

Model Test One

Part I Writing (30 minutes)

Directions: For this part, you are allowed 30 minutes to write a short essay entitled Are Lies Necessary in Our Life? by commenting on American writer Howard Mel's famous remark "We all tell lies—little lies, big lies, necessity lies in order to insure social and psychological peace and comfort" You should write at least 150 words but no more than 200 words.

Part II Listening Comprehension (30 minutes)

Section A

Directions: In this section, you will hear three news reports. At the end of each news report, you will hear two or three 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 to 4 are based on the conversation you have just heard.

1. A) Launching a campaign in specialist medical journals.
B) Advertising medicines that need a prescription on TV.
C) Making newspaper ads with doctor's good comment.
D) Getting some specialists to advertise for the products.
2. A) The users' comment on medicine is not always reliable.
B) Ads of over-the-counter products are not allowed.
C) The claim of any positive cure for a disease is forbidden.
D) Most of the medicines need doctor's prescription.
3. A) Manufacturers don't like it.
B) Medical ads are not allowed to do it.
C) They can't afford the cost.
D) They can't make promises.
4. A) He doesn't consider much about customers.
B) He can't offer any practical way of promotion.
C) He doesn't deserve the promotion indeed.
D) He knows little about the regulations of ads.

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

5. A) The account number is 51406881. C) There is no information about the account.
B) The account number is 21406881. D) There is no information about the bank's name.
6. A) She didn't receive the same invoice as others.
B) She found the man's bank details were wrong.
C) She confused the names of two banks.
D) She couldn't identify the account on the invoice.
7. A) Transfer the money to the man as soon as possible.
B) Try to sort out the truth and call the bank.
C) Check the account number with Bank of Scotland.
D) Make up for her mistakes and be careful next time.

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8. A) They are manager and assistant. C) They are customer and manager.
B) They are business partners. D) They are coworkers of the same company.

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

9. A) Schools use private detection services.
B) Teachers discuss essay topics with their students.
C) Teachers ask students to turn in early drafts of papers.
D) Universities stop students from buying essays.
10. A) Those that are involved in a specific field.
B) Those that are very difficult and urgent.
C) Those that need cooperation of two writers.
D) Those whose writers are from abroad.
11. A) Their work can only be used as a model.
B) Most of their writers are poorly paid.
C) Most writers have doctorate degrees.
D) Students may handle the paper as they wish.
12. A) Universities don't pay much attention to academic achievement.
B) Professors assign too much work to students in a short time.
C) Communication failure appears between students and professors.
D) Students don't know the rules of the college they are attending.

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

13. A) Salt is quite necessary for people's health.
B) Eating too much salt could do harm to the heart.
C) The quantity of salt varies among different people.
D) People are launching a campaign to eat less salt.
14. A) Eating more salt means more heart attacks.
B) Less salt is sure to reduce many heart-related diseases.
C) Eating less salt may lead to high blood pressure.
D) It's not clear whether eating less salt will have good results.
15. A) Most people consume similar amount of salt.
B) Americans eat less salt than the others.
C) Different people eat different amount of salt.
D) Salt is relevant to people's health.

Section C

Directions: In this section, you will hear three recordings of lectures or 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), D). Then mark the corresponding letter on **Answer Sheet 1** with a single line through the centre.

Questions 16 to 19 are based on the recording you have just heard.

16. A) They are about to be more productive.
B) They tell us to be more physically healthy.

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- C) They focus on the importance of habits.
- D) They help people make more money.

17. A) We should be hardworking.
B) We are in control of our life.
C) We have a great potential for everything.
D) We can accomplish the resolutions.
18. A) Analyze the reasons for failure. C) Look for some other opportunities.
B) Try the same thing one more time. D) Think about how to improve ourselves.
19. A) They don't have the deadlines for tasks.
B) They avoid being too stressed at work.
C) They tend to think there is plenty of time.
D) They think they will do better the next day.

