

Model Test One

Part I

Writing

(30 minutes)

Directions: For this part, you are allowed 30 minutes to write an essay on *how to be a civilized tourist*. You are required to 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) It has caused the death of at least 10 more children this week.
B) It has claimed 73 lives so far for the season.
C) It is as widespread as the 2009 epidemic.
D) It has caused a serious epidemic in the US.
2. A) Doctors haven't found out the virus causing the flu yet.
B) The current vaccine doesn't work well against the dominant virus.
C) The flu has run out of control and circulated around the world.
D) People haven't realized the seriousness of the flu yet.
3. A) The workaholics.
B) The alcoholics.
C) Those who lack physical exercise.
D) Pregnant women.
4. A) Take antiviral medicines.
B) Stay indoors.
C) Drink more warm water.
D) Be hospitalized immediately.

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

5. A) Most of them are poor at numeracy.
B) Most of them have no customer awareness.
C) Many of them are unqualified for thriving in the workplace.
D) Many of them have no clear occupational planning.
6. A) Making training plans for employees in her company.
B) Recruiting young qualified graduates for her company.
C) Doing remedial training for new employees in her company.
D) Running numeracy lessons for employees in her company.
7. A) Offering high-qualified teaching.
B) Developing students' numeracy skill.
C) Helping students achieve all-round development.
D) Being strict with students' academic achievement.

8. A) The poor teaching quality of schools nowadays.
B) The decreasing number of graduates nowadays.
C) The reduction of cost in business payroll nowadays.
D) The reduction of funding for further education nowadays.

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) They had declined for almost two decades. C) They had declined for five years.
B) They had risen for almost two decades. D) They had risen for five years.
10. A) It did not examine teens' use of smartphones.
B) It involves many other possible influencing factors.
C) It proves the serious influence of social media on teen suicide.
D) It provides weak evidence for social media influencing teen suicide.
11. A) They are the main factors influencing teen suicide.
B) They are being unfairly criticized.
C) Kids should be forbidden to use them.
D) Kids' use of them should be reasonably limited.

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

12. A) Stop selling energy drinks to customers under 16.
B) Ask customers to present their IDs when buying soft drinks.
C) Announce new energy drink restrictions.
D) Reduce the number of soft drinks containing caffeine.
13. A) They were first announced last year. C) They are caused by a nationwide soda tax.
B) They are a voluntary measure. D) They will end at the beginning of March.
14. A) Because they contain too much sugar. C) Because the additives contained are bad to health.
B) Because their nutrition value is exaggerated. D) Because the caffeine contained can prevent sleep.
15. A) Because supermarket chains will not follow the rules.
B) Because kids might lie about their age.
C) Because energy drinks are still available in small stores.
D) Because customers do not support them.

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 18 are based on the recording you have just heard.

16. A) How to control emotions in daily life. C) How to study grammar efficiently.
B) How to think and act optimistically. D) How to deal with emotions under pressure.
17. A) By advising yourself to think in different perspectives.
B) By slowing down your reaction to stress gradually.
C) By keeping a psychological distance between you and your emotions.
D) By distracting you from the thing that makes you stressful.

18. A) His own experience of being nervous during a flight.
 B) His desire as a mental health expert to help patients.
 C) His failure in curing people suffering from depression.
 D) His new strategies for controlling emotions under pressure.

Questions 19 to 22 are based on the recording you have just heard.

19. A) Two. B) Four. C) Six. D) Twelve.
20. A) The ability to cope well with long-term mental and emotional problems.
 B) The ability to collect the needed information from the space.
 C) The ability to make maps of the planets being studied.
 D) The ability to adapt well to the living structure in the space.
21. A) It takes 20 minutes for a radio signal to travel from Mars to Earth.
 B) It is a method of training the crew members' patience.
 C) It takes 20 minutes to prepare for communications.
 D) It is essential for making sure the content of communications is clear.
22. A) The one in Hawaii includes women research subjects.
 B) The one in Hawaii is conducted in a special structure.
 C) The one in Hawaii lasts for nearly three years.
 D) The one in Hawaii provides an environment most like Mars.

