

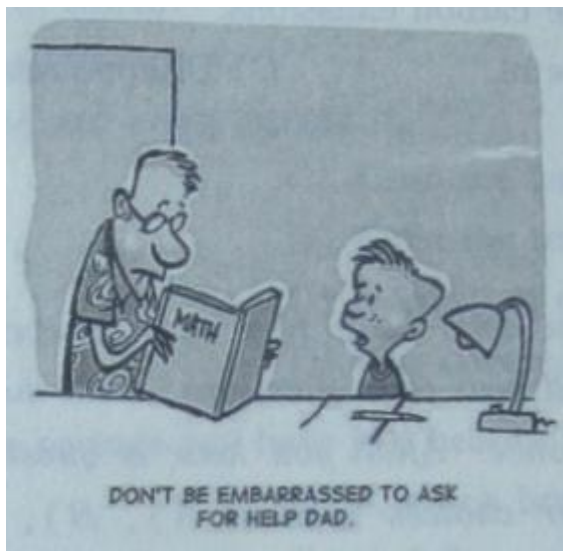
Model Test Three

Part I

Writing

(30minutes)

Directions: For this part, you are allowed 30 minutes to write a short essay. You should start your essay with a brief description of the picture and then express your views on the huge difficulty of teenagers' homework. You should write at least 120 words but no more than 180 words.



Part II

Listening Comprehension

(25 minutes)

Section A

Directions: In this section, you will hear three news reports. At the end of each conversation, you will hear four questions. Both the news report and the questions will be spoken only once. After you hear a question, you must choose the best answer from the four choices marked A), B), C) and D). Then mark the corresponding letter on **Answer Sheet 1** with a single line through the centre.

Questions 1 and 2 are based on the news report you have just heard.

1. A) The law of weapon purchasing in Illinois State.
B) The relationship between crime and mental illness.
C) The graduate student of Northern Illinois University.
D) The shooting happened in Northern Illinois University.
2. A) The gunman has mental disease.
B) The gunman is dissatisfied with the university.
C) The gunman is dissatisfied with the lecture.
D) It is not clear.

Questions 3 and 4 are based on the news report you have just heard.

3. A) It has been influenced by war.
B) It is devalued by its government.
C) It is more competitive than before.
D) It has turned into a global currency.

4. A) Most experts support the four countries' currency change.
B) The meeting on Friday is useless for global recovery.
C) Currency wars threaten global economic recovery.
D) Policymakers should cooperate with central bankers.

Questions 5 to 7 are based on the news report you have just heard.

5. A) The preservation of coastal resorts. C) The gap between the rich and the poor.
B) The closure of political disputes. D) The commitments to reduce carbon emissions.
6. A) Promising.
B) Hopeful.
C) Disappointing.
D) Satisfying.
7. A) 18. C) 94.
B) 80. D) 194.

Section B

Directions: In this section, you will hear two long conversations. At the end of each conversation, you will hear four questions. Both the conversation and the questions will be spoken only once. After you hear a question, you must choose the best answer from the four choices marked A), B), C), and D). Then mark the corresponding letter on **Answer Sheet 1** with a single line through the centre.

Questions 8 to 11 are based on the conversation you have just heard.

8. A) He eats a lot after marriage.
B) He sleeps a lot after marriage.
C) He exercises less after marriage.
D) He drinks a lot after marriage.
9. A) Its membership is expensive.
B) Its membership is inexpensive.
C) Most of its members work out two times a week.
D) Most of its members are white-collar workers.
10. A) She is under 20 years old.
B) She is in her 20s.
C) She is under 30 years old.
D) She is in her 30s.
11. A) Buy a ticket for the health club.
B) Bring a guest pass.
C) Make a membership card.
D) Borrow the woman's card.

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

12. A) Ask her assistant to wet the man's hair.
B) Talk with the man about his hair.
C) Communicate with her assistant about the haircut.
D) Show the man the latest style.
13. A) It is dry and thick.
B) It is very curly.
C) It is dry and has split ends.
D) It is quite oily.

