English Test
for
Senior High School
Teachers

December, 2016

2 Hours

150 points

Name _____

School _____

Note: Write all your answers on the Answer Sheet.

Part I. Listening comprehension (30 points)
Section A Mini-lecture
In this section you will hear a mini-lecture. You will hear the lecture ONCE ONLY. While listening, take notes on the important points. Your notes will not be marked, but you will need them to complete a gap-filling task after the mini- lecture. When the lecture is over, you will be given two minutes to check your notes, and another ten minutes to complete the gap-filling task on the ANSWER SHEET .

What Can We Learn from Art?
I. Introduction
   A. Differences between general history and art history.
      — focus
      — general history: (1)
      — art history: political values, emotions, everyday life, etc.
   B. Significance of study
      More information and better understanding of human society and civilization.

II. Types of information
   A. Information in history book is   (2)
      — facts, but no opinions
   B. Information in art history is subjective.
      —   (3)   and opinions
      e.g. — Spanish painters' works: misuse of governmental power
          — Mexican artists' works: attitudes towards social problems

III. Art as a reflection of religious beliefs
   A. Europe: (4)   in pictures in churches
   B. Middle East: pictures of flowers and patterns in mosques, places
      Reason: human and   (5)   are not seen as holy.
   C. Africa and the Pacific Islands: masks, headdresses and costumes in special ceremonies
      Purpose: to seek the help of   (6)   to protect crops, animal and people
IV. Perception of Art
   How people see art is related to their cultural background.
   A. Europeans and Americans
      —   (7)
      — expression of ideas
   B. People in other places
      — part of everyday life
      —   (8)   use

V. Art as a reflection of social changes

   A. Cause of changes: __(9)__   of different cultures

   B. Changes

       一 tribal people: effects of   __(10)__   on art forms

       一 European artists: influence of African traditional art in their works

       一 American and Canadian artists: study of Japanese painting

Section B Interview

In this section you will hear everything ONCE ONLY. Listen carefully and then answer the questions that follow.

Questions 1 to 5 are based on an interview. At the end of the interview you will be given 10 seconds to answer each of the following five questions. Now listen to the interview.

1. According to Nigel, most problems of air travel are caused by _____.

    A.   unfavourable weather conditions

    B.   airports' handling capacity

    C.   inadequate ticketing service

    D.   overbooking

2. Which of the following is NOT mentioned as compensation for volunteers for the next flight out?

    A.   Free ticket.

    B.   Free phone call.

    C.   Cash reward.

    D.   Seat reservation.

3. Why does Nigel suggest that business travelers avoid big airports?

    A.   Because all flights in and out of there are full.

    B.   Because the volume of traffic is heavy.

    C.   Because there are more popular flights.

    D.   Because there are more delays and cancellations.

4. According to Nigel, inexperienced travelers are likely to make the following mistakes EXCEPT _____.

    A.   booking on less popular flights

    B.   buying tickets at full price

    C.   carrying excessive luggage

    D.   planning long business trips

5. Which of the following statements is INCORRECT?

    A.   The possibility of discounts depends on a travel agent's volume of business.

    B.   Longer flights to the same destination may be cheaper.

    C.   It is advisable to plan every detail of a trip in advance.

    D.   Arranging for stopovers can avoid overnight travel.

Section C News Broadcast

In this section you will hear everything ONCE ONLY. Listen carefully and then answer the questions that follow.

Questions 6 is based on the following news. At the end of the news item, you will be given 10 seconds to answer the question. Now listen to the news.

6. What happened on Monday?
   A.   A train crash occurred causing minor injuries.
   B.   Investigators found out the cause of the accident.
   C.   Crews rescued more passengers from the site.
   D.   A commuter train crashed into a building.

Questions 7 and 8 are based on the following news. At the end of the news item, you will be given 10 seconds to answer each of the two questions. Now listen to the news.

7. Which of the following was NOT on the agenda of the G20 meeting?
   A.   Iraq debts.
   B.   WTO talks.
   C.   Financial disasters.
   D.   Possible sanctions.

