

## Part I Listening Comprehension

### Section A

**Directions:** *In this section, you will hear 1 long conversation. At the end of the conversation, you will hear 5 questions. Both the conversation and the questions will be spoken only once. After each question, there will be a pause. During the pause, you must read the four choices marked A), B), C) and D), and decide which is the best answer.*

1. A) She designed a wide range of clothes.  
B) She was part of a promotion campaign.  
C) She does not have much experience in it.  
D) She worked at a clothing shop part-time.
2. A) She interviewed its staff.  
B) She made important decisions.  
C) She donated money to it.  
D) She helped out when it was needed.
3. A) She organized the debate.  
B) She set a very small budget.  
C) She was in charge of the finances.  
D) She helped her team win the debate.
4. A) She is sometimes too enthusiastic.  
B) She has high expectations of others.

- C) She overreacts to some situations.
- D) She doesn't like some of her colleagues.
- 5. A) She is motivated. B) She is overwhelming.
- C) She is the best applicant. D) She doesn't stand a chance.

## Section B

**Directions:** *In this section, you will hear 3 short passages. At the end of each passage, you will hear 5 questions. Both the passage and the questions will be spoken only once. After each question, there will be a pause. During the pause, you must read the four choices marked A), B), C) and D), and decide which is the best answer.*

### Passage 1

- 6. A) It was too dangerous.
- B) It was too money-consuming.
- C) Pilots had to be trained by the government.
- D) It took too much time to train a pilot.
- 7. A) It will cost more money for average people.
- B) It will remain to be a luxury for trained pilots.
- C) It will be possible for anyone who can afford it.
- D) It will be possible anytime and anywhere.
- 8. A) Take a person to the moon.
- B) Move far away from the earth.
- C) Travel beyond the earth's gravity.
- D) Take a person on a suborbital space trip.
- 9. A) The smaller ship is attached to a larger airplane.
- B) The spaceship is released from a rocket engine.
- C) The spaceship travels constantly at 4,000 kilometers an hour.
- D) The trip starts in a common launch area in the United States.
- 10. A) The history of space travel.
- B) The prospect of space travel.

- C) The demand for space travel.
- D) The challenge of space travel.

**Passage 2**

- 11. A) A documentary filmmaker. B) An actress.  
C) A climate change researcher. D) A director.
- 12. A) The screenplays she read.  
B) The challenge which she met in her job.  
C) The narratives she heard from her mother.  
D) The pollution which destroyed her home.
- 13. A) Stories about the future of the earth.  
B) Stories about environmental protection.  
C) Stories about the challenges in her job.  
D) Stories about the highlights of screenplays.
- 14. A) She is interested in true stories.  
B) Working with actors and directors is funny.  
C) She likes to imagine how they will work out.  
D) This reminds her of the events of her childhood.
- 15. A) Drink wine. B) Have some tea.  
C) Appreciate music. D) Bask in sunshine.

**Passage 3**

- 16. A) Canadians prefer TV to newspapers.  
B) Newspapers will sooner or later disappear.  
C) Newspaper circulations are constantly changing.  
D) Newspapers in English are no longer popular.
- 17. A) 30 per cent. B) 40 per cent.  
C) 50 per cent. D) 60 per cent.
- 18. A) By being re-purposed into electronic formats.  
B) By being attached to some major national newspapers.

- C) By being attached to a variety of online services.
- D) By being sent with some international newspapers.
19. A) It has both regular and online subscribers.
- B) It gets most of its revenue through its website.
- C) Its print version will be replaced by an online version.
- D) Its online version is more expensive than its print version.
20. A) Newspapers are doomed in the digital age.
- B) Newspapers are doing well in some countries.
- C) Newspapers are adapting to the new age quickly.
- D) Newspapers are still popular among elderly people.

