机密*启用前

大 学 英 语 六 级 考 试

COLLEGE ENGLISH TEST

—Band Six—

(2020年9月第1套)

试 题 册

敬 告 考 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、折叠成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。

全国大学英语四、六级考试委员会

PartI Writing (30 minutes)

Directions： *For this part, you are allowed 30 minutes to write an essay on the saying "* ***Beauty of the soul is the essential beauty.*** *". 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 center.*

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

1.A) She can devote all her life to pursuing her passion.
B) Her accumulated expertise helps her to achieve her goals.
C) She can spread her academic ideas on a weekly TV show.
D) Her research findings are widely acclaimed in the world.

2. A) Provision of guidance for nuclear labs in Europe.
B) Touring the globe to attend science TV shows.
C) Overseeing two research groups at Oxford.
D) Science education and scientific research.

3.A) A better understanding of a subject.
B) A stronger will to meet challenges.
C) A broader knowledge of related fields.
D) A closer relationship with young people.

4. A) By applying the latest research methods.
B) By making full use of the existing data.
C) By building upon previous discoveries.
D) By utilizing more powerful computers.

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

5. A) They can predict future events.
   B) They have no special meanings.
   C) They have cultural connotations.
   D) They cannot be easily explained.

6. A) It was canceled due to bad weather.
   B) She overslept and missed the flight.
   C) She dreamed of a plane crash.
   D) It was postponed to the following day.

7. A) They can be affected by people's childhood experiences.
   B) They may sometimes seem ridiculous to a rational mind.
   C) They usually result from people's unpleasant memories.
   D) They can have an impact as great as rational thinking.

8.A) They call for scientific methods to interpret.
   B) They mirror their long-cherished wishes.
   C) They reflect their complicated emotions.
   D) They are often related to irrational feelings.

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 center.*

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

9. A) Radio waves.
   B) Sound waves.
   C) Robots.
   D) Satellites.

10. A) It may be freezing fast beneath the glacier.
   B) It may have micro-organisms living in it.
   C) It may have certain rare minerals in it.

D) It may be as deep as four kilometers.

11. A) Help understand life in freezing conditions.
B) Help find new sources of fresh water.
C) Provide information about other planets.
D) Shed light on possible life in outer space.

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

12. A) He found there had been little research on their language.
B) He was trying to preserve the languages of the Indian tribes.
C) His contact with a social worker had greatly aroused his interest in the tribe.
D) His meeting with Gonzalez had made him eager to learn more about the tribe.

13. A) He taught Copeland to speak the Tarahumaras language.
B) He persuaded the Tarahumaras to accept Copeland's gifts.
C) He recommended one of his best friends as an interpreter.
D) He acted as an intermediary between Copeland and the villagers.

14. A) Unpredictable. B) Unjustifiable.
C) Laborious. D) Tedious.

15. A) Their appreciation of help from the outsiders.
B) Their sense of sharing and caring.
C) Their readiness to adapt to technology.
D) Their belief in creating wealth for themselves.

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 center.*

Questions 16 to 18 are based on the recording you have just heard.

16. A) They tend to be silenced into submission.
B) They find it hard to defend themselves.
C) They will feel proud of being pioneers.
D) They will feel somewhat encouraged.

17. A) One who advocates violence in effecting change.
B) One who craves for relentless transformations,
C) One who acts in the interests of the oppressed.
D) One who rebels against the existing social order.

18. A) They tried to effect social change by force.
B) They disrupted the nation's social stability.
C) They served as a driving force for progress.
D) They did more harm than good to humanity.

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

19. A) Few of us can ignore changes in our immediate environment.
B) It is impossible for us to be immune from outside influence.
C) Few of us can remain unaware of what happens around us.
D) It is important for us to keep in touch with our own world.

20. A) Make up his mind to start all over again.
B) Stop making unfair judgements of others.
C) Try to find a more exciting job somewhere else.
D) Recognise the negative impact of his coworkers.

21. A) They are quite susceptible to suicide.
B) They improve people's quality of life.
C) They suffer a great deal from ill health.
D) They help people solve mental problems.

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

22. A) Few people can identify its texture.
B) Few people can describe it precisely.
C) Its real value is open to interpretation.
D) Its importance is often over-estimated.

23. A) It has never seen any change.
B) It has much to do with color.
C) It is a well-protected government secret.
D) It is a subject of study by many forgers.

