

## Model Test One

### Part I

### Writing

(30 minutes)

**Directions:** For this part, you are allowed 30 minutes to write an essay based on the picture below. You should start your essay with a brief description of the picture and then discuss whether the youth are spoiled greatly nowadays. You should give sound arguments to support your views and write at least 150 words but no more than 200 words.



"I have plenty of management experience. I spent 18 years telling my parents what to do."

注意：此部分试题请在答题卡 1 上作答。

### 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 some 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.

注意：此部分试题请在答题卡 1 上作答。

#### Conversation One

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

- |  |                                  |                                       |   |
|--|----------------------------------|---------------------------------------|---|
| 1. A) Australia.                           | B) America.                      | C) Britain.                           | D) Austria.                                   |
| 2. A) Approval.                            | B) Disapproval.                  | C) Cautious.                          | D) Uncertain.                                 |
| 3. A) He will give up his right in voting. | B) He will vote randomly.        | C) He is forced to pick one party.    | D) He must take politics seriously.           |
| 4. A) When they are in a hurry.            | B) When they are forced to vote. | C) When they dislike all the parties. | D) When they don't want to waste their votes. |

#### Conversation Two

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

- |                        |                         |                            |                                  |
|------------------------|-------------------------|----------------------------|----------------------------------|
| 5. A) In the basement. | B) On the ground floor. | C) On upper floors.        | D) In the penthouse              |
| 6. A) In 236 BC.       | B) In the Middle Ages.  | C) In the Agriculture Age. | D) In the Industrial Revolution. |
| 7. A) Wind.            | B) Gas.                 | C) Steam power.            | D) Solar power.                  |
| 8. A) The U.S.A.       | B) Italy.               | C) China.                  | D) Russia.                       |

## Section B

**Directions:** In this section 9 you will hear two passages. At the end of each passage, you will hear some 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.

注意：此部分试题请在答题卡 1 上作答。

### Passage One

**Questions 9 to 11 are based on the passage you have just heard.**

9. A) Some senior hackers. C) The security researchers.  
B) The government agencies. D) The game players.
10. A) It costs \$ 77 billion to develop.  
B) It even puts data in offline devices in danger.  
C) It aims at nuclear facilities and military bases.  
D) It is revealed to reporters and the public.
11. A) Cutting all the devices from the Internet. C) Installing the high-tech anti-hacking softwares.  
B) Stopping using all the advanced laser printers. D) Using an AM radio to detect the signals.

### Passage Two

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

12. A) To solve economic problem. C) To follow the international trend.  
B) To increase gender equality. D) To increase the number of population.
13. A) Only mothers can take the paid parental leave.  
B) No parental leave can be taken after the child is 8.  
C) Only families of two working parents can enjoy the paid leave.  
D) Parents must reserve the paid parental leave in advance.
14. A) For 2 weeks. B) For 10 weeks. C) For 2 months. D) For 3 months.
15. A) They worry about the salary cut. C) They think women should benefit more.  
B) They show favor to taking the leave. D) They feel more responsibility on them.

## Section C

**Directions:** In this section 9 you will hear recordings of lectures or talks followed by some 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.

注意：此部分试题请在答题卡 1 上作答。

**Now listen to the following recording and answer questions 16 to 19.**

16. A) It is the most important thing in people's life.  
B) It influences people's career and daily life.  
C) It has a large impact on the society nowadays.  
D) It has become a social problem nowadays.
17. A) Change of tone. C) Use of different types of words.  
B) Fluency in language. D) Proper explanation of thoughts.
18. A) They have to work harder at work. C) They will be popular for a long time.  
B) They can fill in any vacancy in a company. D) They could be special in a company.

19. A) Make a joke about it and move on. C) Keep calm, apologize and continue.  
B) Explain why and how it happens. D) Pretend not to notice it and go on.

**Now listen to the following recording and answer questions 20 to 22.**

20. A) Incidents of workers caused global anger. C) An Indonesian worker was starved to death.  
B) Kafala system leaves workers open to abuse. D) Migrant workers can be targets of abuse.
21. A) Her supporters paid the family of the man she killed.  
B) She got help from the International Labor Organization.  
C) She argued that her employer was raping her at the time.  
D) She spent a month in a hospital because of her injuries.
22. A) It needs negotiation for better conditions. C) It can become similar to human trafficking.  
B) It requires at least a three-year suspension. D) It needs ILO's approval on Convention 189.

