roles.
- 8. A) The overall plot. C) The boring writing.
 B) The theme song. D) The character development.

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 11 are based on the passage you have just heard.

- 9. A) Improve themselves. C) Follow the cultural tradition.
 B) Get rid of empty dreams. D) Attempt something impossible.
- 10. A) By finding sufficient support for implementation.
 B) By taking into account their own ability to change.
 C) By constantly keeping in mind their ultimate goals.
 D) By making detailed plans and carrying them out.
- 11. A) To show people how to get their lives back to normal.
 B) To show how difficult it is for people to lose weight.
 C) To remind people to check the calories on food bags.
 D) To illustrate how easily people abandon their goals.

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

- 12. A) Germany. B) Japan. C) The US. D) The UK.
- 13. A) By doing odd jobs at weekends. C) By putting in more hours each week.
 B) By working long hours every day. D) By taking shorter vacations each year.
- 14. A) To combat competition and raise productivity. C) To help them maintain their living standards.
 B) To provide them with more job opportunities. D) To prevent them from holding a second job.
- 15. A) Change their jobs. C) Reduce their working hours.
 B) Earn more money. D) Strengthen the government's role.

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) Try different classes to make sure which major fits you.
 B) Never change majors once you've just started the course.
 C) Change majors once a year to prepare for your future career.
 D) Make a right decision about majors before you start college.
- 17. A) Learning how to change majors. C) Learning how to manage time.
 B) Deciding which professor to follow. D) Making sure how to learn.
- 18. A) Different experiences in Europe. C) Different majors in your college.
 B) Different social and sport organizations. D) Different part-time jobs.

19. A) We can spend most time having fun in college.
 B) We are able to find our spouse in college.
 C) We can keep healthy mentally and physically in college.
 D) We can develop our personalities and make friends in college.

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

20. A) Practicing in a friendly environment. C) Giving members the chance to practice.
 B) Writing articles on relevant subjects. D) Going to different weekly meetings.
21. A) Sending all messages simultaneously to the audience. C) Simplifying and breaking down the presentation.
 B) Learning from a famous public-speaking professor. D) Using a book named *Speaking of Speech*.
22. A) The visual message shown to the audience.
 B) The physical message sent through body movements.
 C) The three basic messages sent by presenters.
 D) The verbal message presenters say to the audience.

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

23. A) They affect all agricultural production worldwide.
 B) They impact most part of the crops in the field.
 C) They destroy up to 22% of the crops before harvest.
 D) They destroy about 10% to 16% of the world's crops in the field.
24. A) Unusual insects. C) Different organisms.
 B) Crop pests and diseases. D) Only viruses and bacteria.
25. A) It will put the productive farmland in danger.
 B) It may improve conditions for some invasive species.
 C) It is a warning sign for people to do something.
 D) It may push crop pests moving toward the poles.

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.*

Children's Healthcare of Atlanta wants to move Georgia out of the top 10 list for childhood *obesity* (肥胖), officials said.

Doctors at Children's Healthcare of Atlanta, the largest children healthcare organization in the United States, said they treat patients in their Health4Life Clinic as young as age 3 for *complications* (并发症) 26 to obesity.

The healthcare system's officials said it began its Strong4Life in early 2011, a large-scale public awareness 27, along with programs and partnerships to 28 kids and their parents. The first phase of the campaign, the "warning" ads, was designed to raise awareness and 29 conversation about childhood obesity.

"A 30 finding in the research is that while 96 percent of respondents viewed childhood obesity as a somewhat or very serious problem, only 28 percent of parents of an obese child considered their child overweight or obese, and only 36 percent were 31 about their child's weight," Dr. Richard Lutz of the University of Florida's Warrington College of Business Administration said in a statement.

“This 32 disconnect, known as the ‘perceived personal immunity’ effect, has been 33 for issues such as being 34 affected by lung cancer, skin cancer and AIDS.”

The program also included training more than 1,000 healthcare providers, nurses and dietitians to discuss obesity with their patients; going to more than 100 schools to share with children the importance of healthy eating and physical 35 and educating more than 430 daycare centre staff to use Strong4Life tool kits to teach healthy habits at an early age.

