

# 重庆大学大学英语期末水平测试 (3)

## CQU College English Proficiency Test (3) (CEPT-3)

### 试题册 (Booklet)

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#### 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 (35 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 three parts in this section: Part A, Part B and Part C. 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 4 talks. For Questions 1-15, 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**.*

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

1. A) It provides kinds of sustainable products.  
B) It is located nearby a big forest. ~~office~~  
C) It is appealing to ~~nearby~~ clients.  
D) It helps staff work conveniently.

2. A) It gets rid of internal conflicts.  
B) It has a good working environment.  
C) It has a set of certain values. ✓  
D) It should do things for the public good.

3. A) Planting more trees.  
B) Stopping using paper in office.  
C) Reducing staff travel.  
D) Sponsoring more green projects.

*Questions 4-7 are based on the talk you have just heard.*

4. A) It reminds people of food security.  
B) It encourages people to save food.  
C) It educates people to have a healthy diet.  
D) It helps people deal with ~~food issues~~.

5. A) Forbidding large crowds of people to have a big party in a restaurant.  
B) Encouraging people to use doggy bags to take leftover food.  
C) ~~Persuading~~ customers to order their dishes appropriately and adequately. ✓  
D) Asking customers to pay attention to how much food they leave on their plate.

6. A) It offended them for weighing them.  
B) It limited them from ordering what they like.  
C) It served them with low quality food.

D) It charged them more money.

7. A) The global food shortage is coming soon.

C . B) The world can get rid of poverty in 50 years.

C) The world would see its worst food crisis.

D) Food security should be promoted greatly.

Questions 8-11 are based on the talk you have just heard.

8. A) It is a non-governmental organization.

B C) It is an official institution within UN system.

C) It provides funds for research on sustainable energy.

D) It aims at reducing carbon emission in the world.

9. A) To sacrifice the future generations' well-being.

A B) To damage the balance between nature and men.

C) To overdevelop the energy resources.

D) To neglect the changes of the global climate.

10. A) Social development

B B) Sustainability. ✗ .

C) New economy.

D) Urbanization.

11. A) Its income mainly comes from partners.

A D . B) It is greatly honoured by the public in the world.

C) Its success lies in its well-structured divisions.

D) It attracts many world leaders in its annual conventions.

Questions 12-15 are based on the talk you have just heard.

12. A) He was trained again as a subject in the recent study.

A B) He has special intelligence in counting and spelling.

C) He outsmarted 21 Harvard students in the experiment.

D He can learn new skills faster than other parrots. 鹦鹉

13. A) Reading aloud the given names.

D B) Memorizing and recalling many numbers.

C) Spelling English words one by one.

D) Guessing the colourful ball hidden in the cups.

14. A) It is acceptable.

B C) It is unbelievable.

C) It is thought-provoking.

D) It is suspicious and doubtful.

12/14.

15. A) She was the parrot's handler and bird-mom.  
 B) She demonstrated to her subjects how to do the experiments.  
 C) She was an expert in raising parrots for experimenting.  
 D) She was a post-doctorate fellow at Harvard.

### Part B

In this part, you will hear five recordings (R1-R5) from a series of lectures. For Questions 16-20, choose from the list (A-G) of what each recording is mainly about. For questions 21-25, choose from the list (H-N) each recording suggests. In both lists, there are two extra statements which you do not need to use. You will hear the recording twice.

R1 16 ( ~~B~~ ) <sup>D</sup>  
 R2 17 ( ~~E~~ ) <sup>F</sup>  
 R3 18 ( ~~A~~ ) <sup>A</sup>  
 R4 19 ( ~~C~~ ) <sup>B</sup>  
 R5 20 ( ~~G~~ ) <sup>G</sup>

What is each recording mainly about?

- A. Anatomy of brains.  
 B. Learning and memory.  
 C. Working memory.  
 D. The way to conduct the lecture.  
 E. Importance of facts.  
 F. How it is started.  
 G. Kinds of memories.

R1 21 ( ~~A~~ ) <sup>I.M</sup>  
 R2 22 ( ~~B~~ ) <sup>F</sup>  
 R3 23 ( ~~A~~ ) <sup>H</sup>  
 R4 24 ( ~~M~~ ) <sup>J</sup>  
 R5 25 ( ~~L~~ ) <sup>I</sup>

What does each recording suggest?

- H. Our rains, though small, yet use one fifth of our energy.  
 I. It won't talk further about working memory.  
 J. The diagram is used in the lecture.  
 K. It aims to help learners to learn.  
 L. We are so confused with different memories.  
 M. It is very interactive.  
 N. Human brain is divided into two lobes.

