

# 「英语六级」 历年试题

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华图考研研究院 编著





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2016年6月六级考试试题

**Part I**

**Writing**

**(30 minutes)**

**Directions:**

*For this part, you are allowed 30 minutes to write a short essay based on **living in the virtual world**. Try to imagine what will happen when people spend more and more time in the virtual world instead of interacting in the real world. You are required to write at least **150** words hut no more than **200** words.*

**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.*

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

1. A) Project organizer.  
B) Public relations officer.  
C) Marketing manager.  
D) Market research consultant.
2. A) Quantitative advertising research.  
B) Questionnaire design.  
C) Research methodology.  
D) Interviewer training.
3. A) They are intensive studies of people's spending habits.  
B) They examine relations between producers and customers.  
C) They look for new and effective ways to promote products.  
D) They study trends or customer satisfaction over a long period.
4. A) The lack of promotion opportunity.  
B) Checking charts and tables.  
C) Designing questionnaires.  
D) The persistent intensity.

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

5. A) His view on Canadian universities.  
B) His understanding of higher education.  
C) His suggestions for improvements in higher education.  
D) His complaint about bureaucracy in American universities.
6. A) It is well designed.

- B) It is rather inflexible.
  - C) It varies among universities.
  - D) It has undergone great changes.
7. A) The United States and Canada can learn from each other.  
B) Public universities are often superior to private universities.  
C) Everyone should be given equal access to higher education.  
D) Private schools work more efficiently than public institutions.
8. A) University systems vary from country to country.  
B) Efficiency is essential to university management.  
C) It is hard to say which is better, a public university or a private one.  
D) Many private universities in the U.S. are actually large bureaucracies.

## 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.*

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

9. A) Government's role in resolving an economic crisis.  
B) The worsening real wage situation around the world  
C) Indications of economic recovery in the United States.  
D) The impact of the current economic crisis on people's life.
10. A) They will feel less pressure to raise employees' wages.  
B) They will feel free to choose the most suitable employees.  
C) They will feel inclined to expand their business operations.  
D) They will feel more confident in competing with their rivals.
11. A) Employees and companies cooperate to pull through the economic crisis.  
B) Government and companies join hands to create jobs for the unemployed.  
C) Employees work shorter hours to avoid layoffs.  
D) Team work will be encouraged in companies.

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

12. A) Whether memory supplements work.  
B) Whether herbal medicine works wonders.  
C) Whether exercise enhances one's memory.  
D) Whether a magic memory promises success.
13. A) They help the elderly more than the young.  
B) They are beneficial in one way or another.  
C) They generally do not have side effects.  
D) They are not based on real science.
14. A) They are available at most country fairs.

- B) They are taken in relatively high dosage.
  - C) They are collected or grown by farmers.
  - D) They are prescribed by trained practitioners.
15. A) They have often proved to be as helpful as doing mental exercise.
- B) Taking them with other medications might entail unnecessary risks.
  - C) Their effect lasts only a short time.
  - D) Many have benefited from them.

### 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.

**Questions 16 to 18 are based on the conversation you have just heard.**

16. A) How catastrophic natural disasters turn out to be to developing nations.  
 B) How the World Meteorological Organization studies natural disasters.  
 C) How powerless humans appear to be in face of natural disasters.  
 D) How the negative impacts of natural disasters can be reduced.
17. A) By training rescue teams for emergencies.  
 B) By taking steps to prepare people for them.  
 C) By changing people's views of nature.  
 D) By relocating people to safer places.
18. A) How preventive action can reduce the loss of life.  
 B) How courageous Cubans are in face of disasters.  
 C) How Cubans suffer from tropical storms.  
 D) How destructive tropical storms can be.

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

19. A) Pay back their loans to the American government.  
 B) Provide loans to those in severe financial difficulty.  
 C) Contribute more to the goal of a wider recovery.  
 D) Speed up their recovery from the housing bubble.
20. A) Some banks may have to merge with others.  
 B) Many smaller regional banks are going to fail.  
 C) It will be hard for banks to provide more loans.  
 D) Many banks will have to lay off some employees.
21. A) It will work closely with the government.  
 B) It will endeavor to write off bad loans.  
 C) It will try to lower the interest rate.  
 D) It will try to provide more loans.
22. A) It won't help the American economy to turn around.

- B) It won't do any good to the major commercial banks.
- C) It will win the approval of the Obama administration.
- D) It will be necessary if the economy starts to shrink again.

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

23. A) Being unable to learn new things.  
B) Being rather slow to make changes.  
C) Losing temper more and more often.  
D) Losing the ability to get on with others.
24. A) Cognitive stimulation.  
B) Community activity.  
C) Balanced diet.  
D) Fresh air.
25. A) Ignoring the signs and symptoms of aging.  
B) Adopting an optimistic attitude towards life.  
C) Endeavoring to give up unhealthy lifestyles.  
D) Seeking advice from doctors from time to time.

**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.*

Pursuing a career is an essential part of adolescent development. "The adolescent becomes an adult when he 26 a real job." To cognitive researchers like Piaget, adulthood meant the beginning of an 27 .

Piaget argued that once adolescents enter the world of work, their newly acquired ability to form hypotheses allows them to create representations that are too ideal. The 28 of such ideals, without the tempering of the reality of a job or profession, rapidly leads adolescents to become 29 of the non-idealistic world and to press for reform in a characteristically adolescent way. Piaget said: "True adaptation to society comes 30 when the adolescent reformer attempts to put his ideas to work."

Of course, youthful idealism is often courageous, and no one likes to give up dreams. Perhaps, taken 31 out of context, Piaget's statement seems harsh. What he was 32 , however, is the way reality can modify idealistic views. Some people refer to such modification as maturity. Piaget argued that attaining and accepting a vocation is one of the best ways to modify idealized views and to mature.

As careers and vocations become less available during times of 33 , adolescents may be



especially hard hit. Such difficult economic times may leave many adolescents 34 about their roles in society. For this reason, community interventions and government job programs that offer summer and vacation work are not only economically 35 but also help to stimulate the adolescent's sense of worth.

A) automatically	B) beneficial	C) capturing	D) confused
E) emphasizing	F) entrance	G) excited	H) existence
I) incidentally	J) intolerant	K) occupation	L) promises
M) recession	N) slightly	O) undertakes	

**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**.*

**Can Societies Be rich and Green?**

[A] "If our economies are to flourish, if global poverty is to be eliminated and if the well-being of the world's people enhanced—not just in this generation but in succeeding generations—we must make sure we take care of the natural environment and resources on which our economic activity depends." That statement comes not, as you might imagine, from a stereotypical tree-hugging, save-the-world *greenie* (环保主义者), but from Gordon Brown, a politician with a reputation for rigour, thoroughness and above all, caution.

[B] A surprising thing for the man who runs one of the world's most powerful economies to say? Perhaps; though in the run-up to the five-year review of the *Millennium* (千年的) Goals, he is far from alone. The roots of his speech, given in March at the roundtable meeting of environment and energy ministers from the G20 group of nations, stretch back to 1972, and the United Nations Conference on the Human Environment in Stockholm.

[C] "The protection and improvement of the human environment is a major issue which affects the well-being of peoples and economic development throughout the world," read the final declaration from this gathering, the first of a sequence which would lead to the Rio de Janeiro Earth Summit in 1992 and the World Development Summit in Johannesburg three years ago.

[D] Hunt through the reports prepared by UN agencies and development groups—many for conferences such as this year's Millennium Goals review—and you will find that the linkage between environmental protection and economic progress is a common thread.

[E] Managing ecosystems sustainably is more profitable than exploiting them, according to the Millennium Ecosystem Assessment. But finding hard evidence to support the thesis is not so easy. Thoughts turn first to some sort of global statistic, some indicator which would rate the wealth of nations in both economic and environmental terms and show a relationship between the two.

[F] If such an indicator exists, it is well hidden. And on reflection, this is not surprising; the single

word "environment" has so many dimensions, and there are so many other factors affecting wealth—such as the oil deposits—that teasing out a simple economy-environment relationship would be almost impossible.

[G] The Millennium Ecosystem Assessment, a vast four-year global study which reported its initial conclusions earlier this year, found reasons to believe that managing ecosystems sustainably—working with nature rather than against it—might be less profitable in the short term, but certainly brings long-term rewards.

[H] And the World Resources Institute (WRI) in its World Resources 2005 report, issued at the end of August, produced several such examples from Africa and Asia; it also demonstrated that environmental degradation affects the poor more than the rich, as poorer people derive a much higher proportion of their income directly from the natural resources around them.

[I] But there are also many examples of growing wealth by trashing the environment, in rich and poor parts of the world alike, whether through unregulated mineral extraction, drastic water use for agriculture, slash-and-burn farming, or fossil-fuel-guzzling (大量消耗) transport. Of course, such growth may not persist in the long term—which is what Mr. Brown and the Stockholm declaration were both attempting to point out. Perhaps the best example of boom growth and bust decline is the Grand Banks fishery. For almost five centuries a very large supply of *cod* (鳕鱼) provided abundant raw material for an industry which at its peak employed about 40,000 people, sustaining entire communities in Newfoundland. Then, abruptly, the cod population collapsed. There were no longer enough fish in the sea for the stock to maintain itself, let alone an industry. More than a decade later, there was no sign of the ecosystem re-building itself. It had, apparently, been fished out of existence; and the once mighty Newfoundland fleet now gropes about frantically for crab on the sea floor.

[J] There is a view that modern humans are inevitably sowing the seeds of a global Grand Banks-style disaster. The idea is that we are taking more out of what you might call the planet's environmental bank balance than it can sustain; we are living beyond our ecological means. One recent study attempted to calculate the extent of this "ecological overshoot of the human economy", and found that we are using 1.2 Earth's-worth of environmental goods and services—the implication being that at some point the debt will be called in, and all those services—the things which the planet does for us for free—will grind to a halt.

[K] Whether this is right, and if so where and when the ecological axe will fall, is hard to determine with any precision—which is why governments and financial institutions are only beginning to bring such risks into their economic calculations. It is also the reason why development agencies are not united in their view of environmental issues; while some, like the WRI, maintain that environmental progress needs to go hand-in-hand with economic development, others argue that the priority is to build a thriving economy, and then use the wealth created to tackle environmental degradation.

[L] This view assumes that rich societies will invest in environmental care. But is this right? Do things get better or worse as we get richer? Here the Stockholm declaration is ambiguous. "In the developing countries," it says, "most of the environmental problems are caused by under-development." So it is saying that economic development should make for a cleaner world? Not necessarily. "In the industrialised countries, environmental problems are generally related to industrialisation and technological development," it continues. In other words, poor and rich both over-exploit the natural world, but for different reasons. It's simply not true that economic growth

will surely make our world cleaner.

[M] Clearly, richer societies are able to provide environmental improvements which lie well beyond the reach of poorer communities. Citizens of wealthy nations demand national parks, clean rivers, clean air and poison-free food. They also, however, use far more natural resources—fuel, water (all those baths and golf courses) and building materials.

[N] A case can be made that rich nations export environmental problems, the most graphic example being climate change. As a country's wealth grows, so do its greenhouse gas emissions. The figures available will not be completely accurate. Measuring emissions is not a precise science, particularly when it comes to issues surrounding land use; not all nations have released up-to-date data, and in any case, emissions from some sectors such as aviation are not included in national statistics. But the data is exact enough for a clear trend to be easily discernible. As countries become richer, they produce more greenhouse gases; and the impact of those gases will fall primarily in poor parts of the world.

[O] Wealth is not, of course, the only factor involved. The average Norwegian is better off than the average US citizen, but contributes about half as much to climate change. But could Norway keep its standard of living and yet cut its emissions to Moroccan or even Ethiopian levels? That question, repeated across a dozen environmental issues and across our diverse planet, is what will ultimately determine whether the human race is living beyond its ecological means as it pursues economic revival.

36. Examples show that both rich and poor countries exploited the environment for economic progress.

37. Environmental protection and improvement benefit people all over the world.

38. It is not necessarily true that economic growth will make our world cleaner.

39. The common theme of the UN reports is the relation between environmental protection and economic growth.

40. Development agencies disagree regarding how to tackle environment issues while ensuring economic progress.

41. It is difficult to find solid evidence to prove environmental friendliness generates more profits than exploiting the natural environment.

42. Sustainable management of ecosystems will prove rewarding in the long run.

43. A politician noted for being cautious asserts that sustainable human development depends on the natural environment.

44. Poor countries will have to bear the cost for rich nations' economic development.

45. One recent study warns us of the danger of the exhaustion of natural resources on Earth.

## 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.*

Interactive television advertising, which allows viewers to use their remote controls to click on advertisements, has been pushed for years. Nearly a decade ago it was predicted that viewers of "Friends", a popular situation comedy, would soon be able to purchase a sweater like Jennifer Aniston's with a few taps on their remote control. "It's been the year of interactive television advertising for the last ten or twelve years," says Colin Dixon of a digital-media consultancy.

So the news that Cablevision, an American cable company, was rolling out interactive advertisements to all its customers on October 6th was greeted with some skepticism. During commercials, an overlay will appear at the bottom of the screen, prompting viewers to press a button to request a free sample or order a catalogue. Cablevision 8 hopes to allow customers to buy things with their remote controls early next year.

Television advertising could do with a boost. Spending fell by 10% in the first half of the year. The popularization of digital video recorders has caused advertisers to worry that their commercials will be skipped. Some are turning to the Internet, which is cheaper and offers concrete measurements like click-through rates—especially important at a time when marketing budgets are tight. With the launch of interactive advertising, "many of the dollars that went to the Internet will come back to the TV," says David Kline of Cablevision. Or so the industry hopes.

In theory, interactive advertising can engage viewers in a way that 30-second spots do not. Unilever recently ran an interactive campaign for its *Axe deodorant* (除臭剂), which kept viewers engaged for more than three minutes on average.

The amount spent on interactive advertising on television is still small. Magna, an advertising agency, reckons it will be worth about \$138 million this year. That falls far short of the billions of dollars people once expected it to generate. But DirecTV, Comcast and Time Warner Cable have all invested in it. A new effort led by Canoe Ventures, a coalition of leading cable providers, aims to make interactive advertising available across America later this year. BrightLine iTV, which designs and sells interactive ads, says interest has surged: it expects its revenues almost to triple this year. BSkyB, Britain's biggest satellite-television service, already provides 9 million customers with interactive ads.

Yet there are doubts whether people watching television, a "lean back" medium, crave interaction. Click-through rates have been high so far (around 3-4%, compared with less than 0.3% online), but that may be a result of the novelty. Interactive ads and viewers might not go well together.

46. What does Colin Dixon mean by saying "It's been the year of interactive television advertising for the last ten or twelve years" (Lines 4 - 5, Para.1)?

- A) Interactive television advertising will become popular in 10-12 years.
- B) Interactive television advertising has been under debate for the last decade or so.
- C) Interactive television advertising is successful when incorporated into situation comedies.
- D) Interactive television advertising has not achieved the anticipated results.

47. What is the public's response to Cablevision's planned interactive TV advertising program?

- A) Pretty positive.
- B) Totally indifferent.
- C) Somewhat doubtful.

- D) Rather critical.
48. What is the impact of the wide use of digital video recorders on TV advertising?
- A) It has made TV advertising easily accessible to viewers.  
 B) It helps advertisers to measure the click-through rates.  
 C) It has placed TV advertising at a great disadvantage.  
 D) It enables viewers to check the sales items with ease.
49. What do we learn about Unilever's interactive campaign?
- A) It proves the advantage of TV advertising.  
 B) It has done well in engaging the viewers.  
 C) It helps attract investments in the company.  
 D) It has boosted the TV advertising industry.
50. How does the author view the hitherto high click-through rates?
- A) They may be due to the novel way of advertising.  
 B) They signify the popularity of interactive advertising.  
 C) They point to the growing curiosity of TV viewers.  
 D) They indicate the future direction of media reform.

**Passage Two**

**Questions 51 to 55 are based on the following passage.**

What can be done about mass unemployment? All the wise heads agree: there're no quick or easy answers. There's work to be done, but workers aren't ready to do it—they're in the wrong places, or they have the wrong skills. Our problems are "structural", and will take many years to solve.

But don't bother asking for evidence that justifies this bleak view. There isn't any. On the contrary, all the facts suggest that high unemployment in America is the result of inadequate demand. Saying that there're no easy answers sounds wise, but it's actually foolish: our unemployment crisis could be cured very quickly if we had the intellectual clarity and political will to act. In other words, structural unemployment is a fake problem, which mainly serves as an excuse for not pursuing real solutions.

The fact is job openings have plunged in every major sector, while the number of workers forced into part-time employment in almost all industries has soared. Unemployment has surged in every major occupational category. Only three states, with a combined population not much larger than that of Brooklyn, have unemployment rates below 5%. So the evidence contradicts the claim that we're mainly suffering from structural unemployment. Why, then, has this claim become so popular?

Part of the answer is that this is what always happens during periods of high unemployment—in part because experts and analysts believe that declaring the problem deeply rooted, with no easy answers, makes them sound serious.

I've been looking at what self-proclaimed experts were saying about unemployment during the Great Depression; it was almost identical to what Very Serious People are saying now. Unemployment cannot be brought down rapidly, declared one 1935 analysis, because the workforce is "unadaptable and untrained. It cannot respond to the opportunities which industry may offer." A few years later, a large defense buildup finally provided a fiscal stimulus adequate to the economy's

needs—and suddenly industry was eager to employ those "unadaptable and untrained" workers.

But now, as then, powerful forces are ideologically opposed to the whole idea of government action on a sufficient scale to jump-start the economy. And that, fundamentally, is why claims that we face huge structural problems have been multiplying: they offer a reason to do nothing about the mass unemployment that is crippling our economy and our society.

So what you need to know is that there's no evidence whatsoever to back these claims. We aren't suffering from a shortage of needed skills; we're suffering from a lack of policy resolve. As I said, structural unemployment isn't a real problem, it's an excuse—a reason not to act on America's problems at a time when action is desperately needed.

51. What does the author think is the root cause of mass unemployment in America?
- A) Corporate mismanagement.
  - B) Insufficient demand.
  - C) Technological advances.
  - D) Workers' slow adaptation.
52. What does the author think of the experts' claim concerning unemployment?
- A) Self-evident.
  - B) Thought-provoking.
  - C) Irrational.
  - D) Groundless.
53. What does the author say helped bring down unemployment during the Great Depression?
- A) The booming defense industry.
  - B) The wise heads' benefit package.
  - C) Nationwide training of workers.
  - D) Thorough restructuring of industries.
54. What has caused claims of huge structural problems to multiply?
- A) Powerful opposition to government's stimulus efforts.
  - B) Very Serious People's attempt to cripple the economy.
  - C) Evidence gathered from many sectors of the industries.
  - D) Economists' failure to detect the problems in time.
55. What is the author's purpose in writing the passage?
- A) To testify to the experts' analysis of America's problems.
  - B) To offer a feasible solution to the structural unemployment.
  - C) To show the urgent need for the government to take action.
  - D) To alert American workers to the urgency for adaptation.

**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**.*

中国的创新正以前所未有的速度蓬勃发展。为了在科学技术上尽快赶超世界发达国家，中国近年来大幅度增加了研究开发资金。中国的大学和研究所正在积极开展创新研究，这些研究覆盖了从大数据到生物化学、从新能源到机器人等各类高科技领域。它们还与各地的科技园合作，使创新成果商业化。与此同时，无论在产品还是商业模式上，中国企业家也在努力争做创新的先锋，以适应国内外消费市场不断变化和增长的需求。





2016年12月六级考试试题

**Part I** **Writing** (30minutes)

**Directions:**

*For this part, you are allowed 30 minutes to write a short essay on **invention**. Your essay should include the importance of invention and measures to be taken to encourage invention. You are required to write at least 150 words but no more than 200 words.*

**Part II** **Listening Comprehension** (30minutes)

**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.*

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

1. A) It tries to predict the possible trends of global climate change.  
 B) It studies the impacts of global climate change on people's lives.  
 C) It links the science of climate change to economic and policy issues.  
 D) It focuses on the efforts countries can make to deal with global warming.
2. A) It will take a long time before a consensus is reached on its impact.  
 B) It would be more costly to deal with its consequences than to avoid it.  
 C) It is the most pressing issue confronting all countries.  
 D) It is bound to cause endless disputes among nations.
3. A) The transition to low-carbon energy systems.  
 B) The cooperation among world major powers.  
 C) The signing of a global agreement.  
 D) The raising of people's awareness.
4. A) Carry out more research on it.  
 B) Cut down energy consumption.  
 C) Plan well in advance.  
 D) Adopt new technology.

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

5. A) When luck plays a role.  
 B) What determines success.  
 C) Whether practice makes perfect.  
 D) How important natural talent is.

6. A) It knocks at your door only once in a while.  
B) It is something that no one can possibly create.  
C) It comes naturally out of one's self-confidence.  
D) It means being good at seizing opportunities.
7. A) Luck rarely contributes to a person's success.  
B) One must have natural talent to be successful.  
C) One should always be ready to seize opportunities.  
D) Practice is essential to becoming good at something.
8. A) Putting time and effort into fun things is profitable.  
B) People who love what they do care little about money.  
C) Being passionate about work can make one wealthy.  
D) People in need of money work hard automatically.

## 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.*

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

9. A) The stump of a giant tree.  
B) A huge piece of rock.  
C) The peak of a mountain.  
D) A tall chimney.
10. A) Human activity.  
B) Wind and water.  
C) Chemical processes.  
D) Fire and fury.
11. A) It is a historical monument.  
B) It was built in ancient times.  
C) It is Indians' sacred place for worship.  
D) It was created by supernatural powers.
12. A) By sheltering them in a cave.  
B) By killing the attacking bears.  
C) By lifting them well above the ground.  
D) By taking them to the top of a mountain.

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

13. A) They will buy something from the convenience stores.  
B) They will take advantage of the time to rest a while.  
C) They will have their vehicles washed or serviced.  
D) They will pick up some souvenirs or gift items.

14. A) They can bring only temporary pleasures.  
 B) They are meant for the extremely wealthy.  
 C) They should be done away with altogether.  
 D) They may eventually drive one to bankruptcy.
15. A) A good way to socialize is to have daily lunch with one's colleagues.  
 B) Retirement savings should come first in one's family budgeting.  
 C) A vacation will be affordable if one saves 20 dollars a week.  
 D) Small daily savings can make a big difference in one's life.

### 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.*

#### Questions 16 to 18 are based on the recording you have just heard.

16. A) They should be done away with.  
 B) They are necessary in our lives.  
 C) They enrich our experience.  
 D) They are harmful to health.
17. A) They feel stressed out even without any challenges in life.  
 B) They feel too overwhelmed to deal with life's problems.  
 C) They are anxious to free themselves from life's troubles.  
 D) They are exhausted even without doing any heavy work.
18. A) They expand our mind.  
 B) They prolong our lives.  
 C) They narrow our focus.  
 D) They lessen our burdens.

#### Questions 19 to 22 are based on the conversation you have just heard.

19. A) It is not easily breakable.  
 B) It came from a 3D printer.  
 C) It represents the latest style.  
 D) It was made by a fashion designer.
20. A) When she had just graduated from her college.  
 B) When she attended a conference in New York.  
 C) When she was studying at a fashion design school.  
 D) When she attended a fashion show nine months ago.
21. A) It was difficult to print.  
 B) It was hard to come by.  
 C) It was hard and breakable.  
 D) It was extremely expensive.

22. A) It is the latest model of a 3D printer.  
B) It is a plastic widely used in 3D printing.  
C) It gives fashion designers room for imagination.  
D) It marks a breakthrough in printing material.

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

23. A) They arise from the advances in technology.  
B) They have not been examined in detail so far.  
C) They are easy to solve with modern technology.  
D) They can't be solved without government support.
24. A) It is attractive to entrepreneurs.  
B) It demands huge investment.  
C) It focuses on new products.  
D) It is intensely competitive.
25. A) Cooperation with big companies.  
B) Recruiting more qualified staff.  
C) In-service training of IT personnel.  
D) Sharing of costs with each other.

### Part III Reading Comprehension (40minutes)

#### Section A

#### Directions:

*In this section, there is a passage with ten blanks. You are required to select out one word for each blank from a lot 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.*

It is important that scientists be seen as normal people asking and answering important questions. Good, sound science depends on 26, experiments and reasoned methodologies. It requires a willingness to ask new questions and try new approaches. It requires one to take risks and experience failures. But good science also requires 27 understanding, clear explanation and concise presentation.

