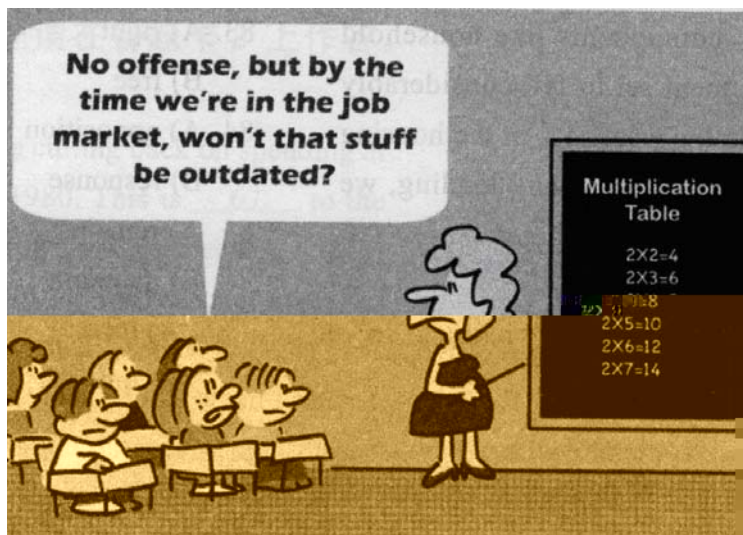


## Part I

## Writing

(30 minutes)

**Directions:** For this part, you are allowed 30 minutes to write an essay. You should start your essay with a **brief description** of the picture and then express your views on the importance of learning basic skills. You should write at least 120 words but no more than 180 words. Write your essay on Answer Sheet 1.



1

## Part II

## Listening Comprehension

(30 minutes)

### Section A

**Directions:** In this section, you will hear 8 short conversations and 2 long conversations. At the end of each conversation, one or more questions will be asked about what was said. 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. Then mark the corresponding letter on Answer Sheet 1 with a single line through the centre.

1

1. A) The man has left a good impression on her family.  
B) The man's jeans and T-shirts are stylish.  
C) The man should buy himself a new suit.  
D) The man can dress casually for the occasion.
2. A) Its price.  
B) Its comfort.  
C) Its location.  
D) Its facilities.

3. A) It is a routine offer.  
B) It is quite healthy.  
C) It is new on the menu.  
D) It is a good bargain.
4. A) Read the notice on the window.  
B) Board the bus to Cleveland.  
C) Go and ask the staff.  
D) Get a new bus schedule.
5. A) He is ashamed of his present condition.  
B) He is careless about his appearance.  
C) He changes jobs frequently.  
D) He shaves every other day.
6. A) The woman had been fined many times before.  
B) The woman knows how to deal with the police.  
C) The woman had violated traffic regulations.  
D) The woman is good at finding excuses.
7. A) She got hurt in an accident yesterday.  
B) She has to go to see a doctor.  
C) She is black and blue all over.  
D) She stayed away from work for a few days.
8. A) She will ask David to talk less.  
B) She will meet the man halfway.  
C) She is sorry the man will not come.  
D) She has to invite David to the party.

**Questions 9 to 11 are based on the conversation you have just heard.**

9. A) Beautiful scenery in the countryside.  
B) A sport he participates in.  
C) Dangers of cross-country skiing.  
D) Pain and pleasure in sports.
10. A) He can't find good examples to illustrate his point.  
B) He can't find a peaceful place to do the assignment.  
C) He can't decide whether to include the effort part of skiing.  
D) He doesn't know how to describe the beautiful country scenery.
11. A) New ideas come up as you write.  
B) Much time is spent on collecting data.  
C) A lot of effort is made in vain.  
D) The writer's point of view often changes.

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

12. A) Having her bicycle repaired. C) Lecturing on business management.  
B) Hosting an evening TV program. D) Conducting a market survey.
13. A) He repaired bicycles. C) He worked as a salesman.

20. A) To calm themselves down. C) To show their impatience.  
B) To enhance concentration. D) To signal lack of interest.
21. A) How speakers can misunderstand the audience.  
B) How speakers can win approval from the audience.  
C) How listeners in different cultures show respect.  
D) How different Western and Eastern art forms are.

