CET6-5 模拟题

Part Ⅱ Listening Comprehension

Section A

Directions: In this section, you will hear two long conversations. At the end of each conversation, you will hear four questions. Both the conversation and the questions will be spoken only once. After you hear a question, you must choose the best answer from the four choices marked A, B, C and D. Then mark the corresponding letter on Answer Sheet 1 with a single line through the centre.

2、 A. Taking away his diploma.

B. Acquiring his scholarship.

C. Submitting a required form.

D. Applying for a part-time job.

3、 A. His credits are not enough.

B. His academic record is lost.

C. He missed the graduation ceremony.

D. He changed his academic record himself.

4、 A. Identifying how many academic credits a student gets.

B. Sending letters one year before students graduate.

C. Making sure a graduate gets 48 credits in his or her major field.

D. Checking at least 24 credits are at or above the intermediate level.

5、 A. Taking intro courses.

B. Doing laboratory research.

C. Failing assigned work.

D. Attending classroom lectures.

6、 A. His absence.

B. His late essay.

C. The retirement party.

D. Anthropology classes.

7、 A. Interesting.

B. Practical.

C. Abstract.

D. Inspiring.

8、 A. She is easy-going.

B. She is assertive.

C. She is not interesting.

D. She keeps a low profile.

9、 A. Assist her in a project.

B. Write articles on anthropology.

C. Spend time with Dean Adams.

D. Help arrange the retirement party.

Section B

Directions: In this section, you will hear two passages. At the end of each passage, you will hear three or four questions. Both the passage and the questions will be spoken only once. After you hear a question, you must choose the best answer from the four choices marked A, B, C and D. Then mark the corresponding letter on Answer Sheet 1 with a single line through the centre.

10、 A. The scars of abuse will disappear one day.

B. Abuse has a lasting impact on victims.

C. She will not forgive the abuser's misdoings.

D. She hates the abusers because of their crimes.

11、 A. Their performance is far less satisfying.

B. Their response is timely and effective.

C. They have tried their best to curb abuse.

D. They are reluctant to respond to abuse.

12、 A. Verbal abuse.

B. Sexual abuse.

C. Physical abuse.

D. Emotional abuse.

13、 A. To communicate.

B. To offer your help.

C. To appreciate others.

D. To be a good listener.

14、 A. Just tell them what we think of them.

B. Talk to them less and leave them alone.

C. Show our appreciation by giving them presents.

D. Communicate with their best friends at work.

15、 A. Hold a team discussion to solve the problem.

B. Respond to disagreements as quickly as possible.

C. Try their best to ease the tension through authority.

D. Keep objective and professional when dealing with disagreements.

16、 A. These sessions allow managers to communicate deeply with employees.

B. These sessions help managers establish strong personal relationships.

C. Managers can develop their ability to communicate with others.

D. Managers can develop their skills of organization and management.

Section C

Directions: In this section, you will hear three recordings of lectures or talks followed by three or four questions. The recordings will be played only once. After you hear a question, you must choose the best answer from the four choices marked A, B, C and D. Then mark the corresponding letter on Answer Sheet 1 with a single line through the centre.

17、 A. Being kind to each other.

B. Living near.

C. Being innocent and naive.

D. Being useful to each other.

18、 A. Making new friends.

B. Parents' consolation.

C. Seeking inner peace.

D. Being accepted by friends again.

19、 A. Playing together.

B. Mutual activities.

C. Conventional morality.

D. Loyalty and intimacy.

20、 A. Indian food shortage.

B. Indian economic growth.

C. Immigrants from India.

D. Internal migrants in India.

21、 A. Migrants suffer from discrimination.

B. Migrants have little access to the benefits.

C. Indian government provides few benefits.

D. Indian government cares little about migrants,

22、 A. Organizing 1000 officials to help migrants.

B. Creating a feedback system concerning all sides.

C. Seeking help from the international aid organization.

D. Setting up a new special body to address the problem.

23、 A. Whether our brain is fully utilized.

B. Whether our brain is fully developed.

C. Whether our attention is linked to our brain.

D. Whether our attention guides our brain.

24、 A. What kind of function attention has.

