2016 专业八级新题型通知

关于英语专业八级考试（TEM8）题型调整的说明

外语专业教学测试专家委员会经过讨论，通过英语专业八级考试（TEM8）题型调整方案，并决定从 2016 年起对 TEM8 考试的试卷结构和测试题型作局部调整。

高校外语专业教学测试办公室
2015 年 8 月

总则

一、考试目的：

本考试旨在检查英语专业四年级学生运用英语获取、理解和处理一般或与专业相关信息以达到交际要求的能力。

二、考试性质与范围：

本考试属于标准参照性教学检查类考试。考试范围包括听、读、写、译四个方面的能力。

三、考试时间、对象与命题：

本考试在英语专业本科第八学期举行，每年一次。考试对象为高校英语专业四年级学生。本考试由外语专业教学测试专家委员会组织有关测试专家命题，外语专业教学测试办公室负责考试的实施。

四、考试形式：

为了有效地考核学生综合运用英语进行交际的能力，既兼顾考试的科学性、客观性，又考虑到考试的可行性，本考试采用多种试题形式，以保证考试的效度和信度。

五、考试内容：

本考试共有五个部分：听力理解、阅读理解、语言知识、翻译、写作。 整个考试需时 155 分钟。

I. 听力理解 (Part I: Listening Comprehension)

1. 测试要求：
(a) 能听懂真实交际场合中的各种英语会话和讲话。
(b) 能听懂有关政治、经济、历史、文化、教育、语言、文学、科普方面的演讲及演讲后的

问答。

(c) 能理解所听材料的大意，领会说话者的态度、感情和真实意图。

(d) 能做较为完整的笔记。

(e) 考试时间约 25 分钟。

2．测试形式：

本部分采用填空题和多项选择题形式， 分两节：Section A 和 Section B，共 20 题。

Section A: Mini-lecture

本部分由一个约 900 个单词的讲座和一项填空任务组成。要求学生边听边做笔记，然后完成填空任务。本部分共 15 道填空题。

Section B: Conversation or Interview

本部分由一个约 1000 个单词的会话或两个约 500 个单词的会话组成。会话后有 10 道多项选择题。

本部分每道题后有 10 秒的间隙，要求学生听到问题后从所给的四个选项中选出一个最佳答案。

听力理解部分的录音语速为每分钟约 150 个单词，念一遍。

3．测试目的：

测试学生获取口头信息的能力。

4．选材原则：

（a）讲座部分的内容与本专业方向课程相关。

（b）会话部分的内容与学生的日常生活、社会和学习活动相关。

（c）听力材料难度为中等偏上。

II．阅读理解（Part II：Ｒｅａｄｉｎｇ　Ｃｏｍｐｒｅｈｅｎｓｉｏｎ）

1．测试要求：

（a）能读懂一般英美报刊杂志上的社论和书评。

（b）能读懂有一定难度的历史传记和文学作品。

（c）能理解所读材料的主旨大意，分辨出其中的事实和细节；能理解字面意义和隐含意义；能根据所读材料进行判断和推理；能分析所读材料的思想观点、语篇结构、语言特点和修辞手法。

（d）能在阅读中根据需要自觉调整阅读速度和阅读技巧。

（e）考试时间 45 分钟。

2．测试形式：

本部分采用多项选择题和简答题形式，由数篇阅读材料组成。阅读材料共长 3000 个单词左右。学生应根据所读材料内容，从每题的四个选择项中选出一个最佳答案，或根据问题做简短回答。共 22 题，其中 14 道多项选择题，8 道简答题。

3．测试目的：

阅读理解部分测试学生通过阅读获取和理解有关信息的能力，既要求准确性，也要求一定的速度。阅读速度为每分钟１５０个单词。

4. 选材原则：
（a）题材广泛，包括社会、科技、文化、经济、文学、语言学、人物传记等。
（b）体裁多样，包括记叙文、描写文、说明文、议论文等。
（c）阅读材料的语言难度中等偏上。

III. 语言知识（Part III. Language Usage）

1. 测试要求：
　　能运用语法、词汇、修辞等语言知识识别所给短文内的语病并提出改正方法。
2. 测试形式：
　　本部分由一篇约 250 个单词的短文组成，短文中有 10 行标有题号。该 10 行内均含有一个语误。要求学生根据"增添"、"删除"、或"改变其中的某一单词或短语"三种方法中的一种改正语误。
　　本部分为作答题，共 10 题。考试时间 15 分钟。
3. 测试目的：
　　测试学生运用语言知识的能力。

IV. 翻译 (Part V: Translation)

1. 测试要求
　　能运用汉译英的理论和技巧，翻译我国报刊杂志上的文章和一般文学作品。速度为每小时 250 至 300 个汉字。译文要求忠实原意，语言通顺、流畅。
2. 测试形式：
　　本部分为作答题，将一段 150 个汉字组成的段落译成英语。考试时间 25 分钟。
3. 测试目的：
　　测试学生的汉译英翻译能力。

V. 写作 (Part V: Writing)

1. 测试要求
　　能根据所给阅读材料和要求撰写各类体裁的文章，文章长度约 300 个单词；能做到内容切题、充实，条理清楚，结构严谨，语法正确，语言通顺，表达得体。考试时间 45 分钟。

2. 测试形式：
　　本部分为作答题，采用材料作文形式。考试时间 45 分钟。

3. 测试目的：
　　测试学生的书面表达能力。

答题和计分

听力填空题、阅读简答题、语言知识、翻译和作文做在规定的作答题答题卡上。多项选择题的答案写在选择题答题卡上。凡是写在试题册上的答案一律无效，予以作废。

听力填空题、阅读简答题、语言知识、翻译和作文用黑色钢笔或水笔书写。答卷内容不要超过答题卡的规定红线，超越部分无效。多项选择题每题只能选一个答案，多选作废。请用2B铅笔。多项选择题只算答对的题数，答错不扣分。多项选择题由计算机读卷。