### Section C

**Directions:** *In this section, you will hear a passage. Listen carefully and fill in the blanks numbered from 21 to 30 with the exact words you have just heard. Use **no more than THREE words** for each answer. The passage will be spoken **twice**.*

#### The life of Mark Rothko as an artist

In 1903	He was born in Latvia.
In the winter of (21) _____	He arrived in the United States with his mother and older sister after a 12-day voyage.
In the autumn of (22) _____	He settled in New York and started his life as an artist after he watched art students (23) _____.
In 1936	He began writing a book in which he mentioned the (24) _____ between the work of modern painters and the children's art. He said the former was influenced by (25) _____ and the latter could transform itself into that art form.
In 1947	He (26) _____ his new works of art at the Betty Parsons Gallery.

During a period of (27) _____ over the loss of his mother in 1948	He discovered the rectangular blocks of two to three opposing or contrasting, yet (28) _____ colors.
From then on	His art works were untitled. In order for the dealers to differentiate one work from another, sometimes (29) _____ would be added to the name.
For the next few years	Rothko painted in oil only on large vertical pieces of cloth in order to (30) _____ the viewer, or to make the viewer feel enveloped within the picture.

## Part II Reading Comprehension

### Section A

**Directions:** *In this section, there are two passages. Each passage is followed by some questions or finished statements. Choose the best answer for each statement or question from the four choices marked A), B), C) and D).*

#### Passage 1

An oddity has hidden for nearly a century in a dusty bowl just east of the Sierra Nevada mountains in California. Deep Springs is a two-year college and, also, a cattle-and-alfalfa ranch. Its 26 students share duties irrigating fields and riding the herd, but also fixing boilers and scrubbing pots, alongside reading Nietzsche and studying hard at their math problems. They pay no tuition fees, and most finish their bachelor's degrees at Harvard, Yale and the like.

And they are all male. The college has admitted no women as regular students since it was founded in 1917, in accordance with a trust established by Lucien Nunn, the tycoon who founded it as a place "for promising young men". The atmosphere is intellectual, rugged and *ascetic* (苦行僧的), and the college is a democratic body, where student-led committees decide admissions, hire the faculty and mind most matters of policy.

The big exception is over the question of co-education. Since the 1970s successive student bodies have lobbied to admit women, only to be rebuffed by the college's trustees. Only recently, with the support of a newer tycoon from the class of 1980, have the co-ed supporters on the board felt able to press their case. In September 2011 they moved to make the change. Young women were invited to apply for the entering class of 2013.

On January 8th that plan stumbled. A county court rejected the trustees' motion to reinterpret the college's trust. A judge found that "young men" in fact means young men. More than 140 young women had applied by then, for perhaps only six places. They were summarily rejected.

Deep Springs is one of the only four remaining (non-clerical) all-male colleges in America. Yet despite the prevalence of co-education these days, the trustees face a legal mess if they try to modify the terms of the trust. By all accounts, the place is flourishing as it is. That poses a difficulty for the trustees, and current students, who would claim that the founder's intent is being **thwarted** by the all-male policy. If they cannot make that case quickly, Deep Springs will enter its second century in almost the same form in which it began.

31. It can be inferred from Paragraph 1 that Deep Springs strikes the author as being \_\_\_\_\_.

- |                            |                              |
|----------------------------|------------------------------|
| A) peculiar and strange    | B) common and typical        |
| C) innovative in education | D) backward and conservative |

32. Who is in charge of the routine operation of Deep Springs?

- A) Student bodies.
- B) The board of trustees.
- C) Sponsors of the college.
- D) The democratic committee appointed by the tycoon.

33. The motion to admit women was rejected by the court because \_\_\_\_\_.

- A) it didn't gain ample support from student-led committees
- B) the college's trustees closed the door on it



They are less likely to set and enforce clear rules and routines for their children. And they are less likely to encourage their children to aspire to high achievement in school and, later, at work.

Differences in out-of-home care also have widened. A generation ago, most preschool-aged kids stayed at home with their mothers. Now, many are in childcare of one sort or another. Children of affluent parents can attend education-oriented preschools, while kids of poorer parents are more likely to be left with a neighborhood babysitter who parks them in front of the television.

The job market has become more difficult, too. Technological advance, globalization, loss of manufacturing employment, union decline, and other developments have reduced the number of jobs that require limited skills but pay a solid wage—the kind that once moved poorer Americans into the middle class.