- | | | |
|----------------|----------------|---------------|
| A) activity | F) documented | K) practice |
| B) apparent | G) easily | L) reach |
| C) campaign | H) fatal | M) related |
| D) concerned | I) immediately | N) remarkable |
| E) contributed | J) interact | O) spark |

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**.*

A Best Friend? You Must Be Kidding

- A) From the time they met in kindergarten until they were 15, Robin Shreeves and her friend Penny were inseparable. They rode bikes, played kickball in the street, swam all summer long and listened to music on the stereo. They told each other secrets like which boys they thought were cute, as best friends always do.
- B) Today, Ms. Shreeves, of suburban Philadelphia, is the mother of two boys. Her 10-year-old has a best friend. In fact, he is the son of Ms. Shreeves’s own friend, Penny. But Ms. Shreeves’s younger son, 8, does not. His favorite playmate is a boy who was in his preschool class, but Ms. Shreeves says that the two don’t get together very often because scheduling play dates can be complicated; they usually have to be planned a week or more in advance. “He’ll say, ‘I wish I had someone I can always call,’ ” Ms. Shreeves said.
- C) One might be tempted to feel some sympathy for the younger son. After all, from Tom Sawyer and Huck Finn to Harry Potter and Ron Weasley, the childhood “best friend” has long been romanticized in literature and pop culture—not to mention in the sentimental memories of countless adults.
- D) But increasingly, some educators and other professionals who work with children are asking a question that might surprise their parents: Should a child really have a best friend?
- E) Most children naturally seek close friends. In a survey of nearly 3,000 Americans aged 8 to 24 conducted last year by Harris Interactive, 94 percent said they had at least one close friend. But the classic best-friend bond—the two special pals who share secrets and exploits, who attract each other on the playground and who head out the door together every day after school—signals potential trouble for school officials intent on discouraging anything that hints at exclusivity, in part because of concerns about *cliques* (帮派) and bullying.
- F) “I think it is kids’ preference to pair up and have that one best friend. As adults—teachers and counselors—we try to encourage them not to do that,” said Christine Laycob, the director of counseling at Mary Institute and St. Louis Country Day School in St. Louis. “We try to talk to kids and work with them to get them to have big groups of friends and not to be so possessive about friends.” “Parents sometimes say Johnny needs that one special friend,” she continued. “We say he doesn’t need a best friend.”
- G) For many child-rearing experts, the ideal situation might well be that of Matthew and Margaret Guest, 12-year-old twins in suburban Atlanta, who almost always socialize in a pack. One typical Friday afternoon, about 10 boys and

girls filled the Guest family backyard. Kids were jumping on the *trampoline* (蹦床), shooting baskets and playing hide-and-seek. Neither Margaret nor Matthew has ever had a best friend. “I just really don’t have one person I like more than others,” Margaret said. “Most people have lots of friends.” Matthew said he considers 12 boys to be his good friends and he sees most of them “pretty much every weekend”. Their mother, Laura Guest, said their school tries to prevent bullying through workshops and posters. And extracurricular activities keep her children group-oriented—Margaret is on the swim team and does gymnastics; Matthew plays football and baseball.

- H) As the calendar moves into summer, efforts to manage friendships don’t stop with the closing of school. In recent years Timber Lake Camp, a co-ed sleep-away camp in Phoenicia, N. Y., has started employing “friendship coaches” to work with campers to help every child become friends with everyone else. If two children seem to be too focused on each other, the camp will make sure to put them on different sports teams, seat them at different ends of the dining table or, perhaps, have a counselor invite one of them to participate in an activity with another child whom they haven’t yet gotten to know. “I don’t think it’s particularly healthy for a child to rely on one friend,” said Jay Jacobs, the camp’s director. “If something goes wrong, it can be devastating. It also limits a child’s ability to explore other options in the world.”
- I) But such an attitude worries some psychologists who fear that children will be denied the strong emotional support and security that comes with intimate friendships. “Do we want to encourage kids to have all sorts of superficial relationships? Is that how we really want to rear our children?” asked Brett Laursen, a psychology professor at Florida Atlantic University whose specialty is peer relationships. “Imagine the implication for romantic relationships. We want children to get good at leading close relationships, not superficial ones.” Many psychologists believe that close childhood friendships not only increase a child’s self-esteem and confidence, but also help children develop the skills for healthy adult relationships—everything from empathy, the ability to listen and console, to the process of arguing and making up. If children’s friendships are designed and cleaned by adults, the argument goes: How is a child to prepare emotionally for both the affection and rejection likely to come later in life?
- J) “No one can teach you what a great friend is, what a fair-weather friend is, what a betraying friend is except to have a great friend, a fair-weather friend or a betraying friend,” said Michael Thompson, a psychologist who is an author of the book *Best Friends, Worst Enemies: Understanding the Social Lives of Children*. “When a teacher is trying to tone down a best-friend culture, I would like to know why,” Dr. Thompson said. “Is it causing misery for the class? Or is there one girl who does have friends but just can’t bear the thought that she doesn’t have as good a best friend as another? That to me is normal social pain. If you’re intervening in the lives of kids who are just experiencing normal social pain, you shouldn’t be.”
- K) Schools insist they don’t intend to break up close friendships but rather to encourage courtesy, respect and kindness to all. “I don’t see schools really in the business of trying to prevent friendships as far as they are trying to give students an opportunity to interact socially with other students in a variety of different ways,” said Patti Kinney, who was a teacher and a principal in an Oregon middle school for 33 years and is now an official at the National Association of Secondary School Principals.
- L) Still, school officials admit they watch close friendships carefully for adverse effects. “When two children discover a special bond between them, we honor that bond, provided that neither child overtly or covertly excludes or rejects others,” said Jan Mooney, a psychologist at the Town School, a nursery through eighth grade private school on the Upper East Side of Manhattan. “However, the bottom line is that if we find a best friend pairing to be destructive to either child, or to others in the classroom, we will not hesitate to separate children and to work with the children and their parents to ensure healthier relationships in the future.”
36. Some psychologists believe that close friendships can offer strong emotional support and security.
37. Ms. Shreeves’s younger son does not play with his favorite playmate very often due to the complexity of scheduling