**Now listen to the following recording and answer questions 23 to 25,**

23. A) Imitating the words in movies. C) Listening and repeating words.  
B) Remembering words in a song. D) Speaking the words to a rhythm.
24. A) The three groups did exactly the same. C) The second group performed better.  
B) The first group did the best in 4 tests. D) The third group came out on top.
25. A) Singing could lead to new ways of learning a foreign language.  
B) Teachers shouldn't use music all the time to teach language.  
C) Language teachers already know the value of using singing.  
D) Adults learn words better when remembering them in songs.

### 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.

**Questions 26 to 35 are based on the following passage.**

Colombia is renowned for its fine Arabica coffee beans all over the world. Oddly, few Colombians appear keen on the stuff. Each 26 just 1.5kg of coffee per year on average. A typical Brazilian, by 27, drinks 6kg-worth. Americans knock back less—around 4kg—but a lot of it comes from Colombia, which is the world's fourth-biggest producer. The bulk of the country's yearly production of 462 000 tonnes is 28 for export. Lesser-quality imports from Ecuador and Peru 29 for 90% of internal consumption. But for the past decade Juan Valdez coffee shops, owned by the powerful National Coffee Federation, which represents growers, have tried to 30 Colombians to the pleasures of high-end coffee.

Modelled on Starbucks, the Seattle-based *barista* (咖啡师) giant, Juan Valdez is now bracing for 31 competition from it. Last week the American firm announced that it will open its first store in Colombia next year. Starbucks' entry into Colombia follows Juan Valdez's own *foray* (突袭) into the American company's home turf in Seattle, where it opened three shops in 2005.

Indeed, Juan Valdez thinks it has learned so much from Starbucks that it does not fear competition. And it believes stressing its local roots give it an 32—though it remains to be seen whether invoking tradition will work in a country 33 uninterested in coffee. Starbucks isn't taking any chances. The American chain says it will 34 only locally grown beans at the 50 stores it hopes to open in the next five years. This is good news for coffee growers, who have been hurt by low international coffee prices and an overvalued peso. Increased 35 sales, even to an international chain, would be a better pick-me-up even than a cup of Colombia's choicest blend.

注意：此部分试题请在答题卡 2 上作答。

A) account	F) destined	K) external
B) amount	G) direct	L) privately
C) comparison	H) domestic	M) processes
D) consumes	I) dominant	N) serve
E) convert	J) edge	O) traditionally

## 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**.

### Why Teenagers Act Crazy

- A) Adolescence is practically synonymous in our culture with risk taking, emotional drama and all forms of strange behavior. Until very recently, the widely accepted explanation for adolescent angst has been psychological. Developmentally, teenagers face a number of social and emotional challenges, like starting to separate from their parents, getting accepted into a peer group and figuring out who they really are. It doesn't take a psychoanalyst to realize that these are anxiety-provoking transitions.
- B) But there is a darker side to adolescence that, until now, was poorly understood: a surge during teenage years in anxiety and fearfulness. Largely because of a *quirk* (古怪) of brain development, adolescents, on average, experience more anxiety and fear and have a harder time learning how not to be afraid than either children or adults.
- C) Different regions and circuits of the brain mature at very different rates. It turns out that the brain circuit for processing fear—the *amygdala* (杏仁核)—is *precocious* (早熟的) and develops way ahead of the *prefrontal cortex* (前额皮质), the seat of reasoning and executive control. This means that adolescents have a brain that is wired with an enhanced capacity for fear and anxiety, but is relatively underdeveloped when it comes to calm reasoning.
- D) You may wonder why, if adolescents have such enhanced capacity for anxiety, they are such novelty seekers and risk takers. It would seem that the two traits are at odds. The answer, in part, is that the brain's reward center, just like its fear circuit, matures earlier than the prefrontal cortex. That reward center drives much of teenagers, risky behavior. This behavioral paradox also helps explain why adolescents are particularly prone to injury and trauma. The top three killers of teenagers are accidents, homicide and suicide. The brain-development lag has huge implications for how we think about anxiety and how we treat it. It suggests that anxious adolescents may not be very responsive to psychotherapy that attempts to teach them to be unafraid, like cognitive behavior therapy, which is zealously prescribed for teenagers.
- E) What we have learned should also make us think twice—and then some—about the ever rising use of stimulants in young people, because these drugs may worsen anxiety and make it harder for teenagers to do what they are developmentally supposed to do: Learn to be unafraid when it is appropriate to do so. Of course, most adolescents do not develop anxiety disorders, but acquire the skill to *modulate* (调节) their fear as their prefrontal cortex matures in young adulthood, at around age 25. But up to 20 percent of adolescents in the United States experience a diagnosable anxiety disorder, like generalized anxiety or panic attacks, probably resulting from a mix of genetic factors and environmental influences. The prevalence of anxiety disorders and risky behavior (both of which reflect this developmental disjunction in the brain) have been relatively steady, which suggests to me that the biological contribution is very significant.
- F) One of my patients, a 32-year-old man, recalled feeling anxious in social gatherings as a teenager. "It was *viscerally* (出自内心地) unpleasant and I felt as if I couldn't even speak the same language as other people in the room," he said. It wasn't that he disliked human company; rather, socializing in groups felt dangerous, even though intellectually he knew that wasn't the case. He developed a strategy to deal with his discomfort: alcohol. When he drank, he felt relaxed and able to engage. Now treated and sober for several years, he still has a trace of social anxiety and still wishes for a drink in