36. What issue does the passage mainly address?

- A) The decreasing opportunities for people born into poor families.
- B) The advent of the modern intensive-parenting culture in the United States.
- C) The availability of out-of-home care to preschool-aged kids.
- D) The impact of economic crisis on the American family structures.

37. Which of the following is true about the incomes of American adults aged 25 to 45?

- A) Approximately 80 percent of them became top fifth earners.
- B) Only 30 percent of them got incomes higher than average.
- C) Their income levels had much to do with their family backgrounds.
- D) They were more likely to become top earners than those overseas.

38. Which of the following contributes to the issue in question in the passage?

- A) Low-income parents often fail to set a good example for their kids.
- B) Rich children more often fall short of their parents' expectations.
- C) Poorer children are more likely to grow up in a single-parent family.
- D) High-income parents are more likely to have high expectations of their kids.

39. What do poor children usually do when rich children attend education-oriented preschools?



- A) They spend a lot of time watching TV.
  - B) They stay at home with their mothers.
  - C) They play games with their babysitters.
  - D) They listen to stories read aloud to them.
40. Which of the following may have helped many low-income Americans get out of poverty according to the passage?
- A) The accelerated development in technology.
  - B) The job opportunities in the manufacturing sector.
  - C) The narrowing gaps among countries in the world.
  - D) The decreasing rate of unemployment in the United States.

## Section B

**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 choose the right letter for each item. You may **NOT** use any of the words in the bank more than once.*

What makes a good listener? First, a good listener will have curiosity, that all-essential desire to learn. That requires a degree of humility, the 41 to having an open mind. For if you think you know it all, or at least if you believe you know more than the person to whom you are talking, you are hardly 42 to listen. Hitler was an appallingly bad listener for that very reason.

Having an open mind does not 43 that you will buy the idea, proposition or course of action being put to you. But it does mean that you are 44 in the marketplace for new ideas. You will buy if the price is right.

The next requirement is to 45 your analytical and critical urges, for your first 46 is to grasp fully what the other person is actually saying, especially if it is a new and therefore strange idea to you. Have you a clear picture of it in your mind?

A hearer only hears what the other person is saying; a listener \_\_\_\_\_47\_\_\_\_\_ the real import of their words.

The act of comprehension, then, should come before the process of analysis and \_\_\_\_\_48\_\_\_\_\_. Until you are clear about what is being said or suggested you are in no \_\_\_\_\_49\_\_\_\_\_ to agree or accept.

A good listener is creative in the \_\_\_\_\_50\_\_\_\_\_ that he or she draws the best out of you. All professional musicians will tell you that the audience plays a vital part in a performance. Referring to a play that had recently failed, Oscar Wilde said: ‘The play was a great success, but the audience was a disaster.’

A. affirm	B. considerably	C. control
D. conveys	E. determination	F. discovers
G. evaluation	H. genuinely	I. guarantee
J. inclined	K. key	L. position
M. priority	N. reluctant	O. sense

### Section C

#### 备选题型一

**Directions:** *In this section, there is a passage with seven headings attached to it. Read the passage carefully. Choose the most appropriate heading from the list A-G for each numbered paragraph (51-55). There are two extra headings which you do not need to use.*

To develop as writers, students need to identify as writers. Instead, many students feel reluctant to write and discouraged by language in general. How can we engage such students, and how can we boost their confidence and belief as writers? This post explores five teaching strategies for shifting the mindset of reluctant writers.

(51) \_\_\_\_\_ Reluctant writers often feel like outsiders in writing classrooms. To create a welcoming environment, we need to show students that their

presence is valued. Simply greeting students by name or asking how their day is going can go a long way to establishing trust. So can identifying and engaging with students' interests outside of school. For instance, if a student is reading a *Field & Stream* magazine, we can ask about favorite experiences in nature and share our own. These seemingly small social contacts establish bonds that make students more comfortable sharing ideas with us in writing.

(52) \_\_\_\_\_ Writers of all abilities can write more easily about subjects they know well. An acclaimed novelist will have a tougher time writing about a new spinal procedure than a neurosurgeon who regularly performs it. The same idea holds true in writing classrooms. When students lack prior knowledge of a topic and passion in researching it, they will have a difficult time writing about it. To develop writing confidence, students need plenty of opportunities to write about their own passion and experiences. This is why narrative writing, no matter how de-emphasized by state standards, needs to be a part of writing classrooms. Journaling, blogging, and creative writing are also effective avenues for exploring and sharing personal experiences.

