

2019 年 12 月六级第一套

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

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

- | | |
|---|---|
| 5. A) It is enjoyable. | B) It is educational. |
| C) It is divorced from real life. | 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. | B) Recommend it to her friends. |
| C) Watch it with the man. | D) Download and watch it. |
| 8. A) It has drawn criticisms from scientists. | B) It has been showing for over a decade. |
| C) It is a ridiculous piece of satire. | D) It is against common sense. |

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 I with a single line through the center.

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

- A) They are likely to get hurt when moving too fast.
 B) They believe in team spirit.
 C) They need to keep moving to avoid getting hurt.
 D) They have to learn how to avoid body contact.
- A) They do not have many years to live after retirement.

- B) They tend to live longer with early retirement.
 - C) They do not start enjoying life until full retirement.
 - D) They keep themselves busy even after retirement.
11. A) It prevents us from worrying. B) It slows down our aging process.
C) It enables us to accomplish in life. D) It provides us with more chances to learn.

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

12. A) It tends to dwell upon their joyous experiences.
B) It wanders for almost half of their waking time.
C) It has trouble concentrating after a brain injury.
D) It tends to be affected by their negative feelings.
13. A) To find how happiness relates to daydreaming.
B) To observe how one's mind affects one's behavior.
C) To see why daydreaming impacts what one is doing.
D) To study the relation between health and daydreaming.
14. A) It helps them make good decisions. B) It helps them tap their potentials.
C) It contributes to their creativity. D) It contributes to their thinking.
15. A) Subjects with clear goals in mind outperformed those without clear goals.
B) The difference in performance between the two groups was insignificant.
C) Non-daydreamers were more confused on their tasks than daydreamers.
D) Daydreamers did better than non-daydreamers in task performance.

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. B) Babies' emotions.
C) Babies' interaction with adults. 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. 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.

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	F) designated	K) loopholes
B) assigned	G) detrimental	L) rapidly
C) consequences	H) digestion	M) redundant
D) conspicuously	I) excelling	N) regularly
E) deficits	J) indulging	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. Answer the question by marking the corresponding letter on Answer Sheet 2.

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 connection theory and such claims have been treated skeptically by some scholars based on their reading of the relevant data.

[B] Now a study in the journal *Emotion* 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 has occurred. However, it’s very hard to demonstrate causes in 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 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 causal role in affecting wellbeing, then we should expect any change in that variable to correlate with the observed changes in wellbeing. If not, it isn’t 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 assignments 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 — 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 of 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 US 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 didn't 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 where 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 didn't 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 before 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). 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 dangerous thing about lying is people don't understand how the act changes us," said Dan Ariely, behavioral 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 said, for most of us, lying takes work. In studies, he gave study 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 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 reward centers 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 rationalize 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 said.

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 and get bigger and 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 difficult to sound natural or plausible.
- B) It is hard to choose from several options.
- C) It involves lots of sophisticated mental activity.
- D) It requires speedy blood flow into one's brain.

48. Under what circumstances do people tend to lie?

- A) When they become too emotional.
- B) When they face too much peer pressure.

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. You should write your answer on Answer Sheet 2.

牡丹花色艳丽，形象高雅，象征这和平与繁荣，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，创造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。

2019 年 12 月六级第一套答案

The Importance of Having a Sense of Social Responsibility

As we all know, responsibility is one of the most basic qualities. If we give up the responsibility, we are equal to give up the whole world. As far as I am concerned, we should have a high sense of responsibility to become an upright person.

How can we cultivate social responsibility? To start with, children should be taught about good moral outlooks, so that when they grow up, they will become law-abiding and responsible citizens.

Furthermore, the humanistic education is vital, especially for us university students because we are the future pillars of our country. Last but not least, it is necessary to encourage people to care for others, help others through all kinds of propaganda, because each individual is closely related to and bears obligations to others.

If all the citizens have a sound sense of social responsibility, it is hopeful that the world will enjoy a better future. Therefore, let's take our social responsibility and contribute to our society.

听力

Section A: 1-8(DCBAADDB)

Section B: 9-15(CAABACD)

Section C: 16-25(DCCDABBCAB)

选词填空

26-30 GJEAL 31-35 BOCDN

信息匹配

36-40 GCHDB 41-45 EJFIA

仔细阅读

46-50 ADBBB

51-55 CADBC

翻译

The peony, with its rich colors and elegant images, symbolizes peace and prosperity and is known as the "king of flowers" in China. Peony is cultivated in many parts of China. For thousands of years, many poems and paintings have been created in praise of peonies. During the Tang Dynasty, peonies were widely planted in the imperial gardens and known as the national flower, so they were very popular. In the 10th century, the ancient city of Luoyang became a center for peony cultivation and remains so today. Now, tens of thousands of tourists from home and abroad flock to Luoyang for the annual peony festival to admire the unique beauty of the city's peonies and explore the history of the ancient capital of nine dynasties.