

## Part II                      Listening Comprehension                      (25 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 and 2 are based on the news report you have just heard.**

1. A) A fire disaster damaged its tip and roof.  
B) Large sections of its falsework were renewed.  
C) Workers began removing its damaged falsework.  
D) Events were held to raise money for its renovation.
2. A) To organize the Olympics of the city.  
B) To reconstruct the church in five years.  
C) To melt some pieces of the falsework.  
D) To find practical ways to build churches.

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

3. A) The flood washed away homes of thousands of people.  
B) The state's roads are being repaired after some big floods.  
C) The general public are getting into a panic caused by severe floods.  
D) Officials of Mississippi are preparing for the most disastrous flood.
4. A) To remain alert to the flooding risk.  
B) To ask the local government for help.  
C) To build more shelter against the rainfall.

D) To avoid sinking into negative emotions.

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

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|--|------------------------------------|
| 5. A) In the deserts of south Africa.  | C) In the trees of Southeast Asia. |
| B) In the mountains of Europe.         | D) In the rivers of Australia.     |
| 6. A) By moving quickly on the ground. | C) By waving their curving bodies. |
| B) By climbing in the tall trees.      | D) By swimming fast in the river.  |
| 7. A) The height of their jumping.     | C) The strength of their muscles.  |
| B) The weight of their bodies.         | D) The speed of their crawling.    |

## 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 conversations 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.**

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|--|------------------------|
| 8. A) Action and adventure.                      | C) War and animation.  |
| B) Science fiction and horror.                   | D) Comedy and romance. |
| 9. A) A doorkeeper falls in love with a merman   |                        |
| B) A doorkeeper teaches a merman sign languages. |                        |
| C) How a doorkeeper recovers her hearing.        |                        |
| D) How a merman is rescued by a kind doorkeeper. |                        |
| 10. A) At a downtown's shopping mall.            |                        |

B) At a underground government institute.

C) In an accountancy company.

D) In a community university.

11. A) When he is hungry.

C) When he is angry.

B) When he is tired.

D) When he is sleepy.

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

12. A) He was the only child in his family.

B) He was born in North America.

C) He liked climbing mountains.

D) He lived in San Francisco for years.

13. A) Its architecture.

C) The trees in the city.

B) Its natural scenery

D) The coastline of bay.

14. A) Its walls are decorated with many jewels.

B) It is on the highest hill in San Francisco.

C) It stores a lot of priceless antiques.

D) It has the tallest trees in the world.

15. A) In the autumn.

C) In the early spring.

B) In the summer.

D) In the depth of winter.

## Section C

**Directions:** *In this section, you will hear three passages. At the end of each passage, you will hear three or four 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) Giving up breaks at weekends.  
 B) Developing new programs about work.  
 C) Working at home all the time.  
 D) Having a specific motivation at work.
17. A) The rate of employees departure reduces.  
 B) Need for commercial real estate decreases.  
 C) The amount of overtime work has risen.  
 D) Wages for employees are getting lower.
18. A) It can improve employees' work efficiency.  
 B) It should be advocated by all works of life.  
 C) It will greatly boost staff's job satisfaction.  
 D) It is not popular among bosses and workers.

**Questions 19 to 21 are based on the passage you have just heard.**

19. A) The amount of children eating it once.  
 B) The preparation methods of cooking it.  
 C) The frequency we offer it to children.  
 D) The affection of family members to it.
20. A) It can reduce the risk of developing diseases.  
 B) It can protect their eyes from shortsighted.  
 C) It can help to control their body weight.  
 D) It can keep them in a good state of mind

21. A. Cultural differences. C. Their preference.  
B. Regional variation. D. Their ages.

**Questions 22 to 25 are based on the passage you have just heard.**

22. A) Plants might let out their fears with a scream.  
B) Plants may face as much stress as humankind.  
C) Both plants and human beings are under great pressure.  
D) Plants solve stress differently compared with humans.
23. A) They are covered by other stronger sounds.  
B) They are too high-frequency for us to hear.  
C) They are difficult for us to identify.  
D) They are not noticed by humans.
24. A) They could be used in precision agriculture.  
B) They might stop as the climate changes.  
C) They could reflect plants' growing speed.  
D) They might keep animals from eating them.
25. A) They may pretend to fade away immediately.  
B) They may beat back with their poison liquid.  
C) They may change their color and shape.  
D) They may give off poisonous compounds.

