Part I Listening

Section 1 LONG CONVERSATION

I

- 1. What are the speakers mainly discussing
 - A. What the gym pass is used for
 - B. How to try out for the swimming team
 - C. The popularity of the new exercise at the gym
 - D. The schedule of exercise classes at the gym
- 2.why does the woman's initial excitement turn to disappointment?
 - A. She is told that all swimming classes are full
 - B. She learns that she will have to pay extra for classes
 - C. She finds out that there are no swimming classes at her level
 - D. She thought all sports activities were supervised by coaches
- 3. what does the man imply about people who play sports in the gym?
 - A. They do not need an instructor to coach them
 - B. They do not usually take swimming classes
 - C. They must pay an extra fee to use the equipment
 - D. They do not need a gym pass
- 4. why does the woman make an appointment with the swimming instructor?
 - A. To find out when the pool is available
 - B. To apply for a job as assistant swim instructor
 - C. To complain about the gym's policy
 - D. To find out which swimming class she should take

П.

- 1.why does the professor want to see the student?
- A. To discuss the student's grade on a paper
- B. To invite the student to work on a committee
- C. To inform the student about a change in the class schedule
- D. To ask the student to become her research assistant
- 2.why does the student say he is interested in doing what the professor asks?
- A. He thinks it may help him provide his research skills
- B. He thinks it will enable him to get a better grade in the professor's class
- C. He thinks it may help him get into graduate school
- D. He thinks it will be good teaching practice for him
- 3.what will the applicants talk about?
- A. An academic interest they have
- B. Reasons why they deserve to be hired
- C. Their educational background
- D. The classes they hope to teach

4.why does the professor mention that one of the applicants will give a talk on a topic the student is particularly interested in?

- A. To see if the student would enjoy joining the applicant's research team
- B. To suggest that the student may not totally agree with what the applicant has to stay
- C. To persuade the student to come to talk on Friday
- D. To warm the student to focus on the applicant's teaching ability

III.

- 1. Why does the professor ask the man to come to her office?
- A. to check on the man's progress on a paper he is writing
- B. To show the man techniques for organizing his time
- C. To encourage the man to revise a paper he wrote
- D. To clarify her comments on a paper the man wrote
- 2. Why does the man hesitate before agreeing to the professor's request?
- A. He is not sure his effort would be successful.
- B. He feels overwhelmed by all his schoolwork
- C. He is unclear about what the professor wants his to do.
- D. He does not like to work on more than one assignment at a time.
- 3. What is the professor's main criticism of the man's paper?
- A. It included unnecessary information.
- B. It did not include enough examples to illustrate the main point.
- C. The main point was expressed too abstractly.
- D. The paper ignored a key historical fact.
- 4. Why does the professor suggest that the student change the introduction of his paper?
- A. To make it less repetitive
- B. To more clearly state the man's point of view.
- C. To correct spelling and grammar mistakes.
- D. To reflect changes made elsewhere in the paper.

IV.

- 1. What is the student's problem?
- A. He missed the tuition due date.
- B. He has not been paid.
- C. His bank lost his paycheck.
- D. His tuition payment got lost.
- 2. What happened at the payroll department?
- A. A new computer system was installed.
- B. Information was entered into the computer system correctly.
- C. Some employee information got lost.
- D. Paychecks were distributed for the wrong amount.
- 3. What does the woman imply about the people who work in the payroll office?
- A. They did not realize that they had a problem.
- B. They are rather disorganized.
- C. They had tried to contact the man several times.

- D. They prefer to process checks manually.
- 4. What will the student probably need to do to get paid?
- A. Talk to the person who hired him.
- B. Go to the payroll department.
- C. Call the director of the payroll department.
- D. Resubmit the payroll paperwork.
- 5. How does the student's attitude change during the conversation?
- A. From annoyed to appreciative.
- B. From frustrated to excited.
- C. From surprised to frustrated.
- D. From appreciative to surprised.

