英语六级押题卷（B）

Part I Writing (30 minutes)

Directions: *For this part, you are allowed 30 minutes to write a short essay on school violence. Your essay should include the reasons for this social problem and measures to be taken to solve it. 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) Polishing their application forms.
   B) Broadening their minds.
   C) Benefiting from a low-cost school.
   D) Working hard to get a higher grade.

2. A) The vacancies are limited in number.
   B) The deadline is fixed on November 30.
   C) Some aid is given on a first-come, first-served basis.
   D) The application and verifying process is quite long.

3. A) He will get a lower sum of the aid award.
   B) He will face a stricter verifying process.
   C) He will not be admitted to the dream school.
   D) He will be given another chance to apply.

4. A) A local community college.
   B) An out-of-state public college.
   C) A local private college.
   D) A local public college.

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

5. A) She is going to a party.
   B) She is going to have a job interview.
   C) She will go to her grandma's.
   D) She is working as a salesperson.

6. A) She worked as a door-to-door salesperson.
   B) She worked as a shop assistant.
   C) She worked as a waitress at a restaurant.
   D) She worked as a secretary at a firm.

7. A) Get some handicrafts from her grandma.
   B) Bring his resume to the employer.
   C) Lend some extra cash to him.
   D) Ask whether there's another job vacancy.

8. A) Gaining as much experience as possible.
   B) Gaining an advantage over other applicants.
   C) Making adequate preparation for the interview.
   D) Avoiding being nervous and making any mistakes.

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.*

9. A) Because the predictions explore the prospect of new professions.
   B) Because the predictions widen the range of health-care careers.
   C) Because the predictions are foresighted and proved to be reliable.
   D) Because the predictions provide unlimited guidance for teachers.

10. A) Special education.
    B) Biomedical engineering.
    C) Special care.
    D) Imaging system.

11. A) Health-care psychology.
    B) Artificial intelligence.
    C) Computer programming.
    D) Industrial and organizational psychology.

12. A) They can't predict the severity of the unstable economy.
    B) They lack historical review, reference and accumulation.
    C) They have false assumptions about economic growth and development.
    D) They can't predict the big swings or sudden changes in the job market.

Questions 13 to 15 are based on the passage you have just heard.

13. A) By profiting from technology.
    B) By seeking business solutions.
    C) By improving technical farming.
    D) By helping with the farm work.

14. A) It is launching an initiative to increase the income of coffee producers.
    B) It is eliminating illiteracy on crop production and marketing strategies.
    C) It is training local experts and scholars in the main economic areas.
    D) It is assisting with the development of travel and tourism industry.

15. A) It offers money to winners to start their business.
    B) It assists them in establishing factories.
    C) It helps create a channel on YouTube.
    D) It raises money for charities.

Section C

Questions 16 to 19 are based on the recording you have just heard.

16. A) Bosses in large companies.
    B) Graduates and job hoppers.
    C) Junior students.
    D) Experts on career planning.

17. A) The ability to use the knowledge.
    B) The diploma.
    C) The school grades.
    D) The academic background.

18. A) Diploma is less important than experience.
    B) College courses are not at all necessary.
    C) We should focus on doing what we like.
    D) We should keep looking for what we love.

19. A) Being persuasive.
    B) Being pressure-proof.
    C) Being intelligent.
    D) Being fun and proactive.

Questions 20 to 22 are based on the recording you have just heard.

20. A) Writing helps relieve stress.
B) Cancer cannot be cured.
C) Writing helps relieve pain.
D) Writers rarely have cancer.

21. A) They are written by teenagers who are in love.
B) They deal with the teenagers' pain of love.
C) They show the teenagers' ideas about love.
D) They teach teenagers how to love others.

22. A) They are seldom used in poems.
B) They can make a poem blunt.
C) They are needed in a poem.
D) They are mostly used to express feelings.

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

23. A) Unnecessary products that can be prevented or disposed of sensibly.
B) Artificial and natural substances released into the environment.
C) Advertising that persuades people into buying products.
D) Nuclear power stations that cause ecological imbalance.