## 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.*

Humans, like most animals, have two eyes. And that's for two 26 reasons.

"You have a 27 one in case you have an accident, and the second reason is depth perception, which we have 28 to help us hunt," said Dr. David Guyton, professor of *ophthalmology* (眼科学) at The Johns Hopkins University. But having two eyes would lead to double vision if they didn't move together *simultaneously* (同时地). So how does the body ensure our eyes always work together?

To 29 double vision, the brain exploits a feedback system, which it uses to finely adjust the lengths of the muscles controlling the eyes. "This 30 to phenomenally precise eye movements," Guyton said.

Each eye has six muscles regulating its movement in different directions, and each one of those muscles must be 31 simultaneously in both eyes for them to move at the same time, according to a 2005 32 in the *Canadian Medical Association Journal*. "It's actually quite amazing when you think about it," Guyton told *Live Science*. "The brain has a *neurological* (神经学的) system that is fantastically organized because the brain learns over time how much 33 to send to each of the 12 muscles for every desired direction of gaze."

This isn't 34, but it's an acquired ability. "Babies master it usually within three to four months of life," said Guyton. "Most people keep it well into their 80s, but age makes us 35 lose the ability over time."

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|-----------------|----------------|
| A) major        | I) contributes |
| B) prevent      | J) promotes    |
| C) triggered    | K) regularly   |
| D) review       | L) evolved     |
| E) natural      | M) alternative |
| F) spare        | N) surveyed    |
| G) stimulation  | O) slowly      |
| H) consequences |                |

## 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**.*

### Survival Of The Friendliest: How Our Close Friendships Help Us Thrive

[A] Lydia Denworth wants you to make more time for your friends. We don't fully appreciate our friendships, says the science writer and author of the new book *Friendship: The Evolution, Biology, and Extraordinary Power of Life's Fundamental Bond*. If we did, we'd take cultivating those intimate bonds as seriously as working out or eating well. Because, she writes, a new field of science is revealing that social connections play a vital role in our health.

[B] On average, people have only four very close relationships, Denworth finds, and very few people can sustain more than six. But the effect of these few core relationships extends beyond our social lives, influencing our health on the *cellular* (细胞的) level—from our immune system to our *cardiovascular* (心血管的) system.

- [C] Denworth spoke about the science of friendship and its underestimated value to kids and adults and even for other species like sheep and fish. Although she's frequently asked about human-animal friendships, Denworth sticks to bonds within one species in the book.
- [D] Very few people understand that your social relationships can actually change your health. They can change your cardiovascular system, your immune system, how you sleep, your cognitive health. How could this thing that exists entirely outside the body affect whether you're likely to catch a virus? And yet that's exactly what we now know that social connection does. We thought of loneliness as this difficult emotion, but just an emotion. And we think of friends as this lovely thing—but it is actually a matter of life and death. And there's this evolutionary drive to connect. People think all the time about competition and survival of the fittest, but really it's survival of the friendliest.
- [E] What has been surprising to evolutionary biologists is just how much friendship exists across species. They have found something that looks like friendship in dolphins, and elephants, and horses, and zebras and all kinds of species. Even fish—their brains respond to familiar fish versus strange fish in ways that look a lot like what goes on in our brains. Understanding that tells you there's this much larger story than just human culture. And that's what people thought friendship was: a product of human culture and language. But now we understand that it is universal.
- [F] Are bonds with friends different from bonds with romantic partners? Or bonds with family? Denworth has something to say about this question. "I don't actually think that it's all that unique. We generally think of friends as people we don't have romantic relationship with and to whom we're not related. But the truth is that in this new science and in fact the way we live our lives, those lines are blurred. I think of friendship now as a *template* (模板) for all your relationships, because if you think about the sort of basic definition of friendship—it makes you feel good, it's positive, a long-lasting stable relationship, and it has some cooperation and mutual benefit to it—that's what you want to be striving for in your closest relationships. And that can be with your



spouse or a relative, but not always. What matters is the quality of the bond, not its origin,” she argues.

[G] The standard line is that women do friendship face-to-face and men do it side by side, meaning women spend their time talking and men do things together. And there’s truth to that, but when you ask men how much they value friendship, their answers are the same, for the most part. The similarities are greater than the differences between men and women.

