**杭州师范大学堪培拉教育领导与管理硕士项目**

**《英语》入学考试模拟试卷**

**PART A LISTENING（共30分，每小题1分）**

**Read these notes carefully:**

* *You will hear everything* ***twice****.*
* *Write all your answers on your* ***Answer Sheet****.*

**SECTION 1**

Questions 1-8

* *You will hear two telephone conversations.*
* *Write down one word or number in each of the numbered spaces on the forms below.*

**Conversation 1 (Questions 1-4)**

|  |
| --- |
| **Renting an Apartment** |
| **Requirements:** 80 pounds to (1) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ pounds a month near the university  in a (2) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ street two bedrooms  the kitchen and the dining room separate or (3) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **Appointment:** meeting at (4) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ o’clock tomorrow morning |

**Conversation 2 (Questions 5-8)**

|  |
| --- |
| **Booking a Hotel Room** |
| **Time to stay:** August 12th to (5) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **Room type:** a double room, (6) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, on higher floors  **Price:** $ (7) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ per night including breakfast and  one (8) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ service |

**SECTION 2**

Questions 9-13

*You will hear five people talking about whether they write for themselves or for their readers. For questions 9 to 13, choose from the list A to F what each speaker says. Use the letters* ***only once****. There is one extra letter which you do not need to use.*

|  |  |
| --- | --- |
|  | 9 |

1. It all depends on the type of writing. Speaker 1
2. I always write for myself and never

|  |  |
| --- | --- |
|  | 10 |

care about the readers. Speaker 2

|  |  |
| --- | --- |
|  | 11 |

1. I definitely write for myself but I try

not to cause unnecessary offences. Speaker 3

|  |  |
| --- | --- |
|  | 12 |

1. I actually write both for myself and

for my readers. Speaker 4

|  |  |
| --- | --- |
|  | 13 |

1. I have no idea at all for whom I write.

Speaker 5

1. I write mostly for myself and hope for

any readership.

**SECTION 3**

Questions 14-23

* *Look at the ten statements.*
* *You will hear a school proposal.*
* *Decide whether you think each statement is right, wrong or not mentioned.*
* *Mark your answers on your* ***Answer Sheet****.*

14. The school combines different learning philosophies.

A. Right B. Wrong C. Not mentioned

15. The school consists of three levels of education.

A. Right B. Wrong C. Not mentioned

16. There is a teacher and a teacher’s aid for every 14 students.

A. Right B. Wrong C. Not mentioned

17. The school charges a high tuition due to the good pupil/teacher ratios.

A. Right B. Wrong C. Not mentioned

18. Students of the same age from different classes study together in the morning.

A. Right B. Wrong C. Not mentioned

19. Montessori method is widely adopted in preschools in the United States.

A. Right B. Wrong C. Not mentioned

20. Students make lunch together in the school.

A. Right B. Wrong C. Not mentioned

21. Some of the afternoon clubs are compulsory.

A. Right B. Wrong C. Not mentioned

22. Students will be assigned homework after nature experiences.

A. Right B. Wrong C. Not mentioned

23. The idea of small class sizes is based on Classical Education approach.

A. Right B. Wrong C. Not mentioned

**SECTION 4**

Questions 24-30

* *Look at the questions.*
* *You will hear a story titled Ticket to Happiness.*
* *For questions 24-30, indicate which of the alternatives A, B, or C is the most appropriate response.*
* *Mark one letter A, B or C on your* ***Answer Sheet****.*

