Part Ⅱ 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.

2、 A. They try to adapt to their changing roles.

B. They form a more realistic picture of life.

C. They may not be prepared for a lifelong relationship.

D. They have unrealistic expectations about the other half.

3、 A. He is lucky to be able to do what he loves.

B. He is able to meet many interesting people.

C. He is able to forget all the troubles in his life.

D. He is lucky to have visited many exotic places.

4、 A. It is stressful.

B. It is all glamour.

C. It is full of fun.

D. It is challenging.

5、 A. Amazed.

B. Bothered.

C. Puzzled.

D. Excited.

6、A. Product prices.

B. Product quality.

C. Producing dates.

D. Product manufacturers.

7、A. The origin.

B. The producer.

C. The price.

D. The legitimacy,

8、A. Ask for others' advice before buying things.

B. Postpone buying things whenever possible.

C. Buy less things that are not really needed.

D. Search for things that are less costly.

9、A. Things in most second-hand shops are very good.

B. People should always buy the cheapest products.

C. Expensive things last longer than the cheap ones.

D. The less you spend the more you can save.

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.

10、A. They provide goods and services to over half of the world's population.

B. They are important areas for summer sports.

C. They cover about one-tenth of the world's land surface area.

D. They provide water for millions of people in the world.

11、A. There is often very little economic activity in mountain areas.

B. Mountain environments are not supervised well all the time.

C. Children who live in mountain areas can't afford to go to schools.

D. There are less and less plants and animals.

12、A. It has strengthened its supervision in mountain areas.

B. It has sent some experts to mountain areas to do some researches.

C. It has planned many activities for next year.

D. It has carried out some rules and regulations on cutting down trees.

13、 A. It's seldom watched. B. It's little known. C. It's a new programme.

D. It's popular.

14、 A. The computer. B. The satellite. C. The radio station.

D. The rocket.

15、 A. They read from a script. B. They are professionals. C. They can see a map for presentation.

D. They care about their clothes.

16、 A. They always remember what they see on weather forecasts.

B. They like talking about food instead of weather.

C. They pay more attention to the style of the presenters.

D. They only remember the forecast when it is necessary.

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.

17、A. Daily use of social media affects school performance a lot.

B. Students who play computer games less get better grades at school.

C. There is proven link between games and addiction.

D. Students who play computer games often perform better at school.

18、A. Social media is of little interest to teenagers.

B. Teenagers don't use social media as much as they play games.

C. Teenagers are using social media as a method to study.

D. Social media is the basic way of teenagers' communication.

19、A. The new games are not detailed as the old ones.

B. The old games challenge one's reactions and speed more.

C. The new games hold users' attention shorter than the old ones.

D. The old games require more of your imagination.

20、 A. To invest $215 million in free e-Books for students.

B. To make sure every student has access to libraries.

C. To connect all American students to high-speed Internet.

D. To ensure enough money for every single child.

21、 A. It provides two-year free education at community colleges.

B. It helps every American receive free high school education.

C. He will talk about it in an opening ceremony next week.

D. It aims to raise the graduation rate by two times in the US.

22、 A. It leads to success to our own children.

B. It is equal to a better life for children.

C. It shows kids that their lives are meaningful.

D. It demonstrates our belief in freedom for all.

23、 A. It seriously impacts their physical and mental development.

B. It has become a problem affecting global economic growth.

C. It is a common problem found in underdeveloped countries.

D. It is an issue often overlooked by parents in many countries.

24、 A. They will live longer.

B. They get better pay.

C. They get along well with people.

D. They develop much higher IQs.

25、 A. Appropriated funds to promote research of nutrient-rich foods.

B. Encouraged breastfeeding for the first six months of a child's life.

C. Recruited volunteers to teach rural people about health and nutrition.

D. Targeted hunger-relief programs at pregnant women and young children.

Part Ⅲ Reading Comprehension

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 b 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 1000 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

B. apparent

C. campaign

D. concerned

E. contributed

F. documented

G. easily

H. fatal

I. immediately

J. interact

K. practice

L. reach

M. related

N. remarkable

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.