考试时不得使用任何通讯工具、词典及其他工具书。

试卷各部分采用记权方式，折算成百分制。以 60 分为及格标准。

试卷的题型、题数、计分、比重和时间列表如下：

序号	题号	各部分名称	题型	题数	计分	比重	考试时间（分钟）
I	(A1)-(A10) 1-10	听力理解 A 讲座 B 会话	作答题 选择题	15 10	15 10	15% 10%	25
II	11—24 25—32	阅读理解 A 选择题 B 简答题	选择题 作答题	22	30	30%	45
III	B 1）— (B10)	语言知识	作答题	10	10	10%	15
V		翻译	作答题	1	15	15%	25
VI		写作	作答题	1	20	20%	45
合计				59	100	100	155

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TEM8 SAMPLE TEST（部分）

TIME LIMIT: 155 MIN

PART I   LISTENING COMPREHENSION (25 MIN)

SECTION A   MINI-LECTURE

In this section you will hear a mini-lecture. You will hear the mini-lecture ONCE ONLY. While listening to the mini-lecture, please complete the gap-filling task on ANSWER SHEET ONE and write NO MORE THAN THREE WORDS for each gap. Make sure the word(s) you fill in is (are) both grammatically and semantically acceptable. You may use the blank sheet for note-taking.

You have THIRTY seconds to preview the gap-filling task.

Now listen to the mini-lecture. When it is over, you will be given THREE minutes to check your work.

SECTION B   INTERVIEW

In this section you will hear ONE interview. The interview will be divided into TWO parts. At the end of each part, five questions will be asked about what was said. Both the interview and the questions will be spoken ONCE ONLY. After each question there will be a ten-second pause. During the pause, you should read the four choices of A), B), C) and D), and mark the best answer to each question on ANSWER SHEET TWO.

You have THIRTY seconds to preview the questions.

Now, listen to Part One of the interview.

1. A. Doing what they have promised to schools
    B. Creating opportunities for leading universities
    C. Reducing opportunities for state school pupils
    D. Considering removing barriers for state school pupils

2. A. The government has lowered state pupils' expectations.
    B. The number of state pupils applying to Oxford fails to increase.

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C. Universities are not working hard to accept state school pupils.

D. Leading universities are rejecting state school pupils.

3. ......
4. ......
5. ......

Now, listen to Part Two of the interview.

6. A. It means more funding from education authorities
   B. It means more opportunities and choices
   C. It means greater power to run themselves
   D. It means getting all the money and deciding how to spend it

7. A. Local education authorities and secondary schools together.
   B. Local education authorities and the central government.
   C. Local education authorities only.
   D. The central government only.

8. A. To initiate new topics.
   B. To support the interviewee.
   C. To introduce new policies.
   D. To explain some statistics.

9. ......
10. ......

PART II   READING COMPREHENSION (45 MIN)

SECTION A MULTIPLE-CHOICE QUESTIONS

In this section there are several passages followed by fourteen multiple choice questions. For each multiple choice question, there are four suggested answers marked A, B, C and D. Choose the one that you think is the best answer and mark your answers on ANSWER SHEET TWO.

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PASSAGE ONE

In 2011, many shoppers opted to avoid the frenetic crowds and do their holiday shopping from the comfort of their computer. Sales at online retailers gained by more than 15%, making it the biggest season ever. But people are also returning those purchases at record rates, up 8% from last year.

What went wrong? Is the lingering shadow of the global financial crisis making it harder to accept extravagant indulgences? Or do people shop more impulsively – and therefore make bad decisions – when online? Both arguments are plausible. However, there is a third factor: a question of touch. We can love the look but, in an online environment, we cannot feel the quality of a texture, the shape of the fit, the fall of a fold or the weight of an earring. And physically interacting with an object makes you more committed to your purchase.

When my most recent book *Brandwashed* was released, I teamed up with a local bookstore to conduct an experiment about the differences between the online and offline shopping. I carefully instructed a group of volunteers to promote my book in two different ways. The first was a fairly hands-off approach. Whenever a customer would inquire about my book, the volunteer would take them over to the shelf and point to it. Out of 20 such requests, six customers proceeded with the purchase.

The second option also involved going over to the shelf but, this time, removing the book and then subtly holding onto it for just an extra moment before placing it in the customer's hands. Of the 20 people who were handed the book, 13 ended up buying it. Just physically passing the book showed a big difference in sales. Why? We feel something similar to a sense of ownership when we hold things in our hand. That's why we establish or reestablish connection by greeting strangers and friends with a handshake. In this case, having to then let go of the book after holding it might generate a subtle sense of loss, and motivate us to make the purchase even more.

A recent study conducted by Bangor University together with the United Kingdom's Royal Mail service also revealed the power of touch, in this case when it came to snail mail. A deeper and longer-lasting impression of a message was formed when delivered in a letter, as opposed to receiving the same message online. FMRIs (功能性磁共振成像) showed that, on touching the paper, the emotional centre of the brain was activated, thus forming a stronger bond. The study also indicated that once touch becomes part of the process, it could translate into a sense of possession. In other words, we simply feel more committed to possess and thus buy an item when we've first touched it. This sense of ownership is simply not part of the equation in the online shopping experience.

As the rituals of purchase in the lead-up to Christmas change, not only do we give less thought to the type of gifts we buy for our loved ones but, through our own digital wish lists, we increasingly control what they buy for us. The reality, however, is that no matter how convinced

we all are that digital is the way to go, finding real satisfaction will probably take more than a few simple clicks.

11. According to the author, shoppers are returning their purchases for all the following reasons EXCEPT that _____.
    A. they are unsatisfied with the quality of the purchase
    B. they eventually find the purchase too expensive
    C. they change their mind out of uncertainty
    D. they regret making the purchase without forethought

12. Why does the author cite the study by Bangor University and the Royal Mail Service?
    A. To compare similar responses in different settings.
    B. To provide further evidence for his own observation.
    C. To offer a scientific account of the brain's functions.
    D. To describe emotional responses in online shopping.

13. What can be inferred from the last paragraph?
    A. Despite online shopping we still attach importance to gift buying.
    B. Some people are still uncertain about the digital age.
    C. Real satisfaction depends on factors other than the computer.
    D. Online shopping offers real satisfaction to shoppers.

