

重庆大学大学英语期末水平测试 (2)

CQU College English Proficiency Test (2) (CEPT-2)

试题册 (Booklet)

姓名: _____ 学号: _____

考生注意事项

一、在答题前,请认真完成以下事项:

1. 请检查答题卡的印刷质量,如有问题及时向监考老师反映。
2. 请在试题册正面指定位置填写姓名和学号。
3. 请在答题卡 1 和答题卡 2 指定位置用黑色字迹签字笔填写学院(专业)名称、年级、姓名、学号,并用 2B 铅笔将对应试卷号和准考证号的信息点涂黑。

二、在考试过程中,请注意以下事项:

1. 所有题目必须在答题卡上作答,在试题册上的作答一律无效。
2. 请在规定时间内依次完成听力部分、阅读部分和写作、翻译各部分考试,答案写在规定的答题卡上。
3. 作答听力部分时,考生可先将答案写或划在试题册上,考试结束前务必将答案转涂或誊写到相应答题卡上。
4. 选择题均为单选题,错选、不选或多选将不得分,作答时必须使用 2B 铅笔在答题卡上相应位置填涂,修改时须用橡皮擦净。
5. 答题卡 1 用 2B 铅笔作答,答题卡 2 用黑色字迹签字笔在指定区域内作答。
6. 考试结束铃响,监考老师收回答题卡和试题册。待监考老师完成清点并确认无误后,考生方可离开。

Section I Listening (30 Points)

注意:此部分试题请在答题卡 1 上作答。

*In this section, you will hear a selection of recorded materials and you must answer the questions that accompany them. There are two parts in this section: Part A and Part B. While you listen, write your answers on your test booklet. At the end of the listening section, you will have three minutes to transfer your answers to your **ANSWER SHEETS**.*

Part A

*You will hear 6 talks. For Questions 1-20, choose the answer (A, B, C or D) which fits best according to what you hear. You will hear each recording only once. Write your answers on your **ANSWER SHEET 1**.*

Questions 1-3 are based on the talk you have just heard.

1. A) The screen is damaged.
C B) The phone is broken.
C) The screen doesn't function properly.
D) The phone is clearly beyond repair.

2. A) The purchase proof.
A B) An additional amount of money.
C) The transaction record.
D) A confirmation letter.

3. A) Return the phone.
D B) Pay more money.
C) Get a full refund.
D) Repair the phone.

Questions 4-6 are based on the talk you have just heard.

4. A) To attend a training programme.
A B) To meet the English tutor.
C) To attend an English exam. tr co
D) To find a job as an English teacher.

5. A) The tutors' being polite.
B B) Their failing the course.
C) Their progress in English learning.
D) The tutors' being straightforward.

6. A) The tutors' failing to match their words with deeds.
A B) The trainees' bad performance in English learning.
C) The tutors' unique teaching method.

D) The trainees' progress in English training.

Questions 7-10 are based on the talk you have just heard.

7. A) 365.

B

B) 417. m s

C) 129.

D) 316.

8. A) A government sector.

A

B) An intelligence agency.

GVA

C) A research group.

D) A non-profit charity.

9. A) An incident with minimum 4 people shot excluding the shooter.

C

B) An incident with at least 4 people shot including the shooter.

C) An incident with more than 4 people killed.

D) An incident with at least 4 people injured.

10. A) It is the most serious social problem in America.

D

B) The government has no way to stop it.

C) It appeared long time ago in the history of the country.

D) The FBI has not formally defined it.

Questions 11-13 are based on the talk you have just heard.

11. A) A pleasant afternoon in the garden.

B

B) An unforgettable experience.

C) A garden party with friends.

D) An interesting childhood story.

12. A) He climbed up a cherry tree.

D

B) He swung in front of many people.

C) He embarrassed his parents.

D) He was knocked out by the swing.

13. A) He planted a cherry tree in the garden.

C

B) He cut off a branch of the cherry tree.

C) He made the boy a swing in the garden.

D) He invited friends to his house for a party.

