

答案请写在答题纸上

PART I READING COMPREHENSION (50 MIN, 50points)

In this section there are five reading passages followed by a total of 25 multiple-choice questions. Read the passages and finish the multiple choices.

Text A

In recent years, there has been a steady assault on salt from the doctors: Salt is bad for you—regardless of your health. Politicians also got on board. “There is a direct relationship,” US congressman Neal Smith noted, “between the amount of sodium a person consumes and heart disease, circulatory disorders, stroke and even early death.”

Frightening, if true! But many doctors and medical researchers are now beginning to feel the salt scare has gone too far. “All this hue and cry about eating salt is unnecessary,” Dr. Dustan insists. “For most of us it probably doesn’t make much difference how much salt we eat.” Dustan’s most recent short-term study of 150 people showed that those with normal blood pressure underwent no change at all when placed on an extremely low-salt diet, or later when salt was reintroduced. Of the hypertensive subjects, however, half of those on the low-salt diet did experience a drop in blood pressure, which returned to its previous level when salt was reintroduced.

“An adequate to somewhat excessive salt intake has probably saved many more lives than it has cost in the general population,” notes Dr. John H. Laragh. “So a recommendation that the whole population should avoid salt makes no sense.”

Medical experts agree that everyone should practice reasonable “moderation” in salt consumption. For an average person, a moderate amount might run from four to ten grams a day, or roughly 1/2 to 1/3 of a teaspoon. The equivalent of one to two grams of this salt allowance would come from the natural sodium in food. The rest would be added in processing, preparation or at the table.

Those with kidney, liver or heart problems may have to limit dietary salt, if their doctor advises. But even the very vocal “low salt” exponent, Dr. Arthur Hull Hayes, Jr. admits that “We do not know whether increased sodium consumption causes hypertension.” In fact, there is increasing scientific evidence that other factors may be involved: deficiencies in calcium, potassium, perhaps magnesium; obesity (much more dangerous than sodium); genetic predisposition; stress.

“It is not your enemy,” says Dr. Laragh, “Salt is the No. 1 natural component of all human tissue, and the idea that you don’t need it is wrong. Unless your doctor has proven that you have a salt-related health problem, there is no reason to give it up. “

1. According to some doctors and politicians, the amount of salt consumed
 - A. exhibits as an aggravating factor to people in poor health
 - B. cures diseases such as stroke and circulatory disorders
 - C. correlates highly with some diseases
 - D. is irrelevant to people suffering from heart disease
2. From Dr. Dustan’s study we can infer that _____.
 - A. a low-salt diet may be prescribed for some people
 - B. the amount of salt intake has nothing to do with one’s blood pressure
 - C. the reduction of salt intake can cure a hypertensive patient
 - D. an extremely low-salt diet makes no difference to anyone
3. In the third paragraph, Dr. Laragh implies that _____.
 - A. people should not be afraid of taking excessive salt
 - B. doctors should not advise people to avoid salt
 - C. an adequate to excessive salt intake is recommended for people in disease
 - D. excessive salt intake has claimed some victims in the general population
4. The phrase “vocal... exponent” (Line 2, Para. 5) most probably refers to
 - A. eloquent doctor
 - B. articulate opponent
 - C. loud speaker
 - D. strong advocate
5. What is the main message of this text?
 - A. That the salt scare is not justified.
 - B. That the origin of hypertension is now found.
 - C. That the moderate use of salt is recommended.
 - D. That salt consumption is to be promoted.

Text B

The debate over spanking goes back many years, but the essential question often escapes discussion: Does spanking actually work? In the short term, yes. You can correct immediate misbehavior with a slap or two on the rear end or hand. But what about the long-term impact? Can spanking lead to permanent, hidden scars on children years later?

On Sept 25, a sociologist from the University of New Hampshire, Murray Straus, presented a paper at the International Conference on Violence, Abuse and Trauma in San Diego suggesting that corporal punishment does leave a long-lasting mark—in the form of lower IQ. Straus, who is 83 and has been studying corporal punishment since 1969, found that kids who were physically punished had up to a five-point lower IQ score than kids who weren’t.

So how might getting spanked on the bottom actually affect the workings of the brain? Straus notes that being spanked or hit is associated with fright and stress; kids who experience that kind of trauma have a harder time focusing and learning. In another recent paper that he co-authored with Paschall, Straus writes that previous research has found that even after you control for parental education and occupation, children of parents who use corporal punishment are less likely than other kids to graduate from college.

