

Part I Oral Communication (10 points)

Section A

Directions: In this section there are two incomplete dialogues and each dialogue has three blanks and three choices A, B and C, taken from the dialogue. Fill in each of the blanks with one of the choices to complete the dialogue and mark your answer on the Sheet.

Dialogue one

- A. I thought you said there were three men
- B. They had been in there for about 5 minutes
- C. It's the other man I'm talking about.

Burney: There were two men, I think. No, three. They ran into the bank and the one with the gun, the tall one, he runs up to the window, and starts shouting something, I don't know, "give me all your money" and the other one-

Police officer: 1 ?

Burney : No, there were two men and a girl. 2, the one carrying the suitcase, well he goes up to the other guy-

Police officer: The one with the gun?

Burney: Yes, and he opens the suitcase and the cashier, well, she- well, all the other people behind the window - they hand over piles of money and the two men put it into the suitcase and they run out. It was 1:35. 3.

Dialogue Two

- A. People today don' t like that
- B. I like a good story
- C. They still make movies like that

Speaker A: I like watching old movies and I think they are the best.

Speaker B: I agree with you, even though they' re in black and white. I think a good story is more important than color.

Speaker A: And there was no violence in ole movies..

Speaker B: No, there wasn' t. 4.

Speaker A : They like lots of action.

Speaker B : 5.

Speaker A: I like to see actors who are like real people.

Speaker B: Like real people with real problems.

Speaker A: 6.

Speaker B: Yes, but they never make much money.

Section B

Directions: in this section there is one incomplete interview which has four blanks and four choices A, B, C, and D, taken from the interview. Fill in each of the blanks with one of the choices to complete the interview and mark your answer on the Answer Sheet.

- A. I do a lot of research on the Internet too
- B. I do a lot of my shopping on the net now
- C. Of course they mail their friends endlessly
- D. I document everything

Interviewer: Ms. Chen, can you tell us which pieces of technology are important to you?

Interviewee: Three things: my Sharp laptop; my iPhone 5; and my Olympus digital camera. 7; the kids, art, buildings, clothes, scenes that catch my eye as I walk past.

Interviewer: What do you use your computer for?

Interviewee: Well, I send emails all the time. But I do a lot of my design work on screen now and I can send my ideas straight to directors and producers. 8—there are some fantastic sites around now.

Interviewer: Who uses the computer at home?

Interviewee: The kids use the computer all the time at home. 9—and on top of







anxieties over time?

Ever since I can remember we inherit from our genes or do we acquire these unusual anxieties over time?

Ever since I can remember I have been unreasonably frightened of elevators. There was no terrible childhood experience and I am fine with confined spaces ,but something about elevators makes me nervous .And so ,when my boyfriend and I found ourselves trapped in an elevator last year -because these sorts of things always happen eventually -I was anticipating the worst .

While he gave me a suggestive eyebrow raise and proposed we “take advantage of the situation ,” I began screaming uncontrollably. I was far from turned on by the whole facing my worst nightmare thing.

However, after the fear subsided (消退)I realized that, yes, t his was my greatest fear come true, and yet -it wasn’ t all that bad. Nervous and inconvenient maybe, but terrifying? Not so much.

Liberating yourself from a deep-seated phobia can be a long and difficult process, but sometimes it can be as simple as confronting it head on.

21. The 34-year-old British woman is extremely afraid of metal forks because .

- A. she couldn’ t bear their sound on plate
- B. she is afraid that they may hurt her
- C. she has never used them before
- D. she has been injured by them before

22. The phrase “rats with wings” (Para.3) refers to
- A. devils    B. exotic rats    C. pigeons    D. strange birds
23. The author’s fear of elevators is the result of
- A. her dislike of being in closed spaces
- B. her terrible experience
- C. her phobia for no reason
- D. her nervousness of being alone
24. After the fear subsided, the author realized that
- A. an elevator ride could be exciting
- B. it was not as horrible as she had thought
- C. her boyfriend’s help was important
- D. she could have had a good time with her boyfriend
25. The purpose for the author to share her experience is to
- A. introduce what strange fears people have
- B. explain why people have strange fears
- C. illustrate conquering a fear can be difficult
- D. encourage people to overcome their fears