24. Aaron’s birthday is in \_\_\_\_\_.

A. August

B. September

C. October

25. Before coming across Michael Teicher, the Brunses had walked the streets for \_\_\_\_\_.

A. two hours

B. three hours

C. half of the day

26. The lowest price for two tickets from scalpers is \_\_\_\_\_.

A. $175

B. $350

C. $525

27. When finding that his father couldn’t afford to buy tickets from scalpers, Aaron \_\_\_\_\_.

A. felt helpless

B. was frustrated

C. didn’t complain

28. Joe Podesta couldn’t watch the World Series games this time because \_\_\_\_\_.

A. he suffered from a heart attack

B. he would attend a business meeting

C. he had to go through a heart surgery

29. Joe Podesta required to give the ticket to people who would \_\_\_\_\_.

A. do something in return for his company

B. be sincerely grateful for his kindness

C. be really excited to get them

30. When Michael Teicher was a kid, he \_\_\_\_\_.

A. never got a chance to watch a World Series game with his father

B. never asked his father to watch the World Series games with him

C. got only one chance to watch a World Series game with his father

**PART B READING（共50分，每小题2分）**

**Reading Passage 1**

*You should spend about 20 minutes on* ***Questions 1-12*** *which are based on Reading Passage 1 below.*

**Right-and left-handedness in humans**

Why do humans, virtually alone among all animal species, display a distinct left of right-handedness? Not even our closest relatives among the apes possess such decided lateral asymmetry, as psychologists call it. Yet about 90 percent of every human population that has ever lived appears to have been right-handed. Professor Bryan Turner at Deakin University has studied the research literature on left-handedness and found that handedness goes with sidedness. So nine out of the people are right-handed and eight are right-footed. He noted that this distinctive asymmetry in the human population is itself systematic. ‘Humans think in categories: black and white, up and down, left and right. It’s a system of signs that enables us to categorise phenomena that are essentially ambiguous.’

Research has shown that there is a genetic or inherited element to handedness. But while left-handedness tends to run in families, neither left nor right handers will automatically produce off-spring with the same handedness; in fact about 6 per cent of children with two right-handed parents will be left-handed. However, among two left-handed parents, perhaps 40 per cent of the children will also be left-handed. With one right and one left-handed parent, 15 to 20 per cent of the offspring will be left-handed. Even among identical twins who have exactly the same genes, one in six pairs will differ in their handedness.

What then makes people left-handed if it is not simply genetic? Other factors must be at work and researchers have turned to the brain for clues. In the 1860s the French surgeon and anthropologist, Dr Paul Broca, made the remarkable finding that patients who had lost their powers of speech as a result of a stroke (a blood clot in the brain) had paralysis of the right half of their body. He noted that since the left hemisphere of the brain controls the right half of the body, and vice versa, the brain damage must have been in the brain’s left hemisphere. Psychologists now believe that among right-handed people, probably 95 per cent have their language centre in the left hemisphere, while 5 per cent have right-sided language. Left-handers, however, do not show the reverse pattern but instead a majority also have their language in the left hemisphere. Some 30 per cent have right hemisphere language.

Dr Brinkman, a brain researcher at the Australian National University in Canberra, has suggested that evolution of speech went with right-handed preference. According to Brinkman, as the brain evolved, one side became specialized for fine control of movement (necessary for producing speech) and along with this evolution came right-hand preference. According to Brinkman, most left-handers have left hemisphere dominance but also some capacity in the right hemisphere. She has observed that if a left-handed person is brain-damaged in the left hemisphere, the recovery of speech is quite often better and this is explained by the fact that left-handers have a more bilateral speech function.

In her studies of macaque monkeys, Brinkman has noticed that primates (monkeys) seem to learn a hand preference from their mother in the first year of life but this could be one hand or the other. In humans, however, the specialisation in function of the two hemispheres results in anatomical differences: areas that are involved with the production of speech are usually larger on the left side than on the right. Since monkeys have not acquired the art of speech, one would not expect to see such a variation but Brinkman claims to have discovered a trend in monkeys towards the asymmetry that is evident in the human brain.

Two American researchers, Geschwind and Galaburda, studied the brains of human embryos and discovered that the left-right asymmetry exists before birth. But as the brain develops, a number of things can affect it. Every brain is initially female in its organization and it only becomes a male brain when the male foetus begins to secrete hormones. Geschwind and Calaburda knew that different parts of brain mature at different rates; the right hemisphere develops first, then the left. Moreover, a girl’s brain develops somewhat faster than that of a boy. So, if something happens to the brain’s development during pregnancy, it is more likely to be affected in a male and the hemisphere more likely to be involved is the left. The brain may become less lateralized and this in turn could result in left-handedness and the development of certain superior skills that have their origins in the left hemisphere such as logic, rationality and abstraction. It should be no surprise then that among mathematicians and architects, left-handers tend to be more common and there are more left-handed males than females.