Minority Report

American universities are accepting more minorities than ever. Graduating them is another matter.

A. Barry Mills, the president of Bowdoin College, was justifiably proud of Bowdoin's efforts to recruit minority students. Since 2003 the small, elite liberal arts school in Brunswick, Maine, has boosted the proportion of so-called under-represented minority students in entering freshman classes from 8% to 13%. "It is our responsibility to reach out and attract students to come to our kinds of places, " he told a NEWSWEEK reporter. But Bowdoin has not done quite as well when it comes to actually graduating minorities. While 9 out of 10 white students routinely get their diplomas within six years, only 7 out of 10 black students made it to graduation day in several recent classes.

B. "If you look at who enters college, it now looks like America, " says Hilary Pennington, director of postsecondary programs for the Bill & Melinda Gates Foundation, which has closely studied enrollment patterns in higher education. "But if you look at who walks across the stage for a diploma, it's still largely the white, upper-income population."

C. The United States once had the highest graduation rate of any nation. Now it stands 10th. For the first time in American history, there is the risk that the rising generation will be less well educated than the previous one. The graduation rate among 25-to 34-year-olds is no better than the rate for the 55-to 64-year-olds who were going to college more than 30 years ago.

D. Studies show that more and more poor and non-white students want to graduate from college—but their graduation rates fall far short of their dreams. The graduation rates for blacks, Latinos, and Native Americans lag far behind the graduation rates for whites and Asians. As the minority population grows in the United States, low college graduation rates become a threat to national prosperity.

E. The problem is pronounced at public universities. In 2007 the University of Wisconsin-Madison—one of the top five or so prestigious public universities—graduated 81% of its white students within six years, but only 56% of its blacks. At less-selective state schools, the numbers get worse. During the same time frame, the University of Northern Iowa graduated 67% of its white students, but only 39% of its blacks. Community colleges have low graduation rates generally—but rock-bottom rates for minorities. A recent review of California community colleges found that while a third of the Asian students picked up their degrees, only 15% of African-Americans did so as well.

F. Private colleges and universities generally do better, partly because they offer smaller classes and more personal attention. But when it comes to a significant graduation gap, Bowdoin has company. Nearby Colby College logged an 18-point difference between white and black graduates in 2007 and 25 points in 2006. Middlebury College in Vermont, another top school, had a 19-point gap in 2007 and a 22-point gap in 2006. The most selective private schools—Harvard, Yale, and Princeton—show almost no gap between black and white graduation rates. But that may have more to do with their ability to select the best students. According to data gathered by Harvard Law School professor Lani Guinier, the most selective schools are more likely to choose blacks who have at least one immigrant parent from Africa or the Caribbean than black students who are descendants of American slaves.

G. "Higher education has been able to duck this issue for years, particularly the more selective schools, by saying the responsibility is on the individual student, " says Pennington of the Gates Foundation. "If they fail, it's their fault." Some critics blame affirmative action—students admitted With lower test scores and grades from shaky high schools often struggle at elite schools. But a bigger problem may be that poor high schools often send their students to colleges for which they are "undermatched": they could get into more elite, richer schools, but instead go to community colleges and low-rated state schools that lack the resources to help them.

H. Some schools out for profit cynically increase tuitions and count on student loans and federal aid to foot the bill—knowing full well that the students won't make it. "The school keeps the money, but the kid leaves with loads of debt and no degree and no ability to get a better job. Colleges are not holding up their end, " says Amy Wilkins of the Education Trust.

I. A college education is getting ever more expensive. Since 1982 tuitions have been rising at roughly twice the rate of inflation. In 2008 the net cost of attending a four-year public university—after financial aid—equaled 28% of median (中间的) family income, while a four-year private university cost 76% of median family income. More and more scholarships are based on merit, not need. Poorer students are not always the best-informed consumers. Often they wind up deeply in debt or simply unable to pay after a year or two and must drop out.

J. There once was a time when universities took pride in their dropout rates. Professors would begin the year by saying, "Look to the right and look to the left. One of you is not going to be here by the end of the year." But such a Darwinian spirit is beginning to give way as at least a few colleges face up to the graduation gap.