Our country needs more scientists who are willing to step out in the public 28 and offer their opinions on important matters. We need more scientists who can explain what they are doing in language that is 29 and understandable to the public. Those of us who are not scientists should also be prepared to support public engagement by scientists, and to 30 scientific knowledge into our public communications.

Too many people in this country, including some among our elected leadership, still do not understand how science works or why robust, long-range investments in research vitally matter. In the 1960s, the United States 31 nearly 17% of *discretionary* (可酌情支配的) spending to research and development, 32 decades of economic growth. By 2008, the figure had fallen into

the single \_\_\_ 33 \_\_\_. This occurs at a time when other nations have made significant gains in their own research capabilities.

At the University of California (UC), we \_\_\_ 34 \_\_\_ ourselves not only on the quality of our research, but also on its contribution to improving our world. To \_\_\_ 35 \_\_\_ the development of science from the lab bench to the market place, UC is investing our own money in our own good ideas.

A) arena	E) digits	I) incorporate	M) pride
B) contextual	F) hasten	J) indefinite	N) reaping
C) convincing	G) hypotheses	K) indulge	O) warrant
D) devoted	H) impairing	L) inertia	

**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 question by marking the corresponding letter on Answer Sheet 2.*

**Are We in an Innovation Lull?**

[A] Scan the highlights of this year’s Consumers Electronics Show (CES) , and you may get a slight feeling of having seen them before. Many of the coolest gadgets this year are the same as the coolest gadgets last year—or the year before, even. The boots are still exciting, and the demos are still just as crazy. It is still easy to be dazzled by the display of *drones* (无人机) , 3D printers, virtual reality *goggles* (眼镜) and more “smart” devices than you could ever hope to catalog. Upon reflection, however, it is equally easy to feel like you have seen it all before. And it is hard not to think: Are we in an innovation *lull* (间歇期) ?

[B] In some ways, the answer is yes. For years, smartphones, televisions, tablets, laptops and desktops have made up a huge part of the market and driven innovation. But now these segments are looking at slower growth curves—or shrinking markets in some case—as consumers are not as eager to spend money on new gadgets. Meanwhile, emerging technologies—the drones, 3D printers and smart-home devices of the world—now seem a bit too old to be called “the next big thing”.

[C] Basically the tech industry seems to be in an awkward period now. “There is not any one-hit wonder, and there will not be one for years to come.” said Gary Shapiro, president and chief executive of the Consumer Technology Association (CTA). In his eyes, however, that doesn’t necessarily mean that innovation has stopped. It has just grown up a little. “Many industries are going out of infancy and becoming adolescents.” Shapiro said.

[D] For instance, new technologies that are building upon existing technology have not found their footing well enough to appeal to a mass audience, because, in many cases, they need to work effectively with other devices to realize their full appeal. Take the evolution of the smart home, for example. Companies are pushing it hard but make it almost overwhelming even to dip a toe in the water for the average consumer, because there are so many compatibility issues to think about. No

average person wants to figure out whether their favorite calendar software works with their fridge or whether their washing machine and tablet get along. Having to install a different app for each smart appliance in your home is annoying; it would be nicer if you could manage everything together. And while you may forgive your smartphone an occasional fault, you probably have less patience for error messages from your door lock.

[E] Companies are promoting their own standards, and the market has not had time to choose a winner yet as this is still very new. Companies that have long focused on hardware now have to think of ecosystems instead to give consumers practical solutions to their everyday problems. “The dialogue is changing from what is technologically possible to what is technologically meaningful,” said economist Shawn DuBravac. DuBravac works for CTA—which puts on the show each year—and said that this shift to a search for solutions has been noticeable as he researched his predictions for 2016.

[F] “So much of what CES has been about is the cool. It is about the flashiness and gadgets,” said John Curran, managing director of research at Accenture. “But over the last couple of years, and in this one in particular, we are starting to see companies shift from what is the largest screen size, the smallest form factor or the shiniest object and more into what all of these devices do that is practical in a consumer’s life.” Even the technology press conferences, which have been high-profile in the past and reached a level of drama and theatrics fitting for a Las Vegas stage, have a different bent to them. Rather than just dazzling with a high cool factor, there is a focus on the practical. Fitbit, for example, released its first smartwatch Monday, selling with a clear purpose—to improve your fitness—and promoting it as a “tool, not a toy”. Not only that, it supports a number of platforms: Apple’s iOS, Google’s Android and Microsoft’s Windows phone.

[G] That seems to be what consumers are demanding, after all. Consumers are becoming increasingly bored with what companies have to offer: A survey of 28,000 consumers in 28 countries released by Accenture found consumers are not as excited about technology as they once were. For example, when asked whether they would buy a new smartphone this year, only 48 percent said yes—a six-point drop from 2015.

[H] And when it comes to the hyper-connected super-smart world that technology firms are painting for us, it seems that consumers are growing more uneasy about handing over the massive amounts of consumer data needed to provide the personalized, customized solutions that companies need to improve their services. That could be another explanation for why companies seem to be strengthening their talk of practicality of their devices.

[I] Companies have already won part of the battle, having driven tech into every part of our lives, tracking our steps and our very heartbeats. Yet the persistent question of “Why do I need that?”—or, perhaps more tellingly, “Why do you need to know that?”—dogs the steps of many new ventures. Only 13 percent of respondents said that they were interested in buying a smartwatch in 2016, for example—an increase of just one percent from the previous year despite a year of high-profile launches. That is bad news for any firm that may hope that smartwatches can make up ground for maturing smartphone and tablet markets. And the survey found flat demand for fitness monitors, smart *thermostats* (恒温器) and connected home cameras, as well.

[J] According to the survey, that lack of enthusiasm could stem from concerns about privacy and security. Even among people who have bought connected devices of some kind, 37 percent said that

they are going to be more cautious about using these devices and services in the future. A full 18 percent have even returned devices until they feel they can get safer guarantees against having their sensitive information hacked.

[K] That, too, explains the heavy Washington presence at this year's show, as these new technologies intrude upon heavily regulated areas. In addition to many senior officials from the Federal Trade and Federal Communications commissions, this year's list of policy makers also include appearances from Transportation Secretary Anthony Foxx, to talk about smart cities, and Federal Aviation Administration Administrator Michael Huerta, to talk about drones.

[L] Curran, the Accenture analyst, said that increased government interest in the show makes sense as technology becomes a larger part of our lives. "There is an incompatibility in the rate at which these are advancing relative to the way we're digesting it," he said. "Technology is becoming bigger and more aspirational, and penetrating almost every aspect of our lives. We have to understand and think about the implications, and balance these great innovations with the potential downsides they naturally carry with them."

36. Consumers are often hesitant to try smart-home devices because they are worried about compatibility problems.

37. This year's electronics show featured the presence of many officials from the federal government.

38. The market demand for electronic devices is now either declining or not growing as fast as before.

39. One analyst suggests it is necessary to accept both the positive and negative aspects of innovative products.

40. The Consumer Electronics Show in recent years has begun to focus more on the practical value than the showiness of electronic devices.

41. Fewer innovative products were found at this year's electronic products show.

42. Consumers are becoming more worried about giving personal information to tech companies to get customized products and services.

43. The Consumer Technology Association is the sponsor of the annual Consumer Electronics Show.

44. Many consumers wonder about the necessity of having their fitness monitored.

45. The electronic industry is maturing even though no wonder products hit the market.

## Section C

### Direction:

*There are 2 passages in this section. Each passage is followed by some questions or unfinished statement. For each of them there are four choice and our 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

**Questions 46 to 50 are based on the following passage.**

The Paris climate agreement finalized in December last year heralded a new era for climate action. For the first time, the world's nations agreed to keep global warming well below 2°C.

This is vital for climate-vulnerable nations. Fewer than 4% of countries are responsible for more

than half of the world's greenhouse gas emission. In a study published in *Nature Scientific Reports*, we reveal just how deep this injustice runs.

Developed nations such as Australia, the United States, Canada, and European countries are essentially climate “free-riders”: causing the majority of the problems through high greenhouse gas emissions, while incurring few of the costs such as climate change's impact on food and water. In other words, a few countries are benefiting enormously from the consumption of fossil fuels, while at the same time contributing disproportionately to the global burden of climate change.

On the flip side, there are many “forced riders”, who are suffering from the climate change impacts despite having scarcely contributed to the problem. Many of the world's most climate-vulnerable countries, the majority of which are African or small island states, produce a very small quantity of emissions. This is much like a non-smoker getting cancer from second-hand smoke, while the heavy smoker is fortunate enough to smoke in good health.

The Paris agreement has been widely hailed as a positive step forward in addressing climate change for all, although the details on addressing “climate justice” can be best as sketchy.

The goal of keeping global temperature rise “well below” 2°C is commendable but the emissions-reduction pledges submitted by countries leading up to the Paris talks are very unlikely to deliver on this.

More than \$100 billion in funding has been put on the table for supporting developing nations to reduce emissions. However, the agreement specifies that there is no formal distinction between developed and developing nations in their responsibility to cut emissions, effectively ignoring historical emissions. There is also very little detail on who will provide the funds or, importantly, who is responsible for their provision. Securing these funds and establishing who is responsible for raising them will also be vital for the future of climate-vulnerable countries.

The most climate-vulnerable countries in the world have contributed very little to creating the global disease from which they now suffer the most. There must urgently be a meaningful mobilisation of the policies outlined in the agreement if we are to achieve national emissions reductions while helping the most vulnerable countries adapt to climate change.

And it is clearly up to the current generation of leaders from high-emitting nations to decide whether they want to be remembered as climate change tyrants or pioneers.

46. The author is critical of the Paris climate agreement because \_\_\_\_\_.
- A) it is unfair to those climate-vulnerable nations
  - B) it aims to keep temperature rise below 2°C only
  - C) it is beneficial to only fewer than 4% of countries
  - D) it burdens developed countries with the sole responsibility
47. Why does the author call some developed countries climate “free-riders”?
- A) They needn't worry about the food and water they consume.
  - B) They are better able to cope with the global climate change.
  - C) They hardly pay anything for the problems they have caused.
  - D) They are free from the greenhouse effects affecting “forced riders”.



48. Why does the author compare the “forced riders” to second-hand smokers?
- A) They have little responsibility for public health problems.
  - B) They are vulnerable to unhealthy environmental conditions.
  - C) They have to bear consequences they are not responsible for.
  - D) They are unaware of the potential risks they are confronting.
49. What does the author say about the \$100 billion funding?
- A) It will motivate all nations to reduce carbon emissions.
  - B) There is no final agreement on where it will come from.
  - C) There is no clarification of how the money will be spent.
  - D) It will effectively reduce greenhouse emissions worldwide.
50. What urgent action must be taken to realize the Paris climate agreement?
- A) Encouraging high-emitting nations to take the initiative.
  - B) Calling on all the nations concerned to make joint efforts.
  - C) Pushing the current world leaders to come to a consensus.
  - D) Putting in effect the policies in the agreement at once.

## Passage Two

Questions 51 to 55 are based on the following passage.

Teenagers at risk of depression, anxiety and suicide often wear their troubles like a *neon* (霓虹灯) sign. Their risky behaviors—drinking too much alcohol, using illegal drugs, smoking cigarettes and skipping school—can alert parents and teachers that serious problems are brewing.

But a new study finds that there’s another group of adolescents who are in nearly as much danger of experiencing the same psychiatric symptoms: teens who use tons of media, don’t get enough sleep and have a *sedentary* (不爱活动的) lifestyle.

Of course, that may sound like a description of every teenager on planet. But the study warns that it is teenagers who engage in all three of these practices in the extreme who are truly in jeopardy. Because their behaviors are not usually seen as a red flag, these young people have been dubbed the “invisible risk” group by the study’s authors.

“In some ways they’re at greater risk of falling through the cracks,” says researcher Vladimir Carli. “While most parents, teachers and clinicians would react to an adolescent using drugs or getting drunk, they may easily overlook teenagers who are engaging in inconspicuous behaviors.”

The study’s authors surveyed 12,395 students and analyzed nine risk behaviors, including excessive alcohol use, illegal drug use, heavy smoking, high media use and *truancy* (逃学). Their aim was to determine the relationship between these risk behaviors and mental health issues in teenagers.

About 58% of the students demonstrated none or few of the risk behaviors. Some 13% scored high on all nine of the risk behaviors. And 29%, the “invisible risk” group, scored high on three in particular: They spent five hours a day or more on electronic devices. They slept six hours a night or less. And they neglected “other healthy activities”.

The group that scored high on all nine of the risk behaviors was most likely to show symptoms of depression; in all, nearly 15% of this group reported being depressed, compared with just 4% of the low-risk group. But the invisible group wasn’t far behind the high-risk set, with more than 13% of them exhibiting depression.

The findings caught Carli off guard. “We were very surprised,” he says. “The high-risk group and low-risk group are obvious. But this third group was not only unexpected, it was so distinct and so large—nearly one third of our sample—that it became a key finding of the study.”

Carli says that one of the most significant things about his study is that it provides new early-warning signs for parents, teachers and mental health-care providers. And early identification, support and treatment for mental health issues, he says, are the best ways to keep them from turning into full-blown disorders.

51. What does the author mean by saying “Teenagers at risk of depression, anxiety and suicide often wear their troubles like a neon sign” (Lines 1-2, Para .1)?
- A) Mental problems can now be found in large numbers of teenagers.
  - B) Teenagers’ mental problems are getting more and more attention.
  - C) Teenagers’ mental problems are often too conspicuous not to be observed.
  - D) Depression and anxiety are the most common symptoms of mental problems.
52. What is the finding of the new study?
- A) Teenagers’ lifestyles have changed greatly in recent years.
  - B) Many teenagers resort to drugs or alcohol for mental relief.
  - C) Teenagers experiencing psychological problems tend to use a lot of media.
  - D) Many hitherto unobserved youngsters may have psychological problems.
53. Why do the researchers refer to teens who use tons of media, don’t get enough sleep and have a sedentary lifestyle as the “invisible risk” group?
- A) Their behaviors can be an invisible threat to society.
  - B) Their behaviors do not constitute a warning signal.
  - C) Their behaviors do not tend towards mental problems.
  - D) Their behaviors can be found in almost all teenagers on earth.
54. What does the new study find about the invisible group?
- A) They are almost as liable to depression as the high-risk group.
  - B) They suffer from depression without showing any symptoms.
  - C) They do not often demonstrate risky behaviors as their peers.
  - D) They do not attract the media attention the high-risk group does.
55. What is the significance of Vladimir Carli’s study?
- A) It offers a new treatment for psychological problems among teenagers.
  - B) It provides new early-warning signals for identifying teens in trouble.
  - C) It may have found an ideal way to handle teenagers with behavioral problems.
  - D) It sheds new light on how unhealthy behaviors trigger mental health problems.

**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**.*

随着生活水平的提高，度假在中国人生活中的作用越来越重要。过去，中国人的时间主要花在谋生上，很少有机会外出旅行。然而，近年来中国旅游业发展迅速。经济的繁荣和富裕中产阶级的出现，引发了一个前所未有的旅游热潮。中国人不仅在国内旅游，出国旅游也越来越普遍。2016年国庆节假日期间，旅游消费总计超过4000亿元。据世界贸易组织估计，2020年中国将成为世界上最大的旅游国，在未来几年里将成为出境旅游支出增长最快的国家。



## 2017年6月六级考试试题（一）

**Part I** **Writing** (30minutes)**Directions:**

Suppose you are asked to give advice on *whether to attend a vocational college or a university*, Write an essay to state your opinion. You are required to write at least 150 words but no more than 200 words.

**Part II** **Listening Comprehension** (30minutes)**Section A****Directions:**

In this section, you will hear three 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.

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

1. A) He would feel insulted.  
B) He would feel very sad.  
C) He would be embarrassed.  
D) He would be disappointed.
2. A) They are worthy of a prize.  
B) They are of little value.  
C) They make good reading.  
D) They need improvement.
3. A) He seldom writes a book straight through.  
B) He writes several books simultaneously.  
C) He draws on his real-life experiences.  
D) He often turns to his wife for help.
4. A) Writing a book is just like watching a football match.  
B) Writers actually work every bit as hard as footballers.  
C) He likes watching a football match after finishing a book.  
D) Unlike a football match, there is no end to writing a book.

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

5. A) Achievements of black male athletes in college.  
B) Financial assistance to black athletes in college.  
C) High college dropout rates among black athletes.  
D) Undergraduate enrollments of black athletes.
6. A) They display great talent in every kind of game.

- B) They are better at sports than at academic work.
  - C) They have difficulty finding money to complete their studies.
  - D) They make money for the college but often fail to earn a degree.
7. A) About 15%.  
B) Around 40%.  
C) Slightly over 50%.  
D) Approximately 70%.
8. A) Coaches lack the incentive to graduate them.  
B) College degrees do not count much to them.  
C) They have little interest in academic work.  
D) Schools do not deem it a serious problem.

## 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 passages 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.*

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

9. A) Marketing strategies.  
B) Holiday shopping.  
C) Shopping malls.  
D) Online stores.
10. A) About 50% of holiday shoppers.  
B) About 20-30% of holiday shoppers.  
C) About 136 million.  
D) About 183.8 million.
11. A) They have fewer customers.  
B) They find it hard to survive.  
C) They are thriving once more.  
D) They appeal to elderly customers.
12. A) Better quality of consumer goods.  
B) Higher employment and wages.  
C) Greater varieties of commodities.  
D) People having more leisure time.

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

13. A) They are new species of big insects.  
B) They are overprescribed antibiotics.  
C) They are life-threatening diseases.  
D) They are antibiotic-resistant bacteria.

14. A) Antibiotics are now in short supply.  
 B) Many infections are no longer curable.  
 C) Large amounts of tax money are wasted.  
 D) Routine operations have become complex.
15. A) Facilities.  
 B) Expertise.  
 C) Money.  
 D) Publicity.

### 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.*

#### Questions 16 to 18 are based on the recording you have just heard.

16. A) It is accessible only to the talented.  
 B) It improves students' ability to think.  
 C) It starts a lifelong learning process.  
 D) It gives birth to many eminent scholars.
17. A) They encourage academic democracy.  
 B) They promote globalization.  
 C) They uphold the presidents' authority.  
 D) They protect students' rights.
18. A) His thirst for knowledge.  
 B) His eagerness to find a job.  
 C) His contempt for authority.  
 D) His potential for leadership.

#### Questions 19 to 22 are based on the recording you have just heard.

19. A) Few people know how to retrieve information properly.  
 B) People can enhance their memory with a few tricks.  
 C) Most people have a rather poor long-term memory.  
 D) People tend to underestimate their mental powers.
20. A) They present the states in a surprisingly different order.  
 B) They include more or less the same number of states.  
 C) They are exactly the same as is shown in the atlas.  
 D) They contain names of the most familiar states.
21. A) Focusing on what is likely to be tested.  
 B) Having a good sleep the night before.  
 C) Reviewing your lessons where the exam is to take place.  
 D) Making sensible decisions while choosing your answers.

22. A) Discover when you can learn best.  
B) Change your time of study daily.  
C) Give yourself a double bonus afterwards.  
D) Follow the example of a marathon runner.

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

23. A) He is a politician.  
B) He is a businessman.  
C) He is a sociologist.  
D) He is an economist.
24. A) In slums.  
B) In Africa.  
C) In pre-industrial societies.  
D) In developing countries.
25. A) They have no access to health care, let alone entertainment or recreation.  
B) Their income is less than 50% of the national average family income.  
C) They work extra hours to have their basic needs met.  
D) Their children cannot afford to go to private schools.

### Part III Section A

### Reading Comprehension

(40minutes)

#### 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.*

Half of your brain stays alert and prepared for danger when you sleep in a new place, a study has revealed. This phenomenon is often 26 to as the "first-night-effect". Researchers from Brown University found that a network in the left hemisphere of the brain "remained more active" than the network in the right side of the brain. Playing sounds into the right ears (stimulating the left hemisphere) of 27 was more likely to wake them up than if the noises were played into their left ears.

It was 28 observed that the left side of the brain was more active during deep sleep. When the researchers repeated the laboratory experiment on the second and third nights they found the left hemisphere could not be stimulated in the same way during deep sleep. The researchers explained that the study demonstrated when we are in a 29 environment the brain partly remains alert so that humans can defend themselves against any 30 danger.

The researchers believe this is the first time that the "first-night-effect" of different brain states has been 31 in humans. It isn't, however, the first time it has ever been seen. Some animal



32 \_\_\_ also display this phenomenon. For example, dolphins, as well as other \_\_\_ 33 \_\_\_ animals, shut down one hemisphere of the brain when they go to sleep. A previous study noted that dolphins always \_\_\_ 34 \_\_\_ control their breathing. Without keeping the brain active while sleeping, they would probably drown. But, as the human study suggests, another reason for dolphins keeping their eyes open during sleep is that they can look out for \_\_\_ 35 \_\_\_ while asleep. It also keeps their physiological processes working.

A) classified	E) identified	I) potential	M) specifically
B) consciously	F) inherent	J) predators	N) varieties
C) dramatically	G) marine	K) referred	O) volunteers
D) exotic	H) novel	L) species	

**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**.*

**Elite Math Competitions Struggle to Diversify Their Talent Pool**

[A] Interest in elite high school math competitions has grown in recent years, and in light of last summer's U.S. win at the International Math Olympiad (IMO)—the first for an American team in more than two decades—the trend is likely to continue.

[B] But will such contests, which are overwhelmingly dominated by Asian and white students from middle-class and affluent families, become any more diverse? Many social and cultural factors play roles in determining which promising students get on the path toward international math recognition. But efforts are in place to expose more black, Hispanic, and low-income students to advanced math, in the hope that the demographic pool of high-level contenders will eventually begin to shift and become less exclusive.

[C] "The challenge is if certain types of people are doing something, it's difficult for other people to break into it," said Po-Shen Loh, the head coach of last year's winning U.S. Math Olympiad team. Participation grows through friends and networks and if "you realize that's how they're growing, you can start to take action" and bring in other students, he said.

[D] Most of the training for advanced-math competitions happens outside the confines of the normal school day. Students attend after-school clubs, summer camps, online forums and classes, and university-based "math circles", to prepare for the competitions.

[E] One of the largest feeders for high school math competitions—including those that eventually lead to the IMO—is a middle school program called MathCounts. About 100,000 students around the country participate in the program's competition series, which culminates in a national game-show-style contest held each May. The most recent one took place last week in Washington, D.C. Students join a team through their schools, which provide a volunteer coach and pay a nominal fee to send

students to regional and state competitions. The 224 students who make it to the national competition get an all-expenses-paid trip.

[F] Nearly all members of last year's winning U.S. IMO team took part in MathCounts as middle school students, as did Loh, the coach. "Middle school is an important age because students have enough math capability to solve advanced problems, but they haven't really decided what they want to do with their lives," said Loh. "They often get hooked then."

[G] Another influential feeder for advanced-math students is an online school called Art of Problem Solving, which began about 13 years ago and now has 15,000 users. Students use forums to chat, play games, and solve problems together at no cost, or they can pay a few hundred dollars to take courses with trained teachers. According to Richard Rusczyk, the company founder, the six U.S. team members who competed at the IMO last year collectively took more than 40 courses on the site. Parents of advanced-math students and MathCounts coaches say the children are on the website constantly.

[H] There are also dozens of summer camps—many attached to universities—that aim to prepare elite math students. Some are pricey—a three-week intensive program can cost \$4,500 or more—but most offer scholarships. The Math Olympiad Summer Training Program is a three-week math camp held by the Mathematical Association of America that leads straight to the international championship and is free for those who make it. Only about 50 students are invited based on their performance on written tests and at the USA Math Olympiad.

[I] Students in university towns may also have access to another lever for involvement in accelerated math: math circles. In these groups, which came out of an Eastern European tradition of developing young talent, professors teach promising K-12 students advanced mathematics for several hours after school or on weekends. The Los Angeles Matli Circle, held at the University of California, Los Angeles, began in 2007 with 20 students and now has more than 250. "These math circles cost nothing, or they're very cheap for students to get involved in, but you have to know about them," said Rusczyk. "Most people would love to get students from more underserved populations, but they just can't get them in the door. Part of it is communication; part of it is transportation."

