

# 六级模拟卷（三）

## Part I

## Writing

(30 minutes)

**Directions:** Suppose you are asked to give advice on whether school campuses should be open to the public at any time or in a limited period of time. Write an essay to state your opinion. 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 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) The specialty of an applied linguist.  
B) The definition of second language acquisition.  
C) The causes of second language learning difficulty.  
D) The language competence of children and adults.
2. A) Because they are not highly motivated.  
B) Because they are not quite curious.  
C) Because they are not rightly encouraged.  
D) Because they are not fully confident.
3. A) They differ greatly with regard to vocabulary.  
B) They cause no language learning problems.  
C) They are similar in terms of grammar.  
D) They are both complicated and analytic.
4. A) They should be effective in most situations.  
B) They should be used to teach different languages.  
C) They should be based on translation and grammar.  
D) They should be adapted according to different conditions.

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

5. A) It should be close to a city with colourful nightlife.  
B) It should make your life convenient and meaningful.  
C) It should enable a person to enjoy nightclubs and discos.  
D) It should match with the buyer's character.
6. A) City outskirts. B) The downtown.  
C) The rural area. D) The coastal city.
7. A) They are more expensive than those in cities.  
B) They might be cheaper than those in cities.  
C) They are surprisingly low in price.  
D) They are especially large in size.

8. A) A house should be away from a busy street or main road.  
B) A house should be close to famous schools.  
C) The number of children of a family decides where to live.  
D) A family affects the size of a house.

### 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) Asking him or her the same question repeatedly.  
B) Looking into his or her eyes when questioning.  
C) Analyzing his or her verbal expression.  
D) Observing his or her body language.
10. A) Giving him or her a cigarette.                      B) Talking with him or her.  
C) Investigating him or her in advance.              D) Letting him or her to chat to others.
11. A) Using facial expressions is the most common way.  
B) Chatting is the most widely used way.  
C) Using body language only works by accident.  
D) Talking is the easiest way to use.

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

12. A) Telling them to look both ways for cars.  
B) Telling them to follow other pedestrians.  
C) Telling them not to look around.  
D) Telling them not to race against time.
13. A) \$ 15 to \$ 24.              B) \$ 15 to \$ 99.              C) \$ 24 to \$ 99.              D) \$ 15 to \$ 19.
14. A) To establish a friendly traffic system.              B) To raise public awareness of safety.  
C) To build a more civilized city.              D) To reduce the casualties of road accidents.
15. A) It is strict with the seniors.              B) It includes most of the electronic devices.  
C) It is now welcomed by all the states.              D) It permits an exception in an emergency.

### Section C

**Directions:** In this section, you will hear three recordings of lectures or 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), 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) To make sure that they have a clear goal.  
B) To assist them in choosing a suitable college.  
C) To identify whether they should go to college to study further.  
D) To help them decide whether to go to college and what to study.
17. A) Take some form of standardized test.              B) Get a certificate of their language level.  
C) Apply for a visa in advance.              D) Send in their resume and a cover letter.
18. A) The adaptation process.              C) The tuition fee.  
B) The difficult courses.              D) The study-life balance.

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

19. A) It sells fresh vegetables and fruits to city dwellers.  
 B) It endeavors to reduce Nigeria's dependence on food imports.  
 C) It focuses on growing healthy and green vegetables.  
 D) It aims at health conscious people all over the country.
20. A) Measuring water consumption. C) Collecting household waste.  
 B) Measuring energy use. D) Reading bar codes.
21. A) It is experiencing a recession. C) It depends on technology.  
 B) It is now rather stable. D) It supports state-owned business.
22. A) They can be as successful as him. C) They are rather promising.  
 B) They are rather energetic. D) They need support from the world.

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

23. A) Workers must obey the growing order of plants.  
 B) Workers can control the plants' growing speed.  
 C) Plants are grown in sands.  
 D) Plants are grown indoors.
24. A) It grows crops at the same rate throughout the year.  
 B) It is a newly established indoor-farming company.  
 C) It is now growing 250 kinds of greens and herbs.  
 D) It needs more water to grow crops.
25. A) The number of calories. C) The different flavours.  
 B) The nutrition levels. D) The cooking methods.

