机密★启用前

# 大学英语六级考试模拟卷

# COLLEGE ENGLISH TEST

# —Band Six—（2021-6）

# 试 题 册

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敬 告 学 生

**一、在答题前，请认真完成以下内容：**

1. 请检查试题册背面条形码粘贴条、答题卡的印刷质量，如有问题及时向监考员反映，确认无误后完成以下两点要求。
2. 请将试题册背面条形码粘贴条揭下后粘贴在答题卡 1 的条形码粘贴框内，并将姓名和准考证号填写在试题册背面相应位置。
3. 请在答题卡 1 和答题卡 2 指定位置用黑色签字笔填写准考证号、姓名和学校名称，并用 HB-2B 铅笔将对应准考证号的信息点涂黑。

**二、在考试过程中，请注意以下内容：**

1. 所有题目必须在答题卡上规定位置作答，在试题册上或答题卡上非规定位置的作答一律无效。
2. 请在规定时间内在答题卡指定位置依次完成作文、听力、阅读、翻译各部分考试，作答作文期间不得翻阅该试题册。听力录音播放完毕后，请立即停止作答，监考员将立即收回答题卡 1，得到监考员指令后方可继续作答。
3. 作文题内容印在试题册背面，作文题及其他主观题必须用黑色签字笔在答题卡指定区域内作答。
4. 选择题均为单选题，错选、不选或多选将不得分，作答时必须使用 HB-2B 铅笔在答题卡上相应位置填涂，修改时须用橡皮擦净。

**三、以下情况按违规处理：**

1. 未正确填写(涂)个人信息，错贴、不贴、毁损条形码粘贴条。
2. 未按规定翻阅试题册、提前阅读试题、提前或在收答题卡期间作答。
3. 未用所规定的笔作答、折叠或毁损答题卡导致无法评卷。
4. 考试期间在非听力考试时间佩戴耳机。

## 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] He is just a beginner of painting.
   [B] He believes that his painting is perfect.
   [C] He wants to challenge the woman on painting.
   [D] He is proud of his painting more than sketches.
2. [A] Blue
   [B] Red
   [C] Brown
   [D] Complicated
3. [A] He is an art professor.
   [B] He is a successful artist.
   [C] He likes to show off his skills to his kids.
   [D] He often shares his work experience with people.
4. [A] They will go to the dentist together.
   [B] They will meet at the cafeteria another day.
   [C] They will meet before the woman sees the dentist.
   [D] They will see each other at around 3 o’ clock that day.

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

5. [A] People could not afford to take coaches.
   [B] The traffic of the colonies was not a problem at all.
   [C] The only headache of traffic was caused by the live stocks.
   [D] The British settlers had to take efforts to operate the cities better.
6. [A] Automobiles.
   [B] Garbage.
   [C] Fancy coaches and carts.
   [D] Cattle, pigs and live stocks.

7. [A] They did not obey the traffic rules.

[B] They had to be pulled along by horses.

[C] They were oversized and too overloaded.

[D] They could not run as fast as automobiles.

8. [A] The pigs did well in cleaning the street.

[B] The pigs were supposed to enjoy more freedom.

[C] The pigs on the street would not block the traffic.

[D] The pigs liked to stay with cattle, and other live stock .

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

9. [A] They should buy each other gifts.

[B] They should always show up when in need.

[C] They should share happiness with each other.

[D] They should receive training about how to fly.

10. [A] They felt happy when seeing each other.

[B] They felt regret if not exploring London.

[C] They wanted to give each other souvenirs.

[D] They were in despair when living in London.

11. [A] He is better at facing dark moments.

[B] He prefers to stay alone in the darkest moment.

[C] He means to stress the importance of a good friend.

[D] He can offer a better healing experience than any friend.

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

12. [A] It is originated in Britain.

[B] It is a holiday often celebrated in the past.

[C] People spend the holiday with their families.

[D] There is no similar holiday in other countries.

13. [A] Workers usually do not celebrate it.

[B] It was usually held during the harvest.

[C] It was created by the first Europeans settlers.

[D] Farmers would worship the god using the first grain.

14. [A] It is made of plants.

[B] It is the representation of the god spirit.

[C] The figure of the doll imitates the animal.

[D] It is made by the leaders of the community.

15. [A] They are only celebrated by European people.

[B] They show people's gratitude towards nature's giving.

[C] Only on Thanksgiving Day do people enjoy a big meal.