24. A) The farmers stop using any fertilizer.
B) The farmers stop using the farmland too heavily.
C) The farmers stop using farming machines.
D) The farmers stop growing with new methods.

25. A) Cutting out unnecessary buying.
B) Cutting out excess consumption.
C) Cutting out advertising expense.
D) Cutting out careless disposal of daily necessities.

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.*

We all know artificial intelligence systems such as Alexa can tell jokes but can they understand them? One researcher is attempting to make them do so. The goal, however, is not to make them funnier, but rather to make them more capable of __26__ human emotions in speech. "I don't try to teach computers to tell funny jokes; I want to use artificial intelligence to get computers to a point where they understand why we think something is funny or not," said Julia Rayz, an associate professor in Purdue University's Department of Computer and Information Technology.

That 27 is a difficult one because currently, artificial intelligence functions well when given 28 rules. However, since human interactions, 29 humorous ones, follow no rules, it is complicated to set guidelines for computers. "When there are no clear rules – and there are no clear rules in human communication –what are we going to tell the computer to do? To find rules that

don't exist?" Rayz said. "Whenever the box doesn't have clear outlines, it's turning into a royal mess. You can't find enough examples that are going to describe every possible communication scenario."

Rayz's work __30__ involves trying to translate what is second nature for humans into a form that a computer can process. Questions of delivery, context, and emotion need to be 31 and fed to artificial intelligence in a way that allows it to assess them properly. Her research, however, is not 32 to humor. Rather humor takes the shape of the "perfect test for computer-human interaction." If a system can recognize a joke, it can also identify more 33 expressions and emotions such as those involving irony.

"Artificial intelligence should be able to handle more natural conversation and understand when you are joking and when you are serious," she said, "If you are giving a command in a 34 manner, the computer needs to know it does not need to 35 that command."

A) complex
B) confined
C) essentially
D) follow
E) imitating
F) interpreted
G) objective
H) particularly
I) recognizing
J) related
K) research
L) sarcastic
M) serious
N) specific
O) understand

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.***

Report: Can Personalized Learning Actually Deliver?

A new report published by the National Education Policy Center looks at the current state of K-12 personalized learning and finds that there are many reasons for school districts to think twice about embracing this hot new trend.

[A] Imagine a technology "which gives tests and scores—and teaches." Or a call for a revolution in which science and technology would "combine to modernize the grossly inefficient and clumsy procedures of conventional education" as well as saving teachers' time by freeing them from administering and scoring tests. All of that comes from Sidney L. Pressey, the inventor of the first real teaching machine, patented in 1928. Neither personalized learning nor the problems that

come with it are new. In fact, the idea of personalizing learning through some sort of mass customization is almost 100 years old; ironically, one of the common pitches for current techno-privatized education is as a cure to classrooms that supposedly have not changed in 100 years.

[B] B. F. Skinner emerged in the 1950s with an alternative approach to Pressey's, but the two both claimed that their approach would provide students with immediate feedback, allow them to work at their own pace, and provide them with more personal attention from teachers. "Both Pressey and Skinner also assumed that a student's ability to provide the required response to a question demonstrated competency/mastery—and therefore 'learning.'" Modern personalized learning has not left any of this behind.

[C] You would assume that personalized learning meant something like "a humane school and classroom environment and open, flexible teaching strategies," or "increasing students' *agency* (能动性) over their own learning" or "addressing needs of the whole child," but a different sort of model has been spreading.

[D] Much of the push for this wave, as with several previous education waves, comes from the Bill and Melinda Gates Foundation, which in 2014 funded a group of organizations to develop a "working definition" of personalized learning. The hard and fast definition still evades experts and marketers, but the Gates definition "offers a tech-friendly vision of an individualized, data-heavy, mastery-based education system." It is based not on research about teaching and learning, but presents itself as "common sense,' which obscures several problematic assumptions.

