

# 第一章

## 大学英语六级考试真题





# 2018 年 12 月六级考试真题 (第一套)

## Part I Writing (30 minutes)

(请于正式开考后半小时内完成该部分, 之后将进行听力考试)

**Directions:** For this part, you are allowed 30 minutes to write an essay on *how to balance academic study and extracurricular activities*. You should write at least 150 words but no more than 200 words.

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请用黑色签字笔在答题卡 1 指定区域内作答作文题, 在试题册上的作答无效。

## 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.



注意: 此部分试题请在答题卡 1 上作答。

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

1. A) It can benefit professionals and non-professionals alike.  
B) It lists the various challenges physicists are confronting.  
C) It describes how some mysteries of physics were solved.  
D) It is one of the most fascinating physics books ever written.
2. A) Physicists' contribution to humanity.  
B) Stories about some female physicists.





- D) The rapid change of Arctic temperature within a day.
10. A) It has created a totally new climate pattern.  
 B) It will pose a serious threat to many species.  
 C) It typically appears about once every ten years.  
 D) It has puzzled the climate scientists for decades.
11. A) Extinction of Arctic wildlife.                      B) Iceless summers in the Arctic.  
 C) Emigration of indigenous people.                  D) Better understanding of ecosystems.

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

12. A) A good start.    B) A detailed plan.  
 C) A strong determination.                                  D) A scientific approach.
13. A) Most people get energized after a sufficient rest.  
 B) Most people tend to have a finite source of energy.  
 C) It is vital to take breaks between demanding mental tasks.  
 D) It is most important to have confidence in one's willpower.
14. A) They could keep on working longer.  
 B) They could do more challenging tasks.  
 C) They found it easier to focus on work at hand.  
 D) They held more positive attitudes toward life.
15. A) They are part of their nature.                      B) They are subject to change.  
 C) They are related to culture.                              D) They are beyond control.

**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.*

注意：此部分试题请在答题卡 1 上作答。

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

16. A) About half of current jobs might be automated.  
 B) The jobs of doctors and lawyers would be threatened.  
 C) The job market is becoming somewhat unpredictable.  
 D) Machine learning would prove disruptive by 2013.

17. A) They are widely applicable for massive open online courses.  
B) They are now being used by numerous high school teachers.  
C) They could read as many as 10,000 essays in a single minute.  
D) They could grade high school essays just like human teachers.
18. A) It needs instructions throughout the process.  
B) It does poorly on frequent high-volume tasks.  
C) It has to rely on huge amounts of previous data.  
D) It is slow when it comes to tracking novel things.

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

19. A) The engineering problems with solar power.  
B) The generation of steam with the latest technology.  
C) The importance of exploring new energy sources.  
D) The theoretical aspects of sustainable energy.
20. A) Drive trains with solar energy.                      B) Upgrade the city's train facilities.  
C) Build a new 10-kilometre railway line.              D) Cut down the city's energy consumption.
21. A) Build a tank for keeping calcium oxide.              B) Find a new material for storing energy.  
C) Recover super-heated steam.                          D) Collect carbon dioxide gas.

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

22. A) The lack of supervision by both the national and local governments.  
B) The impact of the current economic crisis at home and abroad.  
C) The poor management of day centres and home help services.  
D) The poor relation between national health and social care services.
23. A) It was mainly provided by voluntary services.  
B) It mainly catered to the needs of the privileged.  
C) It called for a sufficient number of volunteers.  
D) It has deteriorated over the past sixty years.
24. A) Their longer lifespans.                                      B) Fewer home helpers available.  
C) Their preference for private services.                  D) More of them suffering serious illness.
25. A) They are unable to pay for health services.  
B) They have long been discriminated against.  
C) They are vulnerable to illness and diseases.  
D) They have contributed a great deal to the society.



## 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.**

In what's probably the craziest headline I've ever written, I've reported that 26 in livestock protection are happening with scientists painting eyes on the butts of cows. The experiment is based upon the idea that farmers who're protecting their herd from lions would shoot and kill lions in an effort to protect their livestock. While this makes a lot of sense, it results in many lion deaths that 27 would have been unnecessary. Researchers in Australia have been 28 and testing a method of trickery to make lions think they are being watched by the painted eyes on cow butts.

This idea is based on the principle that lions and other 29 are far less likely to attack when they feel they are being watched. As conservation areas become smaller, lions are increasingly coming into contact with human populations, which are expanding to the 30 of these protected areas.

