

2020 秋季大学英语六级考试全仿真试卷

COLLEGE ENGLISH TEST

—Band Six—

试 题 册

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注意事项

- 一、将自己的校名、姓名、准考证号写在答题卡 1 和答题卡 2 上。将本试卷代号划在答题卡 2 上。
- 二、试卷册、答题卡 1 和答题卡 2 均不得带出考场。考试结束,监考员收卷后考生方可离开。
- 三、仔细读懂题目的说明。
- 四、在 30 分钟内做完答题卡 1 上的作文题。30 分钟后,考生按指令启封试题册,在接着的 25 分钟内完成听力部分的试题。然后监考员收取答题卡 1,考生在答题卡 2 上完成其余部分的试题。全部答题时间为 125 分钟,不得拖延时间。
- 五、考生必须在答题卡上作答,凡是写在试题册上的答案一律无效。
- 六、多项选择题每题只能选一个答案;如多选,则该题无分。选定答案后,用 HB-2B 浓度的铅笔在相应字母的中部划一条横线。正确方法是: A B C D。使用其他符号答题者不给分。划线要有一定的粗度,浓度要盖过字母底色。
- 七、如果要改动答案,必须先用橡皮擦净原来选定的答案,然后再按规定重新答题。
- 八、在考试过程中要注意对自己的答案保密。若被他人抄袭,一经发现,后果自负。

未得到监考教师指令前,不得翻阅试题册!

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 a short essay commenting on the saying "There's no time like the present." You can cite examples to illustrate your views. You should write at least 150 words but no more than 200 words.

注意:此部分试题请在答题卡 1 上作答。

请用黑色签字笔在答题卡 1 指定区域内作答作文题,在试题册上的作答无效!

* 请认真填写以下信息

准考证号:

姓名: _____

错填、未填以上信息,按违规处理!

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 center.*

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

1. A) To compare requirements in the sociology and anthropology departments.
B) To get advice about changing her major.
C) To find out how to incorporate a new interest into her academic program.
D) To discuss the possibility of doing research on a Navajo reservation.
2. A) She spent a semester preparing for it.
B) She did not expect it to be very important to her.
C) It was her first job as a teacher.
D) It is related to teaching in public schools.
3. A) To explain how she got her summer job.
B) To emphasize how many people she met on the Navajo reservation.
C) To point out that her friend was studying the Navajo language and culture.
D) To explain how great she was.
4. A) To change her major.
B) To focus on the study of Navajo language.
C) To study the public education of the Navajo.
D) To continue to work on the Navajo reservation.

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

5. A) The procedures for applying for different types of scholarships.
B) Where the man must go to submit his financial-aid application.
C) How students can get help paying their tuition.
D) Various organizations that offer work-study programs.

6. A) It does not provide high salary.
B) It is more difficult to apply for.
C) It should offer more jobs for dental students.
D) It should allow students to choose where they want to work.
7. A) He should study harder.
B) He can work in the library.
C) He can apply for accounting work.
D) He can refer to his parents' corporation for help.
8. A) She might help him find a job in the future.
B) Some scholarships are connected to particular fields of study.
C) He cannot receive financial aid without having a career plan.
D) She wants to encourage him to make a goal.

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) How to use the Uber App.
B) How to avoid drunk passengers.
C) New functions of Uber for the drunk passengers.
D) Skills to deny the drunk passengers.
10. A) By the way they walk.
B) By the way they speak.
C) By the way they hold their phone.
D) By the location where they are.
11. A) It will be unsafe for the drunk passengers.
B) Some drivers will take the advantage of it.
C) Drunk passengers can't use the App.
D) The passengers can't join the shared rides any more.