14. A) His diet.
B) His habit.
C) His living environment.
D) His inheritance.
15. A) Use air blower to make the hair dry.
B) Use shampoo of high quality.
C) Let the hair dry naturally.
D) Cut hair once a week.

Section C

Directions: In this section, you will hear three 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.

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

16. A) People can buy sliced bread at stores.
B) There was no sliced bread at stores.
C) There was no delicious bread at stores.
D) People made bread at home and never bought it.
17. A) From the customer.
B) From the ingredient.
C) From the balloon.
D) From the tradition.
18. A) It is full of delicious bread. C) It is full of colorful balloons.
B) It looks very serious. D) It is covered with oaintings.

Questions 20 to 22 are based on the passage you have just heard.

19. A) A skin care brand.
B) A leather brand.
C) A watch brand.
D) A daily use brand.
20. A) Most of it comes from skin care line. C) 50% of it is derived from foundation.
B) More than half of it is from makeup. D) 25% of it is from makeup brushes.
21. A) It was invented in 1968. C) It cannot deal with skin problems such as burning.
B) It is available in every store. D) It is designed for pre-and post-operation skin care.

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

22. A) They get more freedom. C) They shoulder more social responsibilities.
B) They encounter more pressure. D) They are required to do better at researching.
23. A) They teach students how to research and write.
B) They ask students to study independently.
C) They help students to learn about society.
D) They communicate with students frequently.
24. A) They prevent students from thinking.
B) They don't provide enough explanations for facts.
C) They don't offer informative researches.
D) They don't have basic facts.

25. A) Take encyclopedias as their mere information resource.
 B) Focus on more information of specific topics.
 C) Be independent from their professors.
 D) Accumulate their own evidence from broader sources.

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.

Cloud-to -ground lightning bolts are a common phenomenon, yet their power is extraordinary. Each bolt can contain up to one billion volts of electricity.

This enormous electrical discharge is caused by an ___26___ between positive and negative charges .During a storm, colliding particles (对撞粒子) of rain, ice , or snow ___27___ this imbalance and often negatively charge the lower reaches of storm clouds . Objects on the ground , become positively charged-creating an imbalance that nature seeks to remedy by passing current between the two charges .

A step-like series of negative charges, called a stepped leader , ___28___ its way increasingly downward from the bottom of a storm cloud toward the Earth . Each of these segments is about 46 meters long . When the lowermost step comes within 46 meters of a positively charged ___29___ it is met by a climbing surge of positive electricity , which can rise up through a building , or even a person . The process forms a ___30___ through which electricity is transferred as lightning .

Some types of lightning never leave the clouds but ___31___ between differently charged areas within or between clouds . Other rare forms can be sparked by extreme forest fires and snowstorms .

Lightning is ___32___ hot-a flash can heat the air around it to temperatures five times hotter than the sun's surface . This heat causes ___33___ air to rapidly expand and shake , which creates the pealing thunder .

Lightning is ___34___ . About 2,000 people are killed worldwide by lightning each year . Hundreds more survive strikes but suffer from a variety of ___35___ aymptoms , including memory loss, dizziness, weakness, and other life-altering sicknesses .

- | | |
|---------------|-----------------|
| A) absolutely | I) obstacle |
| B) channel | J) powerful |
| C) dangerous | K) surrounding |
| D) extremely | L) track |
| E) imbalance | M) travel |
| F) increase | N) unsteadiness |
| G) lasting | O) works |
| H) object | |

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**.

Testing Baby's Brain

[A] As far as her friends and teachers are concerned, Ashdod is an ordinary, bright, playful 5-year-old girl. They might be surprised to learn that not long ago therapists (治疗专家) were fighting to keep her from suffering from autism (孤独症)—a brain disorder that afflicts one in 100 children, typically leaving them with lifelong difficulties in communicating, socializing and carrying out many basic tasks. Ashdod was lucky; when she was 10 months old, her parents became alarmed that she had little interest in looking them in the eyes, wailing and moving from her back, and took her to the Mifne Center in Rosh Pinna, Israel, a clinic that focuses on children 5 months and older who show early warning signs of autism. The results of the Mifne treatment were shocking, recalls the girl's mother, Tikva. "Now she goes to a regular school where she is the same sort of active, funny, normal child as anyone else," she says.

