



波士顿国际教育

六级模拟测试





CET 6 Test Two

Part I

Writing

(30 minutes)

Directions: For this part, you are allowed 30 minutes to write an essay explaining why it is unwise to jump to conclusions upon seeing or hearing something. You can give examples to illustrate your point. 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 two long conversations. At the end of each conversation, you will hear some 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.

Conversation One

Questions 1 to 4 are based on the conversation you have just heard.

- 1 A). Less and less students will take interests in it.
B). It'll be open to other majors someday.
C). It's an exclusive right to psychology majors forever.
D). The distance-learning course is not effective enough.
- 2 A). Students who take this course are sure to have jobs.
B). It makes sense but needs time-pressing schedules.
C). It costs a lot but can save the time spent on traffic.
D). It is a new studying way and has special outcome.
- 3 A). Students set a high value on it based on a survey.
B). 80 percent of all students voted for its establishment.
C). It provided a good foundation to help students find jobs.
D). It was an inexorable trend to offer such a network course.
- 4 A). It lacks interaction and communication.
B). The fees are too high to afford.
C). It may take up much of her time.
D). It's easy to lose personal information.

Questions 5 to 8 are based on the conversation you have just heard.

- 5 A). He is not proficient in his position.
B). He wants to get more opportunities.
C). His wife asks him to resign the job.
D). The boss doesn't like him very much.



- 6 A). She approves the man's request quickly.
B). She gets angry because it's not a sensible idea.
C). She wants to raise his salary to retain him.
D). She asks him to go back to think it over again.
- 7 A). He had planned to resign.
B). He was lack of enough time.
C). His colleagues didn't cooperate.
D). The task was too hard to finish.
- 8 A). Double of his present salary.
B). Triple of his present salary.
C). Four times of his present salary.
D). Half of his present salary.

Section B

Directions: *In this section, you will hear two 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.*

Passage One

Questions 9 to 12 are based on the passage you have just heard.

- 9 A). They had to work for landowners.
B). They led a self-sufficient life.
C). They had to trade for necessities.
D). They could use machines to work on land.
- 10 A). Farmers were more and more adept at planting crops.
B). Advanced machinery was vastly put into agricultural use.
C). Crop production decreased sharply due to economic depression.
D). Farmers went into college to study modern agricultural skills.
- 11 A). Weather plays the decisive part.
B). Banks and railroads dominate their life.
C). Government grants their crisis-free life.
D). Genetically modified crops are developed.
- 12 A). Railroads linked farmers to overseas markets.
B). Farmers now have to be concerned the way businessmen do.
C). Specialized crops brought farmers good and comfortable life.
D). President Thomas Jefferson ended farmers' free and simple life.

Passage Two

Questions 13 to 15 are based on the passage you have just heard.

- 13 A). Mass of manpower.
B). Enormous funds.



- C). Advanced technology.
D). Complex calculation.
- 14 A). For the communication between governments.
B). For the convenient trade with Quebec.
C). For the immigration from Quebec to Maine.
D). For the peaceful development of America.
- 15 A). To seek jobs.
B). To avoid diseases.
C). To escape poor harvest.
D). To flee from persecution.

Section C

Directions: *In this section, you will hear recordings of lectures or talks followed by some 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.*

Now listen to the following recording and answer questions 16 to 19.

- 16 A). They found the theory of flying.
B). They had few precedents to look to.
C). They knew how to control an airplane from the beginning.
D). They lacked research funding.
- 17 A). One.
B). Two.
C). Three.
D). Four.
- 18 A). Make a turn in the longitudinal axis.
B). Make a turn in the vertical axis.
C). Make a turn in the lateral axis.
D). Make a turn in any axes.
- 19 A). Turn the fins in the desired direction.
B). Turn the fins together in the same direction.
C). Turn the right fin up and left fin right.
D). Turn one side rising and one side dropping.

Now listen to the following recording and answer questions 20 to 22

- 20 A). It helps them digest the food better as children.
B). It only relates to the politeness of eating.
C). It helps them better smell the food.
D). It makes them chewing faster and more carefully.
- 21 A). When you breathe in, airflow blocks the food particles from entering the lungs.
B). When you breathe out, airflow delivers the food particles to the lungs.
C). When you breathe in, airflow delivers the food particles to the nasal cavity.
D). When you breathe out, airflow blocks the food particles from entering the nasal cavity.