Efforts like painting eyes on cow butts may seem crazy at first, but they could make actual headway in the fight for conservation. "If the method works, it could provide farmers in Botswana—and 31—with a low-cost, sustainable tool to protect their livestock, and a way to keep lions safe from being killed."

Lions are 32 ambush (埋伏) hunters, so when they feel their prey has 33 them, they usually give up on the hunt. Researchers are 34 testing their idea on a select herd of cattle. They have painted half of the cows with eyes and left the other half as normal. Through satellite tracking of both the herd and the lions in the area, they will be able to 35 if their psychological trickery will work to help keep farmers from shooting lions.

注意：此部分试题请在答题卡2上作答。

A) advances	B) boundaries	C) challenging	D) currently
E) determine	F) devising	G) elsewhere	H) nevertheless
I) otherwise	J) predators	K) primarily	L) retorted
M) spotted	N) testimonies	O) wrestle	

## 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**.*

### Resilience Is About How You Recharge, Not How You Endure

- [A] As constant travelers and parents of a 2-year-old, we sometimes fantasize about how much work we can do when one of us gets on a plane, undistracted by phones, friends, or movies. We race to get all our ground work done: packing, going through security, doing a last-minute work call, calling each other, then boarding the plane. Then, when we try to have that amazing work session in flight, we get nothing done. Even worse, after refreshing our email or reading the same studies over and over, we are too exhausted when we land to *soldier on with* (继续处理) the emails that have inevitably still piled up.
- [B] Why should flying deplete us? We're just sitting there doing nothing. Why can't we be tougher, more resilient and determined in our work so we can accomplish all of the goals we set for ourselves? Based on our current research, we have come to realize that the problem is not our hectic schedule or the plane travel itself; the problem comes from a misunderstanding of what it means to be resilient, and the resulting impact of overworking.
- [C] We often take a militaristic, "tough" approach to resilience and determination like a Marine pulling himself through the mud, a boxer going one more round, or a football player picking himself up off the ground for one more play. We believe that the longer we tough it out, the tougher we are, and therefore the more successful we will be. However, this entire conception is scientifically inaccurate.
- [D] The very lack of a recovery period is dramatically holding back our collective ability to be resilient and successful. Research has found that there is a direct correlation between lack of recovery and increased incidence of health and safety problems. And lack of recovery—whether by disrupting sleep with thoughts of work or having continuous cognitive arousal by watching our phones—is costing our companies \$62 billion a year in lost productivity.
- [E] And just because work stops, it doesn't mean we are recovering. We "stop" work



sometimes at 5 p.m., but then we spend the night wrestling with solutions to work problems, talking about our work over dinner, and falling asleep thinking about how much work we'll do tomorrow. In a study just released, researchers from Norway found that 7.8% of Norwegians have become workaholics. The scientists cite a definition of "workaholism" as "being overly concerned about work, driven by an uncontrollable work motivation, and investing so much time and effort to work that it impairs other important life areas".

- [F] We believe that the number of people who fit that definition includes the majority of American workers, which prompted us to begin a study of workaholism in the U.S. Our study will use a large corporate dataset from a major medical company to examine how technology extends our working hours and thus interferes with necessary cognitive recovery, resulting in huge health care costs and turnover costs for employers.
- [G] The misconception of resilience is often bred from an early age. Parents trying to teach their children resilience might celebrate a high school student staying up until 3 a.m. to finish a science fair project. What a distortion of resilience! A resilient child is a well-rested one. When an exhausted student goes to school, he risks hurting everyone on the road with his impaired driving; he doesn't have the cognitive resources to do well on his English test; he has lower self-control with his friends; and at home, he is moody with his parents. Overwork and exhaustion are the opposite of resilience. And the bad habits we acquire when we're young only magnify when we hit the workforce.
- [H] As Jim Loehr and Tony Schwartz have written, if you have too much time in the performance zone, you need more time in the recovery zone, otherwise you risk burnout. Gathering your resources to "try hard" requires burning energy in order to overcome your currently low arousal level. It also worsens exhaustion. Thus the more imbalanced we become due to overworking, the more value there is in activities that allow us to return to a state of balance. The value of a recovery period rises in proportion to the amount of work required of us.
- [I] So how do we recover and build resilience? Most people assume that if you stop doing a task like answering emails or writing a paper, then your brain will naturally recover, so that when you start again later in the day or the next morning, you'll have your energy back. But surely everyone reading this has had times where you lie in bed for hours, unable to fall asleep because your brain is thinking about work. If you lie in bed for eight hours, you may have rested, but you can still feel exhausted the next day. That's because rest and recovery are not the same thing.
- [J] If you're trying to build resilience at work, you need adequate internal and external recovery periods. As researchers Zijlstra, Cropley and Rydstedt write in their 2014 paper: "Internal recovery refers to the shorter periods of relaxation that take place within the frames of the workday or the work setting in the form of short scheduled or unscheduled

