

国际人才英语考试（高级）

考试说明

（2021 年修订版）

一、考试目的

国际人才英语考试（高级），简称“国才高级”，用于评价、认定高校学生及社会人士在较专业的国际交流与工作场合运用英语开展工作的能力。

二、考试内容与要求

“国才高级”由口头沟通和书面沟通两部分组成。每部分包括三项任务。考试采用计算机辅助形式。考试时间约 100 分钟。

（一）口头沟通

本部分由发言总结、专题发言和谈判决策三项任务组成。考试时间约 20 分钟。

“国才高级”口头沟通考试内容与时间

| 考试内容 | | 题目数量 | 考试时间 |
|------|------|------|-------|
| 任务一 | 发言总结 | 1 题 | 20 分钟 |
| 任务二 | 专题发言 | 1 题 | |
| 任务三 | 谈判决策 | 1 题 | |

任务一 发言总结 考生听一段 300 词左右的发言，对其内容进行口头总结，准备时间 2 分钟，发言时间 90 秒。本任务考查考生根据既定情境，以特定身份向指定对象口头总结主要信息的能力。

任务二 专题发言 考生就给定话题及要点准备 2 分钟后，用 70 秒进行发言。本任务考查考生根据既定情境，以特定身份向指定对象口头传递信息、说明情况、说服他人的能力。

任务三 谈判决策 考生听一段或观看一段 2 分钟左右的谈判录音或视频，根据要求进行发言，准备时间 2 分钟，发言时间 90 秒。录音或视频内容涉及谈判双方争议、立场等，考生需总结双方已经达成一致的内容，就未达成一致的部分，根据要求给出指定一方的解决方案或妥协意见，并解释原因。本任务考查考生根据给定的谈判情境，以特定身份分析争议、做出决策的能力。

（二）书面沟通

本部分由撰写提纲、撰写报告和撰写提案三项任务组成。考试时间约 80 分钟。

“国才高级”书面沟通考试内容与时间

| 考试内容 | | 题目数量 | 考试时间 |
|------|------|------|-------|
| 任务一 | 撰写提纲 | 10 题 | 80 分钟 |
| 任务二 | 撰写报告 | 1 题 | |
| 任务三 | 撰写提案 | 1 题 | |

- 任务一 撰写提纲** 考生阅读一篇 800 词左右的说明性或论证性材料，补全内容提纲。本任务考查考生理解、概括并呈现关键信息的能力。
- 任务二 撰写报告** 考生阅读一份图表，按要求撰写一份 150-200 词的报告。本任务考查考生描述、比较、概括图表关键信息的能力。
- 任务三 撰写提案** 考生按照给定话题及要点，撰写一份 300 词左右的提案。本任务考查考生根据给定情境，以特定身份向指定对象阐明目的、分析现状、解释需求及进行论证的能力。

国际人才英语考试（高级）

Part I Oral Communication

Task 1

You are Bruce Zhang, Purchasing Manager of StandOut Education Inc., a national provider of training services. Your company is going to introduce a new interactive whiteboard called sm-Learn, which is used in smart classrooms. You are going to listen to a presentation about this whiteboard, and then report its main points to your director, Michael Green, in order to help him understand the product. Remember that your director has not heard the presentation.

After you listen to the presentation, you will have **120** seconds to prepare and **90** seconds to speak.

Scripts

Good morning, ladies and gentlemen. I'm Andrew Smith and thank you very much for giving me the chance to introduce sm-Learn to you. It is our new collaboration solution for smart classrooms.

In this introduction, I'll first give an overview of what sm-Learn is and what it allows teachers to do.

sm-Learn is a smart board for modern classrooms. Run with technology, it is an advanced teaching device that allows teachers and students to interact through effective audio and visuals.

It is very easy to use. A teacher writes with a finger or dummy pen on it, rather than with chalk. It has numerous functions. With instant access to a computer library, a teacher can show images and run videos on it. Geometric figures can be drawn accurately in regard to dimensions and angles. Moreover, teachers can annotate on media files and save them in desired formats. They can also make the quality of lectures uniform across many classrooms as they can record, save and reuse the delivered lectures.

What benefits does it bring to students' learning? Students can be asked to work on something together, be it designing a product, creating a plotline for a historical film, or drawing a mind map of a book. The great thing about the smart board is that students can see their work immediately, see how other people think, and they feel more comfortable redrawing or erasing something since all versions are saved in the cloud. In this way, students learn collaboratively.

What's more, we have a strong customer service team, providing complete services — from product demonstration, product installation to product training.

Thank you very much. If anyone has any questions, I'd be happy to answer them.

Task 2

You are Monica Song, a manager at GREENTECH, a company developing technologies for environmental protection. A group of college graduates have been newly recruited. You will give an orientation speech to these new employees. You should cover the following points:

- a welcome to the new employees;
- possible opportunities and challenges of their work;
- expectations on them.

You will have **120** seconds to prepare and **70** seconds to speak.