8. The G20 is a(an) _____ organization.
   A.   international
   B.   European
   C.   regional
   D.   Asian

Questions 9 and 10 are based on the following news. At the end of the news item, you will be given 10 seconds to answer each of the two questions. Now listen to the news.

9. The UN Charter went into effect after _____.
   A.   it was signed by the 50 original member countries
   B.   it was approved by the founders and other member countries
   C.   it was approved by the founding members
   D.   it was signed by the founding members

10. Which of the following best describes the role of the Charter?
   A.   The Charter only describes power of the UN bodies.
   B.   The Charter mainly aims to promote world economy.
   C.   The Charter is a treaty above all other treaties.
   D.   The Charter authorizes reforms in UN bodies.

Part II. Reading comprehension (40 points)
Directions: *Read the passages and answer following questions. You get 30 minutes for this part. There are FOUR passages and 20 questions. Please write your answers on the ANSWER SHEET.*

Questions 1-5 are based on Passage 1.
      We have a crisis on our hands. You mean global warming? The world economy? No, the decline of reading. People are just not doing it anymore, especially the young. Who's responsible? Actually, it's more like, what is responsible? The Internet, of

course, and everything that comes with it --- Facebook, Twitter. You can write your own list.

There's been a warning about the imminent death of literate civilization for a long time. In the 20th century, first it was the movies, then radio, then television that seemed to spell doom for the written world. None did. Reading survived; in fact it not only survived, it has flourished. The world is more literate than ever before --- there are more and more readers, and more and more books.

The fact that we often get our reading material online today is not something we should worry over. The electronic and digital revolution of the last two decades has arguably shown the way forward for reading and for writing. Take the arrival of e-book readers as an example. Devices like Kindle make reading more convenient and are a lot more environmentally friendly than the traditional paper book.

As technology makes new ways of writing possible, new ways of reading are possible. Interconnectivity allows for the possibility of a reading experience that was barely imaginable before. Where traditional books had to make do with photographs and illustrations, an e-book can provide readers with an unlimited number of links: to texts, pictures, and videos. In the future, the way people write novels, history, and philosophy will resemble nothing seen in the past.

On the other hand, there is the danger of trivialization. One Twitter group is offering its followers single-sentence-long "digests" of the great novels. *War and Peace* in a sentence? You must be joking. We should fear the fragmentation of reading. There is the danger that the high-speed connectivity of the Internet will reduce our attention span --- that we will be incapable of reading anything of length or which requires deep concentration.

In such a fast-changing world, in which reality seems to be remade each day, we need the ability to focus and understand what is happening to us. This has always been the function of literature and we should be careful not to let it disappear. Our society needs to be able to imagine the possibility of someone utterly in tune with modern technology but able to make sense of a dynamic, confusing world.

In the 15th century, Johannes Guttenberg's invention of the printing press in Europe had a huge impact on civilization. Once upon a time the physical book was a challenging thing. We should remember this before we assume that technology is out to destroy traditional culture.

1. Which of the following paragraphs briefly reviews the historical challenges for reading?
    A. Paragraph One.
    B. Paragraph Two.
    C. Paragraph Three.
    D. Paragraph Four.
2. The following are all cited as advantages of e-books EXCEPT _____.
    A. multimodal content
    B. environmental friendliness
    C. convenience for readers
    D. imaginative design
3. Which of the following can best describe how the author feels toward single-sentence-long novels?
    A. Ironic.
    B. Worried.

C. Sarcastic.

D. Doubtful.

4. According to the passage, people need knowledge of modern technology and _____ to survive in the fast-changing society.

A. good judgment

B. high sensitivity

C. good imagination

D. the ability to focus

5. What is the main idea of the passage?

A. Technology pushes the way forward for reading and writing.

B. Interconnectivity is a feature of new reading experience.

C. Technology is an opportunity and a challenge for traditional reading.

D. Technology offers a greater variety of reading practice.

Questions 6-10 are based on Passage 2.