24. A) People had little faith in paper money.
B) They could last longer in circulation.
C) It predicted their value would increase.
D) They were more difficult to counterfeit.

25. A) The stabilization of the dollar value.
B) The issuing of government securities.
C) A gold standard for American currency.
D) A steady appreciation of the U.S. dollar.

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.

Overall, men are more likely than women to make excuses. Several studies suggest that men feel the need to appear competent in all 26, while women worry only about the skills in which they've invested 27. Ask a man and a woman to go diving for the first time, and the woman is likely to jump in, while the man is likely to say he's not feeling too well.

Ironically, it is often success that leads people to flirt with failure. Praise won for 28 a skill suddenly puts one in the position of having everything to lose. Rather than putting their reputation on the line again, many successful people develop a handicap—drinking, 29, depression—that allows them to keep their status no matter what the future brings. An advertising executive 30 for depression shortly after winning an award put it this way: "Without my depression, I'd be a failure now; with it, I'm a success 'on hold.'"

In fact, the people most likely to become chronic excuse makers are those 31 with success. Such people are so afraid of being 32 a failure at anything that they constantly develop one handicap or another in order to explain away failure.

Though self-handicapping can be an effective way of coping with performance anxiety now and then, in the end, researchers say, it will lead to 33. In the long run, excuse makers fail to live up to their true 34 and lose the status they care so much about. And despite their protests to the 35， they have only themselves to blame.

A) contrary	I) momentum
B) fatigue	J) obsessed
C) heavily	K) potential
D) heaving	L) realms
E) hospitalized	M) reciprocal
F) labeled	N) ruin
G) legacies	O) viciously
H) mastering	

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.*

Six Potential Brain Benefits of Bilingual Education

A) Brains, brains, brains. People are fascinated by brain research. And yet it can be hard to point to places where our education system is really making use of the latest neuroscience(神经科学) findings. But there is one happy link where research is meeting practice: bilingual(双语的) education. “In the last 20 years or so, there's been a virtual explosion of research on bilingualism,” says Judith Kroll, a professor at the University of California, Riverside.

B) Again and again, researchers have found, “bilingualism is an experience that shapes our brain for life,” in the words of Gigi Luk, an associate professor at Harvard's Graduate School of Education. At the same time, one of the hottest trends in public schooling is what’s often called dual-language or two-way immersion programs.

C) Traditional programs for English-language learners, or ELLs, focus on assimilating students into English as quickly as possible. Dual-language classrooms, by contrast, provide instruction across subjects to both English natives and English learners, in both English and a target language. The goal is functional bilingualism and biliteracy for all students by middle school. New York City, North Carolina, Delaware, Utah, Oregon and Washington state are among the places expanding dual-language classrooms.

D) The trend flies in the face of some of the culture wars of two decades ago, when advocates insisted on “English first” education. Most famously, California passed Proposition 227 in 1998. It was intended to sharply reduce the amount of tie that English-language learners spent in bilingual settings. Proposition 58, passed by California voters on November 8, largely reversed that decision, paving the way for a huge expansion of bilingual education in the state that has the largest population of English-language learners.

E) Some of the insistence on English-first was founded on research produced decades ago, in which bilingual students underperformed monolingual(单语的) English speakers and had lower IQ scores. Today's scholars, like Ellen Bialystok at York University in Toronto, say that research was "deeply flawed." "Earlier research looked at socially disadvantaged groups," agrees Antonella Sorace at the University of Edinburgh in Scotland. "This has been completely contradicted by recent research" that compares groups more similar to each other.

F) So what does recent research say about the potential benefits of bilingual education? It turns out that, in many ways, the real trick to speaking two languages consists in managing not to speak one of those languages at a given moment—which is fundamentally a feat of paying attention. Saying "Goodbye" to mom and then "Guten tag" to your teacher, or managing to ask for a crayola roja instead of a red crayon(蜡笔), requires skills called "inhibition" and "task switching." These skills are subsets of an ability called executive function.

G) People who speak two languages often outperform monolinguals on general measures of executive function. "Bilinguals can pay focused attention without being distracted and also improve in the ability to switch from one task to another," says Sorace.

H) Do these same advantages benefit a child who begins learning a second language in kindergarten instead of as a baby? We don't yet know. Patterns of language learning and language use are complex. But Gigi Luk at Harvard cites at least one brain-imaging study on adolescents that shows similar changes in brain structure when compared with those who are bilingual from birth, even when they didn't begin practicing a second language in earnest before late childhood.

