**Part I Writing (30 minutes)**

creation创造

Directions：For this part，you are allowed 30 minutes to write a short essay on creation. Your essay should include the importance of innovation and measures to be taken to encourage innovation/creation/invention. You are required to write at least 150 words but no more than 200 words.

参考范文：

   It is universally acknowledged that innovation refers to being creative, unique and different. In fact, today it is impossibly difficult for us to image a 21st century without innovation.  
　　We should place a high value on innovation firstly because innovative spirit can enable an individual to ameliorate himself, so he can be equipped with capacity to see what others cannot see, be qualified for future career promotion, and be ready for meeting the forthcoming challenges. What’s more, we ought to attach importance to the role played by innovation in economic advancement. Put it another way, in this ever-changing world, innovation to economic growth is what water is to fish. To sum up, if innovation misses our attention in any possible way, we will suffer a great loss beyond imagination.  
　　In order to encourage innovation, it is wise for us to take some feasible measures. For example, mass media should greatly publicize the significance of creative spirit and encourage the public to cultivate awareness of innovation. Besides, those who manage to innovate should be awarded generous prize. Though there is a long way ahead to go, I am firmly certain that the shared efforts will be paid off.  
【参考译文】  
  
　　众所周知创新意味着有创造力，独一无二和不同。事实上，今天我们已经很难想想一个没有创新的21世纪。  
　　我们应该重视创新首先是因为创新精神可以让一个人完善自身，这样他才能具备见他人所未见的能力，未来才有资格得到职业生涯的进步，才能做好准备迎接以后的挑战。另外，我们也应该重视创新在经济发展方面的作用。在这个多变的时代，创新对于经济增长就像水对于鱼一样重要。换言之，如果我们以任何可能的形式无视创新的重要性，我们将遭受非常巨大的损失。  
　　为了鼓励创新，应该采取一些且行之有效的措施。例如，大众传媒应该大力宣传创新精神的重要性，并且鼓励公众养成创新的意识。此外，对于那些想法设法进行创新的人要给予丰厚的奖励。虽然还有很长的路要走，但是我坚信大家共同付出的努力会得到回报。

**PartⅡ Listening Comprehension (30 minutes)**

**参考答案**

**Part III Reading Comprehension (40 minutes)**

　　选词填空

　　26.G hypotheses 假设

　　填名词，根据后面两个名词可知，这里一定填复数名词，即“好的科学基于假设、实验和方法论。”

　　27. C convincing 令人信服的

　　填形容词，“好的科学需要令人信服的理解、明确的解释和清晰的展示”

　　填形容词，意思与后文clear，consise为同义词。“好的科学需要令人信服的理解、明确的解释、简明的陈述”

　　28. A arena 舞台

　　填名词，“科学家愿意踏入公共的舞台(公众的视野)”。

　　29.B contextual

　　填形容词，与understandable并列，语义相同，即“语言是公众能根据上下文能理解的”

　　30.I incorporate 合并

　　填动词原形，to support… and to incorporate knowledges into…,incorporate into动词固定搭配。“把知识融入我们的公共交流中”

　　31.D devoted 奉献

　　填动词过去式。devote to固定搭配。“把17%的花费投入到研究和发展中”。

　　32.N reaping 获得

　　填现在分词。reaping decades of economic growth,“获得几十年的经济增长”。

　　33.E digits 位数

　　填名词。single digits个位数。“这个数字下降到个位数”。

　　34.M pride

　　填动词原形。pride一词多性，这里考察动词用法：pride oneself on sth，以某人为自豪。“我们不仅以研究为自豪，也为对世界的进步做出的贡献而自豪”。

　　35. F hasten

　　填动词原形。“为了促进科学从实验室到市场的发展”

　　长篇阅读

　　36. D. 题干讲消费者担心智能家居产品兼容性。D段有举例，并提到 there are so many compatibility issues to think about.

　　37. K. 只有这段提到。

　　38. B. 题干讲既没有下降也没有像过去一样快速增长，B段有：But now these segments are looking at slower growth curves-or shrinking markets in some cases…

　　39. L. 题干讲某研究员建议新产品的优缺点都要接受，L段有：Curren, the Accenture analyst, said… We have to understand and think about the implications, and balance these great innovations with the potential downside they naturally carry with them.

　　40. F. 题干讲更关注实用价值而不是炫酷，F段有：we are starting to see companies shift from what is… into what all of these devices do that is practical in a consumer’s life.