These days lots of young Japanese do *omiai*, literally, "meet and look." Many of them do so willingly. In today's prosperous and increasingly conservative Japan, the traditional *omiai kekkon*, or arranged marriage, is thriving.

But there is a difference. In the original omiai, the young Japanese couldn't reject the partner chosen by his parents and their middleman. After World War II, many Japanese abandoned the arranged marriage as part of their rush to adopt the more democratic ways of their American conquerors. The Western *ren'ai kekkon*, or love marriage, became popular; Japanese began picking their own mates by dating and falling in love.

But the Western way was often found wanting in an important respect: it didn't necessarily produce a partner of the right economic, social, and educational qualifications. "Today's young people are quite calculating," says Chieko Akiyama, a social commentator.

What seems to be happening now is a repetition of a familiar process in the country's history, the "Japanization" of an adopted foreign practice. The Western ideal of marrying for love is accommodated in a new *omiai* in which both parties are free to reject the match. "*Omiai* is evolving into a sort of stylized introduction," Mrs. Akiyama says.

Many young Japanese now date in their early twenties, but with no thought of marriage. When they reach the age --- in the middle twenties for women, the late twenties for man --- they increasingly turn to *omiai*. Some studies suggest that as many as 40% of marriages each year are *omiai kekkon*. It's hard to be sure, say those who study the matter, because many Japanese couples, when polled, described their marriage as a love match even if it was arranged.

These days, doing *omiai* often means going to a computer matching service rather than to a *nakodo*. The *nakodo* of tradition was an old woman who knew all the kids in the neighborhood and went around trying to pair them off by speaking to their parents; a successful math would bring her a wedding invitation and a gift of money. But Japanese today find it's less awkward to reject a proposed partner if the nakodo is a computer.

Japan has about five hundred computer matching services. Some big companies, including Mitsubishi, run one for their employees. At a typical commercial service, an applicant pays $80 to $125 to have his or her personal data stored in the computer for

two years and $200 or so more if a marriage results. The stored information includes some obvious items, like education and hobbies, and some not-so-obvious ones, like whether a person is the oldest child. (First sons, and to some extent first daughters, face an obligation of caring for elderly parents.)

6. According to the passage, today's young Japanese prefer _____.
    A. a traditional arranged marriage
    B. a new type of arranged marriage
    C. a Western love marriage
    D. a more Westernized love marriage

7. Which of the following statements is CORRECT?
    A. A Western love marriage tends to miss some Japanese values.
    B. Less attention is paid to the partner's qualification in arranged marriages.
    C. Young Japanese would often calculate their partner's wealth.
    D. A new arranged marriage is a repetition of the older type.

8. According to the passage, the figure 40% (Paragraph Five) is uncertain because _____.
    A. there has been a big increase in the number of arranged marriages
    B. Western love marriage still remains popular among young Japanese
    C. young Japanese start dating very early in their life in a Western tradition
    D. the tendency for arranged marriages could be stronger than is indicated

9. One of the big differences between a traditional *nakodo* and its contemporary version lies in the way _____.
    A. wedding gifts are presented
    B. a proposed partner is refused
    C. formalities are arranged
    D. the middleman/woman is chosen

10. What is the purpose of the last paragraph?
    A. To tell the differences between an old and modern *nakodo*.
    B. To provide some example for the traditional *nakodo*.
    C. To offer more details of the computerized *nakodo*.
    D. To sum up the main ideas and provide a conclusion.

Questions 11-15 are based on Passage 3.

    Virtually everything astronomers known about objects outside the solar system is based on the detection of photons-quanta of electromagnetic radiation. Yet there is another form of radiation that permeates the universe: *neutrinos* (中微子). With (as its name implies) no electric charge, and negligible mass, the neutrino interacts with other particles so rarely that a neutrino can cross the entire universe, even traversing substantial aggregations of matter, without being absorbed or even deflected. Neutrinos can thus escape from regions of space where light and other kinds of electromagnetic radiation are blocked by matter. Furthermore, neutrinos carry with them information about the site and circumstances of their production: therefore, the detection of cosmic neutrinos could provide new information about a wide variety of cosmic phenomena and about the history of the universe.