Questions 14-16 are based on the talk you have just heard.

14. A) Tax reduction.

B) Hotel management.

C) Business depression.

D) Airport construction.

15. A) No comment is given.
B) They did a good job.
C) They need cut the tax.
D) They should invest more.
16. A) To improve schools and hospitals.
B) To develop tourism.
C) To build a new airport.
D) To levy more tax.

Questions 17-20 are based on the talk you have just heard.

17. A) Application of a finding to practice.
B) The significance of a theory.
C) Why we forget something.
D) How our brain works.
18. A) Long-term memory is more important than short-term memory.
B) Information goes into one's long-term memory first.
C) Short-term memory is more important than long-term memory.
D) Information goes into one's short-term memory first.
19. A) Short but illogical.
B) Hard to understand.
C) Unimportant to us.
D) Long and complex.
20. A) Review it regularly.
B) Analyze it carefully.
C) Study it attentively.
D) Repeat it silently.

Part B

*You will hear a piece of program about English learning. For questions 21-25, complete the statements based on the program with the information you have heard. Use no more than five words for each answer. You will the program twice. Write your answers on your **ANSWER SHEET**.*

21. The woman speaker thinks a global language should be _____.
22. Compared with Japanese pronunciation, English has _____.
23. Japanese writing is more complicated for it has _____.
24. The ways children all over the world learn their languages would be _____.
25. The speakers accept that that languages are about _____.

Section II Reading (50 Points)

注意:此部分试题请在答题卡 1 上作答。

Part A

Read the following passage with ten numbered gaps (26-35). Choose from the words (A-O) the one which best fits each gap. There are five extra words which you do not need to use. Do not use any word more than once. Mark your answers on your **ANSWER SHEET 1**.

Men's style of communicating undergirds(强化) their social power. As leaders in situations where roles aren't 26. ~~M~~ scripted, men tend to be directive, women to be democratic. Men tend to 27. ~~L~~ as directive, task focused leaders, women as social leaders who build team spirit. Men more than women place 28. ~~G~~ on winning, getting ahead, and dominating others. When leading democratically, women leaders get evaluated as favorably as men. When leading autocratically (独裁地), women get evaluated less favorably. People will 29. ~~D~~ a man's "strong, assertive" leadership more 30. ~~G~~ than a woman's "pushy, aggressive" leadership.

Men's conversational style reflects their concern for independence, women's for 31. ~~A~~.

Men are more likely to act as powerful people often do talking assertively, 32. ~~B~~ touching with the hand, staring more, smiling less. Stating the results from a female 33. ~~H~~, women's influence style (especially in mixed sex groups) tends to be more indirect-less interruptive, more 34. ~~O~~ more polite, less cock.

Aware of such findings, Nancy Helen has being argued that women should stop feigning smiles, averting their eyes, and 35. ~~N~~ interruptions and should instead look people in the eye and speak assertively.

A. connectedness

B. tolerating

C. rigidly

D. accept

E. talkative

F. sensible

G. priority

H. perspective

I. forceful

J. interrupting

K. readily

~~L~~ emerge

~~M~~ highly

N. excel

~~O~~ sensitive

Part B

Read the following three passages. For Questions 36- 45, choose the answer (A, B, C or D) which best fits best according to the passage. Mark your answers on your **ANSWER SHEET**.

Passage 1

We don't have a dress code as such. The male teachers wear ties, but there is a really diverse approach to smart style amongst the female staff. Respect comes from body language and behaviour rather than the clothes you wear, but of course certain things would be deemed inappropriate, and I've got no problem with that. It's not my choice of outfit that puts me in the mood for work, because I wear my work clothes socially as well, but when I pick up my big satchel, I can feel myself going into 'teacher mode' because it's got all my stuff in it.