[D] Harvest Home festivals are developed after Thanksgiving Day.

**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] Making them confused.

[B] Making them tired.

[C] Making them frustrated.

[D] Making them hopeless.

17. [A] They were afraid of human being.

[B] They were used by the Roman army.

[C] They were used to cause fears of the Roman army.

[D] They were not allowed to pass by the Roman army.

18. [A] The elephants liked seeing them.

[B] The elephants would step on them.

[C] They would cause fears in elephants.

[D] They would make soldiers excited by screaming.

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

19. [A] To avoid reading directly.
    [B] To look up every new word.
    [C] To stop and ask other people.
    [D] To utilize the hints in the context.
20. [A] Unlike.
    [B] Such as.
    [C] Although.
    [D] However.
21. [A] The advantages of English reading.
    [B] Different grammar types of English words.
    [C] The context clues to improve reading efficiency.
    [D] The difficulty people have reading English articles.

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

22. [A] Taking salt is not necessary anymore.
    [B] Too much salt will put people's health at risk.
    [C] Salt intake will benefit people's blood pressure.
    [D] The cut in salt will surely increase heart disease.
23. [A] Less than 10g.
    [B] Less than 7g.
    [C] Less than 5g.
    [D] Less than 3g.
24. [A] The subjects were selected from normal healthy people.
    [B] The subjects were required to cut the salt intake by 1/5.
    [C] The experiment was designed to takes place in the U.K.
    [D] The chances of developing certain disease lowered with salt cut.
25. [A] Cooking faster.
    [B] Reducing processed food.
    [C] Neglecting the labels of food.
    [D] Eating a lot of cooked vegetables.

## 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.**

Three years ago Tracey McNiven, a Scottish woman in her mid-30s, caught a bad chest infection that left her with a persistent cough that refused to __26__, even after medication. A few months later strange symptoms started to appear. McNiven noticed __27__ spreading through her legs and began to feel that their movement was out of her control. Over the course of two weeks the odd loss of sensation __28__ worsened. Then, one evening at home, McNiven's legs collapsed beneath her. Her mother rushed her to the hospital where she remained for more than half a year. During her first few weeks in the hospital, McNiven __29__ a barrage of tests as doctors tried to uncover the cause of her symptoms. Confusingly, however, the brain scans, blood tests, spinal taps and everything else came back normal. McNiven's __30__ is not uncommon. According to one of the most comprehensive assessments of neurology clinics to date, __31__ a third of patients have neurological symptoms that are deemed to be either partially or entirely unexplained. In some patients, such complications can __32__ for years or even decades; some people require wheelchairs or cannot get out of bed. Generations of scientists have tried to understand these bizarre conditions, which have historically been given __33__ names, such as conversion disorder or psychosomatic illness. Patients with such symptoms have been accused of imagining symptoms, painfully but often fruitlessly and __34__ by doctors who did not know how to treat someone who, based on all the usual tests, appeared to be healthy. Over the past decade or so, however, using techniques such as functional magnetic resonance imaging（机能性磁共振成像）, researchers have begun to understand what happens in the brains of patients with this __35__ illness.

| | |
|---|---|
| [A] besieged | [I] persist |
| [B] contemplate | [J] plight |
| [C] dismissed | [K] potential |

| | |
|---|---|
| [D] diverse | [L] progressively |
| [E] endured | [M] roughly |
| [F] fatigue | [N] subside |
| [G] mysterious | [O] systematic |
| [H] numbness | |

**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****.*

**How to Build A Better Brain**

[A] New research has found that boosting your memory and staying sharp don't require cutting-edge technology or supplements. The real solution: Stick to the basics.

[B] Wendy Suzuki was a highly respected brain researcher with her own lab and a string of published studies when a high-energy gym class and a quiet cup of tea changed her neurons—and her life."I just wanted stronger muscles, but after six months of aerobic exercise, I noticed that difficult mental jobs were easier. I could keep lots of little details in my mind," recalls Suzuki, 55, a professor at New York University's Center for Neural Science. "It transformed my research. Exercise and the brain is a major focus of my work now. And I exercise almost every day."

[C] But that was only the beginning. While on vacation in Bali around that time, Suzuki met a monk staying at the same inn. He was a tea master, and he shared his morning meditation: "Simply brewing a cup of tea in silence and sipping it, without thinking about the million things you have to do today." Suzuki, who had never been a serious meditator, felt invigorated. Now, she says, "I start every day with a meditation as I steep and sip my tea."