　　41. A 题干讲越来越没有啥新玩意儿，A段有：Many of the collest gadgets this year are the same as the coolest gadgets last year-or the year befoere,even.

　　42. H. 题干讲消费者越来越不愿意提供个人信息去定制产品和服务，H段有：it seems that consumers are growing more uneasy about handing over the massive amounts of consumer data needed to provide the personalized, customized solutions that companies need to improve their services.

　　而J段是在讲已经不愿意定制个性化产品和服务段原因。

　　43. E. 题干讲CTA是CES段发起者，E段有：DuBravac works for CTA-which puts on the show each year-…

　　仔细阅读

　　46. A it is unfair to those climate-venerable nations.

　　细节题，题目定位词除了Paris climate agreement之外还有一个重点定位词critical，问作者为什么对此协议是批判态度，在文中并不是很明确找到。第一段交代这项协议的具体时间内容等，第二段才谈到作者的批判态度。即we reveal just how deep this injustice runs,作者认为这是不公的，this injustice指代前两句，遭遇气候伤害的国家(少数4%国家)却承担一大半全球温室气体排放的责任，这是不公的。injustice=unfair

　　47.C They hardly pay anything for the problem they have caused

　　细节题。定位词“free-riders”，这个词在第三段，冒号后解释说，通过大量温室气体排造成严重问题，同时却不用承担气候变化的代价。In other words后面的句子也在解释同一件事情。原文出现cost和problem 在正确答案中以pay和problem复现。

　　48.C They have to bear consequences they are not responsible for

　　细节题，定位词“forced-riders”和second-hand smokers，定位在第四段，who are suffering from climate impacts despite having scarcely contributed to the problem.这些forced-riders没有助长全球变暖这个问题但却要承担气候问题的不良后果。答案为近义词替换：bear consequences=suffer from impacts，be not responsible for=scarcely contribute to

　　49.B There is no final agreement on where it will come from

　　细节题，定位词“100 billion”，定位到第7段，该段出现核心考点“however”，说明整个段落对这笔资金的使用是转折后的评价，即负评价。答案应该选择B或C两个包含负评价的词之一(均出现no)。其中B There is no final agreement on where it will come from是对应转折后面的两个不足中的第二个不足，即对There is also very little detail on who will provide the funds or importantly who is responsible for their provision的同义改写，即协议中对谁提供资金及谁承担募集资金的责任没有做明确说明，探讨资金来源而非资金花费的方式。

　　50. D putting in effect the policies in the agreement at once

　　细节题，定位词urgent action 对应第8段(倒数第二段)，there must urgently be a meaningful mobilization of the policies outlined in the agreement即动用协定中拟定的政策，近义词替换put in effect(生效)=mobilization(动用)，及原词复现。

　　passage 2

　　51.C Teenagers’ mental problems are often too conspicuous not to be observed.

　　句子理解题。考查句子意思与上下文相同或相反，此处上下文无转折词，应读下一句话：Their risky behaviors can alert parents and teachers that serious problems are brewing.其意思是青少年的一些危险举动—喝酒吸毒等—能警告父母老师大事不妙了。对应答案青少年的心理问题是非常显而易见得观察到的。serious problems指心理问题，conspicuous behaviors指破折号中的危险举动的概括改写。

　　52. D Many hitherto unobserved youngsters may have psychological problems

　　细节题。对应第二段转折but a new study：有一些青少年(睡眠不足不爱活动等行为)可能会有着同样的得精神疾病(psychiatric symptoms)的危险，正确答案对此处是概括型改写，那些行为对应着unobserved youngsters，也与上文的易观察的行为有着转折关系，psychological problems对应psychiatric symptoms。

　　53. B Their behaviors do not constitute a warning signal.

　　细节题，定位词invisible risk,对应第三段，直接给出原因句：because their behaviors are not usually seen as a red flag. 同义替换warning signal=red flag

　　54.A They are almost as liable to depression as the high-risk group

　　细节题，顺序原则+定位词invisible group，至定位句but the invisible group wasn’t far behind the high-risk set,with more than 13%of them exhibiting depression. 定位即答案，两句话均表示，这一群体和高危青少年群体在表现抑郁症的比例上几乎不相上下。

　　55. B it provides new early-warning signals for identifying teens in trouble.

细节题，Carli和significance 对应最后一段it provides new early-warning signs for parents teachers and mental healthcare providers.

