

1月8日大学英语六级(CET-6)真题试卷(B卷)

Part I Listening Comprehension (20 minutes)

Section A

Directions: In this section, you will hear 10 short conversations. At the end of each Conversation, a question will be asked about what was said. Both the conversation and the question 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 the Answer Sheet with a single line through the centre.

Example:

You will hear:

You will read:

A) 2 hours.

B) 3 hours.

C) 4 hours.

D) 5 hours.

From the conversation we know that the two are talking about some work they will start at 9 o'clock in the morning and have to finish by 2 in the afternoon. Therefore, D)

“5 hours” is the correct answer. You should choose [D] on the Answer Sheet and mark it with a single line through the centre.

Sample Answer [A] [B] [C] [~~D~~]

1. A) Furnished apartments will cost more.
B) The apartment can be furnished easily.
C) She can provide the man with the apartment he needs.
D) The apartment is just what the man is looking for.

2. A) He quite agrees with Mr. Johnson's views.
B) Mr. Johnson's ideas are nonsense.
C) Mr. Johnson is good at expressing his ideas.
D) He shares the woman's views on social welfare.

3. A) Avoid distractions while studying in her dorm.
B) Improve her grades gradually.
C) Change the conditions of her dorm.
D) Study in a quiet place.

4. A) It will be held in a different place,
B) It has been put off.
C) It has been cancelled.

- D) It will be rescheduled to attract more participants.
5. A) Janet is very much interested in architecture.
- B) Janet admires the Sydney Opera House very much.
- C) Janet thinks it's a shame for anyone not to visit Australia.
- D) Janet loves the beautiful landscape of Australia very much.
6. A) It falls short of her supervisor's expectations.
- B) It has drawn criticism from lots of people.
- C) It can be finished in a few weeks' time.
- D) It is based on a lot of research.
7. A) Karen is sure to pass the interview.
- B) He knows Karen better now.
- C) Karen is very forgetful.
- D) The woman should have reminded Karen earlier.
8. A) Skip the class to prepare for the exam.
- B) Tell the professor she's lost her voice.
- C) Attend the lecture with the man.
- D) Ask Joe to apologize to the professor for her.

9. A) The woman is working in a kindergarten.
B) The man will go in for business fight after high school.
C) The woman is not happy with the man's decision.
D) The man wants to be a business manager.
10. A) They are busy all the year round.
B) They stay closed until summer comes.
C) They cater chiefly to tourists.
D) They provide quality service to their customers.

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 the Answer Sheet with a single line through the centre.

Passage One

Questions 11 to 14 are based on the passage you have just heard.

11. A) Boss and secretary.

- B) PR representative and client.
- C) Classmates.
- D) Colleagues.
12. A) He thought the boss was unfair to him.
- B) His clients complained about his service.
- C) He felt his assignment was tougher than Sue's.
- D) His boss was always finding fault with his work.
13. A) She complains about her bad luck.
- B) She always accepts them cheerfully.
- C) She is unwilling to undertake them.
- D) She takes them on, though reluctantly.
14. A) John had to quit his job.
- B) Both John and Sue got a raise.
- C) Sue failed to complete her project.
- D) Sue got promoted.

Passage Two

Questions 15 to 17 are based on the passage you have just heard.

15. A) By displaying their feelings and emotions.
B) By exchanging their views on public affairs.
C) By asking each other some personal questions.
D) By greeting each other very politely.
16. A) Yell loudly.
B) Argue fiercely.
C) Express his opinion frankly.
D) Refrain from showing his feelings.
17. A) Doing credit to one's community.
B) Distinguishing oneself.
C) Getting rich quickly.
D) Respecting individual rights.

Passage Three

Questions 18 to 20 are based on the passage you have just heard.

18. A) When tests show that they are relatively safe.
B) If they don't involve any risks.
C) When the urgent need for them arises.
D) If they produce predictable side effects.

19. A) Because they are less sensitive to it than those who have been tested for it.
- B) Because they are not accustomed to it.
- C) Because their genes differ from those who have been tested for it.
- D) Because they are not psychologically prepared for it.
20. A) They will become physically impaired.
- B) They will suffer from minor discomfort.
- C) They will have to take ever larger doses.
- D) They will experience a very painful process.

Part II Reading Comprehension (35 minutes)

Directions: There are 4 passages in this part. 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 the Answer Sheet with a single line through the centre.