Still, it's not clear if spanking causes lower cognitive ability or if lower cognitive ability might somehow lead to more spanking. It's quite possible that kids with poor reasoning skills misbehave more often and therefore bring harsher punishment. "It could be that lower IQ causes parents to get very annoyed and hit more," Straus says, although he notes that a recent Duke University study of low-income families found that toddlers' low mental ability did not predict an increase in spanking. (The study did find, however, that kids who were spanked at age 1 displayed more aggressive behavior by age 2 and scored lower on cognitive development tests by age 3.)

"I believe the relationship between corporal punishment and IQ is probably bidirectional," says Straus. "There has to be something the kid is doing that's wrong that leads to corporal punishment. The problem is, when the parent does that, it seems to have counterproductive results to cognitive ability in the long term."

The preponderance of evidence points away from corporal punishment, which the European Union and the UN have recommended against, but the data suggest that most parents, especially those in the U.S., still spank their kids. It's most common among African-American families, Southern families, parents who were spanked as children themselves and those who identify themselves as conservative Christians.

Sometimes spanking seems like the only way to get through to an unruly toddler. But the price for fixing his poor short-term conduct might be an even more troublesome outcome in the future.

6. What should be discussed on spanking according to the author?
 - A. Which part of body should be hit.
 - B. What potential side effects it has.
 - C. Whether parents have rights to spank.
 - D. How to prevent injury when spanking.
7. According to Murray Straus, what's the influence of spanking on kids in the long run?
 - A. It helps correct kids' bad behaviors for good.
 - B. Kids spanked are more likely to commit a crime.
 - C. It leaves permanent physical scars on kids.
 - D. Kids spanked are not as smart as those not.
8. What can we infer from the third paragraph?

- A. Spanking has nothing to do with brain hurt.
 - B. It's not children's fault not going to college.
 - C. Physical punishment can affect kids emotionally.
 - D. Parental education plays no part in kids' study.
9. What did a recent Duke University study reveal?
- A. Kids poor in cognition were more likely to be spanked.
 - B. Corporal punishment did bring about wounds to kids.
 - C. The earlier kids were spanked, the lower IQs they had.
 - D. Low-IQ kids may display misbehaviors more often.
10. What's the attitude of the U.N. towards physical punishment?
- A. Disapproved.
 - B. Concerned.
 - C. Indifferent.
 - D. Recommended.

Text C

A war has been going on for almost a hundred years between the sheep farmers of Australia and the dingo, Australia's wild dog. To protect their livelihood, the farmers built a wire fence, 3,307 miles of continuous wire mesh, reaching from the coast of South Australia all the way to the cotton fields of eastern Queensland, just short of the Pacific Ocean.

The Fence is Australia's version of the Great Wall of China, but even longer, erected to keep out hostile invaders, in this case hordes of yellow dogs. The empire it preserves is that of the woolgrowers, sovereigns of the world's second largest sheep flock, after China's - some 123 million head—and keepers of a wool export business worth four billion dollars. Never mind that more and more people - conservationists, politicians, taxpayers and animal lovers—say that such a barrier would never be allowed today on ecological grounds. With sections of it almost a hundred years old, the dog fence has become, as conservationist Lindsay Fairweather ruefully admits, “an icon of Australian frontier ingenuity”.

To appreciate this unusual outback monument and to meet the people whose livelihoods depend on it, I spent part of an Australian autumn travelling the wire. It's known by different names in different states: the Dog Fence in South Australia, the Border Fence in New South Wales and the Barrier Fence in Queensland. I would call it simply the Fence.

For most of its prodigious length, this epic fence winds like a river across a landscape that, unless a big rain has fallen, scarcely has rivers. The eccentric route, prescribed mostly by property lines, provides a sampler of outback topography: the Fence goes over sand dunes, past salt lakes, up and down rock-strewn hills, through dense scrub and across barren plains.

The Fence stays away from towns. Where it passes near a town, it has

actually become a tourist attraction visited on bus tours. It marks the traditional dividing line between cattle and sheep. Inside, where the dingoes are legally classified as vermin, they are shot, poisoned and trapped. Sheep and dingoes do not mix and the Fence sends that message mile after mile.

What is this creature that by itself threatens an entire industry, inflicting several millions of dollars of damage a year despite the presence of the world's most obsessive fence? Cousin to the coyote and the jackal, descended from the Asian wolf, *Canis lupus dingo* is an introduced species of wild dog. Skeletal remains indicate that the dingo was introduced to Australia more than 3,500 years ago probably with Asian seafarers who landed on the north coast. The adaptable dingo spread rapidly and in a short time became the top predator, killing off all its marsupial competitors. The dingo looks like a small wolf with a long nose, short pointed ears and a bushy tail. Dingoes rarely bark; they yelp and howl. Standing about 22 inches at the shoulder—slightly taller than a coyote—the dingo is Australia's largest land carnivore.

