

CQU College English Proficiency Test (4)

(CEPT-4)

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 (35 Points)

注意:此部分试题请在答题卡上作答。

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) Students number in vocational colleges has greatly increased.
B) More than 100 vocational colleges can offer bachelor degrees
C) There are more quality courses at the national level than those of provincial level.
D) China has more vocational colleges than ordinary colleges and universities.
2. A) It boosts its service sectors as the key industry.
B) It strengthens China's manufacturing capacity.
C) It demands for more technical skills.
D) It makes China's economy more innovative.
3. A) Students are satisfied with the course.
B) Facilities still need to be updated quickly.
C) The teacher-student ratio still needs improving.
D) There are emerging many innovative curriculums.

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

4. A) To help old people make new friends online.
B) To enhance old peoples' skills in technology.
C) To improve old people's mental health.
D) To teach old people how to send emails.
5. A) They were interested.
B) They were confident.
C) They were annoyed.
D) They were reluctant.
6. A) Send texts.
B) Read newspapers.
C) Make friends.

D) Exercise their brain.

7. A) Ordering groceries online.
B) Phoning their grandchildren.
C) Playing online games.
D) Using social media.

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

8. A) The importance of the media.
B) The importance of globalization.
C) The importance of obtaining news.
D) The importance of changing our society.
9. A) International cooperation.
B) Live telecast.
C) Modern technology.
D) News agencies.
10. A) It can lead to social change by raising our awareness of issues.
B) It can spread world news and keep all the readers up to date.
C) It can promote globalization and world commerce.
D) It can help us acquire knowledge and improve our work.
11. A) To show the world can make euthanasia a reality for all nations.
B) To show legalizing euthanasia can have a positive impact.
C) To show the validity and feasibility of legalizing euthanasia (安乐死).
D) To show the media can help raise our awareness of the issue.

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

12. A) It helps sharks become one of the successful killers in the sea.
B) It helps sharks reduce resistance and turbulence while swimming.
C) It makes sharks better adapt to the temperature changes in the sea.
D) It makes sharks well hidden for being attacked by bigger creatures.
13. A) To clarify a new theory about animal evolution.
B) To help swimmers do better in contest.
C) To investigate the evolution of shark skin.
D) To reveal the unique feature of shark skin.
14. A) It is worthwhile to investigate the natural world.
B) Not everything could be replicated.
C) We can swim faster with shark skin like dress.
D) New technology like 3D print is helpful to explore the world.

15. A) It uses new technology to explore natural world.
 B) It leads to revolutionary inventions in many fields.
 C) It solves the problem impossible before.
 D) It reveals the function of shark skin.

Part B

You will hear five recordings (R1-R5) from a series of lectures. For Questions 16-20, choose from the list (A-G) what topic is discussed in each recording. 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. Write your answers on your **ANSWER SHEET**.

R1 16 ()

R2 17 ()

R3 18 ()

R4 19 ()

R5 20 ()

R1 21 ()

R2 22 ()

R3 23 ()

R4 24 ()

R5 25 ()

What topic is discussed in the recording? What does the recording suggest?

- A. A newspaper reporter
 B. Good students
 C. Extraordinary people
 D. Lecture of memory
 E. Ordinary people
 F. Teachers
 G. Two experiments

- H. People have different kinds of good memory.
 I. They focus more on beginning and ending.
 K. He remembers things with his senses.
 L. They should improve students' memory.
 M. They could remember some details long time ago.
 N. How the lecture is organized.
 O. They have special memory.

Part C

You will hear a radio program. 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. Write your answer on your **ANSWER SHEET**.

- 26 They are _____.
 27 Termites don't receive _____.
 28 Large numbers of units working individually can build _____.
 29 They give robots enough feedback to help with _____.
 30 They all act independently but _____.

Section II Reading (40 Points)

注意:此部分试题请在答题卡上作答。

Part A

Read the following passage with ten numbered gaps (31-40). 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**.