[D] The encounter led to a 2019 study titled "Brief, Daily Meditation Enhances Attention, Memory, Mood, and Emotional Regulation." The participants, who were not experienced meditators, benefited from just 13 minutes a day of gentle breathing and relaxation for eight weeks.

[E] If Suzuki had looked into her own brain after establishing her new routines—and, as a

neuroscientist, she is the rare person who could do such a thing—she'd have witnessed some amazing things: new brain cells sprouting new connections, new blood vessels feeding more oxygen and fuel to her neurons, and more brain tissue in areas involved with learning, memory, and decision making. Both exercise and meditation, it turns out, can trigger chemical reactions that pave the way for a rejuvenation explosion. Even more astounding, this renaissance—called neuroplasticity—was once thought to happen only in children's brains.

[F] But research now shows that the brain can do these tricks at any age. Benefits include improved memory and thinking skills, more creativity, and a reduced risk of dementia. Or, as Suzuki enthusiastically says, "You can grow a bigger, happier brain."

[G] Lately, an avalanche of new studies is pointing out exactly how to harness neuroplasticity. Advanced brain- imaging techniques (among other lab tools) are allowing researchers to get a peek at how everything from sleep to food to physical activity affects your little gray cells.

[H] One insight worth mentioning right here: Brain plasticity works both ways. "About 50 percent of the things people do every day that affect their brain are toxic," notes cognitive neuroscientist Sandra Bond Chapman, PhD, founder and chief director of the Center for BrainHealth at the University of Texas at Dallas. "They skimp on sleep. They multitask. They aren't active."

[I] Besides changing those bad habits, what can you do to grow your own new brain cells? Hint: Brain scientists don't recommend spending a lot of money on brain-training programs or nutritional supplements. Nor do they advocate trying science-fictional stuff such as do-it-yourself electrical stimulation. Fresh from the front lines of brain science, here are simple things you can do to build a better brain.

[J] Exercise: Moves That Reprogram the Brain. Most of the time, your brain is the boss of your muscles. But when it comes to growing new brain cells, more and more research shows that when you exercise, your muscles (along with your liver and body fat) take charge. When you're active, they send chemical signals telling your brain, "Hey, it's time to grow!" Recent research suggests physical activity has multiple brain benefits, encouraging the birth and growth of new brain cells and the extension of blood vessels that supply oxygen and blood sugar to brain cells. In a 2016 National Institute on Aging study, people who ran on a tread-mill for 45 minutes three days a week boosted their levels of brain-derived neurotrophic factor, a chemical that acts like fertilizer for new brain cells. After four months of workouts, their scores improved on a memory test.

[K] Sleep: The Nighttime Brain Cleanup. Long familiar to bleary-eyed new parents, college students pulling all-nighters, and the sleep scientists who study them, sleep deprivation

messes with mental focus, stifles creativity, interferes with recall, and slows reaction times by as much as 50 percent. The effects are immediate— in a University of South Florida study of 130 middle-aged women and men, missing out on just 16 minutes of sleep reduced their concentration the next day. In contrast, a good night's sleep doubled volunteers' ability to remember words they'd learned the day before, according to a 2015 study from the United Kingdom's University of Exeter.

[L] Calm Down. While you're at it, try meditation. It may give the brain a helping hand by calming stress circuits that link up areas involved with memory and thinking, Suzuki explains. In a 2013 study from the University of California, Santa Barbara, college students who learned to meditate had better mental focus and got higher scores on graduate-school exams than nonmeditators. If you're new to meditation, start small. "You don't have to meditate for an hour. Even ten minutes can be too long at first. Start with one minute. Find a style of meditation you enjoy."

[M] Eat healthily. In 2015, researchers from Australia's Deakin University published one of the first studies measuring food's physical effect on the left hippo- campus, a seahorse-shaped brain region crucial for memory, learning, and decision making. It is also one of the first areas to shrink in people with Alzheimer's disease and other forms of dementia. Two hundred fifty-five people filled out diet surveys and then underwent magnetic resonance imaging (MRI) scans that measured their brains. Four years later, they returned for another scan. The study found that the left hippo- campus was heftier in the healthy eaters than in the unhealthy ones, regardless of age, sex, weight, exercise habits, or general health. The average difference was 203 square millimeters, nearly one third of a square inch. Sounds small, but that's room for a lot of extra brain cells—and strong new evidence that eating the right foods and skipping the wrong stuff could help protect against declines in thinking and memory that lead to dementia.