The woolgrowers' war against dingoes, which is similar to the sheep ranchers' rage against coyotes in the US, started not long after the first European settlers disembarked in 1788, bringing with them a cargo of sheep. Dingoes officially became outlaws in 1830 when governments placed a bounty on their heads. Today bounties for problem dogs killing sheep inside the Fence can reach \$500. As pioneers penetrated the interior with their flocks of sheep, fences replaced shepherds until, by the end of the 19th century, thousands of miles of barrier fencing crisscrossed the vast grazing lands.

“The dingo started out as a quiet observer,” writes Roland Breckwoldt, in *A Very Elegant Animal: The Dingo*, “but soon came to represent everything that was dark and dangerous on the continent.” It is estimated that since sheep arrived in Australia, dingo numbers have increased a hundredfold. Though dingoes have been eradicated from parts of Australia, an educated guess puts the population at more than a million.

Eventually government officials and graziers agreed that one well-maintained fence, placed on the outer rim of sheep country and paid for by taxes levied on woolgrowers, should supplant the maze of private netting. By 1960, three states joined their barriers to form a single dog fence.

The intense private battles between woolgrowers and dingoes have usually served to define the Fence only in economic terms. It marks the difference between profit and loss. Yet the Fence casts a much broader ecological shadow for it has become a kind of terrestrial dam, deflecting the flow of animals inside and out. The ecological side effects appear most vividly at Sturt National Park. In 1845, explorer Charles Sturt led an expedition through these parts on a futile search for an inland sea. For Sturt and other early explorers, it was a rare event to see a kangaroo. Now they are ubiquitous for without a native predator the kangaroo population has exploded inside the Fence. Kangaroos are now cursed

more than dingoes. They have become the rivals of sheep, competing for water and grass. In response state governments cull more than three million kangaroos a year to keep Australia's national symbol from overrunning the pastoral lands. Park officials, who recognise that the fence is to blame, respond to the excess of kangaroos by saying "The fence is there, and we have to live with it."

11. Why was the fence built?
 - A. to separate the sheep from the cattle.
 - B. to stop the dingoes from being slaughtered by farmers.
 - C. to act as a boundary between properties.
 - D. to protect the Australian wool industry.
12. On what point do the conservationists and politicians agree?
 - A. Wool exports are vital to the economy.
 - B. The fence poses a threat to the environment.
 - C. The fence acts as a useful frontier between states.
 - D. The number of dogs needs to be reduced.
13. Why did the author visit Australia?
 - A. to study Australian farming methods.
 - B. to investigate how the fence was constructed.
 - C. because he was interested in life around the fence.
 - D. because he wanted to learn more about the wool industry.
14. How does the author feel about the fence?
 - A. impressed.
 - B. delighted.
 - C. shocked.
 - D. annoyed.
15. When did the authorities first acknowledge the dingo problem?
 - A. 1788.
 - B. 1830.
 - C. 1845.
 - D. 1960.

Text D

The University in transformation, edited by Australian futurists Sohail Inayatullah and Jennifer Gidley, presents some 20 highly varied outlooks on tomorrow's universities by writers representing both Western and non-Western perspectives. Their essays raise a broad range of issues, questioning nearly every key assumption we have about higher education today.

The most widely discussed alternative to the traditional campus is the Internet University—a voluntary community to scholars/teachers physically scattered throughout a country or around the world but all linked in cyberspace. A computerized university could have many advantages, such as easy scheduling, efficient delivery, of lectures to thousands or even millions of students at once, and ready access for students everywhere to the resources of all the world's great libraries.

Yet the Internet University poses dangers, too. For example, a line of franchised courseware, produced by a few superstar teachers, marketed under the brand name of a famous institution, and heavily advertised, might eventually come to dominate the global education market, warns sociology professor Peter Manicas of the University of Hawaii at Manoa. Besides enforcing a rigidly standardized curriculum, such a “college education in a box” could undersell the offerings of many traditional brick and mortar institutions, effectively driving them out of business and throwing thousands of career academics out of work, note Australian communications professors David Rooney and Greg Hearn.