anticipation of socializing.

- G) Of course, we all experience anxiety. Among other things, it's a normal emotional response to threatening situations. The hallmark of an anxiety disorder is the persistence of anxiety that causes intense distress and interferes with functioning even in safe settings, long after any threat has receded. We've recently learned that adolescents show heightened fear responses and have difficulty learning how not to be afraid. In one study using brain M. R. I., researchers at Weill Cornell Medical College and Stanford University found that when adolescents were shown fearful faces, they had exaggerated responses in the amygdala compared with children and adults.
- H) The amygdala is a region buried deep beneath the cortex that is critical in evaluating and responding to fear. It sends and receives connections to our prefrontal cortex alerting us to danger even before we have had time to really think about it. Think of that *split-second adrenaline* (肾上腺素) surge when you see what appears to be a snake out on a hike in the woods. That instantaneous fear is your amygdala in action. Then you circle back, take another look and this time your prefrontal cortex tells you it was just a harmless stick. Fear learning lies at the heart of anxiety and anxiety disorders. This primitive form of learning allows us to form associations between events and specific cues and environments that may predict danger. Way back on the *savanna* (热带草原), for example, we would have learned that the rustle in the grass or the sudden flight of birds might signal a predator—and taken the cue and run to safety. Without the ability to identify such danger signals, we would have been lunch long ago. But once previously threatening cues or situations become safe, we have to be able to re-evaluate them and suppress our learned fear associations.
- I) Another patient I saw in consultation recently, a 23-year-old woman, described how she became anxious when she was younger after seeing a commercial about *asthma* (哮喘). It made me incredibly worried for no reason, and I had a panic attack soon after seeing it," she said. As an older teenager, she became worried about getting too close to homeless people and would hold her breath when near them, knowing that "this was crazy and made no sense". B. J. Casey, a professor of psychology and the director of the Sackler Institute at Weill Cornell Medical College, has studied fear learning in a group of children, adolescents and adults. Subjects were shown a colored square at the same time that they were exposed to an *aversive* (令人反感的) noise. The colored square, previously a neutral stimulus, became associated with an unpleasant sound and elicited a fear response similar to that elicited by the sound.
- J) What Dr. Casey and her colleagues found was that there were no differences between the subjects in the acquisition of fear conditioning. But when Dr. Casey trained the subjects to essentially unlearn the association between the colored square and the noise—a process called fear extinction—something very different happened. With fear extinction, subjects are repeatedly shown the colored square in the absence of the noise. Now the square, also known as the conditioned stimulus, loses its ability to elicit a fear response. Dr. Casey discovered that adolescents had a much harder time "unlearning" the link between the colored square and the noise than children or adults did.
- K) In effect, adolescents had trouble learning that a cue that was previously linked to something aversive was now neutral and "safe". If you consider that adolescence is a time of exploration when young people develop greater autonomy, an enhanced capacity for fear and a more persistent memory for threatening situations are adaptive and would confer survival advantage. In fact, the developmental gap between the amygdala and the prefrontal cortex that is described in humans has been found across mammalian species, suggesting that this is an evolutionary advantage. This new understanding about the neurodevelopmental basis of adolescent anxiety has important implications, too, in how we should treat anxiety disorders. One of the most widely used and empirically supported treatments for anxiety disorders is cognitive behavior therapy, a form of extinction learning in which a stimulus that is experienced as frightening is repeatedly presented in a nonthreatening environment. If, for example, you had a fear of spiders, you would be gradually exposed to them in a setting where there were no dire consequences and you would slowly *lose your arachnophobia* (蜘蛛恐惧症). The paradox is that adolescents are at increased risk of anxiety disorders in part because of their impaired ability to successfully extinguish fear associations, yet they may be the least responsive to *desensitization* (脱敏) treatments like cognitive behavior therapy precisely because of this impairment.
- L) But we do know this: Adolescents are not just carefree novelty seekers and risk takers; they are uniquely vulnerable to anxiety and have a hard time learning to be unafraid of passing dangers.