The results of this research may be some consolation to left-handers who have for centuries lived in a world designed to suit right-handed people. However, what is alarming, according to Mr Charles Moore, a writer and journalist, is the way the word ‘right’ reinforces its own virtue. Subliminally he says, language tells people to think that anything on the right can be trusted while anything on the left is dangerous or even sinister. We speak of left-handed compliments and according Moore, ‘it is no coincidence that left-handed children, forced to use their right hand, often develop a stammer as they are robbed of their freedom of speech’. However, as more research is undertaken on the causes of left-handedness, attitudes towards left-handed people are gradually changing for the better. Indeed when the champion tennis player Ivan Lendl was asked what the single thing was that he would choose in order to improve his game, he said he would like to become a left-hander.

Questions 1-7

*Use the information in the text to match the people (listed A–E) with the opinions (listed 1–7) below. Write the appropriate letter (A–E) in boxes 1-7 on your* ***Answer Sheet****. Some people match more than one opinion.*

1. Dr Broca
2. Dr Brinkman
3. Geschwind and Galaburda
4. Charles Moore
5. Professor Turner

*Example Answer*

Monkeys do not show a species specific preference for left-or (B)

right-handedness

1. Human beings started to show a preference for right-handedness when they first developed language.
2. Society is prejudiced against left-handed people.
3. Boys are more likely to be left-handed.
4. After a stroke, left-handed people recover their speech more quickly than right-handed people.
5. People who suffer strokes on the left side of the brain usually lose their power of speech.
6. The two sides of the brain develop different functions before birth.
7. Asymmetry is a common feature of the human body.

Questions 8-10

*Using the information in the passage, complete the table below. Write your answers in boxes 8-10 on your* ***Answer Sheet****.*

|  |  |
| --- | --- |
|  | Percentage of children left-handed |
| One parent left-handed  One parent right-handed | (8) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Both parents left-handed | (9) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Both parents right-handed | (10) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

Questions 11-12

*Choose the appropriate letters A-D and write them in boxes 11 and 12 on your* ***Answer Sheet****.*

11. A study of monkeys has shown that \_\_\_\_\_.

A. monkeys are not usually right-handed

B. monkeys display a capacity for speech

C. monkey brains are smaller than human brains

D. monkey brains are asymmetric

12. According to the writer, left-handed people \_\_\_\_\_.

A. will often develop a stammer

B. have undergone hardship for years

C. are untrustworthy

D. are good tennis players

**Reading Passage 2**

*You should spend about 20 minutes on* ***Questions 13-25*** *which are based on Reading Passage 2 below.*

# The time has come to ban cellphones in the classroom

##### By [*Gary*](https://www.washingtonpost.com/people/valerie-strauss/) *Mason*

(National Affairs Columnist)