(53) \_\_\_\_\_ Another way to tap into students' interests and prior knowledge is to build choice into writing assignments. Choice empowers students through options, giving them a measure of control over their own learning. We can offer choice in topics by letting students pick their own writing topics, or for more focused assignments, we can offer several topic options rather than a single, strict requirement. We can also offer choice through medium—students working on a unit on argumentation could choose to write a standard argument essay, develop an editorial for publication, film a public-service announcement, or host a debate. Offering choice demonstrates respect for students' personal learning styles.

(54) \_\_\_\_\_ Surround students with ideas, language, and stylistic features that they can model in their own writing. For each unit we assign, we should present students with numerous models of effective writing. When choosing mentor texts, we should not exclude challenging readings. Presenting a challenging text shows our students that we view them as capable readers and writers. It also presents an opportunity for the next strategy.

(55) \_\_\_\_\_ When we ask our students to write, we should write alongside students. By writing with students, we help them understand the choices, dilemmas, and struggles that all writers face. When we make mistakes (and let's be clear, we all make mistakes), students will see that writing is not a linear process. Mistakes also let us model revising and editing, key skills for any writer.

Writing skills develop gradually and not in a perfectly linear fashion. Different students will progress at different rates. We should expect fits and starts, take pride in small victories, and celebrate successes with students.

- A. Be flexible about correctness.
- B. Make a personal connection.
- C. Immerse students in good writing.
- D. Focus feedback on solutions, not problems.
- E. Model the writing process for students.
- F. Give students freedom to decide what to write about.
- G. Invite students to write about personal interests.

## 备选题型二

**Directions:** *In this section, there is a passage with five statements attached to it. Each statement contains information given in one of the paragraphs. Identify the paragraph from which the information is derived. Choose the most appropriate paragraph from the list A-G for each statement (51-55). You may choose a paragraph more than once.*

- A) Worldwide immigration patterns are increasing the number of children who grow up exposed to two languages, a circumstance that provides numerous benefits as well as some challenges. In a review published in the journal *Child Development Perspectives*, Erika Hoff, a psychology professor and director of the Language Development Laboratory at Florida Atlantic University, examined research on the

course of dual language growth among children in immigrant families. She focused on children exposed to two languages from birth and identified quantity of input, quality of input, and children's use of language as factors that influence language growth.

- B)** Because bilingual children's input is divided between two languages—the majority language of the country where they reside and their family's heritage language—on average, they receive less input in each language compared to children who receive all of their input in just one language. Hoff reassures parents, teachers and clinicians in her review that it is perfectly normal for bilingually developing children to take longer because they are learning more.
- C)** Hoff's review of the research shows strong evidence that the rate of language growth is influenced by the quantity of language input. Her findings challenge the belief that children are linguistic sponges who quickly absorb the language or languages they hear and will become proficient speakers of two languages so long as they are exposed to both at an early age. "One clear implication of studies of bilingual children is that we should not expect them to be two monolinguals in one," said Hoff. "The bilingual child, like the bilingual adult, will develop competencies in each language "to the extent required by his or her needs and those of the environment."
- D)** The findings indicate that the quality of language exposure is also important. Hoff argues that immigrant parents should use the language they are most comfortable speaking when they interact with their children. They should not be told to use English just because it is the language of the host country if their own English proficiency is limited. "To support bilingual development fully, children's exposure to each language should come from highly proficient speakers," Hoff said.
- E)** The research shows that children also need to use a language in order to acquire it. In bilingual environments, children can choose the language they speak, and when one language is more prestigious than the other, they choose the more prestigious language. Bilingual development is supported when both the host and heritage languages are valued by society and children have opportunities that encourage

them to use both languages.

