



# 波士顿国际教育

## 六级模拟测试





## CET 6 Test One

### Part I Writing (30 minutes)

**Directions:** For this part, you are allowed 30 minutes to write an essay **commenting on the remark** "The greatest use of life is to spend it for something that will outlast it." You can give examples to illustrate your point and then **explain what you will do to make your life more meaningful**. You should write at least **150** words but no more than **200** words.

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### Part II Listening Comprehension (30 minutes)

#### Section A

**Directions:** In this section, you will hear 8 short conversations and 2 long conversations. At the end of each conversation, one or more questions will be asked about what was said. Both the conversation and the questions will be spoken only once. After each question there will be a pause. During the pause, you must read the four choices marked A), B), C) and D), and decide which is the best answer. Then mark the corresponding letter on **Answer Sheet 1** with a single line through the centre.

1. A) College tuition has become a heavy burden for the students.  
B) College students are in general politically active nowadays.  
C) He is doubtful about the effect of the students' action.  
D) He took part in many protests when he was at college.
2. A) Jay is organizing a party for the retiring dean  
B) Jay is surprised to learn of the party for him.  
C) The dean will come to Jay's birthday party.  
D) The class has kept the party a secret from Jay.
3. A) He found his wallet in his briefcase.  
B) He went to the lost-and-found office.  
C) He let his things with his car in the garage.  
D) He told the woman to go and pick up his car.
4. A) The show he directed turned out to be a success  
B) He watches only those comedies by famous directors.  
C) New comedies are exciting, just like those in the 1960s  
D) TV comedies have not improved much since the 1960s
5. A) All vegetables should be cooked fresh.  
B) The man should try out some new recipes  
C) Overcooked vegetables are often tasteless  
D) The man should stop boiling the vegetables



6. A) Sort out their tax returns.  
B) Help them tidy up the house.  
C) figure out a way to avoid taxes  
D) Help them to decode a message.
7. A) He didn't expect to complete his work so soon.  
B) He has devoted a whole month to his research.  
C) The woman is still trying to finish her work.  
D) The woman remains a total mystery to him.
8. A) He would like to major in psychology too.  
B) He has failed to register for the course.  
C) Developmental psychology is newly offered.  
D) There should be more time for registration.

**Questions 9 to 11 are based on the conversation you have just heard.**

9. A) The brilliant product design.  
B) The new color combinations  
C) The unique craftsmanship.  
D) The texture of the fabrics
10. A) Unique tourist attractions  
B) Traditional Thai silks.  
C) Local handicrafts.  
D) Fancy products.
11. A) It will be on the following weekend.  
B) It will be out into the countryside.  
C) It will last only one day.  
D) It will start tomorrow.

**Questions 12 to 15 are based on the conversation you have just heard.**

12. A) A good secondary education.  
B) A pleasant neighborhood.  
C) A happy childhood.  
D) A year of practical training.
13. A) He ought to get good vocational training.  
B) He should be sent to a private school.  
C) He is academically gifted.  
D) He is good at carpentry
14. A) Donwell School.



- B) Enderby High.  
C) Carlton Abbey. D) Enderby Comprehensive.
15. A) Put Keith in a good boarding school.  
B) Talk with their children about their decision.  
C) Send their children to a better private school.  
D) Find out more about the five schools

## Section B

**Directions:** *In this section, you will hear 3 short passages. At the end of each passage, you will hear some 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.*

16. A) the ability to predict fashion trends.  
B) A refined taste for artistic works  
C) Years of practical experience.  
D) Strict professional training.
17. A) Promoting all kinds of American hand-made specialties.  
B) Strengthening cooperation with foreign governments.  
C) Conducting trade in art works with dealers overseas.  
D) Purchasing handicrafts from all over the world.
18. A) She has access to fashionable things.  
B) She is doing what she enjoys doing.  
C) She can enjoy life on a modest salary.  
D) She is free to do whatever she wants.

**Questions 19 to 22 are based on the passages you have just heard.**

19. A) Join in neighborhood patrols  
B) Get involved in his community  
C) Voice his complains to the city council.  
D) Make suggestions to the local authorities.
20. A) Deterioration in the quality of life.  
B) Increase of police patrols at night  
C) Renovation of tile vacant buildings.  
D) Violation of community regulations.



21. A) They may take a long time to solve.  
B) They need assistance from the city.  
C) They have to be dealt with one by one  
D) They are too big for individual efforts.
22. A) He had got some groceries at a big discount  
B) He had read a funny poster near his seat  
C) He had done a small deed of kindness.  
D) He had caught the bus just in time.