I) Young children being raised bilingual have to follow social cues to figure out which language to use with which person and in what setting. As a result, says Sorace, bilingual children as young as age 3 have demonstrated a head start on tests of perspective-taking and theory of mind—both of which are fundamental social and emotional skills.

J) About 10 percent of students in the Portland, Oregon public schools are assigned by lottery to dual-language classrooms that offer instruction in Spanish, Japanese or Mandarin, alongside English. Jennifer Steele at American University conducted a four-year, randomized trial and found that the dual-language students outperformed their peers in English-reading skills by a full school-year's worth of learning by the end of middle school. Because the effects are found in reading, not in math or science where there were few differences, Steele suggests that learning two languages make students more aware of how language works in general.

K) The research of Gigi Luk at Harvard offers a slightly different explanation. She has recently done a small study looking at a group of 100 fourth-graders in Massachusetts who had similar reading scores on a standard test, but very different language experiences. Some were foreign-language dominant and others were English natives. Here's what's interesting. The students who were dominant in a foreign language weren't yet comfortably bilingual; they were just starting to learn English. Therefore, by definition, they had a much weaker English

vocabulary than the native speakers. Yet they were just as good at interpreting a text. “This is very surprising,” Luk says. ”You would expect the reading comprehension performance to mirror the vocabulary—it’s a cornerstone of comprehension.”

L) How did the foreign-language dominant speakers manage this feat? Well, Luk found, they also scored higher on tests of executive functioning. So, even though they didn't have huge mental dictionaries to draw on, they may have been great puzzle-solvers, taking into account higher-level concepts such as whether a single sentence made sense within an overall storyline. They got to the same results as the monolinguals, by a different path.

M) American public school classrooms as a whole are becoming more segregated by race and class. Dual-language programs can be an exception. Because they are composed of native English speakers deliberately placed together with recent immigrants, they tend to be more ethnically and economically balanced. And there is some evidence that this helps kids of all backgrounds gain comfort with diversity and different cultures.

N) Several of the researchers also pointed out that, in bilingual education, non-English-dominant students and their families tend to feel that their home language is heard and valued, compared with a classroom where the home language is left at the door in favor of English. This can improve students' sense of belonging and increase parents' involvement in their children's education, including behaviors like reading to children. “Many parents fear their language is an obstacle, a problem, and if they abandon it their child will integrate better,” says Antonella Sorace of the University of Edinburgh. “We tell them they’re not doing their child a favor by giving up their language.”

O) One theme that was striking in speaking to all these researchers was just how strongly they advocated for dual-language classrooms. Thomas and Collier have advised many school systems on how to expand their dual language programs, and Sorace runs “bilingualism Matters,” an international network of researchers who promote bilingual education projects. This type of advocacy among scientists is unusual; even more so because the “bilingual advantage hypothesis” is being challenged once again.

P) A review of studies published last year found that cognitive advantages failed to appear in 83 percent of published studies, though in a separate analysis, the sum of effects was still significantly positive. One potential explanation offered by the researchers is that advantages that are measurable in the very young and very old tend to fade when testing young adults at the peak of their cognitive powers. And, they countered that no negative effects of bilingual education have been found. So, even if the advantages are small, they are still worth it. Not to mention one obvious, outstanding fact: “Bilingual children can speak two languages!”

36. A study found that there are similar changes in brain structure between those who are bilingual from birth and those who start learning a second language later.

37. Unlike traditional monolingual programs, bilingual classrooms aim at developing students' ability to use two

languages by middle school.

38. A study showed that dual-language students did significantly better than their peers in reading English texts.

39. About twenty years ago, bilingual practice was strongly discouraged, especially in California.

40. Ethnically and economically balanced bilingual classrooms are found to be helpful for kids to get used to social and cultural diversity.

41. Researchers now claim that earlier research on bilingual education was seriously flawed.

42. According to a researcher, dual-language experiences exert a lifelong influence on one's brain.

43. Advocates of bilingual education argued that it produces positive effects though they may be limited.

44. Bilingual speakers often do better than monolinguals in completing certain tasks because they can concentrate better on what they are doing.