Passage One

Questions 21 to 25 are based on the following passage.

Throughout the nation's more than 15,000 school districts, widely differing approaches to teaching science and math have emerged. Though there can be strength in diversity, a new international analysis suggests that this variability has instead

contributed to lackluster (平淡) achievement scores by U.S. children relative to their peers in other developed countries.

Indeed, concludes William H. Schmidt of Michigan State University, who led the new analysis, “no single intellectually coherent vision dominates U.S. educational practice in math or science.” The reason, he said, “is because the system is deeply and fundamentally flawed.”

The new analysis, released this week by the National Science Foundation in Arlington, Va., is based on data collected from about 50 nations as part of the Third International Mathematics and Science Study.

Not only do approaches to teaching science and math vary among individual U.S. communities, the report finds, but there appears to be little strategic focus within a school district’s curricula, its textbooks, or its teachers’ activities. This contrasts sharply with the coordinated national programs of most other countries.

On average, U.S. students study more topics within science and math than their international counterparts do. This creates an educational environment that “is a mile wide and an inch deep,” Schmidt notes.

For instance, eighth graders in the United States cover about 33 topics in math versus just 19 in Japan. Among science courses, the international gap is even wider. U.S. curricula for this age level resemble those of a small group of countries including Australia, Thailand, Iceland, and Bulgaria. Schmidt asks whether the United States wants to be classed with these nations, whose educational systems “share our pattern of

splintered (支离破碎) visions” but which are not economic leaders.

The new report “couldn’t come at a better time,” says Gerald Wheeler, executive director of the National Science Teachers Association in Arlington. “The new National Science Education Standards provide that focused vision,” including the call “to do less, but in greater depth.”

Implementing the new science standards and their math counterparts will be the challenge, he and Schmidt agree, because the decentralized responsibility for education in the United States requires that any reforms be tailored and instituted one community at a time.

In fact, Schmidt argues, reforms such as these proposed national standards “face an almost impossible task, because even though they are intellectually coherent, each becomes only one more voice in the babble (嘈杂声).”

21. According to the passage, the teaching of science and math in America is _____.

- A) losing its vitality gradually
- B) characterized by its diversity
- C) going downhill in recent years
- D) focused on tapping students’ potential

22. The fundamental flaw of American school education is that _____.

- A) it attaches too much importance to intensive study of school subjects

- C) it sets a very low academic standard for students
- D) it lacks a coordinated national program
23. By saying that the U.S. educational environment is “a mile wide and an inch deep” (Line 2, Para. 5), the author means U.S. educational practice _____.
- A) scratches the surface of a wide range of topics
- B) lays stress on quality at the expense of quantity
- C) encourages learning both in depth and in scope
- D) offers an environment for comprehensive education
24. The new National Science Education Standards are good news in that they will _____.
- A) solve most of the problems in school teaching
- B) provide depth to school science education
- C) quickly dominate U.S. educational practice
- D) be able to meet the demands of the community
25. Putting the new science and math standards into practice will prove difficult because _____.
- A) many schoolteachers challenge the acceptability of these standards

C) not enough educators have realized the necessity for doing so

D) school districts are responsible for making their own decisions

Questions 26 to 30 are based on the following passage.

I had an experience some years ago which taught me something about the ways in which people make a bad situation worse by blaming themselves. One January, I had to officiate at two funerals on successive days for two elderly women in my community. Both had died “full of years,” as the Bible would say; both yielded to the normal wearing out of the body after a long and full life. Their homes happened to be near each other, so I paid () calls on the two families on the same afternoon.

At the first home, the son of the deceased (已故) woman said to me, “If only I had sent my mother to Florida and gotten her out of this cold and snow, she would be alive today. It’s my fault that she died.” At the second home, the son of the other deceased woman said, “If only I hadn’t insisted on my mother’s going to Florida, she would be alive today. That long airplane ride, the abrupt change of climate, was more than she could take. It’s my fault that she’s dead.”

When things don’t turn out as we would like them to, it is very tempting to assume that had we done things differently, the story would have had a happier ending. Priests know that any time there is a death, the survivors will feel guilty. Because the course of

keeping Mother

at home, postponing the operation—would have turned out better. After all, how could it have turned out any worse?

There seem to be two elements involved in our readiness to feel guilt. The first is our pressing need to believe that the world makes sense, that there is a cause for every effect and a reason for everything that happens. That leads us to find patterns and connections both where they really exist and where they exist only in our minds.