Section 2 COMPOUND DICTATION

PASSAGE I

Nearly one fourth of the world's population, some 1.8 billion people, are between the ages of	10 and 24,
according to the United Nations 2014 State of World Population Report. (1)	, young
people are often overlooked, shut out of the decision making process, and (2)	
"This tendency cries out for urgent correction," states the report, "because it impe	rils (危及)
youth as well as economies and societies at large."	
There is (3) poverty and low investment in the well-being and deve	lopment of
young people. "In most countries, their numbers compound challenges in escaping violence,	in finding
dignified work, or in (4) and youth-friendly health services, including re-	productive
health and family planning services," notes the report. And this in turn feeds the (5)	
cycle of poverty.	
The report points out that nine out of ten young people live in less developed countries, where	schooling
and jobs are scarce. Many lack access to reproductive health information and services. U.S.	. Assistant
Secretary for Population, (6) and Migration Anne Richard, who sp	oke on the
release of the report, emphasized that these are services young people need to preserve their of	
and even save their own lives.	
Too many girls, about 39,000 every day, are subjected to early and forced marriage. Some of	these child
brides are as young as eight. As Assistant Secretary Richard pointed out, the (8)	of
early marriage and young people's unmet need for contraceptives can be	e grave.
	nd while
HIV fatalities for other age groups are falling, among adolescents, they are rising."	
The United States strongly supports the report's recommendations, including stopping early	and forced
marriage, adolescent pregnancies and harmful practices such as female genital mutilation (割除);	
access to reproductive health care for the young; preventing gender-based violence; promoting equa	
for girls, and improving young people's employment opportunities.	1 0 0 0 0 0 0 0 0 0 1
"We now know just how much is at stake. Not only the risks of failure, but the enormous bendered the state of	efits within
reach with the right mix of enlightened policies and effective programs," said Assistant	
Richard. "Young people deserve the chance to pursue their dreams and to the	•
ready people describ the chance to pursue that exemple the	."
PASSAGE II	
When it comes to 1 aid, of the great achievements of the past quarter century is the fac	t that since
the early 1990s, the number of 2has dropped by just short of half, from 2	
to 12.9 percent.	olo percent
to 1217 percenti	
But the improvement, though 3, has been uneven, with great regional differences. In	fact_some
areas, many of them suffering from overpopulation, conflict or and 4.	
actually gotten worse.	nave
So, in developing the Office of Food for Peace's Food Assistance and Food Security Strategy f	or the nevt
5, the U.S. Agency for International Development, or US	
	AID, 0.
and even failures of the past 25 years.	
"One of the more every first and arrive arrive and arrive arrive and arrive arrive and arrive	
"One of the more successful ways food assistance programs can 7chronic hunger and po	
looking beyond food," wrote Dina Esposito, Director of USAID's Office of Food for Peace in a	
post. This means 8 and asking the right questions, such as how c	nd tamilies

feed their families, or were they able to sell crops too? What were the causes ofmalnutrition in the communities?
9
USAID's Office of Food for Peace is working to achieve that goal through a
two-pronged (部分) approach. One works to meet immediate needs and strengthen capacities that protect and enhance lives and livelihoods. The other works to # local systems for longer-term sustainability in key areas impacting food security.
"There is unprecedented consensus that building the resilience of # communities, including their #, is key to our larger goals of ending extreme poverty, enhancing stability and spurring economic growth," wrote Director Esposito.
—to improve and sustain the food and nutrition security of vulnerable populations."
PASSAGE III
The world is getting smaller. And as ever more people travel across continents, an 1 disease threat anywhere can be a threat everywhere. 2, a pathogen can travel around the globe to major cities in as little as 36 hours. This means that when a deadly disease, such as the avian flu for example, 3 from a rural location where people and animals live in close contact, it can quickly move to cities, and from there be carried around the world within hours. 4, one or two carriers of a highly infectious disease can cause a 5 or even an epidemic within days.
Prevention is the first line of defense against deadly diseases. To 6
to prevent, detect, and respond to infectious diseases.
On November 4th, President Barack Obama signed an executive order which cements the Global Health Security Agenda as a national priority and affirms the United States' commitment to achieving the protections that Global Health Security Agenda makes possible. "10
," states the document.