### Passage Three

Questions 23 to 25 are based on the passage you have just heard.

23. A) Childhood and healthy growth.  
B) Pressure and heart disease.  
C) Family life and health  
D) Stress and depression.
24. A) It experienced a series of misfortunes.  
B) It was in the process of reorganization.  
C) His mother died of a sudden heart attack.  
D) His wife left him because of his bad temper
25. A) They would give him a triple bypass surgery  
B) They could remove the block in his artery.  
C) They could do nothing to help him.  
D) They would try hard to save his life

### Section C

**Directions:** *In this section, you will hear a passage three times. When the passage is read for the first time, you should listen carefully for its general idea. When the passage is read for the second time, you are required to fill in the blanks with the exact words you have just heard. Finally, when the passage is read for the third time, you should check what you have written.*

Why would an animal kill itself? It seems a strange question, and yet it is one that has 26 some people for a long time. The *lemming* (旅鼠) is one such animal. Lemmings periodically commit mass 27, and no one knows just why!



The small 28, which inhabit the Scandinavian mountains, sustain themselves on a diet of roots and live in nests they make underground. When their food supply is 29 large, the lemmings live a normal, undisturbed life.

However, when the lemmings' food supply becomes too low to support the population, a singular 30 commences. The lemmings leave their nests all together at the same time, forming huge crowds. Great numbers of the lemmings begin a long and hard journey across the Scandinavian plains, a journey that may last weeks. The lemmings eat everything in their path, continuing their 31 march until they reach the sea.

The reason for what follows remains a mystery for zoologists and naturalists. Upon reaching the coast, the lemmings do not stop but swim by the thousands into the surf. Most 32 only a short time before they tire, sink, and drown.

A common theory for this unusual phenomenon is that the lemmings do not realize that the ocean is such 33 water. In their cross-country journey, the animals must traverse many smaller bodies of water, such as rivers and small lakes. They may 34 that the sea is just another such swimmable 35. But no final answer has been found to the mystery.

**Part III Reading Comprehension (40 minutes)**

**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.*

**Questions 36 to 45 are based on the following passage.**

Cell phones provide instant access to people. They are creating a major 36 in the social experiences of both children and adolescents. In one recent US survey, about half of the teens polled said that their cell phone had 37 their communicating with friends. Almost all said that their cell phone was the way they stayed in touch with peers, one-third had used the cell phone to help a peer in need, and about 80% said the phone made them feel safer. Teenagers in Australia, 38, said that their mobile phones provided numerous benefits and were an 39 part of their lives; some were so 40 to their phones that the researchers considered it an addiction. In Japan, too, researchers are concerned about cell phone addiction. Researchers in one study in Tokyo found that more than half of junior high school students used their phones to exchange e-mails with schoolmates more than 10 times a day.

Cell phone 41 social connections with peers across time and space. They Allow young people to exchange moment-by-moment experiences in their daily lives With special partners and thus to have a more 42 sense of connection with friends. Cell phones also can 43 social tolerance because they reduce children's interactions with others who are different from them. In addition to connecting peers, cell phones connect children and parents. Researchers studying teenagers in Israel concluded that, in that 44 environment, mobile phones were



regarded as “security objects” in parent-teen relationships --- important because they provided the possibility of 45 and communication at all times.

- |               |                 |
|---------------|-----------------|
| A) affiliated | I)hazardous     |
| B) attached   | J)improved      |
| C) contact    | K)instantaneous |
| D) contend    | L)intrinsic     |
| E) continuous | M)relatively    |
| F) diminish   | N)shift         |
| G) endurance  | O)similarly     |
| H) foster     |                 |

## 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**.*

### Meaning Is Healthier Than Happiness

[A] For at least the last decade, the happiness craze has been building. In the last three months alone, over 1,000 books on happiness were released on Amazon, including *Happy Money*, *Happy-People-Pills For All*, and, for those just starting out, *Happiness for Beginners*.

[B] One of the consistent claims of books like those is that happiness is associated with all sorts of good life outcomes, including-most promisingly-good health. Many studies have noted the connection between a happy mind and a healthy body-the happier we are, the better health outcomes we seem to have. In an overview of 150 studies on this topic, researchers put it like this: “Inductions of well-being lead to healthy functioning, and inductions of ill-being lead to compromised health.”

[C] But a new study, just published in the *Proceedings of National Academy of Sciences* (PNAS) challenges the rosy picture. Happiness may not be as good for the body as researchers thought. It might even be bad.