PASSAGE TWO

My professor brother and I have an argument about head and heart, about whether he overvalues IQ while I lean more toward EQ. We typically have this debate about people – can you be friends with a really smart jerk(怪物)? – but there's corollary to animals as well. I'd love it if our dog could fetch the morning paper and then read it to me over coffee, but I actually care much more about her loyal and innocent heart. There's already enough thinking going on in our house, and we probably spend too much time in our heads. Where we need some role modeling is in instinct, and that's where a dog is a roving revelation.

I did not grow up with dogs, which meant that my older daughter's respectful but unyielding determination to get one required some adjustment on my part. I often felt she was training me: from ages of 6 to 9, she gently schooled me in various breeds and their personalities, whispered to the dogs we encountered so they would charm and persuade me, demonstrated by her self-discipline that she was ready for the responsibility. And thus came our dog Twist, whom I sometimes mistake for a third daughter.

At first I thought the challenge would be to train her to sit, to heel, to walk calmly beside us and not go wildly chasing the neighbourhood rabbits. But I soon discovered how much more we had to learn from her than she from us.

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If it is true, for example, that the secret to a child's success is less rare genius than raw persistence, Twist's ability to stay on task is a model for us all, especially if the task is trying to capture the sunbeam that flicks around the living room as the wind blows through the branches outside. She never succeeds, and she never gives up. This includes when she runs *square* into walls.

Then there is her unfailing patience, which breaks down only when she senses that dinnertime was 15 minutes ago and we have somehow failed to notice. Even then she is more eager than indignant, and her refusal to whine shows a restraint of which I'm not always capable when hungry.

But the lesson I value most is the one in forgiveness, and Twist first offered this when she was still very young. When she was about 7 months old, we took her to the vet to be spayed（切除卵巢）. We turned her over to a stranger, who proceeded to perform a procedure that was probably not pleasant. But when the vet returned her to us, limp and tender, there was no recrimination（反责）, no How could you do that to me? It was as though she already knew that we would not intentionally cause her pain, and while she did not understand, she forgave and curled up with her head on my daughter's lap.

I suppose we could have concluded that she was just blindly loyal and docile. But eventually we knew better. She is entirely capable of disobedience, as she has proved many times. She will ignore us when there are more interesting things to look at, rebuke us when we are careless, bark into the twilight when she has urgent messages to send. But her patience with our failings and fickleness and her willingness to give us a second chance are a daily lesson in gratitude.

My friends who grew up with dogs tell me how when they were teenagers and trusted no one in the world, they could tell their dog all their secrets. It was the one friend who would not gossip or betray, could provide in the middle of the night the soft, unbegrudging comfort and peace that adolescence conspires to disrupt. An age that is all about growth and risk needs some anchors and weights, a model of steadfastness when all else is in flux. Sometimes I think *Twist's devotion keeps my girls on a benevolent leash*, one that hangs quietly at their side as they trot along but occasionally yanks them back to safety and solid ground.

We've weighed so many decisions so carefully in raising our daughters – what school to send them to and what church to attend, when to give them cell phones and with what precautions. But when it comes to what really shapes their character and binds our family, I never would have thought we would owe so much to its smallest member.

14. In the first paragraph, the author suggests that _____.
    A. a person can either have a high IQ or a low EQ
    B. we need examples of how to follow one's heart

C. her professor brother cares too much about IQ

D. she prefers dogs that are clever and loyal

15. According to the passage, all the following are Twist's characteristics EXCEPT _____.

A. resignation

B. patience

C. forgiveness

D. tenacity

16. That *Twist's devotion keeps my girls on a benevolent leash* means that _____.

A. Twist is capable of looking after the girls

B. Twist and the girls have become friends

C. Twist knows how to follow the girls

D. Twist's loyalty helps the girls grow up

17. What does the author try to express in the last paragraph?

A. Gratitude to Twist for her role.

B. Difficulties in raising her children.

C. Worries about what to buy for kids.

D. Concerns about schooling and religion.

PASSAGE THREE

Most West African lorries are not in what one would call the first *flush* of youth, and I had learnt by bitter experience not to expect anything very much of them. But the lorry that arrived to take me up to the mountains was worse than anything I had seen before: *it tottered on the borders of senile decay*. It stood there on buckled wheels, wheezing and *gasping* with exhaustion from having to climb up the gentle slope to the camp, and I consigned myself and my loads to it with some fear. The driver, who was a cheerful fellow, pointed out that he would require my assistance in two very necessary *operations*: first, I had to keep the hand brake pressed down when travelling downhill, for unless it was held thus almost level with the floor it sullenly refused to function. Secondly, I had to keep a stern eye on the clutch, a willful piece of mechanism that seized every chance to leap out of its socket with a noise like a strangling leopard. As it was obvious that not even a West African lorry-driver could be successful in driving while crouched under the dashboard, I had to take over control of those instruments if I valued my life. So, while I ducked at intervals to put on the brake, amid the rich smell of burning rubber, our noble lorry jerked its way towards the mountains at a steady twenty miles per hour; sometimes, when a downward slope favoured it, it threw caution to the winds and careered (猛冲) along in a reckless fashion at twenty-five.

For the first thirty miles the red earth road wound its way through the lowland forest, the

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giant trees standing in solid ranks alongside and their branches entwined（盘绕）in an archway of leaves above us. Slowly and almost imperceptibly the road started to climb upwards, looping its way in languid curves round the forested hills. In the back of the lorry the boys lifted up their voices in song:

Home again, home again,

When shall I see ma home?

The driver hummed the refrain （副歌） softly to himself glancing at me to see if I would object. To his surprise I joined in and so while the lorry rolled onwards, the boys in the back maintained the chorus while the driver and I harmonized and sang complicated bits.

Breaks in the forest became more frequent the higher we climbed, and presently a new type of undergrowth began to appear: massive tree-ferns standing at the roadside on their thick, squat, hairy trunks. These ferns were the guardians of a new world, for suddenly, as though the hills had shrugged themselves free of a cloak, the forest disappeared. It lay behind us in the valley, while above us the hillside rose majestically, covered in a coat of waist-high grass. The lorry crept higher and higher, the engine gasping and *shuddering* with this unaccustomed activity. I began to think that we should have to push the wretched thing up the last two or three hundred feet, but to everyone's surprise we made it, and the lorry *crept* on to the brow of the hill, *trembling* with fatigue, *spouting* steam from its radiator like a dying whale. We crawled to a standstill and the driver switched off the engine.