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

20. A) They are not in a hurry when they say things out loud.
B) They act as if they are reflecting on everything carefully.
C) They tend to think a lot before they say something out.
D) They enjoy the relaxed feeling and never rush.
21. A) They will feel annoyed. C) They will feel intimate.
B) They will be surprised. D) They will be impressed.
22. A) Good talkers will be able to talk about it for a long time.
B) It is a good way to show the talker's plentiful knowledge.
C) It can be brought out in a conversation and fascinate others.
D) Most people can say something about psychology and sociology.

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

23. A) Systematic management.
B) The transport of goods.
C) Customer service.
D) The concept of benefits.
24. A) Timing. C) Supporting services.
B) Raw materials. D) Location.
25. A) Material management. C) Supply chain management.
B) Physical distribution. D) Human resource management.

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.

Attention to detail is something everyone can and should do—especially in a tight job market. Bob Crossley, a human-resource expert notices this in the job application that comes across his desk every day. “It's__26__how

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many candidates cancel themselves,” he says.

“Resumes arrive with stains. Some candidates don’t __27__ to spell the company’s name correctly. Once I see a mistake, I __28__ the candidate,” Crossley concludes. “If they cannot take care of these details, why should we trust them with a job?”

Can we pay too much attention to details? Absolutely. Perfectionists struggle over little things at the cost of something larger they work toward. “To keep from losing the forest for the trees,” says Charles Garfield, professor at the University of California, San Francisco, “we must __29__ ask ourselves how the details we’re working on fit into the large picture.”

Garfield __30__ this process to his work as a computer scientist at NASA. “The Apollo II moon __31__ was slightly off-course 90 percent of the time,” says Garfield. “But a successful landing was still likely because we knew the __32__ coordinates of our goal. This allowed us to make __33__ as necessary.” Knowing where we want to go helps us judge the significance of the every task we __34__.

Often we believe what accounts for other’s success is some special secret or a lucky break. But rarely is success so __35__. Again and again, we see that by doing little things within our grasp well, large reward follow.

A)abolish	I)dominant
B)adjustments	J)eliminate
C)administration	K)launch
D)amazing	L)mysterious
E)bother	M)precise
F)compares	N)probably
G)comprises	O)undertake
H)constantly	

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**.

Rising Inequality Is Holding Back the U.S. Economy

[A]In announcing his run for the presidency last month, Jeb Bush has set an ambitious goal of 4 percent real growth in gross domestic product (GDP). This goal has been greeted with substantial skepticism from parts of the economics establishment, while some economists have praised it as a “worthy and viable aspiration” that could be achieved with growth-oriented policies. Our recent research implies that a 4 percent growth goal for first term of the next President is not only possible, but is what we should strive to achieve. Like Hubbard and Warsh, veteran Republican economic policymakers, we agree that the U.S. needs policies that raise labor force participation, accelerate productivity growth and improve expectations. Where we part ways is the tactics.

[B]Their recommendations focus on supply-side policies, such as tax reform, regulatory reform, reduced trade friction and education and training. Our research implies that a weak demand side explains the sluggish(萧条的)recovery from the Great Recession, with the rise of income inequality as a central factor. Consequently, our policy prescriptions revolve around increasing the take-home pay of the majority of American households. The Great Recession, which began in December2007, was the most severe American economic downturn in three-quarters of a century. Most economists did not anticipate ahead of time that this kind of thing could happen, although we warned that “it could get ugly out there” in October 2007.

[C] But as the severity of the recession became apparent in the dark days of late 2008 and early 2009, many economists predicted a swift bounce-back, reasoning from historical evidence that deep downturns are followed

by rapid recoveries. Sadly, that prediction was also incorrect. The growth path following the Great Recession has been historically sluggish. Our recent research, supported by the Institute for New Economic Thinking, helps explain why: The economic drag from decades of rising income inequality has held back consumer spending.

[D]Our work studies the link between rising income inequality and U.S. household demand over the past several decades. From the middle 1980s until the middle 2000s, American consumers spent liberally despite the fact that income growth stagnated(停滞)for most of the population. We show that the annual growth rate of household income slowed markedly in 1980 for the bottom 95 percent of the income distribution, while income growth for the top 5 percent accelerated at the same time. The result was the widely discussed rise of income inequality.