earn incomes to put food on the table? How much food did families produce on their land -- only enough to

"The comprehensive framework the Obama Administration is launching with this executive order," wrote USAID Assistant Administrator for Global Health, Dr. Ariel Pablos Mendez, "will have a far-reaching impact on our ability to partner with new sectors to prevent, detect and respond to epidemic threats; leverage the full power and leadership of the U.S. Government for this effort; and move us closer to achieving the vision of a world safe and secure from infectious disease threats.

PASSAGE I

- 1. How do customers pay for the items they've taken from the shelves in Amazon trailing stores?
- 2. What does Amir Sajed believe will replace credit cards in the future?
- 3. What is the potential thread to currency like Litecoin?4. What currency is used in the movie In Time?
- 5. What are the signs that bartering is **making a comeback** in today's world of modern technology?

PASSAGE II

- 1. What is it challenging to predict the effects of the new chemical on the user's body?
- 2. Except the cases of overdose death, what are also increasing?
- 3. How do transnational criminal organizations operate their business?
- 4. According to Luis Arreaga, what's the problem about the international architecture set up to treat drug abuse and control the spread of those substances?

5. Mr. Arreaga suggested four measures for the international community to do	together. Teny
A:	;
B: we must share information on new substances across borders	
C:	

D: we must continue to use the international illicit drug control treaties to defend against the most prevalent and dangerous substances.

PASSAGE III.

- 1. Why do we observe International World Water Day?
- 2. What harms may lack of access to clean water do to people?
- 3. What harms can Contaminated water and poor sanitation do on very young children?
- 4. What lifelong effects may diarrhea have on children?
- 5. What is this year's theme for the United Nations World Water Day?

PART II READING

SECTION 1 BANKED CLOZE

Directions: In this section, you will read 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. Read the passage through carefully before making your choices. You may not use any of the words in the bank more than once. Please write your answers on your **ANSWER SHEET**.

Attention: You can change the forms of the words in the word bank where necessary.

Exercise One

connect	counterpart	race affluent	compare	derive	
decrease deduction	deprivation conclude	peer	assign underlying	determine assess	

A name might tell you something about a person's background. Names can be signifiers(示意的符号) of class and race. Data show African Americans are far more likely than other (1) ______ groups to give their children uncommon names. White people tend to favor more familiar names that were formerly popular