Parents have to realize that adolescent anxiety is to be expected, and to comfort their teenagers—and themselves—by reminding them that they will grow up and out of it soon enough.

注意：此部分试题请在答题卡 2 上作答。

36. People suffering from an anxiety disorder tend to have enduring anxious feelings after any threat has faded.
37. For teenagers, the region for reasoning in the brain develops slower than the brain circuit for processing fear and anxiety.
38. That the amygdala and the prefrontal cortex in mammals mature at different speeds is an evolutionary advantage.
39. Alcohol helps some people to relax when they feel anxious in social activities.
40. The earlier maturity of the reward center partly accounts for adolescents, risky behavior.
41. Adolescents have to experience a series of anxiety-provoking challenges.
42. Parents should remind their kids that adolescent anxiety is normal and can be got over soon.
43. Researchers found teenagers were prone to get trouble in unlearning the negative feelings linked to the conditioned stimulus.
44. Most teenagers are able to control fear as their prefrontal cortex fully develops in their mid-twenties.
45. The amygdala delivers information about danger to the prefrontal cortex as soon as the danger comes.

### 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.**

In a country with a shrinking population, the latest trend in Germany's higher education is something of a mystery: The number of universities and academic programs is rising. The growth is the sharpest for professional graduate schools, where the number has soared from practically zero in 2003 to 130 now, in fields ranging from law and business to clinical counseling and education. But there is one obvious problem: Not enough students are signing up. The German government says that nearly half of professionally oriented programs, aside from law schools, have yet to fill their stated student capacity. And the problem has been especially acute in graduate programs in education.

Interest in many professional schools has been less than overwhelming, said Markus Zimmermann, an executive senior consultant at the Germany Research Institute in Berlin, which is affiliated with Berliner Banking Corp. "German universities tend to roll out programs without having a good grasp of the needs in the marketplace," said Mr. Zimmermann, who watches Germany's higher education. "When they start a program, they assume there will be students."

In Germany, the need for graduate programs seems undeniable: Lifetime employment is crumbling, employers are committing less time and money to training young workers, and social problems are becoming more complex, increasing the need for experts. Setting up graduate programs in education was the universities' answer to a growing dissatisfaction with the primary and secondary school system.

With the *accreditation* (证明合格) of the Ministry of Education, 19 universities launched professionally oriented graduate programs in teacher education, seeking approximately 700 students in total. Seven more schools introduced similar programs later. During the first year, 8 of the 19 original institutions fell short of the target enrollment—some by far: two schools managed to recruit only half of the target numbers of students. A ministry assessment completed shortly afterward said the schools lacked proper marketing methods and had failed to clearly state the practical benefits of receiving graduate diplomas.

Some schools are taking their own measures to increase enrollment. They have gone around visiting undergraduate departments giving explanatory sessions and did what they could to let people know

about their programs. The graduate school has also been placing an emphasis on practical training, for example, sending students to teach at local primary and secondary schools. Students teach lessons at local schools, videotape the classes and then bring the tapes back for evaluation with other students. Then they feed the solutions back to the classes. A number of graduate students have had years of teaching experience before coming to the graduate programs, and generally held positive views about the in-class training.

注意：此部分试题请在答题卡 2 上作答。

46. What is the evident problem of Germany's graduate education?

- A) The deteriorating accreditation environment. C) The inadequate graduate enrollment.
- B) The soaring number of graduate schools. D) The narrowing professional oriented fields.

47. According to Markus Zimmermann, why do people lack interest in Germany's professional graduate schools?

- A) They feel overwhelmed by the pressure of graduate study.
- B) They are faced with complicated issues in schools.
- C) They see it unnecessary to have these programs.
- D) They attach more importance to practical abilities than academic research.

