

2025 National English Competition for College Students

(Type B – Preliminary)

参考答案及作文评分标准

Part I Listening Comprehension (30 marks)

Section A (5 marks)

1—5 DBCAB

Section B (10 marks)

6—10 DACCB

11. processes 12. encoding 13. sensations / perceptions 14. hardwired 15. frequently

Section C (5 marks)

16—20 ADDBC

Section D (10 marks)

- 21. Second-year students.
- 22. A number of prestigious overseas institutions.
- 23. It helps to show they are independent.
- 24. Provide financial support / help.
- 25. Improve (foreign) language skills.

Part II Vocabulary & Grammar (15 marks)

26—30 BDBAC 31—35 DBACD 36—40 ABDDC

Part III Cloze (10 marks)

Section A (5 marks)

41. accounts for 42. either 43. suitable 44. Once 45. higher

Section B (5 marks)

46. which 47. favo(u)rable 48. as 49. priority 50. considerably

Part IV Reading Comprehension (30 marks)

Section A (10 marks)

51—55 DFGAB

Section B (10 marks)

- 56. His single-mindedness in pursuit of the villain.
- 57. His quirky nature and fastidious dress sense.
- 58. Homely and hugely entertaining.
- 59. Sensitivity, courage and intelligence.
- 60. They are mutually incompatible.

Section C (10 marks)

- 61. take over / replace 62. empathy and friendship 63. economic connections
- 64. networking and creativity 65. self-publishers

Part V Translation (15 marks)

Section A (5 marks)

- 66. 历史之于国家恰如记忆之于个人,记住这点是有益的。正如被剥夺了记忆的人会失去方向,不知道曾到过哪里,也不知道将去哪里,一个被剥夺了历史感的国家也将不能应对现在和未来。温斯顿·丘吉尔曾说过,“回顾得越远,展望得也越远”。历史是对抗无知和偏见的最佳良药。无论是对个人,还是对国家,自知都是自控不可或缺的前提。

Section B (10 marks)

- 67. Computers, television and especially smart phones / cellphones have revolutionized the way people communicate, becoming their most intimate companions. Some may panic when they are deprived of these things. People used to long for independence, but now deeply fear alienation; In the past, socialising was regarded as a special competence, which has now been overshadowed by the ability to be alone. Just as the body constantly requires energy, the mind and soul also constantly need new information. However, information is not the same as knowledge, thought and emotion. It needs to be distilled, gradually transformed and integrated, and this whole process must be completed in quiet solitude.

Part VI IQ Test (10 marks)

- 68. each; screech
- 69. 27; 9; 12.

解析: $15 \div 3 = 5 \rightarrow 5 + 3 = 8 \rightarrow 8 \times 3 = 24 \rightarrow 24 - 3 = 21 \rightarrow 21 \div 3 = 7 \rightarrow 7 + 3 = 10 \rightarrow 10 \times 3 = 30$ 由此推导: $30 - 3 = 27 \rightarrow 27 \div 3 = 9 \rightarrow 9 + 3 = 12$

- 70. Control is something most of us long for in our lives, and many of us will go to great lengths to achieve it.
- 71. D.

解析: the last two rows of figures repeat the first two rows of figures in reverse.

- 72. 10:00 p.m.

解析: 12 noon = 12 noon

1 p.m. = 12:43
2 p.m. = 1:26
3 p.m. = 2:09
4 p.m. = 2:52
+6 hours = 10 p.m.

Part VII Error Correction (10 marks)

Robots are useful for exploring and working in space. In particular, many robots have been sent to explore Mars. Such robots have usually look like a box with wheels. Though these robots are useful, by their very nature they are reliable. They are extremely expensive and break easily. Also, they cannot do many tasks. Because \wedge these problems, scientists have been developing a new, unusual kind of robot. These new robots will look and move like snakes, but they have been given the name "snakebots."