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

#### **Section A**

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

**Questions 26 to 35 are based on the following passage.**

House dust amounts of just three micrograms were shown to affect the cells—far lower than the mass of dust children are exposed to daily. Small amounts of house dust containing compounds of environmental \_\_26\_\_ could be playing a role in the growth of fat cells.

Researchers from the American Chemical Society have found that compounds called endocrine-disrupting chemicals (EDCs) found in house dust can \_\_27\_\_ fat cells to accumulate more fat. In the study, fat cells accumulated an \_\_28\_\_ type of fat called triglycerides as a result of house dust being added to the lab petri dishes.

EDCs are synthetic or \_\_29\_\_ occurring compounds that can replicate the body's hormones. Evidence from animal studies has also suggested that early life \_\_30\_\_ to some EDCs can cause weight gain in later life. EDCs are commonly found in consumer goods and eventually end up in indoor dust. House dust is then \_\_31\_\_, ingested and absorbed through the skin. An \_\_32\_\_ 50 milligrams accumulated house dust is consumed every day by children, according to the US Environmental Protection Agency. The researchers collected samples of indoor dust from 11 homes in North Carolina. Extracts from seven of the 11 dust samples triggered the fat cells to \_\_33\_\_ into mature fat cells and accumulate triglycerides. Only one of the dust samples had no effect.

In nine of the samples, the house dust spurred the cells to \_\_34\_\_ and by doing so, create a larger pool of precursor fat cells. The fat cells used in the study were mouse cell models which are frequently used to test compounds for \_\_35\_\_ effects on the accumulation of the triglyceride fats. In one of the 44 house dust contaminants tested, a substance commonly found in plastics was found to have the strongest fat-producing effects.

A)additional	I)inhaled
B)artificially	J) naturally
C)connection	K)pollutants
D)develop	L)positive
E)divide	M)potential
F)estimated	N)spur
G)exhaled	O)stir
H)exposure	

## 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**.

### Have Smartphones Destroyed a Generation?

[A]I've been researching generational differences for 25 years, starting when I was a 22-year-old doctoral student in psychology. Typically, the characteristics that come to define a generation appear gradually, and along a continuum. Beliefs and behaviors that were already rising simply continue to do so. Millennials, for instance, are a highly individualistic generation, but individualism had been increasing since the Baby Boomers turned on, tuned in, and dropped out. I had grown accustomed to line graphs of trends that looked like modest hills and valleys.

[B]Around 2012, I noticed abrupt shifts in teen behaviors and emotional states. The gentle slopes of the line graphs became steep mountains and sheer cliffs, and many of the distinctive characteristics of the Millennial generation began to disappear. In all my analyses of generational data—some reaching back to the 1930s—I had never seen anything like it.

[C] At first I presumed these might be blips(短暂的问题或变故), but the trends persisted, across several years and a series of national surveys. The changes weren't just in degree, but in kind. The biggest difference between the Millennials and their predecessors was in how they viewed the world; teens today differ from the Millennials not just in their views but in how they spend their time. The experiences they have every day are radically different from those of the generation that came of age just a few years before them.

[D]What happened in 2012 to cause such dramatic shifts in behavior? It was after the Great Recession, which officially lasted from 2007 to 2009 and had a starker effect on Millennials trying to find a place in a sputtering economy. But it was exactly the moment when the proportion of Americans who owned a smartphone surpassed 50 percent.

[E] The more I pored over yearly surveys of teen attitudes and behaviors, and the more I talked with young people, the clearer it became that theirs is a generation shaped by the smartphone and by the concomitant(伴随的)rise of social media. I call them iGen. Born between 1995 and 2012, members of this generation are growing up with smartphones, have an Instagram account before they start high school, and do not remember a time before the internet. iGen's oldest members were early adolescents when the iPhone was introduced, in 2007, and high-school students when the iPad entered the scene, in 2010. A 2017 survey of more than 5,000 American teens found that three out of four owned an iPhone.