#### Passage Two

The American public’s obsession with dieting has led to one of the most dangerous health misconceptions of all times. Many television ads, movies, magazine articles, and diet-food product labels would have consumers believe that carbohydrates(碳



水化合物)are bad for the human body and that those who eat them will quickly become overweight. We are advised to avoid food a such as potatoes, rice and white bread and opt for meats and vegetables instead. Some companies promote this idea to encourage consumer to buy their “carb-free” food products. But the truth is, the human body needs carbohydrates to function properly, and a body that relies on carbohydrates but is exhausted of this dietary element is not in good shape after all.

Most foods that wo consume on a daily basis like potatoes and rice are loaded with carbohydrates. Contrary to popular belief, carbohydrates have many health benefits; some fight diseases such as high blood pressure and heart disease, and others help to prevent cancer and stroke. Cutting these foods out of your diet may deprive your body of the many health benefits of carbohydrates.

One of the best benefits of carbohydrates is their ability to help to maintain the health of our organs, tissues, and cells. Scientific studies have shown that one type of carbohydrate called fiber reduces the risk of heart disease. Carbohydrates also contain antioxidants (抗氧化剂), which protect the body’ s cells from harmful particles with the potential to cause cancer.

This does not mean that the human body can survive on a diet composed entirely of carbohydrates. We also need certain percentages of proteins and fats to maintain healthy bodies. But carbohydrates certainly should not be avoided altogether. In fact, the food pyramid, the recommended basis of a healthy diet, shows that a person should consume six to eleven servings of breads and grains, as well as three to four

servings each of fruits and vegetables—all carbohydrate-containing foods. It is easy to see why cutting carbohydrates out of a person's diet is not a good idea.

The only way to know what is truly healthy for your own body is to talk to a nutritionist or dietician, who can help you choose foods that are right for you as well as guide you toward a proper exercise program for weight loss, or muscle gain. These professionals will never tell you to cut out carbohydrates entirely! The bottom line: listen to experts, not the advertisers!

26. As is used in Paragraph 1, the word "exhausted" most possibly means \_\_\_\_\_.

- A. startled                      B. starving                      C. derived                      D. deprived

27. According to the author, advertisers who sell "carb-free" products \_\_\_\_\_.

- A. value consumers' well-being                      B. are not telling the truth  
C. offer healthy options                      D. are responsible for obesity

28. Which of the following is NOT one of the health benefits of carbohydrates ?

- A. Prevention of stroke.                      B. Prevention of cancer.  
C. Prevention of fiber reduction                      D. Prevention of heart disease.

29. It can be inferred from the passage that a healthy diet \_\_\_\_\_.

- A. is low in carbohydrates and high in proteins and fats  
B. contains equal amounts of carbohydrates and proteins  
C. needs enough proteins but no fat for us to maintain energy  
D. is balanced between carbohydrates, and proteins and fats

30. The main purpose of the passage is to \_\_\_\_\_.

- A. describe the variety of carbohydrates

- B. explain how to live a healthy life
- C. promote more physical exercise
- D. advocate a healthy diet

### Passage Three

Of all the lessons taught by the financial crisis, the most personal has been that Americans aren't so good at money-management. We take out home loans we can't afford. We run up sky-high credit-card debt. We don't save nearly enough for retirement.

In response, supporters of financial-literacy education are moving with renewed enthusiasm. School districts in states such as New Jersey and Illinois are adding money-management courses to their curriculums. The treasury and Education departments are sending lesson plans to high schools and encouraging students to compete in the National Financial Capability Challenge that begins in March.

Students with top scores on that exam will receive certificates—but chances for long-term benefits are slim. As it turns out, there is little evidence that traditional efforts to boost financial know-how help students make better decisions outside the classroom. Even as the financial-literacy movement has gained steam over the past decade, scores have been falling on tests that measure how well students learn about things such as budgeting, credit cards, insurance and investment. A recent survey of college students conducted for the JumpStart Coalition for Personal Financial Literacy found that students who'd had a personal-finance or

money-management course in high school scored no better than those who hadn' t.