[J] It's no secret in the advanced-math community that diversity is a problem. According to Mark Saul, the director of competitions for the Mathematical Association of America, not a single African-American or Hispanic student—and only a handful of girls—has ever made it to the Math Olympiad team in its 50 years of existence. Many schools simply don't prioritize academic competitions. "Do you know who we have to beat?" asked Saul. "The football team, the basketball team—that's our competition for resources, student time, attention, school dollars, parent efforts, school enthusiasm."

[K] Teachers in low-income urban and rural areas with no history of participating in math competitions may not know about advanced-math opportunities like MathCounts—and those who do may not have support or feel trained to lead them.

[L] But there are initiatives in place to try to get more underrepresented students involved in accelerated math. A New York City-based nonprofit called Bridge to Enter Mathematics runs a residential summer program aimed at getting underserved students, mostly black and Hispanic, working toward math and science careers. The summer after 7th grade, students spend three weeks on a college campus studying advanced math for seven hours a day. Over the next five years, the group helps the students get into other elite summer math programs, high-performing high schools,

and eventually college. About 250 students so far have gone through the program, which receives funding from the Jack Kent Cooke Foundation.

[M] "If you look at a lot of low-income communities in the United States, there are programs that are serving them, but they're primarily centered around 'Let's get these kids' grades up,' and not around 'Let's get these kids access to the same kinds of opportunities as more-affluent kids,'" said Daniel Zaharopol, the founder and executive director of the program. "We're trying to create that pathway." Students apply to the program directly through their schools. "We want to reach parents who are not plugged into the system," said Zaharopol.

[N] In the past few years, MathCounts added two new middle school programs to try to diversify its participant pool—the National Math Club and the Math Video Challenge. Schools or teachers who sign up for the National Math Club receive a kit full of activities and resources, but there's no special teacher training and no competition attached.

[O] The Math Video Challenge is a competition, but a collaborative one. Teams of four students make a video illustrating a math problem and its real-world application. After the high-pressure Countdown round at this year's national MathCounts competition, in which the top 12 students went head to head solving complex problems in rapid fire, the finalists for the Math Video Challenge took the stage to show their videos. The demographics of that group looked quite different from those in the competition round—of the 16 video finalists, 13 were girls and eight were African-American students. The video challenge does not put individual students on the hot seat—so it's less intimidating by design. It also adds the element of artistic creativity to attract a new pool of students who may not see themselves as "math people".

36. Middle school is a crucial period when students may become keenly interested in advanced mathematics.
37. Elite high school math competitions are attracting more interest throughout the United States.
38. Math circles provide students with access to advanced-math training by university professors.
39. Students may take advantage of online resources to learn to solve math problems.
40. The summer program run by a nonprofit organization has helped many underserved students learn advanced math.
41. Winners of local contests will participate in the national math competition for free.
42. Many schools don't place academic competitions at the top of their priority list.
43. Contestants of elite high school math competitions are mostly Asian and white students from well-off families.
44. Some math training programs primarily focus on raising students' math scores.
45. Some intensive summer programs are very expensive but most of them provide scholarships.

## 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

Questions 46 to 50 are based on the following passage.

We live today indebted to McCardell, Cashin, Hawes, Wilkins, and Maxwell, and other women who liberated American fashion from the confines of Parisian design. Independence came in tying, wrapping, storing, harmonizing, and rationalizing that wardrobe. These designers established the modern dress code, letting playsuits and other activewear outfits suffice for casual clothing, allowing pants to enter the wardrobe, and prizing rationalism and versatility in dress, in contradiction to dressing for an occasion or allotment of the day. Fashion in America was logical and answerable to the will of the women who wore it. Implicitly or explicitly, American fashion addressed a democracy, whereas traditional Paris-based fashion was prescriptive and imposed on women, willing or not.

In an earlier time, American fashion had also followed the dictates of Paris, or even copied and pirated specific French designs. Designer sportswear was not modeled on that of Europe, as "modern art" would later be; it was genuinely invented and developed in America. Its designers were not high-end with supplementary lines. The design objective and the business commitment were to sportswear, and the distinctive traits were problem-solving ingenuity and realistic lifestyle applications. Ease of care was most important: summer dresses and outfits, in particular, were chiefly cotton, readily capable of being washed and pressed at home. Closings were simple, practical, and accessible, as the modern woman depended on no personal maid to dress her. American designers prized resourcefulness and the freedom of women who wore the clothing.

Many have argued that the women designers of this time were able to project their own clothing values into a new style. Of course, much of this argument in the 1930s-40s was advanced because there was little or no experience in justifying *apparel* (服装) on the basis of utility. If Paris was cast aside, the tradition of beauty was also to some degree slighted. Designer sportswear would have to be verified by a standard other than that of pure beauty; the emulation of a designer's life in designer sportswear was a crude version of this relationship. The consumer was ultimately to be mentioned as well, especially by the likes of Dorothy Shaver, who could point to the sales figures at Lord & Taylor.

Could utility alone justify the new ideas of the American designers? Fashion is often regarded as a pursuit of beauty, and some cherished fashion's trivial relationship to the fine arts. What the designers of American sportswear proved was that fashion is a genuine design art, answering to the demanding needs of service. Of course these practical, insightful designers have determined the course of late twentieth-century fashion. They were the pioneers of gender equity, in their useful, adaptable clothing, which was both made for the masses and capable of self-expression.

46. What contribution did the women designers make to American fashion?

- A) They made some improvements on the traditional Parisian design.
- B) They formulated a dress code with distinctive American features.
- C) They came up with a brand new set of design procedures.
- D) They made originality a top priority in their fashion design.

47. What do we learn about American designer sportswear?

- A) It imitated the European model.
- B) It laid emphasis on women's beauty.
- C) It represented genuine American art.
- D) It was a completely new invention.

48. What characterized American designer sportswear?  
 A) Pursuit of beauty. C) Ease of care.  
 B) Decorative closings. D) Fabric quality.
49. What occurred in the design of women's apparel in America during the 1930s-40s?  
 A) A shift of emphasis from beauty to utility.  
 B) The emulation of traditional Parisian design.  
 C) A search for balance between tradition and novelty.  
 D) The involvement of more women in fashion design.
50. What do we learn about designers of American sportswear?  
 A) They catered to the taste of the younger generation.  
 B) They radically changed people's concept of beauty.  
 C) They advocated equity between men and women.  
 D) They became rivals of their Parisian counterparts.

### Passage Two

Questions 51 to 55 are based on the following passage.

Massive rubbish dumps and sprawling landfills constitute one of the more uncomfortable impacts that humans have on wildlife. They have led some birds to give up on migration. Instead of flying thousands of miles in search of food, they make the waste sites their winter feeding grounds.

Researchers in Germany used miniature GPS tags to track the migrations of 70 white *storks* (鹤) from different sites across Europe and Asia during the first five months of their lives. While many birds travelled along well-known routes to warmer climates, others stopped short and spent the winter on landfills, feeding on food waste, and the multitudes of insects that thrive on the dumps.

In the short-term, the birds seem to benefit from *overwintering* (过冬) on rubbish dumps. Andrea Flack of the Max Planck Institute found that birds following traditional migration routes were more likely to die than German storks that flew only as far as northern Morocco, and spent the winter there on rubbish dumps. "For the birds it's a very convenient way to get food. There are huge clusters of organic waste they can feed on," said Flack. The meals are not particularly appetising, or even safe. Much of the waste is discarded rotten meat, mixed in with other human debris such as plastic bags and old toys.

"It's very risky. The birds can easily eat pieces of plastic or rubber bands and they can die," said Flack. "And we don't know about the long-term consequences. They might eat something toxic and damage their health. We cannot estimate that yet."

The scientists tracked white storks from different colonies in Europe and Africa. The Russian, Greek and Polish storks flew as far as South Africa, while those from Spain, Tunisia and Germany flew only as far as the Sahel.

Landfill sites on the Iberian peninsula have long attracted local white storks, but all of the Spanish birds tagged in the study flew across the Sahara desert to the western Sahel. Writing in the journal, the scientists describe how the storks from Germany were clearly affected by the presence of waste sites, with four out of six birds that survived for at least five months overwintering on rubbish dumps in northern Morocco, instead of migrating to the Sahel.

Flack said it was too early to know whether the benefits of plentiful food outweighed the risks of

feeding on landfills. But that's not the only uncertainty. Migrating birds affect ecosystems both at home and at their winter destinations, and disrupting the traditional routes could have unexpected side effects. White storks feed on *locusts* (蝗虫) and other insects that can become pests if their numbers get out of hand. "They provide a useful service," said Flack.

51. What is the impact of rubbish dumps on wildlife?
- A) They have forced white storks to search for safer winter shelters.
  - B) They have seriously polluted the places where birds spend winter.
  - C) They have accelerated the reproduction of some harmful insects.
  - D) They have changed the previous migration habits of certain birds.
52. What do we learn about birds following the traditional migration routes?
- A) They can multiply at an accelerating rate.
  - B) They can better pull through the winter.
  - C) They help humans kill harmful insects.
  - D) They are more likely to be at risk of dying.
53. What does Andrea Flack say about the birds overwintering on rubbish dumps?
- A) They may end up staying there permanently.
  - B) They may eat something harmful.
  - C) They may evolve new feeding habits.
  - D) They may have trouble getting adequate food.
54. What can be inferred about the Spanish birds tagged in the study?
- A) They gradually lose the habit of migrating in winter.
  - B) They prefer rubbish dumps far away to those at home.
  - C) They are not attracted to the rubbish dumps on their migration routes.
  - D) They join the storks from Germany on rubbish dumps in Morocco.
55. What is scientists' other concern about white storks feeding on landfills?
- A) The potential harm to the ecosystem.
  - B) The genetic change in the stork species.
  - C) The spread of epidemics to their homeland.
  - D) The damaging effect on bio-diversity.

## 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.*

宋朝始于960年，一直延续到1279年。这一时期，中国经济大幅增长，成为世界上最先进的经济体，科学、技术、哲学和数学蓬勃发展。宋代中国是世界历史上首先发行纸币的国家。宋朝还最早使用火药并发明了活字(movable-type)印刷。人口增长迅速，越来越多的人住进城市，那里有热闹的娱乐场所。社会生活多种多样。人们聚集在一起观看和交易珍贵艺术品。宋朝的政府体制在当时也是先进的。政府官员均通过竞争性考试选拔任用。

## 2017年6月六级考试试题(二)

**Part I** **Writing** **(30minutes)****Directions:**

Suppose you are asked to give advice on **whether to major in science or humanities at college**, write an essay to state your opinion. You are required to write at least 150 words but no more than 200 words.

**Part II** **Listening Comprehension** **(30minutes)****Section A****Directions:**

In this section, you will hear three news reports. At the end of each news report, you will hear two or three questions. Both the news report 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.

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

1. A) Doing enjoyable work.  
B) Having friendly colleagues.  
C) Earning a competitive salary.  
D) Working for supportive bosses.
2. A) 31%.  
B) 20%.  
C) 25%.  
D) 73%.
3. A) Those of a small size.  
B) Those run by women.  
C) Those that are well managed.  
D) Those full of skilled workers.
4. A) They can hop from job to job easily.  
B) They can win recognition of their work.  
C) They can better balance work and life.  
D) They can take on more than one job.

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

5. A) It is a book of European history.  
B) It is an introduction to music.  
C) It is about the city of Bruges.  
D) It is a collection of photos.
6. A) When painting the concert hall of Bruges.  
B) When vacationing in an Italian coastal city.

- C) When taking pictures for a concert catalogue.
  - D) When writing about Belgium's coastal regions.
7. A) The entire European coastline will be submerged.  
B) The rich heritage of Europe will be lost completely.  
C) The seawater of Europe will be seriously polluted.  
D) The major European scenic spots will disappear.
8. A) Its waterways are being increasingly polluted.  
B) People cannot get around without using boats.  
C) It attracts large numbers of tourists from home and abroad.  
D) Tourists use wooden paths to reach their hotels in the morning.

## Section B

### Directions:

*In this section, you will hear three 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.*

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

9. A) They make careful preparations beforehand.  
B) They take too many irrelevant factors into account.  
C) They spend too much time anticipating their defeat.  
D) They try hard to avoid getting off on the wrong foot.
10. A) A person's nervous system is more complicated than imagined.  
B) Golfers usually have positive mental images of themselves.  
C) Mental images often interfere with athletes' performance.  
D) Thinking has the same effect on the nervous system as doing.
11. A) Anticipate possible problems.  
B) Make a list of do's and don'ts.  
C) Picture themselves succeeding.  
D) Try to appear more professional.
12. A) She wore a designer dress.  
B) She won her first jury trial.  
C) She did not speak loud enough.  
D) She presented moving pictures.

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

13. A) Its long-term effects are yet to be proved.  
B) Its health benefits have been overestimated.  
C) It helps people to avoid developing breast cancer.  
D) It enables patients with diabetes to recover sooner.
14. A) It focused on their ways of life during young adulthood.  
B) It tracked their change in food preferences for 20 years.



- C) It focused on their difference from men in fiber intake.
  - D) It tracked their eating habits since their adolescence.
15. A) Fiber may help to reduce hormones in the body.
- B) Fiber may bring more benefits to women than men.
  - C) Fiber may improve the function of heart muscles.
  - D) Fiber may make blood circulation more smooth.

## Section C

### Directions:

*In this section, you will hear three 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.*

### Questions 16 to 18 are based on the recording you have just heard.

16. A) Observing the changes in marketing.
- B) Conducting research on consumer behaviour.
  - C) Studying the hazards of young people drinking.
  - D) Investigating the impact of media on government.
17. A) It is the cause of many street riots.
- B) It is a chief concern of parents.
  - C) It is getting worse year by year.
  - D) It is an act of socialising.
18. A) They spent a week studying their own purchasing behaviour.
- B) They researched the impact of mobile phones on young people.
  - C) They analysed their family budgets over the years.
  - D) They conducted a thorough research on advertising.

### Questions 19 to 22 are based on the recording you have just heard.

19. A) It is helping its banks to improve efficiency.
- B) It is trying hard to do away with dirty money.
  - C) It is the first country to use credit cards in the world.
  - D) It is likely to give up paper money in the near future.
20. A) Whether it is possible to travel without carrying any physical currency.
- B) Whether it is possible to predict how much money one is going to spend.
  - C) Whether the absence of physical currency causes a person to spend more.
  - D) Whether the absence of physical currency is going to affect everyday life.
21. A) There was no food service on the train.
- B) The service on the train was not good.
  - C) The restaurant car accepted cash only.
  - D) The cash in her handbag was missing.
22. A) By putting money into envelopes.
- B) By drawing money week by week.

C) By limiting their day-to-day spending.

D) By refusing to buy anything on credit.

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

23. A) Population explosion.

B) Chronic hunger.

C) Extinction of rare species.

D) Environmental deterioration.

24. A) They contribute to overpopulation.

B) About half of them are unintended.

C) They have been brought under control.

D) The majority of them tend to end halfway.

25. A) It is essential to the wellbeing of all species on earth.

B) It is becoming a subject of interdisciplinary research.

C) It is neglected in many of the developing countries.

D) It is beginning to attract postgraduates' attention.

### Part III

### Reading Comprehension

(40minutes)

#### 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.*

After becoming president of Purdue University in 2013, Mitch Daniels asked the faculty to prove that their students have actually achieved one of higher education's most important goals: critical thinking skills. Two years before, a nationwide study of college graduates had shown that more than a third had made no 26 gains in such mental abilities during their school years. Mr. Daniels needed to 27 the high cost of attending Purdue to its students and their families. After all, the percentage of Americans who say a college degree is "very important" has fallen 28 in the last 5-6 years.

Purdue now has a pilot test to assess students' critical thinking skills. Yet like many college teachers around the U.S., the faculty remain 29 that their work as educators can be measured by a "learning 30 " such as a graduate's ability to investigate and reason. However, the professors need not worry so much. The results of a recent experiment showed that professors can use 31 metrics to measure how well students do in three key areas: critical thinking, written communication, and qualitative literacy.

Despite the success of the experiment, the actual results are worrisome, and mostly 32 earlier studies. The organizers of the experiment concluded that far fewer students were achieving at high levels on critical thinking than they were doing for written communication or quantitative

literacy. And that conclusion is based only on students nearing graduation.

American universities, despite their global \_\_\_33\_\_\_ for excellence in teaching, have only begun to demonstrate what they can produce in real-world learning. Knowledge-based degrees are still important, but employers are \_\_\_34\_\_\_ advanced thinking skills from college graduates. If the intellectual worth of a college degree can be \_\_\_35\_\_\_ measured, more people will seek higher education—and come out better thinkers.

A) accurately	B) confirm	C) demanding	D) doubtful
E) drastically	F) justify	G) monopolized	H) outcome
I) predominance	J) presuming	K) reputation	L) significant
M) signify	N) simultaneously	O) standardized	

**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**.*

**The Price of Oil and the Price of Carbon**

[A] Fossil fuel prices are likely to stay "low for long". Notwithstanding important recent progress in developing renewable fuel sources, low fossil fuel prices could discourage further innovation in, and adoption of, cleaner energy technologies. The result would be higher emissions of carbon dioxide and other greenhouse gases.

[B] Policymakers should not allow low energy prices to derail the clean energy transition. Action to restore appropriate price incentives, notably through corrective carbon pricing, is urgently needed to lower the risk of irreversible and potentially devastating effects of climate change. That approach also offers fiscal benefits.

[C] Oil prices have dropped by over 60% since June 2014. A commonly held view in the oil industry is that "the best cure for low oil prices is low oil prices". The reasoning behind this saying is that low oil prices discourage investment in new production capacity, eventually shifting the oil supply curve backward and bringing prices back up as existing oil fields—which can be tapped at relatively low marginal cost—are depleted. In fact, in line with past experience, capital expenditure in the oil sector has dropped sharply in many producing countries, including the United States. The dynamic adjustment to low oil prices may, however, be different this time around.

[D] Oil prices are expected to remain lower for longer. The advent of new technologies has added about 4.2 million barrels per day to the crude oil market, contributing to a global over-supply. In addition, other factors are putting downward pressure on oil prices: change in the strategic behavior of the Organization of Petroleum Exporting Countries, the projected increase in Iranian exports, the scaling-down of global demand (especially from emerging markets), the long-term drop in petroleum consumption in the United States, and some displacement of oil by substitutes. These likely persistent

forces, like the growth of *shale*(页岩) oil, point to a "low for long" scenario. Futures markets, which show only a modest recovery of prices to around \$60 a barrel by 2019, support this view.

[E] Natural gas and coal—also fossil fuels—have similarly seen price declines that look to be long-lived. Coal and natural gas are mainly used for electricity generation, whereas oil is used mostly to power transportation, yet the prices of all these energy sources are linked. The North American shale gas boom has resulted in record low prices there. The recent discovery of the giant Zohr gas field off the Egyptian coast will eventually have impact on pricing in the Mediterranean region and Europe, and there is significant development potential in many other places, notably Argentina. Coal prices also are low, owing to over-supply and the scaling-down of demand, especially from China, which burns half of the world's coal.

[F] Technological innovations have unleashed the power of renewables such as wind, hydro, solar, and *geothermal*(地热). Even Africa and the Middle East, home to economies that are heavily dependent on fossil fuel exports, have enormous potential to develop renewables. For example, the United Arab Emirates has endorsed an ambitious target to draw 24% of its primary energy consumption from renewable sources by 2021.

[G] Progress in the development of renewables could be fragile, however, if fossil fuel prices remain low for long. Renewables account for only a small share of global primary energy consumption, which is still dominated by fossil fuels—30% each for coal and oil, 25% for natural gas. But renewable energy will have to displace fossil fuels to a much greater extent in the future to avoid unacceptable climate risks.

[H] Unfortunately, the current low prices for oil, gas, and coal may provide little incentive for research to find even cheaper substitutes for those fuels. There strong evidence that both innovation and adoption of cleaner technology are strongly encouraged by higher fossil fuel prices. The same is true for new technologies for alleviating fossil fuel emissions.

[I] The current low fossil fuel price environment will thus certainly delay the energy transition from fossil fuel to clean energy sources. Unless renewables become cheap enough that substantial carbon deposits are left underground for a very long time, if not forever, the planet will likely be exposed to potentially catastrophic climate risks.

[J] Some climate impacts may already be discernible. For example, the United Nations Children's Fund estimates that some 11 million children in Africa face hunger, disease, and water shortages as a result of the strongest *El Niño*(厄尔尼诺)weather phenomenon in decades. Many scientists believe that El Niño events, caused by warming in the Pacific, are becoming more intense as a result of climate change.

[K] Nations from around the world have gathered in Paris for the United Nations Climate Change Conference, COP 21, with the goal of a universal and potentially legally-binding agreement on reducing greenhouse gas emissions. We need very broad participation to fully address the global tragedy that results when countries fail to take into account the negative impact of their carbon emissions on the rest of the world. Moreover, non-participation by nations, if sufficiently widespread, can undermine the political will of participating countries to act.

[L] The nations participating at COP 21 are focusing on quantitative emissions-reduction commitments. Economic reasoning shows that the least expensive way for each country is to put a price on carbon emissions. The reason is that when carbon is priced, those emissions reductions that

are least costly to implement will happen first. The International Monetary Fund calculates that countries can generate substantial fiscal revenues by eliminating fossil fuel subsidies and levying carbon charges that capture the domestic damage caused by emissions. A tax on upstream carbon sources is one easy way to put a price on carbon emissions, although some countries may wish to use other methods, such as emissions trading schemes. In order to maximize global welfare, every country's carbon pricing should reflect not only the purely domestic damage from emissions, but also the damage to foreign countries.

[M] Setting the right carbon price will therefore efficiently align the costs paid by carbon users with the true social opportunity cost of using carbon. By raising relative demand for clean energy sources, a carbon price would also help align the market return to clean-energy innovation with its social return, spurring the refinement of existing technologies and the development of new ones. And it would raise the demand for technologies such as carbon capture and storage, spurring their further development. If not corrected by the appropriate carbon price, low fossil fuel prices are not accurately signaling to markets the true social profitability of clean energy. While alternative estimates of the damage from carbon emissions differ, and it's especially hard to reckon the likely costs of possible catastrophic climate events, most estimates suggest substantial negative effects.

[N] Direct subsidies to research and development have been adopted by some governments but are a poor substitute for a carbon price: they do only part of the job, leaving in place market incentives to over-use fossil fuels and thereby add to the stock of atmospheric greenhouse gases without regard to the *collateral*(附带的) costs.

[O] The hope is that the success of COP 21 opens the door to future international agreement on carbon prices. Agreement on an international carbon-price floor would be a good starting point in that process. Failure to address comprehensively the problem of greenhouse gas emissions, however, exposes all generations, present and future, to incalculable risks.

36. A number of factors are driving down the global oil prices not just for now but in the foreseeable future.

37. Pricing carbon proves the most economical way to reduce greenhouse gas emissions.

38. It is estimated that extreme weather conditions have endangered the lives of millions of African children.

39. The prices of coal are low as a result of over-supply and decreasing demand.

40. Higher fossil fuel prices prove to be conducive to innovation and application of cleaner technology.

41. If fossil fuel prices remain low for a long time, it may lead to higher emissions of greenhouse gases.

42. Fossil fuels remain the major source of primary energy consumption in today's world.

43. Even major fossil fuel exporting countries have great potential to develop renewable energies.

44. Greenhouse gas emissions, if not properly dealt with, will pose endless risks for mankind.

45. It is urgent for governments to increase the cost of using fossil fuels to an appropriate level to lessen the catastrophic effects of climate change.

## 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

**Questions 46 to 50 are based on the following passage.**

Open data sharers are still in the minority in many fields. Although many researchers broadly agree that public access to raw data would accelerate science, most are reluctant to post the results of their own labors online.

Some communities have agreed to share online—geneticists, for example, post DNA sequences at the GenBank *repository*(库), and astronomers are accustomed to accessing images of galaxies and stars from, say, the Sloan Digital Sky Survey, a telescope that has observed some 500 million objects—but these remain the exception, not the rule. Historically, scientists have objected to sharing for many reasons: it is a lot of work; until recently, good databases did not exist; grant funders were not pushing for sharing; it has been difficult to agree on standards for formatting data; and there is no agreed way to assign credit for data.