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

23. A) Having a good start every day. C) Having a sense of direction.
 B) Having strong self-confidence. D) Having specialist knowledge.
24. A) Our brains and muscles have just had enough rest during the night.
 B) People who rise early in the morning have a clear head.
 C) Our willpower and attention span are strongest in the morning.
 D) People are influenced by the saying "The early bird gets the worm."
25. A) It helps us review our mistakes. C) It helps us set our goals.
 B) It helps us make full use of our time. D) It helps us get prepared.

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.

Intelligence makes for better leaders—from undergraduates to executives to presidents—according to multiple studies. It certainly makes sense that handling a market shift or legislative *logjam* (僵局) 26 cognitive *oomph* (活力). But new research on leadership suggests that, at a certain 27, having a higher IQ stops helping and starts hurting.

Although 28 research has shown that groups with smarter leaders perform better by objective measures, some studies have hinted that followers might 29 view leaders with supreme intellect as less effective. Decades ago Dean Simonton, a psychologist at the University of California, Davis, proposed that brilliant leaders' words may simply go over people's heads, their solutions could be more 30 to implement and followers might find it harder to relate to them.

The researchers looked at 379 male and female business leaders in 30 countries, across fields that included

banking, retail and technology. The managers took IQ tests and each was rated on leadership style and effectiveness by an average of eight co-workers. IQ positively correlated with ratings of leader effectiveness, strategy formation, vision and several other 31—up to a point. The ratings peaked at an IQ of around 120, which is higher than roughly 80 percent of office workers. Beyond that, the ratings 32.

The researchers suggest that the right interpretation of the finding would be that it 33 a need to understand what high-IQ leaders do that leads to lower perceptions by followers. Leaders should use their intelligence to generate creative metaphors that will persuade and 34 others—the way former US President Barack Obama did. The only way a smart person can signal their intelligence 35 and still connect with the people is to speak in *charismatic* (有超凡魅力的) ways.

A) appropriately	F) decreased	K) requires
B) characteristics	G) highlights	L) significant
C) complicated	H) inspire	M) stage
D) continuously	I) point	N) subjectively
E) declined	J) previous	O) transcend

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**.*

Inequality Quantified: Mind the Gender Gap

- A) Female scientists have made steady gains in recent decades, but they face persistent career challenges. US universities and colleges employ far more male scientists than female ones and men earn significantly more in science occupations.
- B) As an aspiring engineer in the early 1970s, Lynne Kiorpes was easy to spot in her undergraduate classes. Among a sea of men, she and a handful of other women made easy targets for a particular professor at Northeastern University in Boston, Massachusetts. On the first day of class, “he looked around and said ‘I see women in the classroom. I don’t believe women have any business in engineering, and I’m going to personally see to it that you all fail.’” He wasn’t bluffing. All but one of the women in the class ultimately left engineering; Kiorpes went on to major in psychology. Such *blatant* (公然的) sexism is almost unthinkable today, says Kiorpes, now a neuroscientist at New York University. But Kiorpes, who runs several mentoring programmes for female students and postdoctoral fellows, says that subtle bias persists at most universities. And it drives some women out of science careers.
- C) By almost any metric, women have made great gains in closing the scientific gender gap, but female scientists around the world continue to face major challenges. According to the US National Science Foundation, women earn about half the doctorates in science and engineering in the United States but comprise only 21% of full science professors and 5% of full engineering professors. And on average, they earn just 82% of what male scientists make in the United States—even less in Europe. Scientific leaders say that they continue to struggle with ways to level the playing field and encourage more women to enter and stay in science.
- D) One of the most persistent problems is that a *disproportionate* (不成比例的) fraction of qualified women drop out of science careers in the very early stages. A 2006 survey of chemistry doctoral students by the Royal Society of Chemistry in London, for example, found that more than 70% of first-year female students said that they planned a career in research; by their third year, only 37% had that goal, compared with 59% of males.
- E) Many experts say that a big factor driving this trend is the lack of role models in the upper divisions of *academia* (学术界), which have been slow to change. The Royal Society of Chemistry has found, for instance, that female chemistry students are more likely than males to express low self-confidence and to report dissatisfaction with

mentorship. Female students conclude consciously and unconsciously that these careers are not for them because they don't see people like them. That effect—the sense of not belonging—is very, very powerful. The attrition continues at later stages. In biology, for example, women comprised 36% of assistant professors and only 27% of tenure candidates in a 2010 study by the US National Research Council. “We're not talking about a lack of talent here. Part of the story is that women leave earlier.”