    But how can scientists detect a particle that interacts so infrequently with other matter? Twenty-five years passed between Pauli's hypothesis that the neutrino existed and its actual detection: since then virtually all research with neutrinos has been with

neutrinos created artificially in large particle accelerators and studied under neutrino microscopes. But a neutrino telescope, capable of detecting cosmic neutrinos, is difficult to construct. No apparatus can detect neutrinos unless it is extremely massive, because great mass is synonymous with huge numbers of nucleons (neutrons and protons), and the more massive the detector, the greater the probability of one of its nucleon's reacting with a neutrino. In addition, the apparatus must be sufficiently shielded from the interfering effects of other particles.

Fortunately, a group of astrophysicists has proposed a means of detecting cosmic neutrinos by harnessing the mass of the ocean. Named DUMAND, for Deep Underwater Muon and Neutrino Detector, the project calls for placing an array of light sensors at a depth of five kilometers under the ocean surface. The detecting medium is the seawater itself: when a neutrino interacts with a particle in an atom of seawater, the result is a cascade of electrically charged particles and a flash of light that can be detected by the sensors. The five kilometers of seawater above the sensors will shield them from the interfering effects of other high-energy particles raining down through the atmosphere.

The strongest motivation for the DUMAND project is that it will exploit an important source of information about the universe. The extension of astronomy from visible light to radio waves to x-rays and gamma rays never failed to lead to the discovery of unusual objects such as radio galaxies, *quasars* (类星体) and *pulsars* （脉冲星). Each of these discoveries came as a surprise. Neutrino astronomy will doubtless bring its own share of surprises.

11. Which might be the most appropriate title of the passage?
    A. At the Threshold of Neutrino Astronomy.
    B. Neutrinos and the History of the Universe.
    C. The Creation and the Study of Neutrinos.
    D. The DUMAND System and How It Works.

12. One advantage that neutrinos have for studies in astronomy is that they _____.
    A. have been detected for 25 years
    B. possess a variable electric charge
    C. are usually extremely massive
    D. record information about their own origin

13. The neutrinos are hard to detect most probably because of _____.
    A. their ability to escape from different regions of space
    B. their inability to penetrate dense matter
    C. the similarity of their structure to that of nucleons
    D. the infrequency of their interaction with other matter

14. The ocean may be used to detect neutrinos for the following reasons EXCEPT that _____.
    A. it can provide massive nucleons
    B. it is like a huge detecting apparatus
    C. it enables neutrinos to move more actively
    D. it can keep away the interference of other particles

15. In the last paragraph, the author describes the development of astronomy in order to _____.

    A. suggest the potential discovery of celestial bodies by means of neutrino astronomy

    B. illustrate the importance of surprises in making astronomic discoveries

    C. demonstrate the effectiveness of the DUMAND apparatus in detecting neutrinos

    D. name some cosmic phenomena that neutrino astronomy will illuminate

Questions 16-20 are based on Passage 4.

People do not have secret trolleys at the supermarket, so how can it be a violation of their privacy if a grocer sells their purchasing habits to a marketing firm? If they walk around in public view, what harm can cameras recording their movements cause? A company is paying them to do a job, so why should it not read their e-mails when they are at work?

How, what and why, indeed. Yet, in all these situations, most people feel a sense of unease. The technology for gathering, storing, manipulating and sharing information has become part of the scenery, but there is little guidance on how to resolve the conflicts created by all the personal data now washing around.

A group of computer scientists at Stanford University, led by John Mitchell, has started to address the problem in a novel way. Instead of relying on rigid (and easily programmable) codes of what is and is not acceptable, Dr. Mitchell and his colleagues Adam Barth and Anupam Datta have turned to a philosophical theory called contextual integrity. This theory acknowledges that people do not require complete privacy. They will happily share information with others as long as certain social norms are met. Only when these norms are contravened — for example, when your psychiatrist tells the personnel department all about your consultation — has your privacy been invaded. The team think contextual integrity can be used to express the conventions and laws surrounding privacy in the formal vernacular of a computer language.