But the barriers are disappearing, in part because journals and funding agencies worldwide are encouraging scientists to make their data public. Last year, the Royal Society in London said in its report that scientists need to "shift away from a research culture where data is viewed as a private preserve". Funding agencies note that data paid for with public money should be public information, and the scientific community is recognizing that data can now be shared digitally in ways that were not possible before. To match the growing demand, services are springing up to make it easier to publish research products online and enable other researchers to discover and cite them.

Although calls to share data often concentrate on the moral advantages of sharing, the practice is not purely *altruistic*(利他的). Researchers who share get plenty of personal benefits, including more connections with colleagues, improved visibility and increased citations. The most successful sharers—those whose data are downloaded and cited the most often—get noticed, and their work gets used. For example, one of the most popular data sets on multidisciplinary repository Dryad is about wood density around the world; it has been downloaded 5,700 times. Co-author Amy Zanne thinks that users probably range from climate-change researchers wanting to estimate how much carbon is stored in biomass, to foresters looking for information on different grades of timber. "I'd much prefer to have my data used by the maximum number of people to ask their own questions," she says. "It's important to allow readers and reviewers to see exactly how you arrive at your results. Publishing data and code allows your science to be reproducible."

Even people whose data are less popular can benefit. By making the effort to organize and label files so others can understand them, scientists become more organized and better disciplined themselves, thus avoiding confusion later on.

46. What do many researchers generally accept?  
 A) It is imperative to protect scientists' patents.  
 B) Repositories are essential to scientific research.  
 C) Open data sharing is most important to medical science.  
 D) Open data sharing is conducive to scientific advancement.
47. What is the attitude of most researchers towards making their own data public?  
 A) Opposed.  
 B) Ambiguous.  
 C) Liberal.  
 D) Neutral.
48. According to the passage, what might hinder open data sharing?  
 A) The fear of massive copying.  
 B) The lack of a research culture.  
 C) The belief that research data is private intellectual property.  
 D) The concern that certain agencies may make a profit out of it.
49. What helps lift some of the barriers to open data sharing?  
 A) The ever-growing demand for big data.  
 B) The advancement of digital technology.  
 C) The changing attitude of journals and funders.  
 D) The trend of social and economic development.
50. Dryad serves as an example to show how open data sharing \_\_\_\_\_.  
 A) is becoming increasingly popular  
 B) benefits sharers and users alike  
 C) makes researchers successful  
 D) saves both money and labor

## Passage Two

Questions 51 to 55 are based on the following passage.

Macy's reported its sales plunged 5.2% in November and December at stores open more than a year, a disappointing holiday season performance that capped a difficult year for a department store chain facing wide-ranging challenges. Its flagship stores in major U.S. cities depend heavily on international tourist spending, which shrank at many retailers due to a strong dollar. Meanwhile, Macy's has simply struggled to lure consumers who are more interested in spending on travel or dining out than on new clothes or accessories.

The company blamed much of the poor performance in November and December on unseasonably warm weather. "About 80% of our company's year-over-year declines in comparable sales can be attributed to *shortfalls* (短缺) in cold-weather goods," said chief executive Terry Lundgren in a press release. This prompted the company to cut its forecasts for the full fourth quarter.

However, it's clear that Macy's believes its troubles run deeper than a temporary *aberration* (偏离) off the thermometer. The retail giant said the poor financial performance this year has pushed it to begin implementing \$400 million in cost-cutting measures. The company pledged to cut 600 back-office positions, though some 150 workers in those roles would be reassigned to other jobs. It also

plans to offer "voluntary separation" packages to 165 senior executives. It will slash staffing at its fleet of 770 stores, a move affecting some 3,000 employees.

The retailer also announced the locations of 36 stores it will close in early 2016. The company had previously announced the planned closures, but had not said which locations would be affected. None of the chain's stores in the Washington metropolitan area are to be closed.

Macy's has been moving aggressively to try to remake itself for a new era of shopping. It has plans to open more locations of Macy's Backstage, a newly-developed off-price concept which might help it better compete with ambitious T. J. Maxx. It's also pushing ahead in 2016 with an expansion of Bluemercury, the beauty chain it bought last year. At a time when young beauty shoppers are often turning to Sephora or Ulta instead of department store beauty counters, Macy's hopes Bluemercury will help strengthen its position in the category.

One relative bright spot for Macy's during the holiday season was the online channel, where it rang up "double-digit" increases in sales and a 25% increase in the number of orders it filled. That relative strength would be consistent with what was seen in the wider retail industry during the early part of the holiday season. While Thanksgiving, Black Friday and Cyber Monday all saw record spending online, in-store sales plunged over the holiday weekend.

51. What does the author say about the shrinking spending of international tourists in the U.S.?

- A) It is attributable to the rising value of the U.S. dollar.
- B) It is a direct result of the global economic recession.
- C) It reflects a shift of their interest in consumer goods.
- D) It poses a potential threat to the retail business in the U.S.

52. What does Macy's believe about its problems?

- A) They can be solved with better management.
- B) They cannot be attributed to weather only.
- C) They are not as serious in its online stores.
- D) They call for increased investments.

53. In order to cut costs, Macy's decided to \_\_\_\_\_.

- A) cut the salary of senior executives
- B) relocate some of its chain stores
- C) adjust its promotion strategies
- D) reduce the size of its staff

54. Why does Macy's plan to expand Bluemercury in 2016?

- A) To experiment on its new business concept.
- B) To focus more on beauty products than clothing.
- C) To promote sales of its products by lowering prices.
- D) To be more competitive in sales of beauty products.

55. What can we learn about Macy's during the holiday season?

- A) Sales dropped sharply in its physical stores.
- B) Its retail sales exceeded those of T.J. Maxx.
- C) It helped Bluemercury establish its position worldwide.
- D) It filled its stores with abundant supply of merchandise.



**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**.*

明朝统治中国276年，被人们描绘成人类历史上治理有序、社会稳定的最伟大的时代之一。这一时期，手工业的发展促进了市场经济和城市化。大量商品，包括酒和丝绸，都在市场销售。同时，还进口许多外国商品，如时钟和烟草。北京、南京、扬州、苏州这样的大商业中心相继形成。也是在明代，由郑和率领的船队曾到印度洋进行了七次大规模探险航行。还值得一提的是，中国文学的四大经典名著中有三部写于明代。



2018年6月六级考试试题（一）

**Part I Writing (30minutes)**

**Directions:**

*For this part, you are allowed 30 minutes to write an essay on **the importance of building trust between employers and employees**. You can cite examples to illustrate your views. You should write at least 150 words but no more than 200 words.*

**Part II Listening Comprehension (30minutes)**

**Section A**

**Directions:**

*In this section, you will hear three news reports. At the end of each news report, you will hear two or three questions. Both the news report 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.*

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

1. A) It is a typical salad.  
B) It is a Spanish soup.  
C) It is a weird vegetable.  
D) It is a kind of spicy food.
2. A) To make it thicker.  
B) To make it more nutritious.  
C) To add to its appeal.  
D) To replace an ingredient.
3. A) It contains very little fat.  
B) It uses olive oil in cooking.  
C) It uses no artificial additives.  
D) It is mainly made of vegetables.
4. A) It does not go stale for two years.  
B) It takes no special skill to prepare.  
C) It comes from a special kind of pig.  
D) It is a delicacy blended with bread.

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

5. A) They come in a great variety.  
B) They do not make decent gifts.  
C) They do not vary much in price.  
D) They go well with Italian food.
6. A) \$30—\$40.

- B) \$40—\$50.
  - C) \$50—\$60.
  - D) Around \$150.
7. A) They are a healthy choice for elderly people.  
B) They are especially popular among Italians.  
C) They symbolize good health and longevity.  
D) They go well with different kinds of food.
8. A) It is a wine imported from California.  
B) It is less spicy than all other red wines.  
C) It is far more expensive than he expected.  
D) It is Italy's most famous type of red wine.

## Section B

### 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.*

### Questions 9 to 11 are based on the passage you have just heard.

9. A) Learning others' secrets.  
B) Searching for information.  
C) Decoding secret messages.  
D) Spreading sensational news.
10. A) They helped the U.S. army in World War II.  
B) They could write down spoken codes promptly.  
C) They were assigned to decode enemy messages.  
D) They were good at breaking enemy secret codes.
11. A) Important battles fought in the Pacific War.  
B) Decoding of secret messages in war times.  
C) A military code that was never broken.  
D) Navajo Indians' contribution to code breaking.

### Questions 12 to 15 are based on the passage you have just heard.

12. A) All services will be personalized.  
B) A lot of knowledge-intensive jobs will be replaced.  
C) Technology will revolutionize all sectors of industry.  
D) More information will be available.
13. A) In the robotics industry.  
B) In the information service.  
C) In the personal care sector.  
D) In high-end manufacturing.

14. A) They charge high prices.  
 B) They need lots of training.  
 C) They cater to the needs of young people.  
 D) They focus on customers' specific needs.
15. A) The rising demand in education and healthcare in the next 20 years.  
 B) The disruption caused by technology in traditionally well-paid jobs.  
 C) The tremendous changes new technology will bring to people's lives.  
 D) The amazing amount of personal attention people would like to have.

### Section C

#### Directions:

*In this section, you will hear three 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.*

#### Questions 16 to 18 are based on the recording you have just heard.

16. A) It was the longest road in ancient Egypt.  
 B) It was constructed some 500 years ago.  
 C) It lay 8 miles from the monument sites.  
 D) It linked a stone pit to some waterways.
17. A) Saws used for cutting stone.  
 B) Traces left by early explorers.  
 C) An ancient geographical map.  
 D) Some stone tool segments.
18. A) To transport stones to block floods.  
 B) To provide services for the stone pit.  
 C) To link together various monument sites.  
 D) To connect the villages along the Nile.

#### Questions 19 to 21 are based on the recording you have just heard.

19. A) Dr. Gong didn't give him any conventional tests.  
 B) Dr. Gong marked his office with a hand-painted sign.  
 C) Dr. Gong didn't ask him any questions about his pain.  
 D) Dr. Gong slipped in needles where he felt no pain.
20. A) He had heard of the wonders acupuncture could work.  
 B) Dr. Gong was very famous in New York's Chinatown.  
 C) Previous medical treatments failed to relieve his pain.  
 D) He found the expensive medical tests unaffordable.
21. A) More and more patients ask for the treatment.  
 B) Acupuncture techniques have been perfected.  
 C) It doesn't need the conventional medical tests.

D) It does not have any negative side effects.

**Questions 22 to 25 are based on the recording you have just heard.**

22. A) They were on the verge of breaking up.  
B) They were compatible despite differences.  
C) They quarreled a lot and never resolved their arguments.  
D) They argued persistently about whether to have children.
23. A) Neither of them has any brothers or sisters.  
B) Neither of them won their parents' favor.  
C) They weren't spoiled in their childhood.  
D) They didn't like to be the apple of their parents' eyes.
24. A) They are usually good at making friends.  
B) They tend to be adventurous and creative.  
C) They are often content with what they have.  
D) They tend to be self-assured and responsible.
25. A) They enjoy making friends.  
B) They tend to be well adjusted.  
C) They are least likely to take initiative.  
D) They usually have successful marriages.

**Part III**  
**Section A**

**Reading Comprehension**

**(40minutes)**

**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.*

Scientists scanning and mapping the Giza pyramids say they've discovered that the Great Pyramid of Giza is not exactly even. But really not by much. This pyramid is the oldest of the world's Seven Wonders. The pyramid's exact size has 26 experts for centuries, as the "more than 21 acres of hard, white casing stones" that originally covered it were 27 long ago. Reporting in the most recent issue of the newsletter "AERAGRAM," which 28 the work of the Ancient Egypt Research Associates, engineer Glen Dash says his team used a new measuring approach that involved finding any surviving 29 of the casing in order to determine where the original edge was. They found the east side of the pyramid to be a 30 of 5.5 inches shorter than the west side.

The question that most 31 him, however, isn't how the Egyptians who designed and built the pyramid got it wrong 4,500 years ago, but how they got it so close to 32. "We can only speculate as to how the Egyptians could have laid out these lines with such 33 using only the tools they had," Dash writes. He says his 34 is that the Egyptians laid out their design on a

grid, noting that the great pyramid is oriented only 35 away from the cardinal directions (its north-south axis runs 3 minutes 54 seconds west of due north, while its east-west axis runs 3 minutes 51 seconds north of due east)—an amount that’s “tiny, but similar,” archeologist Atlas Obscura points out.

A) chronicles	B) complete	C) established	D) fascinates
E) hypothesis	F) maximum	G) momentum	H) mysteriously
I) perfect	J) precision	K) puzzled	L) remnants
M) removed	N) revelations	O) slightly	

**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**.*

**Peer Pressure Has a Positive Side**

[A] Parents of teenagers often view their children’s friends with something like suspicion. They worry that the adolescent peer group has the power to push its members into behavior that is foolish and even dangerous. Such wariness is well founded: statistics show, for example, that a teenage driver with a same-age passenger in the car is at higher risk of a fatal crash than an adolescent driving alone or with an adult.

[B] In a 2005 study, psychologist Laurence Steinberg of Temple University and his co-author, psychologist Margo Gardner, then at Temple, divided 306 people into three age groups : young adolescents, with a mean age of 14; older adolescents, with a mean age of 19, and adults, aged 24 and older. Subjects played a computerized driving game in which the player must avoid crashing into a wall that materializes, without warning, on the roadway. Steinberg and Gardner randomly assigned some participants to play alone or with two same-age peers looking on.

[C] Older adolescents scored about 50 percent higher on an index of risky driving when their peers were in the room—and the driving of early adolescents was fully behaved as reckless when other young teens were around. In contrast, adults behaved in similar ways regardless of whether they were on their own or observed by others. “The presence of peers makes adolescents and youth, but not adults, more likely to take risks,” Steinberg and Gardner concluded.

[D] Yet in the years following the publication of this study, Steinberg began to believe that this interpretation did not capture the whole picture. As he and other researchers examined the question of why teens were more apt to take risks in the company of other teenagers, they came to suspect that a crowd's influence need not always be negative. Now some experts are proposing that we should take advantage of the teen brain's keen sensitivity to the presence of friends and leverage it to improve education.

[E] In a 2011 study, Steinberg and his colleagues turned to functional *MRI* (核磁共振) to investigate

how the presence of peers affects the activity in the adolescent brain. They scanned the brains of 40 teens and adults who were playing a virtual driving game designed to test whether players would brake at a yellow light or speed on through the crossroad.

[F] The brains of teenagers, but not adults, showed greater activity in two regions associated with rewards when they were being observed by same-age peers than when alone. In other words, rewards are more intense for teens when they are with peers, which motivates them to pursue higher-risk experiences that might bring a big payoff (such as the thrill of just making the light before it turns red). But Steinberg suspected this tendency could also have its advantages. In his latest experiment, published online in August, Steinberg and his colleagues used a computerized version of a card game called the Iowa Gambling Task to investigate how the presence of peers affects the way young people gather and apply information.

[G] The results: Teens who played the Iowa Gambling Task under the eyes of fellow adolescents engaged in more exploratory behavior, learned faster from both positive and negative outcomes, and achieved better performance on the task than those who played in solitude. “What our study suggests is that teenagers learn more quickly and more effectively when their peers are present than when they’re on their own,” Steinberg says. And this finding could have important implications for how we think about educating adolescents.

[H] Matthew D. Lieberman, a social cognitive neuroscientist at the University of California, Los Angeles, and author of the 2013 book *Social: Why Our Brains As Wired to Connect*, suspects that the human brain is especially skillful at learning socially significant information. He points to a classic 2004 study in which psychologists at Dartmouth College and Harvard University used functional MRI to track brain activity in 17 young men as they listened to descriptions of people while concentrating on either socially relevant cues (for example, trying to form an impression of a person based on the description) or more socially neutral information (such as noting the order of details in the description). The descriptions were the same in each condition, but people could better remember these statements when given a social motivation.

[I] The study also found that when subjects thought about and later recalled descriptions in terms of their informational content, regions associated with factual memory, such as the medial temporal lobe, became active. But thinking about or remembering descriptions in terms of their social meaning activated the dorsomedial prefrontal cortex—part of the brain’s social network—even as traditional memory regions registered low levels of activity. More recently, as he reported in a 2012 review, Lieberman has discovered that this region may be part of a distinct network involved in socially motivated learning and memory. Such findings, he says, suggest that “this network can be called on to process and store the kind of information taught in school—potentially giving students access to a range of untapped mental powers.”

[J] If humans are generally geared to recall details about one another, this pattern is probably even more powerful among teenagers who are very attentive to social details: who is in, who is out, who likes whom, who is mad at whom. Their desire for social drama is not—or not only—a way of distracting themselves from their schoolwork or of driving adults crazy. It is actually a *neurological* (神经的) sensitivity, initiated by hormonal changes. Evolutionarily speaking, people in this age group are at a stage in which they can prepare to find a mate and start their own family while separating from parents and striking out on their own. To do this successfully, their brain prompts



them to think and even obsess about others.

[K] Yet our schools focus primarily on students as individual entities. What would happen if educators instead took advantage of the fact that teens are powerfully compelled to think in social terms? In *Social*, Lieberman lays out a number of ways to do so. History and English could be presented through the lens of the psychological drives of the people involved. One could therefore present Napoleon in terms of his desire to impress or Churchill in terms of his lonely gloom. Less inherently interpersonal subjects, such as math, could acquire a social aspect through team problem solving and peer tutoring. Research shows that when we absorb information in order to teach it to someone else, we learn it more accurately and deeply, perhaps in part because we are engaging our social cognition.

[L] And although anxious parents may not welcome the notion, educators could turn adolescent recklessness to academic ends. “Risk taking in an educational context is a vital skill that enables progress and creativity,” wrote Sarah—Jayne Blakemore, a cognitive neuroscientist at University College London, in a review published last year. Yet, she noted, many young people are especially unwilling to take risks at school—afraid that one low test score or poor grade could cost them a spot at a selective university. We should assure such students that risk, and even peer pressure, can be a good thing—as long as it happens in the classroom and not in the car.

36. It is thought probable that the human brain is particularly good at picking up socially important information.
37. It can be concluded from experiments that the presence of peers increases risk-taking by adolescents and youth.
38. Students should be told that risk-taking in the classroom can be something positive.
39. The urge of finding a mate and getting married accounts for adolescents’ greater attention to social interactions.
40. According to Steinberg, the presence of peers increases the speed and effectiveness of teenagers’ learning.
41. Teenagers’ parents are often concerned about negative peer influence.
42. Activating the brain’s social network involved in socially motivated learning and memory may allow students to tap unused mental powers.
43. The presence of peers intensifies the feeling of rewards in teens’ brains.
44. When we absorb information for the purpose of imparting it to others, we do so with greater accuracy and depth.
45. Some experts are suggesting that we turn peer influence to good use in education.

## 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

Questions 46 to 50 are based on the following passage.

The Ebro Delta, in Spain, famous as a battleground during the Spanish Civil War, is now the setting for a different contest, one that is pitting rice farmers against two enemies: the rice-eating giant apple snail, and rising sea levels. What happens here will have a bearing on the future of European rice production and the overall health of southern European wetlands.

Located on the Mediterranean just two hours south of Barcelona, the Ebro Delta produces 120 million kilograms of rice a year, making it one of the continent's most important rice-growing areas. As the sea creeps into these fresh-water marshes, however, rising *salinity* (盐分) is hampering rice production. At the same time, this sea-water also kills off the greedy giant apple snail, an introduced pest that feeds on young rice plants. The most promising strategy has become to harness one foe against the other.

The battle is currently being waged on land, in greenhouses at the University of Barcelona. Scientists working under the banner "Project Neurice" are seeking varieties of rice that can withstand the increasing salinity without losing the absorbency that makes European rice ideal for traditional Spanish and Italian dishes.

"The project has two sides," says Xavier Serrat, Neurice project manager and researcher at the University of Barcelona, "the short-term fight against the snail, and a mid- to long-term fight against climate change. But the snail has given the project greater urgency."

Originally from South America, the snails were accidentally introduced into the Ebro Delta by Global Aquatic Technologies, a company that raised the snails for fresh-water *aquariums* (水族馆), but failed to prevent their escape. For now, the giant apple snail's presence in Europe is limited to the Ebro Delta. But the snail continues its march to new territory, says Serrat. "The question is not whether it will reach other rice-growing areas of Europe, but when."

Over the next year and a half investigators will test the various strains of salt-tolerant rice they've bred. In 2018, farmers will plant the varieties with the most promise in the Ebro Delta and Europe's other two main rice-growing regions—along the Po in Italy, and France's Rhone. A season in the field will help determine which, if any, of the varieties are ready for commercialization.

As an EU-funded effort, the search for salt-tolerant varieties of rice is taking place in all three countries. Each team is crossbreeding a local European short-grain rice with a long-grain Asian variety that carries the salt-resistant gene. The scientists are breeding successive generations to arrive at varieties that incorporate salt tolerance but retain about 97 percent of the European rice *genome* (基因组).

46. Why does the author mention the Spanish Civil War at the beginning of the passage?
- A) It had great impact on the life of Spanish rice farmers.
  - B) It is of great significance in the records of Spanish history.
  - C) Rice farmers in the Ebro Delta are waging a battle of similar importance.
  - D) Rice farmers in the Ebro Delta are experiencing as hard a time as in the war.
47. What may be the most effective strategy for rice farmers to employ in fighting their enemies?
- A) Striking the weaker enemy first.
  - B) Killing two birds with one stone.

- C) Eliminating the enemy one by one.  
 D) Using one evil to combat the other.
48. What do we learn about “Project Neurice”?  
 A) Its goals will have to be realized at a cost.  
 B) It aims to increase the yield of Spanish rice.  
 C) Its immediate priority is to bring the pest under control.  
 D) It tries to kill the snails with the help of climate change.
49. What does Neurice project manager say about the giant apple snails?  
 A) It can survive only on southern European wetlands.  
 B) It will invade other rice-growing regions of Europe.  
 C) It multiplies at a speed beyond human imagination.  
 D) It was introduced into the rice fields on purpose.
50. What is the ultimate goal of the EU-funded program?  
 A) Cultivating ideal salt-resistant rice varieties.  
 B) Increasing the absorbency of the Spanish rice.  
 C) Introducing Spanish rice to the rest of Europe.  
 D) Popularizing the rice crossbreeding technology.

### Passage Two

Questions 51 to 55 are based on the following passage.

Photography was once an expensive, laborious ordeal reserved for life’s greatest milestones. Now, the only apparent cost to taking infinite photos of something as common as a meal is the space on your hard drive and your dining companion’s patience.

But is there another cost, a deeper cost, to documenting a life experience instead of simply enjoying it? “You hear that you shouldn’t take all these photos and interrupt the experience, and it’s bad for you, and we’re not living in the present moment,” says Kristin Diehl, associate professor of marketing at the University of Southern California Marshall School of Business.

Diehl and her fellow researchers wanted to find out if that was true, so they embarked on a series of nine experiments in the lab and in the field testing people’s enjoyment in the presence or absence of a camera. The results, published in *the Journal of Personality and Social Psychology*, surprised them. Taking photos actually makes people enjoy what they’re doing more, not less.

“What we find is you actually look at the world slightly differently, because you’re looking for things you want to capture, that you may want to hang onto,” Diehl explains. “That gets people more engaged in the experience, and they tend to enjoy it more.”

Take sightseeing. In one experiment, nearly 200 participants boarded a double-decker bus for a tour of Philadelphia. Both bus tours forbade the use of cell phones but one tour provided digital cameras and encouraged people to take photos. The people who took photos enjoyed the experience significantly more, and said they were more engaged, than those who didn’t.

Snapping a photo directs attention, which heightens the pleasure you get from whatever you’re looking at, Diehl says. It works for things as boring as *archaeological* (考古的) museums, where people were given eye-tracking glasses and instructed either to take photos or not. “People look longer at things they want to photograph,” Diehl says. They report liking the exhibits more, too.

To the relief of *Instagrammers* (Instagram 用户) everywhere, it can even make meals more enjoyable. When people were encouraged to take at least three photos while they ate lunch, they were more immersed in their meals than those who weren't told to take photos.

Was it the satisfying click of the camera? The physical act of the snap? No, they found; just the act of planning to take a photo—and not actually taking it—had the same joy-boosting effect. “If you want to take mental photos, that works the same way,” Diehl says. “Thinking about what you would want to photograph also gets you more engaged.”