What you wear as a teacher does impact on your relationship with the pupils though, especially the girls. If we wear jeans on non-teaching days, the younger ones giggle about it, which is harmless enough. Then you occasionally eavesdrop on the older girls doing a hard-hitting TV-style

commentary on what the staff are wearing, which can be unnerving. But the popular stereotype of teachers wearing hard-wearing materials like corduroy(灯芯绒衣裤) only makes me laugh, because I love it! Sometimes, if older pupils like something you wear, they'll ask where it's from, which can contribute to breaking down barriers. If you asked my colleagues, they'd say sky blue skirts have become a bit of a signature for me. Not that I mind, because my wardrobe is built around styles and colours that I feel most comfortable in, and I wouldn't change that.

36. How does the author think of her own dressing for teaching?
- A) She has some dressing problems.
 - B) She likes to be dressed appropriately.
 - C) She prefers to be dressed smartly.
 - D) She has a lot of choices of styles.
37. The author likes to wear on non-teaching days in that she thinks _____.
- A) it is unnecessary to be dressed in different situations
 - B) what to dress is OK if one feels comfortable about dressing
 - C) teacher should be dressed formally at any time
 - D) one's dressing has not to do with one's mood for work
38. What point does the author make about the clothes she wears for teaching?
- 1. They should put her in the right frame of mind for work.
 - 2. She needs to dress beautifully if she is to keep her pupils respect.
 - 3. Following fashion helps her to understand her pupils' attitudes better.
 - 4. There are limits to the range of clothes that she considers suitable
39. What does the author think of talking about teachers' dressing with pupils?
- A) It is harmless sometimes.
 - B) It is not encouraged.
 - C) It should be prohibited.
 - D) It should regulated sometimes.
40. The author sometimes feels slightly uncomfortable when_____.
- A) people can tell she is a teacher from her clothes
 - B) younger pupils find her clothes amusing
 - C) pupils criticise their teachers' clothes
 - D) people associate her with one particular style of clothes

Passage 2

Creativity is a frequent element in the mythology, philosophy, or religion of many cultures, and it is fair to say that it is a malleable (有延展性的) concept that has fascinated mankind for centuries. Among a manifold of definitions, creativity can be defined as a cognitive process to generate novel or unconventional solutions. This cognitive process relies on two essential mechanisms: (i) divergent thinking, which generates original, new ideas and (ii) convergent thinking, which logically

evaluates a variety of possible solutions to find the optimal one. For instance, ancient Greek philosophers such as Pythagoras and the Pythagoreans contemplated beauty as an objective principle that maintains harmony, order, and balance. From beauty, however, it is only a small step to creativity--- people admire the beauty of artifacts of various kinds but very often these artifacts are the product of a creative process undertaken by an artist. And, creativity and beauty are not restricted to the liberal arts only. Many theories in science are considered to be the outcome of an equally creative process and people often mention the elegance or beauty of a theory. In the more recent mid-1980s, for instance, science encountered a discourse with beauty and the creative forces in nature through chaos theory, the inspirational field of science that captured, among many other things, the dynamic of natural systems in images, called fractals (分型), of astonishing beauty.

41. What can we know about the concept of creativity according to the passage?
- A) It is clearly defined.
 - B) It is widely studied.
 - C) It is popular in human culture.
 - D) It is essential in human life.
42. What is the major role of creativity as a cognitive process?
- A) To find some unconventional solutions.
 - B) To generate a sense of confidence in thinking.
 - C) To find a more practical way to solve problems.
 - D) To help people make better and novel decisions.
43. The passage indicates that the philosopher Pythagoras would define creativity in the way of _____.
- A) divergent thinking.
 - B) convergent thinking.
 - C) cognitive thinking.
 - D) scientific thinking.
44. The author's purpose in writing the passage is _____.
- A) to newly define creativity
 - B) to distinguish beauty and creativity
 - C) to explain how cognitive process in thinking
 - D) to show both arts and science need creativity
45. How does the author think of beauty?
- A) It is connected with creativity.
 - B) It can be objectively estimated.
 - C) It is beyond scientists' imagination.
 - D) It can generate much creativity in science.

You are going to read extracts from two museum directors (A and B) in which they give their views on museums.