- 22 A). Keep one's mouth shut.
B). Wolf down the food.
C). Breathe slowly when eating.
D). Chew carefully when eating.

Now listen to the following recording and answer questions 23 to 25

- 23 A). Daily use of social media affects school performance a lot.
B). Students who play computer games less get better grades at school.
C). There is proven link between games and addiction.
D). Students who play computer games often perform better at school.
- 24 A). Social media is of little interest to teenagers.
B). Teenagers don't use social media as much as they play games.
C). Teenagers are using social media as a method to study.
D). Social media is the basic way of teenagers' communication.
- 25 A). The new games are not detailed as the old ones.
B). The old games challenge one's reactions and speed more.
C). The new games hold users' attention shorter than the old ones.
D). The old games require more of your imagination.

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 26 to 35 are based on the following passage.

Innovation, the elixir (灵丹妙药) of progress, has always cost people their jobs. In the Industrial Revolution hand weavers were 26 aside by the mechanical loom. Over the past 30 years the many of the mid-skill jobs that supported 20th-century digital revolution has 27 middle-class life. Typists, ticket agents, bank tellers and many production-line jobs have been dispensed with, just as the weavers were. For those who believe that technological progress has made the world a better place, such disruption is a natural part of rising and better ones, as a more more goods and services. A hundred years ago one in three American workers was farm. Today less than 2% of them produce far more food. The millions freed from the land were not rendered , but found better- paid work as the economy grew more sophisticated. 28. Although innovation kills some jobs, it creates new society becomes richer and its wealthier inhabitants demand on a 29 society becomes richer and its wealthier inhabitants demand more goods and services. A hundred years ago one in three American workers was 30 one a farm. Today less than 2% of them produce far more food. The millions freed from the land were not rendered 31, but found better-paid work as the economy grew more sophisticated. Today the pool of secretaries has 32, but there are ever more computer programmers and web designers.

Optimism remains the right starting-point, but for workers the dislocating effects of technology may make themselves evident faster than its 33. Even if new jobs and wonderful products emerge, in the short term income gaps will widen, causing huge social dislocation and perhaps even changing politics.



Technology's __34__ will feel like a tornado (旋风), hitting the rich world first, but __35__ sweeping through poorer countries too. No government is prepared for it.

- | | | |
|----------------|---------------|---------------|
| A). benefits | F) jobless | J) responsive |
| B). displaced | K) rhythm | L) sentiments |
| C). employed | G) primarily | M) shrunk |
| D). eventually | H) productive | N) swept |
| E) impact | I) prosperity | O) withdrawn |

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**.*

High School Sports Aren't Killing Academics

- A) In this month's Atlantic cover article, "The Case Against High-School Sports," Amanda Ripley argues that school-sponsored sports programs should be seriously cut. She writes that, unlike most countries that outperform the United States on international assessments, American schools put too much of an emphasis on athletics, "Sports are embedded in American schools in a way they are not almost anywhere else," she writes, "Yet this difference hardly ever comes up in domestic debates about America's international mediocrity(平庸)in education."
- B) American student-athletes reap many benefits from participating in sports, but the costs to the schools could outweigh their benefits, she argues, In particular, Ripley contends that sports crowd out the academic missions of schools: America should learn from South Korea and Finland and every other country at the top level of international test scores, all of whom emphasize athletics far less in school. "Even in eighth grade, American kids spend more than twice the time Korean kids spend playing sports," she writes, citing a 2010 study published in the Journal of Advanced Academics.
- C) It might well be true that sports are far more rooted in American high schools than in other countries. But our reading of international test scores finds no support for the argument against school athletics. Indeed, our own research and that of others lead us to make the opposite case. School-sponsored sports appear to provide benefits that seem to increase, not detract(减少)from, academic success.
- D) Ripley indulges a popular obsession(痴迷)with internationaltest scorecomparisons, which show wide and frightening gaps between the United States and other countries.She ignores, however, the fact that states vary at least as much in test scores as do developed countries. A 2011 report from Harvard University shows that Massachusetts produces math scores comparable to South Korea and Finland, while Mississippi scores are closer to Trinidad and Tobago. Ripley's thesis about sports falls apart in light of this fact. Schools in Massachusetts provide sports programs while schools in Finland do not. Schools in Mississippi may love football while in Tobago interscholastic sports are nowhere near as prominent. Sports cannot explain these similarities in performance.They can't explain international differences either.
- E) If it is true that sports undermine the academic mission of American schools, we would expect to see a negative relationship between the commitment to athletics and academic achievement. However, the University of Arkansas's Daniel Bowen and Jay Greene actually find the opposite. They examine this relationship by analyzing schools' sports winning percentages as well as student-athletic participation rates compared to graduation rates and standardized test score achievement over a five-year period for all public high schools in Ohio. Controlling for student poverty levels, demographics(人口统计状况), and district financial resources, both measures of a school's commitment to athletics are significantly and positively related to lower dropout rates as well as higher test scores.