[F]The advent of the smartphone and its cousin the tablet was followed quickly by hand-wringing about the harmful effects of "screen time." But the impact of these devices has not been fully appreciated, and goes far beyond the usual concerns about curtailed attention spans. The arrival of the smartphone has radically changed every aspect of teenagers' lives, from the nature of their social interactions to their mental health. These changes have affected young people in every corner of the nation and in every type of household. The trends appear among teens poor and rich; of every ethnic background; in cities, suburbs, and small towns. Where there are cell towers, there are teens living their lives on their smartphone.

[G]To those of us who fondly recall a more analog adolescence, this may seem foreign and troubling. The aim of generational study, however, is not to succumb to nostalgia for the way things used to be; it's to understand how they are now. Some generational changes are positive, some are negative, and many are both. More comfortable in their bedrooms than in a car or at a party, today's teens are physically safer than teens have ever been. They're markedly less likely to get into a car accident and, having less of a taste for alcohol than their predecessors, are less susceptible to drinking's attendant ills.

[H]Psychologically, however, they are more vulnerable than Millennials were: Rates of teen depression and suicide have skyrocketed since 2011. It's not an exaggeration to describe iGen as being on the brink of the worst mental-health crisis in decades. Much of this deterioration can be traced to their phones. Even when a seismic(重要的)event—a war, a technological leap, a free concert in the mud—plays an outsized role in shaping a group of young people, no single factor ever defines a generation. Parenting styles continue to change, as do school curricula and culture, and these things matter. But the twin rise of the smartphone and social media has caused an earthquake of a magnitude we've not seen in very long time, if ever. There is compelling evidence that the devices we've placed in young people's hands are having profound effects on their lives—and making them seriously unhappy.

[I] The allure of independence was so powerful to previous generations. However, it now holds less sway over today's teens, who are less likely to leave the house without their parents. The shift is stunning: 12th-graders in 2015 were going out less often than eighth-graders did as recently as 2009.

[J]Today's teens are also less likely to date. The initial stage of courtship, which Gen Xers called “liking” (as in “Ooh, he likes you!”), kids now call “talking”—an ironic choice for a generation that prefers texting to actual conversation. After two teens have “talked” for a while, they might start dating. But only about 56 percent of high-school seniors in 2015 went out on dates; for Boomers and Gen Xers, the number was about 85 percent.

[K]The decline in dating tracks with a decline in sexual activity. The drop is the sharpest for ninth-graders, among whom the number of sexually active teens has been cut by almost 40 percent since 1991. The average teen now has had sex for the first time by the spring of 11th grade, a full year later than the average Gen Xer. Fewer teens having sex has contributed to what many see as one of the most positive youth trends in recent years: The teen birth rate hit an all-time low in 2016, down 67 percent since its modern peak, in 1991.

[L]Even driving, a symbol of adolescent freedom inscribed in American popular culture, from Rebel Without a Cause to Ferris Bueller's Day Off, has lost its appeal for today's teens. Nearly all Boomer high-school students had their driver's license by the spring of their senior year; more than one in four teens today still lack one at the end of high school. For some, Mom and Dad are such good chauffeurs that there's no urgent need to drive. “My parents drove me everywhere and never complained, so I always had rides,” a 21-year-old student in San Diego told me. “I didn't get my license until my mom told me I had to because she could not keep driving me to school.” She finally got her license six months after her 18th birthday. In conversation after conversation, teens described getting their license as something to be nagged into by their parents—a notion that would have been unthinkable to previous generations.

[M]Independence isn't free—you need some money in your pocket to pay for gas, or for that bottle of schnapps. iGen teens aren't working(or ,managing their own money). Statistically, in the late 1970s, 77 percent of high-school seniors worked for pay during the school year; by the mid-2010s, only 55 percent did. The number of eighth-graders who work for pay has been cut in half. These declines accelerated during the Great Recession, but teen employment has not bounced back, even though job availability has.

36. Millennials and their former generations viewed the world in a way different from teens do today.

37. It is obvious that iGen teens are deeply influenced by cellphone as well as social media.

38. Teens behavior changed suddenly at the time when over half of Americans had smartphones.

39. Physically speaking , today's teens are much safer than ever before, which is one of the positive outcomes of smartphones.