On the other hand, while global connectivity seems highly likely to play some significant role in future higher education, that does not mean greater uniformity in course content—or other dangers—will necessarily follow. Counter-movements are also at work.

Many in academia, including scholars contributing to this volume, are questioning the fundamental mission of university education. What if, for instance, instead of receiving primarily technical training and building their individual careers, university students and professors could focus their learning and research efforts on existing problems in their local communities and the world? Feminist scholar Ivana Milojevic dares to dream what a university might become “if we believed that child-care workers and teachers in early childhood education should be one of the highest (rather than lowest) paid professionals?”

Co-editor Jennifer Gidley shows how tomorrow’s university faculty, instead of giving lectures and conducting independent research, may take on three new roles. Some would act as brokers, assembling customized degree-credit programmers for individual students by mixing and matching the best course offerings available from institutions all around the world. A second group, mentors, would function much like today’s faculty advisers, but are likely to be working with many more students outside their own academic specialty. This would require them to constantly be learning from their students as well as instructing them.

A third new role for faculty, and in Gidley’s view the most challenging and rewarding of all, would be as meaning-makers: charismatic sages and practitioners leading groups of students/colleagues in collaborative efforts to find spiritual as well as rational and technological solutions to specific real-world problems.

Moreover, there seems little reason to suppose that any one form of university must necessarily drive out all other options. Students may be “enrolled” in courses offered at virtual campuses on the Internet, between ---or even during—sessions at a real-world problem-focused institution.

As co-editor Sohail Inayatullah points out in his introduction, no future is inevitable, and the very act of imagining and thinking through alternative possibilities can directly affect how thoughtfully, creatively and urgently even a dominant technology is adapted and applied. Even in academia, the future belongs to those who care enough to work their visions into practical,

sustainable realities.

16. When the book reviewer discusses the Internet University, _____.

A. he is in favor of it

- B. his view is balanced
 - C. he is slightly critical of it
 - D. he is strongly critical of it
17. Which of the following is NOT seen as a potential danger of the Internet University?
- A. Internet-based courses may be less costly than traditional ones.
 - B. Teachers in traditional institutions may lose their jobs.
 - C. Internet-based courseware may lack variety in course content.
 - D. The Internet University may produce teachers with a lot of publicity.
18. According to the review, what is the fundamental mission of traditional university education?
- A. Knowledge learning and career building.
 - B. Learning how to solve existing social problems.
 - C. Researching into solutions to current world problems.
 - D. Combining research efforts of teachers and students in learning.
19. Judging from the three new roles envisioned for tomorrow's university faculty, university teachers _____.
- A. are required to conduct more independent research
 - B. are required to offer more course to their students
 - C. are supposed to assume more demanding duties
 - D. are supposed to supervise more students in their specialty
20. Which category of writing does the review belong to?
- A. Narration.
 - B. Description.
 - C. Persuasion.
 - D. Exposition.

Text E

For one brief moment, after years of fear and loathing, America seemed ready to make peace with the SAT. When the University of California several years ago threatened to treat the test like a bad batch of cafeteria food and tell applicants not to buy it, the College Board junked the bewildering analogy questions (Warthogs are to pigs as politicians are to what?), created a writing section (including producing an essay), added tougher math questions and more reading analysis—and had everybody talking about the new-and-improved SAT.

Then the first students to take SAT: The Sequels were seen stumbling out of the testing centers as if they had just run a marathon, and all the happy talks ended. With the three hours and 45 minutes stretching to five hours with breaks and instructions, it got worse. Nobody is sure how, but moisture in some SAT answer sheets caused pencil marks to bleed or fade, producing more than 5,000 tests with the wrong scores. Even after that was fixed, several universities reported a sharp drop in their applicants' average scores, which many attributed

to exhaustion, and more colleges told applicants they would no longer have to take the SAT.

All of which stoked interest in the ACT, the SAT's less famous and less feared rival based in Iowa City, Iowa. The shorter test is now becoming a welcome alternative for many high schoolers who no longer see a need to endure the usual SAT trauma. "I think the ACT is a true player in the college-admissions game these days," says Robyn Lady, until recently a college counselor at Thomas Jefferson High School for Science and Technology. Although most Jefferson students still take the SAT, the number of ACTs there has tripled in the last two years. It's a shift that, if it continues, could change the balance of entrance test power, since the Fairfax County, Va., magnet sends more kids to the Ivy League than almost any other U. S. school.