"We must wait small-time, engine get hot," he explained, pointing to the forequarters of the lorry, which were by now completely invisible under a cloud of steam. Thankfully I descended from the red-hot inside of the cab and strolled down to where the road dipped into the next valley. From this vantage point I could see the country we had travelled through and the country we were to enter.

18. Which of the following words in the first paragraph is used literally?
    A. Flush.
    B. Borders.
    C. Gasping.
    D. Operations.

19. We learn from the first paragraph that the author regards the inadequacies of the lorry as _____.
    A. inevitable and amusing
    B. dangerous and frightening
    C. novel and unexpected
    D. welcome and interesting

20. All the following words in the last but one paragraph describe the lorry as a human EXCEPT_____.
    A. trembling

B. spouting
C. shuddering
D. crept

21. A suitable title for the passage would be _____.
    A. A journey that scared me
    B. The wild West African lorry
    C. A journey to remember
    D. A comic journey in West Africa

PASSAGE FOUR

Have you ever noticed a certain similarity in public parks and back gardens in the cities of the West? A ubiquitous woodland mix of lawn grasses and trees has found its way throughout Europe and the United States, and it's now spread to other cities around the world. As ecologist Peter Groffman has noted, it's increasingly difficult to tell one suburb apart from another, even when they're located in vastly different climates such as Phoenix, Arizona, or Boston in the much chillier north-east of the US. And why do parks in New Zealand often feature the same species of trees that grow on the other side of the world in the UK?

Inspired by the English and New England countrysides, early landscape architects of the 19th century created an aesthetic for urban public and private open space that persists to this day. But in the 21st century, urban green space is tasked with doing far more than simply providing aesthetic appeal. From natural systems to deal with surface water run-off and pollution to green corridors to increasing interest in urban food production, the urban parks of the future will be designed and engineered for functionality as well as for beauty.

Imagine travelling among the cities of the mid-21st century and finding a unique set of urban landscapes that capture local beauty, natural and cultural history, and the environmental context. They are tuned to their locality, and diverse within as well as across cities. There are patches that provide shade and cooling, places of local food production, and corridors that connect both residents and wildlife to the surrounding native environment. Their functions are measured and monitored to meet the unique needs of each city for food production, water use, nutrient recycling, and habitat. No two green spaces are quite the same.

Planners are already starting to work towards this vision. And if this movement has a buzzword it is "hyperfunctionality" – designs which provide multiple uses in a confined space. At the moment, urban landscapes are highly managed and limited in their spatial extent. Even the "green" cities of the future will contain extensive areas of buildings, roads, railways, and other built structures. These future cities are likely to contain a higher proportion of green cover than the cities of today, with an increasing focus on planting on roofs, vertical walls, and surfaces like car parks. But built environments will still be ever-present in dense megacities. We can greatly enhance the utility of green space through designs that provide a range of different uses in a confined space. A hyperfunctional planting, for example, might be designed to provide

food, shade, wildlife habitat, and pollution removal all in the same garden with the right choice of plants and management practices.

What this means is that we have to maximize the benefits and uses of urban parks, while minimizing the costs of building and maintaining them. Currently, green space and street plantings are relatively similar throughout the Western world, regardless of differences in local climate, geography, and natural history. Even desert cities feature the same sizable street trees and well-watered and well-fertilized lawns that you might see in more temperate climes. The movement to reduce the resources and water requirements of such urban landscapes in these arid areas is called "xeriscaping" – a concept that has so-far received mixed responses in terms of public acceptance. Scott Yabiku and colleagues at the Central Arizona Phoenix project showed that newcomers to the desert embrace xeriscaping more than long-time residents, who are more likely to prefer the well-watered aesthetic. In part, this may be because xeriscaping is justified more by reducing landscaping costs – in this case water costs – than by providing desired benefits like recreation, pollution mitigation, and cultural value. From this perspective, xeriscaping can seem more like a compromise than an asset.

But there are other ways to make our parks and natural spaces do more. Nan Ellin, of the Ecological Planning Center in the US, advocates an asset-based approach to urbanism. Instead of envisioning cities in terms of what they can't have, ecological planners are beginning to frame the discussion of future cities in terms of what they do have - their natural and cultural assets. In Utah's Salt Lake City, instead of couching environmental planning as an issue of resource scarcity, the future park is described as "mountain urbanism" and the strong association of local residents with the natural environment of the mountain ranges near their home. From this starting point, the local climate, vegetation, patterns of rain and snowfall, and mountain topography are all deemed natural assets that create a new perspective when it comes to creating urban green space. In Cairns, Australia, the local master plan embraces "tropical urbanism" that conveys a sense of place through landscaping features, while also providing important functions such as shading and cooling in this tropical climate.

The globally homogenized landscape aesthetic – which sees parks from Boston to Brisbane looking worryingly similar – will diminish in importance as future urban green space will be more receptive to local values and cultural perceptions of beauty. This will lead to a far greater diversity of urban landscape designs than are apparent today. Already, we are seeing new purposes for urban landscaping that are transforming the 20th century woodland park into bioswales – plantings designed to filter stormwater – green roofs, wildlife corridors, and urban food gardens. However, until recently we have been lacking the datasets and science-based specifications for designs that work to serve all of these purposes at once.

In New York City, Thomas Whitlow of Cornell University sends his students through tree-lined streets with portable, backpack-mounted air quality monitors. At home in his laboratory, he places tree branches in wind tunnels to measure pollution deposition onto leaves. It turns out that currently, many street tree plantings are ineffective at removing air pollutants, and instead may trap pollutants near the ground. Rather than relying on assumptions about the role of urban vegetation in improving the environment and health, future landscaping designs will be engineered based on empirical data and state of the art of simulations.