40. The author's study is more than two decades, which shows that a generation has relatively stable characteristics.
41. Teenagers nowadays prefer chatting online for some time before they may have a date.
42. Although many factors influence the teens today, nothing can be compared to those from the smartphone and social media.
43. Jobs for the young are sufficient today, but they are unwilling to work for pay.
44. Today's American teenagers have been changed into a generation heavily dependent on their smartphone.
45. Having driver's licence was once treated as important, but teens nowadays do not think much of it.

### 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 internet mirrors society, reflecting our strengths and weaknesses. A healthy society and a healthy internet share the same vital forces: individuals taking action, making things, solving problems, and ultimately building our own environment. We need both technology and social commitment to create spaces where healthy democracies will flourish.

As citizens, we have a right and a responsibility to participate in democracy for it to work. Today we see technology—specifically the internet—enabling rich new ways to participate in democracy. The internet lets citizens swiftly tune in to world events, discuss the implications, organize campaigns, project their voices, and force change. Through the internet, democratically elected leaders can more easily hear diverse voices. By making political activities more transparent, the internet helps citizens hold politicians more accountable. It has created a sea change for democratic political discourse, offering a global soapbox(即兴演讲台)like none other.

We also see the internet magnifying the polarization of our societies and the rise of vitriol, hate speech and misinformation. This amplification is made possible by the internet and centralized social media platforms, which combine to create mass echo chambers. However the core issues live within the nature of our societies themselves. So today the internet reflects richness, divisiveness and areas where hope and opportunities to improve one's own life are not as widely available as we would like.

The ease with which “fake news” can be disseminated(散布)online presented an opportunity to capitalize on existing social discontent by distributing misinformation for financial gain. We saw this happen in the latest US election cycle when egregiously fabricated stories published solely for profit circulated widely in social media. Pizzagate. The Pope endorses a presidential candidate. Florida imposes Sharia law. Though these stories were clearly false, each was published online, consumed, shared and viewed by millions of people. And yet we need to ask: How different are these articles from standard “clickbait” (标题党)that sensationalizes the truth in order to drive traffic?

The stakes are high when bad actors misappropriate the internet and position fake news to drown out facts for personal gain. Misinformation spread online has the power to influence people's understanding of real world events. Millions of internet users have no way to quickly assess whether claims are true or false. All of this adds up to loss of trust in core institutions as a source of good information and trustworthy community. But the loss is further compounded. Democracy relies on the free flow of good information and human connection, and when people believe they can't trust anyone, democracy is weakened.

Technology alone will not solve the problem, but technology combined with human intent, economic investment, and development policies can make immense positive changes.

The world today is in a disruptive state, and it's clear that the connection of technology to social impact is deeply needed so that communities of goodwill can grow, trust in the internet and information will rebound and democracy will thrive. We have to apply ourselves to this challenge. Otherwise we will have wasted a rare and

precious opportunity.

46. What can be inferred from the new approaches provided by the internet to take part in democracy?
- A) The modern information explosion gives a voice to citizens.
  - B) The internet allows dissenting voices to be heard by all leaders.
  - C) Politicians become more responsible because of government websites.
  - D) Democratic political discourse has been altered dramatically by the internet.
47. What does the word “vitriol” in Para. 3 mean?
- A) Bitter remarks.
  - B) Public praise.
  - C) Complimentary words.
  - D) Retrospective fear.
48. By citing the examples of Pizzagate, the Pope and Florida, the author intends to show that\_\_\_\_\_.
- A) the made-up stories can circulate quickly among the public
  - B) fabricated stories are more common in American political season
  - C) the profit motive drives fake news spread widely online
  - D) false news is completely different from standard “clickbait”
49. When someone spread misinformation online to cover up the truth for their own profit, it has negative effects on\_\_\_\_\_.
- A) people’s comprehension of what happened in the offline and online world
  - B) network users’ verifying the authenticity of information posted online
  - C) public faith in crucial government institutions
  - D) the free flow of reliable information
50. What is the author’s attitude towards the power of the internet?
- A) Positive.
  - B) Negative.
  - C) Subjective.
  - D) Objective.

## Passage Two

Questions 51 to 55 are based on the following passage.