Contextual integrity, which was developed by Helen Nissenbaum of New York University, relies on four classes of variable. These are the context of a flow of information, the capacities in which the individuals sending and receiving the information are acting, the types of information involved, and what she calls "the principle of transmission".

It is the fourth of these variables that describes the basis on which information flows. Someone might, for example, receive information under the terms of a commercial exchange, or because he deserves it, or because someone chose to share it with him, or because it came to him as a legal right, or because he promised to keep it secret. These are all examples of transmission principles.

Dr. Nissenbaum has been working with Mr. Barth to turn these wordy descriptions of the variables of contextual integrity into formal expressions that can be incorporated into computer programs. The tool Mr. Barth is employing to effect this transition is linear temporal logic, a system of mathematical logic that can express detailed constraints on the past and the future.

Linear temporal logic is an established discipline. It is, for example, used to test safety-critical systems, such as aeroplane flight controls. The main difference between computer programs based on linear temporal logic and those using other sorts of programming language is that the former describe how the world ought to be, whereas

the latter list specific instructions for the computer to carry out in order to achieve a particular end. The former say something like: "If you need milk, you ought eventually to arrive at the shop." The latter might say: "Check the refrigerator. If there is no milk, get in your car. Start driving. Turn left at the corner. Park. Walk into the shop."

Dr. Mitchell and his team have already written logical formulae that they believe to express a number of American privacy laws, including those covering health care, financial institutions and children's activities online. The principles of transmission can be expressed in logical terms by using concepts such as "previously" and "eventually" as a type of mathematical operator. (They are thus acting as the equivalents of the "plus", "minus", "multiply" and "divide" signs in that more familiar system of logic known as arithmetic.) For example, the Gramm-Leach-Bliley act states that "a financial institution may not disclose personal information, unless such financial institution provides or has provided to the consumer a notice. "This is expressed as

IF send (financial-institution, third-party, personal-information)

THEN PREVIOUSLY send (financial-institution, consumer, notification)

OR EVENTUALLY send (financial-institution, consumer, notification)

According to Dr. Nissenbaum, applying contextual integrity to questions of privacy not only results in better handling of those questions, but also helps to pinpoint why new methods of gathering information provoke indignation. In a word, where the ability to handle data is rapidly outpacing agreement about how that ability should be used, this alone is surely reason to study it.

16. The author suggests at the beginning that _____.
   A.   the computer technology can be used to protect people's privacy in public
   B.   the technology of computing information may interfere with people's privacy
   C.   personal data should not be released to the public for commercial use
   D.   the computer technology is to blame for intruding upon people's privacy

17. The theory of contextual integrity _____.
   A.   denies people's legal rights to require complete privacy
   B.   maintain that people of integrity do not require complete privacy
   C.   helps to protect people's privacy from being invaded
   D.   is applied to turn descriptions of privacy issues into a computer language

18. Which of the following is NOT true about the transmission principles?
   A.   They provide the basis of information flows.
   B.   They explain why a person may receive information.
   C.   They are one of the variables constituting the theory of contextual integrity.
   D.   They determine the capacities of individuals sending and receiving information.