play dates.

38. Patti Kinney thinks that schools are not against close friendships but trying to help kids socialize with all fellow students.
39. For school officials, the best-friend bond can be troublesome partly because it may result in cliques or bullying.
40. According to Dr. Thompson, kids should experience for themselves normal social pain without the intervention of adults.
41. Christine Laycob believes that adults should discourage kids from being possessive about friends.
42. Brett Laursen encourages children to have close relationships rather than superficial ones.
43. Many child-rearing experts advocate that children socialize in a pack like Matthew and Margaret.
44. If an intimate friendship brings about adverse effects, school officials will take measures to separate the intimate friends.
45. In Timber Lake Camp, campers are prevented from relying on one friend too much.

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.

Clues suggesting that Quasimodo, the tragic hero of Victor Hugo's novel *The Hunchback of Notre Dame*, is based on a historical figure have been uncovered in the memoirs of Henry Sibson, a 19th-century British sculptor who was employed at the cathedral at around the time the book was written and who described a *hunchbacked* (驼背的) stonemason also working there.

The documents were acquired by the Tate Archive in 1999 after they were discovered in the attic of a house in Cornwall. However, the references to a "hunchbacked sculptor" working at Notre Dame were just discovered, as the memoirs were catalogued ahead of the archive's 40th anniversary this year.

The seven-volume memoirs documented Sibson's time in Paris during the 1820s, when he was employed by contractors to work on repairs to Notre Dame Cathedral. In the course of work, he met with Trajan, a carver under the government sculptor whose name he forgot, all that he knew was that he was hunchbacked and he did not like to mix with carvers. In a later entry, Sibson again mentioned the sculptor, this time recalling his name as "Mon. Le Bossu". Le Bossu is French for "the hunchback".

Adrian Glew, the Tate archivist, who made the discovery, said: "When I saw the references to the hunchbacked sculptor at Notre Dame, and saw that the dates matched the time of Hugo's interest in the Cathedral, the hairs on the back of my neck rose and I thought I should look into it."

Hugo began writing *The Hunchback of Notre Dame* in 1828 and the book was published three years later. He had a strong interest in the restoration of the Cathedral, with architecture features as a major theme in the book. Hugo publicly opposed the original *neoclassical* (新古典主义的) scheme for Notre Dame's restoration led by the architect Etienne-Hippolyte Godde—the same scheme which Sibson describes Le Bossu and Trajan working on—favoring a more Gothic style for the cathedral. The publication of *The Hunchback of Notre Dame* in 1831, which made Hugo one of France's most acclaimed authors, was widely credited with prompting the Gothic restoration of the Cathedral in 1844, designed by the architect Eugene Viollet-le-Duc, which Hugo had championed.

Professor Sean Hand, the head of the Department of French Studies at the University of Warwick, and an expert on Hugo, said: "It is a fascinating discovery. Many scholars have tried to link Quasimodo's deformities with certain medical conditions, but I have never seen any reference to a historical character that he may have been based upon. It

sounds entirely plausible, and if Hugo was indeed inspired by this deformed stonemason at Notre Dame, it further renews our appreciation of his amazing imaginative powers to take details from real life and weave them into magical literature.”

46. What has been found in the memoirs of Henry Sibson?
- A) The background information of the 19th-century France.
 - B) The imagination and mythical creation of Victor Hugo.
 - C) The real-life inspiration behind the deformed Quasimodo.
 - D) The private life and associations of Victor Hugo.
47. When did people discover the references to the hunchbacked sculptor working at Notre Dame?
- A) After the documents were discovered in the attic of a house in Cornwall.
 - B) After the documents were acquired by the Tate Archive in 1999.
 - C) Long before the ceremony of the Tate Archive’s 40th anniversary.
 - D) Just as the staff catalogued the memoirs before the ceremony of the Tate Archive’s 40th anniversary.
48. What made Adrian Glew look into the memoirs?
- A) The appearance of the carver Trajan.
 - B) The restoration of Notre Dame.
 - C) The mention of working with government sculptors.
 - D) The same dates as the time of Hugo’s interest in Notre Dame.
49. The publication of *The Hunchback of Notre Dame* was thought to result in _____.
- A) the Gothic restoration of Notre Dame in 1844
 - B) the neoclassical restoration of Notre Dame
 - C) the championship of Eugene Viollet-le-Duc
 - D) the reputation of Le Bossu’s and Trajan’s work
50. How does Professor Sean Hand think of the discovery?
- A) It needs further evidence to prove the relationship.
 - B) It sounds reliable with regard to the story.
 - C) It is significant for estimating Hugo’s life.
 - D) It is an appreciative effort but may draw no valuable conclusions.

