2018 年 12 月大学英语六级考试真题（第 3 套）

为了让大家更好的模拟真实考试场景，完全按照真题卷面顺序排版了本套测试题，Part I 写作部分被放在了试卷的最后一页，与听力部分完全隔开，请大家在备考过程中提早适应卷面顺序，熟悉题型，新东方在线伴你高分过级！

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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.*

Surfing the Internet during class doesn't just steal focus from the educator; it also hurts students who're already struggling to ___26___ the material. A new study from Michigan State University, though, argues that all students—including high achievers—see a decline in performance when they browse the Internet during class for non-academic purposes.

To measure the effects of Internet-based distractions during class, researchers ___27___ 500 students taking an introductory psychology class at Michigan State University. Researchers used ACT scores as a measure of intellectual 28___. Because previous research has shown that people with high intellectual abilities are better at ___29___ out distractions, researchers believed students with high ACT scores would not show a ___30___ decrease in performance due to their use of digital devices. But students who surfed the web during class did worse on their exams regardless of their ACT scores, suggesting that even the academically smartest students are harmed when they're distracted in class.

College professors are increasingly31___ alarm bells about the effects smartphones, laptops, and tablets have on academic performance. One 2013 study of college students found that 80% of students use their phones or laptops during class, with the average student checking their digital device 11 times in a 32___ class. A quarter of students report that their use of digital devices during class causes their grades to 33___.

Professors sometimes implement policies designed to 34___ students' use of digital devices, and some instructors even *confiscate* (没收) tablets and phones. In a world where people are increasingly dependent on their phones, though, such strategies often fail. One international study found that 84% of people say they couldn't go a day without their smartphones. Until students are

able to 35 ___ the pull of social networking, texting, and endlessly surfing the web, they may continue to struggle in their classes.

A) aptitude	F) grasp	K) raising
B) eradication	G) legacy	L) resist
C) evaluated	H) minimize	M) significant
D) evaporated	I) obscure	N) suffer
E) filtering	J) obsess	O) typical

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.*

A Pioneering Woman of Science Re-Emerges after 300 Years

[A] Maria Sibylla Merian, like many European women of the 17th century, stayed busy managing a household and rearing children. But on top of that, Merian, a German-born woman who lived in the Netherlands, also managed a successful career as an artist, botanist, naturalist and *entomologist* (昆虫学家).

[B] "She was a scientist on the level with a lot of people we spend a lot of time talking about," said KayEtheridge, a biologist at Gettysburg College in Pennsylvania who has been studying the scientific history of Merian's work. "She didn't do as much to change biology as Charles Darwin, but she was significant."

[C] At a time when natural history was a valuable tool for discovery, Merian discovered facts about plants and insects that were not previously known. Her observations helped dismiss the popular belief that insects spontaneously emerged from mud. The knowledge she collected over decades didn't just satisfy those curious about nature, but also provided valuable insights into medicine and science. She was the first to bring together insects and their habitats, including food they ate, into a single ecological composition.

[D] After years of pleasing a fascinated audience across Europe with books of detailed descriptions and life-size paintings of familiar insects, in 1699 she sailed with her daughter nearly 5,000 miles from the Netherlands to South America to study insects in the jungles of what is now known as Suriname. She was 52 years old. The result was her masterpiece, *Metamorphosis Insectorum Surinamensium*.

[E] In her work, she revealed a side of nature so exotic, dramatic and valuable to Europeans of the time that she received much acclaim. But a century later, her findings came under scientific criticism. *Shoddy* (粗糙的) reproductions of her work along with setbacks to women's roles in 18th- and 19th-century Europe resulted in her efforts being largely forgotten. "It was kind of stunning when she sort of dropped off into *oblivion* (遗忘)," said Dr. Etheridge. "Victorians started putting women in a box, and they're still trying to crawl out of it."

[F] Today, the pioneering woman of the sciences has re-emerged. In recent years, feminists, historians and artists have all praised Merian's *tenacity* (坚韧), talent and inspirational artistic compositions. And now biologists like Dr. Etheridge are digging into the scientific texts that accompanied her art. Three hundred years after her death, Merian will be celebrated at an international symposium in Amsterdam this June.

[G] And last month, *Metamorphosis Insectorum Surinamensium* was republished. It contains 60 *plates* (插图) and original descriptions, along with stories about Merian's life and updated scientific

descriptions. Before writing *Metamorphosis*, Merian spent decades documenting European plants and insects that she published in a series of books. She began in her 20s, making textless, decorative paintings of flowers with insects. "Then she got really serious," Dr. Etheridge said. Merian started raising insects at home, mostly butterflies and caterpillars. "She would sit up all night until they came out of the *pupa* (蛹) so she could draw them," she said.

[H] The results of her decades' worth of careful observations were detailed paintings and descriptions of European insects, followed by unconventional visuals and stories of insects and animals from a land that most at the time could only imagine. It's possible Merian used a magnifying glass to capture the detail of the split tongues of *sphinx moths* (斯芬克斯飞蛾) depicted in the painting. She wrote that the two tongues combine to form one tube for drinking *nectar* (花蜜). Some criticized this detail later, saying there was just one tongue, but Merian wasn't wrong. She may have observed the adult moth just as it emerged from its pupa. For a brief moment during that stage of its life cycle, the tongue consists of two tiny half-tubes before merging into one.