If you've ever been in love, you know the euphoria (幸福感) of being with and thinking about your beloved. You yearn to know all about them, hear about their day, and life seems more 31. _____. You hear a song and think about them, long to hear their voice, and text throughout the day.

This is romantic love, which scientists define as "an 32. _____ desire for union with a specific other. Interestingly, according to many Eastern and spiritual traditions, love is a desire for the well-being of "all" and not just one person. Therefore, many of these traditions shun (避开) the idea of attachment to one individual, theoretically 33. _____ many of us from attachment and suffering.

Perspectives that 34. _____ the role of romantic love or the ascribing of "special meaning" and 35. _____ to a specific individual are not wrong, per se. These views were 36. _____ for their times. However, they do not consider modern scientific advances that show that there are underlying biological systems that play a major role in romantic love. Indeed, ascribing "special meaning to specific others" is the basis of love and "attachment." Attachment 37. _____, observed in humans and other mammals, serve many important functions including reproduction, raising of offspring, caregiving, and long-term companionship.

Western theory and scientific advances on the biology of love suggest that it is in the 38. _____ of our genes to ascribe special meaning and value to a specific "other." In fact, it is considered insensitive and cold for a person not to behave in a caring and nurturing way towards a child, family member, or spouse. 39. _____, it may be perceived as inappropriate for an individual to display the same level of affection towards a stranger as they would towards their child, spouse, or friend.

Psychological theories of romantic love propose that it is "an intense longing for union with another individual," not just physical union but emotional, 40. _____, and spiritual union as well. A common theme among models of romantic love is that it is a "select" partner preference, where the "partner" takes on special meaning.

- | | | |
|----------------|---------------|---------------|
| A. appropriate | F. devotion | K. retell |
| B. bonds | G. depressing | L. intense |
| C. cognitive | H. fabric | M. meaningful |
| D. Conversely | I. factor | N. minimize |
| E. common | J. freeing | O. Similarly |

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 text. Mark your answers on your **ANSWER SHEET**.

Passage 1

One Austin, Texas, father was startled to see his 5-year old daughter wearing a shirt that announced I'M LOVABLE AND CAPABLE. All of the kindergarteners, he learned, recited this phrase before class, and they all wore the shirt to school on Fridays. It seems the school started a bit

too young, however, because the child then asked, “Daddy, all the kids are wondering, what does capable mean?”

After school, when kids play sports, the self-esteem emphasis continues. In most leagues, everyone gets a trophy just for playing --- you sit on the bench, you get the trophy; you don't try, you get the trophy; you suck, you still get a trophy. My nephew has a large trophy engraved with EXCELLENCE IN PARTICIPATION. What does that mean --- I'm good at showing up? In other leagues, everyone gets the same-size trophy no matter who wins or loses. In a widely read op-ed in *the New York Times*, Ashley Merryman reported that trophy and award sales are a \$3-billion-a-year industry in the United States and Canada --- even though, as she summarizes the research, nonstop recognition does not inspire children to succeed. Instead, it can cause them to underachieve.

Some people have wondered if the self-esteem trend waned after schools began to put more emphasis on testing during the late 1990s. A quick Google search suggests that's not the case, with many schools mentioning self-esteem in their mission statements. And in 2012, my daughter Kate came home from kindergarten with a self-portrait worksheet proclaiming “I'm very happy to be me” and (worse) the same song I use in my talks to illustrate how we teach kids narcissism: “I am special /I am special/ Look at me...” Kate now knows what (as she pronounces it) “narcissism” is.

41. What does the writer think of the phrase of “I'M LOVABLE AND CAPABLE”?

- A) It is useful for children to learn its meaning.
- B) It goes beyond the children's capability to put it into practice.
- C) It is difficult for young children to understand its meaning.
- D) It is intended to enhance children's efficiency of learning.

42. According to Ashley Merryman, what do trophy and award bring about?

- A) They fail to offer children inspiration.
- B) They show no discrimination to wins or losses.
- C) They value children's participation.
- D) They discourage children from doing their best.

43. What has happened after schools began to put more emphasis on testing?

- A) The self-esteem trend has been growing.
- B) Children have been inspired to create.
- C) The self-esteem trend has declined.
- D) Schools have revised their mission statements.