A

Statistics show that museums are going from strength to strength in terms of visitor numbers, which is an encouraging sign in our computer-obsessed society. Online access increasingly rules how we approach information today, and museums have to engage with this to stay relevant. That said, a picture on a screen cannot replace material engagement with an object. Unfortunately, many people still have rather outdated ideas of what museums are like, including believing that they are high-brow institutions aimed at international elite, which is clearly no longer the case, particularly with the smaller ones. With effort, a museum can be the heart of a community, preserving the stories which are important to those who live nearby, and I know of many such museums all over the country which are thriving.

B

Museums are clearly keen to capitalise on the possibilities offered by the Internet, and it is a valuable tool for extending access. Exhibitions can remain on view on our website indefinitely after a physical show has been dismantled, and people have the opportunity to examine fascinating artefacts and works of art from all corners of the globe in much greater detail than they can in the gallery. The only downside of the increasing expectation of online access that I can see, is that provincial museums lose out to the large nationals, as their more limited resources mean they can not hope to compete. I am convinced that this is what is behind their falling visitor numbers. Having said that, on a national level, more people feel that museums are relevant to every one, rather than just a select few, and this has clearly made a difference.

46. What do both directors A and B concern?

- A) Modernization of museum.
- B) Employment of Internet in museum.
- C) Differences between national and local museums.
- D) Challenges current museums face.

47. According to Director A, many people still believe that _____.

- A) Online museum will be popular
- B) Museum is the heart of a community
- C) Provincial museum should take more responsibilities
- D) Museum visiting mainly belongs to some in good taste

48. According to Director B, what museum can benefit from Internet?

- A) To earn more money.
- B) To extend public access to museum.
- C) To replace physical exhibition.
- D) To understand art better.

49. What makes it difficult for provincial museums to compete with large national ones?

- A) Fewer visitors.
- B) Limited resources.
- C) People's concept of museum.
- D) Relationship between visitors and museum.

50. Director B has a different opinion from Director A on _____.

- A) the effective ways to make the exhibits digitalized
- B) the disadvantages of using digital media in the museum
- C) the value of using digital media to present exhibit
- D) the cost by replacing the old manage system in the museum

Part C

*In this section, you are going to read a passage with ten statements (51-60) attached to it. Each statement contains information of the paragraphs. Identify the paragraph from which the information is derived. You may choose a paragraph more than once. Each paragraph is marked with a letter. Write the corresponding letter in your **Answer Sheet**.*

We need to protect 30% of the planet

[A] At a time when the world is grappling with meeting the Paris Climate Agreement and trying to prevent the sixth mass extinction on Earth, an international team of scientists has published a way forward - a Global Deal for Nature.

[B] The science-backed plan, published in *Science Advances*, proposes ambitious targets for the conservation of nature as the most effective pathway to address the extinction crisis and help us avert catastrophic climate change, before it's too late.

[C] The deal calls for 30% of the planet to be protected by 2030, with an additional 20% to be maintained or restored to a natural state and designated as climate stabilization areas.

[D] As we know there is a close link between biodiversity and climate change. Biodiversity – the variety of life on Earth, from species to ecosystems – has a close relationship to climate change. Tropical forests, for example, are home to more than half of all species on land, and capture more of our carbon pollution than any other terrestrial ecosystem. They also sequester much more carbon than planted monocultures.

[E] The same is true for other ecosystems, such as intact mangroves and seagrass beds, which are sites of great biodiversity that store more carbon than coastal areas that have been degraded.

[F] But we have already transformed over half of Earth's land to produce our food, and severely damaged our oceans. As a result, not only are we losing species at a rate 1000 times greater than the natural extinction rate, but we are also losing the ability of the natural world to rid us from our own pollution.

[G] At the moment, 45% of the planet is still in a natural or semi-natural state. But this is changing rapidly, putting severe pressure on the survival of many species, and contributing to an acceleration of climate change. In recent years, 15% of annual greenhouse gas emissions came from forest clearing and fires in Indonesia and Brazil alone.