### Part C

In this part, you will hear a lecture about intelligences. For questions 31-35, answer the questions with the information you have heard. Use no more than five words for each answer. You will hear the recording twice.

26. learn and use language well  
 27. naturalist intelligence  
 28. bodily intelligence  
 29. understand others and yourself well  
 30. \_\_\_\_\_

1. linguistic  
 2. m  
 3. bodily  
 4. spatial  
 5. musical  
 6. interpersonal  
 7. intrapersonal  
 8. naturalist  
 9. logical-mathematical  
 10. kinesthetic  
 11. visual-spatial  
 12. bodily-kinesthetic  
 13. musical-rhythmic  
 14. interpersonal  
 15. intrapersonal  
 16. naturalist  
 17. logical-mathematical  
 18. kinesthetic  
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word more than once. Mark your answers on your **ANSWER SHEET**.

Humans have bodies. During the last century technology has been 31. ~~H~~ <sup>G</sup> us from our bodies. We have been losing our ability to pay attention to what we smell and taste. Instead we are 32. ~~A~~ in our smartphones and computers. We are more interested in what is happening in cyberspace than in what is happening down the street. It is easier than ever to talk to my cousin in Switzerland, but it is harder to talk to my husband over breakfast, because he 33. ~~F~~ looks at his smartphone instead of at me.

In the past, humans could not afford such carelessness. Ancient foragers were always 34. ~~J~~ <sup>B</sup> and attentive. Wandering in the forest in search of mushrooms, they watched the ground for any telltale bulge. They listened to the slightest 35. ~~K~~ in the grass to learn whether a snake might be lurking there. When they found an edible mushroom, they ate it with the 36. ~~O~~ attention to distinguish it from its poisonous cousins. Members of today's affluent societies don't need such keen awareness. We can wander between the supermarket aisles while 37. ~~M~~ messages, and we can buy any of a thousand dishes, all supervised by the health authorities. But whatever we choose, we might end up eating it in haste in front of a screen, checking emails or watching television, while hardly paying attention to the actual taste.

Zuckerberg says that Facebook is 38. ~~E~~ to continue improving our tools to give you the power to share your experience with others. Yet what people might really need are the tools to connect to their own experiences. In the name of sharing experiences, people are encouraged to understand what happens to them in terms of how others see it. If something exciting happens, the gut 39. ~~K~~ <sup>J</sup> of Facebook users is to pull out their smartphones, take a picture, post it online, and wait for the "likes". In the process they 40. ~~B~~ <sup>C</sup> notice what they themselves feel. Indeed, what they feel is increasingly determined by the online reactions.

A. absorbed <sup>全神贯注</sup>  
B. alert <sup>警觉</sup>  
C. barely <sup>很少</sup>  
D. carefully  
E. committed

F. constantly  
G. distancing  
H. dividing  
I. farthest  
J. instinct <sup>本能</sup>

K. movement  
L. required  
M. texting  
N. typing  
O. utmost <sup>极度的</sup>

## Part B

Read the following three passages. For Questions 46- 55, 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

Generation X and Generation Y grasp that media choices can and must be customized to reach individual decision makers. To them it is all about creativity, customization, and user-generated content. The short of it is, if you want to talk to young consumers these days, you'd better be on YouTube. It has always been difficult to reach young men and women through mass media like TV. Teenagers in particular are very fragmented <sup>碎片化</sup> in their media choices and they are increasingly spending enormous amounts of time online and on sites where they have increased choice like YouTube.

According to Media Metrix, YouTube had 160.8 million unique visitors worldwide in March

2007, a sixfold increase from 223 million visitors worldwide in March 2016. Youtube YouTube has enjoyed such large increases in audience size that the video-sharing site now commands more visitors than the next 64 portals of its type combined. The demand is so great that even big brands are getting on YouTube in an attempt to reach the younger generation.

Brands ranging from Gap to Victoria's Secret, Calvin Klein, Nike, and Adidas are increasingly a home on YouTube, My Space, and similar sites, where their videos, commercials, behind-the-scenes footage, and fashion shows are posted for free. These sites have the potential to transform the way fashion brands reach their current and future customers since hundreds of thousands of people can view a single spot — with humorous ones scoring the most hits. The keys to unlocking the generational secrets are creativity, language, and formats. The internet and associated applications are dominant media sources in their lives.

These generations are not static consumer audiences like their predecessors were. If they don't like a ringtone, they'll make one themselves. If they don't like news coverage, they'll write their own stories and shoot their own videos. So, to keep connected with these generations, marketers are forced to get creative, customized, and enable user-generated content in their own way.