- F) Many of the UK chemistry students viewed research as an all-consuming attempt that was incompatible with raising a family. Meeting the demanding schedule of academic research can seem dispiriting for both mothers and fathers. But family choices seem to weigh more heavily on the career goals of women.
- G) It is found that male and female postdocs without children are equally likely to decide against research careers, each leaving at a rate of about 20%. But female postdocs who become parents or plan to have children abandon research careers up to twice as often as men in similar circumstances. Furthermore, women who do become faculty members in astronomy, physics and biology tend to have fewer children than their male colleagues—1.2 versus 1.5, on average—and also have fewer children than they desire.
- H) In response to these concerns, many universities have taken steps to establish family-friendly policies such as providing child-care assistance and extending tenure clocks for new parents. Shirley Tilghman, president of Princeton University in New Jersey, believes that such initiatives provide crucial support for women, but that other solutions are still needed. “I don't think there's a single obstacle,” she says. “I think there's a whole series of phenomena that add up.”
- I) At Yale University in New Haven, Connecticut, microbiologist Jo Handelsman is one of many researchers who think that gender discrimination continues to be a significant part of the problem. In a much-talked-about experiment last year, her team showed that science faculty members of both sexes exhibit unconscious biases against women. Handelsman's group asked 127 professors of biology, chemistry and physics at 6 US universities to evaluate the CVs of two *fictitious* (虚构的) college students for a job as a laboratory manager. The professors said they would offer the student named Jennifer US\$ 3,730 less per year than the one named John, even though the CVs were identical. The scientists also reported a greater willingness to mentor John than Jennifer.
- J) Her findings match well with the results of a survey done in 2010 by the American Association for the Advancement of Science. Of the 1,300 or so people who responded, 52% of women said that they had encountered gender bias during their careers, compared with just 2% of men.
- K) Still, other concrete evidence of bias is hard to find. Some measures show female scientists outperforming male rivals in landing interviews and job offers early in their careers. The National Research Council study showed that women accounted for 19% of the interview pool and received 32% of job offers for tenure-track electrical-engineering positions. Women fared just as well as men in tenure evaluations, but female assistant professors in many disciplines seemed less likely to reach tenure consideration compared with men.
- L) Several groups, such as the UK Medical Research Council and biomedical research charity the Wellcome Trust, have since investigated their grant programmes and found negligible or very subtle effects of gender. The Canadian Medical Research Council found no differences in success rate in most of its research grant programmes, but reported lower success rates for women in some training grants. In the United States, women are slightly more successful than men in obtaining grants from the National Science Foundation, but the trend is reversed for the National Institutes of Health (NIH). The NIH also gives women smaller awards on average.
- M) Information provided to *Nature* by the NIH through a Freedom of Information Act request indicates that the percentage of women on review panels has improved marginally over the past decade, from 25% in 2003 to 30% in 2012. Those figures roughly parallel the percentage of women applying for and receiving grants in that time.
- N) The inequalities also extend to salaries. In the European Union, female scientists earned on average between 25% and 40% less than male scientists in the public sector in 2006. Although the average pay gap is smaller in the United States, the *disparity* (不平等) is particularly large in physics and astronomy, where women earn 40% less than men. For young academic scientists, however, those differences may be fading. The National Research Council found an 8% pay gap at the level of full science and engineering professors but no significant differences

among junior faculty members. Some experts argue, however, that the salary gap may reflect other continued trends, such as the fact that a disproportionate share of women move into non-tenure positions or faculty jobs at lower-status universities.

- O) Tilghman says that Princeton and many other universities have grown increasingly conscious of the need to track and rectify gender gaps in salary and other institutional support. “Absolutely, it needs eternal *vigilance* (警惕),” she says. “But we’re in a much better place.”
36. Changes in the senior sectors of academia are emphasized to narrow the gender gap in science.
37. Many universities have adopted family-friendly policies in order to help women scientists out of the family-or-career dilemma.
38. The gender gap concerning scientific research grants is comparatively slight.
39. During the early 1970s, female students in science may encounter declared sexism that is unimaginable nowadays.
40. A Yale University research revealed unconscious prejudice against female students even among women faculty.
41. Despite the considerable progress that has been made, efforts are still needed for equal rights of women in the scientific community.
42. The phenomenon of unequal pay for female scientists exists in both the United States and EU countries.
43. It is problematic that a considerable proportion of women give up their scientific work in the initial phase.
44. Even though they perform better than their male rivals, female scientists can hardly obtain equal career development opportunities.
45. Compared with their male peers, female scientific workers are more likely to give up their research careers when they become parents or plan to get pregnant.