[I] It may not have been ladylike to depict a giant spider devouring a hummingbird, but when Merian did it at the turn of the 18th century, surprisingly, nobody objected. Dr. Etheridge called it revolutionary. The image, which also contained novel descriptions of ants, fascinated a European audience that was more concerned with the exotic story unfolding before them than the gender of the person who painted it.

[J] "All of these things shook up their nice, neat little view," Dr. Etheridge said. But later, people of the Victorian era thought differently. Her work had been reproduced, sometimes incorrectly. A few observations were deemed impossible. "She'd been called a silly woman for saying that a spider could eat a bird," Dr. Etheridge said. But Henry Walter Bates, a friend of Charles Darwin, observed it and put it in a book in 1863, proving Merian was correct.

[K] In this same plate, Merian depicted and described leaf-cutter ants for the first time. "In America there are large ants which can eat whole trees bare as a broom handle in a single night," she wrote in the description. Merian noted how the ants took the leaves below ground to their young. And she wouldn't have known this at the time, but the ants use the leaves to farm *fungi* (菌类) underground to feed their developing babies.

[L] Merian was correct about the giant bird-eating spiders, ants building bridges with their bodies and other details. But in the same drawing, she incorrectly lumped together army and leaf-cutter ants. And instead of showing just the typical pair of eggs in a hummingbird nest, she painted four. She made other mistakes in *Metamorphosis Insectorum Surinamensium* as well: not every caterpillar and butterfly matched.

[M] Perhaps one explanation for her mistakes is that she cut short her Suriname trip after getting sick, and completed the book at home in Amsterdam. And errors are common among some of history's most-celebrated scientific minds, too. "These errors no more invalidate Ms. Merian's work than do well-known misconceptions published by Charles Darwin or Isaac Newton," Dr. Etheridge wrote in a paper that argued that too many have wrongly focused on the mistakes of her work.

[N] Merian's paintings inspired artists and ecologists. In an 1801 drawing from his book, *General Zoology Amphibia*, George Shaw, an English botanist and zoologist, credited Merian for describing a frog in the account of her South American expedition, and named the young tree frog after her in his portrayal of it. It wouldn't be fair to give Merian all the credit. She received assistance naming plants, making sketches and referencing the work of others. Her daughters helped her color her drawings.

[O] Merian also made note of the help she received from the natives of Suriname, as well as slaves or servants that assisted her. In some instances she wrote moving passages that included her helpers in descriptions. As she wrote in her description of the peacock flower, "The Indians, who are not treated well by their Dutch masters, use the seeds to abort their children, so that they will not become slaves like themselves. The black slaves from Guinea and Angola have demanded to be well treated, threatening to refuse to have children. In fact, they sometimes take their own lives because they are treated so badly, and because they believe they will be born again, free and living in their own land. They told me this themselves."

[P] LondaSchiebinger, a professor of the history of science at Stanford University, called this passage rather astonishing. It's particularly striking centuries later when these issues are still prominent in public discussions about social justice and women's rights. "She was ahead of her time," Dr. Etheridge said.

36. Merian was the first scientist to study a type of American ant.
37. The European audience was more interested in Merian's drawings than her gender.
38. Merian's masterpiece came under attack a century after its publication.
39. Merian's mistakes in her drawings may be attributed to her shortened stay in South America.
40. Merian often sat up the whole night through to observe and draw insects.
41. Merian acknowledged the help she got from natives of South America.
42. Merian contributed greatly to people's better understanding of medicine and science.
43. Merian occasionally made mistakes in her drawings of insects and birds.
44. Now, Merian's role as a female forerunner in sciences has been re-established.
45. Merian made a long voyage to South America to study jungle insects over three centuries ago.

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.

Perhaps it is time for farmers to put their feet up now that robots are used to inspect crops, dig up weeds, and even have become shepherds, too. Commercial growing fields are astronomically huge and take thousands of man-hours to operate. One prime example is one of Australia's most isolated cattle stations, Suplejack Downs in the Northern Territory, extending across 4,000 square kilometers, taking over 13 hours to reach by car from the nearest major town—Alice Springs.

The extreme isolation of these massive farms leaves them often unattended, and monitored only once or twice a year, which means if the livestock falls ill or requires assistance, it can be a long time for farmers to discover.

However, robots are coming to the rescue.

Robots are currently under a two-year trial in Wales which will train "farmbots" to herd, monitor the health of livestock, and make sure there is enough pasture for them to graze on. The robots are equipped with many sensors to identify conditions of the environment, cattle and food, using thermal and vision sensors that detect changes in body temperature.

"You've also got color, texture and shape sensors looking down at the ground to check pasture quality," says Salah Sukkarieh of the University of Sydney, who will carry out trials on several farms in

central New South Wales.

During the trials, the robot *algorithms*(算法) and mechanics will be fine-tuned to make it better suited to ailing livestock and ensure it safely navigates around potential hazards including trees, mud, swamps, and hills.