41. What might be the reason for young people to give up watching TV now from the passage?

- B D
- A) They don't want to watch old programs.
  - B) They don't want to be told what to watch.
  - C) They cannot learn anything from the TV now.
  - D) They cannot spend too much time on watching TV.

42. Now teenagers are very fragmented in their media choices in that \_\_\_\_\_.

- A
- A) they can find their own customized choices
  - B) they can share their own stories with others
  - C) they can find more resources to create their own choices
  - D) they can post their own videos online if they like

43. The author quotes Media Metrix' figures in Para. 2 to show \_\_\_\_\_.

- C A
- A) YouTube's big popularity
  - B) YouTube's growth in audience size
  - C) YouTube's marketing value
  - D) YouTube's increasing demand

44. What does the author think of using humorous spot to reach customers on YouTube?

- C A
- A) Profitable.
  - B) Innovative.
  - C) Unbelievable.
  - D) Laughable.

45. The best title for the passage might be \_\_\_\_\_.

- D A
- A) Customizing customers online
  - B) Transforming our lifestyles
  - C) Generation gap in business

## D) Getting creative with YouTube

### Passage 2

AI, robotics and other forms of smart automation have the potential to bring great economic benefits, contributing up to \$15 trillion to global GDP by 2030 according to PwC analysis. This extra wealth will also generate the demand for many jobs, but there are also concerns that it could displace many existing jobs.

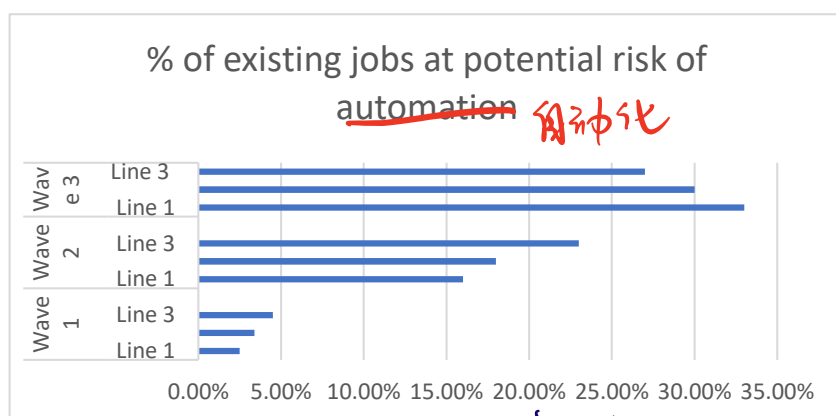
We have analyzed in detail the tasks involved in over 200,000 existing jobs across 29 countries to assess what the potential for automation may be at various points over the next 20 years. We identify three waves of automation that might unfold over this period:

- Wave 1 (to early 2020s): algorithmic 算法
- Wave 2 (to late 2020s): augmentation 增多
- Wave 3 (to mid-2030s): autonomy 自主

During the first wave, we expect relatively low displacement of existing jobs, perhaps only around 3% by the early 2020s. But job displacement could increase in later waves as these technologies mature and are rolled out across the economy in increasingly autonomous form.

By the mid-2030s, up to 30% of jobs could be automatable, with slightly more men being affected in the long run as autonomous vehicles and other machines replace many manual tasks where their share of employment is higher. During the first and second waves, however, women could be at greater risk of automation due to their higher representation in clerical and other administrative functions (see chart).

These estimates are median values across 29 countries, with the UK being very close to the average. Long-term automation could be lower at only around 20-25% in Asian and Nordic countries, but could be higher at over 40% in some Eastern European countries (EEC) according to our analysis.



46. The major concern of the passage is \_\_\_\_\_.

- A) new jobs demanded by AI
- B) AI's economic benefits
- C) job displacement by AI
- D) AI's contribution to GDP

47. In the algorithmic wave we are expected \_\_\_\_\_.

- A) to use AI technologies in limited areas
- B) to use AI in all fields of industry
- C) to cooperate with robots in our work
- D) to have more complex algorithms

48. From the passage we know \_\_\_\_\_.

- A) men's jobs are less likely to be replaced
- B) manual jobs used to be taken up by men
- C) women are more vulnerable to AI challenge
- D) the future jobs require more technical training

49. The AI's impact on the job starts with \_\_\_\_\_.

- A) manufacturing jobs
- B) low-skilled jobs
- C) some office jobs
- D) high-paying jobs

50. What does Line 1 in the figure above stand for?

- A) Men.
- B) Women.
- C) UK.
- D) EEC.

### Part C

Read the following passage and complete Task One and Task Two. Mark your answers on your Answer Sheet.