51. What does the author say about photo-taking in the past?
- A) It was a painstaking effort for recording life's major events.
  - B) It was a luxury that only a few wealthy people could enjoy.
  - C) It was a good way to preserve one's precious images.
  - D) It was a skill that required lots of practice to master.
52. Kristin Diehl conducted a series of experiments on photo-taking to find out \_\_\_\_.
- A) what kind of pleasure it would actually bring to photo-takers
  - B) whether people enjoyed it when they did sightseeing
  - C) how it could help to enrich people's life experiences
  - D) whether it prevented people enjoying what they were doing
53. What do the results of Diehl's experiments show about people taking pictures?
- A) They are distracted from what they are doing.
  - B) They can better remember what they see or do.
  - C) They are more absorbed in what catches their eye.
  - D) They can have a better understanding of the world.
54. What is found about museum visitors with the aid of eye-tracking glasses?
- A) They come out with better photographs of the exhibits.
  - B) They focus more on the exhibits when taking pictures.
  - C) They have a better view of what are on display.
  - D) They follow the historical events more easily.
55. What do we learn from the last paragraph?
- A) It is better to make plans before taking photos.
  - B) Mental photos can be as beautiful as snapshots.
  - C) Photographers can derive great joy from the click of the camera.
  - D) Even the very thought of taking a photo can have a positive effect.

**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**.*

过去，拥有一辆私家车对大部分中国人而言是件奢侈的事。如今，私家车在中国随处可见。汽车成了人们生活中不可或缺的一部分，他们不仅开车上下班，还经常驾车出游。有些城市的汽车增长速度过快，以至于交通拥堵和停车位不足的问题日益严峻，这些城市的市政府不得不出台新规，限制上路汽车的数量。由于空气污染日益严重，现在越来越多的人选择购买新能源汽车，中国政府也采取了一些措施，支持新能源汽车的发展。



## 2018年6月六级考试试题（二）

**Part I****Writing****(30 minutes)****Directions:**

*For this part, you are allowed 30 minutes to write an essay on **the importance of building trust between employers and employees**. You can cite examples to illustrate your views. You should write at least 150 words but no more than 200 words.*

**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 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.*

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

1. A) She advocates animal protection.  
B) She sells a special kind of coffee.  
C) She is going to start a café chain.  
D) She is the owner of a special café.
2. A) They bear a lot of similarities.  
B) They are a profitable business sector.  
C) They cater to different customers.  
D) They help take care of customers' pets.
3. A) By giving them regular cleaning and injections.  
B) By selecting breeds that are tame and peaceful.  
C) By placing them at a safe distance from customers.  
D) By briefing customers on how to get along with them.
4. A) They want to learn about rabbits.  
B) They like to bring in their children.  
C) They love the animals in her café.  
D) They give her café favorite reviews.

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

5. A) It contains too many additives.  
B) It lacks the essential vitamins.  
C) It can cause obesity.  
D) It is mostly garbage.
6. A) Its fancy design.

- B) TV commercials.
  - C) Its taste and texture.
  - D) Peer influence.
7. A) Investing heavily in the production of sweet foods.  
B) Marketing their products with ordinary ingredients.  
C) Trying to trick children into buying their products.  
D) Offering children more varieties to choose from.
8. A) They hardly ate vegetables.  
B) They seldom had junk food.  
C) They favored chocolate-coated sweets.  
D) They liked the food advertised on TV.

## 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 passages 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.*

### Questions 9 to 11 are based on the passage you have just heard.

9. A) Stretches of farmland.  
B) Typical Egyptian animal farms.  
C) Tombs of ancient rulers.  
D) Ruins left by devastating floods.
10. A) It provides habitats for more primitive tribes.  
B) It is hardly associated with great civilizations.  
C) It has not yet been fully explored and exploited.  
D) It gathers water from many tropical rain forests.
11. A) It carries about one fifth of the world's fresh water.  
B) It has numerous human settlements along its banks.  
C) It is second only to the Mississippi River in width.  
D) It is as long as the Nile and the Yangtze combined.

### Questions 12 to 15 are based on the passage you have just heard.

12. A) Living a life in the fast lane leads to success.  
B) We are always in a rush to do various things.  
C) The search for tranquility has become a trend.  
D) All of us actually yearn for a slow and calm life.
13. A) She had trouble balancing family and work.  
B) She enjoyed the various social events.  
C) She was accustomed to tight schedules.  
D) She spent all her leisure time writing books.
14. A) The possibility of ruining her family.



- B) Becoming aware of her declining health.
  - C) The fatigue from living a fast-paced life.
  - D) Reading a book about slowing down.
15. A) She started to follow the cultural norms.
- B) She came to enjoy doing everyday tasks.
  - C) She learned to use more polite expressions.
  - D) She stopped using to-do lists and calendars.

### 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.*

#### Questions 16 to 18 are based on the recording you have just heard.

16. A) They will root out native species altogether.
- B) They contribute to a region's biodiversity.
  - C) They pose a threat to the local ecosystem.
  - D) They will crossbreed with native species.
17. A) Their classifications are meaningful.
- B) Their interactions are hard to define.
  - C) Their definitions are changeable.
  - D) Their distinctions are artificial.
18. A) Only a few of them cause problems to native species.
- B) They may turn out to benefit the local environment.
  - C) Few of them can survive in their new habitats.
  - D) Only 10 percent of them can be naturalized.

#### Questions 19 to 21 are based on the recording you have just heard.

19. A) Respect their traditional culture.
- B) Attend their business seminars.
  - C) Research their specific demands.
  - D) Adopt the right business strategies.
20. A) Showing them your palm.
- B) Giving them gifts of great value.
  - C) Drinking alcohol on certain days of a month.
  - D) Clicking your fingers loudly in their presence.
21. A) They are very easy to satisfy.
- B) They have a strong sense of worth.
  - C) They tend to be friendly and enthusiastic.
  - D) They have a break from 2:00 to 5:30 p. m.

Questions 22 to 25 are based on the recording you have just heard.

22. A) He completely changed the company's culture.  
B) He collected paintings by world-famous artists.  
C) He took over the sales department of *Reader's Digest*.  
D) He had the company's boardroom extensively renovated.
23. A) It should be sold at a reasonable price.  
B) Its articles should be short and inspiring.  
C) It should be published in the world's leading languages.  
D) Its articles should entertain blue- and pink-collar workers.
24. A) He knew how to make the magazine profitable.  
B) He served as a church minister for many years.  
C) He suffered many setbacks and misfortunes in his life.  
D) He treated the employees like members of his family.
25. A) It carried many more advertisements.  
B) George Grune joined it as an ad salesman.  
C) Several hundred of its employees got fired.  
D) Its subscriptions increased considerably.

**Part III**  
**Section A**

**Reading Comprehension**

**(40 minutes)**

**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.*

Did Sarah Josepha Hale write "Mary's Little Lamb," the eternal nursery rhyme(儿歌) about a girl named Mary with a stubborn lamb? This is still disputed, but it's clear that the woman 26 for writing it was one of America's most fascinating 27. In honor of the poem's publication on May 24, 1830, here's more about the 28 author's life.

Hale wasn't just a writer, she was also a 29 social advocate, and she was particularly 30 with an ideal New England, which she associated with abundant Thanksgiving meals that she claimed had "a deep moral influence." She began a nationwide 31 to have a national holiday declared that would bring families together while celebrating the 32 festivals. In 1863, after 17 years of advocacy including letters to five presidents, Hale got it. President Abraham Lincoln, during the Civil War, issued a 33 setting aside the last Thursday in November for the holiday.

The true authorship of "Mary's Little Lamb" is disputed. According to the New England Historical Society, Hale wrote only part of the poem, but claimed authorship. Regardless of the author, it seems that the poem was 34 by a real event. When young Mary Sawyer was followed to school by a lamb in 1816, it caused some problems. A bystander named John Roulstone wrote a

poem about the event, then, at some point, Hale herself seems to have helped write it. However, if a 1916 piece by her great-niece is to be trusted, Hale claimed for the 35 of her life that “some other people pretended that someone else wrote the poem”.

A) campaign	E) fierce	I) proclamation	M) supposed
B) career	F) inspired	J) rectified	N) traditional
C) characters	G) latter	K) reputed	O) versatile
D) features	H) obsessed	L) rest	

## 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.*

### Grow Plants Without Water

[A] Ever since humanity began to farm our own food, we’ve raced the unpredictable rain that is both friend and enemy. It comes and goes without much warning, and a field of lush (茂盛的) leafy greens one year can dry up and blow away the next. Food security and fortunes depend on sufficient rain, and nowhere more so than in Africa, where 96% of farmland depends on rain instead of the irrigation common in more-developed places. It has consequences: South Africa’s ongoing drought—the worst in three decades—will cost at least a quarter of its corn crop this year.

[B] Biologist Jill Farrant of the University of Cape Town in South Africa says that nature has plenty of answers for people who want to grow crops in places with unpredictable rainfall. She is hard at work finding a way to take traits from rare wild plants that adapt to extreme dry weather and use them in food crops. As the earth’s climate changes and rainfall becomes even less predictable in some places, those answers will grow even more valuable. “The type of farming I’m aiming for is literally so that people can survive as it’s going to get more and more dry,” Farrant says.

[C] Extreme conditions produce extremely tough plants. In the rusty red deserts of South Africa, steep-sided rocky hills called inselbergs rear up from the plains like the bones of the earth. The hills are remnants of an earlier geological era, scraped bare of most soil and exposed to the elements. Yet on these and similar formations in deserts around the world, a few fierce plants have adapted to endure under ever-changing conditions.

[D] Farrant calls them resurrection plants (复苏植物). During months without water under a harsh sun, they wither, shrink and contract until they look like a pile of dead gray leaves. But rainfall can revive them in a matter of hours. Her time-lapse (间歇性拍摄的) videos of the revivals look like someone playing a tape of the plant’s death in reverse.

[E] The big difference between “drought-tolerant” plants and these tough plants : metabolism. Many different kinds of plants have developed tactics to weather dry spells. Some plant store reserves of water to see them through a drought; others send roots deep down to subsurface water supplies. But

once these plants use up their stored reserve or tap out the underground supply, they cease growing and start to die. They may be able to handle a drought of some length, and many people use the term “drought tolerant” to describe such plants, but they never actually stop needing to consume water, so Farrant prefers to call them drought resistant.

[F] Resurrection plants, defined as those capable of recovering from holding less than 0.1 grams of water per gram of dry mass, are different. They lack water-storing structures, and their existence on rock faces prevents them from tapping groundwater, so they have instead developed the ability to change their metabolism. When they detect an extended dry period, they divert their metabolisms, producing sugars and certain stress-associated proteins and other materials in their tissues. As the plant dries, these resources take on first the properties of honey, then rubber, and finally enter a glass-like state that is “the most stable state that the plant can maintain,” Farrant says. That slows the plant’s metabolism and protects its dried-out tissues. The plants also change shape, shrinking to minimize the surface area through which their remaining water might evaporate. They can recover from months and years without water, depending on the species.

[G] What else can do this dry-out-and-revive trick? Seeds—almost all of them. At the start of her career, Farrant studied “recalcitrant seeds (顽拗性种子),” such as avocados, coffee and lychee. While tasty, such seeds are delicate—they cannot bud and grow if they dry out (as you may know if you’ve ever tried to grow a tree from an avocado pit). In the seed world, that makes them rare, because most seeds from flowering plants are quite robust. Most seeds can wait out the dry, unwelcoming seasons until conditions are right and they sprout (发芽). Yet once they start growing, such plants seem not to retain the ability to hit the pause button on metabolism in their stems or leaves.

[H] After completing her Ph. D. on seeds, Farrant began investigating whether it might be possible to isolate the properties that make most seeds so resilient (迅速恢复活力的) and transfer them to other plant tissues. What Farrant and others have found over the past two decades is that there are many genes involved in resurrection plants’ response to dryness. Many of them are the same that regulate how seeds become dryness-tolerant while still attached to their parent plants. Now they are trying to figure out what molecular signaling processes activate those seed-building genes in resurrection plants—and how to reproduce them in crops. “Most genes are regulated by a master set of genes,” Farrant says. “We’re looking at gene promoters and what would be their master switch.”

[I] Once Farrant and her colleagues feel they have a better sense of which switches to throw, they will have to find the best way to do so in useful crops. “I’m trying three methods of breeding,” Farrant says: conventional, genetic modification and gene editing. She says she is aware that plenty of people do not want to eat genetically modified crops, but she is pushing ahead with every available tool until one works. Farmers and consumers alike can choose whether or not to use whichever version prevails: “I’m giving people an option.”

[J] Farrant and others in the resurrection business got together last year to discuss the best species of resurrection plant to use as a lab model. Just like medical researchers use rats to test ideas for human medical treatments, botanists use plants that are relatively easy to grow in a lab or greenhouse setting to test their ideas for related species. The Queensland rock violet is one of the best studied resurrection plants so far, with a draft genome (基因图谱) published last year by a Chinese team. Also last year, Farrant and colleagues published a detailed molecular study of another candidate,

Xerophyta viscosa, a tough-as-nail South African plant with lily-like flowers, and she says that a genome is on the way. One or both of these models will help researchers test their ideas—so far mostly done in the lab—on test plots.

[K] Understanding tire basic science first is key. There are good reasons why crop plants do not use dryness defenses already. For instance, there’s a high energy cost in switching from a regular metabolism to an almost-no-water metabolism. It will also be necessary to understand what sort of yield farmers might expect and to establish the plant’s safety. “The yield is never going to be high,” Farrant says, so these plants will be targeted not at Iowa farmers trying to squeeze more cash out of high-yield fields, but subsistence farmers who need help to survive a drought like the present one in South Africa. “My vision is for the subsistence farmer,” Farrant says. “I’m targeting crops that are of African value.”

36. There are a couple of plants tough and adaptable enough to survive on bare rocky hills and in deserts.
37. Farrant is trying to isolate genes in resurrection plants and reproduce them in crops.
38. Farmers in South Africa are more at the mercy of nature, especially inconsistent rainfall.
39. Resurrection crops are most likely to be the choice of subsistence farmers.
40. Even though many plants have developed various tactics to cope with dry weather, they cannot survive a prolonged drought.
41. Despite consumer resistance, researchers are pushing ahead with genetic modification of crops.
42. Most seeds can pull through dry spells and begin growing when conditions are ripe, but once this process starts, it cannot be held back.
43. Farrant is working hard to cultivate food crops that can survive extreme dryness by studying the traits of rare wild plants.
44. By adjusting their metabolism, resurrection plants can recover from an extended period of drought.
45. Resurrection plants can come back to life in a short time after a rainfall.

## 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

#### Questions 46 to 50 are based on the following passage.

Human memory is notoriously unreliable. Even people with the sharpest facial-recognition skills can only remember so much.

It’s tough to quantify how good a person is at remembering. No one really knows how many different faces someone can recall, for example, but various estimates tend to hover in the thousands—based on the number of acquaintances a person might have.

Machines aren't limited this way. Give the right computer a massive database of faces, and it can process what it sees—then recognize a face it's told to find—with remarkable speed and precision. This skill is what supports the enormous promise of facial-recognition software in the 21st century. It's also what makes contemporary surveillance systems so scary.

The thing is, machines still have limitations when it comes to facial recognition. And scientists are only just beginning to understand what those constraints are. To begin to figure out how computers are struggling, researchers at the University of Washington created a massive database of faces—they call it MegaFace—and tested a variety of facial-recognition algorithms (算法) as they scaled up in complexity. The idea was to test the machines on a database that included up to 1 million different images of nearly 700,000 different people—and not just a large database featuring a relatively small number of different faces, more consistent with what's been used in other research.

As the databases grew, machine accuracy dipped across the board. Algorithms that were right 95% of the time when they were dealing with a 13,000-image database, for example, were accurate about 70% of the time when confronted with 1 million images. That's still pretty good, says one of the researchers, Ira Kemelmacher-Shlizerman. "Much better than we expected," she said.

Machines also had difficulty adjusting for people who look a lot alike—either doppelgangers (长相极相似的人), whom the machine would have trouble identifying as two separate people, or the same person who appeared in different photos at different ages or in different lighting, whom the machine would incorrectly view as separate people.

"Once we scale up, algorithms must be sensitive to tiny changes in identities and at the same time invariant to lighting, pose, age," Kemelmacher-Shlizerman said.

The trouble is, for many of the researchers who'd like to design systems to address these challenges, massive datasets for experimentation just don't exist—at least, not in formats that are accessible to academic researchers. Training sets like the ones Google and Facebook have are private. There are no public databases that contain millions of faces. MegaFace's creators say it's the largest publicly available facial-recognition dataset out there.

"An ultimate face recognition algorithm should perform with billions of people in a dataset," the researchers wrote.

46. Compared with human memory, machines can \_\_\_\_\_ .
- A) identify human faces more efficiently
  - B) tell a friend from a mere acquaintance
  - C) store an unlimited number of human faces
  - D) perceive images invisible to the human eye
47. Why did researchers create MegaFace?
- A) To enlarge the volume of the facial-recognition database.
  - B) To increase the variety of facial-recognition software.
  - C) To understand computers' problems with facial recognition.
  - D) To reduce the complexity of facial-recognition algorithms.
48. What does the passage say about machine accuracy?
- A) It falls short of researchers' expectations.
  - B) It improves with added computing power.

- C) It varies greatly with different algorithms.  
 D) It decreases as the database size increases.
49. What is said to be a shortcoming of facial-recognition machines?  
 A) They cannot easily tell apart people with near—identical appearances.  
 B) They have difficulty identifying changes in facial expressions.  
 C) They are not sensitive to minute changes in people’s mood.  
 D) They have problems distinguishing people of the same age.
50. What is the difficulty confronting researchers of facial-recognition machines?  
 A) No computer is yet able to handle huge datasets of human faces.  
 B) There do not exist public databases with sufficient face samples.  
 C) There are no appropriate algorithms to process the face samples.  
 D) They have trouble converting face datasets into the right format.

**Passage Two**

**Questions 51 to 55 are based on the following passage.**

There are currently 21.5 million students in America, and many will be funding their college on borrowed money. Given that there’s now over \$1.3 trillion in student loans on the books, it’s pretty clear that many students are far from sensible. The average student’s debt upon graduation now approaches \$40,000, and as college becomes ever more expensive, calls to make it “free” are multiplying. Even Hillary Clinton says that when it comes to college, “Costs won’t be a barrier.”

But the only way college could be free is if the faculty and staff donated their time, the buildings required no maintenance, and campuses required no utilities. As long as it’s impossible to produce something from nothing, costs are absolutely a barrier.

The actual question we debate is who should pay for people to go to college. If taxpayers are to bear the cost of forgiving student loans, shouldn’t they have a say in how their money is used?

At least taxpayers should be able to decide what students will study on the public dime. If we are going to force taxpayers to foot the bill for college degrees, students should only study those subjects that are of greatest benefit to taxpayers. After all, students making their own choices in this respect is what caused the problem in the first place. We simply don’t need more poetry, gender studies, or sociology majors. How do we know which subjects benefit society? Easy.

Average starting salaries give a clear indication of what type of training society needs its new workers to have. Certainly, there are benefits to a college major beyond the job a student can perform. But if we’re talking about the benefits to society, the only thing that matters is what the major enables the student to produce for society. And the value of what the student can produce is reflected in the wage employers are willing to pay the student to produce it.

A low wage for elementary school teachers, however, doesn’t mean elementary education isn’t important. It simply means there are too many elementary school teachers already.

Meanwhile, there are few who are willing and able to perform jobs requiring a petroleum engineering major, so the value of one more of those people is very high.

So we can have taxpayers pick up students’ tuition in exchange for dictating what those students will study. Or we can allow students both to choose their majors and pay for their education themselves. But in the end, one of two things is true:

Either a college major is worth its cost or it isn't. If yes, taxpayer financing isn't needed. If not, taxpayer financing isn't desirable. Either way, taxpayers have no business paying for students' college education.

51. What does the author think of college students funding their education through loans?
- A) They only expect to get huge returns.
  - B) They are acting in an irrational way.
  - C) They benefit at taxpayers' expense.
  - D) They will regret doing so someday.
52. In the author's opinion, free college education is \_\_\_\_\_.
- A) impractical
  - B) unsustainable
  - C) a goal to strive for
  - D) a way to social equality
53. What should students do if taxpayers are to bear their college costs?
- A) Work even harder to repay society.
  - B) Choose their subjects more carefully.
  - C) Choose majors that will serve society's practical needs.
  - D) Allow taxpayers to participate in college administration.
54. What does the author say about the value of a student's college education?
- A) It is underestimated by profit-seeking employers.
  - B) It is to be proved by what they can do on the job.
  - C) It is well reflected in their average starting salary.
  - D) It is embodied in how they remove social barriers.
55. What message does the author want to convey in the passage?
- A) Students should think carefully whether to go to college.
  - B) Taxpayers should only finance the most gifted students.
  - C) The worth of a college education is open to debate.
  - D) College students should fund their own education.

## Part IV

## Translation

(30 minutes)

### 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.*

中国目前拥有世界上最大最快的高速铁路网。高铁列车的运行速度还将继续提升，更多的城市将修建高铁站。高铁大大缩短了人们出行的时间。相对飞机而言，高铁列车的突出优势在于准时，因为基本不受天气或交通管制的影响。高铁极大地改变了中国人的生活方式。如今，它已经成了很多人商务旅行的首选交通工具。越来越多的人也在假日乘高铁外出旅游。还有不少年轻人选择在一个城市工作而在邻近城市居住，每天乘高铁上下班。



2019年12月六级考试试题（一）

**Part I**

**Writing**

(30 minutes)

**Directions:**

*For this part, you are allowed 30 minutes to write an essay on **the importance of having a sense of social responsibility**. You should write at least 150 words but no more than 200 words.*

**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 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) .*

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

- |   |   |
|---|---|
| 1. A) It focuses exclusively on jazz.           | C) It has several branches in London.         |
| B) It sponsors major jazz concerts.             | D) It displays albums by new music talents.   |
| 2. A) It originated with cowboys.               | C) Its listeners are mostly young people.     |
| B) Its market has now shrunk.                   | D) It remains as widespread as hip hop music. |
| 3. A) Its definition is varied and complicated. | C) It is frequently accompanied by singing.   |
| B) It is still going through experimentation.   | D) Its style has remained largely unchanged.  |
| 4. A) Learn to play them.                       | C) Listen to them yourself.                   |
| B) Take music lessons.                          | D) Consult jazz musicians.                    |

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

- |   |                              |
|---|------------------------------|
| 5. A) She paid her mortgage.                        | C) She made a business plan. |
| B) She called on the man.                           | D) She went to the bank.     |
| 6. A) Her previous debt hadn't been cleared yet.    |                              |
| B) Her credit history was considered poor.          |                              |
| C) She had apparently asked for too much.           |                              |
| D) She didn't pay her mortgage in time.             |                              |
| 7. A) Pay a debt long overdue.                      | C) Start her own business.   |
| B) Buy a piece of property.                         | D) Check her credit history. |
| 8. A) Seek advice from an expert about fundraising. |                              |
| B) Ask for smaller loans from different lenders.    |                              |
| C) Build up her own finances step by step.          |                              |
| D) Revise her business proposal carefully.          |                              |

## 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) .*

### Questions 9 to 11 are based on the passage you have just heard.

9. A) It is profitable and environmentally friendly. C) It is small and unconventional.  
B) It is well located and completely automated. D) It is fertile and productive.
10. A) Their urge to make farming more enjoyable. C) Their hope to revitalize traditional farming.  
B) Their desire to improve farming equipment. D) Their wish to set a new farming standard.
11. A) It saves a lot of electricity. C) It causes hardly any pollution.  
B) It needs little maintenance. D) It loosens soil while weeding.

### Questions 12 to 15 are based on the passage you have just heard.

12. A) It has turned certain insects into a new food source.  
B) It has started to expand business outside the UK.  
C) It has imported some exotic foods from overseas.  
D) It has joined hands with Sainsbury's to sell pet insects.
13. A) It was really unforgettable. C) It hurt his throat slightly.  
B) It was a pleasant surprise. D) It made him feel strange.
14. A) They are more tasty than beef, chicken or pork.  
B) They are more nutritious than soups and salads.  
C) They contain more protein than conventional meats.  
D) They will soon gain popularity throughout the world.
15. A) It is environmentally friendly. C) It requires new technology.  
B) It is a promising industry. D) It saves huge amounts of labour.