"We want to improve the quality of animal health and make it easier for farmers to maintain large landscapes where animals roam free," says Sukkarieh.

The robots are not limited to herding and monitoring livestock. They have been created to count individual fruit, inspect crops, and even pull weeds.

Many robots are equipped with high-tech sensors and complex learning algorithms to avoid injuring humans as they work side by side. The robots also learn the most efficient and safest passages, and allow engineers and farmers to analyze and better optimize the attributes and tasks of the robot, as well as provide a live stream giving real-time feedback on exactly what is happening on the farms.

Of course, some worry lies in replacing agricultural workers. However, it is farmers that are pushing for the advancements due to ever-increasing labor vacancies, making it difficult to maintain large-scale operations.

The robots have provided major benefits to farmers in various ways, from hunting and pulling weeds to monitoring the condition of every single fruit. Future farms will likely experience a greater deal of autonomy as robots take up more and more farm work efficiently.

46. What may farmers be able to do with robots appearing on the farming scene?

A) Upgrade farm produce.
C) Modify the genes of crops.
B) Enjoy more leisure hours.
D) Cut down farming costs.

47. What will "farmbots" be expected to do?

A) Take up many of the farmers' routines.
C) Lead the trend in farming the world over.
B) Provide medical treatments for livestock.
D) Improve the quality of pastures for grazing.

48. What can robots do when equipped with high-tech sensors and complex learning algorithms?

A) Help farmers choose the most efficient and safest passages.
B) Help farmers simplify their farming tasks and management.
C) Allow farmers to learn instantly what is occurring on the farm.
D) Allow farmers to give them real-time instructions on what to do.

49. Why are farmers pressing for robotic farming?

A) Farming costs are fast increasing.
C) Robotic farming is the trend.
B) Robotics technology is maturing.
D) Labor shortage is worsening.

50. What does the author think future farms will be like?

A) More and more automated.
C) Larger and larger in scale.
B) More and more productive.
D) Better and better in condition.

Passage Two

Questions 51 to 55 are based on the following passage.

The public must be able to understand the basics of science to make informed decisions. Perhaps the most dramatic example of the negative consequences of poor communication between scientists and the public is the issue of climate change, where a variety of factors, not the least of which is a breakdown in the transmission of fundamental climate data to the general public, has contributed to widespread mistrust and misunderstanding of scientists and their research.

The issue of climate change also illustrates how the public acceptance and understanding of science

(or the lack of it) can influence governmental decision-making with regard to regulation, science policy and research funding.

However, the importance of effective communication with a general audience is not limited to hot issues like climate change. It is also critical for socially charged neuroscience issues such as the genetic basis for a particular behavior, the therapeutic potential of stem cell therapy for neurodegenerative diseases, or the use of animal models, areas where the public understanding of science can also influence policy and funding decisions. Furthermore, with continuing advances in individual *genome* (基因组) sequencing and the advent of personalized medicine, more non-scientists will need to be comfortable analyzing complex scientific information to make decisions that directly affect their quality of life.

Science journalism is the main channel for the popularization of scientific information among the public. Much has been written about how the relationship between scientists and the media can shape the efficient transmission of scientific advances to the public. Good science journalists are specialists in making complex topics accessible to a general audience, while adhering to scientific accuracy.

Unfortunately, pieces of science journalism can also oversimplify and generalize their subject material to the point that the basic information conveyed is obscured or at worst, obviously wrong. The impact of a basic discovery on human health can be exaggerated so that the public thinks a miraculous cure is a few months to years away when in reality the significance of the study is far more limited.

Even though scientists play a part in transmitting information to journalists and ultimately the public, too often the blame for ineffective communication is placed on the side of the journalists. We believe that at least part of the problem lies in places other than the interaction between scientists and members of the media, and exists because for one thing we underestimate how difficult it is for scientists to communicate effectively with a diversity of audiences, and for another most scientists do not receive formal training in science communication.

51. What does the example of climate change serve to show?
    A) The importance of climate data is increasingly recognized.
    B) Adequate government funding is vital to scientific research.
    C) Government regulation helps the public understand science.
    D) Common folks' scientific knowledge can sway policy making.
52. What should non-scientists do to ensure their quality of life?
    A) Seek personalized medical assistance from doctors.
    B) Acquire a basic understanding of medical science.
    C) Have their individual genome sequenced.
    D) Make informed use of animal models.
53. Why is it important for scientists to build a good relationship with the media?
    A) It helps them to effectively popularize new scientific information.
    B) It enables the public to develop a positive attitude toward science.
    C) It helps them to establish a more positive public image.
    D) It enables them to apply their findings to public health.
54. What does the author say is the problem with science journalism?
    A) It is keen on transmitting sensational information.
    B) It tends to oversimplify people's health problems.
    C) It may give inaccurate or distorted information to the public.
    D) It may provide information open to different interpretations.
55. What should scientists do to impart their latest findings to the public more effectively?

A) Give training to science journalists.

B) Stimulate public interest in science.

C) Seek timely assistance from the media.

D) Improve their communication skills.

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****.*

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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 work and lei***
should write at least 150 words but no more than 200 words.

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