44. What does the writer mean by “narcissism”?

- A) Children are taught to behave properly.
- B) Children are taught to be happy.
- C) Children are taught to be over-confident.
- D) Children are taught to be brave.

45. What can we infer from the passage about children's self-esteem?

- A) It may be premature.
- B) It may be excessive.

- C) It may be underestimated.
- D) It may be resultless.

Passage 2

Nowadays, with the advent of AI and machine learning (ML), we are confronted with a new and challenging problem: machines can also learn, from experience (in the form of data), and thus develop the capability to make independent judgments, decisions, and actions. Therefore, the question is whether humans should also educate machines and how.

We differentiate between ML (machine learning) and AI. With ML we intend the “study of computer algorithms that improve automatically through experience.” While AI is much broader in scope and refers to the science of making computers behaving like intelligent agents, having superintelligence (a form of intelligence, not yet clearly specified, superior to human intelligence) as its limit. Therefore, in our context, ML and AI do have some commonality but are not equivalent. An intelligent machine learns well; a stupid machine not so well. We recognize that an intelligent machine may learn nothing, if not provided with the means to learn, e.g., experience in the form of data. A stupid machine could learn well, say if given the opportunity of manifold repetition.

In this treatise, we explore the relationships among ML and AI, their morals, and ethics. As such, the authors are liable to clarify these concepts, and define their relationships. For our purposes, morals are codified systems of principles of right and wrong that guide an individual in actions and deeds. These are principles of the self, independent of their impingement upon others. By contrast, ethics consist of a set of rules of conduct or principles of right and wrong recognized in the context of a given group of individuals or a given society. Ethics and morals could differ, for example, an individual following her morals could act unethically in a given context, and, on the other hand, what society considers ethical could be in contrast with an individual’s own morality.

46. What is the author’s concern on the advent of AI and ML?
- A) How to regulate the use of AI in life.
 - B) How to education machine to learn.
 - C) How to avoid being replaced by machine.
 - D) How to enhance machine’s capability.
47. What is the major task for studying ML?
- A) To make algorithms get improved by themselves.
 - B) To make machine learning more applicable.
 - C) To reduce the cost of machine algorithms.
 - D) To modify the present techniques of machine learning.
48. What do we know about intelligent machine and stupid machine?
- A) Both can update their applicability automatically.
 - B) Both can compete with human’s intelligence.
 - C) Both can learn if they are given data to proceed.
 - D) Both have exact commonality in nature.
49. What does the passage imply about the study of morals and ethics?

- A) It might be obviously cleared by many researchers.
- B) There might be lack of original research on many challenging problems.
- C) It might cost a lot of money and efforts to lay a foundation for the study.
- D) There might be a lot of confusions in the study.

50. According to the passage, what can we know about one's right morals?

- A) They might be ethically wrong.*
- B) They might be learned in experience.
- C) They might be coded in knowledge.
- D) They might be replaced by social conventions.

Part C

Read the following passage and ten statements(51-60) following carefully. Write T、F、NG for each statement in your Answer Sheet.

- T : (True) if the statement agrees with the information*
F: (False) if the statement contradicts the information
NG: (Not Given) if there is no information on this

Why Computer Science Needs The Humanities

It is a fascinating coincidence that the digital surveillance state has come to the forefront over a period of significant decline in humanities enrollment. Today's computer science students are spending their formative college years in an increasingly isolative echo chamber that emphasizes capability over privacy, the notion of what "could" be done over what "should" be done. Data is the new oil, the pathway to riches paved with the personal information of others dehumanized to mere "data" and analyzed from afar, the harm done to them mere collateral damage in the pursuit of fame, fortune and glory.