[B] Despite a big jump in autism awareness in the past decade, parents, schools and doctors still frequently ignore warning signs in very young children. These can be difficult to detect: a child never points at things, shows more interest in objects than people, has delayed speech and develops a fascination with toys turning around. Many experts regard these symptoms as harmless habits that kids will outgrow. New research and experience in some autism clinics, however, suggests that starting treatment by age 2 is critical to mitigating and in some cases entirely avoiding the disorder.

[C] That's because unlike the brain of an adult or even an older child, a 12- or 18-month-old's brain is, in a sense, highly reprogrammable—that is, it responds well to treatments designed to permanently change basic patterns of thought and behavior. "All the evidence we have suggests that outcomes for these children will be better with an earlier diagnosis (诊断), before they reach 18 months, if possible," says Christopher Gillberg, a professor at Gothenburg University in Sweden.

[D] Although there are currently no effective treatments for autism symptoms in older children or adults, the prospects are turning out to be entirely different for very young children who get prompt treatment. Psychologists have had remarkable success with behavioral therapy, which involves therapists working intensively with children to get them to do tasks they're having difficulty with. The Mifne Center in Israel applies its own form of intensive therapy, typically lasting about two weeks and focusing on getting the child to make contact with parents and to eat and move normally. Some 200 children have been through the program; about three quarters have remained free of any signs of autism or any other significant developmental disorder, according to Mifne founder and director Hanna Alonim. "If we can get them here as babies, close to 100 percent won't develop autism," she says. "If we don't see them until they're 2, it's a different story." To support Mifne's findings with more-formal research, doctors at the Tel Aviv Sourasky Medical Center have begun screening and videotaping infants thought to be at risk of pre-autism before the Mifne treatment.

[E] Having a treatment choice for infants raises the hard issue of diagnosis. Autism can be tricky to recognize—it encompasses any or all of a broad range of symptoms, including difficulty with social interactions, language, motor skills and taking in sensory information, as well as repetitive behaviors, eating problems and in some cases unusually high or low levels of activity. A study of nearly 10,000 children in Bergen, Norway, indicated that the number of children who showed "pronounced autistic features" was about five times higher than the number who qualified for a formal diagnosis of autism.

[F] Even children who exhibit only partial or mild versions of autism symptoms are at risk of ending up with lifelong challenges, say researchers, and would benefit from autism therapies. But tagging more very young children as candidates for autism therapy creates another problem. The cost of behavioral therapy is eye-opening—applied behavior analysis, an intensive treatment that requires 15-to-25 hours of sessions a week, costs about \$30,000 a year, and even a modest program typically runs about \$10,000 a year. That's one reason studies estimate that less than one in 10 very young children with a diagnosis of autism get 25 hours a week of therapy.

[G]Health-care systems are not up to this task. In the United States, where health insurance rarely covers such treatments, the chances of having the government pay for therapy varies wildly from state to state. Children don't necessarily fare much better under national health care. The United Kingdom pays for treatment—but often only after the parents hire a lawyer and win their case at a regional “tribunal”, where more often than not communities will fight to force the parents to settle for the few hours a week of therapy offered in a local special-education program. In Italy, toddlers with disorders who live near large cities in the north-central part of the country can get the attention of a team of therapists, but those in the southern, rural areas tend to get few services. Laurence Robel, a child psychiatrist and autism researcher at the Necker Children's Hospital in Paris, notes that France keep a bias against behavioral therapy, which critics compare to training a dog or programming a robot. “Away from Paris,” she says, “children are lucky to receive much treatment at all.”