K. At the University of Wisconsin-Madison, the gap has been roughly halved over the last three years. The university has poured resources into peer counseling to help students from inner-city schools adjust to the rigor (严格要求) and faster pace of a university classroom—and also to help minority students overcome the stereotype that they are less qualified. Wisconsin has a "laserlike focus" on building up student skills in the first three months, according to vice provost (教务长) Damon Williams.

L. State and federal governments could sharpen that focus everywhere by broadly publishing minority graduation rates. For years private colleges such as Princeton and MIT have had success bringing minorities onto campus in the summer before freshman year to give them some preparatory courses. The newer trend is to start recruiting poor and non-white students as early as the seventh grade, using innovative tools to identify kids with sophisticated verbal skills. Such programs can be expensive, of course, but cheap compared with the millions already invested in scholar-ships and grants for kids who have little chance to graduate without special support.

M. With effort and money, the graduation gap can be closed. Washington and Lee is a small, selective school in Lexington, Va. Its student body is less than 5% black and less than 2% Latino. While the school usually graduated about 90% of its whites, the graduation rate of its blacks and Latinos had dipped to 63% by 2007. "We went through a dramatic shift, " says Dawn Watkins, the vice president for student affairs. The school aggressively pushed mentoring (辅导) of minorities by other students and "partnering" with parents at a special pre-enrollment session. The school had its first-ever black homecoming. Last spring the school graduated the same proportion of minorities as it did whites. If the United States wants to keep up in the global economic race, it will have to pay systematic attention to graduating minorities, not just enrolling them.

36、 The graduation rate of the United States now drops behind 9 other nations around the world.

37、 Some private colleges have provided minority students with some preparatory courses during the summer before freshman year.

38、 Low college graduation rates will have a negative effect on the national prosperity with the growth of the minority population in the United States.

39、 The most selective private schools show almost no gap between black and white graduation rates mainly because they recruit the best students.

40、 The gap of graduation rates between whites and minorities can be closed by investing effort and money.

41、 Some students drop out after a year or two because they cannot afford the high tuition.

42、 The white, upper-income population in the United States has a better chance of obtaining an advanced diploma.

43、 Generally speaking, minorities in Community colleges have lower graduation rates than other their white counterparts.

44、 The graduation rates in private colleges and universities are higher in part due to smaller classes and more personal attention.

45、 Universities in the United States used to be proud of their dropout rates.

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

For most of the 20th century, Asia asked itself what it could learn from the modern, innovating West.

Now the question must be reversed: what can the West's overly indebted and sluggish (经济滞长的) nations learn from a flourishing Asia?

Just a few decades ago, Asia's two giants were stagnating (停滞不前) under faulty economic ideologies. However, once China began embracing free-market reforms in the 1980s, followed by India in the 1990s, both countries achieved rapid growth. Crucially, as they opened up their markets, they balanced market economy with sensible government direction. As the Indian economist Amartya Sen has wisely said, "The invisible hand of the market has often relied heavily on the visible hand of government."

Contrast this middle path with America and Europe, which have each gone ideologically overboard in their own ways. Since the 1980s, America has been increasingly clinging to the ideology of uncontrolled free markets and dismissing the role of government—following Ronald Reagan's idea that "government is not the solution to our problem; government is the problem." Of course, when the markets came crashing down in 2007, it was decisive government intervention that saved the day. Despite this fact, many Americans are still strongly opposed to "big government."

If Americans could only free themselves from their antigovernment doctrine, they would begin to see that America's problems are not insoluble. A few sensible federal measures could put the country back on the right path. A simple consumption tax of, say, 5% would significantly reduce the country's huge government deficit without damaging productivity. A small gasoline tax would help free America from its dependence on oil imports and create incentives for green energy development. In the same way, a significant reduction of wasteful agricultural subsidies could also lower the deficit. But in order to take advantage of these common-sense solutions, Americans will have to put aside their own attachment to the idea of smaller government and less regulation. American politicians will have to develop the courage to follow what is taught in all American public-policy schools: that there are good taxes and bad taxes. Asian countries have embraced this wisdom, and have built sound long-term fiscal (财政的) policies as a result.