[E]It is also well known that household debt grew rapidly during this period. Our work points out that the buildup of debt relative to income was concentrated in the bottom 95 percent of the income distribution. Debt to income for the top 5 percent bounced around with little clear trend: When the financial crisis hit, our work shows that the bottom 95 percent of Americans could no longer get the rising debt they needed to continue to spend along the trend they established in the years leading up to the crisis. The result was a sharp cutback in household demand relative to income that caused the collapse of the Great Recession.

[F]What about the recovery? Household demand in 2013(the most recent observation we have because our computations incorporate data that are released with a lag and are available at an annual frequency only)was a stunning 17.5 percent below its pre-recession trend, with no sign of recovering back toward the trend. What happened? Our research implies that the cutoff of credit for the group of households falling behind as income inequality rose prevented their spending from recovering to its pre-recession path.

[G]While there is no reason to necessarily expect that consumer spending will follow a constant trend over long periods of time, the practical reality is that the U.S. economy needed the pre-recession trend of demand to maintain adequate growth and at least a rough approximation of full employment prior to 2007. In the middle 2000s, there was no sign of excess demand in the U.S. economy. Inflation was tame and interest rates were low. Wage growth was stagnant. Although some gradual slowing in long-term U.S. growth might have been predicted as the large baby-boom generation ages, the overall labor force participation rate was actually rising prior to the recession, so there was no reason to expect any significant decline in labor resources in the years immediately following 2007.

[H]Yes, the way many Americans were financing their demand was unsustainable, but there is no indication that businesses could not sustainably continue to produce along the pre-recession trend if they had been able to sell the output. Our interpretation of the evidence is that the demand drag that could be expected as the result of rising inequality is, after a delay of a-quarter century, finally constraining the U.S. economy. Intuition, theory and evidence predict that high-income people spend, on average, a smaller share of their income than everyone else does. So as a higher share of income goes into the pockets of the well-to-do, the household sector as a whole is likely to recycle less of its income back into spending, which slows the path of demand growth.

[I] A possible problem with this prediction for the U.S. in recent years is that income inequality began to rise in the early 1980s, but household demand remained strong through 2006. Our argument is that the demand drag from rising inequality was postponed by the buildup of debt: The bottom 95 percent borrowed rather than cut back their spending when their income growth slowed. But as the crisis hit, lending to households collapsed, and the trend of rising debt could not continue.

[J]The effect of rising inequality has hit the economy hard. As a result, today's economy is underperforming. No one can know precisely how much of the stagnation in household demand is due to the rise of inequality, but our estimates imply that the current path of total demand in the economy is at least 10 percent below where it would have been with the income distribution of the early 1980s. Where demand goes, so follows output and employment. This analysis links to the call for 4 percent growth. Considering conventional estimates of the long-term trend growth of the economy, a 4 percent growth rate through the next U.S. President's first term would go a long way toward closing the gap in output that opened with the collapse of household spending in the Great

Recession and has yet to be filled.

[K]How can we move toward this goal? Our research strongly implies that the main problem is on the demand side, not the supply side. The U.S. needs to find a way to boost demand growth by arresting, and hopefully reversing, the dramatic rise of inequality. The basic argument is exceedingly simple: The economy continues to be held back by insufficient household spending, and if the income share of Americans outside of the top sliver rises, household spending will increase. Policies that raise the minimum wage and reduce the tax burden of low-and middle-income households would help.

[L]In our view, however, the best method to achieve this objective would be to restore wage growth across the income distribution as occurred in the decades after World War II. Meeting this objective is challenging for a variety of reasons, including the fact that there remains no clear consensus about what has caused the rise of American economic inequality. But the need to address inequality is not just a matter of social justice; it also is important to get the economy back on the right track after more than seven years of stagnation. We can do better.