#### The importance of being rounded

[51] The acronym Stem --- science, technology, engineering and mathematics was coined in the US in 2001. The idea of integrating and promoting skills seen as key to turbo-charging American prosperity. Stem quickly took root and spread beyond the US, not least because of its power as a metaphor: it makes the subjects sound foundational, central, while everything else is edging. In a climate of rickety job prospects, high tuition fees and a correlation of degrees with starting salaries, Stem subjects are equated with employability, good incomes and stability.

[52] Stem is flourishing, but it is a cause for concern that other subjects on the tree of knowledge are in less good shape. Falling numbers of English graduates will soon coincide with a baby bulge just hitting secondary schools, which over the next decade will need 50,000 more teachers especially in core subjects; the Black Lives Matter protests underscored our thoroughgoing incomprehension of our history.

But besides such practical issues is the larger question of what a good life is. This week, a group of professors by the British Academy including the London School of Economics and Arts Council England offered their answer a parallel acronym, Shape --- social sciences, humanities and the arts for people and the economy. So, everything from fine art to psychology to economics: the disciplines that help us govern ourselves, understand how we have developed over time and argue for doing it



Stem(科学、技术、工程和数学)这个缩写词2001年在英国被创造出来。整合和提升技能的理念被视为推动美国繁荣的关键。Stem一词迅速在美国之外生根发芽,并传播开来。主要因为它作为一个缩略的力量,它让这些主题听起来是基础的、中心的,而其他一切则是边缘的。在就业前景不确定、学费高昂、学位与职业相关的大环境下,Stem学科被等同于就业能力、良好的收入和稳定性。

所有的更好。

如果可能的话,Shape的理由可以像经济方面的论点。艺术和文化部门的贡献超过了农业。这导致100亿美元。人文学科被认为是缺乏明显的职业路径。这实际上是一个重视灵活性和创业精神的经济体的优势。而能力较低的观点并没有得到2017年Shape专业88%的毕业生就业(Stem专业89%)这一事实的证实。

Stem正在蓬勃发展,但令人担忧的是,知识界上的其他学科状况不佳。英国专业毕业生数量的下降将很快与刚刚进入中学的婴儿潮相吻合。在未来十年,中学将需要5万多名教师。尤其是核心学科的教师。“黑人的命也是命”抗议活动凸显了我们对历史的彻底不理解。

形状科目也将回应我们面临的最近问题的核心。例如,科学是理解气候紧急情况的基础,但不会影响实际部署所需的政治和行为变化。它也不一定能够预测或塑造未来。埃里克·霍布斯鲍姆(Eric Hobsbawm)问题:“杰出的设计将具有与专业建筑师类似成功预测事物的形状”感到遗憾。事实上,他们有时可以。毕竟,植物的茎是由叶子支撑的,而不仅仅是它的装饰。

我们不应该基于为信任、好奇、快乐和开放本身的好处而争论。与Stem一起,Shape科目有能力充分挖掘我们的人性,帮助塑造一个全面的、有弹性的国家。为这些学科争取平等的权重不仅更好,而且也是必要的。

all better.

[53] The argument for Shape can, if necessary, be economic: last year the arts and culture sector overtook agriculture in terms of its contribution, at £10.8 bn a year. The humanities' supposed lack of obvious vocational pathways is in fact a strength in an economy where flexibility and entrepreneurship are prized, while the perception of lower employability is not borne out by facts that 88% of Shape graduates were employed in 2017 (compared with 89% for Stem).

[54] Shape subjects will also be central to answering the most urgent questions we face; science, for instance, is foundational to comprehending the climate emergency, but will not effect the political and behavioural changes needed to achieve net zero. Nor will it necessarily predict or mould the future. Eric Hobsbawm may have found it baffling that “brilliant fashion designers sometimes succeed in anticipating the shape of things to come better than professional predictors”; the fact remains they sometimes can. The stem of a plant is, after all, sustained and not just decorated by its leaves.

[55] We should not be shy to argue for confidence and curiosity, joy and openness as good in themselves. Along with Stem, Shape subjects have the potential to open up the full extent of our humanity, to help shape a well-rounded empathetic and resilient body politic. Fighting for equal weighting for these disciplines is not only good but also necessary.

## Task One

For questions 51-55, choose the list (A- H) the statement or phrase best expressed in each numbered paragraph (56 -60). There are three extra statements which you do not need to use.

51. C
52. H
53. F
54. B
55. E

[A] Shape subjects are different from Stem subjects in functions.

[B] Shape should be taken as an integrated part of the curriculum. ☒

[C] Stem subjects can keep young people's options open.