36. Research from the University of California, Santa Barbara, has shown that meditation can help improve your concentration.

37. The relationship between the brain and muscles changes with exercise.

38. In a very short period of time, we can see the effects of getting enough sleep or not .

39. Inspired by her experience in Bali, Suzuki conducted a study in 2019.

40. The renaissance—called neuroplasticity—was once thought to not occur in adults' brains.

41. It is discouraged by scientists that people use science-fictional stuff to promote the development of new brain cells.

42. Since six months of aerobic exercise brought great benefits to her, she's focused on exercise and the brain.

43. The healthier the left hippocampus, the more room the brain has for new cells to grow.

44. Brain plasticity can sometimes work in bad ways.

45. With the help of advanced brain imaging technology, the researchers were able to understand the process that human activities influence little gray cells.

**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.**

A decade ago carnivore biologists identified a remote protected area in northern Laos, called Nam Et-Phou Louey, as the country's probable last haven for wild tigers. To formally test this supposition, researchers set up camera traps in 2013 and quickly confirmed two tigers' presence. But the success was short-lived: over their study's four-year course after the year, they never saw those or any other tigers again. This result, reported last October in Global Ecology and Conservation, confirms that tigers are now functionally extinct in Laos. The researchers also found that leopards, formerly presumed to still live in the park, have vanished as well. "For the constellation of remaining protected areas in Southeast Asia for tigers, this was an important one—maybe even a potential jewel in the crown," says senior author David Macdonald, a wildlife conservationist at the University of Oxford. "To find that that jewel has blinked out is devastating."

Laos's tiger loss is part of an alarming trend across Southeast Asia; the animals have already disappeared from Vietnam and Cambodia. In almost every study site Macdonald and his colleagues have surveyed, wild tigers—which number fewer than 4,000 worldwide—are in steep decline or completely absent. So are once common leopards. Habitat loss is partly to blame, but Macdonald says that the main driver is "the astonishing, corrosive tide of poaching." Akchousanh Rasphone, the study's lead author and the first Laotian woman to earn a doctoral degree from Oxford, and her colleagues installed and monitored 300 camera stations across Nam Et-Phou Louey's nearly 6,000 square kilometers of rugged, steep mountain ridges and dense forest. During four years they observed 43 mammal and bird species——but no leopards and, after 2013, no tigers.

"These findings are not at all surprising," says Ullas Karanth, a carnivore biologist at the Center for Wildlife Studies in Bengaluru, India, who was not involved in the research. "There's so much forest and so much habitat at this study site and throughout Southeast Asia, but without ground-level protections against local people doing industrial-scale hunting, the wildlife will go."

Tigers can thrive in human-dominated landscapes: India has the world's second highest human population, but it has prioritized tiger conservation and now hosts two thirds of the planet's remaining wild tigers. Macdonald says the respective examples of India and Laos offer lessons for countries such as Thailand, which still has about 200 wild tigers; conserving habitat is critical but so is weeding out corruption, cracking down on poaching and reducing demand for big cat parts.

46. What did the researchers find in 2013?

[A] Traps caused the tigers' death.

[B] Wild tigers usually were short-lived.

[C] Tigers were functionally extinct in Laos.

[D] There were two tigers in northern Laos indeed.

47. What is the main reason for tiger loss according to Macdonald?

[A] Habitat loss.

[B] Tide of poaching.

[C] Environmental changes.

[D] Traffic Accident.

48. What can we learn about Akchousanh Rasphone and her colleagues?

[A] They didn't find leopards and tigers.

[B] They stayed on the rugged, steep mountain ridges and dense forest all the time.

[C] They spent four years in observing 43 mammal and bird species.

[D] They are monitored by some international organizations.

49. What does Ullas Karanth think should be done about protecting wildlife?

[A] Implementing ground protections to prevent industrial-scale hunting by locals.

[B] Providing much forest and much habitat for wild animals.

[C] Raising awareness of animal protection among local residents.

[D]Prohibiting anyone from entering the forest or the habitat of the animals.

50. What does the example of India confirm?

[A] Protecting wildlife habitats is of vital importance.

[B] It is urgent to give priority to tiger conservation.