- F) On-the-field success and high participation in sports is not random-it requires focus and dedication to athletics. One might think this would lead schools obsessed with winning to deemphasize academics. Bowen and Greene 's results contradict that argument. A likely explanation for this seemingly counterintuitive(与直觉相反的)result is that success in sports programs actually facilitates or reflects greater social capital within a school 's community.
- G) Ripley cites the writings of renowned sociologist James Coleman, whose research in education was groundbreaking. Coleman in his early work held athletics in contempt, arguing that they crowded out schools ' academic missions. Ripley quotes his 1961 study, *The Adolescent Society*, where Coleman writes, " Altogether, the trophy(奖品) case would suggest to the innocent visitor that he was entering an athletic club, not an educational institution. "
- H)However, in later research Coleman would show how the success of schools is highly dependent on what he termed social capital, " the social networks, and the relationships between adults and children that are of value for the child? s growing up. "
- I) According to a 2013 evaluation conducted by the Crime Lab at the University of Chicago, a program called *Becoming a Man-Sports Edition* creates lasting improvements in the boys ' study habits and grade point averages. During the first year of the program, students were found to be less likely to transfer schools or be engaged in violent crime. A year after the program, participants were less likely to have had an encounter with the juvenile justice system.
- J) If school-sponsored sports were completely eliminated tomorrow, many American students would still have opportunities to participate in organized athletics elsewhere, much like they do in countries such as Finland, Germany, and South Korea. The same is not certain when it comes to students from more disadvantaged backgrounds. In an overview of the research on non-school based after-school programs, researchers find that disadvantaged children participate in these programs at significantly lower rates. They find that low-income students have less access due to challenges with regard to transportation, non-nominal fees, and off-campus safety. Therefore, reducing or eliminating these opportunities would most likely deprive disadvantaged students of the benefits from athletic participation, not least of which is the opportunity to interact with positive role models outside of regular school hours.
- K) Another unfounded criticism that Ripley makes is bringing up the stereotype that athletic XX are typically lousy(整脚的)classroom teachers. " American principals, unlike the XX XX of principals around the world, make many hiring decisions with their sports teams in mind, which does not always end well for students, " she writes. Educators who seek employment at schools primarily for the purpose of coaching are likely to shirk(推卸) teaching responsibilities, the argument goes. Moreover, even in the cases where the employee is a teacher first and athletic coach second, the additional responsibilities that come with coaching likely comes at the expense of time otherwise spent on planning, grading, and communicating with parents and guardians.
- L) The data, however, do not seem to confirm this stereotype. In the most rigorous study on the classroom results of high school coaches, the University of Arkansas ' s Anna Egalite finds that athletic coaches in Florida mostly tend to perform just as well as their non-coaching counterparts, with respect to raising student test scores. We do not doubt that teachers who also coach face serious tradeoffs that likely come at the expense of time they could dedicate to their academic obligations. However, as with sporting events, athletic coaches gain additional opportunities for communicating and serving as mentors(导师)that potentially help students succeed and make up for the costs of coaching commitments.
- M) If schools allow student-athletes to regularly miss out on instructional time for the sake of traveling to athletic competitions, that' s bad. However, such issues would be better addressed by changing school and state policies with regard to the scheduling of sporting events as opposed to total elimination. If the empirical evidence points to anything, it points towards school sponsored sports providing assets that are well worth the costs.
- N) Despite negative stereotypes about sports culture and Ripley ' s presumption that academics and athletics are at odds with one another, we believe that the greater body of evidence shows that school-sponsored sports programs appear to benefit students. Successes on the playing field can carry over to the classroom and vice versa(反之亦然).More



importantly, finding ways to increase school communities' social capital is imperative to the success of the school as whole, not just the athletes.