45. When their native language is used, parents can become more involved in their children's education.

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 is not controversial to say that an unhealthy diet causes bad health. Nor are the basic elements of healthy eating disputed. Obesity raises susceptibility to cancer, and Britain is the sixth most obese country on Earth. That is a public health emergency. But naming the problem is the easy part. No one disputes the costs in quality of life and depleted health budgets of an obese population, but the quest for solutions gets diverted by ideological arguments around responsibility and choice. And the water is muddied by lobbying from the industries that profit from consumption of obesity-inducing products.

Historical precedent suggests that science and politics can overcome resistance from businesses that pollute and poison but it takes time, and success often starts small. So it is heartening to note that a programme in Leeds has achieved a reduction in childhood obesity, becoming the first UK city to reverse a fattening trend. The best results were among younger children and in more deprived areas. When 28% of English children aged two to 15 are obese, a national shift on the scale achieved by Leeds would lengthen hundreds of thousands of lives. A

significant factor in the Leeds experience appears to be a scheme called HENRY, which helps parents reward behaviours that prevent obesity in children.

Many members of parliament are uncomfortable even with their own government's anti-obesity strategy, since it involves a “sugar tax” and abandon the sale of energy drinks to under-16s. Bans and taxes can be blunt instruments, but their harshest critics can rarely suggest better methods. These critics just oppose regulation itself.

The relationship between poor health and inequality is too pronounced for governments to be passive about large-scale intervention. People living in the most deprived areas are four times more prone to die from avoidable causes than counterparts in more affluent places. As the structural nature of public health problems becomes harder to ignore, the complaint about over protective government loses potency.

In fact, the polarised debate over public health interventions should have been abandoned long ago. Government action works when individuals are motivated to respond. Individuals need governments that expand access to good choices. The HENRY programme was delivered in part through children's centres. Closing such centres and cutting council budgets doesn’t magically increase reserves of individual self-reliance. The function of a well-designed state intervention is not to deprive people of liberty but to build social capacity and infrastructure that helps people take responsibility for their wellbeing. The obesity crisis will not have a solution devised by left or right ideology—but experience indicates that the private sector needs the incentive of regulation before it starts taking public health emergencies seriously.

46. Why is the obesity problem in Britain so difficult to solve?

A) Government health budgets are depleted.

B) People disagree as to who should do what.

C) Individuals are not ready to take their responsibilities.

D) Industry lobbying makes it hard to get healthy foods.

47. What can we learn from the past experience in tackling public health emergencies?

A) Governments have a role to play.

B) Public health is a scientific issue.

C) Priority should be given to deprived regions.

D) Businesses' responsibility should be stressed.

48. What does the author imply about some critics of bans and taxes concerning unhealthy drinks?

A) They are not aware of the consequences of obesity.

B) They have not come up with anything more constructive.

C) They are uncomfortable with parliament anti-obesity debate.

D) They have their own motives in opposing government regulation.

49. Why does the author stress the relationship between poor health and inequality?

A) To demonstrate the dilemma of people living in deprived areas.

B) To bring to light the root cause of widespread obesity in Britain.

C) To highlight the area deserving the most attention from the public.

D) To justify government intervention in solving the obesity problem.

50. When will government action be effective?

A) When the polarised debate is abandoned.

B) When ideological differences are resolved.

C) When individuals have the incentive to act accordingly.

D) When the private sector realises the severity of the crisis.

Passage Two

Questions 51 to 55 are based on the following passage.

Home to virgin reefs, rare sharks and vast numbers of exotic fish, the Coral Sea is a unique haven of biodiversity off the northeastern coast of Australia. If a proposal by the Australian government goes ahead, the region will also become the world's largest marine protected area, with restrictions or bans on fishing, mining and marine farming.

The Coral Sea reserve would cover almost 990 000 square kilometres and stretch as far as 1 100 kilometres from the coast. Unveiled recently by environment minister Tony Burke, the proposal would be the last in a series of proposed marine reserves around Australia's coast.

But the scheme is attracting criticism from scientists and conservation groups, who argue that the government hasn't gone far enough in protecting the Coral Sea, or in other marine reserves in the coastal network.

Hugh Possingham, director of the Centre of Excellence for Environmental Decisions at the University of Queensland, points out that little more than half of the Coral Sea reserve is proposed as “no take” area, in which all fishing would be banned. The world's largest existing marine reserve, established last year by the British government in the Indian Ocean, spans 554 000 km² and is a no-take zone throughout. An alliance of campaigning conversation groups argues that more of the Coral Sea should receive this level of protection.