The way a snake is shaped lets it do special things. A snake can get into very small spaces, like cracks in rocks. It can push it way below the ground. A snake can also climb up different kinds of objects, like high rocks and trees. A snakebot would be able to do these things, too, but it works much more effective than a regular robot with wheels. Wheeled robots easily get stuck or fall over. A snakebot would not have this problem. It could go almost somewhere and so would be useful for exploring the different environments of other planets. Since they can carry tools, snakebots would be able to work in space, as well. They could, for example, help repair the International Space Station.

The snakebot design is much simpler than that of common robots. Thus, it will be much less expensive to build. A recent robot ~~been~~ sent to Mars cost over a hundred million dollars. However, a snakebot could cost such little as a few hundred dollars. Snakebots may make it possible to save a great amount of money on future space missions. With their versatility and affordability, snakebots seem to be the wave of the future, at least as far as space robots is concerned.

73. looked

74. unreliable

75. of

76. so

77. its

78. effectively

79. anywhere

80. been

81. as

82. are

Part VIII Writing

Section A (10 marks)

83. Omitted

Section B (20 marks)

84. Omitted

作文评分标准：

一、评分原则

1. 本题满分为 Section A 10 分;Section B 20 分,按四个档次给分。
2. 评分时,先根据文章的内容和语言初步确定其所属档次,然后以该档次的要求来衡量,确定或调整本档次,最后给分。
3. Section A 词数少于 100 词或多于 140 词的,Section B 词数少于 160 词或多于 200 词的,从总分中减去 2 分。
4. 如书写较差,以致影响阅卷,将分数降低一档。

二、各档次给分范围和要求

第四档(很好):Section A 9-10 分;Section B 16-20 分

完全符合写作格式的要求,覆盖多个内容要点,思想表达清楚,文字通顺,连贯性很好,基本上无词汇和语法错误。

第三档(好):Section A 6-8 分;Section B 11-15 分

基本符合写作格式的要求,个别地方思想表达不够清楚,文字基本通顺、连贯,有少量词汇和语法错误。

第二档(一般):Section A 3-5 分;Section B 6-10 分

未恰当完成写作格式的要求,漏掉内容要点,思想表达不清楚,文字多处出现词汇和语法错误,影响了对写作内容的理解。

第一档(差):Section A 1-2 分;Section B 1-5 分

未完成写作格式的要求,明显遗漏主要内容,思想表达混乱,有较多词汇和语法错误,未能将信息传达给读者。

0 分

白卷;作文与题目毫不相关;内容太少,无法评判;所写内容无法看清。

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(Type B – Preliminary)

听力录音原文

Part I Listening Comprehension

Section A

*In this section, you will hear **five** short conversations. Each conversation will be read only **once**. At the end of each conversation, one question will be asked, and you have **fifteen seconds** to read the **four** choices marked **A, B, C** and **D**, and decide which is the best answer. Then mark the corresponding letter on the **answer sheet** with a single line through the centre.*

1. **W:** So what's your plan for the weekend, Gerry?

M: Oh, you know, the usual taxi service for the kids—music lessons on Friday night, and then my daughter's out to the cinema with some of her friends on Saturday afternoon. I'm bound to have to take them or collect them. You're lucky your children have grown up now and you don't need to take them everywhere.

W: I wouldn't say that. I've offered to take my son to the airport on Saturday morning. He's got to be there really early; his flight's at 7.

M: Oh, goodness. Andrew's in a football match that starts at 10.30 and I'll have to drop him off at the club, but at least it's not that early.

Question: Where is the man taking his son on Saturday morning?

2. **M:** So, have you decided what you're going to have yet?

W: Well, not really. I can't decide whether to order the steak or the fish. They both sound delicious. But I've been eating quite a lot of red meat lately.

M: Why not have the fish then? It's always good here. I've had it lots of times and never been disappointed. I think I'm going to order the risotto tonight, though.

W: Mmm, I had the risotto last time we came, do you remember? It was good, nice and creamy. I think I'll have the fish, though. It's much better for my health than the steak.

Question: Why does the woman order the fish?