B. How attention controls our perception.

C. Why attention fails to make us focused.

D. When attention plays its role in our brain.

25、 A. To show how we get deceived by our memory.

B. To explain why we should value our attention.

C. To show what we can do to improve our attention.

D. To explain how our attention is ultimately utilized.

26、 A. Painful memories.

B. Physical trauma.

C. Visual impairment.

D. Emotional instability.

Part Ⅲ Reading Comprehension

Section A

Directions: In this section, there is a passage with ten blanks. You are required to select one word for each blank from a list of choices given in a word bank following the passage. Read the passage through carefully before making your choices. Each choice in the bank is identified by a letter. Please mark the corresponding letter for each item on Answer Sheet 2 with a single line through the centre. You may not use any of the words in the bank more than once.

Music is good for the health. And drumming may be best of all. As well as being physically demanding, it requires people to 27 their limbs and to react to outside stimuli (刺激) , such as what the rest of the band is up to.

It is particularly helpful for children who have emotional and 28 difficulties. Researchers at the Clem Burke Drumming Project have shown that teaching such children to drum helps them to control their reactions more 29 , to focus more effectively on tasks they are given, and to communicate better with other people.

The project's latest work published in the Proceedings of the National Academy of Sciences goes a step further. It looks at the neurological changes which accompany these 30 . Ms. Cahart and her colleagues recruited 36 autistic (自闭症) teenagers and 31 them into two groups. One lot had drum lessons twice a week for eight weeks. The others did not. At the beginning and end of the project, everyone was asked to stay 32 for 45 minutes in a functional magnetic resonance imaging (fMRI) machine, to see how the activity of their brains had changed. Their behavior, as reported by their guardians, was also recorded.

As expected, most of the drumming group displayed positive behavioral changes. And these were indeed 33 in their brains. The fMRI scans showed that several clusters of connectivity between parts of those brains had strengthened during the experiment. In particular, two regions related to attention control formed 34 links with areas associated with self-reflection and decoding facial expressions. These changes in the brain's "wet-ware" 35 with the changes in behavior which learning to drum induces. Not a surprise, perhaps, but a gratifying 36 of drumming's power to heal.

A. align

B. behavioral

C. comprehensively

D. confirmation

E. consecutively

F. coordinate

G. declaration

H. deviated

I. integrate

J. reflected

K. robust

L. shifts

M. split

N. still

O. vibrations

Section B

Directions: In this section, you are going to read a passage with ten statements attached to it. Each statement contains information given in one 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. Answer the questions by marking the corresponding letter on Answer Sheet 2.

Science Has a Communication Problem and a Connection Problem

A. Scientists can be brilliant communicators. We are trained to work with collaborations large and small, present our work in journal articles and conferences with clarity and purpose, and generally enjoy chatting with each other. Communication is a fundamental part of scientific life. Yet when scientists try to engage the public, they face barriers to getting their message across and can often find their messages manipulated.

B. As a scientist heavily engaged in science communication, I find my colleagues falling into the same traps, over and over again. Science is failing at communicating its own process and values effectively to the public. And attempts to disseminate (传播) vital information risk getting distorted by media interests, co-opted for political gain, or outright ignored. As a result, I believe that the public is slowly losing trust in science because they don't view scientists as trustworthy people.

C. According to the Pew Research Center, U.S. adults that have a "fair amount" or a "great deal" of trust in scientists fell from 87 to 77 percent in just the past two years. And since the vast majority of science relies on public funding, if the public isn't on board with science, then I fear that our future as an institution is at risk.

D. Research has shown that simply giving the public more information isn't the best way to correct this. It's crucial that scientists find ways to communicate more effectively and directly with the public, so the public can have access to the minds, and hearts, of scientists. In other words, they need to see scientists as people whom they can empathize with and learn to trust. To enable this, scientific institutions must support those endeavors via media training and institutional incentives which are currently lacking in the academic landscape.

E. At most top-tier research institutions, the primary responsibility of a scientist is to win more grants. Anything that supports that, for example, writing proposals and publishing well-received papers, is rewarded by the institution through promotion and tenure. On the flip side, anything that does not support that—including engaging in public communication—is often treated as a distraction.