Passage Two

Questions 51 to 55 are based on the following passage.

Everyone remembers the whitewashing scene in *The Adventures of Tom Sawyer*. But how many recall the scene that precedes it? Having escaped from Aunt Polly, Tom is teaching himself to whistle when he spies a “newcomer” in his village—a newcomer with “a citified air”. They quarrel and wrestle in the dirt. Tom wins the battle but returns home late and is thus commanded to whitewash the famous fence.

After this incident, the reader’s sympathies are meant to lie with Tom. But imagine how a boy like Tom Sawyer would be regarded today. As far as I can tell, that fight is not just “inappropriate behavior”, to use current educational terminology (术语), but is also one of the many symptoms of “oppositional defiant disorder” (ODD), a condition that Tom manifests throughout the book. And Tom is not merely ODD; He clearly has attention deficit hyperactivity disorder (ADHD) as well, judging by his inability to concentrate in school.

In fact, Tom manifests many disturbing behaviors. He blames his half-brother for his poor decisions, demonstrating an inability to take responsibility for his actions. He provokes his peers, often using aggression. He deliberately ignores rules and demonstrates defiance toward adults. He is frequently dishonest, at one point even pretending to be dead. Worst of all, he skips school—behavior that might, in our time, lead him to be diagnosed with conduct disorder.

I am not being entirely sarcastic here; I have reread “Tom Sawyer” several times in recent years, precisely because Twain draws such fascinating portraits of children whose behavior is familiar, even if we now describe it

differently. As a mother of boys, I find this weirdly reassuring: Although ADHD and ODD are often dismissed as recently “invented” disorders, they describe personality types and traits that have always existed. A certain kind of boy has always had trouble paying attention in school.

But if the behavior or actions of the children and the parents are familiar, the society surrounding them is not. Tom Sawyer turns out fine in the end. In 19th-century Missouri, there were still many opportunities for impulsive kids who were bored and *fidgety* (坐立不安的) in school: The very qualities that made him so tiresome—curiosity, hyperactivity, recklessness—are precisely the ones that get him the girl, win him the treasure and make him a hero.

Nothing like that is available to children who don’t fit in today. Instead of striking out into the wilderness, they get sent to psychologists and prescribed medication—if they are lucky enough to have parents who can afford that sort of thing. Every effort will be made to help them pay attention, listen to the teacher, stop picking fights in the playground. Nowadays, there aren’t any other options.

51. Tom Sawyer’s behavior makes him in current educational terminology _____.
A) a boy of sympathetic disorder
B) a boy of oppositional defiant disorder
C) a kid of attention deficiency disorder
D) a sufferer from concentration disorder
52. From what can we conclude that Tom Sawyer is a child of conduct disorder?
A) He avoids responsibility.
B) He skips school.
C) He provokes his peers.
D) He defies his teachers.
53. How did the author feel when she reread *The Adventures of Tom Sawyer*?
A) The portrait of Tom was extremely ironical.
B) Schooling was fascinating but troublesome.
C) She was familiar with and interested in the life of Tom’s time.
D) She took strange comfort from Twain’s description.
54. What may happen to a kid like Tom Sawyer in contemporary society?
A) He may have many opportunities to achieve something.
B) He may turn out quite well with no problematic behavior.
C) He may get sent to psychologists and prescribed medication.
D) He may change the notion of many adults about children.
55. The passage is mainly about _____.
A) an introduction to *The Adventures of Tom Sawyer* by Mark Twain
B) Tom Sawyer and today’s children: the same behavior, different treatment
C) some truth about ODD and ADHD—speaking from Tom Sawyer
D) an analysis of Tom Sawyer’s personalities in contemporary pedagogy

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**.

中国将削减煤炭消费量,以减少空气污染。关于有效利用煤炭的 2015~2020 年行动计划表明了中国使用绿色能源的努力和目标。减少煤炭消费量将涉及淘汰落后产能(outdated production capacity),并使用更清洁的能源,如核能、风能和太阳能。该行动计划的亮点是利用财政和金融政策,通过注入更多的资金与污染作斗争,促进煤炭消费量的削减。中国的目标是,到 2030 年,非化石能源份额达到 20%。