## 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) .*

### Questions 16 to 18 are based on the recording you have just heard.

16. A) To categorize different types of learners.  
B) To find out what students prefer to learn.  
C) To understand the mechanism of the human brain.  
D) To see if they are inherent traits affecting learning.
17. A) It was defective. C) It was original in design.  
B) It was misguided. D) It was thought-provoking.

18. A) Auditory aids are as important as visual aids.  
 B) Visual aids are helpful to all types of learners.  
 C) Reading plain texts is more effective than viewing pictures.  
 D) Scientific concepts are hard to understand without visual aids.

**Questions 19 to 21 are based on the recording you have just heard.**

19. A) Not playing a role in a workplace revolution.  
 B) Not benefiting from free-market capitalism.  
 C) Not earning enough money to provide for the family.  
 D) Not spending enough time on family life and leisure.
20. A) People would be working only fifteen hours a week now.  
 B) The balance of power in the workplace would change.  
 C) Technological advances would create many new jobs.  
 D) Most workers could afford to have a house of their own.
21. A) Loss of workers' personal dignity.                      C) Deterioration of workers' mental health.  
 B) Deprivation of workers' creativity.                      D) Unequal distribution of working hours.

**Questions 22 to 25 are based on the recording you have just heard.**

22. A) It is the worst managed airport in German history.  
 B) It is now the biggest and busiest airport in Europe.  
 C) It has become something of a joke among Germans.  
 D) It has become a typical symbol of German efficiency.
23. A) The city's airports are outdated.                      C) The city wanted to boost its economy.  
 B) The city had just been reunified.                      D) The city wanted to attract more tourists.
24. A) The municipal government kept changing hands.  
 B) The construction firm breached the contract.  
 C) Shortage of funding delayed its construction.  
 D) Problems of different kinds kept popping up.
25. A) Tourism industry in Berlin suffers.                      C) Huge maintenance costs accumulate.  
 B) All kinds of equipment gets rusted.                      D) Complaints by local residents increase.

**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. You may not use any of the words in the bank more than once.*

The persistent haze over many of our cities is a reminder of the polluted air that we breathe. Over 80% of the world's urban population is breathing air that fails to meet World Health Organisation guidelines, and an estimated 4.5 million people died   26   from outdoor air pollution in 2015.

Globally, urban populations are expected to double in the next 40 years, and an extra 2 billion people will need new places to live, as well as services and ways to move around their cities. What is more important, the decisions that we make now about the design of our cities will 27 the everyday lives and health of the coming generations. So what would a smog-free, or at least low-pollution, city be like?

Traffic has become 28 with air pollution, and many countries intend to ban the sale of new petrol and diesel cars in the next two decades. But simply 29 to electric cars will not mean pollution-free cities. The level of emissions they cause will depend on how the electricity to run them is 30, while brakes, tyres and roads all create tiny airborne 31 as they wear out.

Across the developed world, car use is in decline as more people move to city centres, while young people especially are 32 for other means of travel. Researchers are already asking if motor vehicle use has reached its 33 and will decline, but transport planners have yet to catch up with this 34, instead of laying new roads to tackle traffic jams. As users of London's orbital M25 motorway will know, new roads rapidly fill with more traffic. In the US, studies have shown that doubling the size of a road can 35 double the traffic, taking us back to the starting point.

A) alternate	E) locating	I) particles	M) switching
B) crown	F) merged	J) peak	N) synonymous
C) determine	G) miniatures	K) prematurely	O) trend
D) generated	H) opting	L) simply	

## 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.*

### How much protein do you really need?

[A] The marketing is tempting: Get stronger muscles and healthier bodies with minimal effort by adding protein powder to your morning shake or juice drink. Or grab a protein bar at lunch or for a quick snack. Today, you can find protein supplements everywhere—online or at the pharmacy, grocery store or health food store. They come in powders, pills and bars. With more than \$12 billion in sales this year, the industry is booming and, according to the market research company, Grand View Research, is on track to sell billions more by 2025. But do we really need all this supplemental protein? It depends. There are pros, cons and some other things to consider.

[B] For starters, protein is critical for every cell in our body. It helps build nails, hair, bones and muscles. It can also help you feel fuller longer than eating foods without protein. And, unlike nutrients that are found only in a few foods, protein is present in all foods. “The typical American diet is a lot higher in protein than a lot of us think,” says registered dietitian Angela Pipitone. “It’s in foods many of us expect, such as beef, chicken and other types of meat and dairy. But it’s also in

foods that may not come immediately to mind like vegetables, fruit, beans and grains.”

[C] The U.S. government’s recommended daily allowance (RDA) for the average adult is 50 to 60 grams of protein a day. This may sound like a lot, but Pipitone says: “We get bits of protein here and there and that really adds up throughout the day.” Take, for example, breakfast. If you eat two eggs topped with a little bit of cheese and an orange on the side, you already have 22 grams of protein. Each egg gives you 7 grams, the cheese gives you about 6 grams and the orange—about 2 grams. Add a lunch of chicken, rice and broccoli (西兰花), and you are already over the recommended 50 grams. “You can get enough protein and meet the RDA before you even get to dinner,” says Pipitone.

[D] So if it’s so easy to get your protein in food, why add more in the form of powders, snack bars or a boost at your local juice bar? No need to, says Pipitone, because, in fact, most of us already get enough protein in our diet. “Whole foods are always the best option rather than adding supplements,” she says, noting the FDA does not regulate supplements as rigorously as foods or drugs. So there could be less protein, more sugar and some additives you wouldn’t expect, such as caffeine (咖啡因).

[E] If you are considering a supplement, read the list of ingredients, she says, although this is not always reliable. “I’ve seen very expensive protein supplements that claim to be high quality but they might not really be beneficial for the average healthy adult,” she says. “It could just be a waste of money.”

[F] But there are certain situations that do warrant extra protein. “Anytime you’re repairing or building muscle,” Pipitone says, such as if you’re an extreme endurance athlete, training for a marathon, or you’re a body builder. If you’re moderately exercising for 150 minutes a week, as the Centers for Disease Control and Prevention recommends, or less than that, you’re probably not an extreme athlete. Extreme athletes expend lots of energy breaking down and repairing and building muscles. Protein can give them the edge they need to speed that process.

[G] Vegans can benefit from protein supplements since they do not eat animal-based protein sources like meat, dairy or eggs. And, for someone always on-the-go who may not have time for a meal, a protein snack bar can be a good option for occasional meal replacement. Also, individuals recovering from surgery or an injury can also benefit from extra protein. So, too, can older people. At around age 60, “muscles really start to break down,” says Kathryn Starr, an aging researcher, “and because of that, the protein needs of an older adult actually increase.”

[H] In fact, along with her colleague Connie Bales, Starr recently conducted a small study that found that adding extra protein foods to the diet of obese older individuals who were trying to lose weight strengthened their muscles. Participants in the study were separated into two groups—one group was asked to eat 30 grams of protein per meal in the form of whole foods. That meant they were eating 90 grams of protein a day. The other group—the control group— was put on a typical low-calorie diet with about 50 to 60 grams of protein a day. After six months, researchers found the high protein group had significantly improved their muscle function—almost twice as much as the control group. “They were able to walk faster, had improved balance, and were also able to get up out of a chair faster than the control group,” Starr says. All 67 participants were over 60 years of age, and both groups lost about the same amount of weight.

[I] Starr is now looking into whether high-protein diets also improve the quality of the muscle itself in seniors. She’s using CT scans to measure muscle size and fat, and comparing seniors on a high-protein diet with those on regular diets. She says her findings should be available in a couple of

months.

[J] In the meantime, 70-year-old Corliss Keith, who was in the high protein group in Starr's latest study, says she feels a big difference. "I feel excellent," she says. "I feel like I have a different body, I have more energy, I'm stronger." She says she is able to take Zumba exercise classes three times a week, work out on the treadmill (跑步机), and take long, brisk walks. Keith also lost more than 15 pounds. "I'm a fashionable person, so now I'm back in my 3-inch heels," she says.

[K] As people age, Starr says muscle strength is key to helping them stay strong and continue living on their own in their own home. "I feel very much alive now," says Keith. "I feel like I could stay by myself until I'm 100."

[L] But can people overdo protein? Pipitone says you do have to be careful. Other researchers say too much protein can cause cramps (痉挛), headaches, and fatigue. Dehydration (脱水) is also a risk when you eat too much protein. Pipitone says if you increase protein, you also have to increase your fluid intake. "I always tell people to make sure they're drinking enough fluids," which for the average person is 60 to 70 ounces a day, which translates into eight 8-ounce glasses of water or liquid per day.

[M] There have been some indications that extra protein makes the kidneys work harder, which could be problematic for individuals with a history of kidney disease and for them, the supplements may increase the risk of kidney stones, she says.

[N] Bottom line, if you think you need more protein in your diet, consider these questions: Are you an extreme athlete; are you recovering from injury or surgery; or are you 60 years or older? If so, adding high protein foods like eggs and meat products to your diet can be beneficial. And, if you're not sure, it is always a good idea to check with your primary care provider.

36. It is quite easy for one to take in the recommended amount of protein.

37. Pipitone claims that healthy adults need not spend money on protein supplements.

38. The protein supplement business is found to be thriving.

39. Protein can speed the repairing of damaged muscles.

40. Protein supplements may overburden some internal organ, thus leading to its malfunctioning.

41. Older adults need to take in more protein to keep their muscles strong.

42. Protein is found in more foods than people might realize.

43. Additional protein was found to help strengthen the muscles of overweight seniors seeking weight loss.

44. Pipitone believes that whole foods provide the best source of protein.

45. People are advised to drink more liquid when they take in more protein.

## 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) .*

**Passage One**

**Questions 46 to 50 are based on the following passage.**

Last year, a child was born at a hospital in the UK with her heart outside her body. Few babies survive this rare condition, and those who do must endure numerous operations and are likely to have complex needs. When her mother was interviewed, three weeks after her daughter's birth, she was asked if she was prepared for what might be a daunting (令人生畏的) task caring for her. She answered without hesitation that, as far as she was concerned, this would be a "privilege".

Rarely has there been a better example of the power of attitude, one of our most powerful psychological tools. Our attitudes allow us to turn mistakes into opportunities, and loss into the chance for new beginnings. An attitude is a settled way of thinking, feeling and/or behaving towards particular objects, people, events or ideologies. We use our attitudes to filter, interpret and react to the world around us. You weren't born with attitudes; rather they are all learned, and this happens in a number of ways.

The most powerful influences occur during early childhood and include both what happened to you directly, and what those around you did and said in your presence. As you acquire a distinctive identity, your attitudes are further refined by the behavior of those with whom you identify—your family, those of your gender and culture, and the people you admire, even though you may not know them personally. Friendships and other important relationships become increasingly important, particularly during adolescence. About that same time and throughout adulthood, the information you receive, especially when ideas are repeated in association with goals and achievements you find attractive, also refines your attitudes.

Many people assume that our attitudes are internally consistent, that is, the way you think and feel about someone or something predicts your behavior towards them. However, many studies have found that feelings and thoughts don't necessarily predict behavior. In general, your attitudes will be internally consistent only when the behavior is easy, and when those around you hold similar beliefs. That's why, for example, many say they believe in the benefits of recycling or exercise, but don't behave in line with their views, because it takes awareness, effort and courage to go beyond merely stating that you believe something is a good idea.

One of the most effective ways to change an attitude is to start behaving as if you already feel and think the way you'd prefer to. Take some time to reflect on your attitudes, to think about what you believe and why. Is there anything you consider a burden rather than a privilege? If so, start behaving—right now—as if the latter is the case.

46. What do we learn from the passage about attitude?

- A) It shapes our beliefs and ideologies.
- B) It improves our psychological wellbeing.
- C) It determines how we respond to our immediate environment.
- D) It changes the way we think, feel and interact with one another.

47. What can contribute to the refinement of one's attitude, according to the passage?

- A) Their idols' behaviors.
- B) Their educational level.
- C) Their contact with the opposite gender.
- D) Their interaction with different cultures.

48. What do many studies find about people's feelings and thoughts?
- A) They may not suggest how a person is going to behave.
  - B) They are in a way consistent with a person's mentality.
  - C) They may not find expression in interpersonal relations.
  - D) They are in line with a person's behavior no matter what.
49. How come many people don't do what they believe is good?
- A) They can't afford the time.
  - B) They have no idea how to.
  - C) They are hypocritical.
  - D) They lack willpower.
50. What is proposed as a strategy to change attitude?
- A) Changing things that require one's immediate attention.
  - B) Starting to act in a way that embodies one's aspirations.
  - C) Adjusting one's behavior gradually over a period of time.
  - D) Considering ways of reducing one's psychological burdens.

### Passage Two

Questions 51 to 55 are based on the following passage.

Industrial fishing for krill(磷虾) in the unspoilt waters around Antarctica is threatening the future of one of the world's last great wildernesses, according to a new report.

The study by Greenpeace analysed the movements of krill fishing vessels in the region and found they were increasingly operating "in the immediate vicinity of penguin colonies and whale-feeding grounds". It also highlights incidents of fishing boats being involved in groundings, oil spills and accidents, which posed a serious threat to the Antarctic ecosystem.

The report, published on Tuesday, comes amid growing concern about the impact of fishing and climate change on the Antarctic. A global campaign has been launched to create a network of ocean sanctuaries to protect the seas in the region and Greenpeace is calling for an immediate halt to fishing in areas being considered for sanctuary status.

Frida Bengtsson from Greenpeace's Protect the Antarctic campaign said: "If the krill industry wants to show it's a responsible player, then it should be voluntarily getting out of any area which is being proposed as an ocean sanctuary, and should instead be backing the protection of these huge tracts of the Antarctic."

A global campaign has been launched to turn a huge tract of Antarctic seas into ocean sanctuaries, protecting wildlife and banning not just krill fishing, but all fishing. One was created in the Ross Sea in 2016, another reserve is being proposed in a vast area of the Weddell Sea, and a third sanctuary is under consideration in the area west of the Antarctic Peninsula—a key krill fishing area.

The Commission for the Conservation of Antarctic Marine Living Resources (CCAMLR) manages the seas around Antarctica. It will decide on the Weddell Sea sanctuary proposal at a conference in Australia in October, although a decision on the peninsula sanctuary is not expected until later.

Keith Reid, a science manager at CCAMLR, said that the organisation sought "a balance between protection, conservation and sustainable fishing in the Southern Ocean." He said although more fishing was taking place nearer penguin colonies it was often happening later in the season when these colonies were empty.



“The creation of a system of marine protected areas is a key part of ongoing scientific and policy discussions in CCAMLR,” he added. “Our long-term operation in the region depends on a healthy and thriving Antarctic marine ecosystem, which is why we have always had an open dialogue with the environmental non-governmental organisations. We strongly intend to continue this dialogue, including talks with Greenpeace, to discuss improvements based on the latest scientific data. We are not the ones to decide on the establishment of marine protected areas, but we hope to contribute positively with our knowledge and experience.”

51. What does Greenpeace’s study find about krill fishing?
  - A) It caused a great many penguins and whales to migrate.
  - B) It was depriving penguins and whales of their habitats.
  - C) It was carried out too close to the habitats of penguins and whales.
  - D) It posed an unprecedented threat to the wildlife around Antarctica.
52. For what purpose has a global campaign been launched?
  - A) To reduce the impact of climate change on Antarctica.
  - B) To establish conservation areas in the Antarctic region.
  - C) To regulate krill fishing operations in the Antarctic seas.
  - D) To publicise the concern about the impact of krill fishing.
53. What is Greenpeace’s recommendation to the krill industry?
  - A) Opting to operate away from the suggested conservation areas.
  - B) Volunteering to protect the endangered species in the Antarctic.
  - C) Refraining from krill fishing throughout the breeding season.
  - D) Showing its sense of responsibility by leading the global campaign.
54. What did CCAMLR aim to do according to its science manager?
  - A) Raise public awareness of the vulnerability of Antarctic species.
  - B) Ban all commercial fishing operations in the Southern Ocean.
  - C) Keep the penguin colonies from all fishing interference.
  - D) Sustain fishing without damaging the Antarctic ecosystem.
55. How does CCAMLR define its role in the conservation of the Antarctic environment?
 

A) A coordinator in policy discussions.	C) A provider of the needed expertise.
B) An authority on big data analysis.	D) An initiator of marine sanctuaries.

**Part IV**

**Translation**

**(30 minutes)**

**Directions:**

*For this part, you are allowed 30 minutes to translate a passage from Chinese into English.*

荷花(lotus flower)是中国的名花之一，深受人们喜爱。中国许多地方的湖泊和池塘都适宜荷花生长。荷花色彩鲜艳，夏日清晨绽放，夜晚闭合，花期长达两三个月，吸引来自各地的游客前往观赏。荷花具有多种功能，既能绿化水面，又能美化庭园，还可净化水质、减少污染、改善环境。荷花迎骄阳而不惧，出污泥而不染，象征纯洁、高雅，常常用来比喻人的高尚品德，历来是诗人画家创作的重要题材。荷花盛开的地方也是许多摄影爱好者经常光顾之地。

2019年12月六级考试试题（二）

**Part I Writing (30 minutes)**

**Directions:**

*For this part, you are allowed 30 minutes to write an essay on **the importance of having a sense of family responsibility**. You should write at least **150** words but no more than **200** words.*

**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 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) .*

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

- |                                  |                              |
|----------------------------------|------------------------------|
| 1. A) Magazine reporter.         | C) Website designer.         |
| B) Fashion designer.             | D) Features editor.          |
| 2. A) Designing sports clothing. | C) Answering daily emails.   |
| B) Consulting fashion experts.   | D) Interviewing job-seekers. |
| 3. A) It is challenging.         | C) It is tiresome.           |
| B) It is fascinating.            | D) It is fashionable.        |
| 4. A) Her persistence.           | C) Her competence.           |
| B) Her experience.               | D) Her confidence.           |

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

- |   |  |
|---|--|
| 5. A) It is enjoyable.  | C) It is divorced from real life.      |
| B) It is educational.   | D) It is adapted from a drama.         |
| 6. A) All the roles are played by famous actors and actresses.      |  |
| B) It is based on the real-life experiences of some celebrities.    |  |
| C) Its plots and events reveal a lot about Frankie's actual life.   |  |
| D) It is written, directed, edited and produced by Frankie himself. |  |
| 7. A) Go to the theater and enjoy it.                               | C) Watch it with the man.              |
| B) Recommend it to her friends.                                     | D) Download and watch it.              |
| 8. A) It has drawn criticisms from scientists.                      | C) It is a ridiculous piece of satire. |
| B) It has been showing for over a decade.                           | D) It is against common sense.         |



17. A) They have a history of 14 centuries.                      C) They are without foundations.  
 B) They are 40 metres tall on average.                      D) They consist of several storeys.
18. A) Wood was harmonious with nature.                      C) Timber was abundant in Scandinavia.  
 B) Wooden buildings kept the cold out.                      D) The Vikings liked wooden structures.

**Questions 19 to 21 are based on the recording you have just heard.**

19. A) Similarities between human babies and baby animals.  
 B) Cognitive features of different newly born mammals.  
 C) Adults' influence on children.  
 D) Abilities of human babies.
20. A) They can distinguish a happy tune from a sad one.  
 B) They love happy melodies more than sad ones.  
 C) They fall asleep easily while listening to music.  
 D) They are already sensitive to beats and rhythms.
21. A) Infants' facial expressions.                      C) Babies' interaction with adults.  
 B) Babies' emotions.                      D) Infants' behaviors.

**Questions 22 to 25 are based on the recording you have just heard.**

22. A) It may harm the culture of today's workplace.  
 B) It may hinder individual career advancement.  
 C) It may result in unwillingness to take risks.  
 D) It may put too much pressure on team members.
23. A) They can hardly give expression to their original views.  
 B) They can become less motivated to do projects of their own.  
 C) They may find it hard to get their contributions recognized.  
 D) They may eventually lose their confidence and creativity.
24. A) They can enlarge their professional circle.  
 B) They can get chances to engage in research.  
 C) They can make the best use of their expertise.  
 D) They can complete the project more easily.
25. A) It may cause lots of arguments in a team.  
 B) It may prevent making a timely decision.  
 C) It may give rise to a lot of unnecessary expenses.  
 D) It may deprive a team of business opportunities.

**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. You may not use any of the words in the bank more than once.*

When considering risk factors associated with serious chronic diseases, we often think about

health indicators such as cholesterol, blood pressure, and body weight. But poor diet and physical inactivity also each increase the risk of heart disease and have a role to play in the development of some cancers. Perhaps worse, the 26 effects of an unhealthy diet and insufficient exercise are not limited to your body. Recent research has also shown that 27 in a high-fat and high-sugar diet may have negative effects on your brain, causing learning and memory 28.

Studies have found obesity is associated with impairments in cognitive functioning, as 29 by a range of learning and memory tests, such as the ability to remember a list of words presented some minutes or hours earlier. There is also a growing body of evidence that diet-induced cognitive impairments can emerge 30—within weeks or even days. For example, one study found healthy adults 31 to a high-fat diet for five days showed impaired attention, memory, and mood compared with a low-fat diet control group. Another study also found eating a high-fat and high-sugar breakfast each day for as little as four days resulted in problems with learning and memory 32 to those observed in overweight and obese individuals.

Body weight was not hugely different between the groups eating a healthy diet and those on high fat and sugar diets. So this shows negative 33 of poor dietary intake can occur even when body weight has not changed 34. Thus, body weight is not always the best indicator of health and a thin person still needs to eat well and exercise 35.

- |              |               |                 |                  |
|--------------|---------------|-----------------|------------------|
| A) assessed  | B) assigned   | C) consequences | D) conspicuously |
| E) deficits  | F) designated | G) detrimental  | H) digestion     |
| I) excelling | J) indulging  | K) loopholes    | L) rapidly       |
| M) redundant | N) regularly  | O) similar      |                  |

## 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.*

### Increased Screen Time and Wellbeing Decline in Youth

[A] Have young people never had it so good? Or do they face more challenges than any previous generation? Our current era in the West is one of high wealth. This means minors enjoy material benefits and legal protections that would have been the envy of those living in the past. But there is an increasing suspicion that all is not well for our youth. And one of the most popular explanations, among some experts and the popular media, is that excessive “screen time” is to blame. (This refers to all the attention young people devote to their phones, tablets and laptops.) However, this is a contentious theory and such claims have been treated skeptically by some scholars based on their reading of the relevant data.

[B] Now a new study has provided another contribution to the debate, uncovering strong evidence that adolescent wellbeing in the United States really is experiencing a decline and arguing that the

most likely cause is the electronic riches we have given them. The background to this is that from the 1960s into the early 2000s, measures of average wellbeing went up in the US. This was especially true for younger people. It reflected the fact that these decades saw a climb in general standards of living and avoidance of mass societal traumas like full-scale war or economic deprivation. However, the “screen time” hypothesis, advanced by researchers such as Jean Twenge, is that electronic devices and excessive time spent online may have reversed these trends in recent years, causing problems for young people’s psychological health.

[C] To investigate, Twenge and her colleagues dived into the “Monitoring the Future” dataset based on annual surveys of American school students from grades 8, 10, and 12 that started in 1991. In total, 1.1 million young people answered various questions related to their wellbeing. Twenge’s team’s analysis of the answers confirmed the earlier, well-established wellbeing climb, with scores rising across the 1990s, and into the later 2000s. This was found across measures like self-esteem, life satisfaction, happiness and satisfaction with individual domains like job, neighborhood, or friends. But around 2012 these measures started to decline. This continued through 2016, the most recent year for which data is available.

[D] Twenge and her colleagues wanted to understand why this change in average wellbeing occurred. However, it is very hard to demonstrate causes using non-experimental data such as this. In fact, when Twenge previously used this data to suggest a screen time effect, some commentators were quick to raise this problem. They argued that her causal-sounding claims rested on correlational data, and that she had not adequately accounted for other potential causal factors. This time around, Twenge and her team make a point of saying that they are not trying to establish causes as such, but that they are assessing the plausibility of potential causes.