F. I have seen this discouraging atmosphere play out in both my own career and those of my colleagues. And that personal experience is backed up by evidence. A 2012 study looking at scientists' attitude towards outreach (外联活动) found grim prospects, with 74 percent of survey respondents listing one or more impediments to engaging in public outreach, including receiving little support or encouragements from their institutions. Meanwhile, less than half were able to come up with potential solutions. Those findings are echoed in another study published earlier this year, which suggests that, 10 years later, many barriers will remain. Using focus group discussions, scientists "noted the pressure they felt to focus on research and teaching, rather than public engagement for the sake of tenure and promotion requirements." In many cases, the study stated, mentors actively discouraged graduate students and junior faculty from engaging with the public.

G. Yes, science outreach is hard. But scientists are used to doing hard things. If they were rewarded for public communication—by making science communication training a part of their professional development and making engagement with the public a part of the portfolio that leads to tenure and promotion—I feel confident that they would find and develop the tools necessary to do so effectively.

H. For scientists who do want to communicate their work to the public, the media landscape can be tricky to navigate. While there are plenty of journalists who are careful to get the science right in their work, there are others in media whose interests don't always align with scientists' interests. Thus we see good science distorted into bad messages. For example, the pseudoscientific documentary "What the Bleep Do We Know?" interviewed real scientists but edited their interviews to make them appear to support outrageous claims. And there are countless headlines that exaggerate or even directly contradict the science described in the article.

I. When working with the media, scientists should verify the publishing history of the journalist and outlet they are working with, and, when possible, ask for a review of the quotes used in the piece. It's worth noting though that many outlets do not allow for quotes to be reviewed verbatim (逐字地) in the interest of journalistic integrity. If that's the case, scientists should request a fact-checker or editor contact them and provide a summary of the quotes provided.

J. Perhaps it's not surprising when scientists fall for mismanagement of their own expertise, because "Working with the Media" isn't a part of any science graduate program that I've encountered. While some universities have begun to offer certificates and workshops in media training, participation in such programs are often voluntary endeavors, rather than a requirement of postgraduate training.

K. Scientists can be quick to blame the media for poor science communication, but ultimately those stories wouldn't exist without the scientists participating in the process: generating the research, assisting in their university's press release process, and making themselves available for interviews. And many of these scientists have absolutely no training or guidance in media relations. Academia's disincentivizing of science communication doesn't just silence scientists; it leaves scientists who do wish to be heard unprepared to deal with the media.

L. Sadly, sometimes scientists themselves participate in this distortion, leveraging their standing and level of public trust to push personal agendas and their own search for fame. For example, Andrew Wakefield spent years spreading the false idea that vaccines cause autism (自闭症)—an idea based on fraudulent (欺诈的) research. In my own field, recently a group of astronomers claimed to find evidence for life in the cloud tops of Venus, a story that created a media frenzy. Those claims were immediately disputed by other astronomers, to much less fanfare. The end result is that poor science communication is a contributing factor in the public's declining trust in scientists.

M. Unfortunately, there will likely always be a small number of bad scientists. But that is why it is doubly important that good scientists understand the power of effective communication. If we develop a culture and expectation where scientists have a more intimate relationship with the public, and where non-scientists better understand the scientific process, then I believe that people will have better tools to separate the good from the bad.

N. Social media offers an unfiltered method of communication, where scientists can be more directly engaged with the public. While it requires scientists to devote time and energy to build a following, it should be leveraged more as an important tool in reaching people on a one-to-one basis. While the majority of scientists use social media, many of them use those platforms to connect with each other, rather than the public. Scientists should use that newfound voice to speak directly to the public, removing any barriers and distortions placed by gatekeepers.

O. Scientists need to reveal the inner workings of their process so that the public can appreciate and understand our methodology and conclusions we reach. And institutions need to make science communication a fundamental job requirement of being a scientist.

37、 Some scientists may deliberately spread false information to the public for personal interests.

38、 Scientists often find that the information they want to convey to the public has been distorted.