[C] Two-thirds of the world's remaining wild tigers live in India.

[D] Tigers can live and multiply in human-dominated environments.

**Passage Two**

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

Recently a former medical college official cautioned that the American College of Physicians "stepped out of its lane" by placing gun control in medical education. Stanley Goldfarb, formerly the associate dean of curriculum at the University of Pennsylvania's Perelman School of Medicine, argued that teaching social justice issues and population health comes "at the expense of rigorous training in medical science" at a time when specialists are in short supply. But many physicians, ourselves included, think social issues should be at the heart of medical education.

Formal medical school typically takes four years, followed by several years of residency and often a fellowship, and during that short time students have a myriad of competing requirements. They must learn complex biological and chemical pathways that explain disease and health. They must be educated on how to read the scientific literature and apply it to their patients. They must master many therapies and know how to adapt them to patients' varied disease states. On top of all this, they must learn to communicate effectively and compassionately with patients and colleagues.

Being a good doctor also demands that we understand the reasons behind poor health. Our mission is not simply to diagnose, manage and treat. Physicians should act to prevent the root causes of illness and improve well-being.

Worldwide, life expectancy and health are directly linked with national spending on public health programs. The U.S., despite spending more on the treatment of individuals, ranks lower in life expectancy than nations that have similar overall health expenses but choose to direct funds to population-level interventions. Our own experiences underlie our perspective that teaching this is important.

We work daily to understand the best ways to teach medical students about social determinants of health. We offer classes on health equity and advocacy designed to place medicine in its larger social context. We lead bioethics curricula that guide students in making ethical decisions while incorporating principles of social justice, public health and population health. And we work with groups such as the National Collaborative for Education to Address the Social Determinants of Health, where the goal is to find and share best practices. It is through this kind of medical education and holistic understanding of systems that physicians begin to think

about the total set of circumstances that brought the patient in front of us. As doctors, scientists and community members, what we want most is to prevent it from happening again.

Physicians are trained to tackle problems at their root. Systematic and structural-level social issues are also drivers of poor health, and it is our duty to address them. Rather than veering out of this lane, we should find ways to engage students here without sacrificing education in other areas.

51. What did Stanley Goldfarb think of teaching social justice issues and population health?

[A] It improves the level of medical education.

[B] It expends a lot of manpower and wealth.

[C] It alleviates the shortage of specialists.

[D] It undermines rigorous medical training.

52. What is the most important thing for medical students to learn?

[A] To read the scientific literature and apply it to their patients.

[B] To communicate with patients and colleagues effectively and empathically .

[C] To master many therapies and know how to adapt them to patients' different disease states.

[D] To understand the reasons behind poor health.

53. What can we learn from the passage about the life expectancy of America?

[A] It depends on treatment of individuals.

[B] It ranks behind countries with similar gross income.

[C] It is closely related to people's happiness.

[D] It is inconsistent with spending on public health programs.

54. Which of the following efforts is not made according to the passage?

[A] Help students establish complete ethical concepts to safeguard social justice.

[B] Provide courses on health equity and advocacy to put medicine in larger social context .

[C] Collaborate with some organizations such as the National Collaborative for Education.

[D] Explore the best ways to teach medical students about social factors affecting health .

55. What does the author think doctors should do to solve social problems?

[A] Force students to master the knowledge of social structure and systems.

[B] Provide students with various courses on medical science and technology.

[C] Help students handle social issues properly without affecting education in other areas.

[D] Prevent students to veer their thought about patients.

**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****.*

粽子最初是被用来祭拜祖先和神灵的，但是现在成为了一款广受欢迎的日常食物。在每年的端午节，几乎家家户户都会吃粽子，这一风俗千百年来在中国盛行不衰，已成了中华民族影响最大、覆盖面最广的民间饮食习俗之一，而且流传到朝鲜、日本及东南亚诸国。这道美味菜肴的做法主要是将糯米包裹在竹子、芦苇或其他大而扁平的叶子中。由于不同地区的饮食习惯不同，粽子形成了南北的风味。北方粽子多以白米、红豆、红枣、蘸糖为主，而南方粽子的馅料则比较丰富，有肉、水果、鸡蛋、花生等。

**Part I Writing (30 minutes)**

**Directions:** *For this part, you are allowed 30 minutes to write an essay on the topic: Overseas Study at an Early Age. You are required to write at least 150 words but no more than 200 words..*