The SAT, with a maximum 2,400 points, and the ACT, with a maximum 36 points, are scored differently, but otherwise are no more different from each other than American football differs from the Canadian version. Students usually do equally well on each. The SAT's new 25-minute essay is required, while the ACT's essay is optional. The SAT is three hours and 45 minutes long. The comparable ACT is three hours and 25 minutes. The SAT has three sections: critical reading, math and writing. The ACT has math, science, reading and English sections, plus optional writing. The ACT with the writing test costs \$ 43, more than the SAT's \$ 41.50, but the ACT is only \$ 29 without the writing section.

Several high-school guidance counselors say they assume the ACT, with 1.2 million test takers in the class of 2005 compared with 1.5 million for the SAT, will eventually catch up, in part because so many educators are advising their students to try both. Wendy Andreen, counselor at Memorial Senior High School in Houston—where the SAT has been supreme—says she tells students every year they should take both tests to be safe, and many are beginning to listen, with ACTs up 18 percent since 2002. Deb Shaver, director of admissions at Smith College, says counselors are steering students to the ACT "because there is less hysteria surrounding the ACTs, and students feel less stressed about taking the test."

The mistakes made in the scoring of the October 2005 SAT by Pearson Educational Measurement, the College Board's subcontractor, have not been forgotten, counselors say. The SAT suffered from damaging news stories as details of the errors came out bit by bit. In the end, 4, 411 students had scores reported to colleges that were lower than they actually earned and had to be corrected; 17 percent of the corrections were for more than 40 points. College Board president Gaston Caperton apologized, saying the mishap "brings humility, and humility makes us more aware, empathetic and respectful of others."

But many counselors, who often complain about the New York City-based

nonprofit's influence over their students' futures, say they have their doubts. "I think the College Board sees this as a purely technical problem that they can solve through purely technical means," says Scott White, a counselor at Montclair (N. J.) High School. "I don't think they appreciate the damage that was done to their already shaky credibility."

21. The analogy of SAT to bad cafeteria food indicates that
 - A. the SAT is undesirable.
 - B. the SAT should be replaced.
 - C. the SAT's keepers are blamed.
 - D. the SAT's critics are praised.
22. "The happy talk" in the second paragraph probably refers to
 - A. the suggestion that the SAT should be reformed.
 - B. the idea that the SAT will be improved.
 - C. the concept that the SAT will be substituted.
 - D. the belief that the SAT has been improved.
23. Which of the following statements is NOT true about the ACT?
 - A. Many students now prefer to take the ACT.
 - B. The ACT could hardly be the SAT's adversary.
 - C. The ACT has taken the lead over the SAT.
 - D. Some people think highly of the ACT.
24. The mistake made in the scoring of the October 2005 SAT has led to
 - A. an experience of humiliation.
 - B. the resignation of head of the Board.
 - C. more or less a crisis of trust.
 - D. the breakdown of computer systems.
25. The best title for the passage might be
 - A. The Shaky Credibility.
 - B. Repeated Promises of Reform.
 - C. Can the SAT Be Made Better?
 - D. Can the ACT Take Down the SAT?

PART II GENERAL KNOWLEDGE (10 MIN, 20 Points)

There are ten multiple-choice questions in this section. Choose the best answer to each question. Mark your answers on your answer sheet.

1. The draft of the Declaration of Independence was written by_____.
 - A. John Adam
 - B. George Washington
 - C. Benjamin Franklin
 - D. Thomas Jefferson
2. Since joining the European Economic Community in_____, Britain has adopted the Community system of agricultural support.

- A. 1973
 - B. 1974
 - C. 1975
 - D. 1976
3. "A crowd is not company, and faces are but a gallery of pictures, and talk but a tinkling cymbal, where there is no love." The above is written by_____.
- A. William Shakespeare
 - B. Francis Bacon
 - C. Thomas Jefferson
 - D. Ernest Hemingway
4. Theodore Dreiser set forth his _____ concept of the American society in his early works.
- A. romantic
 - B. historical
 - C. naturalistic
 - D. realistic
5. CCELD is distinctive for its_____.
- A. clear grammar codes
 - B. language notes
 - C. usage notes
 - D. extra columns
6. Which of the following words is NOT formed through clipping?
- A. Dorm.
 - B. Motel.
 - C. Gent.
 - D. Zoo.
7. _____was a man who lived out the American Dream.
- A. George Washington
 - B. Abraham Lincoln
 - C. Franklin D. Roosevelt
 - D. John F. Kennedy
8. The epoch of Renaissance witnessed a particular development of English drama. It was _____who made blank verse the principal vehicle of expression in drama.
- A. Christopher Marlowe
 - B. Thomas Lodge
 - C. Edmund Spenser
 - D. Thomas More
9. It was not until January 1776 that a widely heard public voice demanded complete separation from England. The voice was that of_____, whose pamphlet Common Sense, with its heated language, increased the growing demand for separation.