48. What leads to the establishment of graduate programs in education in German universities?

- A) The crumbling of lifetime employment.
- B) The less commitment to employee training.
- C) The even more complex social problems.
- D) The discontent with primary and secondary education.

49. What should graduate schools do to ensure enrollment according to the Ministry of Education?

- A) Launch more orientation programs.
- B) Promote the benefits of receiving a master degree.
- C) Revise the social system for teachers.
- D) Specify the requirements for receiving a master degree.

50. What have schools done to enhance the education of graduates in teaching?

- A) Identifying issues, finding solutions and resolving issues in classroom.
- B) Adopting an approach combining practice with theory.
- C) Offering students with specialist knowledge.
- D) Arranging and organizing students' knowledge and experiences.

## Passage Two

Questions 51 to 55 are based on the following passage.

Light pollution is the glow you can see at night above cities and towns. It is a problem that has been accompanying man ever since he started his first fire some 15 000 years ago, and technology has only made it worse. Light pollution is the *stray* (零落的) light that comes from streetlights, billboard signs, buildings, parking lots, sports arenas and any other source of illumination that is reflected or directed into the atmosphere. Light pollution is made worse with air pollution, as the small particles that float in the air serve to scatter and reflect the light, compounding the problem. The effect of light pollution is to reduce the contrast? and therefore the visibility of dimmer objects in the night sky, which affects professional, as well as amateur astronomers.

Light pollution exists on every continent except Antarctica. Urban light pollution means that one-fifth of the world's population can no longer see the Milky Way with the naked eye. Many city kids, even if they did peer through the orange smog above their heads, would probably see only a handful of stars. We have lost our view of the stars, and we have *mucked up* (把……弄糟) our nighttime environment as well.

Lots of people find the ever-brightening night annoying, and animals that are programmed to prefer the dark may avoid brightened habitat. Sea turtles can get lost searching for a beach to lay eggs, and their *hatchlings* (幼龟) may confuse over-lit beachfront resorts for the ocean horizon, wasting precious energy needed to find the sea and escape predators. Because their necks aren't yet long enough to see things far away, baby turtles rely on the mirror image of the moon to guide them to the sea, to begin their new life. A car may even hit a particular turtle, which was thinking the light from a nearby city was moonlight reflecting off the ocean waves. Birds that live in and around cities can die because of sky glow, too. The abundance of bright lights can blind them, leading to countless collisions with buildings, billboards and other tall structures.

These are merely a few of the possible negative effects light pollution has on our world. A very serious issue in our modern-day society is that light pollution is a terrible waste of energy since lighting is responsible for one-fourth of all energy consumption worldwide.

Reducing light pollution is not difficult. Light pollution is the easiest type of pollution to end. On an individual level, people can help reduce much sky glow by using lighting only when necessary and by choosing well shielded lighting fixtures. The stars above us are a priceless heritage—not only for astronomers but for all humans. More of our children should be able to look up at night and see that the Milky Way is not just a candy bar.

注意：此部分试题请在答题卡 2 上作答。

51. What can we learn about light pollution from the passage?

- A) It can be lessened with technology. C) It has aggravated the air pollution.  
B) It is resulted from modern technology. D) It has obscured our view of the night sky.

52. What is the source of light pollution?

- A) Artificial light. B) Natural light. C) Indoor light. D) Outdoor light.

53. What does the third paragraph mainly talk about?

- A) How light pollution impacts astronomical research.  
B) How light pollution disrupts ecosystems.  
C) How excessive illumination affects wildlife.  
D) How excessive light leads to discomfort.

54. Light pollution in modern society is\_\_\_\_\_.

- A) a way of energy waste C) a source of greenhouse gas emissions  
B) a necessity for electricity D) a threat to nature

55. What can individuals do to reduce light pollution?

- A) Adjust the type of lights used. C) Try not to use lights at all.  
B) Turn lights off when not necessary. D) Redesign lighting plans.

#### 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**.

文化需求是旅游的动因，旅游实际上是文化的享受和体验。出行旅游是物质需求，但本质上是精神文化需求。在旅游活动中，人们参观历史古迹，体察地方风土人情，游览名山大川，时刻都在触摸文化脉搏(pulse)，感知文化神韵，汲取文化营养(nourishment)。根据旅游机构进行的调查，旅游者出行最大的动机是获得审美(aesthetic)享受和精神愉悦。作为一种综合性、高品位的文化活动，旅游的文化意义不言而喻。

注意：此部分试题请在答题卡 2 上作答。