[H] One of chapters in Denworth’s new book focuses on the social aspect of middle school, which has affected her thinking as a parent. “The middle school thing, it’s such a crucible. And it really is true: Middle school is about lunch. Most parents thinking about their kids going into middle school, they do know that socially it can be a very difficult time, but they don’t necessarily think about how that plays out in the course of a day. I just realize that friendship really, really matters in kids’ lives, and we are falling down on the job, as parents and teachers, if we aren’t fully understanding that. Things that I might have said no to before, I am more likely to say yes to now, if it means that my kids are going to be with their good friends,” she says.

[I] Friendship is alive and well in the age of social media. In terms of relationships and connectivity and networks, it’s a positive. The place where it is hard on relationships is when you’re face-to-face and instead of looking at your friends, you’re looking at your phone. Looking at a person face-to-face, in person, your brain responds differently even if you look at that same person on a screen, and certainly if you’re online and not looking at their face. There’s all this talk about the word “friend” being devalued by things like Facebook using the term, but Denworth doesn’t really think that’s true. “We know who our really good friends are, whether we’re online with them or offline,” she says.

[J] Friendship is so familiar that we think we know all about it, but we don’t fully appreciate it. We think it’s pleasurable and fun, but friends are often the first thing to go when

you're busy. Or you fall in love and shake off your friends. We are so achievement driven in so much of what we do. But we should realize that it's healthy to be reminded that time with other people really matters.

36. We tend to initially discard our friends when being busy or getting into a romance.
37. Parents and teachers need understand that friendship is crucial to the development of children in middle school.
38. In Denworth's view, we can make good friends either in reality or in virtual world.
39. The new science indicates that lovers can also be friends to each other.
40. Friendship is widespread, which not only exists in human beings, but also in other animals.
41. The best way to survive is not competing to be the fittest but keeping good relationships with others.
42. Denworth wants to show that friendships are essential to our good health.
43. A person has extremely limited friends in his lifetime, but it can affect his physical health.
44. Men and women make friends in different ways, but friendships are equally important to them.
45. People often underestimate the value of friendships among humans and even in other species.

## 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.

Education not only delays the early symptoms of *dementia* (痴呆), but can also delay the development of the disease, a new study suggests. These findings could result in faster diagnosis and treatment of dementia, according to a thesis from the Sahlgrenska Academy at the University of Gothenburg, Sweden.

While previous studies have shown that education offers some degree of protection against the symptoms of disorders of the brain, the new study sheds light on the onset of the disease and how it is handled by the brain. “This mechanism has previously been observed at a late stage of the disease, primarily in cases of Alzheimer’s, which is a type of dementia,” said researcher Sindre Rolstad, of the University of Gothenburg. “We wanted to investigate how education affected the disease in the early stages of dementia, known as mild cognitive *impairment* (损害).”

Using highly educated and uneducated test subjects, researchers were able to analyze the patients’ *spinal* (脊椎的) fluid, which showed how far the dementia had advanced in their brains. Early signs of dementia include a reduction in one’s ability to think, such as reduced memory and a short attention span.

“We wanted to find out whether highly educated patients with mild cognitive impairment differed in terms of tolerance of the disease from patients with intermediate and low levels of education,” Rolstad said. The study’s results showed that highly educated patients with mild cognitive impairment who went on to develop dementia over the next two years had more signs of disease in their spinal fluid than those with intermediate and low levels of education, according to Rolstad.

The advanced signs of the disease in the brains of highly educated patients, even though these patients showed the same symptoms of the disease as their less well-educated counterparts, suggest patients with more education tolerate more disease in the brain, researchers said. Two of the well-educated patients who suffered from mild cognitive impairment did not go on to develop dementia over the next two years.

“We found that the highly educated patients who did not develop dementia during the course of the study showed signs of better nerve function than those with lower levels of education,” Rolstad said. “This finding means that the highly educated not only tolerate more disease in the brain but also sustain less nerve damage during the early stages of the disease.”

46. In what way does education affect dementia according to the new study?

- A) It diagnoses the disease at a faster speed.
- B) It slows the early symptoms of the disease.
- C) It popularizes the knowledge of this disease.
- D) It stops the chance of developing this disease.