The second element is the notion that we are the cause of what happens, especially the bad things that happen. It seems to be a short step from believing that every event has a cause to believing that every disaster is our fault. The roots of this feeling may lie in our childhood. Psychologists speak of the infantile myth of (). A baby comes to think that the world exists to meet his needs, and that he makes everything happen in it. He wakes up in the morning and summons the rest of the world to its tasks. He cries, and someone comes to attend to him. When he is hungry, people feed him, and when he is wet, people change him. Very often, we do not completely outgrow that infantile notion that our wishes cause things to happen.

26. What is said about the two deceased elderly women?

- A) They lived out a natural life.
- B) They died due to lack of care by family members.
- C) They died of exhaustion after the long plane ride.

27. The author had to conduct the two women's funerals probably because _____.
- A) he had great sympathy for the deceased
 - B) he wanted to console the two families
 - C) he was priest of the local church
 - D) he was an official from the community
28. People feel guilty for the deaths of their loved ones because _____.
- A) they believe that they were responsible
 - B) they had neglected the natural course of events
 - C) they couldn't find a better way to express their grief
 - D) they didn't know things often turn out in the opposite direction
29. In the context of the passage, "... the world makes sense" (Line 2, Para, 4) probably means that _____.
- A) we have to be sensible in order to understand the world
 - B) everything in the world is predetermined
 - C) there's an explanation for everything in the world
 - D) the world can be interpreted in different ways
30. People have been made to believe since infancy that _____.

- B) their wishes are the cause of everything that happens
- C) life and death is an unsolved mystery
- D) everybody is at their command

Questions 31 to 35 are based on the following passage.

“I’ve never met a human worth cloning,” says cloning expert Mark Westhusin from his lab at Texas A&M University. “It’s a stupid endeavor.” That’s an interesting choice of adjective, coming from a man who has spent millions of dollars trying to clone a 13-year-old dog named Missy. So far, he and his team have not succeeded, though they have cloned two cows and expect to clone a cat soon. They just might succeed in cloning Missy this spring or perhaps not for another 5 years. It seems the reproductive system of man’s best friend is one of the mysteries of modern science.

Westhusin’s experience with cloning animals leaves him upset by all this talk of human cloning. In three years of work on the Missy project, using hundreds upon hundreds of dog’s eggs, the A&M team has produced only a dozen or so (胚胎) carrying Missy’s DNA. None have survived the transfer to a surrogate (代孕) mother. The wastage of eggs and the many spontaneously aborted fetuses (胎) may be acceptable when you’re dealing with cats or bulls, he argues, but not with humans. “Cloning is incredibly inefficient, and also dangerous,” he says.

since Dolly the sheep was cloned in 1997, Westhusin's phone has been ringing with people calling in hopes of duplicating their cats and dogs, cattle and horses. "A lot of people want to clone pets, especially if the price is right," says Westhusin. Cost is no obstacle for Missy's mysterious billionaire owner; he's put up \$3.7 million so far to fund A&M's research.

Contrary to some media reports, Missy is not dead. The owner wants a twin to carry on Missy's fine qualities after she does die. The prototype is, by all accounts, athletic, good-natured and supersmart. Missy's master does not expect an exact copy of her. He knows her clone may not have her temperament. In a statement of purpose, Missy's owner and the A&M team say they are "both looking forward to studying the ways that her clones differ from Missy."

Besides cloning a great dog, the project may contribute insight into the old question of nature vs, nurture. It could also lead to the cloning of special rescue dogs and many endangered animals.

However, Westhusin is cautious about his work. He knows that even if he gets a dog pregnant, the offspring, should they survive, will face the problems shown at birth by other cloned animals: abnormalities like immature lungs and heart and weight problems~ "Why would you ever want to clone humans, Westhusin asks, "when we're not even close to getting it worked out in animals yet?"