Meanwhile, Europe has fallen prey to a different ideological trap: the belief that European governments would always have infinite resources and could continue borrowing as if there were no tomorrow. Unlike the Americans, who felt that the markets knew best, the Europeans failed to anticipate how the markets would react to their endless borrowing. Today, the European Union is creating a $580 billion fund to ward off sovereign collapse. This will buy the EU time, but it will not solve the bloc's larger problem.

1、What has contributed to the rapid economic growth in China and India? \_\_\_\_\_\_

A. Copying western-style economic behavior.

B. Heavy reliance on the hand of government.

C. Free market plus government intervention.

D. Timely reform of government at all levels.

2、What does Ronald Reagan mean by saying "government is the problem" (Line 4, Para. 3)? \_\_\_\_\_\_

A. Government action is key to solving economic problems.

B. Government regulation hinders economic development.

C. Many social ills are caused by wrong government policies.

D. Many social problems arise from government inefficiency.

3、What stopped the American economy from collapsing in 2007? \_\_\_\_\_\_

A. Abandonment of big government by the public.

B. Effective measures adopted by the government.

C. Self-regulatory repair mechanisms of the free market.

D. Cooperation between the government and businesses.

4、What is the author's suggestion to the American public in face of the government deficit? \_\_\_\_\_\_

A. They put up with the inevitable sharp increase of different taxes.

B. They give up the idea of smaller government and less regulation.

C. They urge the government to revise its existing public policies.

D. They develop green energy to avoid dependence on oil import.

5、What's the problem with the European Union? \_\_\_\_\_\_

A. Excessive borrowing.

B. Conservative ideology.

C. Lack of resources.

D. Shrinking market.

Passage Two

Man is endlessly inventive. But his greatest invention is non-invention, the skill of transmitting unchanged from one generation to the next the fundamental ways of doing things which he learned from the generation which came before him. Children are born and reared, houses built, fish caught, and enemies killed in much the same way by most of the members of any society; and these patterns are maintained for relatively long periods of time. From the perspective of those in each generation, and for the society as an enduring, historical entity (统一体), this process of cultural transmission yields enormous economy. Thanks to it, each generation need not rediscover at great cost in time and subject to great risk of failure, what those coming before have already learned. Not only is knowledge thus maintained, but the basis for community life, resting on common information and understanding is thus established. Since all those in each generation receive more or less the same cultural heritage from the preceding generation, they can more easily relate to one another and more effectively coordinate their actions.

The grand total of all the objects, ideas, knowledge, ways of doing things, habits, values, and attitudes which each generation in a society passes on to the next is what the anthropologist (人类学家) often refers to as the culture of a group. The transmission of culture is man's substitute for the instincts whereby most other living creatures are equipped with the means for coping with their environment and relating to one another. Yet it is more flexible than instinct, and can grow; that is, it can store new information, infinitely more rapidly than the process of mutation (基因突变) and biological evolution can enrich the instinctual storehouse of any other species.

6、What does the passage mainly discuss? \_\_\_\_\_\_

A．The relation between culture and invention.

B．The transmission of human culture.

C．The history of human civilization. D．The biological evolution of man.

7、The author points out that the process of cultural transmission \_\_\_\_\_\_.

A．does not help each generation rediscover the ways of doing things

B．brings great wealth and prosperity to each generation in the society

C．is not as effective as inventions in promoting social development

D．enables each generation to learn the previous skills with less time

8、The word "heritage" as used in Para. 1 is closest in meaning to \_\_\_\_\_\_.

A．history B．civilization C．tradition D．feature

9、It is indicated in the first paragraph that the maintenance of knowledge is possible due to \_\_\_\_\_\_.

A．the great inventions B．the enormous economy C．the process of cultural transmission D．the common information and understanding

10、It can be inferred from the second paragraph that cultural transmission and the instincts of other living creatures are similar in \_\_\_\_\_\_.

A．their functions B．the speed of their development C．their ability to store information D．the ways of passing down from one generation to another