[E] First, they explain that if a given variable is playing a role in affecting wellbeing, then we should expect any change in that variable to correlate with the observed changes in wellbeing. If not, it is not plausible that the variable is a causal factor. So the researchers looked at time spent in a number of activities that could plausibly be driving the wellbeing decline. Less sport, and fewer meetings with peers correlated with lower wellbeing, as did less time reading print media (newspapers) and, surprisingly, less time doing homework. (This last finding would appear to contradict another popular hypothesis that it is our burdening of students with assignment that is causing all the problems.) In addition, more TV watching and more electronic communication both correlated with lower wellbeing. All these effects held true for measures of happiness, life satisfaction and self-esteem, with the effects stronger in the 8th and 10th-graders.

[F] Next, Twenge’s team dug a little deeper into the data on screen time. They found that adolescents who spent a very small amount of time on digital devices—a couple of hours a week—had the highest wellbeing. Their wellbeing was even higher than those who never used such devices. However, higher doses of screen time were clearly associated with lower happiness. Those spending 10-19 hours per week on their devices were 41 percent more likely to be unhappy than lower-frequency users. Those who used such devices 40 hours a week or more (one in ten teenagers) were twice as likely to be unhappy. The data was slightly complicated by the fact that there was a tendency for kids who were social in the real world to also use more online communication, but by bracketing out different cases it became clear that the real-world sociality component correlated with greater wellbeing, whereas greater time on screens or online only correlated with poorer wellbeing.

[G] So far, so plausible. But the next question is, are the drops in average wellbeing happening at the same time as trends toward increased electronic device usage? It looks like it—after all, 2012 was the tipping point when more than half of Americans began owning smartphones. Twenge and her colleagues also found that across the key years of 2013-16, wellbeing was indeed lowest in years where adolescents spent more time online, on social media, and reading news online, and when more youth in the United States had smartphones. And in a second analysis, they found that where technology went, dips in wellbeing followed. For instance, years with a larger increase in online usage were followed by years with lower wellbeing, rather than the other way around. This does not prove causality, but is consistent with it. Meanwhile, TV use did not show this tracking. TV might make you less happy, but this is not what seems to be driving the recent declines in young people's average happiness.

[H] A similar but reversed pattern was found for the activities associated with greater wellbeing. For example, years when people spent more time with friends were better years for wellbeing (and followed by better years). Sadly, the data also showed face-to-face socializing and sports activity had declined over the period covered by the survey.

[I] There is another explanation that Twenge and her colleagues wanted to address: the impact of the great recession of 2007-2009, which hit a great number of American families and might be affecting adolescents. The dataset they used did not include economic data, so instead the researchers looked at whether the 2013-16 wellbeing decline was tracking economic indicators. They found some evidence that some crude measures, like income inequality, correlated with changes in wellbeing, but economic measures with a more direct impact, like family income and unemployment rates (which put families into difficulties), had no relationship with wellbeing. The researchers also note that the recession hit some years before we see the beginning of the wellbeing drop, and before the steepest wellbeing decline, which occurred in 2013.

[J] The researchers conclude that electronic communication was the only adolescent activity that increased at the same time psychological wellbeing declined. I suspect that some experts in the field will be keen to address alternative explanations, such as unassessed variables playing a role in the wellbeing decline. But the new work does go further than previous research and suggests that screen time should still be considered a potential barrier to young people's flourishing.

36. The year when most Americans began using smartphones was identified as a turning point in young Americans' level of happiness.

37. Scores in various wellbeing measures began to go downward among young Americans in recent years.

38. Unfortunately, activities involving direct contact with people, which contributed to better wellbeing, were found to be on the decline.

39. In response to past critics, Twenge and her co-researchers stress they are not trying to prove that the use of digital devices reduces young people's wellbeing.

40. In the last few decades of the 20th century, living standards went up and economic depressions were largely averted in the US.

41. Contrary to popular belief, doing homework might add to students' wellbeing.

42. The author believes the researchers' new study has gone a step further regarding the impact of



screen time on wellbeing.

43. The researchers found that extended screen time makes young people less happy.

44. Data reveals that economic inequality rather than family income might affect people's wellbeing.

45. Too much screen time is widely believed to be the cause of unhappiness among today's young people.

## 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) .*

### Passage One

**Questions 46 to 50 are based on the following passage.**

“The dangerous thing about lying is people don't understand how the act changes us,” says Dan Ariely, behavioural psychologist at Duke University. Psychologists have documented children lying as early as the age of two. Some experts even consider lying a developmental milestone, like crawling and walking, because it requires sophisticated planning, attention and the ability to see a situation from someone else's perspective to manipulate them. But, for most people, lying gets limited as we develop a sense of morality and the ability to self-regulate.

Harvard cognitive neuroscientist Joshua Greene says, for most of us, lying takes work. In studies, he gave subjects a chance to deceive for monetary gain while examining their brains in a functional MRI machine, which maps blood flow to active parts of the brain. Some people told the truth instantly and instinctively. But others opted to lie, and they showed increased activity in their frontal parietal ( 颞腔壁的 ) control network, which is involved in difficult or complex thinking. This suggests that they were deciding between truth and dishonesty—and ultimately opting for the latter. For a follow-up analysis, he found that people whose neural ( 神经的 ) reward centres were more active when they won money were also more likely to be among the group of liars—suggesting that lying may have to do with the inability to resist temptation.

External conditions also matter in terms of when and how often we lie. We are more likely to lie, research shows, when we are able to rationalise it, when we are stressed and fatigued or see others being dishonest. And we are less likely to lie when we have moral reminders or when we think others are watching. “We as a society need to understand that, when we don't punish lying, we increase the probability it will happen again,” Ariely says.

In a 2016 study published in the journal *Nature Neuroscience*, Ariely and colleagues showed how dishonesty alters people's brains, making it easier to tell lies in the future. When people uttered a falsehood, the scientists noticed a burst of activity in their amygdala. The amygdala is a crucial part of the brain that produces fear, anxiety and emotional responses—including that sinking, guilty feeling you get when you lie. But when scientists had their subjects play a game in which they won money by deceiving their partner, they noticed the negative signals from the amygdala began to decrease. Not only that, but when people faced no consequences for dishonesty, their falsehoods tended to get even more sensational. This means that if you give people multiple opportunities to lie for their own benefit, they start with little lies which get bigger over time.

46. Why do some experts consider lying a milestone in a child's development?
- A) It shows they have the ability to view complex situations from different angles.
  - B) It indicates they have an ability more remarkable than crawling and walking.
  - C) It represents their ability to actively interact with people around them.
  - D) It involves the coordination of both their mental and physical abilities.
47. Why does the Harvard neuroscientist say that lying takes work?
- A) It is hard to choose from several options.
  - C) It requires speedy blood flow into one's brain.
  - B) It is difficult to sound natural or plausible.
  - D) It involves lots of sophisticated mental activity.
48. Under what circumstances do people tend to lie?
- A) When they become too emotional.
  - C) When the temptation is too strong.
  - B) When they face too much peer pressure.
  - D) When the consequences are not imminent.
49. When are people less likely to lie?
- A) When they are worn out and stressed.
  - C) When they think in a rational way.
  - B) When they are under watchful eyes.
  - D) When they have a clear conscience.
50. What does the author say will happen when a liar does not get punished?
- A) They may feel justified.
  - C) They will become complacent.
  - B) They will tell bigger lies.
  - D) They may mix lies and truths.

## Passage Two

Questions 51 to 55 are based on the following passage.

Here's how the Pacific Northwest is preparing for "The Big One". It's the mother of all disaster drills for what could be the worst disaster in American history. California has spent years preparing for "The Big One"—the inevitable earthquake that will undoubtedly unleash all kinds of havoc along the famous San Andreas fault (断层). But what if the fault that runs along the Pacific Northwest delivers a gigantic earthquake of its own? If the people of the Cascadia region have anything to do with it, they won't be caught unawares.

The region is engaged in a multi-day earthquake-and-tsunami (海啸) drill involving around 20,000 people. The Cascadia Rising drill gives area residents and emergency responders a chance to practice what to do in case of a 9.0-magnitude earthquake and tsunami along one of the nation's dangerous—and underestimated—faults.

The Cascadia Earthquake Zone is big enough to compete with San Andreas (it's been called the most dangerous fault in America, but it's much lesser known than its California cousin. Nearly 700 miles long, the earthquake zone is located by the North American Plate off the coast of Pacific British Columbia, Washington, Oregon and Northern California.

Cascadia is what's known as a "megathrust" fault. Megathrusts are created in earthquake zones—land plate boundaries where two plates converge. In the areas where one plate is beneath another, stress builds up over time. During a megathrust event, all of that stress releases and some of the world's most powerful earthquakes occur. Remember the 9.1 earthquake and tsunami in the Indian Ocean off Sumatra in 2004? It was caused by a megathrust event as the India plate moved beneath the Burma micro-plate.

The last time a major earthquake occurred along the Cascadia fault was in 1700, so officials worry that another event could occur any time. To prevent that event from becoming a catastrophe,

first responders will join members of the public in rehearsals that involve communication, evacuation, search and rescue, and other scenarios.

Thousands of casualties are expected if a 9.0 earthquake were to occur. First, the earthquake would shake metropolitan areas including Seattle and Portland. This could trigger a tsunami that would create havoc along the coast. Not all casualties can necessarily be prevented—but by coordinating across local, state, and even national borders, officials hope that the worst-case scenario can be averted. On the exercise’s website, officials explain that the report they prepare during this rehearsal will inform disaster management for years to come.

For hundreds of thousands of Cascadia residents, “The Big One” isn’t a question of if, only when. And it’s never too early to get ready for the inevitable.

51. What does “The Big One” refer to?
  - A) A gigantic geological fault.
  - B) A large-scale exercise to prepare for disasters.
  - C) A massive natural catastrophe.
  - D) A huge tsunami on the California coast.
52. What is the purpose of the Cascadia Rising drill?
  - A) To prepare people for a major earthquake and tsunami.
  - B) To increase residents’ awareness of imminent disasters.
  - C) To teach people how to adapt to post-disaster life.
  - D) To cope with the aftermath of a possible earthquake.
53. What happens in case of a megathrust earthquake according to the passage?
  - A) Two plates merge into one.
  - B) Boundaries blur between plates.
  - C) A variety of forces converge.
  - D) Enormous stress is released.
54. What do the officials hope to achieve through the drills?
  - A) Coordinating various disaster-relief efforts.
  - B) Reducing casualties in the event of a disaster.
  - C) Minimizing property loss caused by disasters.
  - D) Establishing disaster and emergency management.
55. What does the author say about “The Big One”?
  - A) Whether it will occur remains to be seen.
  - B) How it will arrive is too early to predict.
  - C) Its occurrence is just a matter of time.
  - D) It keeps haunting Cascadia residents.

## Part IV

## Translation

(30 minutes)

### Directions:

*For this part, you are allowed 30 minutes to translate a passage from Chinese into English.*

牡丹(peony) 花色艳丽, 形象高雅, 象征着和平与繁荣, 因而在中国被称为“花中之王”。中国许多地方都培育和种植牡丹。千百年来, 创作了许多诗歌和绘画赞美牡丹。唐代时期, 牡丹在皇家园林普遍种植并被誉为国花, 因而特别风行。十世纪时, 洛阳古城成为牡丹栽培中心, 而且这一地位一直保持到今天。现在, 成千上万的国内外游客蜂拥到洛阳参加一年一度的牡丹节, 欣赏洛阳牡丹的独特之美, 同时探索九朝古都的历史。



## 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) .*

### Questions 9 to 11 are based on the passage you have just heard.

9. A) It helps employees to reduce their stress.      C) It strengthens harmony among employees.  
B) It prevents employees from feeling bored.      D) It helps employees to view things positively.
10. A) Weekends are conducive to reducing stress.  
B) Humor is vital to interpersonal relationships.  
C) All workers experience some emotional stress.  
D) Humor can help workers excel at routine tasks.
11. A) Smash the toys to release their bottled-up resentments.  
B) Take the boss doll apart as long as they reassemble it.  
C) Design and install stress-reducing gadgets.  
D) Strike at the boss doll as hard as they like.

### Questions 12 to 15 are based on the passage you have just heard.

12. A) The recent finding of a changed gene in obese mice.  
B) A breakthrough in understanding gene modification.  
C) A newly discovered way for people to lose weight.  
D) The self-repairing ability of a gene in obese mice.
13. A) It renders an organism unable to fight diseases.  
B) It prevents the mice's fatty tissues from growing.  
C) It helps organisms adapt to environmental changes.  
D) It renders mice unable to sense when to stop eating.
14. A) Human beings have more obesity genes than most mice do.  
B) Half of a person's total weight variation can be controlled.  
C) People are born with a tendency to have a certain weight.  
D) The function of the obesity genes is yet to be explored.
15. A) The worsening of natural environment.      C) The accelerated pace of present-day life.  
B) The abundant provision of rich foods.      D) The adverse impact of the food industry.

## 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) .*

### Questions 16 to 18 are based on the recording you have just heard.

16. A) Similarity in interests.      C) Openness.  
B) Mental stimulation.      D) Compassion.

17. A) The willingness to offer timely help.                      C) Personal bonds.  
       B) The joy found in each other's company.                D) Emotional factors.
18. A) Failure to keep a promise.                                    C) Feelings of betrayal.  
       B) Lack of frankness.    D) Loss of contact.

**Questions 19 to 21 are based on the recording you have just heard.**

19. A) Along the low-lying Colorado River.                      C) Along the border of the U.S. and Canada.  
       B) At the Dinosaur National Monument.                    D) At museums of natural history in large cities.
20. A) Volcanic explosions could bring whole animal species to extinction.  
       B) Some natural disaster killed a whole herd of dinosaurs in the area.  
       C) The pit should be carefully preserved for the study of dinosaurs.  
       D) The whole region must have been struck by a devastating flood.
21. A) They floated down an eastward flowing river.  
       B) They lay buried deep in the sand for millions of years.  
       C) They were skeletons of dinosaurs inhabiting the locality.  
       D) They were remains of dinosaurs killed in a volcanic explosion.

**Questions 22 to 25 are based on the recording you have just heard.**

22. A) Indulging in seeking leisure and material comfort.  
       B) Attaching too much importance to independence.  
       C) Failing to care for parents in the traditional way.  
       D) Leaving their parents on the verge of starvation.
23. A) They have great difficulty living by themselves.  
       B) They have little hope of getting any family care.  
       C) They have fond memories of their good old days.  
       D) They have a sense of independence and autonomy.
24. A) People in many parts of the world preferred small-size families.  
       B) There have been extended families in most parts of the world.  
       C) Many elderly people were unwilling to take care of their grandchildren.  
       D) So many young Americans refused to live together with their parents.
25. A) Leave their younger generations alone.                    C) Stay healthy by engaging in joyful activities.  
       B) Avoid being a burden to their children.                    D) View things from their children's perspective.

**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. You may not use any of the words in the bank more than once.*

The United Nations issued a report last week warning that humans are destroying nature at such a rate that life on Earth is at risk. When the report came out, it naturally   26   headlines. But

obviously it didn't hijack the news agenda in the manner of a major terrorist attack or 27 of war.

The report from the Intergovernmental Science-Policy Platform on Biodiversity and Ecosystem Services (IPBES) is clear on what's at 28 and what needs to change. IPBES chair Robert Watson says the "29 evidence" presents an "ominous (凶兆的) picture". "The health of ecosystems on which we and all other species depend is 30 more rapidly than ever," Robert Watson said. "We are 31 the very foundations of our economies, livelihoods, food security, health and quality of life worldwide." The report says it's not too late if we make "transformative change"—fundamental, system-wide reorganization—at every level from local to global, and we need to focus on how to make that happen.

First, don't indulge in despair, because despair leads to inertia and doing nothing means certain 32. Every action to save nature will improve our collective and personal futures and the only way to respond to a threat of this scale is with 33 action rooted in headstrong optimism. Second, we need relentless focus, just like when paramedics (救护人员) arrive on a scene and use the concept of "triage (伤员鉴别分类)" to ensure the most 34 cases get treated first. Saving the natural world needs that kind of thinking. We don't have the 35 to do everything at once. We need to make hard choices.

A) capacity	E) disaster	I) junction	M) stake
B) declaration	F) eroding	J) monotonous	N) stifled
C) deteriorating	G) grabbed	K) overwhelming	O) urgent
D) determined	H) inventory	L) stagnation	

## 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.*

### Children Understand Far More About Other Minds Than Long Believed

[A] Until a few decades ago, scholars believed that young children know very little, if anything, about what others are thinking. Swiss psychologist Jean Piaget, who is credited with founding the scientific study of children's thinking, was convinced that preschool children cannot consider what goes on in the minds of others. The interviews and experiments he conducted with kids in the middle of the 20th century suggested that they were trapped in their subjective viewpoints, incapable of imagining what others think, feel or believe.

[B] Much of the subsequent research on early childhood thinking was highly influenced by Piaget's ideas. Scholars sought to refine his theory and empirically confirm his views. But it became increasingly clear that Piaget seemed to have gravely underestimated the intellectual powers of very young kids before they can make themselves understood by speech. Researchers began to devise ever



more ingenious ways of figuring out what goes on in the minds of babies, and the resulting picture of their abilities shows subtle variations. Consequently, the old view of children's egocentric (自我中心的) nature and intellectual weaknesses has increasingly fallen out of favor and become replaced by a more generous position that sees a budding sense not only of the physical world but also of other minds, even in the "youngest young."

[C] Historically, children didn't receive much respect for their mental powers. Piaget not only believed that children were "egocentric" in the sense that they were unable to differentiate between their own viewpoint and that of others; he was also convinced that their thinking was characterized by systematic errors and confusions. When playing with others, they don't cooperate because they do not realize there are different roles and perspectives. He was convinced that children literally cannot "get their act together": instead of playing cooperatively and truly together, they play side by side, with little regard for others. And when speaking with others, a young child supposedly cannot consider the listener's viewpoint but "talks to himself without listening to others."

[D] Piaget and his followers maintained that children go through something like a dark age of intellectual development before slowly and gradually becoming enlightened by reason and rationality as they reach school age. Alongside this enlightenment develops an ever-growing understanding of other persons, including their attitudes and views of the world.

[E] Today, a very different picture of children's mental development emerges. Psychologists continually reveal new insights into the depth of young children's knowledge of the world, including their understanding of other minds. Recent studies suggest that even infants are sensitive to others' perspectives and beliefs.

[F] Part of the motivation to revise some of Piaget's conclusions stemmed from an ideological shift about the origin of human knowledge that occurred in the second half of the 20th century. It became increasingly unpopular to assume that a basic understanding of the world can be built entirely from experience. This was in part prompted by theorist Noam Chomsky, who argued that something as complex as the rules of grammar cannot be picked up from exposure to speech, but is supplied by an inborn "language faculty." Others followed suit and defined further "core areas" in which knowledge allegedly cannot be pieced together from experience but must be possessed at birth. One such area is our knowledge of others' minds. Some even argue that a basic knowledge of others' minds is not only possessed by human infants, but must be evolutionarily old and hence shared by our nearest living relatives, the great apes.

[G] To prove that infants know more in this realm than had been acknowledged, researchers needed to come up with innovative ways of showing it. A big part of why we now recognize so much more of kids' intellectual capacities is the development of much more sensitive research tools than Piaget had at his disposal.

[H] Instead of engaging babies in dialog or having them execute complex motor tasks, the newer methods capitalize on behaviors that have a firm place in infants' natural behavior repertoire: looking, listening, sucking, making facial expressions, gestures and simple manual actions. The idea of focusing on these "small behaviors" is that they give kids the chance to demonstrate their knowledge implicitly and spontaneously without having to respond to questions or instructions. For example, children might look longer at an event that they did not expect to happen, or they might show facial expressions indicating that they have sympathetic concern for others. When researchers measure

these less demanding, and often involuntary, behaviors, they can detect a sensitivity to others' mental states at a much younger age than with the more taxing methods that Piaget and his followers deployed.

[I] In the 1980s, these kinds of implicit measures became customary in developmental psychology. But it took a while longer before these tools were employed to measure children's grasp of the mental lives of others.

[J] In a set of experiments, my colleagues at the University of Southern California and I found evidence that babies can even anticipate how others will feel when their expectations are disappointed. We acted out several puppet (木偶) shows in front of two-year-old children. In these puppet shows, a protagonist (Cookie Monster) left his precious belongings (cookies) on stage and later returned to fetch them. What the protagonist did not know was that an antagonist had come and messed with his possessions. The children had witnessed these acts and attentively watched the protagonist return. We recorded children's facial and bodily expressions. Children bit their lips, wrinkled their nose or wiggled (扭动) in their chair when the protagonist came back, as if they anticipated the bewilderment and disappointment he was about to experience. Importantly, children showed no such reactions and remained calm when the protagonist had seen the events himself and thus knew what to expect. Our study reveals that by the tender age of two, kids not only track what others believe or expect; they can even foresee how others will feel when they discover reality.

[K] Studies like this reveal that there is much more going on in small kids' and even infants' minds than was previously believed. With the explicit measures used by Piaget and successors, these deeper layers of kids' understanding cannot be accessed. The new investigative tools demonstrate that kids know more than they can say: when we scratch beneath the surface, we find an emerging understanding of relations and perspectives that Piaget probably did not dream of.

[L] Despite these obvious advances in the study of young children's thinking, it would be a grave mistake to dismiss the careful and systematic analyses compiled by Piaget and others before the new tests dominated the scene because the original methods revealed essential facts about how children think that the new methods cannot uncover.

[M] There's no consensus in today's science community about how much we can infer from a look, a facial expression or a hand gesture. These behaviors clearly indicate a curiosity about what goes on in the mind of others, and probably a set of early intuitions coupled with a willingness to learn more. They pave the way to richer and more explicit forms of understanding of the minds of others. But they can in no way replace the child's growing ability to articulate and refine her understanding of how people behave and why.

36. Piaget believed that small children could not collaborate with others while playing.

37. The author and his colleagues' study shows two-year-olds may be able to predict other people's feelings.

38. In the latter half of the last century, fewer and fewer people believed the basis for our understanding of the world is wholly empirical.

39. Research conducted by Jean Piaget in the last century suggested babies were insensitive to others' thinking.

40. Our improved understanding of babies' intellectual power is attributable to better research tools.
41. It has been found in recent research that even small babies are sensitive to other people's points of view.
42. Scientists are still debating what inference can be drawn from certain physical expressions of a child.
43. The newer research methods focus on infants' simple behaviors instead of requiring them to answer questions.
44. With the progress in psychology, the traditional view of children's self-centered nature and limited thinking abilities has become less and less influential.
45. Even though marked advances have been made, it is wrong to dismiss Piaget's fundamental contributions to the study of kids' cognitive abilities.

## 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) .*

### Passage One

**Questions 46 to 50 are based on the following passage.**

People often discuss the dangers of too much stress, but lately a very different view of stress is gaining popularity: this view of stress, held by members of the positive stress movement, argues that stress might actually be beneficial. The positive stress movement is made up of people such as Zachary Rapp who are looking for an edge in a competitive world, and Rapp's routine is a good example of followers of the movement. He wakes up most mornings at dawn, goes for a run, sips black coffee while ripping through emails, and then steps into a freezing cold shower. This is a routine designed to reduce the stress of running simultaneously three different health and biotechnology companies for 18 hours a day.

Although Rapp's practices may sound extreme, he is part of a growing movement, consisting largely of tech industry workers who claim that such radical tactics will help them live better and longer. Inspired by influential figures in different fields, including entertainers, athletes, entrepreneurs and scientists, positive stress practitioners seek out some combination of extreme temperatures, restrictive diets, punishing exercise routines and general discomfort.

Rapp argues that positive stress keeps him balanced. In addition to running and freezing showers, Rapp uses ice baths, hot yoga, and unconventional eating practices such as eliminating dairy, sugar, alcohol and various other foods high in carbohydrates. He believes that these practices, which put stress on his body, actually make him feel less stress from work. However, Rapp does not credit anyone in particular for his choices: he said he started using these methods in college, where he got into the habit of taking ice baths to recover from sports. He got back into it while trying to get his three companies off the ground.

Rapp works long hours and sleeps only five to seven hours a night but he said he only gets sick once a year. For him, the difference between day-to-day stress, like the kind we feel when moving apartments, and positive stress is that the latter involves pushing the body to extremes and forcing it

to build up a tolerance.

One thought leader in the positive stress world is Dutch extreme athlete Wim Hof, who earned the name “ice man” for his ability to withstand severe cold using deep breathing exercises. Hof’s ideas have become popular among tech industry elites and, thanks to Hof, cold showers are now a trend; indeed, some even call it a form of therapy.