**Part IV Translation (30 minutes)**

  随着中国经济的蓬勃发展，学汉语的人数迅速增加，使汉语成了世界上人们最爱学的语言之一。近年来，中国大学在国际上的排名也有了明显的提高。由于中国教育的巨大进步，中国成为最受海外学生欢迎的留学目的地之一就不足为奇了。2015年，近40万国际学生蜂拥来到中国市场。他们学习的科目不再限于中国语言和文化，而包括科学与工程。在全球教育市场上，美国和英国仍占主导地位，但中国正在迅速赶上。  
**参考译文：**  
      With China’s booming economy, the number of people who learn Chinese grows rapidly. It makes Chinese become one of the favorite languages that people would like to learn. Recently, Chinese universities rise significantly in world university rankings. Since the significant progress made in Chinese education, it is no wonder that China has been one of the most favored places for overseas students. In 2015, nearly 40,0000 international students swarmed into the Chinese market. Not confined to Chinese language and culture, the subjects they choose to learn also include science and engineering. Although the global market is still dominated by US and UK, China is striving to catch up.

**听力原文**

Listening Comprehension

**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.*

**Conversation One**

　　M: Guess what? The worst food I ever had was in France.

　　W: Really? That's odd. I thought the French were all good cooks.

　　M: Yes, that's right. I suppose it's really like anywhere else though. You know, some places are good, some bad. But it's really all our own fault.

　　W: What do you mean?

　　M: Well, it was the first time I'd been to France. This was years ago when I was at school. I went there with my parents' friends from my father's school. They hired a coach to take them to Switzerland.

　　W: A school trip?

　　M: Right. Most of them had never been abroad before. We'd crossed the English Channel at night and we set off through France and breakfast time arrived, and the coach driver had arranged for us to stop at this little café. There we all were tired and hungry and then we made a great discovery.

　　W: What was that?

　　M: Bacon and eggs.

　　W: Fantastic! The real English breakfast.

　　M: Yes, anyway we didn't know any better--- so we had it, and ugh...!

　　W: What was it like? Disgusting?

　　M: Ah, it was incredible. They just got a bowl and put some fat in it. And then they put some bacon in the fat, broke an egg over the top and put the whole lot in the oven for about ten minutes.

　　W: In the oven? You're joking. You can't cook bacon and eggs in the oven!

　　M: Well, they must have done it that way. It was hot, but it wasn't cooked. There was just this egg floating about in gallons of fat and raw bacon.

　　W: Did you actually eat it?

　　M: No, nobody did. They all wanted to turn round and go home. You know, back to teabags and fish and chips. You can't blame them really. Anyway, the next night we were all given another foreign speciality.

　　W: What was that?

　　M: Snails---that really finished them off. Lovely holiday that was!

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

　　1. What did the woman think of the French?

　　2. Who did the man travel with on his first trip to Switzerland?

　　3. What does the man say about the breakfast at the little French café?

　　4. What did the man think of his holiday in France?

**Conversation Two**

　　M: You say your shop has been doing well. Could you give me some idea of what doing well means in facts and figures?

　　W: Well, doing well means averaging 1,200 pounds or more a week for about 7 years, making almost a quarter of a million pounds. And doing well means your earnings are rising. Last year we did slightly over 50,000 and this year we hope to do more than 60,000. So that's good if we continue to rise.

　　M: Now that's growth on earnings I assume. What about your expenses?

　　W: Yes, that's growth. The expenses of course go up steadily. And since we've moved to this new shop, the expenses have increased greatly because it's a much bigger shop. So I couldn't say exactly what our expenses are. There's something in the region of 6 or 7 thousand pounds a year, which is not high---commercially speaking, it's very low. And we try to keep our expenses as low as we can.

　　M: And your prices are much lower than the same goods in shops round about. How do the local shopkeepers feel about having a shop doing so well in their midst?

　　W: Perhaps a lot of them don't realize how well we're doing because we don't make a point of publicizing. That was a lesson we've learned very early on. We were very friendly with all local shopkeepers and we have been to mention to a local shopkeeper how much we have made that week. He was very unhappy and never as friendly again. So we make a point of never publicizing the amount of the money we make. But we're on very good terms with all the shops; none of them have ever complained that we're putting them out of business or anything like that. I think it's a nice funny relationship. Maybe if they did know what we made, perhaps they wouldn't be so friendly.