3. **M:** Not again. That's the third time the 7:45 train has been delayed this week. I'm going to be late for work again. My boss is getting fed up with me turning up late with excuses about the train. Perhaps I should go up by car.

W: You'd have to put up with heavy traffic.

M: And I'd have to make excuses about getting stuck in traffic jams. If only the office were down here.

W: Wouldn't that be convenient! I'm afraid that commuting is the only one disadvantage of living out here.

M: And one I'll have to put up with because it's such a great place to live.

W: That's exactly why I bought property here. Why don't you take an earlier train? Then, if it's delayed, you'll still get in on time.

Question: What do the speakers agree about?

4. **M:** I went to an art exhibition yesterday.

W: How come? Art isn't your cup of tea, is it?

M: Perhaps not, but Jennie suggested I should go. She said I'd really enjoy it and as she knows what I find interesting, I went. And I'm glad I did. It was every bit as good as she said it would be.

W: Who was the artist?

M: Bonnie Kempe. You probably have heard of her. She's a sculptor and makes large stones into different shapes. The idea is that you hold or hug them. After a while, you feel calm or happy. It's not the sort of thing you normally do to feel these emotions.

Question: What was the man's opinion of the exhibition?

5. **W:** Now, I believe you've been a volunteer at the homeless shelter for nearly ten years, Ray. How did you get started?

M: Before coming here, I'd done some voluntary work for an international charity. A friend of mine was already working in one of their shops and I went along with her. I had to give that up when I moved down here from Sheffield. I found the voluntary work up there fulfilling and when I moved, I felt there was something missing. I had no family, no friends, and plenty of time on my hands. So, I came here, saw Gavin, who still runs the place, and asked what I could do to help.

W: Has that filled the void?

M: It has. I'm a freelance writer, so I don't have set hours or colleagues to socialise with, which means I'm nearly always available when I'm needed.

Question: What motivated Ray to start working at the homeless shelter?

Section B

*In this section, you will hear **two** long conversations. Each conversation will be read only **once**. At the end of each conversation, there will be a **one-minute** pause.*

Conversation One

*Listen to the conversation. Then read the **four** choices marked **A**, **B**, **C** and **D**, and decide which is the best answer according to what you hear. Then mark the corresponding letter on the **answer sheet** with a single line through the centre.*

W: It's been five decades since the *Equal Pay Act* came into force. When the Act was introduced, the average pay gap between men and women was 34% and now women earn on an average 85p against every pound earned by men. Despite this positive trend, the gender pay gap has not closed further in the past few years. The picture is even more disappointing when statistics are broken down according to sector, region

or even age. For example, women in their 40s earn 27% less than their male counterparts. Though this is not the widest gap, it does illustrate how far we are away from achieving equality. Still, there's evidence that the UK is less tolerant of discrimination in the workplace against women than it was some fifty years ago.

M: I'm glad you brought up the subject of discrimination. As you know, a recent independent report urges businesses to make one in four of their board a woman. And that's not all. The report actually states that if companies do not comply, they will have to face government measures. This borders on positive discrimination and will inevitably cause existing board members to feel resentful of a woman who has been given a seat on the board because of her gender rather than her ability. So, I'd go as far as to say that the report does women a disservice even though it has received positive feedback.

W: I'm not going to disagree with you outright, but you cannot deny that women are severely underrepresented at decision-making tables across the UK. This fact alone indicates that boards are at a disadvantage simply because of their makeup, as research has clearly shown that more diverse management teams make better decisions. What is needed are positive examples where organizations take this matter seriously by actively seeking out qualified and able women for the boardroom instead of just going through the motions and agreeing that something should be done. This is something companies have got away for too long.