“I would like to have seen more protection for coral reefs,” says Terry Hughes, director of the Centre of Excellence for Coral Reef Studies at James Cook University in Queensland. “More than 20 of them would be outside the no-take area and vulnerable to catch-and-release fishing”.

As *Nature* went to press, the Australian government had not responded to specific criticisms of the plan. But Robin Beaman, a marine geologist at James Cook University, says that the reserve does “broadly protect the range of habitats” in the sea. “I can testify to the huge effort that government agencies and other organisations have put into trying to understand the ecological values of this vast area,” he says.

Reserves proposed earlier this year for Australia's southwestern and northwestern coastal regions have also been criticised for failing to give habitats adequate protection. In August, 173 marine scientists signed an open letter to the government saying they were “greatly concerned” that the proposals for the southwestern region had not been based on the “core science principles” of reserves—the protected regions were not, for instance, representative of all the habitats in the region, they said.

Critics say that the southwestern reserve offers the greatest protection to the offshore areas where

commercial opportunities are fewest and where there is little threat to the environment, a contention also levelled at the Coral Sea plan.

51. What do we learn from the passage about the Coral Sea?

A) It is exceptionally rich in marine life.

B) It is the biggest marine protected area.

C) It remains largely undisturbed by humans.

D) It is a unique haven of endangered species.

52. What does the Australian government plan to do according to Tony Burke?

A) Make a new proposal to protect the Coral Sea.

B) Revise its conservation plan owing to criticisms.

C) Upgrade the established reserves to protect marine life.

D) Complete the series of marine reserves around its coast.

53. What is scientists' argument about the Coral Sea proposal?

A) The government has not done enough for marine protection.

B) It will not improve the marine reserves along Australia's coast.

C) The government has not consulted them in drawing up the proposal.

D) It is not based on sufficient investigations into the ecological system.

54. What does marine geologist Robin Beaman say about the Coral Sea plan?

A) It can compare with the British government's effort in the Indian Ocean.

B) It will result in the establishment of the world's largest marine reserve.

C) It will ensure the sustainability of the fishing industry around the coast.

D) It is a tremendous joint effort to protect the range of marine habitats.

55. What do critics think of the Coral Sea plan?

A) It will do more harm than good to the environment.

B) It will adversely affect Australia's fishing industry.

C) It will protect regions that actually require little protection.

D) It will win little support from environmental organisations.

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.*

《西游记》(Journey to the West)也许是中国文学四大经典小说中最具影响力的一部，当然也是在国外最广为人知的一部小说。这部小说描绘了著名僧侣玄装在三个随从的陪同下穿越中国西部地区前往印度取经(Buddhist scripture)的艰难历程。虽然故事的主题基于佛教，但这部小说采用了大量中国民间故事和神话的素材，创造了各种栩栩如生的人物和动物形象。其中最著名的是孙悟空，他与各种各样妖魔作斗争的故事几乎为每个中国孩子所熟知。

大学英语六级真题（2020年9月一卷）答案

Part I Writing

略

Part II　Listening Comprehension

Section A

1. A　2. D　3. A　4. B　5. B　6. C　7. D　8. C

Section B

9. A　10. B　11. D　12. A　13. D　14. C　15. B

Section C

16. A　17. D　18. C　19. B　20. D　21. A　22. B　23. C　24. A　25. C

Part III　Reading Comprehension

Section A

26. L　27. C　28. H　29. B　30. E　31. J　32. F　33. N　34. K　35. A

Section B

36. H　37. C　38. J　39. D　40. M　41. E　42. B　43. P　44. G　45. N

Section C

46. B　47. A　48. B　49. D　50. C　51. A　52. D　53. A　54. D　55. C

Part IV Translation

Journey to the West is perhaps the most influential of the Four Great Classical Novels of Chinese literature, and certainly the most widely known beyond China's borders. It depicts the tough journey of the famous monk Xuanzang, who, accompanied by his three followers, travelled across Western China to India for Buddhist scriptures, While the theme of the story is based on Buddhism, the novel draws on a host of Chinese folk tales and mythology to create various vivid and lifelike human and animal characters. The best known among them is the monkey Sun Wukong, whose tales of fighting against all kinds of monsters and demons are well known to just about every child in China.