[D] Of course, it's important to first define *happiness*. A few months ago, I wrote a



piece called “There’s More to Life Than Being Happy” about a psychology study that dug into what happiness really means to people. It specifically explored the difference between a meaningful life and a happy life.

[E] It seems strange that there would be a difference at all. But the researchers who looked at a large sample of people over a month-long period, found that happiness is associated with selfish “taking” behavior and that having a sense of meaning in life is associated with selfless “giving” behavior.

[F] “Happiness without meaning characterizes a relatively shallow, self-absorbed or even selfish life, in which things go well, needs and desires are easily satisfied, and complicated relationships are avoided,” the authors of the study wrote. “If anything, pure happiness is linked to not helping others in need.” While being happy is about feeling good, meaning is derived from contributing to others or to society in a bigger way. As Roy Baumeister, one of the researchers, told me, “Partly what we do as human beings is to take care of others and contribute to others. This makes life meaningful but it does not necessarily make us happy.”

[G] The new PNAS study also sheds light on the difference between meaning and happiness, but on the biological level. Barbara Fredrickson, a psychological researcher at the University of North Carolina-Chapel Hill, and Steve Cole, a genetics and *psychiatry* (精神病学) researcher at UCLA, examined the self-reported levels of happiness and meaning in 80 research subjects.

[H] Happiness was defined, as in the earlier study, by *feeling good*. The researchers measured happiness by asking subjects questions like “How often did you feel happy?”, “How often did you feel interested in life?” and “How often did you feel satisfied?” The more strongly people endorsed these measures of “*hedonic* (享乐主义的) well-being,” or pleasure, the higher they scored on happiness.

[I] Meaning was defined as an orientation to something bigger than the self. They measured meaning by asking questions like “How often did you feel that your life has a sense of direction or meaning to it?” and “How often did you feel that you had something to contribute to society?” The more people endorsed these measures of “*eudaimonia* (幸福论的) well-being”—or, simply put, virtue—the more meaning they felt in life.

[J] After noting the sense of meaning and happiness that each subject had, Fredrickson

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and Cole, with their research colleagues, looked at the ways certain genes expressed themselves in each of the participants. Like neuroscientists who use *fMRI* (功能磁共振成像) scanning to determine how regions in the brain respond to different stimuli, Cole and Fredrickson are interested in how the body, at the genetic level, responds to feelings of happiness and meaning.

- [K] Cole's past work has linked various kinds of chronic adversity to a particular gene expression pattern. When people feel lonely, are grieving the loss of a loved one, or are struggling to make ends meet, their bodies go into threat mode. This triggers the activation of a stress-related gene pattern that has two features: an increase in the activity of *pro-inflammatory* (促炎症的) genes and a decrease in the activity of genes involved in antiviral responses.
- [L] Cole and Fredrickson found that people who are happy but have little to no sense of meaning in their lives have the same gene expression patterns as people who are responding to an enduring chronic adversity. That is, the bodies of these happy people are preparing them for bacterial threats by activating the pro-inflammatory response. Chronic inflammation is, of course, associated with major illnesses like heart disease and various cancers.
- [M] "Empty positive emotions"—like the kind people experience during *manic* (狂喜的) episodes or artificially induced *euphoria* (欣快) from alcohol and drugs—"are about as good for you as adversity," says Fredrickson.
- [N] It's important to understand that for many people, a sense of meaning and happiness in life overlap; many people score jointly high (or jointly low) on the happiness and meaning measures in the study. But for many others, there is a *dissonance* (不一致)—they feel that they are low on Happiness and high on meaning or that their lives are very high in happiness, but low in meaning. This last group, which has the gene expression pattern associated with adversity, formed 75 percent of study participants. Only one quarter of the study participants had what the researchers call "eudaimonic predominance"—that is, their sense of meaning outpaced their feelings of happiness.
- [O] This is too bad given the beneficial gene expression pattern associated with meaningfulness. People whose levels of happiness and meaning line up, and people who have a strong sense of meaning but are not necessarily happy, showed a de-activation of the adversity stress response. Their bodies were not preparing



them for the bacterial infections that we get when we are alone or in trouble, but for the viral infections we get when surrounded by a lot of other people.

[P] Fredrickson's past research, described in her two books, *Positively* and *Love 2.0*, has mapped the benefits of positive emotions in individuals. She has found that positive emotions broaden a person's perspective and help protect people against adversity. So it was surprising to her that hedonic well-being, which is associated with positive emotions and pleasure did so badly in this study compared with eudaimonic well-being.