[E] It assumes that children are, and should be, focused primarily on their own goals, their own objectives—themselves—and not on community connections or goals. It's about a series of tasks, and not relationships. It assumes that learning involves moving along a linear track and that complex learning can be broken down and measured as small bits and pieces. First pass a punctuation unit, then a sentence completion unit, then a simple reading unit, and be declared able to write an explicative paper for a work of literature, because computer software can assess the first three, but not the last. The modern model implies constant assessment, feedback and record-keeping. But that means the "learning" must be doled out in small bites and bits that lend themselves to the kind of assessment and record-keeping that a software can handle.

[F] Personalized learning has been essentially taken over by a privatized corporate approach, because personalized learning smells like money. Lots of money. But because these programs value data most of all, they reflect a restricted, hyper-rational approach to curriculum and pedagogy that limits students' agency, narrows what they can learn in school, and limits schools' ability to respond effectively to a diverse student body.

[G] While personalized learning talks a big game about student agency, in fact most models are top-

down instruction; the student may choose a speed or even a topic for an exercise, but it's the software writers who set the major goals, determine the sequence of units, and decides what will prove mastery. Needs and gaps are determined by someone other than the student, who becomes an object to be acted upon by software that is trying to elicit the desired response and behavior from her. Students may be able to move through their list of modules faster, but there's no support for the notion that learning has anything to do with learning better.

[H] In fact, personalized learning has a limited idea of what an education actually is. Modern personalized learning envisions a series of discrete skills and scraps of knowledge, acquired in a particular sequence. This ignores everything we know about integrating learning into prior knowledge and the world at large. It stifles creativity and critical thinking; rather than forge paths and develop a personal relationship with a body of knowledge, personalized learning calls on students to just move down a path that has already been laid out with pavement, guardrails, and penalties for daring to wander.

[I] Nor is that concrete path supported by research. The research base for modern personalized learning is weak, with little clear support for the idea that this approach can work any better than traditional methods. Too often the pitch is simply magical thinking tied to computers (It's on a computer, so it will be awesome).

[J] Computer technology often comes with a presumption of unbiased objectivity. But software is written by humans, and it reflects their biases and assumptions, the culture that they breathe, and the culture of the tech world is overwhelmingly white and male. Nor do the venture capitalists who are doing much of the funding of these programs free from cultural biases of their own.

[K] One of the central ironies of modern personalized learning is that though it claims to be about tailoring instruction for the individual student, it actually requires all students to get their education from a single one-size-fits-all delivery system. That system is not centered on a human teacher; they are reduced to the role of "coach" or "mentor," with little control over the education process. Where more control is given, the teacher spends more time on the computer, modifying, writing, adding, and otherwise maintaining the program.

[L] The digitized approach to personalized learning involves collecting vast amounts of data. Even if the company honestly has no intention of ever putting that data to other uses, the fact that such a data bank exists means that it can be stolen. And since most of these programs come from businesses with investors and owners to keep happy, the pressure for monetizing must be huge. One need only look at Summit Learning, one of the most prominent personalized learning platforms: its software was developed with assistance from Facebook engineers, and the Summit Learning Program has been split off into a separate company with a four-person board of directors. Summit is free to schools that want to use it, but Mark Zuckerberg, the head of

Facebook, knows a thing or two about how to get money out of a digital platform people use for free. He is not, however, known for his careful handling of user privacy. If data is the new oil, then digitized learning would bring in a data *gusher*(喷油井) of epic proportions.

[M] Personalized learning as currently pitched is not really new, and there are reasons to believe that it cannot deliver on most of its promises. School district leaders should think long and hard before making their students part of this new digitized version of an old revolution that has, for 100 years, failed to launch.

36. Personalized learning removes students' agency over their own learning and effectively treats them as objects to be manipulated.

37. Personalized learning undermines students' creativity and critical thinking.

38. Personalized learning platforms could raise serious concerns about data protection.

39. Some scholars assumed that students who can provide the desired response to a question were competent in the particular task.