[H]Experts insist that governments are being penny-wise and pound-foolish in refusing to pony(付清)up for intensive therapy to infants and toddlers who show early signs of a developmental disorder. Simple, brief screening tests are now designed to flag children at risk as early as 18 months. Earlier diagnosis might be possible by measuring brain activity and recognizing patterns that are unique to autism. Researchers at the Baby Lab in Uppsala University in Sweden are looking for these patterns by placing dozens of soft-foam sensors on infant's heads.

[I] The benefits of early treatment are likely to grow in coming years as new research into developmental disorders continues to pay off.

36. In Italy, the chances for young children to receive services of a team of autism therapists vary between the north-central part of the country and the southern, rural areas.
37. In detecting the warning signs of autism in young children, parents, schools and doctors now haven't done sufficiently on it.
38. Autism is not easy to recognize because it covers a wide range of symptoms.
39. It is very important to treat a child with autism by age of two, because children at that age respond well to the related treatment.
40. According to the text, children who get autism may suffer from troubles in communicating.
41. It is an effective treatment for older children with signs of autism to ask them to do tasks which are difficult for them.
42. According to experts, those governments are extremely foolish if they refuse to support the intensive therapy to young children showing early signs of a developmental disorder.
43. Most very young children with a diagnosis of autism do not have an intensive treatment, because it's too expensive to receive the intensive treatment.
44. About 150 children have recovered from signs of autism in the Mifne Center.
45. In the United States, different state governments pay differently for autism therapy because health insurance rarely covers such treatments.

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.

Students in Washington will return to classrooms this month to begin a new school year. But at least 50% of their teachers will not return with them. Last month, the District of Columbia public schools told 206 teachers that they are not good enough to stay.

The school system dismissed 75 teachers last year. It was the first year of a new teacher rating system.

Experts say such large numbers of dismissals are rare in American schools. But in Washington the rating system is not governed by the labor contract with the teachers union. So school officials have more freedom.

The system is called IMPACT. Teachers are observed in the classroom five times a year for at least thirty minutes each time. They are also judged by student test scores.

Administrators rated 65 of the 206 teachers as “ineffective”. The others lost their jobs because they were rated “minimally effective” for a second year.

The National Council on Teacher Quality is a research group that works to increase the number of effective teachers. Emily Cohen, a policy director there, says the council supports the IMPACT system. “This is an evaluation instrument that is finally able to capture who is highly effective and who is ineffective and who could be doing better and could use some assistance. Most evaluation instruments in the country do not capture teacher performance—all teachers are rated satisfactory.”

Teachers with the highest rating can receive a performance bonus of up to twenty-five thousand dollars. In addition, they can receive a pay increase.

Some Washington teachers say their ratings depend too heavily on test scores. For some teachers, half of their rating is based on how well their students do. But Emily Cohen says test scores are important. “Testing is the most objective data that we have on teacher performance. The District also is looking at other things, using master educators to evaluate teachers. So it’s not just looking at student test performance, it is using other sources of data.”

Michelle Rhee created the IMPACT system. She gained national attention for her aggressive reform efforts when she led the troubled school system in the nation’s capital. She left last year and her deputy took her place.

The Washington Teachers Union says IMPACT unfairly hurts teachers who work in schools with high rates of poverty. Most of the teachers with the highest rating work in schools with lower poverty rates.

46. Why can schools in Washington dismiss so many teachers?

- A) Because those teachers did not perform well in the classroom.
- B) Because they must be strict in the first year of the new rating system.
- C) Because those teachers were rated “minimally effective” for a second year.
- D) Because they are not restricted by the teachers union’s labor contract.

47. Why does the National Council support the IMPACT system?

- A. Because the system can provide teachers a large amount of bonus.
- B) Because the system can distinguish good teachers from bad ones.
- C) Because the system has successfully dismissed ineffective teachers.
- D) Because the system has increased the number of effective teachers.