**Passage Three**

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

22. A) They mistake the firefighters for monsters.  
B) They do not realize the danger they are in.  
C) They cannot hear the firefighters for the noise.

him, and without any school-type formal instruction, he has done a task far more difficult, complicated and 30 than anything he will be asked to do in school, or than any of his teachers has done for years. He has solved the 31 of language. He has discovered it – babies don't even know that language exists – and he has found out how it works and learned to use it 32. He has done it by exploring, by experimenting, by developing his own model of the grammar of language, by 33 and seeing whether it works, by gradually changing it and 34 it until it does work. And while he has been doing this, he has been learning other things as well, including many of the “35” that the schools think only they can teach him, and many that are more complicated than the ones they do try to teach him.

### **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 36 to 45 are based on the following passage.**

One in six. Believe it or not, that's the number of Americans who struggle with hunger. To make tomorrow a little better, Feeding America, the nation's largest 36 hunger-relief organization, has chosen September as Hunger Action Month. As part of its 30 Ways in 30 Days program, it's asking 37 across the country to help the more than 200 food banks and 61,000 agencies in its network provide low-income individuals and families with the fuel they need to 38.

It's the kind of work that's done every day at St. Andrew's Episcopal Church in San Antonio. People who 39 at its front door on the first and third Thursdays of each month aren't looking for God – they're there for something to eat. St. Andrew's runs a *food pantry* (            ) that 40 the city and several of the 41 towns. Janet Drane is its manager.

In the wake of the 42, the number of families in need of food assistance began to grow. It is 43 that 49 million Americans are unsure of where they will find their next meal. What's most surprising is that 36% of them live in 44 where at least one adult is working. “It used to be that one job was all you needed,” says St. Andrew's Drane. “The people we see now have three or four part-time jobs and they're still right on the edge 45.”

A) accumulate	I) households
B) circling	J) recession
C) communities	K) reported
D) competition	L) reviewed
E) domestic	M) serves
F) financially	N) surrounding
G) formally	O) survive
H) gather	

## 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.*

### Universities Branch Out

- A) As never before in their long history, universities have become instruments of national competition as well as instruments of peace. They are the place of the scientific discoveries that move economies forward, and the primary means of educating the talent required to obtain and maintain competitive advantage. But at the same time, the opening of national borders to the flow of goods, services, information and especially people has made universities a powerful force for global integration, mutual understanding and geopolitical stability.
- B) In response to the same forces that have driven the world economy, universities have become more self-consciously global: seeking students from around the world who represent the entire range of cultures and values, sending their own students abroad to prepare them for global careers, offering courses of study that address the challenges of an interconnected world and *collaborative* ( ) research programs to advance science for the benefit of all humanity.
- C) Of the forces shaping higher education none is more sweeping than the movement across borders. Over the past three decades the number of students leaving home each year to study abroad has grown at an annual rate of 3.9 percent, from 800,000 in 1975 to 2.5 million in 2004. Most travel from one developed nation to another, but the flow from developing to developed countries is growing rapidly. The reverse flow, from developed to developing countries, is on the rise, too. Today foreign students earn 30 percent of the doctoral degrees awarded in the United States and 38 percent of those in the United Kingdom. And the number crossing borders for undergraduate study is growing as well, to 8 percent of the undergraduates at America's best institutions and 10 percent of all undergraduates in the U.K. In the United States, 20 percent of the newly hired professors in science and engineering are foreign-born, and in China many newly hired faculty

members at the top research universities received their graduate education abroad.

- D) Universities are also encouraging students to spend some of their undergraduate years in another country. In Europe, more than 140,000 students participate in the Erasmus program each year, taking courses for credit in one of 2,200 participating institutions across the continent. And in the United States, institutions are helping place students in summer *internships* ( ) abroad to prepare them for global careers. Yale and Harvard have led the way, offering every undergraduate at least one international study or internship opportunity—and providing the financial resources to make it possible.
- E) Globalization is also reshaping the way research is done. One new trend involves sourcing portions of a research program to another country. Yale professor and Howard Hughes Medical Institute investigator Tian Xu directs a research center focused on the genetics of human disease at Shanghai's Fudan University, in collaboration with faculty colleagues from both schools. The Shanghai center has 95 employees and graduate students working in a 4,300-square-meter laboratory facility. Yale faculty, postdoctors and graduate students visit regularly and attend videoconference seminars with scientists from both campuses. The arrangement benefits both countries; Xu's Yale lab is more productive, thanks to the lower costs of conducting research in China, and Chinese graduate students, postdoctors and faculty get on-the-job training from a world-class scientist and his U.S. team.
- F) As a result of its strength in science, the United States has consistently led the world in the commercialization of major new technologies, from the mainframe computer and the integrated circuit of the 1960s to the Internet *infrastructure* ( ) and applications software of the 1990s. The link between university-based science and industrial application is often indirect but sometimes highly visible: Silicon Valley was intentionally created by Stanford University, and Route 128 outside Boston has long housed companies spun off from MIT and Harvard. Around the world, governments have encouraged copying of this model, perhaps most successfully in Cambridge, England, where Microsoft and scores of other leading software and biotechnology companies have set up shop around the university.
- G) For all its success, the United States remains deeply hesitant about sustaining the research-university model. Most politicians recognize the link between investment in science and national economic strength, but support for research funding has been unsteady. The budget of the National Institutes of Health doubled between 1998 and 2003, but has risen more slowly than inflation since then. Support for the physical sciences and engineering barely kept pace with inflation during that same period. The attempt to make up lost ground is welcome, but the nation would be better served by steady, predictable increases in science funding at the rate of long-term GDP growth, which is on the order of inflation plus 3 percent per year.
- H) American politicians have great difficulty recognizing that admitting more foreign students can greatly promote the national interest by increasing international