with more (2) white people.
The new study purports (声称) to show a link between name and outcome of life: The more unpopular
your name, the more likely you are to land in juvenile hall. That's because we know that boys with uncommon
names are more likely to come from a socio-economically (3) background, which means that they
also are more likely to get involved with crime. Even the researchers readily admit that it's not a name alone
that affects a child's outcome, but rather the circumstance (4) the name.
The researchers first (5) a popularity score to boys' names, based on how often they showed up in
birth records in an undisclosed state from 1987 to 1991. Michael, the No. 1 boy's name, had a Popular Name
Index score of 100; names such as Malcolm and Preston had index scores of 1. The researchers then (6)
names of young men born during that time who landed in the juvenile justice system. They found
that only half had a rating higher than 11. By (7), in the general population, half of the names
scored higher than 20. "A 10% increase in the popularity of a name is associated with a 3.7% (8)
in the number of juvenile delinquents who have that name."
Still, the study theorizes (推測) that teenagers named Malcolm might also act out because their (9)
treat them differently or they just don't like their names. And since the study's release last week,
the name-crime (10) has been written or talked about in major media outlets.
Exercise Two
induce disruption contestant increase boost reduce inquire observe
participate account promise widespread explanation rule consistent
Where there's secondhand cigarette smoke, there's also an emotional firestorm. As exposure to cigarette
fumes 1) among nonsmokers, so does their risk of developing serious psychological distress
and of being hospitalized for mental ailments, a new study finds. These findings support the view, largely
based on animal studies, that nicotine administered in large enough doses can 2) sadness and
other negative moods.
"Our data are preliminary, but there is a strong possibility that the 3) association reflects a
causal link," Hamer says. Previous research suggests that nicotine alters mood by 4) immune
responses, stress-hormone regulation and the transmission of dopamine, a chemical messenger in the brain.
But little is known about nicotine's possible relationship to specific psychiatric disorders.
The link between nicotine exposure and mood held up after statistically 5) for participants'
social status, alcohol use, physical activity level, body mass index, chronic physical illness, and level of
psychological distress upon entering the study for mental illness.
Because of the 6) exposure to secondhand cigarette smoke, further research on its
relation to mental health is warranted, Hamer asserts. Despite Hamer's new evidence, scientists cannot 7)
out the possibility that people who experience especially stressful home and work lives are
also most likely to encounter secondhand smoke and to develop serious psychological problems, Lee remarks.
One 8) research direction would be to examine whether policies banning smoking in public
or on the job lead to 9) in depression and anxiety, he says.
Hamer's team studied 5,560 nonsmokers and 2,595 smokers, with average ages in the mid- to late 40s.
10) came from a nationwide Scottish sample surveyed in 1998 and 2003 about a variety of
health issues. Volunteers completed a 12-item questionnaire measuring psychological distress by inquiring
about sleep problems, general levels of happiness and symptoms of depression and anxiety experienced in the
previous month.
previous monus.

	impact	explore	halt	expand	aim	measurement	energy	previous	
	employ	switch	exploit	traditional	end	property	efficiency		
S	Synthetic f	ibers tend	to make	low quality cl	othing.	But one of the 1)	that ma	akes nylon a	poor
choice	e of fabric	for a shir	t, namely	its ability to a	attract a	nd retain dirt and s	stains, is being 2)	by a
_	-	_				achine uses no mor	_	ater to wash	each
load c	of fabrics a	ind uses m	uch less	3)	than co	nventional devices			
	-	_	-	_		e University of Lee	_		
						across. These are			
						a squirt (喷射) of			
		e water we	ts the clo	thes and the de	etergent	gets to work loose	ning the dirt. The	en the nylon	beads
mop i	•								
	•					urface of each wit		•	
						the temperature at	-		
			ıs (非结晶	晶的) structure	the di	rt is drawn into the	core of the bead,	, where it re	mains
	d in place.								
			_			ads, has a small slo			_
						through the slot; so			
						nelp dry the laundry		_	
						cos to test its system			tprint
						systems for washin			. 1
						at comme			
	-	_				ble to use the san			
		mey use washing mad		lau	nary sy	stems. Nylon may	be hasty to wear	r, but it scru	ios up
WCII I	iisiuc a wa	isiiiig iiiac	AIIIIC.						
Part 3	SEQUE!	VCING							
	_		ı. vou wil	l read a long r	passage	with six paragraph	hs removed. Plea	ise reorgani	ze the
			•		_	e a coherent passa		_	
_				.,		=			
(/		- I	F 1777						
Exerc	ise One								
				Bed	d Confe	essions			
BED.	It's somet	thing share	ed by me	n and women	in more	ways than one. Bl	ED, or Binge Eat	ting Disorde	r, has
becon	ne an emot	tional and	health co	ncern for men	across	the United States.	This eating disor	der, which a	ffects
more	than 1 m	illion me	n in Am	erica, has onl	ly recer	ntly been recogniz	ed by the Ame	rican Psych	niatric
Assoc	iation as a	disorder	of its own	n, that needs fu	ırther st	tudy.			
	1)								
I	But BED is	s more tha	n an occa	isional craving	g for a s	weet snack. At firs	t, eating may sati	isfy cravings	s. But
eventi	ually the e	ating beco	mes mor	e and more from	equent,	and higher in calo	ries and fat. This	overeating	leads
to fee	lings of se	lf-disgust	and guilt	, which may ca	ause a p	person to eat even r	nore.		
(2)								
	-		-		-	iatric Association	_	ic and Stati	istical
	-				_	e following five cri			
1			eating (暴食)episod	les. An	episode of binge e	ating is characte	erized by bo	oth of
	the follo	owing							