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Task 3

You will watch a video clip between Petra Wilson, manager of the legal department of a company, and Nevil Chen, manager of the department of public relations of the same company. They are talking about Petra borrowing Paul from Nevil's department to help finish her work. Suppose you are Nevil. Continue the dialogue by summarizing what you and Petra have agreed on, then giving your compromise solution to what has not been agreed on yet and explaining why.

After you watch the video, you will have **120** seconds to prepare and **90** seconds to speak.

Scripts

Petra: Nevil, sorry to bother you. Do you have a moment?

Nevil: Yes, of course. Come in. How can I help?

Petra: You know we are having a real problem getting things wrapped up on time, so I was wondering if I could possibly borrow Paul from your department for a couple of days, just to get us back on track. It would be a massive help to us.

Nevil: It's not good timing, Petra. We've got so much on at the moment. I can't really spare anyone, to be honest. There's a conference next week ... then we've got another conference ... sorry, but as I said, it's just really bad timing. I've got the team here working flat out getting all the documentation ready. I mean you can see ... look at it.

Petra: OK, but what if I got you some support for all the documentation preparation?

Nevil: What do you mean?

Petra: Well, I've just got a couple of interns — really bright graduates — great with this sort of presentation material. Would that free up Paul?

Nevil: It's not just the software. The graphics are pretty complex ... there's layout, format ...

Petra: OK, so you're saying they would need briefing on what to do?

Nevil: Absolutely. But how long will you keep Paul?

Petra: Well, how about five days?

Nevil: Five days? No, you can only keep him for three days, since I need him to do graphics for the conferences.

Petra: Um, but I not only need him to help us to finish the present work on schedule, but also do some graphics, too.

Nevil: Hmm Petra, I understand the situation you are in. Before we go any further, let's note where we are ... *(fade)*

Part II Written Communication

Task 1

Read the following passage on deflation and use **NO MORE THAN FIVE** words to fill in each blank in the outline below.

Fighting Deflation

Deflation is a serious economic issue that can exacerbate a crisis and turn a recession into a full-blown depression. When prices fall and are expected to drop in the future, businesses and individuals choose to hold on to money rather than spend or invest. This leads to a drop in demand, which in turn forces businesses to cut production and sell off inventories at even lower prices.

Businesses lay off workers and the unemployed have more difficulty finding work. Eventually, they default on debts, causing bankruptcies and credit and liquidity shortages known as a deflationary spiral. This scenario is scary, and policymakers will do whatever is necessary to avoid falling into such an economic hole. Here are some ways that governments fight deflation.

In a fractional reserve banking system, as in the U.S. and the rest of the developed world, banks use deposits to create new loans. By regulation, they are only allowed to do so to the extent of the reserve limit. That limit is currently 10% in the U.S., meaning that for every \$100 deposited with a bank, it can loan out \$90 and keep \$10 as reserves. Of that new \$90, \$81 can be turned into new loans and \$9 kept as reserves, and so on, until the original deposit creates \$1,000 worth of new credit money: $\$100 / 0.10$ multiplier. If the reserve limit is relaxed to 5%, twice as much credit would be generated, incentivizing new loans for investment and consumption.

Central banks buy treasury securities in the open market and, in return, issue newly created money to the seller. This increases the money supply and encourages people to spend those dollars. The quantity theory of money states that like any other goods, the price of money is determined by its supply and demand. If the supply of money is increased, it should become less expensive: each dollar would buy less stuff and so prices would go up instead of down.

Central banks can lower the target interest rate on the short-term funds that are lent to and in the financial sector. If this rate is high, it will cost the financial sector more to borrow the funds needed to meet day-to-day operations and obligations. Short-term interest rates also influence longer-term rates, so if the target rate is raised, long-term money, such as mortgage loans, also becomes more expensive. Lowering rates makes it cheaper to borrow money and encourages new investment using borrowed money. It also encourages individuals to buy a home by reducing monthly costs.

When nominal interest rates are lowered all the way to zero, central banks must resort to unconventional monetary tools. Quantitative easing (QE) is when private securities are purchased on the open market, beyond just treasuries. Not only does this pump more money into the financial system, but it also bids up the price of financial assets, keeping them from declining further.

Another unconventional tool is to set a negative nominal interest rate. A negative interest rate policy (NIRP) effectively means that depositors must pay, rather than receive interest on deposits. If it becomes costly to hold on to money, it should encourage spending of that money on consumption, or investment in assets or projects that earn a positive return.

Keynesian economists advocate using fiscal policy to spur aggregate demand and pull an economy out of a deflationary period. If individuals and businesses stop spending, there is no incentive for firms to produce and employ people. The government can step in as spender of last resort with hopes of keeping production going along with employment. The government can even borrow money to spend by incurring a fiscal deficit. Businesses and their employees will use that government money to spend and invest until prices begin to rise again with demand.

If governments cut taxes, more income will stay in the pockets of businesses and their employees, who will feel a wealth effect and spend money that was previously earmarked for taxes. One risk of lowering taxes during a recessionary period is that overall tax revenues will drop, which may force the government to curtail spending and even cease operations of basic services. There has been conflicting evidence as to whether or not general and specific tax cuts actually stimulate the real economy.