39、 Researches indicate that many obstacles will still exist when scientists engage in outreach after 10 years.

40、 The author believes that the public is gradually losing trust in science and scientists.

41、 Scientists should review the quotations used by the media or request summaries of the quotes.

42、 Many scientists have not received any training or guidance in media relations.

43、 Writing proposals and publishing papers are beneficial for scientists in achieving promotions and tenure.

44、 It is essential for scientists to find more effective and direct methods to communicate with the public.

45、 Scientists should utilize social media to connect with the public and speak directly to them.

46、 The author believes that if the public does not participate in science, research institutions will be in danger.

Section C

Directions: There are 2 passages in this section. Each passage is followed by some questions or unfinished statements. For each of them there are four choices marked A, B, C and D. You should decide on the best choice and mark the corresponding letter on Answer Sheet 2 with a single line through the centre.

Passage One

Many students are using ChatGPT to write essays or to cheat on tests. Some teachers are worried that academia may be crumbling under the pressure of 170 trillion text data parameters packed into a tempting AI chatbot. The education sector is trying to get a handle on this technological chaos. Educational institutions have banned OpenAI's website. Governments are building classroom frameworks for AI use. Pirate detectors GPTZero and TurnItIn attempt to detect AI-facilitated writing, but they are still in need of improvements. Meanwhile, AI companies are drowning teachers and government regulators in new and more accessible chatbots.

However, I believe the main problem with the response to such generative A1 in education is that the focus is on regulation, not reformation. We should instead be asking: why is it so easy to use these systems to cheat? And why aren't we using them to learn?

Traditional learning is extremely linear: memorize content, receive assignments, take a test. Students are constantly absorbing rote (死记硬背) methods of executing a task or calculation, as opposed to discovering answers by conceptualizing the work. As a result, the right answer takes priority over the right thinking, and AI chatbots can get to that right answer very conveniently.

Recognizing this, in 2021, I founded Fidutam, a civil society group mobilizing citizen, private and public sector stakeholders for responsible technology. As a youth-led organization that now has more than 1,500 members, one of our main focuses is technology in education. We built an application that uses GPT-4 to generate courses on any topic a student or teacher chooses. The model acts like a more streamlined version of a standard Google search, ensuring that students are presented with factual information and reducing the effect of AIs "hallucinating (产生幻觉)" and producing incorrect information.

To supplement the app, our team also designed an assessment system for teachers centered around class discussions and students' verbal explanations of content, using ChatGPT and our app as an educational aide. We now have just over 2,000 young people and teachers across the US, sub-Saharan Africa and South Asia plugged into our platform. Girls in Ethiopia have used it to understand physical health, while teens from low-income New York households used it as an English comprehension tutor. After four months, we had some students jumping one or two grade levels in core subjects. Perhaps most impressively, they were doing this with limited access to textbooks or teachers with specialized degrees.

So the discussion about how to integrate AI and education isn't just for big tech and policymakers; it is one for us all. Because if we build and use AI effectively, we can create an education system where students are assessed on the quality and depth of their knowledge, not the content of an exam. This won't be the pathway to an easy A, but to an accessible and more effective education.

47、 What do governments do to deal with AI in education? \_\_\_\_\_\_

A. Prohibit the use of AI in educational institutions.

B. Establish classroom frameworks for the use of AI.

C. Require AI companies to improve the security of AI.

D. Supervise the usage scenarios of AI-facilitated writing software.

48、 What does the author say about traditional learning? \_\_\_\_\_\_

A. Traditional learning is linear and full of rote methods.

B. The right answer is as important as the right thinking.

C. Students often discover answers by conceptualizing the work.

D. Teachers only teach rote methods of performing tasks or calculations.

49、 What can we learn about Fidutam? \_\_\_\_\_\_

A. Its focus is on technological ethics in education.

B. It was co-founded by the author and his students.

C. It is led by young people and it focuses on technology in education.

D. It calls up stakeholders being responsible for personal gain.

50、 What impressive result did the assessment system bring? \_\_\_\_\_\_

A. South Asia girls used it to understand mental health.

B. American teenagers from middle class used it to perfect English.

C. Artificial intelligence education could replace textbooks and teachers.

D. Students jumped certain levels in core subjects with limited textbooks or specialized teachers.

51、 What does the author say in the last paragraph? \_\_\_\_\_\_

A. AI should be used to assess the content of exams.

B. Integration of AI and education matters to all of us.

C. A strict education system should be created.

D. Big companies and educators should be decision-makers of AI policies.

Passage Two

A sharply divided federal appeals court on Monday exposed Wal-Mart Stores Inc. to billions of dollars in legal damages when it ruled a massive lawsuit alleging gender discrimination over pay for female workers can go to trial.