[Q] "It's not the amount of hedonic happiness that's a problem," Fredrickson tells me, "It's that it's not matched by eudaimonic well-being. It's great when both are in step. But if you have more hedonic well-being than would be expected, that's when this [gene] pattern that's similar to adversity emerged."

[R] The terms hedonism and eudaimonism bring to mind the great philosophical debate, which has shaped Western civilization for over 2,000 years, about the nature of the good life. Does happiness lie in feeling good, as hedonists think, or in doing and being good, as Aristotle and his intellectual descendants, the virtue ethicists (伦理学家), think? From the evidence of this study, it seems that feeling good is not enough. People need meaning to thrive. In the words of Carl Jung, "The least of things with a meaning is worth more in life than the greatest of things without it." Jung's wisdom certainly seems to apply to our bodies, if not also to our hearts and our minds.

46. The author's recent article examined how a meaningful life is different from a happy life.
47. It should be noted that many people feel their life is both happy and meaningful.
48. According to one survey, there is a close relationship between hedonic well-being measures and high scores on happiness
49. According to one of the author of a new study, what makes life meaningful may not make people happy.
50. Experiments were carried out to determine our body's genetic expression of feelings of happiness and meaning.
51. A new study claims happiness may not contribute to health.
52. According to the researchers, taking makes for happiness while giving adds meaning to life.



53. Evidence from research shows that it takes meaning for people to thrive.
54. With regard to gene expression patterns, happy people with little or no sense of meaning in life are found to be similar to those suffering from chronic adversity.
55. Most books on happiness today assert that happiness is beneficial to health.

### 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 center.*

#### passage One

**Questions 56 to 60 are based on the following passage.**

Technology can make us smarter or stupider, and we need to develop a set of principles to guide our everyday behavior and make sure that tech is improving and not hindering our mental processes. One of the big questions being debated today is: What kind of information do we need to have stored in our heads, and what kind can we leave “in the cloud,” to be accessed as necessary?

As increasingly powerful group within education are championing “digital literacy”. In their view, skills beat knowledge, developing “digital literacy” is more important than learning mere content, and all facts are now Google-able and therefore unworthy of committing to memory. But even the most sophisticated digital literacy skills won't help students and workers navigate the world if they don't have a broad base of knowledge about how the world actually operates. If you focus on the delivery mechanism and not the content, you're doing kids a disservice.

Indeed, evidence from cognitive science challenges the notion that skills can exist independent of factual knowledge. Data from the last thirty years leads to a conclusion that is not scientifically challengeable: thinking well requires knowing facts, and that's true not only because you need something to think about. The very processes that teachers care about most-critical thinking processes-are intimately *intertwined* (交织) with factual knowledge that is stored in long-term memory.

In other words, just because you can Google the date of Black Tuesday doesn't mean you understand why the Great Depression happened or how it compares to our recent economic slump. There is no doubt that the students of today, and the workers of tomorrow, will need to innovate, collaborate and evaluate. But such skills can't be separated from the knowledge that gives rise to them.

To innovate, you have to know what came before. To collaborate, you have to contribute knowledge to the joint venture. And to evaluate you have to compare new information against knowledge you've already mastered.

So here's a principle for thinking in a digital world, in two parts. First, acquire a base of factual knowledge in any domain in which you want to perform well. This base supplies the essential foundation for building skills, and it can't be *outsourced* (外包) to a search engine.

Second, take advantage of computers' invariable memory, but also the brain's elaborative memory. Computers are



great when you want to store information that shouldn't change. But brains are the superior choice when you want information to change, in interesting and useful ways: to connect up with other facts and ideas, to acquire successive layers of meaning, to steep for a while in your accumulated knowledge and experience and so produce a richer mental brew.

56. What is the author's concern about the use technology?
- A) It may leave knowledge "in the cloud".
  - B) It may misguide our everyday behavior.
  - C) It may cause a divide in the circles of education.
  - D) It may hinder the development of thinking skills.
57. What is the view of educators who advocate digital literacy?
- A) It helps kids to navigate the virtual world at will.
  - B) It helps kids to broaden their scope of knowledge.
  - C) It increases kids' efficiency of acquiring knowledge.
  - D) It liberates kids from the burden of memorizing facts.
58. What does evidence from cognitive science show?
- A) Knowledge is better kept in long-term memory.
  - B) Critical thinking is based on factual knowledge.
  - C) Study skills are essential to knowledge acquisition.
  - D) Critical thinking means challenging existing facts.
59. What does the author think is key to making evaluations
- A) Gathering enough evidence before drawing conclusions
  - B) Mastering the basic rules and principles for evaluation.
  - C) Connecting new information with one's accumulated knowledge.
  - D) Understanding both what has happened and why it has happened.
60. What is the author's purpose in writing the passage?
- A) To warn against learning through memorizing facts.
  - B) To promote educational reform in the information age.
  - C) To explain human brains' function in storing information.
  - D) To challenge the prevailing overemphasis on digital literacy.