New datasets on the performance of urban landscapes are changing our view of what future urban parks will look like and what it will do. With precise measurements of pollutant uptake, water use, plant growth rates, and greenhouse gas emissions, we are better able to design landscapes that require less intensive management and are less costly, while providing more social and environmental uses.

22. The following are all features of future urban green space EXCEPT that _____.
    A. each city has its distinct style of urban green space
    B. urban landscape will focus more on cultural history
    C. urban green space will be designed to serve many uses
    D. more green cover will be seen on city roofs and walls

23. According to the passage, if planners adopt an asset-based approach, they will probably _____.
    A. incorporate the area's natural and cultural heritage into their design
    B. make careful estimation of the area's natural resources before designing
    C. combine natural resources and practical functions in their design
    D. envision more purposes for urban landscaping in their design

24. According to the passage, future landscaping designs will rely more on _____.
    A. human assumptions
    B. scientific estimation
    C. field work
    D. laboratory work

SECTION B SHORT ANSWER QUESTIONS

In this section there are eight short answer questions based on the passages in SECTION A. Answer each question in NO more than 10 words in the space provided on ANSWER SHEET TWO.

PASSAGE ONE

25. What is the purpose of the experiment in the bookstore?

PASSAGE TWO

26. According to the context, what does the word "*square*" mean?

PASSAGE THREE

27. What can we learn from the condition of the lorry from " it tottered on the borders of

senile decay"?

28. How did the author help the lorry driver on the way?

29. How did the author feel when helping the lorry driver?

PASSAGE FOUR

30. According to the passage, what makes urban green space look similar throughout the West?

31. Why are some local residents opposed to "xeriscaping"?
32. What did Thomas Whitlow of Cornell University find out about tree branches?

PART III   LANGUAGE USAGE   (15 MIN)

The passage contains TEN errors. Each indicated line contains a maximum of ONE error. In each case, only ONE word is involved. You should proof-read the passage and correct it in the following way:

For a <u>wrong</u> word,   underline the wrong word and write the correct one in the blank provided at the end of the line.

For a <u>missing</u> word,   mark the position of the missing word with a "∧" sign and write the word you believe to be missing in the blank provided at the end of the line.

For an <u>unnecessary</u> word,   cross the unnecessary word with a slash "/" and put the word in the blank provided at the end of the line.

EXAMPLE

When ∧ art museum wants a new exhibit,	(1)	<u>an</u>
it never buys things in finished form and hangs	(2)	<u>never</u>
them on the wall. When a natural history museum		
wants an <u>exhibition,</u> it must often build it.	(3)	<u>exhibit</u>

Proofread the given passage on ANSWER SHEET THTEE as instructed.

PART IV   TRANSLATION   (25 MIN)

Translate the following text into English. Write your translation on ANSWER SHEET THREE.

茶花（camellia）的自然花期在 12 月至翌年 4 月，以红色系为主，另有黄色系和白色系等，花色艳丽。本届花展充分展示了茶花的品种资源和科研水平，是近三年来本市规模最大的一届茶花展。为了使广大植物爱好者有更多与茶花亲密接触的机会，本届茶花展的布展范围延伸至整个园区，为赏花游客带来便利。

此次茶花展历时 2 个月，展期内 200 多个茶花品种将陆续亮相。

PART V   WRITING   (45 MIN)

With the continued growth of online teaching systems and integration of massive open online courses (MOOCS) into higher education, college study will never be the same for both professors and students. The following are opinions from both sides. Read the excerpts carefully and write your response in about **300** words, in which you should:

1. summarize briefly the opinions from both sides；

2. give your comment.

Marks will be awarded for content relevance, content sufficiency, organization and language quality. Failure to follow the above instructions may result in a loss of marks.

University

The University of Washington (UW) in the US isn't shy about the benefits and drawbacks of online education. UW concedes online courses may be more effective for self-directed learners, and students who are not organized and in possession of good time-management skills may struggle. Thus, students should ask themselves whether they are capable of learning independently before signing up for online coursework.

UW also mentions online courses may not be able to accurately replicate the vibrant sense of intellectual community that has been at the heart of higher education for ages. This might lead some to miss out on learning and networking opportunities.

Students

Jasmine Barta of Arizona State University: I take about half my classes online each semester, and I'll tell you why: Online classes are the secret to a happier, fuller and less stressful college experience. Some students complain about the lack of social interaction and the ease with which they can forget to meet a deadline. But for me these concerns fall flat in the face of the convenience, flexibility and independence online learning offers.

Chang Hanyi of Boston University: In order to squeeze in some extra learning without taking the focus away from her major, I enrolled in a pass/fail online reading and writing workshop. The coursework is actually as demanding as my other regular language classes. But what I have learned so far is beyond my expectations. My professor assigns weekly assignments each Monday, and I am required to do readings, write study blogs and take quizzes regularly. I am also required to respond to comments from my professor and classmates. So, taking online courses doesn't means zero physical interaction with your instructors. My professor even invited me to face-to-face meetings four times to address article structure in my writing assignments. My professor also uploads video clips to review class content and audio files to clarify some thorny points. Despite the hard work, I still enjoy cyber interaction with my professor and classmates.

Yang Yang of Peking University: With MOOCS, we are no longer confined to a classroom at a certain time slot. Whenever I feel in the mood to study, I take out my laptop or iPad to watch course videos. I am now taking Legal Writing and Research on Coursera, a popular MOOCS platform. Each week, four or six courses videos are released for us students to learn. Apart from the teaching sessions, there are also quizzes to assess whether I have grasped the knowledge well. Quiz scores make up 32 percent of my final score. The great thing about the quizzes is we even have them before each course. This encourages me to finish all the reading and preview the class early. Although MOOCs are improving my learning experiences, this new form of teaching cannot compete with traditional ways learning in terms of teacher-student interaction. I used to ask questions immediately after class. But with MOOCs, we only have office hours for question and answer sessions. Most of the time, I won't bother to go.

Write your response on ANSWER SHEET FOUR.

- THE END -

TEM8 SAMPLE SCRIPT（部分）

PART I   LISTENING COMPREHENSION

SECTION A   MINI-LECTURE

In this section you will hear a mini-lecture. You will hear the mini-lecture ONCE ONLY. While listening to the mini-lecture, please complete the gap-filling task on ANSWER SHEET ONE and write NO MORE THAN THREE WORDS for each gap. Make sure the word(s) you fill in is (are) both grammatically and semantically acceptable. You may use the blank sheet for note-taking.