But it is important to note that not everyone agrees with these practitioners; indeed, some medical professionals argue that positive stress is not for everyone, and that it might even be dangerous for people who are unhealthy or older.

46. What do we learn about followers of the positive stress movement?
- A) They are usually quite sensitive to different types of stress.
  - B) They hold a different view on stress from the popular one.
  - C) They derive much pleasure from living a very hectic life.
  - D) They gain a competitive edge by enjoying good health.
47. What do followers of the positive stress movement usually do to put their ideas into practice?
- A) They keep changing their living habits.
  - B) They network with influential figures.
  - C) They seek jobs in tech industries.
  - D) They apply extreme tactics.
48. What does Zachary Rapp say about his unconventional practices?
- A) They help him combat stress from work.
  - B) They enable him to cut down living expenses.
  - C) They enable him to recover from injuries and illnesses.
  - D) They help him get three companies enlisted all at once.
49. What can be inferred from the passage about day-to-day stress?
- A) It is harmful to one’s physical and mental health.
  - B) It does not differ in essence from positive stress.
  - C) It is something everybody has to live with.
  - D) It does not help build up one’s tolerance.
50. What do some medical professionals think of positive stress?
- A) Its true effect remains to be verified.
  - B) Its side effect should not be ignored.
  - C) Its effect varies considerably from person to person.
  - D) Its practitioners should not take it as a form of therapy.

## Passage Two

Questions 51 to 55 are based on the following passage.

Is hunting good or bad for the environment? Like so many hot button issues, the answer to this question depends upon who you ask. On the one hand, some say, nothing could be more natural than hunting, and indeed just about every animal species—including humans—has been either predator or prey at some point in its evolution. And, ironic as it sounds, since humans have wiped out many animal predators, some see hunting as a natural way to reduce the herds of prey animals that now reproduce beyond the environment’s carrying capacity.

On the other hand, many environmental and animal advocates see hunting as savage, arguing that it is morally wrong to kill animals, regardless of practical considerations. According to Glenn Kirk of the California-based The Animals' Voice, hunting "causes immense suffering to individual wild animals..." and is "irrationally cruel because unlike natural predation (捕食), hunters kill for pleasure..." He adds that, despite hunters' claims that hunting keeps wildlife populations in balance, hunters' license fees are used to "manipulate a few game species into overpopulation at the expense of a much larger number of non-game species, resulting in the loss of biological diversity, genetic integrity and ecological balance."

Beyond moral issues, others contend that hunting is not practical. According to the Humane Society of the United States, the vast majority of hunted species—such as waterfowl, rabbits, upland birds and mourning doves—"provide minimal nutrition and do not require population control."

Author Gary E. Varner suggests in his book, *In Nature's Interests*, that some types of hunting may be morally justifiable while others may not be. Hunting "designed to secure the aggregate welfare of the target species, the integrity of its ecosystem, or both"—what Varner terms "therapeutic hunting"—is defensible, while subsistence and sport hunting—both of which only benefit human beings—is not.

Regardless of one's individual stance, fewer Americans hunt today than in recent history. Data gathered by the U.S. Fish & Wildlife Service in 2006 show that only five percent of Americans—some 12.5 million individuals—consider themselves hunters today, down from nine percent in 2001 and 15 percent in 1996.

Public support for hunting, however, is on the rise. A 2007 survey by Responsive Management Inc. found that eighty percent of respondents agreed that "hunting has a legitimate place in modern society," and the percentage of Americans indicating disapproval of hunting declined from 22 percent in 1995 to 16 percent in 2007.

Perhaps matching the trend among the public, green leaders are increasingly advocating cooperation between hunters and environmental groups: After all, both deplore urban sprawl and habitat destruction.

51. What does the author say sounds ironic?

- A) Some predators may often turn out to be prey of other predators.
- B) Hunting may also be a solution to the problem caused by hunting.
- C) The species of prey animals continue to vary despite humans' hunting.
- D) The number of prey animals keeps rising despite environmental change.

52. What does Glenn Kirk think of charging hunters' license fees?

- A) It keeps game population under control.
- B) It turns hunting into a sport of the rich.
- C) It leads to ecological imbalance.
- D) It helps stop killing for pleasure.

53. What is the argument of the Humane Society of the United States against hunting?

- A) Overpopulation is not an issue for most hunted animals.
- B) Hunting deprives animal populations of their food sources.
- C) Many birds and small animals are being irrationally killed.
- D) Hunting is universally acknowledged as a savage behavior.

54. When is hunting morally justifiable according to Gary E. Varner?
- A) When it benefits animals and their ecosystem.
  - B) When it serves both human and animal interests.
  - C) When it is indispensable to humans' subsistence.
  - D) When it stabilizes the population of animal species.
55. What concept are green leaders trying to promote?
- A) Effective protection of animal habitats.
  - B) Strict control over urban development.
  - C) Coordinated efforts of hunters and environmentalists.
  - D) A compromise between development and animal protection.

## Part IV

## Translation

(30 minutes)

### Directions:

*For this part, you are allowed 30 minutes to translate a passage from Chinese into English.*

《三国演义》(*The Romance of the Three Kingdoms*) 是中国一部著名的历史小说，写于 14 世纪。这部文学作品以三国时期的历史为基础，描写了从公元 2 世纪下半叶到公元 3 世纪下半叶魏、蜀、吴三国之间的战争。小说中刻画了近千个人物和无数的历史事件。这些人物和事件虽然大多是基于真实的历史，但都不同程度地浪漫化和戏剧化了。《三国演义》是一部公认的文学杰作。自面世以来，这部小说不断吸引着一代又一代的读者，并且对中国文化产生着广泛而持久的影响。

## 2021年6月六级考试试题

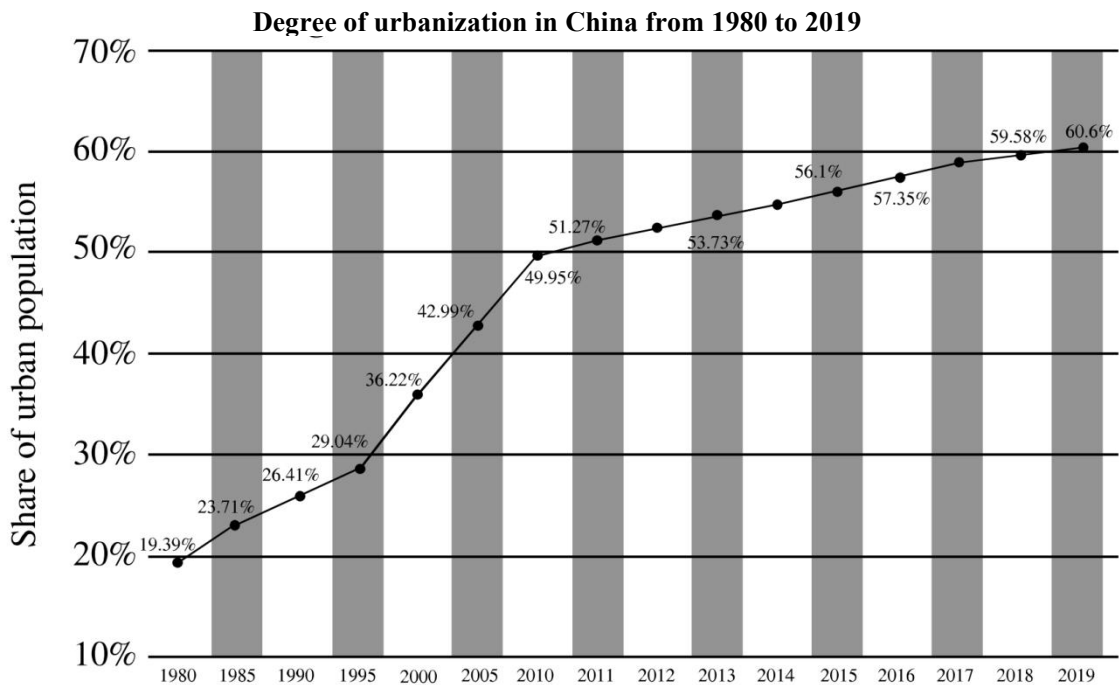
### Part I

### Writing

(30 minutes)

#### Directions:

For this part, you are allowed 30 minutes to write an essay based on the graph below. You should start your essay with a brief description of the graph and comment on **China's achievements in urbanization**. You should write at least 150 words but no more than 200 words.



### 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 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).

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

- A) He is going to leave his present job.

B) He is going to attend a job interview.

C) He will meet his new manager in two weeks.

D) He will tell the management how he really feels.

2. A) It should be carefully analyzed. C) It can be quite useful to senior managers.  
B) It should be kept private. D) It can improve interviewees' job prospects.
3. A) It may do harm to his fellow employees.  
B) It may displease his immediate superiors.  
C) It may adversely affect his future career prospects.  
D) It may leave a negative impression on the interviewer.
4. A) Pour out his frustrations on a rate-your-employer website.  
B) Network with his close friends to find a better employer.  
C) Do some practice for the exit interview.  
D) Prepare a comprehensive exit report.

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

5. A) Her career as a botanist. C) Her month-long expedition.  
B) Her latest documentary. D) Her unsuccessful journey.
6. A) She was caught in a hurricane. C) She suffered from water shortage.  
B) She had to live like a vegetarian. D) She had to endure many hardships.
7. A) They could no longer bear the humidity. C) A flood was approaching.  
B) They had no more food in the canoe. D) A hurricane was coming.
8. A) It was memorable. C) It was fruitful.  
B) It was unbearable. D) It was uneventful.

**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) .*

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

9. A) It ensures the accuracy of their arguments. C) It hurts laymen's dignity and self-esteem.  
B) It diminishes laymen's interest in science. D) It makes their expressions more explicit.
10. A) They will see the complexity of science. C) They tend to disbelieve the actual science.  
B) They feel great respect towards scientists. D) They can learn to communicate with scientists.
11. A) Explain all the jargon terms. C) Find appropriate topics.  
B) Do away with jargon terms. D) Stimulate their interest.

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

12. A) There were oil deposits below a local gassy hill.  
B) The erupting gas might endanger local children.  
C) There was oil leakage along the Gulf Coast.  
D) The local gassy hill might start a huge fire.
13. A) The massive gas underground. C) Their lack of suitable tools.  
B) Their lack of the needed skill. D) The sand under the hill.
14. A) It was not as effective as he claimed. C) It gave birth to the oil drilling industry.  
B) It rendered many oil workers jobless. D) It was not popularized until years later.





25. A) Foster better driving behavior. C) Provide better training for drivers.  
B) Abolish all outdated traffic rules. D) Impose heavier penalties on speeding.

### 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. You may not use any of the words in the bank more than once.*

A new study has drawn a bleak picture of cultural inclusiveness reflected in the children's literature available in Australia. Dr. Helen Adam from Edith Cowan University's School of Education 26 the cultural diversity of children's books. She examined the books 27 in the kindergarten rooms of four day-care centers in Western Australia. Just 18 percent of 2,413 books in the total collection contained any 28 of non-white people. Minority cultures were often featured in stereotypical or tokenistic ways, for example, by 29 Asian culture with chopsticks and traditional dress. Characters that did represent a minority culture usually had 30 roles in the books. The main characters were mostly Caucasian. This causes concern as it can lead to an impression that whiteness is of greater value.

Dr. Adam said children formed impressions about "difference" and identity from a very young age. Evidence has shown they develop own-race 31 from as young as three months of age. The books we share with young children can be a valuable opportunity to develop children's understanding of themselves and others. Books can also allow children to see diversity. They discover both similarities and differences between themselves and others. This can help develop understanding, acceptance and 32 of diversity.

Census data has shown Australians come from more than 200 countries. They speak over 300 languages at home. Additionally, Australians belong to more than 100 different religious groups. They also work in more than 1,000 different occupations. "Australia is a multicultural society. The current 33 promotion of white middle-class ideas and lifestyles risks 34 children from minority groups. This can give white middle-class children a sense of 35 or privilege," Dr. Adam said.

- |                 |                 |                   |                |
|-----------------|-----------------|-------------------|----------------|
| A) alienating   | E) housed       | I) representation | M) temperament |
| B) appreciation | F) investigated | J) safeguarded    | N) tentative   |
| C) bias         | G) overwhelming | K) secondary      | O) threshold   |
| D) fraud        | H) portraying   | L) superiority    |                |

**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.*

**How Marconi Gave Us the Wireless World**

[A] A hundred years before iconic figures like Bill Gates and Steve Jobs permeated our lives, an Irish-Italian inventor laid the foundation of the communication explosion of the 21st century. Guglielmo Marconi was arguably the first truly global figure in modern communication. Not only was he the first to communicate globally, he was the first to think globally about communication. Marconi may not have been the greatest inventor of his time, but more than anyone else, he brought about a fundamental shift in the way we communicate.

[B] Today's globally networked media and communication system has its origins in the 19th century, when, for the first time, messages were sent electronically across great distances. The telegraph, the telephone, and radio were the obvious predecessors of the Internet, iPods, and mobile phones. What made the link from then to now was the development of wireless communication. Marconi was the first to develop and perfect this system, using the recently-discovered "air waves" that make up the electromagnetic spectrum.

[C] Between 1896, when he applied for his first patent in England at the age of 22, and his death in Italy in 1937, Marconi was at the center of every major innovation in electronic communication. He was also a skilled and sophisticated organizer, an entrepreneurial innovator, who mastered the use of corporate strategy, media relations, government lobbying, international diplomacy, patents, and prosecution. Marconi was really interested in only one thing: the extension of mobile, personal, long-distance communication to the ends of the earth (and beyond, if we can believe some reports). Some like to refer to him as a genius, but if there was any genius to Marconi it was this vision.

[D] In 1901 he succeeded in signaling across the Atlantic, from the west coast of England to Newfoundland in the USA, despite the claims of science that it could not be done. In 1924 he convinced the British government to encircle the world with a chain of wireless stations using the latest technology that he had devised, shortwave radio. There are some who say Marconi lost his edge when commercial broadcasting came along; he didn't see that radio could or should be used to frivolous (无聊的) ends. In one of his last public speeches, a radio broadcast to the United States in March 1937, he deplored that broadcasting had become a one-way means of communication and foresaw it moving in another direction, toward communication as a means of exchange. That was visionary genius.

[E] Marconi's career was devoted to making wireless communication happen cheaply, efficiently, smoothly, and with an elegance that would appear to be intuitive and uncomplicated to the user—user-friendly, if you will. There is a direct connection from Marconi to today's social media, search engines, and program streaming that can best be summed up by an admittedly provocative exclamation: the 20th century did not exist. In a sense, Marconi's vision jumped from his time to our own.

[F] Marconi invented the idea of global communication—or, more straightforwardly, globally networked, mobile, wireless communication. Initially, this was wireless Morse code telegraphy (电报通讯), the principal communication technology of his day. Marconi was the first to develop a practical method for wireless telegraphy using radio waves. He borrowed technical details from many sources, but what set him apart was a self-confident vision of the power of communication technology on the one hand, and, on the other, of the steps that needed to be taken to consolidate his own position as a player in that field. Tracing Marconi’s lifeline leads us into the story of modern communication itself. There were other important figures, but Marconi towered over them all in reach, power, and influence, as well as in the grip he had on the popular imagination of his time. Marconi was quite simply the central figure in the emergence of a modern understanding of communication.

[G] In his lifetime, Marconi foresaw the development of television and the fax machine, GPS, radar, and the portable hand-held telephone. Two months before he died, newspapers were reporting that he was working on a “death ray,” and that he had “killed a rat with an intricate device at a distance of three feet.” By then, anything Marconi said or did was newsworthy. Stock prices rose or sank according to his pronouncements. If Marconi said he thought it might rain, there was likely to be a run on umbrellas.

[H] Marconi’s biography is also a story about choices and the motivations behind them. At one level, Marconi could be fiercely autonomous and independent of the constraints of his own social class. On another scale, he was a perpetual outsider. Wherever he went, he was never “of” the group; he was always the “other,” considered foreign in Britain, British in Italy, and “not American” in the United States. At the same time, he also suffered tremendously from a need for acceptance that drove, and sometimes stained, every one of his relationships.

[I] Marconi placed a permanent stamp on the way we live. He was the first person to imagine a practical application for the wireless spectrum, and to develop it successfully into a global communication system—in both terms of the word; that is, worldwide and all-inclusive. He was able to do this because of a combination of factors—most important, timing and opportunity—but the single-mindedness and determination with which he carried out his self-imposed mission was fundamentally character-based; millions of Marconi’s contemporaries had the same class, gender, race, and colonial privilege as he, but only a handful did anything with it. Marconi needed to achieve the goal that was set in his mind as an adolescent; by the time he reached adulthood, he understood, intuitively, that in order to have an impact he had to both develop an independent economic base and align himself with political power. Disciplined, uncritical loyalty to political power became his compass for the choices he had to make.

[J] At the same time, Marconi was uncompromisingly independent intellectually. Shortly after Marconi’s death, the nuclear physicist Enrico Fermi—soon to be the developer of the Manhattan Project—wrote that Marconi proved that theory and experimentation were complementary features of progress. “Experience can rarely, unless guided by a theoretical concept, arrive at results of any great significance...on the other hand, an excessive trust in theoretical conviction would have prevented Marconi from persisting in experiments which were destined to bring about a revolution in the technique of radio-communications.” In other words, Marconi had the advantage of not being burdened by preconceived assumptions.

[K] The most controversial aspect of Marconi’s life—and the reason why there has been no satisfying biography of Marconi until now—was his uncritical embrace of Benito Mussolini. At first this was not problematic for him. But as the regressive (倒退的) nature of Mussolini’s regime became clear, he began to suffer a crisis of conscience. However, after a lifetime of moving within the circles of power, he was unable to break with authority, and served Mussolini faithfully (as president of Italy’s national research council and royal academy, as well as a member of the Fascist Grand Council) until the day he died—conveniently—in 1937, shortly before he would have had to take a stand in the conflict that consumed a world that he had, in part, created.

36. Marconi was central to our present-day understanding of communication.

37. As an adult, Marconi had an intuition that he had to be loyal to politicians in order to be influential.

38. Marconi disapproved of the use of wireless communication for commercial broadcasting.

39. Marconi’s example demonstrates that theoretical concepts and experiments complement each other in making progress in science and technology.

40. Marconi’s real interest lay in the development of worldwide wireless communication.

41. Marconi spent his whole life making wireless communication simple to use.

42. Because of his long-time connection with people in power, Marconi was unable to cut himself off from the fascist regime in Italy.

43. In his later years, Marconi exerted a tremendous influence on all aspects of people’s life.

44. What connected the 19th century and our present time was the development of wireless communication.

45. Despite his autonomy, Marconi felt alienated and suffered from a lack of acceptance.

## 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) .*

### Passage One

#### Questions 46 to 50 are based on the following passage.

Humans are fascinated by the source of their failings and virtues. This preoccupation inevitably leads to an old debate: whether nature or nurture moulds us more. A revolution in genetics has poised this as a modern political question about the character of our society: if personalities are hard-wired into our genes, what can governments do to help us? It feels morally questionable, yet claims of genetic selection by intelligence are making headlines.

This is down to “hereditarian” (遗传论的) science and a recent paper claimed “differences in exam performance between pupils attending selective and non-selective schools mirror the genetic differences between them”. With such an assertion, the work was predictably greeted by a lot of absurd claims about “genetics determining academic success”. What the research revealed was the rather less surprising result: the educational benefits of selective schools largely disappear once pupils’ inborn ability and socio-economic background were taken into account. It is a glimpse of the

blindingly obvious—and there’s nothing to back strongly either a hereditary or environmental argument.

Yet the paper does say children are “unintentionally genetically selected” by the school system. Central to hereditarian science is a tall claim: that identifiable variations in genetic sequences can predict an individual’s aptness to learn, reason and solve problems. This is problematic on many levels. A teacher could not seriously tell a parent their child has a low genetic tendency to study when external factors clearly exist. Unlike-minded academics say the inheritability of human traits is scientifically unsound. At best there is a weak statistical association and not a causal link between DNA and intelligence. Yet sophisticated statistics are used to create an intimidatory atmosphere of scientific certainty.

While there’s an undoubted genetic basis to individual difference, it is wrong to think that socially defined groups can be genetically accounted for. The fixation on genes as destiny is surely false too. Medical predictability can rarely be based on DNA alone; the environment matters too. Something as complex as intellect is likely to be affected by many factors beyond genes. If hereditarians want to advance their cause it will require more balanced interpretation and not just acts of advocacy.

Genetic selection is a way of exerting influence over others, “the ultimate collective control of human destinies,” as writer H. G. Wells put it. Knowledge becomes power and power requires a sense of responsibility. In understanding cognitive ability, we must not elevate discrimination to a science; allowing people to climb the ladder of life only as far as their cells might suggest. This will need a more sceptical eye on the science. As technology progresses, we all have a duty to make sure that we shape a future that we would want to find ourselves in.

46. What did a recent research paper claim?

- A) The type of school students attend makes a difference to their future.
- B) Genetic differences between students are far greater than supposed.
- C) The advantages of selective schools are too obvious to ignore.
- D) Students’ academic performance is determined by their genes.

47. What does the author think of the recent research?

- A) Its result was questionable.
- B) Its implication was positive.
- C) Its influence was rather negligible.
- D) Its conclusions were enlightening.

48. What does the author say about the relationship between DNA and intelligence?

- A) It is one of scientific certainty.
- B) It is not one of cause and effect.
- C) It is subject to interpretation of statistics.
- D) It is not fully examined by gene scientists.

49. What do hereditarians need to do to make their claims convincing?

- A) Take all relevant factors into account in interpreting their data.
- B) Conduct their research using more sophisticated technology.
- C) Gather gene data from people of all social classes.
- D) Cooperate with social scientists in their research.

50. What does the author warn against in the passage?

- A) Exaggerating the power of technology in shaping the world.
- B) Losing sight of professional ethics in conducting research.

- C) Misunderstanding the findings of human cognition research.
- D) Promoting discrimination in the name of science.

## Passage Two

Questions 51 to 55 are based on the following passage.

Nicola Sturgeon's speech last Tuesday setting out the Scottish government's legislative programme for the year ahead confirmed what was already pretty clear. Scottish councils are set to be the first in the UK with the power to levy charges on visitors, with Edinburgh likely to lead the way.

Tourist taxes are not new. The Himalayan kingdom of Bhutan has a longstanding policy of charging visitors a daily fee. France's tax on overnight stays was introduced to assist thermal spa (温泉) towns to develop, and around half of French local authorities use it today.

But such levies are on the rise. Moves by Barcelona and Venice to deal with the phenomenon of "over-tourism" through the use of charges have recently gained prominence. Japan and Greece are among the countries to have recently introduced tourist taxes.

That the UK lags behind is due to our weak, by international standards, local government, as well as the opposition to taxes and regulation of our aggressively pro-market ruling party. Some UK cities have lobbied without success for the power to levy a charge on Visitors. Such levies are no universal remedy as the amounts raised would be tiny compared with what has been taken away by central government since 2010. Still, it is to be hoped that the Scottish government's bold move will prompt others to act. There is no reason why visitors to the UK, or domestic tourists on holiday in hotspots such as Cornwall, should be exempt from taxation—particularly when vital local services including waste collection, park maintenance and arts and culture spending are under unprecedented strain.

On the contrary, compelling tourists to make a financial contribution to the places they visit beyond their personal consumption should be part of a wider cultural shift. Westerners with disposable incomes have often behaved as if they have a right to go wherever they choose with little regard for the consequences. Just as the environmental harm caused by aviation and other transport must come under far greater scrutiny, the social cost of tourism must also be confronted. This includes the impact of short-term lets on housing costs and quality of life for residents. Several European capitals, including Paris and Berlin, are leading a campaign for tougher regulation by the European Union. It also includes the impact of overcrowding, litter and the kinds of behaviour associated with noisy parties.

There is no "one size fits all" solution to this problem. The existence of new revenue streams for some but not all councils is complicated, and businesses are often opposed, fearing higher costs will make them uncompetitive. But those places that want them must be given the chance to make tourist taxes work.

51. What do we learn from Nicola Sturgeon's speech?

- A) The UK is set to adjust its policy on taxation.
- B) Tourists will have to pay a tax to visit Scotland.
- C) The UK will take new measures to boost tourism.
- D) Edinburgh contributes most to Scotland's tourism.