- A. Thomas Paine
 - B. Thomas Jefferson
 - C. George Washington
 - D. Patrick Henry
10. The study of the linguistic meaning of words, phrases, and sentences is called_____.
- A. phonology
 - B. morphology
 - C. syntax
 - D. semantics

PART III PROOFREADING & ERROR CORRECTION

(20 MIN, 20 points)

The passage contains TEN errors. Each indicated line contains ONE error. In each case, only ONE word is involved. You should proofread the passage, correct them and write your answer on the answer sheet in the following way:

EXAMPLE

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

<p>Sweden, is in a bit of a pickle: the Scandinavian nation of more than 9.5 million has run out of garbage. The landfills have been tapped dry; the rubbish reserves depleted. And although this may seem like a positive—even enviable—predicament of a country to be facing, Sweden has been forced to import trash from neighboring country, for example, Norway. Yep, Sweden is so trash-strapped that officials are shipping it in—80,000 tons of refuse annually, to be exact—from elsewhere.</p>	<p>1.</p> <p>2.</p>
--	---------------------

<p>You see, Swedes are <i>big</i> on recycling. So big in fact that only 4 percent of all waste generate in the country is landfilled.</p>	<p>3.</p>
--	-----------

<p>Good for them! However, the population’s remarkably Pertinacious recycling habits are also a bit of a problem given that the country relies at waste to heat and to provide electricity to hundreds of thousands of homes through a longstanding waste-to-energy incineration program. So with citizens simply</p>	<p>4.</p>
---	-----------

not generating enough burnable waste to power the incinerators, the country has been forced to look elsewhere to fuel. Says 5.
Catarina Ostlund, a senior advisor for the Swedish Environmental Protection Agency: “We have more capable than the 6.
production of waste in Sweden and that is usable for incineration.”

Public Radio International has the whole story, that may seem implausible in a country like garbage-bloated America where overflowing landfills are something but scarce. 7.

As mentioned, the solution—a short-term one, according to Ostlund—has been to import waste from Norway. It’s kind of a great deal for the Swedes: Norway pays Sweden to take his excess waste, Sweden burns it for heat and electricity, 8.
and the ashes remaining from the incineration process, filled with highly polluting dioxins, are returned back to Sweden and 9.
landfilled.

Ostlund suggests that Norway might not be the perfect partner for a trash import-export scheme, however. “I hope that we instead will get the waste from Italy or from Romania or Bulgaria and the Baltic countries because they landfill a lot in 10.
these countries. They don’t have any incineration plants or recycling plants, so they need to find a solution for their waste.”

PART IV CLOZE (20 MIN, 20 points)

The passage contains TWENTY blanks. Read the whole passage and fill in the missing word for each blank. Then write your answers on the Answer Sheet.

Robert Pattinson, now immortalized as glittery vampire Edward Cullen, says, “When I look at clips and things from the first movie, I’m like ‘oh, wow, I was a ___1___ younger than’. I think you kind of, ironically, get stuck. You stop ageing—I think I’ve stopped mentally ageing ___2___ I did the first movie. My life hasn’t changed.”

“The wonderful thing about it is just doing five movies ___3___ the same character, who doesn’t change, doesn’t age,” he says.

___4___ those consistencies ultimately proved to be hurdles for developing his character’s journey. “He’s achieved everything he wants to ___5___ in the first movie; he just wants to be with Bella. It’s difficult to think of where to go with it.”

He admits he has lost enthusiasm ___6___ the role. “It was good that there were different directors every single time,” he says. “That’s where probably the last one was hard, because up until then each movie had a

___7___ director. Doing two in a ___8___ you start to ___9___ out of ideas a little bit. Yeah it is difficult to stay invested.”

As a 26 year ___10___ male, Pattinson isn’t exactly a member of the *Twilight* ___11___ audience, and he admits that he does find the story silly at times. He recalls a particular day of ___12___ where his laughter rendered him somewhat less than constructive cast member. In the admittedly surreal scene, Edward sits ___13___ his now vampire wife Bella, watching Jacob, ___14___ former rival for her attentions, covet their infant daughter. “It’s the first Christmas ___15___ a family and Jacob’s sitting holding Renesmee’s hand,” he recalls. “I actually remember it was one of the first things we shot. I ___16___ even have a line. I wasn’t even on camera. I was supposed to be Taylor’s eye line ... and I was just sitting there, tears coming out of my ___17___ the whole time. I’m the worst, absolutely no help to anyone ___18___ in the room. But it is funny in a whole lot of ways.”