You have THIRTY seconds to preview the gap-filling task.

(a thirty-second interval)

Now listen to the mini-lecture. When it is over, you will be given THREE minutes to check your work.

Understanding Academic Lectures

Good Morning, everybody. Now, at the university, you, as students, are often called on to perform many types of listening tasks: listening in a group discussion, listening to a teacher on a one-to-one basis, **and** listening to academic lectures. So, what I'm going to talk about today is what a listener needs to be able to **do** in order to comprehend an academic lecture efficiently.

OK. What do you need to do in order to understand the lecture? Now, there are four things that I'm going to talk about. The first thing is that you need to be aware of all of the parts of the language that carry meaning. You all know that words carry meaning. So, you've got to be aware of the vocabulary of the language, but there are some other features. For one thing you need to be aware of stress. Let me give you an example: "I went to the bar", "I went to the bar". It makes a difference, in the second example I'm stressing the fact that it was **me** and not someone else. So that this means stress has some meaning. Now the next thing you might want to listen for is intonation. For example, if I say "He came.", "He came?" There are two different meanings: one is a statement, the other one is a question. And another thing you need to listen for is rhythm. For instance, "Can you **see**, Mary?" versus "Can you see **Mary**?" da da DA da da … da da da DA da. Those two mean something different: in the first one, they're talking directly to Mary, while the second one means "Can you see Mary…over there?"

Now, the next thing you must do when you listen is that you need to add information that the lecturer expects you to add. All lecturers assume that they share some information with their audience and that their audience does not need them to explain every word. And listeners have an ability to add this information due to two sources of information, that is, one, their knowledge of a particular subject and, two, their knowledge or experience of the world. So, remember: listening is not a matter of just absorbing the speaker's words; the listener has to do more than that. The listener is not a tape recorder, absorbing the speaker's words and putting them into his or her brain,

rather listening involves hearing the speaker's words and reinterpreting them, adding information if necessary. So, the meaning is **not** in the word alone, rather it is **in the person** who uses it or responds to it, so that the second thing that a listener must do…add information that the lecturer assumes that they share.

OK. The third thing that a listener needs to do, and this is to me the most important thing of all, and that's to **predict** as you listen. Now, let me give you two reasons why you have to predict. For one thing, if you predict it helps you overcome noise. What do I mean by noise? Maybe, there's noise outside and you can't hear me, maybe you're in the back of the room and you can't hear all that well, maybe the microphone doesn't work, maybe there's noise inside your head. By that I mean maybe you're thinking of something else, and then all of a sudden, you'll remember…oh!…I've got to listen! By being able to predict during the lecture, you can just keep listening to the lecture and not lose the idea of what's going on. So, predicting is important to help you overcome outside noise and inside noise. And another reason that predicting is important is because it saves you time. Now when you listen you need time to think about the information, relate it to old ideas, take notes, and if you're only keeping up with what I'm saying or what the lecturer's saying, you have no time to do that. And I'll bet a lot of you are having that problem right now because it's so hard just to follow everything I'm saying, that you don't have time to note down ideas. So, predicting saves you time. If you can guess what I'm going to say, you're able to take notes, you're able to think, you have more time, OK? And there are two types of predictions that you can make: predictions of **content** and predictions of **organization**. Let me give you an example, in terms of content. If you hear the words "because he loved to cook … his favorite room was …", what would you expect? "kitchen." You can guess this because you know people cook in the kitchen. OK? And you can also predict organization. So if I was going to tell you a story, you'd expect me to tell you why the story is important, give you a setting for the story. So you have expectations of what the speaker is going to talk about, and how the speaker will organize his or her words.

Now, let's come to the last thing a listener must do: the listener must evaluate, as he or she is listening, decide what's important, what's not, decide how something relates to something else. OK? There are, again, two reasons for this. The first one is evaluating helps you to decide what to take notes about: what's important to write down? What's not important to write down? And the second reason is that evaluating helps you to keep information. Studies have shown that we retain more information, if ideas are connected to one another, rather than just individually remembered. So for example, if I give you five ideas that are **not** related to one another, that's much more difficult to remember than five ideas that **are** related. So, you can see, evaluating helps you to remember information better because it connects ideas to one another.

Ok, from what I've said so far, you can see there's a lot involved in listening to lectures: language awareness, adding information, making predictions and evaluations. I hope these will be useful to you in lecture comprehension.

Now, you have THREE minutes to check your work.
(a three-minute interval)

This is the end of Section A Mini-lecture.

SECTION B   INTERVIEW

In this section you will hear ONE interview. The interview will be divided into TWO parts. At the end of each part, five questions will be asked about what was said. Both the interview and the questions will be spoken ONCE ONLY. After each question there will be a ten-second pause. During the pause, you should read the four choices of A), B), C) and D), and mark the best answer to each question on Answer Sheet Two.

You have THIRTY seconds to preview the questions.

(a thirty-second interval)

Now, listen to Part One of the interview.

(T)=THERESA MAY
(I)=Interviewer

(I): Now, both the government and the Opposition party agree that state schools are not good enough. And the Opposition is coming up with some new proposals of their own to improve them. But is their approach really all that different from the government's? Today, we have Theresa May, the Shadow Education Secretary from the Opposition, with us on the radio show. Good afternoon, Theresa.

(T): Good afternoon.

(I): Can I remind you of what John Major said, only a few years ago, when he was Prime Minister? He said, "We should give people opportunity and choice. I don't mean some people, I mean everyone, opportunity for all." Well, that is precisely what the present government is saying: opportunity for all.

(T): The hallmark of this government is that what they say and what they actually do is always different. And that's no different in education. What we see from the present government is they may talk about opportunity for all, they may talk about choice, but actually they are cutting opportunity and reducing choice. And what I think is most damaging is that actually they are giving a message: don't bother, if you're from a state school there are barriers to be put in your place. But, this is far from the truth: universities have been doing a very great deal to encourage state school pupils to apply. The point is that we still haven't got enough state school pupils applying to our leading universities.