48. Some Washington teachers have different opinions with Emily Cohen on whether_____.

- A) test scores should play such an important role in their ratings
- B) teachers with the lowest rating should stay at school
- C) the students should perform well in the rating system
- D) the District should use master educators to evaluate teachers

49. What can we learn about Michelle Rhee?

- A) She led the school system falling into the biggest trouble it ever met.
- B) She left her work because she had a better offer in the nation’s capital.
- C) She did not perform as well as her deputy in the working ability.
- D) She was noted for her efforts in changing the chaotic school system.

50. The Washington Teachers Union’s attitude towards the IMPACT system is_____.

- A) supportive
- B) unclear
- C) optimistic
- D) critical

Passage Two

Questions 51 to 55 are based on the following passage.

More than 40 years ago, U.S. Supreme Court Justice Potter Stewart said that while it was difficult to define pornography(色情文学), “I know it when I see it.”

The etiquette(礼仪) police who are trying to keep up with the rapidly evolving world of mobile devices and their effect on the workplace probably would say the same. They may not be able to define what is considered bad manners, but they know the terrible behavior when they see an employee’s email, text, blog entry, or Facebook posting.

It appears others do, too. A recent Intel survey found that 9 of 10 Americans report they’ve seen others misuse technology; 75% agree that mobile etiquette is worse than it was a year ago. The results don’t surprise Lisa Grotts, a reputed etiquette consultant.

“Welcome to the new world,” she says. “Someday a sociologist is going to have a study on how our rules have changed because of technology and online communication.”

Because technological changes are so constant, she thinks it’s inevitable that some social and professional misbehaviors will be made.

The Intel study found that we’re often aware of our own poor behavior. Almost 1 in 5 respondents report they know they’re being rude but do it because everyone else does.

So it’s a little difficult to complain about a cubicle(小隔间) mate for talking too loudly on a cellphone when you’ve been guilty of doing the same thing—or something equally annoying.

Adding to the problem: What may be OK in your social circles could be considered annoying in professional ones.

Still, the Intel study found that it’s worth making an effort to adjust your behavior when using your iPhone, BlackBerry or other mobile device if you want to keep the peace in your office and not bother the boss. Of those participating in the survey, 65% say they get angry at those who are disrespectful toward others with tech use.

So, even though your cubicle mate talks loudly on her cellphone or texts her boyfriend constantly, it doesn’t mean you should do the same thing. Instead, taking the time to find a private place to have a private conversation may impress colleagues and your manager with your professionalism.

51. We can learn from the passage that the etiquette police _____.
A) can not find proper words to describe bad manners
B) want to know more about mobile devices
C) have known about Justice Potter Stewart for many years
D) agree with the definition of bad manners by Potter Stewart
52. According to a recent Intel survey, we can learn that technology misuse _____.
A) is totally ignored by the majority of people
B) becomes a common phenomenon in America
C) has greatly influenced people’s way of life
D) is accepted by more people than before
53. What can we learn about Lisa Grotts?
A) She becomes famous for her unique views about bad manners.
B) She is not satisfied with the present situation of mobile etiquette.
C) She is going to study what have caused our rules to change.
D) She believes some bad social manners are inevitable to occur.

54. Why do people still behave badly although they know it is rude?

- A) Because they don't realize that their manners are bad.
- B) Because they don't care about others' opinion about them.
- C) Because they want to attract other people's attention.
- D) Because they see others do the same thing as they do.

55. What the author may suggest us do about tech use?

- A) Get angry at those who bother others with their tech use.
- B) Refuse to post any personal information on your Facebook.
- C) Impress your manager with your professional tech skills.
- D) Talk privately when you have a mobile phone call.

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**.

中国受欢迎的体育运动在过去的 50 年间得到了迅速的发展。在新中国的早期，人们只在休息时间随着广播音乐做一些有氧运动（aerobic exercises），以及每年参加春季、秋季的运动会。随着社会的进步和经济的发展，娱乐性的体育运动开始在社会各个阶层蔓延（permeate）。自改革开放以来，体育活动在种类上变得丰富起来，越来越多的人将规律的体育运动视为他们日常生活的一部分。