“We need to figure out how to do this the right way,” says Lewis Mandell, a professor at the University of Washington who after 15 years of studying financial-literacy programs has come to the conclusion that current methods don' t work. A growing number of researchers and educators agree that a more radical approach is needed. They advocate starting financial education a lot earlier than high school, putting real money and spending decisions into kids' hands and talking openly about the emotions and social influences tied to how we spend.

Other initiatives are tackling such real-world issues as the commercial and social pressures that affect purchasing decisions. Why exactly do you want those expensive brand-name shoes so badly? “It takes confidence to take a stand and to think differently,” says Jeroo Billimoria, founder of Aflatoun, a nonprofit whose curriculum, used in more than 30 countries, aims to help kids get a leg up in their financial lives. “This goes beyond money and saving.”

31. The financial-literacy education is intended to \_\_\_\_\_.

- A. renew Americans' enthusiasm about money-management
- B. increase Americans' awareness of the financial crisis
- C. help Americans to overcome the financial crisis
- D. enable Americans to manage money wisely

32. According to the author ,the National Financial Capability Challenge will be \_\_\_\_\_

- A. ineffective
- B. rewarding

C. costly

D. well-received

33. By saying that “the financial-literacy movement has gained steam” (Para. 3), the author means that the movement \_\_\_\_\_.

A. has received much criticism

B. has been regarded as imaginative

C. has been more and more popular

D. has gone through financial difficulties

34. Lewis Mandell suggests that we should figure out how to \_\_\_\_\_.

A. manage money in a more efficient way

B. carry out financial-literacy education properly

C. improve the social awareness of financial education

D. help students score better in money-management courses

35. Jerroo Billimoria is most likely to agree that commercial and social pressures make one's purchasing decisions \_\_\_\_\_.

A. acceptable

B. Difficult

C. feasible

C. unwise

Passage Four

Cheating is nothing new. But today, educators and administrators are finding that instances of academic dishonesty on the part of students have become more frequent- and are less likely to be punished - than in the past. Cheating appears to have gained acceptance among good and poor students alike.

Why is student cheating on the rise? No one really knows. Some blame the trend

on a general loosening of moral values among today's youth. Others have attributed increased cheating to the fact that today's youth are far more pragmatic (实用主义的) than their more idealistic predecessors. Whereas in the late sixties and early seventies, students were filled with visions about changing the world, today's students feel great pressure to conform and succeed. In interviews with students at high schools and colleges around the country, both young men and women said that cheating had become easy. Some suggested they did it out of spite for teachers they did not respect. Others looked at it as a game. Only if they were caught, some said, would they feel guilty. "People are competitive," said a second-year college student named Anna, from Chicago. There's an underlying fear. If you don't do well, your life is going to be ruined. The pressure is not only from parents and friends but from oneself. To achieve. To succeed. It's almost as though we have to outdo other people to achieve our own goals.

Edward Wynne, a magazine editor, blame the rise in academic dishonesty on the schools. He claims that administrators and teachers have been too hesitant to take action. Dwight Huber, chairman of the English department at Amarillo, sees the matter differently, blaming the rise in cheating on the way students are evaluated. "I would cheat if I felt I was being cheated," Mr. Huber said. He feels that as long as teachers give short-answer tests rather than essay questions and rate students by the number of facts they can memorize rather than by how well they can put information together, students will try to beat the system. "The concept of cheating is based on the false assumption that the system is legitimate and there is something

wrong with the individuals who are doing it,” he said. “That’s too easy an answer. We’ve got to start looking at the system.”

36. Educators are finding that students who cheat \_\_\_\_\_.

- A. have poor academic records
- B. are more likely to be punished than before
- C. tend to be dishonest in later years
- D. are not only those academically weak

37. According to the passage, which of the following statements is true?

- A. Students do not cheat on essay tests.
- B. Students’ cheating has deep social roots.
- C. Punishment is an effective method to stop cheating.
- D. Reform in the testing system will eliminate cheating.

38. Which of the following points of view would Mr. Huber Agree with?

- A. Parents must take responsibility for the rise in cheating.
- B. Punishment for cheaters should be severe in this country.
- C. Students who cheat should be expelled from school.
- D. Cheating would be reduced through an educational reform.