## Passage Two

Questions 61 to 62 are based on the following passage.



When Harvard student Mark Zuckerberg launched thefacebook.com in Feb. 2004, even he could not imagine the forces it would let loose. His invent was to connect college students. Facebook, which is what this website rapidly evolved into, ended up connecting the world.

To the children of this connected era, the world is one giant social network. They are not bound-as were previous generations of humans-by what they were taught. They are only limited by their curiosity and ambition. During my childhood, all knowledge was local. You learned everything you knew from your parents, teachers, preachers and friends.

With the high-quality and timely information at their fingertips, today's children are rising above the fears and biases of their parents. Adults are also participating in this revolution. India's normally tame middle class is speaking up against social ills. Silicon Valley executives are being shamed into adding women to their boards. Political leaders are marshaling the energy of millions for elections and political causes. All of this is being done with social media technologies that Facebook and its competitors set free.

As does every advancing technology, social media has created many new problems. It is commonly addictive and creates risks for younger users. Social media is used by extremists in the Middle East and elsewhere to seek and brainwash recruits. And it exposes us and our friends to disagreeable spying. We may leave our lights on in the house when we are on vacation, but through social media we tell criminals exactly where we are, when we plan to return home, and how to *blackmail* (敲诈) us.

Governments don't need informers any more. Social media allows government agencies to spy on their own citizens. We record our thoughts, emotions, likes and dislikes on Facebook; we share our political views, social preferences, and plans. We post intimate photographs of ourselves. No spy agency or criminal organization could actively gather the type of data that we voluntarily post for them.

The marketers are also seeing big opportunities. Amazon is trying to predict what we will order. Google is trying to judge our needs and wants based on our social-media profiles. We need to be aware of the risks and keep working to alleviate the dangers.

Regardless of what social media people use, one thing is certain: we are in a period of accelerating change. The next decade will be even more amazing and unpredictable than the last. Just as no one could predict what would happen with social media in the last decade, no one can accurately predict where this technology will take us. I am optimistic, however, that a connected humanity will find a way to uplift itself.

61. What was the purpose of Facebook when it was first created?

- A) To help students connect with the outside world.
- B) To bring university students into closer contact.
- C) To help students learn to live in a connected era.
- D) To combine the world into an integral whole.

62. What difference does social media make to learning?

- A) Local knowledge and global knowledge will merge.
- B) Students will become more curious and ambitious.
- C) People are able to learn wherever they travel.
- D) Sources of information are greatly expanded.

63. What is the author's greatest concern with social media technology?



- A) Individuals and organizations may use it for evil purposes.  
B) Government will find it hard to protect classified information.  
C) People may disclose their friend's information unintentionally.  
D) People's attention will be easily distracted from their working in hand.
64. What do businesses use social media for?  
A) Creating a good corporate image.  
B) Anticipating the needs of customers  
C) Conducting large-scale market surveys.  
D) Minimizing possible risks and dangers.
65. What does the author think of social media as a whole?  
A) It will enable human society to advance at a faster pace.  
B) It will pose a grave threat to our traditional ways of life.  
C) It is bound to bring about another information revolution.  
D) It breaks down the final barriers in human communication.

**Part IV Translation (30minutes)**

Directions: For this part, you are allowed 30 minutes to translate a passage from Chinese into English. You should write your answer on **Answer Sheet 2**.

功夫(Kung fu)是一种典型的中国传统文化，它是一项既活动肌肉又活动大脑的运动。同时，功夫不仅是一项体育运动，也是一种艺术形式。它被用来治病和自卫，而且是一种综合性的人体文化。功夫历史悠久，在中国非常流行。肢体动作只是功夫的外部表现 (external display)，功夫绝对不受限于外部动作，它还强调充分发挥内部气质 (internal temperament)，心理状态 (mental state) 和人类潜能。由于起源于传统的东方文化，功夫的特点与魅力在其他国家受到越来越多的关注。