47. What is the achievement the new study makes compared with previous studies?

- A) Figuring out the reasons of causing mild cognitive impairment.
- B) Identifying the different symptoms of disorders of the brain.
- C) Establishing the new mechanism of curing dementia at a late stage.
- D) Clarifying the beginning of the disease and the way brains process it.

48. What is the early sign of dementia?

- A) Impairment in eyesight.
- B) Disorder in mental ability.
- C) Decline in power of thought.
- D) Imbalance of body mechanism.

49. What does Rolstad want to figure out through two test subjects?

- A) The influence of education on different stages of dementia.

- B) The ways of curing patients with mild cognitive impairment.
- C) The role of education in helping patients to tolerate the disease.
- D) The factors of developing dementia among highly educated patients.

50. What can we learn about the highly educated during the early stages of dementia?

- A) They can endure more disease and experience less nerve impairment.
- B) They will struggle against more disease and worse nerve function.
- C) They are less likely to be diagnosed with other serious diseases.
- D) They are easier to neglect the early symptoms of this disease.

### Passage Two

Questions 51 to 55 are based on the following passage.

If you know someone who's generally ill-tempered, it might please you to know that they're probably not as smart as they think they are. That's because, unlike other negative emotions, anger seems to make people overconfident about their intelligence, a new study suggests.

"Anger differs significantly from other negative emotions, such as sadness, anxiety or depression," Mathew White, study author and psychologist at the University of Warsaw in Poland, told PsyPost. Previous research has shown that anger is an unusual negative emotion in that it's often associated with positive traits, like optimism. But how anger affects perceived intelligence was unclear. White and his colleague suspected that angry people might be more likely to overestimate how smart they are.

To test this, the researchers surveyed more than 520 undergraduate students attending schools in Warsaw. The students answered survey questions to judge how easily and how often they get angry. Then, the students took a survey to assess their own intelligence before taking an objective intelligence test.

In general, the students with a higher tendency to get angry also overestimated their cognitive abilities, the study found. On the other hand, the students who were more *neurotic* (神经质的), a trait that's often associated with anger, generally underestimated their

intelligence. Neuroticism refers to negative traits including irrational anxiety and overwhelming distress.

Perhaps not surprisingly, the researchers found that *narcissism* (自恋) was a key factor in how people judged how smart they were. The more ill-tempered personalities were associated with “narcissistic illusions.”

It’s important to note that while the study found that angry people tend to be more narcissistic and overestimate their brilliance, anger was unrelated to actual intelligence level. And, although the researchers found an association between the two traits, it’s unclear if there’s a cause and effect relationship between anger and overestimating intelligence. More research is needed to explore that link.

What the study didn’t test was how anger affects perceived intelligence in the heat of the moment. The study assessed anger as a personality trait, but anger is often a temporary emotion. Additional research is needed to find out if people who don’t anger easily might be overly confident in their abilities only in the moment that they’re upset.

51. Why are ill-tempered people not as smart as they think they are?

- A) Because ill-moods hold back their mental development.
- B) Because negative emotions influence their self-judgement.
- C) Because they are too confident about their wits.
- D) Because they are lack of strong cognitive ability.

52. What can we know from previous research about anger?

- A) It is related to optimistic personality.
- B) It is a uncommonly positive emotion.
- C) It makes people underestimate their intelligence.
- D) It is usually observed in overconfident people.

53. What can we learn from the students with neuroticism?

- A) They tended to make their moods out of control.
- B) They ordinarily undervalued their intelligence.
- C) They are much more intelligent than average students.

D) They are difficult to get along well with other students.

54. What can we infer from people with bad-tempered characteristics?

A) They are more easily to imagine they excel in everything.

B) They tend to pick up on the emotions of others around them.

C) They prefer to judging others in a negative manner.

D) They are unable to properly react to emotions of others.

55. How does the author think of White's study?

A) Doubtful.

C) Favorable.

B) Negative

D) Reasonable.

## 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**.

筷子，看似简单的两根长形条棍，却在中国已经有大约 3000 多年的历史了，具有深厚的文化内涵。筷子一头圆、一头方。圆的象征天，方的象征地，对应天圆地方，这是古代中国人对宇宙的认识。方的在上，圆的在下，直接接触食物，代表“民以食为天”。同时，筷子的实用性更强。比起刀叉，筷子则更加灵活。它是人类手指的延伸，手指能做的事，它都能做。