understanding. Adjusted for inflation, public funding for international exchanges and foreign-language study is well below the levels of 40 years ago. In the wake

55. When foreign students leave America, they will bring American values back to their home countries.

## 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 56 to 60 are based on the following passage.**

Global warming is causing more than 300,000 deaths and about \$125 billion in economic losses each year, according to a report by the Global Humanitarian Forum, an organization led by Kofi Annan, the former United Nations secretary general.

The report, to be released Friday, analyzed data and existing studies of health, disaster, population and economic trends. It found that human-influenced climate change was raising the global death rates from illnesses including *malnutrition* ( ) and heat-related health problems.

But even before its release, the report drew criticism from some experts on climate and risk, who questioned its methods and conclusions.

Along with the deaths, the report said that the lives of 325 million people, primarily in poor countries, were being seriously affected by climate change. It projected that the number would double by 2030.

Roger Pielke Jr., a political scientist at the University of Colorado, Boulder, who studies disaster trends, said the Forum's report was "a methodological embarrassment" because there was no way to distinguish deaths or economic losses related to human-driven global warming amid the much larger losses resulting from the growth in populations and economic development in *vulnerable* ( ) regions. Dr. Pielke said that "climate change is an important problem requiring our utmost attention." But the report, he said, "will harm the cause for action on both climate change and disasters because it is so deeply *flawed* ( )."

However, Soren Andreasen, a social scientist at Dalberg Global Development Partners who supervised the writing of the report, defended it, saying that it was clear that the numbers were rough estimates. He said the report was aimed at world leaders, who will meet in Copenhagen in December to negotiate a new international climate treaty.

In a press release describing the report, Mr. Annan stressed the need for the negotiations to focus on increasing the flow of money from rich to poor regions to help reduce their vulnerability to climate hazards while still curbing the emissions of the heat-trapping gases. More than 90% of the human and economic losses from climate change are occurring in poor countries, according to the report.

56. What is the finding of the Global Humanitarian Forum?
- A) Rates of death from illnesses have risen due to global warming.
  - B) Global temperatures affect the rate of economic development.
  - C) Malnutrition has caused serious health problems in poor countries.
  - D) Economic trends have to do with population and natural disasters.
57. What do we learn about the Forum's report from the passage?
- A) It caused a big stir in developing countries.
  - B) It was warmly received by environmentalists.
  - C) It aroused a lot of interest in the scientific circles.
  - D) It was challenged by some climate and risk experts.
58. What does Dr. Pielke say about the Forum's report?
- A) Its statistics look embarrassing.
  - B) It deserves our closest attention.
  - C) It is invalid in terms of methodology.
  - D) Its conclusion is purposely exaggerated.
59. What is Soren Andreasen's view of the report?
- A) Its conclusions are based on carefully collected data.
  - B) It is vulnerable to criticism if the statistics are closely examined.
  - C) It will give rise to heated discussions at the Copenhagen conference.
  - D) Its rough estimates are meant to draw the attention of world leaders.
60. What does Kofi Annan say should be the focus of the Copenhagen conference?
- A) How human and economic losses from climate change can be reduced.
  - B) How rich countries can better help poor regions reduce climate hazards.
  - C) How emissions of heat-trapping gases can be reduced on a global scale.
  - D) How rich and poor regions can share responsibility in curbing global warming.

## Passage Two

Questions 61 to 65 are based on the following passage.