The night of December 16, 1773, dozens of Massachusetts colonists quietly boarded three ships and dumped what would now be close to \$ 1 million worth of British tea into Boston Harbor.

The Sons of Liberty painted their faces and dressed like Native Americans. They barely spoke, to avoid revealing their identities. “There appeared to be an understanding that each individual should volunteer his services, keep his own secret, and risk the consequence for himself,” one of them wrote. It worked. Only a single person was caught.

What if the British had access to modern surveillance technology? What if they’d had access to face recognition?

From the Boston Tea Party to the printing of Common Sense, the ability to dissent—and to do it anonymously—was central to the founding of the United States. Anonymity was no luxury: It was a crime to advocate separation from the British Crown. It was a crime to dump British tea into Boston harbor. This trend persists. Our history is replete(充满)with moments when it was a “crime” to do the right thing, and legal to inflict injustice.

The latest crime-fighting tools, however, may eliminate people’s ability to be anonymous. Historically, surveillance technology has tracked our technology: our cars, our computers, our phones. Face recognition technology tracks our bodies. And unlike fingerprinting or DNA analysis, face recognition is designed to identify us from far away and in secret.

Face recognition is not just about finding terrorists. It’s about finding citizens. As a result of simply having a driver’s license, over half of all American adults are enrolled in a criminal face recognition network. While the details are murky, it appears that Baltimore County police used face recognition to identify people protesting the death of Freddie Gray.

As law enforcement develops increasingly powerful surveillance tools, we need to ask ourselves: Are we building a world where no dissent is anonymous? A world where the Sons of Liberty are each arraigned(传讯)as

British tea still floats in Boston harbor?

The answer to these questions has to be “no.” In the midst of a heated debate about encryption and the need for privacy and security in our communications, it’s tempting to think that the solutions to these problems will originate in Silicon Valley. They won’t. You can encrypt your hard drive. You can encrypt your emails and texts. You cannot encrypt your face.

There may be technical means to avoid face recognition. Coincidentally, one of them echoes the face paint worn by the Sons of Liberty. But face recognition’s threat to freedom will not be addressed through a simple change in default settings. It will be addressed only through hard conversations, and legislation, in Congress and state legislatures.

“Writing and talk do not prove me,” wrote Walt Whitman in his Song of Myself. “I carry the plenum(充分)of proof and everything else in my face.” We have grown accustomed to the monitoring of our technology and communications. There is something different, something intractable and ominous, about the tracking of our bodies.

51. What can be inferred from the event of Boston Tea Party?

- A) Massachusetts natives sneaked onto the ships loaded with British tea.
- B) The value of the tea thrown into water was nearly \$ 1 million then.
- C) The participants took great pains to conceal their identities.
- D) The people involved in it were all brought to justice.

52. What’s the author’s main purpose in writing the fourth paragraph?

- A) To show the importance of anonymity.
- B) To evaluate two historical events.
- C) To introduce an ongoing trend.
- D) To criticize the injustice in history.

53. Which of the following tools is likely to deprive people of the ability to be anonymous?

- A) Traditional monitoring technology.
- B) Face recognition technology.
- C) Fingerprint recognition technology.
- D) DNA analysis.

54. By citing the example of Baltimore County police, the author intends to show\_\_\_\_\_.

- A) the tool used by authorities to pursue terrorists
- B) the adoption of face recognition for tracking citizens
- C) the number of criminals registered online
- D) the way to search for Freddie Gray’s killer

55. The threat that face recognition poses to humanity can only be solved through\_\_\_\_\_.

- A) the research of Silicon Valley
- B) the make-up of the Sons of Liberty
- C) the slight change on the face
- D) dialogues and law-making in legislative body

## 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**.

世界机器人大会在北京圆满召开了。会议的主题是“合作创新，共同建设智能社会”。全球的顶级机器人专家和机器人产品汇聚于此。5天的会议邀请了来自全球150家机器人公司的代表。参会的机器人种类繁多，既有工业机器人，也有服务机器人，例如可以用来帮忙做家务、照顾孩子的机器人。中国是机器人领域的一个领跑者，去年的出货量达到68,000台，而中国市场上工业机器人的销量连续5年都以35%的速度递增。