(I): But your government had eighteen years to get more of them into Oxbridge.

(T): And indeed we increased the number of young people in this country going into university from one in eight to one in three. The number of state pupils being accepted by Oxford and Cambridge, and other leading universities, the proportion of state pupils has actually increased, but there is a problem in many of our secondary schools, of expectations, and it's the present Government that has been levelling down expectations, rather than raising them.

(I): But I was talking about pupils from state schools going to the so called elite universities. That didn't go up during your time.

(T): The number from the state schools, who are going to leading universities, has increased over the years, but there is still an issue about ensuring that pupils from our state schools apply to go into the universities, and if you look at the Oxford figures, for example, you see that the percentage of students applying to Oxford from the state schools is about 1%, whereas from

3

the private schools it's over 4.5%, so that, you know, that's the problem, it's expectations in the state system that have been driven down by this Government over the years.

This is the end of Part One of the interview. Questions 1 to 5 are based on what you have just heard.

Question One

In Theresa view, what is the present government doing?

(pause: 10 seconds)

Question Two

What is the problem in secondary schools now?

(pause: 10 seconds)

Question Three

......

(pause: 10 seconds)

Question Four

......

(pause: 10 seconds)

Question Five

......

(pause: 10 seconds)

Now, listen to Part Two of the interview.

(I): But, again, you had the opportunity to do that as well, I mean to get more children from state schools into those leading universities, and it didn't happen.

(T): We have been getting more children from state schools into the leading universities, and the universities have been working very hard at doing that. But I think there is going to be a real problem, in the short term, as a result of what the present government has been doing. Because they have been giving a message that there are barriers there, and we've seen it today, there are reports already that Cambridge has been finding state school pupils ringing up and saying that they are not going to bother to apply now. That's the real damage the Government has been doing, far from opening opportunities, they're actually closing down opportunities.

(I): Well, they'd argue with that of course, and what they would say is one of the things we want to do is improve the standard of our schools. Now one of the ways they want to do it is to give schools the opportunity to run themselves more completely than they are doing at the moment, to give schools more powers, exactly the same as you. You made a speech last night laying out the way you see the education system changing in this country. I see no difference here at all between you and them.

4

(T): There's a very great deal of difference actually. The present government talks about freedom for schools, it talks about getting money into schools, but if you look in the detail of what they are proposing, the reality is very different. We genuinely want to make schools free, and give them the freedom to have all of the money to spend on what is going on in their schools....

(I): ....all of it?

(T): ....well, the government say in the future eighty-five pence in the pound will go to the schools. I want to make sure that every pound spent on schools is a pound spent in schools. I think schools should have the money and have the power to decide how to spend it because they know best what's in the interest of their pupils.

(I): Right, so the answer to my question was yes, all of that money will go to the schools, will it?

(T): I want to see every pound spent on schools, ...

(I): ....well, you say, "all of the money being spent in schools going into schools." Fine, but what does it mean in practice? Does it mean, I repeat the question, that all of that money, all of it, will go to the schools?

(T): What it means is that all the money at the moment that is being spent on the schools should be spent in the schools, rather than....

(I): ....and on local ......

(T): ....rather than money, that is supposed to be spent on schools, but is being held back in bureaucracy.

(I): So, at the moment, a certain amount of money goes to schools, a certain amount of money goes to local education authorities, are you saying that in future, no money will go to Local Education Authorities, but all of the money will go to the schools. I mean, that's a very straight-forward question, isn't it?

(T): At the moment, what happens is that money goes to Local Education Authorities and they decide how much money is then going to be spent on the schools. Money is held back at those Education Authorities, and is held back initially at Central Government as well, for them to decide how it should be spent. I want that money to be actually in the schools, for the schools to decide how it should be spent...

(I): OK, thank you very much, Theresa, for talking to us on the programme.

(T): Pleasure.

This is the end of Part Two of the interview. Questions 6 to 10 are based on what you have just heard.

Question Six

In Theresa's view, what is school freedom?
(pause: 10 seconds)

Question Seven

According to Theresa, who decides money for schools at the present?

(pause: 10 seconds)

Question Eight

What is the role of the interviewer throughout the talk?

(pause: 10 seconds)

Question Nine

......

(pause: 10 seconds)

Question Ten

......

(pause: 10 seconds)

THIS IS THE END OF PART I LISTENING COMPREHENSION.

PART I. LISTENING COMPREHENSION

SECTION A

1. carriers of meaning/meaning carriers/parts of language

2. other features

3. stress

4. intonation

5. rhythm

6. adding information

7. subject

8. knowledge/experience

9. reinterpreting

10. adding

11. Predicting (while listening)

12. overcome noise

13. types of prediction

14. organization

15. content

SECTION B
1. C   2. A   ......
6. D   7. B   8. A ......

PART II. READING COMPRREHENSION

SECTION A   MULTIPLE-CHOICE QUESTIONS

11. A   12. B   13. C   14. B
15. A   16. D   17. A   18. D
19. A   20. B   21. C
22. B   23. A   24. B

SECTION B SHORT-ANSWER QUESTIONS

PASSAGE ONE

25. To try to set up a new retailer-customer relationship.

PASSAGE TWO

26. straight

PASSAGE THREE

27. The lorry was very old/broken.

28. Press the hand brake very hard while going downhill. OR: Watch the clutch closely.

29. He was a little surprised.

PASSAGE FOUR

30. Design principles.

31. The locals expect more than reducing costs.

32. Tree branches keep pollutants near the ground rather than removing them.

PART III.   LANGUAGE USAGE

(1) <u>Looked</u>	改为 Looking
(2) <u>and</u>	改为 but
(3) <u>complimentary</u>	改为 compliment
(4) it	删除
(5) <u>very</u>	改为 too
(6) way ∧ which	添加 in；OR 删除 which
(7) specially	改为：especially, particularly
(8) <u>for</u>	改为 about
(9) <u>aspect</u>	改为 case/study
(10) <u>mend</u>	改为 fill/bridge/narrow

PART I　　LISTENING COMPREHENSION
SECTION A　　MINI-LECTURE

下列各题必须使用黑色字迹签字笔在答题区域内作答，超出红色矩形边框限定区域的答案无效。

Understanding Academic Lectures

Listening to academic lectures is an important task for university students. Then, how can we comprehend a lecture efficiently?