While fighting deflation is a bit more difficult than containing inflation, governments and central banks have an array of tools they can use to stimulate demand and economic growth. The risk of a deflationary spiral can lead to a cascade of negative outcomes that hurt everyone. By using expansionary fiscal and monetary tools, including some unconventional methods, falling prices can be reversed and aggregate demand restored.

Fighting Deflation: An Outline

I. Effects of deflation: exacerbating a crisis and leading to depression

A. Chain reaction:

- ✓ Drop of prices → businesses and individuals holding on to money →
(1) _____ → cutting production and selling at lower prices
- ✓ (2) _____ → deflationary spiral

II. Ways for governments to fight deflation

A. Conventional monetary tools

- a. (3) _____
 - Explaining what the reserve limit is: the extent within which banks are regulated to keep when using deposits to create new loans
 - Calculating the current reserve limit in the U.S.: \$100 / 0.10 multiplier
 - Assuming what happens if the reserve limit is lowered:
(4) _____ being generated if it is lowered to 5%
- b. Bringing in open market operations
 - Effects of buying treasury securities in the open market:
(5) _____ and encouraging spending
 - Follow-up effect: money becoming less expensive and prices going up
- c. Lowering the target interest rate
 - With a high rate
 - ✓ Costing more to borrow funds
 - With rates being raised
 - ✓ (6) _____
 - With rates being lowered
 - ✓ Becoming cheaper to borrow money
 - ✓ Encouraging new investment
 - ✓ Encouraging individuals to buy a home

B. (7) _____

- a. Resorting to quantitative easing (QE) policy
 - Introducing what QE is: private securities being purchased
 - Explaining the effects of QE: pumping more money into the financial system and increasing the price of financial assets
- b. Setting negative interest rates
 - Meaning of NIRP: depositors paying money instead of receiving interest on deposits
 - Effect of NIRP: (8) _____

C. Fiscal tools

- a. Increasing government spending
 - Government as spender: keeping production going along with employment
 - (9) _____: prices going up again with demand

- b. (10) _____
- Effect of it: feeling a wealth effect and spending money
 - Risk of it: the drop of overall tax revenues

Key:

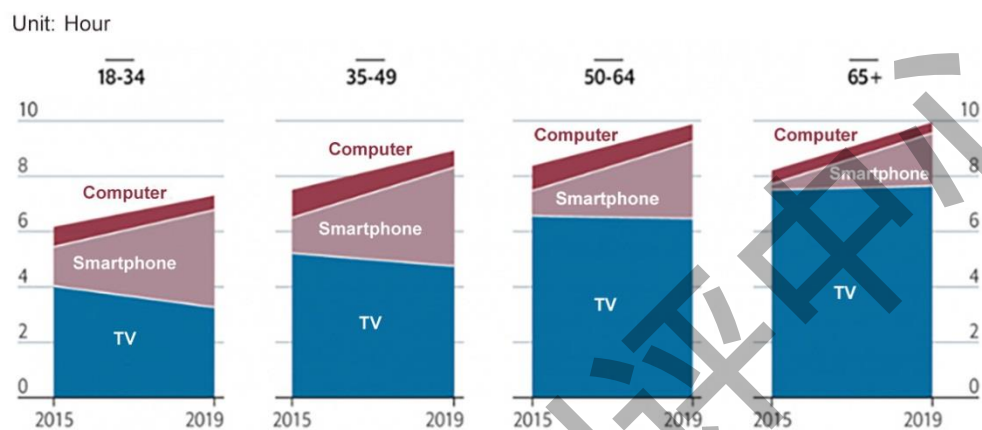
- (1) drop in demand
- (2) Unemployment
- (3) Lowering bank reserve limits
- (4) twice as much credit
- (5) increasing the money supply
- (6) Long-term money becoming more expensive
- (7) Unconventional monetary tools
- (8) encouraging spending
- (9) Government borrowing money
- (10) Cutting taxes

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Task 2

The graph below shows the hours that Americans spend on screens on a daily basis between 2015 and 2019. Using the information from the graph, write a **REPORT** of **150-200** words describing and comparing the trends in different age groups.

Daily Hours Spent on Screens, U.S.



Task 3

You work for an American software developer based in Beijing, of whose employees 42% are from China, 40% from America, 11% from Canada, and 7% from India. Recently your company has been considering the possibility of installing nap rooms to deal with some employees' complaints about their afternoon drowsiness. You have been asked to investigate the case and make suggestions to solve the problem. Your survey has generated the following results.

1. Top 5 reasons employees give for afternoon drowsiness:

- difficulty sleeping induced by work stress;
- frequently working late at night;
- long commutes to work;
- the corporate culture of “always on”;
- the sedentary work style.

2. Employees' attitudes toward installing nap rooms:

| Nationality \ Attitude | Chinese | American | Canadian | Indian |
|------------------------|---------|----------|----------|--------|
| Necessary | 90% | 48% | 46% | 82% |
| Unnecessary | 6% | 50% | 51% | 11% |
| Not Sure | 4% | 2% | 3% | 7% |

Write your Vice President a **PROPOSAL** of about **300** words which includes:

- a brief introduction to the problem;
- an interpretation of the findings;
- an analysis of the feasibility of installing nap rooms.