- F) Prior research has shown that French-English bilingualism is achieved more successfully in Canada than is Spanish-English bilingualism in the United States, and that the equal prestige of the two languages in Canada plays a role. In Canada, children also may have greater access to highly proficient speakers of both languages because both languages are national languages.
- G) Hoff's findings suggest that bilingual children's competencies, in addition to reflecting their communicative needs, also reflect the quantity and quality of their exposure to each language. "These findings repeat conclusions from studies of monolingual development that language acquisition depends on the quantity and quality of language experience and the opportunity to participate in conversation," said Hoff.

51. The factors influencing the monolingual and bilingual development are identical.
52. One of the reasons for the successful bilingualism in Canada is that both French and English are national languages.
53. Bilingual children develop each language at a slower pace because their learning is spread across two languages.
54. As regards the way competencies in each language develop, bilingual children and bilingual adults are the same.
55. To fully support their children's bilingual development, immigrant parents should use the language they are proficient in at home.

### 备选题型三

**Directions:** *In this section, there is a passage with seven sentences attached to it. Read the passage carefully. Fill each blank with the most appropriate sentence from seven choices marked A), B), C), D), E), F) and G). There are two extra sentences which you do not need to use.*

Gabriela worked for a multinational company as a successful project manager in Brazil and was transferred to manage a team in Sweden. She was excited about her new

role but soon realized that managing her new team would be a challenge.

Despite their friendliness, Gabriela didn't feel respected as a leader. (51) \_\_\_\_\_ When she gave them instructions on how to carry out a task, they would often go about it in their own way without checking with her and when she announced her decisions on the project, they would continue giving their opinions as if it was still up for discussion.

After weeks of frustration, Gabriela emailed her Swedish manager about the issues she was facing with her team. (52) \_\_\_\_\_ Gabriela found her manager vague and didn't feel as if he was managing the situation satisfactorily.

What Gabriela was experiencing was a cultural clash in expectations. (53) \_\_\_\_\_ This more directive management style worked well for her and her team in Brazil but did not transfer well to her new team in Sweden, who were more used to a flatter hierarchy where decision making was more democratic. When Gabriela took the issue to her Swedish manager, rather than stepping in with directions about what to do, her manager took on the role of coach and focused on getting her to come up with her own solutions instead.

Dutch social psychologist Geert Hofstede uses the concept of 'power distance' to describe how power is distributed and how hierarchy is perceived in different cultures. In her previous work environment, Gabriela was used to a high power distance culture where power and authority are respected and everyone has their rightful place. (54) \_\_\_\_\_ Her Swedish team, however, were used to working in a low power distance culture where subordinates often work together with their bosses to find solutions and make decisions. Here, leaders act as coaches or mentors who encourage independent thought and expect to be challenged.

When Gabriela became aware of the cultural differences between her and her team, she took the initiative to have an open conversation with them about their feelings about her leadership. Pleased to be asked for their thoughts, Gabriela's team openly expressed that they were not used to being told what to do. (55) \_\_\_\_\_ When she told her team exactly what she needed them to do, they felt that she didn't trust them to do their job well. They realized that Gabriela was taking it personally when they tried to

challenge or make changes to her decisions, and were able to explain that it was how they'd always worked.

With a better understanding of the underlying reasons behind each other's behavior, Gabriela and her team were able to adapt their way of working. Gabriela was then able to make adjustments to her management style so as to better fit the expectations of her team and more effectively motivate her team to achieve their goals.

- A) In such a culture, leaders make the big decisions and are not often challenged.
- B) She was used to a more hierarchical framework where the team leader and manager took control and gave specific instructions on how things were to be done.
- C) Her new staff would question her proposals openly in meetings.
- D) Her manager simply asked her if she felt her team was still performing, and what she thought would help her better collaborate with her team members.
- E) Gabriela found it helpful to talk openly with her team about the differences in their expectations.
- F) They enjoyed having more room for initiative and creative freedom.
- G) Her manager told her that her management style was old-fashioned and wrong for the modern world.

### **Part III Writing**

**Directions:** *Lantian Residential Hall at Zhejiang University plans to improve the conditions of the dorm for students. There are three options available: A) providing a place for study, B) providing a place for workout and C) providing a place for leisure activities. Which option would you recommend and why? You should write at least 160 words in 30 minutes.*