31. By “stupid endeavor” (Line 2, Para. 1), Westhusin means to say that _____.
- A) human cloning is a foolish undertaking
 - B) animal cloning is absolutely impractical
 - C) human cloning should be done selectively
 - D) animal cloning is not worth the effort at all
32. What does the first paragraph tell us about Westhusin’s dog cloning project?
- A) Its success is already in sight.
 - B) It is doomed to utter failure.
 - C) It is progressing smoothly.
 - D) Its outcome remains uncertain.
33. By cloning Missy, Mark Westhusin hopes to _____.
- A) examine the reproductive system of the dog species
 - B) find out the differences between Missy and its clones
 - C) search for ways to modify its temperament
 - D) study the possibility of cloning humans
34. We learn from the passage that animal clones are likely to have _____.
- A) an abnormal shape
 - B) a bad temper

C) defective organs

D) immune deficiency

35. It can be seen that present cloning techniques _____.

A) provide insight into the question of nature vs, nurture

B) have been widely used in saving endangered species

C) have proved quite adequate for the cloning of humans

D) still have a long way to go before reaching maturity

Passage Four

Questions 36 to 40 are based on the following passage.

Frustrated with delays in Sacramento, Bay Area officials said Thursday they planned to take matters into their own hands to regulate the region's growing pile of electronic trash.

A San Jose councilwoman and a San Francisco supervisor said they would propose local initiatives aimed at controlling electronic waste if the California law-making body fails to act on two bills stalled in the Assembly. They are among a growing number of California cities and counties that have expressed the same intention.

Environmentalists and local governments are increasingly concerned about the toxic hazard posed by old electronic devices and the cost of safely recycling those products.

An estimated 6 million televisions and computers are stocked in California homes, and

an additional 6,000 to 7,000 computers become outdated every day. The machines contain high levels of lead and other hazardous substances, and are already banned from California landfills (垃圾填埋场).

Legislation by Senator Byron Sher would require consumers to pay a recycling fee of up to \$30 on every new machine containing a cathode (阴极) ray tube. Used in almost all video monitors and televisions, those devices contain four to eight pounds of lead each. The fees would go toward setting up recycling programs, providing grants to non-profit agencies that reuse the tubes and rewarding manufacturers that encourage recycling.

A separate bill by Los Angeles-area Senator Gloria Romero would require high-tech manufacturers to develop programs to recycle so-called e-waste.

If passed, the measures would put California at the forefront of national efforts to manage the refuse of the electronic age.

But high-tech groups, including the Silicon Valley Manufacturing Group and the American Electronics Association, oppose the measures, arguing that fees of up to \$30 will drive consumers to online, out-of-state retailers.

“What really needs to occur is consumer education. Most consumers are unaware they’re not supposed to throw computers in the trash,” said Roxanne Gould, vice president of government relations for the electronics association.

Computer recycling should be a local effort and part of residential waste collection programs, she added.

Recycling electronic waste is a dangerous and specialized matter, and environmentalists maintain the state must support recycling efforts and ensure that the job isn't contracted to unscrupulous (毫无顾忌) junk dealers who send the toxic parts overseas.

“The graveyard of the high-tech revolution is ending up in rural China,” said Ted Smith, director of the Silicon Valley Toxics Coalition. His group is pushing for an amendment to Sher's bill that would prevent the export of ewaste.

36. What step were Bay Area officials going to take regarding e-waste disposal?
- A) Rally support to pass the stalled bills.
 - B) Lobby the lawmakers of the California Assembly.
 - C) Lay down relevant local regulations themselves.
 - D) Exert pressure on manufacturers of electronic devices.
37. The two bills stalled in the California Assembly both concern _____.
- A) the reprocessing of the huge amounts of electronic waste in the state
 - B) regulations on dumping hazardous substances into landfills
 - C) the funding of local initiatives to reuse electronic trash
 - D) the sale of used electronic devices to foreign countries
38. Consumers are not supposed to throw used computers in the trash because _____.

- A) this is banned by the California government
 - B) some parts may be recycled for use elsewhere
 - C) unscrupulous dealers will retrieve them for profit
 - D) they contain large amounts of harmful substances
39. High-tech groups believe that if an extra \$30 is charged on every TV or computer purchased in California, consumers will _____.
- A) hesitate to upgrade their computers
 - B) abandon online shopping
 - C) buy them from other states
 - D) strongly protest against such a charge
40. We learn from the passage that much of California's electronic waste has been _____.
- A) dumped into local landfills
 - B) exported to foreign countries
 - C) collected by non-profit agencies
 - D) recycled by computer manufacturers

Part III Vocabulary (20 minutes)

Directions: There are 30 incomplete sentences in this part. For each sentence there are four choices marked A), B), C) and D). Choose the ONE answer that best

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