It's an annual argument. Do we or do we not go on holiday? My partner says no because the boiler could go, or the roof fall off, and we have no savings to save us. I say you only live once and we work hard and what's the point if you can't go on holiday. The joy of a recession means no argument next year – we just won't go.

Since money is known to be one of the things most likely to bring a relationship to its knees, we should be grateful. For many families the recession means more than not booking a holiday. A YouGov poll of 2,000 people found 22% said they were arguing more with their partners because of concerns about money. What's less clear is whether divorce and separation rates rise in a recession – financial pressures mean couples argue more but make splitting up less affordable. A recent research shows arguments about money were especially damaging to couples. Disputes were characterised by intense *verbal* ( ) aggression, tended to be repeated and not

resolved, and made men, more than women, extremely angry.

Kim Stephenson, an occupational psychologist, believes money is such a big deal because of what it symbolises, which may be different things to men and women. "People can say the same things about money but have different ideas of what it's for," he explains. "They'll say it's to save, to spend, for security, for freedom, to show someone you love them." He says men are more likely to see money as a way of buying status and of showing their parents that they've achieved something.

"The biggest problem is that couples assume each other knows what's going on with their finances, but they don't. There seems to be more of a *taboo* ( ) about talking about money than about death. But you both need to know what you're doing, who's paying what into the joint account and how much you keep separately. In a healthy relationship, you don't have to agree about money, but you have to talk about it."

## 2

61. What does the author say about vacationing?
- A) People enjoy it all the more during a recession.
  - B) Few people can afford it without working hard.
  - C) It is the chief cause of family disputes.
  - D) It makes all the hard work worthwhile.
62. What does the author mean by saying "money is known ... to bring a relationship to its knees" (Lines 1-2, Para. 2)?
- A) Money is considered to be the root of all evils.
  - B) Disputes over money may ruin a relationship.
  - C) Few people can resist the temptation of money.
  - D) Some people sacrifice their dignity for money.
63. The YouGov poll of 2,000 people indicates that in a recession \_\_\_\_\_.
- A) couples show more concern for each other
  - B) it is more expensive for couples to split up
  - C) conflicts between couples tend to rise
  - D) divorce and separation rates increase
64. What does Kim Stephenson believe?
- A) Men and women view money in different ways.
  - B) Money is often a symbol of a person's status.
  - C) Men and women spend money on different things.
  - D) Money means a great deal to both men and women.
65. The author suggests at the end of the passage that couples should \_\_\_\_\_.
- A) put their money together instead of keeping it separately
  - B) discuss money matters to maintain a healthy relationship
  - C) make efforts to reach agreement on their family budgets
  - D) avoid arguing about money matters to remain romantic

## 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.*

paper cutting

the Ming and Qing Dynasties

## **Tape Script of Listening Comprehension**

### **Section A**

**Directions:** *In this section, you will hear 8 short conversations and 2 long conversations. At the end of each conversation, one or more questions will be asked about what was said. 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. Then mark the corresponding letter on Answer Sheet 1 with a single line through the centre.*

1. M: Finally I've got the chance to put on my new suit tonight. I hope to make a good impression on your family.

W: Come on, it's only a family reunion. So jeans and T-shirts are just fine.

Q: What does the woman mean?

2. W: From here, the mountains look as if you could just reach out and touch them.

M: That's why I chose this lodge. It has one of the best views in Switzerland.

Q: What is the man's chief consideration in choosing the lodge?

3. M: Miss, can I interest you in the pork special we're serving tonight? It's only \$7.99, half the usual price, and it's very tasty.

W: Oh, really? I'll try it.

Q: What does the man say about the dish?

4. W: This crazy bus schedule has got me completely confused. I can't figure out when my bus to Cleveland leaves.

M: Why don't you just go to the ticket window and ask?

Q: What does the man suggest the woman do?

5. M: Shawn's been trying for months to find a job. But I wonder how he could get a job when he looks like that.

W: Oh, that poor guy! He really should shave himself every other day at least and put on something clean.

Q: What do we learn about Shawn?

6. M: Why didn't you stop when we first signaled you at the crossroads?

W: Sorry, I was just a bit absent-minded. Anyway, do I have to pay a fine?

Q: What do we learn from the conversation?

7. W: My hand still hurts from the fall on the ice yesterday. I wonder if I broke something.

M: I'm no doctor, but it's not black and blue or anything. Maybe you just need to rest it for a few days.

Q: What do we learn about the woman from the conversation?