• eating an amount of food that is definitely larger than most people would eat in a similar amount

• a sense of lack of control over eating during the episode

of time under similar circumstances;

2) The binge eating episodes are associated with the following:

- eating much more rapidly than you usually would
- eating until you feel uncomfortably full
- eating large amounts of food when you don't physically feel hungry
- eating alone because of embarrassment at how much you are eating
- feeling disgusted with yourself, depressed, or very guilty after overeating
- 3) Binge eating causes emotional and physical stress or remorse.
- 4) The binge eating occurs, on average, at least two days a week for six months or more.
- 5) The binge eating is not followed by other inappropriate behaviors such as purging, fasting, excessive exercises and does not occur exclusively during episodes of other eating disorders, such as anorexia nervosa (神经性厌食症) or bulimia nervosa (神经性贪食症).

BED is a unique eating disorder, especially when it comes to men. While only 5% to 10% of people with anorexia and bulimia nervosa are male, it is estimated that BED affects a much greater proportion of men. According to Dr. Anne Becker of the Harvard Eating Disorders Center, "The ratio of females to males with this disorder is about 1.5 to 1.0 or about 40% men." Dr. Becker adds, "Binge eating disorder has become more recognizable by doctors as more attention is given to weight control in the clinical setting."

(3)
(4)
Unlike bulimia, where people eat and then purge, there is no counteraction to bingeing. Therefore, weigh
gain is a likely effect. As noted above, men with BED are often overweight to begin with. The effects of BE
on health include all the possible consequences of overweight or obesity—diabetes, hypertension, and hea
disease.
(5)
(6)

Treatment with medications such as antidepressants may be helpful for some individuals. Self-help groups also may be a source of support. Researchers are still trying to determine which method or combination of methods is the most effective in controlling binge eating disorder. The type of treatment that is best for an individual is a matter for discussion between the patient and his or her health care provider. Some organizations do provide professional and confidential treatment and information, such as the National Eating Disorders Organization, Overeaters Anonymous, and Males and Eating Disorders, etc..

A There are some common characteristics of men who have BED. Most are overweight, with a history of depression, low assertiveness, and poor self-esteem. Similar to all people with eating disorders, men with BED view themselves in a negative light and allow food to control their lives in order to compensate for their lack of control in other areas such as work or family matters.

B A typical binge may include eating anywhere from 1000 to 15000 calories at a time. In fact, it is not uncommon to actually have a "food hangover" the day following an especially large binge. The foods consumed are usually high in fat and are eaten in a relatively short period of time, putting an enormous amount of stress on the digestive and endocrine (內分泌的) systems. BED is different from the two other characteristic eating disorders, anorexia and bulimia. Anorexia is a condition of slow, self starvation; bulimia is a binging and vomiting syndrome.

C An ever more serious consequence is death. According to Dr. Ken Stephenson, a psychotherapist who specializes in treating males with eating disorders, "People with eating disorders have the highest mortality rate of all psychiatric patients." Isn't that a good enough reason to seek help now?

D Another common characteristic of men with BED is that they fail to address their own personal needs, and instead, turn to food. For these men, food can be a great sedative (镇静剂) and a means of suppressing feelings of anger, guilt, despondency, and sadness. Men with eating disorders tend to eat in private, not wanting to alert others to their habit. This increases the feelings of isolation and sadness, and creates another vicious cycle.

E Men with symptoms of BED need to seek treatment as soon as possible. The longer a person waits, the

greater the risk to their health. Treatment of the disorder generally includes cognitive-behavioral or interpersonal therapy performed by a licensed clinician. Cognitive-behavioral therapy teaches patients techniques to monitor and change their eating habits as well as to change the way they respond to difficult situations. Interpersonal psychotherapy helps people examine their relationships with friends and family and make changes in problem areas.