September 7, 2018

|  |  |
| --- | --- |
| In the early 1970s, a team of researchers embarked on what is now regarded as one of the most intense and consequential investigations into human development ever undertaken.  The group began collecting comprehensive data on more than 1,000 people in New Zealand from birth onward. Known as the Dunedin Multidisciplinary Health and Development Study, the information collected as participants aged and moved through various stages of their life has provided fodder for hundreds of academic papers and has led to some of most important insights in behavioural science in the last 50 years.  As their subjects navigated elementary school, one of the areas the researchers tested was the students' ability to pay attention and ignore distractions. Years later, they compared those results against where the students ended up in their early 30s. What they discovered was a child’s self-control, including his or her ability to concentrate, was the strongest predictor of future success – more important, even, than IQ and the socio-economic status of the child’s family.  Many studies and books have since confirmed the value of a student’s capacity to block out diversions in achieving academic success. In his book *Deep Work*, Cal Newport, a computer-science professor at Georgetown University, makes the case that focus is the new IQ. "It’s become one of the most useful and prized abilities in our economy,” Mr. Newport wrote in Time magazine. Meantime, Daniel Goleman, a psychologist and author of *Focus: The Hidden Driver of Excellence*, argues there’s a need to teach kids concentration skills as part of the school curriculum, so important is it in the development of young students.  As Canadian children return to school, a roiling debate continues about what might be the biggest distraction they face today: the presence of personal mobile devices in the classroom. Where some see cellphones as a necessary and complementary teaching tool, others view them as a scourge, one which is wreaking havoc on a student’s ability to learn. The fact there is no consensus in the education community on the issue is evident in the hodgepodge of related policies. In some instances, there aren’t even consistent cellphone-use rules within individual schools, pitting teachers against one another.  Stephen Burns, a long-time math teacher at South Delta Secondary School in Tsawwassen, B.C., is in the no-cellphones-in-class camp.  "If their phone is in sight, it becomes the priority for the majority of kids,” says Mr. Burns. "They’re waiting for someone to text them. And in many cases, it’s their parents doing it or a student in the same classroom. They’re not paying attention. That’s why I don’t allow them.”  Mr. Burns believes the course material is difficult enough for kids; why make it more so by allowing devices that divert their attention? He doesn’t agree with those who say that when it comes to kids and their phones, the horse has left the barn.  “It’s never too late,” he told me. "Kids have to be able to part from their phones in certain situations. For me, the dinner table, family outings and the classroom are the three times this must happen. When kids go to basketball practice or hockey practice, where are their phones? They’re put away so they can focus on the task at hand. Well, school should be no different.”  He’s right. The argument some parents make that kids should be linked to their phones at all times is terribly misguided.  Many teachers, meantime, are frankly tired of fighting this fight and have given up. Others have decided it takes too much of their energy to police. But teachers and school administrators should develop some spine. When did we decide to let kids and their parents run the classroom?  In his book, Mr. Newport talks about something known as "attention residue effect." Research has revealed that switching your attention from one target to another isn’t as simple as it sounds. When this occurs, there is "attention residue” – meaning you’re still thinking of the previous task even as you start another.  So, if you check your phone for texts or the latest baseball score, even if it’s only for a few seconds, your brain will operate more slowly for up to a half hour afterwards. Now, think about the scene being played out in our country’s classrooms and it’s not difficult to surmise that many students are working at a fraction of their full ability.  If we want our students to do better, let’s help them by banning cellphones in the classroom. | 1  2  3  4  5  6  7  8  9  101112  13  14  15  16  17  18  19  20  21  22  23  24  25  26  27  28  29  30  31  32  33  34  35  36  37  38  39  40  41  42  43  44  45  46  47  48  49  50  51  52  53  54  55 |

(746 words)

Questions 13-22

*Answer the following questions and write your answers on your* ***Answer Sheet****.*

1. Who wrote this article?
2. When did the research on human development start?
3. What’s the research called?

1. How many participants were involved in the research?

1. What’s the significance of the research?

1. What’s Professor Cal Newport’s opinion about focus?

1. What’s psychologist Daniel Goleman’s opinion about focus?

1. What is Stephen Burns’ view about the use of cellphones in class?
2. What are the major arguments against the use of cellphone in the classroom?

Questions 23-25

*Choose the most appropriate letter A, B or C and write your answers on your* ***Answer Sheet****.*

1. The word ‘fodder’ in Line 6 means \_\_\_\_\_.
2. a container for keeping loose papers in, made of folded card or plastic
3. something that is useful for a particular purpose and perhaps nothing else
4. a group of files that are stored together on a computer
5. The word ‘part’ in Line 36 is \_\_\_\_\_.
6. a verb
7. a noun
8. an adjective
9. The word ‘police’ in Line 44 is \_\_\_\_\_.
10. a noun
11. an adjective
12. a verb
13. The word ‘surmise’ in Line 53 means \_\_\_\_\_.
14. guess
15. summarise
16. summon

**PART C WRITING（共20分）**

*You should spend about 40 minutes on this task.*

*Write about the following topic:*

Some people think that newspapers are the best way to learn news. However, others believe that they can learn news more effectively through other media. Discuss both views and give your opinion.

*Write about 200 – 250 words.*