M: You're right to point out that women are underrepresented at the boardroom level, but I don't think the way to increase the gender ratio at that level and reduce the gender pay gap is to force the issue. If you examine the table of the best countries for gender equality, you'll see that the Nordic countries top the list with Iceland, Norway, Finland and Sweden occupying the top four positions in that order. It is interesting to note that in these countries the ratio of women in government is higher than in those countries with less equality. Further down, the US has risen from 31st to 19th because of the higher number of women in the President's administration, and France has gone the other way, dropping from 18th to 46th place. According to the World Economic Forum, this fall came about as a result of a decline in the number of women holding ministerial positions in the country. I think these facts clearly illustrate when gender equality is attainable and when it is not.

W: I'm afraid you've got it the wrong way round. In those Nordic countries you mentioned, the persistent stereotyping of women's skills and capabilities, which lead to women bearing the brunt of caring responsibilities and discrimination in the pay system, has largely been eradicated. The resulting lower gender gaps have been correlated with high economic competitiveness, which obviously means that women and girls must be treated equally if a country is to prosper. In the Nordic countries, the division between gender is almost non-existent in health and education and is much narrower in economic participation and opportunity than in countries lower down the list. So, a proactive approach is required to allow women to participate more fully in the decision-making process and to receive equal pay in the workplace. When this happens, countries will be able to realize their potential.

Conversation Two

*Listen to the conversation, and complete the sentences according to what you hear with **one word** for each blank. Then write the answers on the **answer sheet**.*

M: Today we're going to be looking at how the human mind forms memories. To discuss this topic, we have neurologist Emma Baker in the studio with us today. Emma, thanks for coming in.

W: It's a pleasure to be here.

M: So, Emma, how does memory work?

W: Well, people talk about memory as if it's an organ or a limb, much like a leg or an arm. But it's not really a tangible item at all, more a series of processes. Your memory is a group of systems developed to create, store, recall and process information, and different parts of the brain are responsible for each process.

M: Fascinating! How do we learn and remember really complex processes?

W: Well, it all starts with encoding. Encoding is the first step in creating a memory. It's rooted in the senses that start with perception. Consider, for example, the memory of your first holiday abroad. Your visual system likely registered physical features, such as the landscape and the buildings. Your auditory system may have picked up the sounds of the street or the language. You probably noticed the scent of the shops or restaurants. You may even remember a sensation of touch, such as a cold stone floor. Each of these separate sensations travelled to the part of your brain called the hippocampus, which integrated these perceptions to create a single experience.

M: So, is the hippocampus key to memory?

W: Well, it plays a role, but lots of different parts are involved. It, along with the prefrontal cortex, is responsible for analysing these various sensory inputs and deciding if they're worth remembering. If they are, they may become part of your long-term memory. Perception is just the start, though. The specific memory is then stored and encoded using electric impulses and chemical chains.

M: So, once we've formed this connection, then memory is located there?

W: Not exactly. The connections aren't fixed, and some are stronger than others. So strong that they can do these things without thinking. Consider a small child learning to walk. The concentration levels are really high. They frequently forget how to walk and fall over. They've observed walking, their brain is forming connections, but they're not hard-wired like an adult, so they have to think about how to walk. Eventually, the action and memory become hardwired in the brain. But if it's an activity you don't do that often, the connections weaken. For example, if you learned French at school but haven't spoken it for 10 years, you'll find it very hard when you try again.

M: So, how do we store these memories? Or even decide what to store?

W: Well, we have two storage systems in the brain: short-term memory and long-term memory. The short-term memory is limited. We can only store around 7 items for 20 or 30 seconds. It's why we automatically do things like remember a phone number in groups of numbers. Repetition is also key to short-term memory—the more we repeat things, the better we remember them. Once we have this short-term memory in place, we then decide what is worth storing in our long-term memory, or in some cases we have to access the information or the skills so frequently that it automatically goes into the long-term memory.

M: That sounds interesting!

Section C

*In this section, you will hear **five** short news items. Each item will be read only **once**. After each item, there*

will be a **fifteen-second** pause. During the pause, read the question and the **four** choices marked **A, B, C** and **D**, and decide which is the best answer. Then mark the corresponding letter on the **answer sheet** with a single line through the centre.