40. The idea of personalized learning can be traced back to nearly 100 years ago when the first teaching machine was invented.

41. For-profit institutions have dominated the personalized learning landscape.

42. Learning must be broken into small bits and pieces for personalized learning software to assess.

43. Personalized learning is generally assumed as a flexible learning environment that satisfies students' comprehensive needs.

44. Personalized learning system actually marginalizes the teacher's role and reduces teacher-student interaction.

45. Programmers cannot help but transmit their cultural biases into personalized learning programs.

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.

As humans, we have been hardwired to respond quickly to negative words or potential threats. The introduction of 24-hour news channels with rolling stories of misery to keep viewers watching can take its toll on even the most positive individual. Some publications and networks actively use uncertainty, fear and misinformation as secret ingredients to success. But when it comes to technology, why does fear spread faster than facts?

In the US, nearly 33,000 people are tragically killed in car crashes every year. Globally, this figure is close to one million. How many of these deaths could be attributed to human error? Earlier this year, Tesla Motors revealed that one of its self-driving cars, operating in assisted driving mode, had crashed, killing its driver. The finger of blame was quickly pointed at Tesla and its technology.

After a handful of other crashes, most media outlets concentrated on the imminent failure of having an autopilot feature and questioned the future of autonomous vehicles. Whether a Tesla driver appeared to be watching a Harry Potter movie on a portable DVD player, as some news stories suggested, or not, having his hands away from the wheel or even having the autopilot feature turned on at all seemed to be irrelevant in the eyes of reporters.

Who or what was responsible for this isolated incident is still under debate. But these recent stories suggest that it's people who cannot be trusted to play by the rules in a semi-autonomous car. There is a much stronger argument that many lives throughout the world could be saved by introducing more semi-autonomous vehicles, as well as fully autonomous vehicles that remove the element of human error entirely.

Rather than investing time and resources into fixing problems with semi-autonomous vehicles, Tesla needs to skip the problem by reminding people why they called it "autopilot" in the first place. When airline pilots decide it's time to put the passenger jet on autopilot, do the pilot and co-pilot take a break or watch a movie? No, they keep their eyes on the sky ahead and watch the instruments to make sure nothing goes wrong. Autopilot can fly the plane more efficiently than they can, but it cannot do what human pilots do.

The fact that there has been only one fatality at the hands of a semi-autonomous vehicle proves what road we need to take in the future. It's time to tune out the white noise and uncertainty that surrounds us. Only by focusing on the data rather than the fear can we truly make progress.

46. What human tendency does the author mention?

A) Being afraid of new technology.

B) Being trusting of negative content.

C) Being skeptical about news stories.

D) Being pessimistic about the future.

47. What does the passage say about Tesla Motors?

A) A recent crash casts doubt on its technology.

B) It is good at marketing and publicity.
C) It has been involved in many traffic fatalities.
D) It is sued for its defective autopilot system.

48. What does the author think should be blamed for the incident?
A) Flawed autopilot features.
B) Distrust in human relations.
C) Weak rules for autonomous cars.
D) Driver's failure to follow driving rules.

49. Airline pilots are cited as an example to
A) spotlight the poor skills of autonomous car drivers
B) stress the necessity of human supervision on autopilot
C) demonstrate the efficiency of autopilot
D) show the potential danger of automated vehicles

50. What does the author advise us to do at the end of the passage?
A) Verify media reports about technology.
B) Make more strict traffic laws.
C) Embrace the trend of automation.
D) Apply big data to semi-autonomous vehicles.

Passage Two

Questions 51 to 55 are based on the following passage.

In 1965 Diana Vreeland, the editor-in-chief of Vogue, coined a phrase "youth-quake" to describe how baby-boomers were shaking up popular culture. Today the developed world is in the early stages of a "grey-quake". Those over 60 constitute the fastest-growing group in the populations of rich countries, with their number set to increase by more than a third by 2030, from 164m to 222m. Older consumers are also the richest thanks to house-price inflation and generous pensions. The over-60s currently spend some $4 trillion a year and that number will only grow.