39. The expression “ the individuals ” (the last paragraph ) refers

to \_\_\_\_\_.

- A. teachers
- B. parents
- C. students who cheat
- D. school administrators

40. The passage mainly discusses \_\_\_\_\_.

- A. people's tolerance of students' cheating
- B. the decline of moral standards of today's youth
- C. factors leading to academic dishonesty
- D. ways to eliminate academic dishonesty

#### Section B

Directions: In this section, you are required to read one quoted blog and the comments on it. The blog and comments are followed by questions or unfinished statements, each with four suggested answers A, B, C and D. Choose the best answer and mark your answer on the Answer Sheet.

One of the central principles of raising kids in America is that parents should be actively involved in their children's education: meeting with teachers, volunteering at school, helping with homework, and doing a hundred other things that few working parents have time for. These obligations are so baked into American



values that few parents stop to ask whether they're worth the effort.

Until this January, few researchers did, either. In the largest-ever study of how parental involvement affects academic achievement, Keith Robinson and Angel L. Harris, two sociology professors at Duke, found that mostly it doesn't. The researchers combed through nearly three decades' worth of surveys of American parents and tracked 63 different measures of parental participation in kids' academic lives, from helping them with homework, to talking with them about college plans. In an attempt to show whether the kids of more-involved parents improved over time, the researchers indexed these measures to children's academic performance, including test scores in reading and math.

What they found surprised them. Most measurable forms of parental involvement seem to yield few academic dividends for kids, or even to backfire (适得其反)—regardless of a parent's race, or level of education.

Do you review your daughter's homework every night? Robinson and Harris's data show that this won't help her score higher on standardized tests. Once kids enter middle school, parental help with homework can actually bring test scores down, an effect Robinson says could be caused by the fact that many parents may have forgotten, or never truly understood, the material their children learn in school.

While Robinson and Harris largely disproved that assumption, they did find a handful of habits that make a difference, such as reading aloud to young kids (fewer than half of whom are read to daily) and talking with teenagers about college plans. But these interventions don't take place at school or in the presence of teachers,

where policy makers have the most influence — they take place at home.

Comment 1:

Basically the choice is whether one wants to let kids to be kids. Persistent parental involvement and constantly communicating to the kids on what the parents want consciously or unconsciously would help the kids grow up or think like the parents sooner than otherwise.

Comment 2:

It also depends on the kid. Emotional and social maturity have a lot to do with success in college and in life. Some kids may have the brains and are bored by high school, but that doesn't mean they are ready for college or the work place.

Comment 3:

The article doesn't clearly define "helping," but I understood it as actually assisting children in the exercises (e.g. Helping them to solve a math problem) and/or reviewing their work for accuracy rather than simply making sure they're completed their work. I think the latter is more helpful than the former. I would also certainly hope that no study would discourage parents from monitoring their children's performance!

41. The word "they" (Para. 1) refers to\_\_\_\_\_.

- A. principles
- B. studies
- C. obligations
- D. Values
42. What is main conclusion of the Robinson and Harris' s study?
- A. Parental involvement may not necessarily benefit children.
- B. The kids of more-involved parents improve over time.
- C. Schools should communicate with parents regularly.
- D. Parental involvement works better with low-achievers.
43. Comment 1 suggests that\_\_\_\_\_.
- A. kids should be kids after all
- B. Parents should leave their children alone
- C. Persistent parental involvement is a must
- D. Parents may influence children' s thinking
44. The writer of Comment 2 would probably agree that\_\_\_\_\_.
- A. getting ready for college is an emotional process
- B. high intelligence dose not guarantee success
- C. high school is often boring in the U.S.
- D. Social maturity is sufficient to achieve success in life
45. Which of the following parental helps will the writer of Comment 3 consider proper?
- A. Monitoring kids' class performance.

- B. Reviewing kids' homework for accuracy.
- C. Making sure kids have finished their work.
- D. Assisting kids in their exercises.