16. A recent study from the Japan Private Railway Association (JPRA) reveals that coughing and sneezing are the biggest annoyances on trains. A total of 5,314 train passengers responded to the Association's survey on behaviour and manners on trains and at stations. "Coughing and sneezing without consideration for others" topped the list of passenger complaints. An association spokesperson attributed this to the remaining effects of Covid-19. He said: "The coronavirus pandemic may have ingrained the importance of consideration for others as a norm." He added: "More people likely feel greater anxiety than before the pandemic when someone nearby coughs or sneezes without wearing a mask."
17. The metaphor "rat race" may soon have a more literal meaning. This is because scientists have been teaching rats to drive a tiny, purpose-built car around a laboratory. Neuroscientist Dr Kelly Lambert from the University of Richmond in the USA has been working with the car-driving rats since 2019. Speaking to the online news agency "The Conversation," she explained that the creatures not only learned to start the engines of their miniature vehicles, they seemed to have fun with it. She said: "Unexpectedly, we found that the rats had an intense motivation for their driving training, often jumping into the car and starting the 'lever engine' before their vehicles hit the road."
18. Scientists have created a map of the wiring of a fruit fly's brain in a research project called FlyWire. The map of the neurons and connections is the most detailed ever produced for a creature. This groundbreaking feat could revolutionize the field of neuroscience and unlock secrets about our own brains. Brain specialist Dr Gregory Jefferis told the BBC: "The mapping of the fly brain is really remarkable and will help us get a real grasp of how our own brains work." He said it could provide insights into "the mechanism of thought". It took scientists years to analyze the fly's pinhead-sized brain. They created a detailed diagram of about 140,000 neurons and 50 million connections.
19. A newly revised *Road Traffic Act* in Japan makes it illegal for cyclists to use mobile phones or to be under the influence of alcohol while cycling. Those distracted by phones could be punished with a maximum six-month prison sentence or a fine of 100,000 Japanese yen. Intoxicated cyclists could get up to three years in jail or be fined 500,000 Japanese yen. Furthermore, restaurants that serve alcohol to customers in the knowledge that they will ride a bicycle afterwards may also be punished. Japan's National Police Agency reported a sharp rise in the number of traffic accidents caused by cyclists using phones.
20. There is a growing problem of space debris, to the extent that it could pose a danger to people. Earlier this week, an enormous metal ring crashed into the Kenyan village of Mukuku, 116 km southeast of the capital Nairobi. The mystery object was approximately 2.5 metres wide, and weighed 500 kilograms. It had the potential to cause significant loss of life and damage to property. Fortunately, it landed in a small wood. Kenya's Space Agency said the hunk of metal was probably the separation ring from a recently-launched rocket. An official said: "Our experts will analyze the object and keep the public informed of the outcome." It said this was "an isolated case".

Section D

*In this section, you will hear **one** monologue. The monologue will be read **twice**. After listening, answer the questions using **no more than seven words**. Write the answers on the **answer sheet**.*

Welcome to this open day for the Faculty of Science here at Joseph Wallis University. Please take your seats quickly. Now, in a moment I'm going to give you a short introduction about the programme for the afternoon.

This 'study abroad' programme is a particularly important part of life in the science faculty of our university. We expect all second-year students to spend some time studying at a foreign university if they can, and in fact 80% of our students do just that. We're lucky to be working in partnership with a number of prestigious overseas institutions, and a period abroad shows employers that you're independent, and so you'll find it easier to attract attention from large organizations in the job market. So we suggest that all of you spend a while this afternoon exploring these opportunities.

We understand, however, that our 'study abroad' programme will cost extra money, so we do provide financial help to our students. You can find details about financial support at the admissions desk, marked on your map. Also some of the overseas courses will be taught in a foreign language, so all students will be required to develop their language skills during their first year here. When you're finally ready to leave for home this afternoon, remember the shuttle bus can take you directly to the central bus station. But please feel free to stay as long as you like.

This is the end of the listening part. Please transfer your answers to the answer sheet.