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

12. A) Animals are as clever as human beings.
B) Dogs are smarter than parrots and chimpanzees.
C) Chimpanzees have very good word-learning skills.
D) Dogs and 3-year-old children have similar learning abilities.
13. A) Rico is smart enough to get all commands right.
B) Rico can recognize different things including toys.
C) Rico has developed the ability of learning mathematics.
D) Rico won't forget their names once recognizing objects.
14. A) It is world-famous for recognizing objects.
B) It is born talented and can understand his master's commands.
C) It has received a lot of training.
D) It has better memory than other animals.
15. A) To show the border collie's mental abilities.
B) To persuade the readers to train their dogs.
C) To tell us to be friendly to animals.
D) To warn the readers to be careful with the dogs.

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) They are pretty good and should be promoted in the business.
B) They are suitable for all occasions.
C) Among them, collaboration is the most important.
D) They may bring harm to the business.
17. A) Teamwork is indispensable.
B) It's very difficult to build teamwork in a group.
C) Teamwork may cause inconsistency sometimes.
D) Some people may perform badly when doing teamwork.

18. A) Those who are hardworking and clever.
B) Those who are clever and lazy.
C) Those who are stupid and hardworking.
D) Those who are stupid and lazy.

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

19. A) The productions originated from the United States.
B) Only a limited audience attended the productions.
C) People attended the productions because they were interested in the plots.
D) The productions contain a lot of fancy techniques.
20. A) A growing number of the middle class was in need of entertainment.
B) Wealthy theater advocates provided additional funding for new productions.
C) The interest of theatergoers shifted from opera to ballet.
D) A new artistic movement was founded by a group of actors.
21. A) The influence of the opera on Broadway productions.
B) The new technologies used in the opera productions.
C) New changes of the opera productions in the 1860s
D) The Broadway opera production before the 1860s.

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

22. A) An increase in the ecotourism industry.
B) An increase in the use of land to raise crops and cattle.
C) A decrease in banding studies.
D) A decrease in the distance traveled during migration.
23. A) Building a series of hummingbird feeding stations.
B) Supporting new laws that punish polluters of wildlife habitats.
C) Replanting native flowers in once polluted areas.
D) Learning how to identify various hummingbird species.
24. A) By receiving radio signals from electronic tracking devices.
B) By being contacted by people who recapture banded birds.
C) By counting the birds that return to the same region every year.
D) By comparing old and young birds' migration routes.
25. A) Hummingbirds have totally disappeared from some countries.
B) Programs to replant flowers native to hummingbird habitats are not succeeding.
C) Some groups of hummingbirds have changed their migration patterns.

D) Most hummingbirds can live for 12 years.

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.

Love, at first sight, might not be a real thing, according to a new research. It could simply be an 26 physical attraction or a result of attaching present feelings to past memories. No study 27 all situations though, so don't give up hope just yet.

Everyone is in the 28 for love after finding out about Prince Harry and Meghan Markle's 29. In their first interview after making the announcement, Harry delighted us by saying he knew Markle was "the one" the very first time they met.

However, the *cynics* (愤世嫉俗者) among us don't believe in love at first sight—and according to science, we might be right. A new study, 30 in the journal *Personal Relationships*, is one of the first papers to try and get to the 31 of whether people really can be *smitten* (神魂颠倒的) right from the first moment they see each other.

Researchers from the University of Groningen studied 396 Dutch and German students, asking them to fill out a 32 about their current romantic relationship status, as well as looking at pictures of several potential partners they'd never met.

They were asked to rate their feelings of attraction to the strangers, as well as any feelings of love, intimacy, passion, and 33. They also had to state whether or not they agreed with the statement: "I am experiencing love at first sight."

More participants came into a psych lab and were asked similar questions about pictures of potential lovers. Others took part in two studies 34 speed dating exercises. Potential couples met for either 90 or 20 minutes, then were asked about how attracted they were to their dates, and whether they thought it was love at first sight.

Overall, the study concluded that love at first sight probably isn't real—sorry. It turns out it's probably

nothing to do with true love at all, but “lust at first sight.” While we may convince ourselves, love, at first sight, happened with our significant other, it’s more 35 just us projecting our current feelings to past memories.