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

　　5. What are the speakers mainly talking about?

　　6. What does the woman say her shop tries to do?

　　7. What do we learn about goods sold at the woman's shop?

　　8. Why doesn't the woman want to make known their earnings anymore?

**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.*

**Passage One**

　　Birds are famous for carrying things around. Some, like homing pigeons, can be trained to deliver messages and packages. Other birds unknowingly carry seeds that cling to them for the ride. Canadian scientists have found a worrisome, new example of the power that birds have to spread stuff around. Way up north in the Canadian Arctic, seabirds are picking up dangerous chemicals in the ocean and delivering them to ponds near where the birds live. Some 10,000 pairs of the birds, called fulmars, a kind of Arctic seabirds, make their nests on Devon Island, north of the Arctic Circle. The fulmars travel some 400 kilometers over the sea to find food. When they return home, their droppings end up all around their nesting sites, including in nearby ponds. Previously, scientists noticed pollutants arriving in the Arctic with the wind. Salmon also carry dangerous chemicals, as the fish migrate between rivers and the sea. The bodies of fish and other meat-eaters can build up high levels of the chemicals. To test the polluting power of fulmars, researchers collected samples of deposits from 11 ponds on Devon Island. In ponds closest to the colony, the results showed that there were far more pollutants than in ponds less affected by the birds. The pollutants in the ponds appear to come from fish that fulmars eat when they're out on the ocean. People who live, hunt, or fish near bird colonies need to be careful, the researchers say. The birds don't mean to cause harm, but the chemicals they carry can cause major problems.

　　Questions 9 to 12 are based on the passage you have just heard.

　　9. What have Canadian scientists found about some seabirds?

　　10. What does the speaker say about the seabirds called fulmars?

　　11. What did scientists previously notice about pollutants in the Arctic?

　　12. What does the speaker warn about at the end of the talk?

**Passage Two**

　　In recent years, the death rate among American centenarians--- people who have lived to age 100 or older---has decreased, dropping 14 percent for women and 20 percent for men from 2008 to 2014. The leading causes of death in this age group are also changing. In 2000, the top five causes of death for centenarians were heart disease, stroke, flu, cancer and Alzheimer's disease. But by 2014, the death rate from Alzheimer's disease for this age group had more than doubled--- increasing from 3.8 percent to 8.5 percent--- making the progressive brain disease the second leading cause of death for centenarians. One reason for the rise in deaths from Alzheimer's disease in this group may be that developing this condition remains possible even after people beat the odds of dying from other diseases such as cancer. People who are physically fit enough to survive over 100 years ultimately give in to diseases, such as Alzheimer's, which effects the mind and cognitive function. In other words, it appears their minds give out before their bodies do. On the other hand, the death rate from flu dropped from 7.4 percent in 2000 to 4.1 percent in 2014. That pushed flu from the third leading cause of death to the fifth. Overall, the total number of centenarians is going up. In 2014, there were 72,197 centenarians, compared to 50,281 in 2000. But because this population is getting larger, the number of deaths in this group is also increasing--- 18,434 centenarians died in 2000, whereas 25,914 died in 2014.

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

　　13. What does the speaker say about the risk of dying for American centenarians in recent years?

　　14. What does the speaker say about Alzheimer's disease?

　　15. What is characteristic of people who live up to 100 years and beyond?

**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.*

**Recording One**

　　Okay. So let's get started. And to start things off I think what we need to do is consider a definition. I'm going to define what love is but then most of the experiments I'm going to talk about are really focused more on attraction than love. And I'm going to pick a definition from a former colleague, Robert Sternberg, who is now the dean at Tufts University but was here on our faculty at Yale for nearly thirty years. And he has a theory of love that argues that it's made up of three components: intimacy, passion, and commitment, or what is sometimes called decision commitment. And these are relatively straightforward. He argued that you don't have love if you don't have all three of these elements. Intimacy is the feeling of closeness, of connectedness with someone, of bonding. Operationally, you could think of intimacy as you share secrets, you share information with this person that you don't share with anybody else. Okay. That's really what intimacy is, the bond that comes from sharing information that isn't shared with other people. The second element is passion. Passion is the drive that leads to romance. You can think of it as physical attraction. And Sternberg argues that this is a required component of a love relationship. The third element of love in Sternberg's theory is what he calls decision commitment, the decision that one is in a love relationship, the willingness to label it as such, and a commitment to maintain that relationship at least for some period of time. Sternberg would argue it's not love if you don't call it love and if you don't have some desire to maintain the relationship. So if you have all three of these, intimacy, passion and commitment, in Sternberg's theory you have love. Now what's interesting about the theory is what do you have if you only have one out of three or two out of three? What do you have and how is it different if you have a different two out of three? What's interesting about this kind of theorizing is it gives rise to many different combinations that can be quite interesting when you break them down and start to look at them carefully. So what I've done is I've taken Sternberg's three elements of love, intimacy, passion and commitment, and I've listed out the different kinds of relationships you would have if you had zero, one, two or three out of the three elements.