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.

A six-week-old infant who died some 11,500 years ago in central Alaska is now providing clues about how the Americas first came to be populated.

Genomic data from remains of the girl—named “Xach’itee’aanenh T’eede Gaay” (Sunrise Girl-Child) by the local indigenous community—broadly support a migration model that scientists have long argued for, while also revealing the existence of an ancient population previously unknown to science. The girl was a member of an ancient population that the report authors have named “Ancient Beringians”. Beringia is the name given to Alaska, Eastern Siberia, and the land bridge that periodically connected the two during the last ice age.

The findings suggest a revised family tree: a single ancestral Native American group split from East Asians about 35,000 years ago, before later splitting, some 20,000 years ago, into two distinct groups. One was the Ancient Beringians, and the other constituted the ancestors of modern-day Native Americans, who later split into northern and southern populations about 15,700 years ago.

“Trying to integrate these findings with what we know from *archaeology* (考古学) and *paleoecology* (古生态学) presents exciting new puzzles,” says Ben Potter, an *anthropologist* (人类学家) at the University of Alaska. “The peopling has been shown now to be more complex than we thought previously.” Scientists have sought ancient human remains from Beringia at the end of the last ice age, but Xach’itee’aanenh T’eede Gaay’s genome held a surprise: it was clearly Native American, but not from either of the two major modern Native American groups. It represented a population that diverged from that common ancestor.

All of this helps narrow down and strengthen the theories of just how those populations arrived in the Americas. But mysteries remain, including definitive answers about where and when some of these population splits occurred and which migration routes were used.

Researchers outline two possible models. In one scenario, which Dr. Potter favors since it matches well with archaeological data and paleoecological data, the split occurred in Northeast Asia, and the two separate populations later crossed over the land bridge prior to 15,700 years ago, when the Native American ancestors split again. In the other theory, the ancestral population had already arrived in Alaska or eastern Beringia by 20,000 years ago, and the split occurred there, with the second split into North and South American populations occurring south of the ice sheets. What happened to the Ancient Beringians? They might have died out, says Potter, or they could have been absorbed by Northern Native Americans who migrated back to the far North.

Researchers liken the puzzle to a murder mystery. “You read the book, and the author reveals new clues over the course of the book. Every time a new genome is analyzed and reported, it provides a new clue that’s making the pathway to uncover the real story that much clearer.”

46. What can we learn about the girl called “Xach’itee’aanenh T’eede Gaay”?
- A) She was found dead about six years old some 11,500 years ago.
 - B) She provided new clues for the study on the first American population.
 - C) She belonged to an ancient population that used to dwell in Beringia.
 - D) She migrated to central Alaska sometime during the last ice age.
47. Which of following is mentioned by Ben Potter as the “exciting new puzzles”?
- A) Whether Xach’itee’aanenh T’eede Gaay belonged to Native American groups.
 - B) How Xach’itee’aanenh T’eede Gaay’s population separated from major groups.
 - C) Why the two major Native American groups diverged from the common ancestor.
 - D) When the populations crossed over the land bridge and arrived in the Americas.
48. What can we infer from the two possible migration models?
- A) The first model seems to have acquired more support from research data.
 - B) The first split occurred about 15,700 years ago according to the second model.
 - C) The split of ancient Native Americans happened on the ice sheets in the first model.
 - D) The second model provides conclusive proof of the ending of the Ancient Beringians.
49. Researchers compare their study to a murder mystery as they share similarity in _____.
- A) the way of approaching the truth
 - B) the need to acquire new clues
 - C) the analysis of the course of books
 - D) the pursuit for the real story
50. What can be the best title of this passage?
- A) Debates Aroused by the Remains of Sunrise Girl-Child
 - B) New Puzzles About the Ancient Beringians to Be Solved
 - C) Two Possible Models of Native American Migration
 - D) Native American Family Tree Sprouts a New Branch

Passage Two

Questions 51 to 55 are based on the following passage.