8. M: I really can't stand the way David controls the conversation all the time. If he's going to be at your Christmas party, I just won't come.

W: I'm sorry you feel that way, but my mother insists that he come.

Q: What does the woman imply?

### **Conversation One**

M: Hello, Professor Johnson.

W: Hello, Tony. So what shall we work on today?

M: Well, the problem is that this writing assignment isn't coming out right. What I thought I was writing on was to talk about what a particular sport means to me—one I participate in.

W: What sport did you choose?

M: I decided to write about cross-country skiing.

W: What are you going to say about skiing?

M: That's the problem. I thought I would write about how peaceful it is to be out in the country.

W: So why is that a problem?

M: As I start describing how quiet it is to be out in the woods, I keep mentioning how much effort it takes to keep going. Cross-country skiing isn't as easy as some people think. It takes a lot of energy. But that's not part of my paper, so I guess I should leave it out. But now I don't know how to explain that feeling of peacefulness without explaining how hard you have to work for it. It all fits together. It's not like just sitting down somewhere and watching the clouds roll by. That's different.

W: Then you'll have to include that in your point. The peacefulness of cross-country skiing is the kind you earn by effort. Why leave that out? Part of your point you knew beforehand, but part you discovered as you wrote. That's common, right?

M: Yeah, I guess so ...

### **Questions 9 to 11 are based on the conversation you have just heard.**

9. What is the topic of the man's writing assignment?

10. What problem does the man have while working on his paper?

11. What does the woman say is common in writing papers?

### **Conversation Two**

W: Good evening, and welcome to this week's "Business World," the program for and about businesspeople. Tonight we have Mr. Steven Kane who has just taken over an established bicycle shop. Tell us, Mr. Kane, what made you want to run your own store?

M: Well, I've always loved racing bikes and fixing them. When I was working full-time as a salesman for a big company, I seldom had time to enjoy my hobby. I knew then that as soon as I had enough money to get my own business going, I'd do it. I had my heart set on it, and I didn't let anything stand in my way. When I went

down to the bank and got a business loan, I knew I'd love being my own boss. Now my time is my own. I open the store when I want and leave when I want.

W: You mean you don't keep regular hours?

M: Well, the sign on my store says the hours are 10:00 to 6:00, but if business is slower than usual, I can just lock up and take off early.

W: Have you hired any employees to work with you yet?

M: Yeah, a couple of friends of mine who love biking as much as I do. They help me out a few days a week. It's great because ... we play cards or just sit around and talk when there're no customers.

W: Thank you, Mr. Kane. We wish you success in your new business.

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

12. What is the woman doing?
13. What did Mr. Kane do before he took over the bicycle shop?
14. Why did the man take over a bicycle shop?
15. What do we learn about the people working in the shop?

## **Section B**

**Directions:** *In this section, you will hear 3 short passages. At the end of each passage, you will hear some questions. Both the passage and the questions will be spoken only once. After you hear a question, you must choose the best*

16. Why does the speaker say Joe Gans became one of his best friends?
17. Where does the speaker spend most of his weekends?
18. What has the speaker learned from his friendship with Joe?

### **Passage Two**

While Gail Opp-Kemp, an American artist, was giving a speech on the art of Japanese brush painting to an audience that included visitors from Japan, she was confused to see that many of her Japanese listeners had their eyes closed. Were they turned off because an American had the nerve to instruct Japanese in their own art form? Were they deliberately trying to signal their rejection of her?

Opp-Kemp later found out that her listeners were not being disrespectful. Japanese listeners sometimes close their eyes to enhance concentration. Her listeners were showing their respect for her by chewing on her words.

Someday you may be either a speaker or a listener in a situation involving people from other countries or members of a minority group in North America. Learning how different cultures signal respect can help you avoid misunderstandings. Here are some examples:

In the deaf culture of North America, many listeners show applause not by clapping their hands but by waving them in the air.

In some cultures, both overseas and in some minority groups in North America, listeners are considered disrespectful if they look directly at the speaker. Respect is shown by looking in the general direction but avoiding direct eye contact.

In some countries, whistling by listeners is a sign of approval, while in other countries, it is a form of insult.

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

19. What did Opp-Kemp's speech focus on?
20. Why do Japanese listeners sometimes close their eyes while listening to a speech?
21. What does the speaker try to explain?

### **Passage Three**

One of the greatest heartbreaks for firefighters occurs when they fail to rescue a child from a burning building because the child—frightened by smoke and noise—hides under a bed or in a closet and is later found dead.