Yet companies have been relatively slow to focus on this expanding market — certainly slower than they were to attend to the youth-quake. The Boston Consulting Group calculates that less than 15% of firms have developed a business strategy focused on the elderly.

One reason for this tardiness is that young people dominate marketing departments and think that the best place for the old is out of sight and mind. Germaine Greer, a feminist, speaks for her generation, as usual, when she says that "just because I'm over 60 nobody wants to sell to me." A study by fast.Map, a marketer, found 68% of British 65-74-year-olds "don't relate" to advertising that they see on television.

But the biggest reason is that oldies are such slippery customers. The definition of what it means

to be "old" is complicated and dynamic. Sixty-five-year-olds are not the same as 85-year-olds. Age affects people in different ways: some fade early while others march on. Class divisions are more marked now than for previous generations of retirees: the winners, sitting on suburban mansions and defined-benefit pensions, cannot spend their money fast enough, while losers go cap in hand to charities. Most greying baby-boomers in the rich world are in denial about ageing: 61% say that they feel at least nine years younger than their chronological age.

The surest way of alienating older consumers is to treat them as old. When Procter & Gamble, a consumer-goods company, repackaged some of its dental products as "selected for aged fifty-plus consumers", it saw sales plunge. Bridgestone blundered by promoting a new line of golf clubs as one for pensioners, producing poor sales.

Yet change is in the air. Some industries such as health care and automobiles have been thinking about the grey market for a while. Others such as retailing and consumer goods started paying attention more recently. Now comes the silver rush. A report by the McKinsey Global Institute points out that older consumers are one of the few engines of growth in an otherwise sluggish global economy. Millennials suffer from the twin burdens of student debt and the lingering effects of the financial crisis. They are starting families and buying houses later than their parents, if at all. MGI calculates that pensioners in the rich world spend an average of $39,000 on consumption compared with $29,500 for the 30-44 age group. The old are becoming the new new thing.

51. What is the term "grey-quake" used to describe?
    A) How the over-60s are changing popular culture.
    B) The rapid growth of the elderly population.
    C) How the elderly will reshape the market.
    D) The stereotypes about older consumers.

52. What does the author mean by "the best place for the old is out of sight and mind" (Line 2, Para. 3)?
    A) Young marketers often ignore the advice from their older colleagues.
    B) Marketers tend to exclude the elderly from their sales plan.
    C) The elderly are refusing to be influenced by ads on television.
    D) Old people are discouraged from engaging in business activities.

53. Why does the author say old people are slippery customers?
    A) It is hard to estimate their economic status.
    B) They are sophisticated and hard to please.
    C) It is impossible to clearly define them.
    D) They are acting younger than their age.

54. What lesson could companies learn from Procter & Gamble's marketing failure?
    A) Don't remind older consumers of their age.
    B) Serve older people with enough respect.
    C) Narrow your target market to a particular segment.
    D) Don't overestimate the elderly's buying power.

55. What does the author suggest in the last paragraph?

A) Companies start seizing opportunities in the senior market.

B) Older consumers are trying to drag the economy out of recession.

C) Companies are competing for the attention of Millennials.

D) Old people are more willing to try new things than the middle-aged.

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.***

人民健康是民族昌盛和国家强大的重要标志。过去 10 年,中国开展了世界上有史以来规模最大的医疗保健体制改革,旨在将卫生服务从繁荣的中心城市扩展到更偏远的地区。本世纪初,中国只有不到 1/3 的人口享有医疗保险。现在医保覆盖率接近 100%。简言之,中国已为其庞大人口提供了一张安全网,保护他们免于因医疗费用而陷入贫困。2016 年,中国提出"健康中国计划"(the Healthy China Initiative),使健康成为了国家的优先事项。中国希望借助技术的不断进步和医保制度的渐趋完善,确保到 2030 年基本实现健康公平(health equity)。