Pattinson admits to envying Jacob’s romance with an infant though—as it would ___19___ given him something different to do—before hypothesizing on the potential plot twist. “I would love to have had that as ___20___ of my character. If say Jacob was with someone and he had a baby and I imprinted on the baby and I had to explain that to Bella.

“How do you get people to empathize with you at that point?” If it meant another *Twilight* film was made, that empathy would likely be easily found in the franchise’s many fans.

PART V WRITING (70 MIN, 40 points)

Section A: To summarize an essay, you should not include your own thoughts on the matter, but describe the essay as objectively as possible, whether you agree with it or not. Try to use pertinent quotations by the author, working them in gracefully where appropriate. Also, any important or conspicuous words, phrases, or terms should be put in quotation marks.

Write a 150-word summary based on the following passage. Marks will be awarded for content, organization, grammar and appropriateness. Failure to follow the above instructions may result in a loss of marks.

Write your summary on the ANSWER SHEET.

When I was a very young man, just beginning to make my way, I was invited to dine at the home of a distinguished New York philanthropist. After dinner, our hostess led us to an enormous drawing room. Other guests were pouring in, and my eyes beheld two unnerving sights: Servants were arranging

small gilt chairs in long, neat rows; and up front, leaning against the wall, were musical instruments.

Apparently I was in for an evening of chamber music.

I use the phrase “in for” because music meant nothing to me. I am almost tone deaf—only with great effort can I carry the simplest tune, and serious music was to me no more than an arrangement of noises. So I did what I always did when trapped: I sat down, and when the music started, I fixed my face in what I hoped was an expression of intelligent appreciation, closed my ears from the inside, and submerged myself in my own completely irrelevant thoughts.

After a while, becoming aware that the people around me were applauding, I concluded it was safe to unplug my ears. At once I heard a gentle but surprisingly penetrating voice on my right: “You are fond of Bach?”

I knew as much about Bach as I know about nuclear fission. But I did know one of the most famous faces in the world, with the renowned shock of untidy white hair and the ever-present pipe between the teeth. I was sitting next to Albert Einstein.

“Well,” I said uncomfortably and hesitated. I had been asked a casual question. All I had to do was be equally casual in my reply. But I could see from the look in my neighbor’s extraordinary eyes that their owner was not merely going through the perfunctory duties of elementary politeness. Regardless of what value I placed on my part in the verbal exchange, to this man his part in it mattered very much. Above all, I could feel that this was a man to whom you did not tell a lie, however small.

“I don’t know anything about Bach,” I said awkwardly. “I’ve never heard any of his music.”

A look of perplexed astonishment washed across Einstein’s mobile face.

“You have never heard Bach?”

He made it sound as though I had said I’d never taken a bath.

“It isn’t that I don’t want to like Bach,” I replied hastily. “It’s just that I’m tone deaf, or almost tone deaf, and I’ve never really heard anybody’s music.”

A look of concern came into the old man’s face. “Please,” he said abruptly. “You will come with me?”

He stood up and took my arm. I stood up. As he led me across that crowded room, I kept my embarrassed glance fixed on the carpet. A rising murmur of puzzled speculation followed us out into the hall. Einstein paid no attention to it. Resolutely, he led me upstairs. He obviously knew the house well. On the floor above, he opened the door into a book-lined study, drew me in, and shut the door.

“Now,” he said with a small, troubled smile. “You will tell me, please, how long you have felt this way about music?”

“All my life,” I said, feeling awful. “I wish you would go back downstairs and listen, Dr. Einstein. The fact that I don’t enjoy it doesn’t matter.”

Einstein shook his head and scowled, as though I had introduced an irrelevance.

“Tell me, please,” he said. “Is there any kind of music that you do like?”

“Well,” I answered, “I like songs that have words, and the kind of music where I can follow the tune.”

He smiled and nodded, obviously pleased. “You can give me an example, perhaps?”

“Well,” I ventured, “almost anything by Bing Crosby.”

He nodded again, briskly. “Good!”

He went to a corner of the room, opened a phonograph, and started pulling out records. I watched him uneasily. At last, he beamed. “Ah!” he said.