Saddest of all is when children catch a glimpse of the masked firefighter but hide because they think they have seen a monster.

To prevent such tragedies, firefighter Eric Velez gives talks to children in his community, explaining that they should never hide during a fire. He displays firefighters' equipment, including the oxygen mask, which he encourages his listeners to play with and put on. "If you see us," Velez tells them, "don't hide. We are not monsters. We have come to rescue you."

Velez gives his presentations in English and Spanish. Growing up in San

Francisco, he learned Spanish from his immigrant parents.

Velez—and other firefighters throughout North America who give similar presentations—will never know how many lives they save through their talks, but it's a fact that informative speaking saves lives. For example, several months after listening to an informative speech, Pete Gentry in North Carolina rescued his brother, who was choking on food, by using the method taught by student speaker Julie Parris.

In addition to saving lives, informative speakers help people learn new skills, solve problems, and acquire fascinating facts about the exciting world in which they live.

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

22. Why do some children trapped in a burning building hide from masked firefighters?

23. What does the passage tell us about firefighter Eric Velez?

24. What do we learn about Pete Gentry?

25. What message is the speaker trying to convey?

### **Section C**

**Directions:** *In this section, you will hear a passage three times. When the passage is read for the first time, you should listen carefully for its general idea. When the passage is read for the second time, you are required to fill in the blanks with the exact words you have just heard. Finally, when the passage is read for the third time, you should check what you have written.*

Almost every child, on the first day he sets foot in a school building, is smarter, more (26) curious, less afraid of what he doesn't know, better at finding and (27) figuring things out, more confident, *resourceful* (        ), persistent and (28) independent than he will ever be again in his schooling – or, unless he is very unusual and very lucky, for the rest of his life. Already, by paying close attention to and (29) interacting with the world and people around him, and without any school-type formal instruction, he has done a task far more difficult, complicated and (30) abstract than anything he will be asked to do in school, or than any of his teachers has done for years. He has solved the (31) mystery of language. He has discovered it – babies don't even know that language exists – and he has found out how it works and learned to use it (32) appropriately. He has done it by exploring, by experimenting, by developing his own model of the grammar of language, by (33) trying it out and seeing whether it works, by gradually changing it and (34) refining it until it does work. And while he has been doing this, he has been learning other things as well, including many of the (35) “concepts” that the schools think only they can teach him, and many that are more complicated than the ones they do try to teach him.

## **Part II     Listening Comprehension**

### **Section A**

- |       |       |       |       |       |
|-------|-------|-------|-------|-------|
| 1. D  | 2. C  | 3. D  | 4. C  | 5. B  |
| 6. C  | 7. A  | 8. D  | 9. B  | 10. C |
| 11. A | 12. B | 13. C | 14. A | 15. A |

### **Section B**

- |       |       |       |       |       |
|-------|-------|-------|-------|-------|
| 16. D | 17. B | 18. C | 19. A | 20. B |
| 21. C | 22. A | 23. B | 24. D | 25. B |

### **Section C**

- |                   |                         |
|-------------------|-------------------------|
| 26. curious       | 27. figuring things out |
| 28. independent   | 29. interacting with    |
| 30. abstract      | 31. mystery             |
| 32. appropriately | 33. trying it out       |
| 34. refining      | 35. concepts            |

## **Part III     Reading Comprehension**

### **Section A**

- |       |       |       |       |       |
|-------|-------|-------|-------|-------|
| 36. E | 37. C | 38. O | 39. H | 40. M |
| 41. N | 42. J | 43. K | 44. I | 45. F |

### **Section B**

- |       |       |       |       |       |
|-------|-------|-------|-------|-------|
| 46. D | 47. C | 48. I | 49. E | 50. C |
| 51. H | 52. G | 53. F | 54. A | 55. I |

### **Section C**

- |       |       |       |       |       |
|-------|-------|-------|-------|-------|
| 56. A | 57. D | 58. C | 59. D | 60. B |
| 61. D | 62. B | 63. C | 64. A | 65. B |

## **Part IV     Translation**

Paper cutting is one of China's most popular traditional folk arts. Chinese paper cutting has a history of more than 1,500 years. It was widespread particularly during the Ming and Qing Dynasties. People often beautify their homes with paper cuttings. During the Spring Festival and wedding celebrations, in particular, paper cuttings are used to decorate doors, windows and rooms in order to enhance the joyous atmosphere. The color most frequently used in paper cutting is red, which symbolizes health and prosperity. Chinese paper cutti