[H] The science shows that we are approaching tipping points on all fronts. If current trends in greenhouse gas emissions, the conversion of natural habitats and the poaching of large animals are

not reversed, it will be impossible to keep warming below 1.5°C. Many ecosystems and species will simply unravel and disappear.

[I] We know that well-managed protected areas are effective in safeguarding biodiversity and increasing the resilience of ecosystems, both on land and in the ocean. In marine reserves where commercial fishing is prohibited, the biomass of fish is six times greater than in adjacent unprotected areas. Nearby areas also benefit from the spillover of fish, which helps to replenish local fisheries. Governments agreed to protect 17% of land and 10% of the ocean by 2020. But today, we are falling short, with 15% of land protected and 7% of the ocean.

[J] More importantly, the scientific literature overwhelmingly indicates that these existing targets are insufficient to avoid extinctions, halt the loss of biodiversity or maintain key ecosystem services.

51. The biodiversity of coastal areas is degraded.
52. Many species are experiencing severe pressure for survival just due to the fast climate change.
53. To have well-managed protected areas is effective in protecting our ecosystem.
54. The Global Deal for Nature aims at conservation of nature.
55. Tropical forests capture more of our carbon pollution.
56. The planed targets by 2030 are presented.
57. We facing the challenges of losing species at fast rate and losing abilities to rid of our own pollution.
58. Climate change affects the world biodiversity.
59. We have to do a lot of things to save many ecosystems and avoid many species losing.
60. We are suggested to do more to protect the planet.

Section III Writing (10 Points)

注意:此部分试题请在答题卡 2 上作答。

*Read the following paragraph about learning online and write an essay in no less than 150 words one your **Answer Sheet**. In your essay, 1) you should summarize the main points of the text in your own words; 2) comment on these points and present your viewpoints with specific reasons and examples.*

For decades, the conventional view among economists was that technological advances create as many opportunities for workers as they take away. In the past several years, however, research has begun to suggest otherwise. “It’s not that we’re running out of work or jobs per se,” David Autor, an economist who studies the impact of automation on employment, said. “But a subset of people with low skill levels may not be able to earn a reasonable standard of living based on their labor. We see that already.” As automation depresses wages, jobs in factories become both less abundant and less appealing.

For low-skilled workers, warehouse jobs have seemed to be something of a bright spot. Even if fewer people are required to staff a Sam’s Club outlet, the movement of products requires a network of warehouses to store and ship goods. Amazon, the world’s largest online retailer, currently has more than ninety thousand employees at its US distribution centers, and plans to hire tens of thousands more. Workers still do the “picking” in a warehouse, using their skillful fingers and

discerning brains to take soap, coffee, tubes of toothpaste and millions of other products off the shelves and put them into boxes to fulfill the online shopping orders that make up an increasing portion of consumers' buying patterns.

But the same factors that make warehouses a draw for labor have made them a tempting target for automation. In 2012, Amazon spent almost eight hundred million dollars to buy a robotics company called Kiva, which makes robots that can zoom around a factory floor and move tall stacks of shelves of up to seven hundred and fifty pounds in weight. A Deutsche Bank research report estimated that Amazon could save twenty-two million dollars a year by introducing the Kiva machines in a single warehouse; the savings company-wide could reach into the billions. With such a powerful incentive, Amazon is on a quest to acquire or develop systems that can replace human pickers.

Section IV Translation (10 Points)

注意:此部分试题请在答题卡 2 上作答。

*For this section you will be given a paragraph in Chinese, translate it into English. You should write your answer on your **ANSWER SHEET**.*

中国古代画家用绘画来表达自己的情感，不仅仅是在纸上再现世界。从 10 世纪开始，许多画家也是多才多艺的诗人和书法家，他们将诗歌或描述性文字留存在作品上。当然，许多伟大的画家也擅长书法，因为书法与中国画有许多相同的笔法。中国书法本身就被认为是一门需要多年才能掌握的艺术。