A) bottom	B) commitment	C) covers	D) engagement	E) examines
F) instant	G) involving	H) likely	I) mood	J) perennial
K) published	L) probably	M) questionnaire	N) reason	O) miserable

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 New York’s wealthy parents try to raise “unentitled” kids

- A) Wealthy parents seem to have it made when it comes to raising their children. They can offer their kids the healthiest foods, the most attentive caregivers, the best teachers and the most enriching experiences, from international vacations to unpaid internships in competitive fields. Yet these parents have a problem; how to give their kids these advantages while also setting limits. Almost all of the 50 affluent parents in and around New York City that I interviewed for my book *Uneasy Street: The Anxieties of Affluence* (2017), expressed fears that children would be “entitled”—a dirty word that meant, variously, lazy, materialistic, greedy, rude, selfish and self-satisfied. Instead, they strove to keep their children “grounded” and “normal”. Of course, no parent wishes to raise spoiled children; but for those who face relatively few material limits, this possibility is distinctly heightened.
- B) This struggle highlights two challenges that elite parents face in this particular historical moment: the *stigma* (耻辱) of wealth, and a competitive environment. For most of the 20th century, the United States had a *quasi-aristocratic* (准贵族) upper class, mainly white, Anglo-Saxon Protestant (WASP) families from old money, usually listed in the Social Register. Comfortable with their inherited advantages, and secure in their economic position, they openly viewed themselves as part of a better class of people. By sending their kids to elite schools and marrying them off to the children of families in the same community, they sought to reproduce their privilege.
- C) But in the past few decades this homogenous “leisure class” has declined, and the category of the “working wealthy”, especially in finance, has exploded. The ranks of high-earners have also partially diversified, opening up to people besides WASP men. This shift has led to a more competitive environ-

ment, especially in the realm of college admissions.

- D) At the same time, a more egalitarian discourse has taken hold in the public sphere. As the sociologist Shamus Khan at Columbia University in New York argues in his book *Privilege* (2012), it is no longer legitimate for rich people to assume that they deserve their social position based simply on who they are. Instead, they must frame themselves as deserving on the basis of merit, particularly through hard work. At the same time, popular-culture images proliferate of wealthy people as greedy, lazy, shallow, materialistic or otherwise morally compromised.
- E) Both competition and moral challenge have intensified since the 2008 economic crisis. Jobs for young people, even those with college educations, have become scarcer. The crisis has also made extreme inequality more visible, and exposed those at the top to harsher public critique.
- F) In this climate, it is hard to feel that being wealthy is compatible with being morally worthy, and the wealthy themselves are well aware of the problem. The parents I talked with struggle over how to raise kids who deserve their privilege, encouraging them to become hard workers and disciplined consumers. They often talked about keeping kids “normal”, using language that invoked broad “middle-class” American values. At the same time, they wanted to make sure that their children could prevail in increasingly competitive education and labour markets. This dilemma led to a profound tension between limiting and fostering privilege.
- G) Parents’ educational decisions were especially marked by this conflict. Many supported the idea of public school in principle, but were anxious about large classes, lack of sports and arts programmes, and college prospects. Yet they worried that placing kids in elite private schools would distort their understanding of the world, exposing them only to extremely wealthy, “entitled” peers. Justin, a finance entrepreneur, was conflicted about choosing private, saying: “I want the kids to be normal. I don’t want them to just be coddled, and be at a country club.” Kevin, another wealthy father, preferred public school, wanting his young son not to live in an “elitist” “narrow world” in which “you only know a certain kind of people who are all complaining about their designers and their nannies.”
- H) The question of paid work also brought up this *quandary* (困境). All the parents I talked with wanted their kids to have a strong work ethic, with some worrying that their children would not be self-sufficient without it. But even those who could support their kids forever didn’t want to. Scott, for example, whose family wealth exceeds \$ 50 million, was “terrified” his kids would grow up to be “lazy jerks”. Parents also wanted to ensure children were not materialistic hyper-consumers. One father said of his son: “I want him to know limits.” Parents tied consumption to the work ethic by requiring kids to do household chores. One mother with assets in the tens of millions had recently started requiring her six-year-old to do his own laundry in exchange for his activities and other privileges.