36. Students from low-income families have less access to off-campus sports programs.
37. Amanda Ripley argues that America should learn from other countries that rank high in international tests and lay less emphasis on athletics.
38. According to the author, Amanda Ripley fails to note that students' performance in exams varies from state to state.
39. Amanda Ripley thinks that athletic coaches are poor at classroom instruction.
40. James Coleman's later research make an argument for a school's social capital.
41. Researchers find that there is a positive relationship between a school's commitment to athletics and academic achievements.
42. A rigorous study finds that athletic coaches also do well in raising students' test scores.
43. According to an evaluation, sports programs contribute to students' academic performance and character building.
44. Amanda Ripley believes the emphasis on school sports should be brought up when trying to understand why American students are mediocre.
45. James Coleman suggests in his earlier writings that school athletics would undermine a school's image.

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 46 to 50 are based on the following passage.

I'll admit I've never quite understood the obsession (难以破除的成见) surrounding genetically modified (GM) crops. To environmentalist opponents, GM foods are simply evil, an understudied, possibly harmful tool used by big agricultural businesses to control global seed markets and crush local farmers. They argue that GM foods have never delivered on their supposed promise, that money spent on GM crops would be better channeled to organic farming and that consumers should be protected with warning labels on any products that contain genetically modified ingredients. To supporters, GM crops are a key part of the effort to sustainably provide food to meet a growing global population. But more than that, supporters see the GM opposition of many environmentalists as fundamentally anti-science, no different than those who question the basics of man-made climate change.

For both sides, GM foods seem to act as a symbol: you're pro-agricultural business or anti-science. But science is exactly what we need more of when it comes to GM foods, which is why I was happy to see Nature devote a special series of articles to the GM food controversy. The conclusion: while GM crops haven't yet realized their initial promise and have been dominated by agricultural businesses, there is reason to continue to use and develop them to help meet the enormous challenge of sustainably feeding a growing planet.

That doesn't mean GM crops are perfect, or a one-size-fits-all solution to global agriculture problems. But anything that can increase farming efficiency--the amount of crops we can produce per acre of land-- will be extremely useful. GM crops can and almost certainly will be part of that suite of tools, but so will traditional plant breeding, improved soil and crop



management--and perhaps most important of all, better storage and transport /◆aWrwc 如 re (基础设施),especially in the developing world. (It doesn't do much good for farmers in places like sub-Saharan Africa to produce more food if they can't get it to hungry consumers.) I'd like to see more non-industry research done on GM crops--not just because we'd worry less about bias, but also because seed companies like Monsanto and Pioneer shouldn't be the only entities working to harness genetic modification. I'd like to see GM research on less commercial crops, like corn. I don't think it's vital to label GM ingredients in food, but I also wouldn't be against it--and industry would be smart to go along with labeling, just as a way of removing fears about the technology.

Most of all, though, I wish a tenth of the energy that's spent endlessly debating GM crops was focused on those more pressing challenges for global agriculture. There are much bigger battles to fight.

46. How do environmentalist opponents view GM foods according to the passage?
- A). They will eventually ruin agriculture and the environment.
 - B). They are used by big businesses to monopolize agriculture.
 - C). They have proved potentially harmful to consumers' health.
 - D). They pose a tremendous threat to current farming practice.
47. What does the author say is vital to solving the controversy between the two sides of the debate?
- A). Breaking the GM food monopoly.
 - B). More friendly exchange of ideas.
 - C). Regulating GM food production.
 - D). More scientific research on GM crops.
48. What is the main point of the Nature articles?
- A). Feeding the growing population makes it imperative to develop GM crops.
 - B). Popularizing GM technology will help it to live up to its initial promises.
 - C). Measures should be taken to ensure the safety of GM foods.
 - D). Both supporters and opponents should make compromises.
49. What is the author's view on the solution to agricultural problems?
- A). It has to depend more and more on GM technology.
 - B). It is vital to the sustainable development of human society.
 - C). GM crops should be allowed until better alternatives are found.
 - D). Whatever is useful to boost farming efficiency should be encouraged.
50. What does the author think of the ongoing debate around GM crops?
- A). It arises out of ignorance of and prejudice against new science.
 - B). It distracts the public attention from other key issues of the world.
 - C). Efforts spent on it should be turned to more urgent issues of agriculture.
 - D). Neither side is likely to give in until more convincing evidence is found.