I.　Understanding all (1) _____
　　A.　words
　　B.　(2) _____
　　　　-(3) _____
　　　　-(4) _____
　　　　-(5) _____
II.　Adding information
　　A.　lecturers: sharing information with audience
　　B.　listeners: (6) _____
　　C.　sources of information
　　　　-knowledge of (7) _____
　　　　-(8) _____ of the world
　　D.　listening involving three steps:
　　　　-hearing
　　　　-(9) _____
　　　　-(10) _____
III.　(11) _____
　　A.　reasons:
　　　　-(12) _____
　　　　-save time
　　B.　(13) _____
　　　　-content
　　　　-(14) _____
IV.　Evaluating while listening
　　A.　helps to decide the (15) _____ of notes
　　B.　helps to remember information

(1) _____
(2) _____
(3) _____
(4) _____
(5) _____

(6) _____
(7) _____
(8) _____

(9) _____
(10) _____
(11) _____
(12) _____
(13) _____

(14) _____

(15) _____

学 校：

姓 名：

注意事项

1.答题前，考生务必用黑色字迹签字笔填写自己的准考证号、姓名和学校；再用**2B铅笔**把对应准考证号码的标号涂黑，使其它笔填涂无效。
2.考生不得填涂缺考、违纪项，违者责任自负。
3.选择题必须用**2B铅笔**填涂，使用其它笔填涂无效，修改时要用橡皮擦干净；每题只能填涂一个答案，多填不得分。
4.主观题必须用黑色字迹签字笔（0.5mm）在答题区域内作答，超出红色矩形框限定区域的答案无效。
5.保持答题卡的清洁和平整，不得折叠。

ANSWER SHEET 2

准 考 证 号

填涂要求

| 正确填涂方式 | ■ |
| 错误填涂方式 | [Ⓧ] [Ⓩ] [◑] [〇] |

此处由监考老师填涂

违纪 【W】

缺考 【Q】

[0] [1] [2] [3] [4] [5] [6] [7] [8] [9]

PART I LISTENING COMPREHENSION

SECTION B

1 [A] [B] [C] [D]　　6 [A] [B] [C] [D]
2 [A] [B] [C] [D]　　7 [A] [B] [C] [D]
3 [A] [B] [C] [D]　　8 [A] [B] [C] [D]
4 [A] [B] [C] [D]　　9 [A] [B] [C] [D]
5 [A] [B] [C] [D]　　10 [A] [B] [C] [D]

PART II READING COMPREHENSION

SECTION A

11 [A] [B] [C] [D]　16 [A] [B] [C] [D]　21 [A] [B] [C] [D]
12 [A] [B] [C] [D]　17 [A] [B] [C] [D]　22 [A] [B] [C] [D]
13 [A] [B] [C] [D]　18 [A] [B] [C] [D]　23 [A] [B] [C] [D]
14 [A] [B] [C] [D]　19 [A] [B] [C] [D]　24 [A] [B] [C] [D]
15 [A] [B] [C] [D]　20 [A] [B] [C] [D]

SECTION B SHORT-ANSWER QUESTIONS

下列各题必须使用黑色字迹签字笔在答题区域内作答，超出红色矩形边框限定区域的答案无效。

25 -----

26 -----

27 -----

28 -----

29 -----

30 -----

31 -----

32 -----

PART III LANGUAGE USAGE

下列各题必须使用黑色字迹签字笔在答题区域内作答，超出红色矩形边框限定区域的答案无效。

When I was in my early teens, I was taken to a spectacular show on ice by the mother of a friend. Looked round at the luxury of the rink, my friend's mother remarked on the "plush" seats we had been given. I did not know what she meant, and being proud of my vocabulary, I tried to infer its meaning from the context. "Plush" was clearly intended as a complimentary, a positive evaluation; that much I could tell it from the tone of voice and the context. So I started to use the word. Yes, I replied, they certainly are plush, and so are the ice rink and the costumes of the skaters, aren't they? My friend's mother was very polite to correct me, but I could tell from her expression that I had not got the word quite right.

Often we can indeed infer from the context what a word roughly means, and that is in fact the way which we usually acquire both new words and new meanings for familiar words, specially in our own first language. But sometimes we need to ask, as I should have asked for plush, and this is particularly true in the aspect of a foreign language. If you are continually surrounded by speakers of the language you are learning, you can ask them directly, but often this opportunity does not exist for the learner of English. So dictionaries have been developed to mend the gap.

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学 校：

姓 名：

注意事项

1.答题前，考生务必用黑色字迹签字笔填写自己的准考证号、姓名和学校；再用**2B**铅笔把对应准考证号码的标号涂黑，使用其它笔填涂无效。

2.考生不得填涂缺考、违纪项，违者责任自负。

3.主观题必须用黑色字迹签字笔（0.5mm）在答题区域内作答，超出红色矩形框限定区域的答案无效。

4.保持答题卡的清洁和平整，不得折叠。

准	考	证	号

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[9] [9] [9] [9] [9] [9] [9] [9] [9] [9] [9] [9]

填涂要求	正确填涂方式 ━	此处由监考老师填涂
	错误填涂方式 [∨] [⊘] [●] [◖]	违纪 [W] 缺考 [Q]

ANSWER SHEET 4 ━

PART V　　　　　　　　　　　WRITING

必须使用黑色字迹签字笔在答题区域内作答，超出红色矩形边框限定区域的答案无效。

[写作]从此处开始作答

背面可继续作答 ⟶

请勿在此处作任何标记

必须使用黑色字迹签字笔在答题区域内作答，超出红色矩形边框限定区域的答案无效。

可接正面继续作答

请勿在此处作任何标记

PART IV   **TRANSLATION**

CHINESE TO ENGLISH

必须使用黑色字迹签字笔在答题区域内作答，超出红色矩形边框限定区域的答案无效。

[中译英]从此处开始作答