- I) This mother, and many other parents of younger children, said they would insist that their kids work for pay during high school and college, in order to learn “the value of a dollar”. Commitment to children’s employment wavered, however, if parents saw having a job as incompatible with other ways of cultivating their capacities. Kate, who had grown up middle-class, said, of her own “crappy jobs” growing up: “There’s some value to recognising this is what you have to do, and you get a paycheck, and that’s the money you have, and you budget it.” But her partner Nadine, who had inherited wealth, contrasted her daughter’s possibly “researching harbour seals in Alaska” to working for pay in a diner. She said: “Yes, you want them to learn the value of work, and getting paid for it, and all that stuff. And I don’t want my kids to be entitled. I don’t want them to be, like, silver spoon. But I also feel like life affords a lot of really exciting opportunities.”
- J) The best way to help kids understand constraints, of course, is to impose them. But, despite feeling conflicted, these parents did not limit what their kids consumed in any significant way. Even parents who resisted private school tended to end up there. The limits they placed on consumption were marginal, constituting what the sociologist Allison Pugh in *Longing and Belonging* (2009) called “symbolic deprivation”. Facing competitive college admissions, none of the high-school-age kids of parents in my sample worked for pay; parents were more likely to describe their homework as their “job”.
- K) Instead of limiting their privilege, parents tried to regulate children’s feelings about it. They wanted kids to appreciate their private education, comfortable homes, designer clothes, and (in some cases) their business-class or private travel. They emphasised that these privileges were “special” or “a treat”. As Allison said, of her family’s two annual vacations: “You don’t want your kids to take these kinds of things for granted... \[They should know\] most people don’t live this way. And that this is not the norm, and that you should feel this is special, and this is a treat.”
- L) By the same token, they tried to find ways to help kids understand the “real world”—to make sure they “understand the way everyone else lives”, in the words of one millionaire mother. Another mother fostered her son’s friendship with a middle-class family who lived in a modest apartment, because, she said: “I want to keep our feet in something that’s a little more normal” than his private-school community.
- M) Ideally, then, kids will be “normal”: hard workers and prudent consumers, who don’t see themselves as better than others. But at the same time, they will understand that they’re not normal, appreciating their privilege, without ever showing off. Egalitarian dispositions thereby legitimate unequal distributions, allowing children—and parents—to enjoy and reproduce their advantages without being morally compromised. These days, it seems, the rich can be entitled as long as they do not act or feel “entitled”. They can take it, as long as they don’t take it for granted.
36. Affluent parents face conflicts in raising kids to be diligent and prudent while giving them high-quality

education and other advantages.

37. For WASP, the most part of their fortunes were more than a generation or two old.
38. The wealthy are recommended to build their images through diligence and morally worthy at the moment of economic inequality.
39. Many affluent parents generally agree with the ideas of public schools but with worries.
40. The WASP upper class has been replaced by more varied elite.
41. Some parents instill a strong work ethic to their children by asking them to do housework.
42. The parents did little to impose strong restrictions on their children's consumption of material goods, experiences, and labour.
43. The wealthy parents tried to expose their children to class difference to get a sense of a normal life.
44. For affluent parents, their main educational issue is to place restrictions on their entitlement children.
45. The entitled parents fear that their kids wouldn't encounter the real world if they go to the private schools.

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.

It seems hardly an auspicious time to release a book on Britain's Olympic success. Numerous scandals—accusations of bullying, sexism and failure to keep proper records of drugs—are engulfing British Cycling, a symbol of national glory. Yet the transformation of Britain's performance in the Olympics remains a remarkable tale.