Is science infinite? Can it keep giving us profound insights into the world forever? Or is it already bumping into limits? In his 2011 book *The Beginning of Infinity* physicist David Deutsch made the case for boundlessness. When I asked him about consciousness, he replied: “I think nothing worth understanding will always remain a mystery. And consciousness seems apparently worth understanding.”

At a meeting I just attended in Switzerland, “The Mystery of Human Consciousness,” another famous British physicist, Martin Rees, challenged Deutsch’s optimism. In that essay Rees calls *The Beginning of Infinity* “provocative and excellent” but disputes Deutsch’s central claim that science is boundless. Science “will hit the buffers (缓冲区) at some point,” Rees warns.

There are two reasons why this might happen. The optimistic one is that we clean up and understand certain areas (such as atomic physics) to the point that there’s no more to say. A second, more worrying possibility is that we’ll reach the limits of what our brains can grasp. There might be concepts, crucial to a full understanding of physical reality. Efforts to understand very complex systems, such as our own brains, might well be the first to hit such limits.

Perhaps complex collectives of atoms, whether brains or electronic machines, can never know all there is to know about themselves.

The riddle of consciousness is a synecdoche for the riddle of humanity. What are we, really? For most of our history, religion has given us the answer. Most modern scientists reject these religious explanations, but they cannot agree on an alternative. They have proposed a bewildering variety of answers to the question of what we really are.

Science will never resolve these disagreements and converge on a single, true theory of what we are, for two reasons. One is that we will never have a “consciousness meter,” an objective means of measuring consciousness in non-human things. The other is that we are too varying, too creative, to be captured by a single theory. Science itself keeps transforming us, with technologies as diverse as brain implants, genetic therapy and ideas as diverse as queer theory and integrated information theory. To be human means to be a work in progress.

Deutsch’s claim that science is infinite also has a contradiction at its core. He wants science to solve the deepest mysteries, like consciousness, and yet to have more mysteries to solve, forever. That is a radical assertion about the structure of nature, which to my mind reflects wishful thinking rather than hardheaded realism.

Deutsch is both wrong and right. He is wrong that science can solve every mystery, and especially consciousness. We will never understand, once and for all, who we are. But Deutsch is right that science is potentially infinite, if infinite means never-ending. It is precisely because we can never achieve total self-knowledge that we will keep seeking it forever.

51. Which of the following statements may David Deutsch agree with?
- A) The case study of physics should be unlimited. C) The puzzle of consciousness will be worked out.
B) The scientific mysteries are worth understanding. D) Science will finally hit a bottleneck somewhere.
52. The real reason for science to “hit the buffers” may be that _____.
A) science will inevitably experience its bottleneck period
B) the cognitive ability of humanity cannot be boundless
C) people are over-optimistic about the development of science
D) complicated systems are unable to be fully understood
53. According to the author, the riddle of consciousness _____.
A) has been properly worked out by religious theories
B) is made more perplexing by modern science
C) will be solved in science’s debate against religion
D) is the utmost challenge of human understanding
54. What does the author mean by saying “To be human means to be a work in progress.” (Line 5, Para.5)?
A) Human consciousness is hard to be measured. C) Humanity is working hard to make progress.
B) Human consciousness is forever advancing. D) Humanity is always changing and developing.
55. What does the author think of Deutsch’s point of view?
A) Partially acceptable. C) Somewhat groundless.
B) Completely irrational. D) Quite encouraging.

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**.

喝中国茶有两种方式:大碗茶给人一种随意的感觉;功夫茶(gongfu tea)则令人对茶道有所体会。功夫茶不是一种茶叶或茶的名字,而是一种极具传统文化特色的冲泡手艺,在中国古代被视为长生不老之药。人们叫它功夫茶是因为它的冲泡过程很注重茶壶、茶叶、水质甚至泡茶的工序、倒茶的动作与喝茶的方式。制作功夫茶主要使用的茶叶是乌龙茶(oolong tea),因为它能满足功夫茶色、香、味的要求。