36. Americans were free with their money though their income growth mostly remained still from the late 20th century to the Great Recession.
37. Contrary to many economists claims, the U.S. economy didn't experience rapid recoveries after the Great Recession.
38. Labor resources were not expected to suffer from a sharp fall in the years after 2007.
39. Reducing the income inequality is of significance in terms of social justice and economic recovery.
40. The author differs from some economic policymakers on the strategies the U.S. should take to boost the economy.
41. The author estimates that the current demand should have been ten percent higher if the income distribution remained the same as the early 1980s.
42. The majority of the low-income earners continued to take on more loans rather than cut expenses when their income growth has been weakening.
43. To achieve the goal of 4% growth in GDP, the demand growth should be boosted by raising the income share of the bottom 95%.
44. It's predicted that high-income earners generally spend less relative to their income than others.
45. Except a little warning two months before the Great Recession, the majority of economists didn't foresee its coming.

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 and 50 are based on the following passage.

Musicians—from karaoke singers to professional violin players—are better able to hear targeted sounds in a noisy environment, according to a piece of new research that adds to evidence that music makes the brain work better.

“In the past ten years there's been an explosion of research on music and the brain,” Aniruddh Patel, the Senior Fellow at the Neurosciences Institute in San Diego, said today at a press briefing.

Most recently brain-imaging studies have shown that music activates many diverse parts of the brain, including an overlap where the brain processes music and language.

Language is a natural aspect to consider in looking at how music affects the brain, Patel said. Like music, language is “universal, there's a strong learning component, and it carries complex meanings.”

For example, brains of people exposed to even casual musical training have an enhanced ability to generate

the brain wave patterns associated with specific sounds, be they musical or spoken, said study leader Nina Kraus, director of the Auditory Neuroscience Laboratory at Northwestern University in Illinois.

Kraus' previous research had shown that when a person listens to a sound, the brain wave recorded in response is physically the same as the sound wave itself. In fact, "playing" the brain wave produces a nearly identical sound.

But for people without a trained ear for music, the ability to make these patterns decreases as background noise increases, experiments show. Musicians, by contrast, have subconsciously trained their brains to better recognize selective sound patterns, even as background noise goes up.

At the same time, people with certain developmental disorders, such as dyslexia(阅读障碍症), have a harder time hearing sounds amid the noise—a serious problem, for example, for students straining to hear the teacher in a noisy classroom.

Musical experience could therefore be a key therapy for children with dyslexia and similar language-related disorders, Kraus said.

In a similar vein, Harvard Medical School neuroscientist Gottfried Schlaug has found that stroke patients who have lost the ability to speak can be trained to say hundreds of phrases by singing them first.

In his research, Schlaug demonstrated the results of intensive musical therapy on patients with lesions(损伤)on the left sides of their brains, those areas most associated with language.

Before the therapy, these stroke patients responded to questions with largely incoherent sounds and phrases. But after just a few minutes with therapists, who asked them to sing phrases and tap their hands to the rhythm, the patients could sing "Happy Birthday," recite their addresses, and communicate if they were thirsty.

"The underdeveloped systems on the right side of the brain that respond to music became enhanced and changed structures," Schlaug said.

Overall, Schlaug said, the experiments show that "music might be an alternative medium for engaging parts of the brain that are otherwise not engaged."

46. According to Patel, the function of language is usually under consideration when_____.

- A) people tend to study the relation between music and the brain
- B) musicians try to explain the profound meaning behind a piece of music
- C) scientists do experiments on the function of different parts of the brain
- D) audience participate in the discussion on the complexity of music

47. Why can musicians hear selective sound patterns in a noisy environment?

- A. Because they have subconsciously trained their ears to get accustomed to those sound patterns.
- B) Because their brains have been trained to recognize specific sound patterns in noisy background.
- C) Because they can produce the brain wave patterns the same as those sound patterns.
- D) Because their trained ears are sensitive to specific sounds no matter where they are.

48. According to Kraus, the significance of the link between music and the brain lies in the fact that_____.

- A) language ability can be enhanced by listening to music
- B) all kinds of brain disorders can be cured by listening to music
- C) music is the sole method to deal with mental diseases
- D) music can be effective in treating people with language problems

49. How can stroke patients be treated in Schlaug's findings?

- A) They should utter a phrase a hundred times a day when starting the recovery training.
- B) They should chant phrases instead of saying them at the beginning stage of the training.
- C) Doctors should persuade them to sing songs every day to regain their speaking ability.
- D) They should practise singing the phrases after saying them hundreds of times every day.