These hauls have been a triumph for detailed and ambitious planning, as Owen Slot, a sports writer for the *Times*, explains in an engaging book. Huge spikes in cash have helped. Across Olympic and Paralympic sports, UK Sport, Britain's funding body, spent £69m (\$89m) on Sydney 2000 but almost £350m on Rio 2016. Yet cash alone cannot explain all of Team GB's success; for the 2012 games, South Korea and Japan spent over three times more than Britain and had worse returns.

UK Sport adopts the mindset of an investor seeking the best returns wherever they can be found. The model has been unashamedly ruthless, concentrating on disciplines with the best medal prospects while *ditc-hing*(抛弃) also-rans. Even among the sports that do receive funding, cash is diverted to a tiny *coterie*(小

圈子) of elite athletes: the £21m allocated to swimming before Rio was focused on nine “Golden Children”. Before Rio 2016, Liam Tancock, Britain’s best male swimmer of recent times, lost his funding largely because he would turn 31 before the games—past his prime.

Mr Slot’s attention to detail turns up some fascinating facts. East German-style national talent-scouting programmes were created, producing Olympic medallists from those who had never previously played the sport—in the process debunking a widespread notion that 10,000 hours are needed to achieve excellence in a skill. Coaches were hooked up to heart-rate-variance monitors, to understand how to manage their stress levels better, and Team GB’s managers analysed the optimal way to coach athletes of different sexes. Teams engaged parents about the best techniques for nurturing high-performance athletes. The British Olympic Association made its first *reconnaissance* (侦察) mission to Brazil, to find ideal hotels and training facilities, six years before Rio 2016.

UK Sport has borrowed from a wide array of fields in pursuit of an edge. Music schools and military special forces were asked for advice on spotting talent and performing under pressure, and an expert in turning around flagging businesses, borrowed from a private-equity firm, helped improve British shooting’s meagre performance. Mr Slot’s book is written in conjunction with Simon Timson and Chelsea Warr, two of Team GB’s directors of performance, who contribute a brief summary of lessons after each chapter. Their input is double-edged: it ensures that the book provides an unrivalled look inside UK Sport’s medal-factory, but may also keep Mr Slot from tackling some subjects with complete independence.

The increased investment in the Olympics and the subsequent bonanza of medals, may have given Britain a reason to hold its head high. But success for the elite has come at a time of falling sports participation in Britain, with the decline greatest among the poor. For all the successes, the question lurking beneath this book is an uncomfortable one. In an era of austerity and impoverished grassroots sport, has the price of these medals been too great?

46. According to the author, it is not the right time to release a book on British’s Olympic success because _____.

- A) British Cycling is a symbol of national glory
- B) various scandals about British Cycling appear
- C) British Cycling is experiencing transformation
- D) Britain aims at more remarkable success in the following Olympics

47. Owen Slot’s comments in Paragraph 2 mean that _____.

- A) the scandals are caused by detailed planning
- B) despite its efforts and plans to win the Olympics, Britain failed
- C) British’s Olympic success can be attributed to detailed and ambitious planning

- D) British made success in the Olympics by cheating
48. As Britain's funding body, UK Sport _____.
- A) prefers to invest money in all swimmers
- B) encourages ordinary athletes by way of sponsorship
- C) invested money in Liam Tancock—Britain's best swimmer in 2016
- D) only invests money in the most promising athletes
49. East German-style national talent-scouting programs aim to _____.
- A) let those without skills in playing sports get the joy of becoming medalists
- B) produce medalists with least efforts
- C) debunk the widespread notion of achieving excellence with 10,000 hours
- D) to push the coaches, managers and athletes to be more focused
50. What can you infer from the last paragraph?
- A) The great investment will surely bring medals.
- B) The elites deserve the great investment especially in this era.
- C) The author holds that Britain has paid too much for the medals.
- D) The poor have no chance to participate in the Olympics.