To the engineering student of a century ago, such an isolated and single-minded focus on STEM would have been unthinkable. Engineering students at the nation's top universities were given a rich humanities education to contextualize their newfound engineering knowledge. Like their non-STEM peers, engineers learned classical languages, immersed themselves in history, explored the world beyond their own doorsteps and culture beyond their own, learned how to communicate through oratory and literature, argued philosophy, experienced the arts, embraced anthropology, delved into archaeology and even touched upon law and politics. The curriculums of science and engineering students of the late 1800's at major US research institutions might seem unfathomable to a student of today, but reflected the era's deep understanding of the importance of the humanities to the functioning of a healthy society.

Engineers were not merely "builders" who created things in isolation. They were members of society building things in the service of that society and whose creations impacted that society. A humanities perspective was seen to help those engineers understand the society in which they existed and their own role in that society to help them both better serve their society and better communicate and engage with the rest of society.

Today such a holistic and cooperative understanding of the place of STEM in society has long since faded out of memory. Computer science students today are still required to take a small number

of non-technical courses, but this brief fleeting field trip is a far cry from the forcible deep immersion into the world beyond equations, experiments and code that was once required.

Computer programmers today are taught that the world exists for them to shape in their own image, rather than a vibrant and diverse landscape they merely inhabit. Programming is no longer seen as something conducted in the service of society, it is viewed as something above society, an elite role bestowed (给予) the power to determine the outcomes of all others through algorithmic arbitration. Cultures, geographies, traditions and perspectives deemed “different” are to be algorithmically suppressed in a form of technology-based neo-colonialism. Technological determinism reigns supreme. The idea that history, other cultures or even other disciplines of study might have something to offer is dismissed out of hand. The world outside of code holds little interest. This divergence of STEM away from the humanities comes at great cost.

Computer science focuses on quantitative reduction, simplifying the chaotic cacophony (杂音) that is human life into the purity of mathematical equations. The humanities emphasize qualitative exploration of that cacophony at its fullest, leveraging all of its rich detail to understand the “why” behind computer science’s focus on the “what.” A programmer builds deep learning models to combat misinformation. A humanist examines what it is that makes a society embrace falsehoods. The former merely patches up the symptoms. The latter seeks a cure for the disease itself.

In the end, computer science reduces the world to numbers. The humanities teach us how much those numbers fail to capture. Perhaps if computer scientists looked up from their screens of code they might see the vast vibrant diverse world around them and once again understand why the humanities are ever more important in a world increasingly defined by code.

- 51. The decline of the humanities enrolment resulted from the increase of digital surveillance. ()
- 52. It has been a heated discussion on the balance between what could be done and what should be done to engineers? ()
- 53. Today’s curriculum of STEM can not provide necessary social context for students’ learning. ()
- 54. Engineers’ work needs interaction with society. ()
- 55. There are some obvious disadvantages for STEM students who have studied few non-technical courses in the university. ()
- 56. Computer programmers are suggested to put themselves into society not above the society. ()
- 57. Technology-based neo-colonialism values nothing but algorithms. ()
- 58. People of technological determinism believes learning other disciplines rather than STEM comes at a great cost. ()
- 59. A humanist’s attitude toward a problem is different from that of programmers in that he/she has no interest in technology. ()
- 60. Computer scientists should know how they can make themselves see the vast vibrant world around them in the digital society. ()

Section III Writing (10 Points)

注意:此部分试题请在答题卡 2 上作答。

An international lifestyle magazine has published an article which argues that pop music contributes nothing to people's lives. You have read the article and think that its ideas are too negative. Write a letter to the magazine editor in which you explain your reasons for disagreeing with the article, giving your opinion on the value of pop music in people's lives today.

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**.*

保护中国的山川、河流、湖泊、森林以及生活在其中和周围的人、植物和野生动物的福祉，是中国的国家政策，由政府依据国家颁布的环境保护法进行管理。强调通过城市化和旅游业合理开发自然资源，不仅是各级政府的主要关切，而且是许多非政府组织和普通公民的主要关切。目前，中国有城市 662 多个，城镇 1.9 万多个，城镇化率达到 36%。预计未来 50 年，中国将有 6 亿多人口从农村转移到城市。专家预测，到 2050 年，中国将有 11.2 亿人或总人口的 70%生活在城镇。