He put the record on, and in a moment, the study was filled with the relaxed, lilting strains of Bing Crosby’s “When the Blue of the Night Meets the Gold of the Day.” Einstein beamed at me and kept time with the stem of his pipe. After three or four phrases, he stopped the phonograph.

“Now,” he said. “Will you tell me, please, what you have just heard?”

The simplest answer seemed to be to sing the lines. I did just that, trying desperately to stay in tune and keep my voice from cracking. The expression on Einstein’s face was like the sunrise.

“You see!” he cried with delight when I finished. “You do have an ear!”

I mumbled something about this being one of my favorite songs, something I had heard hundreds of times so that it didn’t really prove anything.

“Nonsense!” said Einstein. “It proves everything! Do you remember your first arithmetic lesson in school? Suppose, at your very first contact with numbers, your teacher had ordered you to work out a problem in, say, long division or fractions. Could you have done so?”

“No, of course not.”

“Precisely!” Einstein made a triumphant wave with his pipe stem. “It would have been impossible, and you would have reacted in panic. You would have closed your mind to long division and fractions. As a result, because of that one small mistake by your teacher, it is possible your whole life you would be denied the beauty of long division and fractions.”

The pipe stem went up and out in another wave.

“But on your first day, no teacher would be so foolish. He would start you with elementary things—then, when you had acquired skill with the simplest problems, he would lead you up to long division and to fractions.

“So it is with music.” Einstein picked up the Bing Crosby record. “This simple, charming little song is like simple addition or subtraction. You have mastered it. Now we go on to something more complicated.”

He found another record and set it going. The golden voice of John McCormack singing “The Trumpeter” filled the room. After a few lines, Einstein stopped the record.

“So!” he said. “You will sing that back to me, please?”

I did—with a good deal of self-consciousness but with, for me, a surprising degree of accuracy.

Einstein stared at me with a look on his face that I had seen only once before in my life: on the face of my father as he listened to me deliver the valedictory address at my high school graduation ceremony.

“Excellent!” Einstein remarked when I finished. “Wonderful! Now this!”

“This” turned out to be Caruso in what was to me a completely unrecognizable fragment from *Cavalleria Rusticana*, a one-act opera. Nevertheless, I managed to reproduce an approximation of the sounds the famous tenor had made. Einstein beamed his approval.

Caruso was followed by at least a dozen others. I could not shake my feeling of awe over the way this great man, into whose company I had been thrown by chance, was completely preoccupied by what we were doing, as though I were his sole concern.

We came at last to recordings of music without words, which I was instructed to reproduce by humming. When I reached for a high note, Einstein’s mouth opened, and his head went back as if to help me attain what seemed unattainable. Evidently I came close enough, for he suddenly turned off the phonograph.

“Now, young man,” he said, putting his arm through mine. “We are ready for Bach!”

As we returned to our seats in the drawing room, the players were tuning up for a new selection. Einstein smiled and gave me a reassuring pat on the knee.

“Just allow yourself to listen,” he whispered. “That is all.”

It wasn’t really all, of course. Without the effort he had just poured out for a total stranger I would never have heard, as I did that night for the first time in my life, Bach’s “Sheep May Safely Graze.” I have heard it many times since. I don’t think I shall ever tire of it. Because I never listen to it alone. I am sitting beside a small, round man with a shock of untidy white hair, a dead pipe clamped between his teeth, and eyes that contain in their extraordinary warmth all the wonder of the world.

When the concert was finished, I added my genuine applause to that of the others.

Suddenly our hostess confronted us. “I’m so sorry, Dr. Einstein,” she said with an icy glare at me, “that you missed so much of the performance.”

Einstein and I came hastily to our feet. “I am sorry too,” he said. “My young friend here and I, however, were engaged in the greatest activity of which man is capable.”

She looked puzzled. “Really?” she said. “And what is that?”

Einstein smiled and put his arm across my shoulders. And he uttered ten words that—for at least one person who is in his endless debt—are his epitaph: “Opening up yet another fragment of the frontier of beauty.”

Section B:

Some people think that we should work till we are 65 while others argue against this. Consider the problems that we have to face: when we are older, we are actually becoming weaker. Do you agree that we should work till 65? You are to write an essay of about 400 words on the topic given below.

SHOULD WE WORK TILL 65?

In the first part of your writing you should present your thesis statement, and in the second part you should support the thesis statement with appropriate details. In the last part you should bring what you have written to a natural conclusion or a summary.

Marks will be awarded for content, organization, grammar and appropriateness. Failure to follow the above instructions may result in a loss of marks.

Write your composition on the ANSWER SHEET.