breaks, by shifting attention or changing to other work tasks when the mental or physical resources required for the initial task are temporarily depleted or exhausted. External recovery refers to actions that take place outside of work—e.g. in the free time between the workdays, and during weekends, holidays or vacations.” If after work you lie around on your bed and get irritated by political commentary on your phone or get stressed thinking about decisions about how to renovate your home, your brain has not received a break from high mental arousal states. Our brains need a rest as much as our bodies do.

- [K] If you really want to build resilience, you can start by strategically stopping. Give yourself the resources to be tough by creating internal and external recovery periods. Amy Blankson describes how to strategically stop during the day by using technology to control overworking. She suggests downloading the Instant or Moment apps to see how many times you turn on your phone each day. You can also use apps like Offtime or Unplugged to create tech free zones by strategically scheduling automatic airplane modes. The average person turns on their phone 150 times every day. If every distraction took only 1 minute, that would account for 2.5 hours a day.
- [L] In addition, you can take a cognitive break every 90 minutes to recharge your batteries. Try to not have lunch at your desk, but instead spend time outside or with your friends—not talking about work. Take all of your paid time off, which not only gives you recovery periods, but raises your productivity and likelihood of promotion.
- [M] As for us, we’ve started using our plane time as a work-free zone, and thus time to dip into the recovery phase. The results have been fantastic. We are usually tired already by the time we get on a plane, and the crowded space and unstable Internet connection make work more challenging. Now, instead of swimming upstream, we relax, meditate, sleep, watch movies, or listen to entertaining podcasts. And when we get off the plane, instead of being depleted, we feel rejuvenated and ready to return to the performance zone.

注意：此部分试题请在答题卡 2 上作答。

36. It has been found that inadequate recovery often leads to poor health and accidents.
37. Mental relaxation is much needed, just as physical relaxation is.
38. Adequate rest not only helps one recover, but also increases one’s work efficiency.
39. The author always has a hectic time before taking a flight.
40. Recovery may not take place even if one seems to have stopped working.
41. It is advised that technology be used to prevent people from overworking.
42. Contrary to popular belief, rest does not equal recovery.
43. The author has come to see that his problem results from a misunderstanding of the meaning of resilience.
44. People’s distorted view about resilience may have developed from their upbringing.
45. People tend to think the more determined they are, the greater their success will be.



## Section C

**Directions:** *There are two 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.**

Children with attention problems in early childhood were 40% less likely to graduate from high school, says a new study from Duke University.

The study included 386 kindergarteners from schools in the Fast Track Project, a multi-site clinical trial in the U. S. that in 1991 began tracking how children developed across their lives.

With this study, researchers examined early academic attention and socio-emotional skills and how each contributed to academic success into young adulthood.

They found that early attention skills were the most consistent predictor of academic success, and that likability by peers also had a modest effect on academic performance.

By the fifth grade, children with early attention difficulties had lower grades and reading achievement scores than their peers. As fifth-graders, children with early attention problems obtained average reading scores at least 3% lower than their contemporaries' and grades at least 8% lower than those of their peers. This was after controlling for IQ, socio-economic status and academic skills at school entry.

Although these may not seem like large effects, the impact of early attention problems continued throughout the children's academic careers. Lower reading achievement scores and grades in the fifth grade contributed to reduced grades in middle school and thereby contributed to a 40% lower high school graduation rate.

"The children we identified as having attention difficulties were not diagnosed with *attention deficit hyperactivity disorder* (注意力缺乏多动症) (ADHD), although some may have had the disorder. Our findings suggest that even more modest attention difficulties can increase the risk of negative academic outcomes," said David Rabiner, an associate dean of Duke's Trinity College of Arts & Sciences, whose research has focused on ADHD and interventions to improve academic performance in children with attention difficulties.

Social acceptance by peers in early childhood also predicted grades in the fifth grade. Children not as liked by their first-grade peers had slightly lower grades in the fifth grade, while those with higher social acceptance had higher grades.

"This study shows the importance of so-called 'non-cognitive' or soft skills in contributing to children's positive peer relationships, which, in turn, contribute to their academic success,"