Passage Two

Questions 51 to 55 are based on the following passage.

America's recent history has been a persistent tilt to the West-of people, ideas, commerce and even political power. California and Texas are the twin poles of the West, but very different ones. For most of the 20th century the home of



Silicon Valley and Hollywood has been the brainier and trendier of the two. Texas has trailed behind: its stereotype has been a conservative Christian in cowboy boots. But twins can change places. Is that happening now?

It is easy to find evidence that California is in a panic. At the start of this month the once golden state started paying creditors in (欠条). The gap between projected outgoings and income for the current fiscal (财政的) year has leapt to a horrible \$26 billion. With no sign of a new budget to close this gulf, one credit agency has already downgraded California's debt. As budgets are cut, universities will let in fewer students, prisoners will be released early and schemes to protect the vulnerable will be rolled back.

By contrast, Texas has coped well with the recession, with an unemployment rate two points below the national average and one of the lowest rates of housing repossession, hi part this is because Texan banks, hard hit in the last property bust, did not overexpand this time. Texas also clearly offers a different model, based on small government. It has no state capital-gains or income tax, and a business-friendly and immigrant-tolerant attitude. It is home to more Fortune 500 companies than any other state.

Despite all tins, it still seems too early to hand over America's future to Texas. To begin with, that lean Texan model has its own problems. It has not invested enough in education. and many experts rightly worry about a "lost generation" of mostly Hispanic Texans with insufficient skills for the demands of the knowledge economy.

Second, it has never paid to bet against a state with as many inventive people as California. Even if Hollywood has gone into depression, it still boasts an unequaled array of sunrise industries and the most brisk venture-capital industry on the planet. The state also has an awesome ability to reinvent itself-as it did when its defence industry collapsed at the end of the cold war.

The truth is that both states could learn from each other. Texas still lacks California's great universities and lags in terms of culture. California could adopt not just Texas's leaner state, but also its more 办(两党的) approach to politics. There is no perfect model of government: it is America's genius to have 50 public-policy laboratories competing to find out what works best.

51. What does the author say about California and Texas in Paragraph 1?

- A) They have been competing for the leading position.
- B) California has been superior to Texas in many ways.
- C) They are both models of development for other states.
- D) Texas's cowboy culture is less known than California's

52. What does the author say about today's California?

- A) Its debts are pushing it into bankruptcy.
- B) Its budgets have been cut by \$26 billion.
- C) It is faced with a serious financial crisis.
- D) It is trying hard to protect the vulnerable.

53. In what way is Texas different from California?

- A) It practices small government.
- B) It is home to traditional industries.



- C)It has a large Hispanic population.
- D)It has an enviable welfare system.

54.What problem is Texas confronted with?

- A)Its Hispanic population is mostly illiterate.
- B)Its sunrise industries are shrinking rapidly.
- C)Its education cannot meet the needs ofthe knowledge economy.
- D)Its immigrants have a hard time adapting to its cowboy culture.

55.What do we learn about American politics from the passage?

- A)Each state has its own way of governing.
- B)Most states favor a bipartisan approach.
- C)Parties collaborate in drawing public policies.
- D)All states believe in government, for the people.

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*.

今天, 剪纸(paper-cutting)和古代一样是一项技术性很高的艺术形式, 它需要创造力、技 巧和经验。无论是简单的还是复杂的形式.每一个设计必须形成一个连续的、完整的(integral) 剪纸。仔细研究你会发现中国人形成的那种巧妙的剪法既连接了内部的各个部分, 还保持了 图形的完整性。总体来说, 剪纸有两种方法: 一种是用剪子, 另一种是用刀。由于窗户上的 薄纸被玻璃替代, 剪纸逐渐变得不那么流行。直到近几年, 这门古老的艺术才以令人难忘的 新形式再次繁荣起来。