19. The author in the end of the passage _____ the idea of applying contextual integrity to issues concerning privacy.
   A.   approves of
   B.   disagrees with
   C.   is critical of
   D.   is indifferent to

20. Which of the following is the best title for the passage?
   A. Contextual Integrity in Privacy
   B. The Variables of Privacy
   C. The Logic of Privacy
   D. Privacy in Contextual Integrity

Part III. Translation (20 points)
Directions: *Translate the following underlined part of the text into English. Please write your translation on the ANSWER SHEET.*

8 月 17 日的下午，约克逊号邮船无数的窗眼里，飞出五色飘扬的纸带，远远的抛到岸上，任凭送别的人牵住的时候，我的心是如何的飞扬而凄恻！

痴情的无数的送别者，在最远的江岸，仅仅牵着这终于断绝的纸条儿，放这庞然大物，载着最重的离愁，飘然西去！

船上生活，是如何的清新而活泼。除了三餐之外，只是随意游戏散步。海上的头三日，我竟完全回到小孩子的境地中去了，套圈子，抛沙袋，乐此不疲，过后又绝然不玩了。后来自己回想很奇怪，无他，海唤起了我童年的回忆，海波声中，童心和游伴都跳跃到我脑中来。

Part IV. Writing (30 points)
There is a growing trend among students to expect teachers to make their teaching enjoyable, adding some jokes in the process of teaching, for example. Do you think this expectation is reasonable? Write an essay of about 250 words on the following topic: **Enjoyable Teaching.**

In the first part of your essay you should state clearly your main argument, and in the second part you should support your argument with appropriate details. In the last part you should bring what you have written to a natural conclusion or make a summary.

Part V: Pedagogy Test (30 points)
Directions: *Read the following and answer the questions below.*

In recent years a debate about PPP and TBL has developed over which approaches to structuring and planning and implementing lessons are more effective.

Present Practice Produce (PPP)

During an initial teacher training course, most teachers become familiar with the PPP paradigm. A PPP lesson would proceed in the following manner.

First, the teacher presents an item of language in a clear context to get across its meaning. This could be done in a variety of ways: through a text, a situation build, a dialogue etc.

Students are then asked to complete a controlled practice stage, where they may have to repeat target items through choral and individual drilling, fill gaps or match halves of sentences. All of this practice demands that the student uses the language correctly and helps them to become more comfortable with it.

Finally, they move on to the production stage, sometimes called the 'free practice' stage. Students are given a communication task such as a role play and are expected to produce the target

language and use any other language that has already been learnt and is suitable for completing it.

The problems with PPP

It all sounds quite logical but teachers who use this method will soon identify problems with it:

- Students can give the impression that they are comfortable with the new language as they are producing it accurately in the class. Often though a few lessons later, students will either not be able to produce the language correctly or even won't produce it at all.

- Students will often produce the language but overuse the target structure so that it sounds completely unnatural.

- Students may not produce the target language during the free practice stage because they find they are able to use existing language resources to complete the task.

A Task-based approach

Task -based learning offers an alternative for language teachers. In a task-based lesson the teacher doesn't pre-determine what language will be studied, the lesson is based around the completion of a central task and the language studied is determined by what happens as the students complete it. The lesson follows certain stages.

- **Pre-task**

The teacher introduces the topic and gives the students clear instructions on what they will have to do at the task stage and might help the students to recall some language that may be useful for the task. The pre-task stage can also often include playing a recording of people doing the task. This gives the students a clear model of what will be expected of them. The students can take notes and spend time preparing for the task.

- **Task**

The students complete a task in pairs or groups using the language resources that they have as the teacher monitors and offers encouragement.

- **Planning**

Students prepare a short oral or written report to tell the class what happened during their task. They then practise what they are going to say in their groups. Meanwhile the teacher is available for the students to ask for advice to clear up any language questions they may have.

- **Report**

Students then report back to the class orally or read the written report. The teacher chooses the order of when students will present their reports and may give the students some quick feedback on the content. At this stage the teacher may also play a recording of others doing the same task for the students to compare.

- **Analysis**

The teacher then highlights relevant parts from the text of the recording for the students to analyse. They may ask students to notice interesting features within this text. The teacher can also highlight the language that the students used during the report phase for analysis.

- **Practice**

Finally, the teacher selects language areas to practise based upon the needs of the students and what emerged from the task and report phases. The students then do practice activities to increase their confidence and make a note of useful language.

Question: Compared with PPP, what are the clear advantages of task-based learning and how to apply TBL in your English teaching?