F Ninety-five percent of the U.S. population has cravings for "pleasure" or "comfort" foods. The other five percent crave alcohol, cigarettes, or some other addictive substance. Having cravings, and fulfilling them, is a natural human instinct.

Exercise Two

Video games level up life skills

When gamers band together to defeat a three-headed zombie dragon boss, they may not be thinking much about school or work. Still, they are likely building skills that will come in handy in the real world, a new study finds. Researchers in Scotland found that playing video games in a group can improve young adults' communication skills and resourcefulness. It also can make them better at *adapting* to new situations.

Sharpening those skills can help someone get a job or advance in a career. "Employers want you to think for yourself and adapt to changing situations," says Matthew Barr, who conducted the new study. He studies video games and gamer culture at the University of Glasgow in Scotland. He also played a lot of video games while growing up.

Barr wanted to know whether these gaming skills carry over into real life. So he recruited 16 university students to play eight different video games. The students played in a computer lab over an eight-week period. They could come and go whenever they wanted to, but each had to play for a total of 14 hours.

The games covered a variety of genres. For example, *Borderlands 2* is an action-packed role-playing game. Players work together to defeat enemies and collect loot. *Minecraft* is a game about gathering resources and constructing a world. *Portal 2* is a puzzle game that requires creative thinking. Six of the games in the study included ways for players to work together in the game itself. Two of the games were single-player only. But the students talked through these games as they played. So all of the games prompted conversation and cooperation.

Both before and after the study, students in both groups filled out three questionnaires about their real-life skills. One measured their communication skills, such as talking and listening. Another measured adaptability. This investigated how well people deal with changing situations. The third questionnaire looked at resourcefulness. This includes problem-solving and knowing when to ask for help.

3)	

4)
Barr's results appear in the October issue of Computers & Education.
Barr also interviewed the study participants about the experience. Several students told him that playing games on a team helped to not only break down their <i>anxieties</i> but also to build their confidence. In that sense, he believes sports and video games may build similar life skills. "It's kind of like joining the hockey team," he says.
5)
6)
Oliver also worries about the potential downsides to video gaming. For example, spending long periods staring into a screen without moving could lead to health problems. The violence in some games also concerns her.
Barr points out that other skill-building activities, such as traditional sports, aren't for everybody. Video games may be a more fun or effective way for certain students to gain the same kinds of skills. In his opinion, the study results are a perfect excuse to get your game on.
A) In contrast, fewer than half of the students in the control group improved their scores in each of the three areas.
B) Another group of students did not play any games at the lab. This was the <i>control group</i> . To understand the effect of a change in behavior, scientists must compare at least two groups. One or more groups will change their behavior. The control group, in contrast, makes no changes.
C) Beverley Oliver is an expert in education at Deakin University in Melbourne, Australia. She wasn't involved in the study. She isn't convinced that schools should add a video game room. "Playing games develops skills," she says. "This is no surprise." But that's not only true of video games. The game could just as easily be hopscotch or Monopoly, she notes. And there are other ways to sharpen the same life skills that might also improve with gaming.
D) From his own experience, Barr knows that video games demand quick thinking. "Games are always keeping you on your toes. You have to be able to figure out what to do if you're just dropped into a situation," he says. Multiplayer games also require good communication among players.
E) Barr thinks schools should have video games as extracurricular activities — just like sports. A school could set up a video game room, for example, or start a gaming club on campus.
F) Each questionnaire included a series of statements. Participants rated how true each statement seemed. One statement related to communication skill, for example, was "I feel nervous in social situations." A statement related to resourcefulness was, "When faced with a difficult problem, I try to approach its solution in a systematic way."

Barr found that after two months of playing video games regularly, students' scores on all three skills improved. Resourcefulness scores increased significantly for 81 percent of the gamers. Adaptability scores increased for 75

percent. And communication skills scores increased for 69 percent of gamers.