[D] Shape subjects are more useful in the future society.

[E] The professors believe in well-rounded education.

[F] Shape subjects can create huge economic bonus both to the society and individuals.

[G] There are a lot of potential problems with a biased curriculum.

[H] Knowledge of Stems is not enough for people to face our human problems.

## Task Two

For questions 56-60, decide whether each statement agrees with the information given in the Text.

Mark

T if the statement agrees with the information

F if the statement contradicts the information; and

N if there is no relevant information.

- T 56. [N] Subjects other than Stem used to be neglected in schools.
57. [F] Science can help us change our behaviour to solve climate issues.
- N 58. [T] The Black Lives Matter protest reveals some long-rooted problems in our society.

64. [ T ] Brilliant fashion designers may act differently from professional predictors in predicting fashions.
60. [ F ] Learning humanities is no good to promote the present economy.

### Section III Writing (10 Points)

注意:此部分试题请在答题卡 2 上作答。

*Read the following text about Teachers vs Technology and write an essay in no less than 150 words on your Answer Sheet. In your essay you should:*

- 1) Summarize the main points of the text in your own words, you could not copy any full sentences from the passage;*
- 2) Comments on the point you are interested in, and present your points with specific reasons and examples.*

#### **Teachers vs Technology: Can Technology Replace Teachers?**

With the advent of machine learning, natural language processing, and robots that are lifelike in a way never seen before, so how far away are we from an automated teacher?

##### **1.What is the role of a teacher and why technology could never replace the good teacher?**

It is not merely to teach, but to provide an education. There is an art to imparting knowledge to students that current technology is nowhere close to mastering. Educational technologies are currently aiding teachers in their work, not completely taking over them. They are tools, not replacements.

For instance, we can use school management software to collect data on student learning patterns, check for the efficacy of a new learning method, or just make the teaching experience more holistic and continual by using technology to facilitate engagement. These certainly enhance the teaching experience (and the learning experience) for students, however, they are not comprehensive enough to completely take over the task.

Teachers do more than just the one-way task of instructing a student. They identify social cues that would be impossible for a machine to parse, especially non-verbal or invisible interactions, that affect the learning experience. They help identify roadblocks for students that might be more personal or emotional in nature, that a machine cannot pick up on. They help to contextualize lessons in real time, which might not be possible for a piece of technology to do.

Think back to your favourite teacher – did you enjoy her teaching because of her infallible library of knowledge or because of how she made the subject she taught come alive for you? The human connection is necessary for something as key as the act of learning.

##### **2.How technology can simplify the teacher's life?**

Instead of asking whether technology has reached a point where it can replace human teachers, we must ask what aspects of the job it can take over to make their lives easier.

Teachers world over are overburdened – they take on a caring role in a parent's stead, they advocate

for students who might be otherwise forgotten, and they shape a nation's future early on. Instead of merely remembering them on a designated day (Teacher's Day cards are appreciable but not game-changing) we should perhaps be focusing on building technology that aids them in these efforts. School management systems already perform these roles in different ways. They help teachers open up communication channels with students and parents. Teachers are able to stay better organized and on top of their game with reduced time and effort investment thanks to the superior organizational and processing capabilities of their school management software. Education technologies can help enhance teaching methods by making existing content more dynamic or helping teachers create fresher content that was previously out of their reach due to budgetary and technological constraints. Technology must be built to enable teachers, not replace them.

#### 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**.

太极拳(Taijiquan)是一种中国功夫和体育项目,是中国辩证思想、艺术和武术(martial arts)的完美结合。它与中国古代道教(Taoism)有着密切的关系,在其指导下,形成了一系列学习武术的实践方法。它的特点是以攻为守,以静止之术战胜动态之术。而且,这种功法是一种很好的修身养性的养生方法,对人体的形状、呼吸、力量、素质和精神都有很好的修炼作用。由于这些特点,它被认为是中国文化的精髓。

Taijiquan is a kind of Chinese <sup>sports</sup> kungfu and physical project.  
It is a perfect combination of Chinese <sup>dialectical</sup> unbounded thought, art and martial art. It has a close relationship with ancient Chinese Taoism. Under its instructions, Taijiquan formed a <sup>series</sup> period of practical ways of learning martial arts. The features of it is <sup>taking</sup> using attack as defence and using the art of <sup>static</sup> still to beat the art of movement.  
Besides, the <sup>virtu: kind of skill</sup> art is a good way of gaining physical and mental benefits, <sup>cultivate one's health</sup> benefiting to people's shape of body, breath, power, rhythm and <sup>quality</sup> spirit. Because of these features, it's regarded as the core of Chinese culture.