50. By singing phrases, stroke patients are trying to _____.
A) restore the language function of the damaged system in the left brain
B) hinder the damaged structure in the brain from deteriorating sharply
C) improve the structures of the underdeveloped systems in the right brain
D) practise the parts of the brain which are under constant use

Passage Two

Questions 51 to 55 are based on the following passage.

Shyness is the cause of much unhappiness for a great many people. All kinds of people describe themselves as shy: short, tall, dull, intelligent, young, old, slim, overweight. Shy people are anxious and self-conscious; that is, they are excessively concerned with their own appearance and actions. Worrisome thoughts are constantly occurring in their minds: What kind of impression am I making? Do they like me? Do I sound stupid? Am I wearing unattractive clothes?

It is obvious that such uncomfortable feelings must affect people adversely. A person's self-concept is reflected in the way he or she behaves, and the way a person behaves affects other people's reactions. In general, the way people think about themselves has a profound effect on all areas of their lives. For instance, people who have a positive sense of self-worth or high self-esteem usually act with confidence. Because they do not need constant praise and encouragement from others to feel good about themselves. Self-confident people participate in life enthusiastically and spontaneously. They are not affected by what others think they "should do". People with high self-esteem are not hurt by criticism; they do not regard criticism as a personal attack. Instead, they view a criticism as a suggestion for improvement.

In contrast, shy people, having low self-esteem, are likely to be passive and easily influenced by others. They need reassurance that they are doing "the right thing". Shy people are very sensitive to criticism; they feel it confirms their inferiority. They also find it difficult to be pleased by compliments because they believe they are unworthy of praise. A shy person may respond to a compliment with a statement like this one: "You're just saying that to make me feel good. I know it's not true." It is clear that, while self-awareness is a healthy quality, overdoing it is detrimental, or harmful.

Can shyness be completely eliminated, or at least reduced? Fortunately, people can overcome shyness with determined and patient effort in building self-confidence. Since shyness goes hand in hand with lack of self-esteem, it is important for people to accept their weaknesses as well as their strengths. For example, most people would like to be "A" students in every subject. It is not fair for them to label themselves inferior because they have difficulty in some areas. People's expectations of themselves must be realistic. Living on the impossible leads to a sense of inadequacy.

Each one of us is a unique, worthwhile individual. We are interested in our own personal ways. The better we understand ourselves, the easier it becomes to live up to our full potential. Let's not allow our shyness to block out chances for a rich and fulfilling life.

51. The first paragraph is mainly about _____.
A) the characteristics of shy people
B) the cause of shyness
C) the questions in the minds of shy people
D) the effect of shyness on people
52. According to the writer, self-awareness is _____.
A) harmful to people
B) a weak point of shy people
C) the cause of unhappiness
D) a good quality

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53. According to the passage, the uncomfortable feelings of shy people _____.
A) have no effect on them
B) have a favourable effect on them
C) have an unfavourable effect on them
D) can hardly be overcome
54. What is the shy people's usual reaction to a compliment?
A) They are pleased about it.
B) They suspect it is not true.
C) They are very sensitive to it.
D) They feel it confirms their inferiority.
55. We can infer from the passage that the writer would favor _____.
A) a shy person
B) a realistic person
C) a sensitive person
D) a reserved person

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**.

功夫(Kung fu)是一种典型的中国传统文化，它是一项既活动肌肉又活动大脑的运动。同时，功夫不仅是一项体育运动，也是一种艺术形式。它被用来治病和自卫，而且是一种综合性的人体文化。功夫历史悠久，在中国非常流行。肢体动作只是功夫的外部表现(external display),功夫绝对不受限于外部动作，它还强调充分发挥内部气质(internal temperament)、心理状态(mental state)和人类潜能。由于起源于传统的东方文化，功夫的特点与魅力在其他国家受到越来越多的关注。