The Court said the world's largest private employer will have to face charges that it pays women less than men for the same jobs and that female employees receive fewer promotions and have to wait longer for those promotions than male counterparts.

Wal-Mart successfully convinced the court that women who allege discrimination should file individual lawsuits. Wal-Mart employs 2.1 million workers in 8,000 stores worldwide and argued that the conventional rules of class action suits should not apply because each outlet operates as an independent business. Since it doesn't have a company-wide policy of discrimination, Wal-Mart argued that women alleging gender bias should file individual lawsuits against individual stores.

The ruling was a "big black eye for Wal-Mart, and it's not going to heal anytime in the near future," said retail consultant Burt P. Flickinger. Flickinger said the ruling could turn off women shoppers—the company's critical base—at a time it faces increased pressure from a host of competitors, ranging from Kroger to J.C. Penney.

Wal-Mart's fourth-quarter results, announced in February, showed that total sales at its US Wal-Mart stores fell for the first time since the company went public in 1969. The company also reported its third consecutive quarter of declines in sales at stores opened at least a year. Sales at stores opened at least a year are considered a key indicator of a retailer's health.

Wal-Mart's top lawyer Jeff Gearhart said the company disagreed with the ruling and was considering its next step, which could include an appeal to the US Supreme Court.

"We do not believe the claims alleged by the six individuals who brought this suit are representative of the experiences of our female associates," said Gearhart, an executive vice president. "Wal-Mart is an excellent place for women to work and fosters female leadership among our associates and in the larger business world."

Unions and other critics have long complained that Wal-Mart's workplace practices needed improvement, especially in the areas of diversity and career advancement. The company employs 1.4 million workers in the United States and the unions claim the company's labor practices are widely followed.

Wal-Mart responded to the pressure last year at its annual shareholders'meeting by announcing a plan to address the issue of promoting women, creating a "global council" comprised of 14 Wal-Mart female executives.

"We are proud of the strides we have made to advance and support our female associates and have been recognized for our efforts to advance women through a number of awards and accolades (荣誉)," Gearhart said.

52、 What had happened to Wal-Mart? \_\_\_\_\_\_

A. A court was sharply divided on the issue of Wal-Mart issue.

B. Wal-Mart suffered a great loss after its failure in a lawsuit.

C. Wal-Mart was the largest private employer hiring women.

D. It was accused of discrimination against female workers.

53、 What does Wal-Mart suggest women alleging gender bias to do properly? \_\_\_\_\_\_

A. It is better for them to file lawsuit against the store for which they are working.

B. It is more proper for women workers to collect enough evidence before suing.

C. It is advisable for women workers to sign contracts about salary and promotion.

D. It is appropriate for women workers to start to operate an independent business.

54、 What does the author mean by the phrase "a big black eye" (Line 1, Para. 4)? \_\_\_\_\_\_

A. A symbol for success.

B. Pressure from its foes.

C. A shame on Wal-Mart.

D. A large and attractive eye.

55、 What does Jeff Gearhart look at the lawsuit against Wal-Mart? \_\_\_\_\_\_

A. It helps women workers to get promotions.

B. It is not fair and does not make any sense.

C. It enhances women workers' leadership.

D. It benefits women workers in the world.

56、 How do unions and other critics view Wal-Mart's workplace practices? \_\_\_\_\_\_

A. There are many women receiving awards and praise.

B. There has been improving as for career advancement.

C. There is much to be desired in its workplace practices.

D. There will be a great economic loss in Wal-Mart stores.