　　Questions 16 to 18 are based on the recording you have just heard.

　　16. What does the speaker say about most of the experiments mentioned in his talk?

　　17. What does Robert Sternberg argue about love?

　　18. What question does the speaker think is interesting about Sternberg's three elements of love?

**Recording Two**

　　Hi, I'm Elizabeth Hoffler, Master of Social Work. I'm a social worker, a lobbyist and a special assistant to the Executive Director at the National Association of Social Workers. Today we are going to be talking about becoming a social worker. Social work is the helping profession. Its primary mission is to enhance human well-being and help meet the basic needs of all people, with a particular focus on those who are vulnerable, oppressed, and living in poverty. We often deal with complex human needs. Social work is different from other professions, because we focus on the person and environment. We deal with the external factors that impact a person's situation and outlook. And we create opportunity for assessment and intervention to help clients and communities cope effectively with their reality and change that reality when necessary. In thousands of ways social workers help other people--- people from every age, every background, across the country. Wherever needed, social workers come to help. The most well-known aspect of the profession is that of a social safety net. We help guide people to critical resources and counsel them on life-changing decisions. There are more than six hundred thousand professional social workers in the country, and we all either have a bachelor's degree, a master's degree, or a PhD in social work. There are more clinically-trained social workers than clinically-trained psychiatrists, psychologists and psychiatric nurses combined. Throughout this series, you will learn more about the profession, the necessary steps to get a social work degree, the rich history of social work and many ways that social workers help others. Later in this series, you'll hear from Stacy Collins and Mel Wilson, fellow social workers at the National Association of Social Workers. Stacy is going to walk you through the step-by-step process of becoming a social worker, and Mel will tell you about the range of options you have once you get your social work degree, as well as the high standards of responsibility that social workers must adhere to. The National Association of Social Workers represents nearly 145,000 social workers across the country. Our mission is to promote, protect and advance the social work profession. We hope you enjoy this series about how you can make a difference by becoming a social worker. Next, we are going to talk about choosing social work.

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

　　19. What does the speaker mainly talk about?

　　20. What do social workers mainly do?

　　21. What do professional social workers have in common according to the speaker?

　　22. What is Mell Wilson going to talk about in the series?

**Recording Three**

　　Today, I'd like to talk about what happens when celebrity role models get behind healthy habits but at the same time promote junk food? Currently, there is mounting criticism of Michelle Obama's Let's Move! campaign, which fights childhood obesity by encouraging youngsters to become more physically active, and has signed on singer Beyoncé, and basketball player Shaquille O'Neal, both of whom also endorse sodas, which are a major contributor to the obesity epidemic. Now there's a lot more evidence of how powerful a celebrity--- especially a professional athlete--- can be in influencing children's behavior. In a report published by the Rudd Center for Food Policy and Obesity at Yale University, researchers studied 100 professional athletes and their endorsement contracts. The team focused on athletes since they are theoretically the best role models for active, healthy lifestyles for children. After sorting the deals by category, they determined that among the 512 brands associated with the athletes, most involved sporting goods, followed closely by food and beverage brands. Sports drinks, which are often high in sugar and calories made up most of the food and drink deals, with soft drinks and fast food filling out the remainder. Of the 46 beverages endorsed by professional athletes, 93% relied exclusively on sugar for all of their calories. It's no surprise that high profile athletes can influence children's eating behaviors, but the scientists were able to quantify how prevalent these endorsements are in the children's environment. Advertisements featuring professional athletes and their endorsed products tend to get impressive exposure, on TV, radio, in print and online. And in 2010, the researchers reported that children ages 12 to 17 saw more athlete-endorsed food and beverage brand commercials than adults. One reason any campaign wants a popular celebrity spokesperson is because kids are attracted to them no matter what they are doing. We can't expect kids to turn off that admiration when the same person is selling sugar. At best, kids might be confused. At worst, they'll think the messages about soda are the same as the messages about water. But those two beverages aren't the same. If children are turning to athletes as role models, it's in their best interest if their idols are consistent. Consistent messaging of positive behaviors will show healthier lifestyles for kids to follow.

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

　　23. What is the aim of Michelle Obama's campaign?

　　24. What does research find about advertisements featuring professional athletes?

　　25. What does the speaker think kids' idols should do?

　　This is the end of Listening Comprehension.