Passage Two

Questions 51 to 55 are based on the following passage.

Hours after I gave birth to my first child, my husband cradled all five pounds of our boy and said, gently, “Hi, Sweet pea.” Not “Buddy” or “Little Man.” Sweet pea. The word filled me with unanticipated comfort. Like most parents, we knew what we'd name our son but never discussed how we'd speak to him. I was witnessing my husband's commitment to raising a sweet boy.

There are so many angry men among us. There are angry women, too, but they're only beginning to claim this emotion that has long been denied them. Women's public anger delivers deliberate messages—it's pussy hats, reclaiming our time, and #MeToo. It's the kind of anger that gives girls voices. Men's anger tries to shut down the voices of others. Today's angriest women galvanize; today's angriest men murder.

We don't need to raise kids with gender neutrality or deny *intrinsic* (本质的) differences between boys and girls. We do need to recognize that children, regardless of gender, harbor innate sweetness that we, as a society, would do well to foster and preserve.

Sweet boys grow up to be men who recognize the strength in being vulnerable and empathetic. Men who aren't threatened by criticism or perceived competition from people whom they deem “Other” —be it skin color or sexual orientation or religion or education or whatever. Sweet boys are children who've been given, by their parents and wider society, the permission to feel everything and to express those emotions without

shame.

At a young age, this should be done explicitly, in organized forums for discussions at school. It must be done relentlessly and organically, in our family homes. Parents must invite their sons to be sad, afraid, hurt, silly and affectionate, and must embrace them as often as they *snuggle* (紧抱) their daughters. Sweet boys learn early on that they can defend themselves against loneliness by reaching out and asking for support rather than turning into people who, literally, grab for power. Sweet boys evolve into open-hearted men who aren't confused about consent and sexual boundaries, because they experience women as equals.

A man raised with access to the same *gamut* (全范围) of emotions and choices as women does not say, "Women are special," as Donald Trump recently averred after disbelieving Roy Moore's accusers; he does not delegate sugar and spice and humility and gentleness to the ladies, while defining himself through anger, lust, and pride. Boys will not be merely boys. If we let them, boys will be human.

51. The word "sweet pea" filled the author with comfort because _____.

- A) it was a sweet name for a baby
- B) it was a proper name for a boy
- C) it showed her husband's tender love and care to their son
- D) it showed her husband's intention to raise their son sweet

52. According to the writer, how does women's anger differ from that of men?

- A) Women don't show their anger in public while men do.
- B) When women are angry, they try to shut down others' voices.
- C) Women's anger makes them stronger while men's makes them weaker.
- D) The number of angry men far exceeds that of angry women.

53. Sweet boys grow up to be men who _____.

- A) won't feel shameful to be vulnerable and sympathetic
- B) will be more stressed to face competition from others
- C) will be threatened by others' criticism
- D) will be treated as vulnerable by others

54. To foster a sweet boy, parents should _____.

- A) raise a boy as a girl
- B) expose their boy to all kinds of negative feelings
- C) provide proper guidance to different emotions
- D) teach them how to protect and defend themselves

55. Which of the following is the best title for the passage?

- A) Seeing the Man in Your Son

- B) The Difference between Angry Men and Angry Women
- C) How to Raise a Sweet Son in the Era of Angry Men
- D) The Benefits of Raising a Boy

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**.*

中国的服饰有着悠久的历史。几千年来,一代又一代的服装设计师致力于打造服装王国,这使得服装成为中国文化的重要组成部分。民族的进步可以从服装款式的变化看出来。中国服装制造的历史可以追溯到史前时代,至少在7 000年前。考古发现的18 000岁的文物,如骨缝针(bone sewing needles)和石珠,证明早在中国文明初期就有了装饰和缝纫。时尚的观念在春秋战国时期达到了一个新的高度,战争频繁爆发,各国不遗余力地加强实力。