Part IV Cloze(10 points)

Directions: In this part, there is a passage with ten blanks. For each blank there are four choices marked A, B, C, and D. Choose the best answer for each blank and mark your answer on the Answer Sheet.

Ironically, a study finds that we're awful gift-givers precisely because we spend too much time trying to be considerate. We imagine our friends 46 a gift that is impressive, expensive, and sentimental. We imagine the look of happiness and surprise on their faces and the warmth we feel 47. But there's something that the most sentimental gift-givers tend not to think too much about: 48 the gift is practical in the first place.

49, practicality seems like an enemy of great gift giving. Beautiful jewelry, lovely watches, perfect rugs, finely crafted kitchen hardware: These things 50 great gifts because they communicate something beyond practicality. They communicate that the giver cares.

But do the receivers care? Often, no. "Gift receivers would be 51 if givers gave them exactly what they requested 52 attempting to be 'thoughtful and considerate' by buying gifts they did not explicitly request" to surprise them, the researchers write. Their clever paper asks givers and receivers to 53 gifts

from two perspectives: desirability(e.g. the\_\_\_54\_\_\_of the coffee based on desirability and receivers\_\_\_55\_\_\_ favor gifts based on feasibility).

46. A. opened            B. have opened        C. opening            D. to open
47. A. in return        B. in place            C. in turn            D. in person
48. A. How            B. Why            C. When            D. Whether
49. A. In many cases    B. In many ways    C. To sum up        D. To be sure
50. A. take up        B. make four        C. lead to            D. work out
51. A. surprised        B. happy            C. more surprised    D. happier
52. A. but for        B. as to            C. rather than        D. regardless of
53. A. measure        B. select            C. classify            D. decide
54. A. ease            B. cost            C. quality            D. look
55. A. continuously    B. nevertheless    C. whereas            D. unexpectedly

Part V Text Completion(20 points)

Directions: In this part, there are three incomplete texts with 20 questions (Ranging from 56 to 75). Above each text there are three or four phrases to be completed. First, use the choices provided in the box to complete the phrases. Second, use the completed phrases to fill in the blanks of the text. Mark your answer on the Answer Sheet.

Text One

- |                |
|----------------|
| A. so          |
| B. watching TV |
| C. hire them   |

Phrases:

- A. And understandably 56
- B. that the companies that 57 want money
- C. that could be spent 58

Children are a special target of advertisers 59. Young people are shopping and spending more than ever before. Researchers suggest that children who are highly involved in consumer culture are more prone to childhood depression and anxiety and have worse relationships with their parents. They said: “You cannot totally protect your kids from advertising because it is every where. So you can explain to your kids that advertisers have an agenda and 60. They don't have our best interests in mind.”

They also suggest that family should watch very little television. You can fill the time 61 with other activities, such as reading and playing games together.

Text Two

- |  |
|--|
| <ul style="list-style-type: none"><li>A. beyond</li><li>B. sending</li><li>C. as well as</li></ul> |
|--|

Phrases:

- A. 62 the wages of average families
- B. 63 the reach of most Americans
- C. 64 young people to college

A research group in California has released a “national report card on higher education.” The report says the price of college has increased more than four hundred percent since 1982. Costs have climbed much faster than other prices— 65 . The group warns that a continuation of these trends would put higher education 66 . And it would mean greater debt for those who do go to college. The report also expresses concern that the United States is losing its leadership in 67 .

Text Three

- |  |
|--|
| <ul style="list-style-type: none"><li>A. imitate</li><li>B. between</li><li>C. otherwise</li><li>D. accelerate</li></ul> |
|--|

Phrases:

- A. from 68 its feathers
- B. would be difficult to 69

- C. it 70 could
- D. enabling the bird to 71

The emperor penguin traps air in its feathers. Not only does this insulate the bird against extreme cold but it also enables it to move two or three times faster than 72 .How? Marine biologists have suggested that it does so by releasing tiny air bubbles 73 .As these bubbles are released, they reduce friction on the surface of the penguin's wings 74 .

Interestingly, engineers have been studying ways to make ships go faster by using bubbles to reduce friction against their hulls(船身).However, researchers acknowledge that further investigation is challenging because “the complexity of penguin's wings 75 .”