**大学英语六级模拟1518**

**Part Ⅱ Listening Comprehension**

**Section A**

*Directions:**In this section, you will hear two long conversations. At the end of each conversation, you will hear three or 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.*

2、 A. More and more kids become overweight in the nation.

    B. The parents often play toys together with the kids.

    C. More calories can be burned off by kids than adults.

    D. The running machine is the best thing to keep fit.

3、 A. To calculate calories.

    B. To get kids playing on the couch.

    C. To encourage the kids.

    D. To get kids taking exercise.

4、 A. It is active.

    B. It is needful.

    C. It is wonderful.

    D. It is beautiful.

5、A.Studying with a partner.

   B.Preparing snacks.

   C.Playing cards.

   D.Learning how to design bridges.

6、A.Watch her partner.

   B.Play her cards in cooperation with her partner.

   C.Quit the game.

   D.Teach the man how to play bridge.

7、A.Miss her card game.

   B.Stay up too late.

   C.Take too heavy a workload next semester.

   D.Neglect her studies to play bridge.

8、A.He already knows how to play.

   B.He doesn't like to play games.

   C.He doesn't have a partner.

   D.He doesn't have enough free time.

**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. The appeals of advertising.    B. People's attitude towards advertising.

   C. The illusiveness of advertising.    D. The positive and negative aspects of advertising.

10、 A. By appealing to his buying motives.

 B. By advocating the high quality of the products.

   C. Making use of people's kindness.

   D. By using famous people as the endorser of their products.

11、 A. Because it was just ordinary bread.

   B. Because it contains more calories in the whole loaf.

   C. Because the total number of calories remained the same.

   D. Because the bread is sliced very thin.

12、 A. Because of fear of loss among the people.

B. Because fire break out very frequently.

   C. Because people will benefit from the purchase.

   D. Because the advertising could arouse people's emotion.

13、 A. He is a habitual criminal.

   B. He was accused of family violence.

   C. He was wrongly imprisoned.

   D. He has bitter memories of childhood.

14、 A. The evidence found at the crime scene.

   B. The testimony of his two friends.

   C. The jury's prejudice against his race.

   D. The two victims' identification.

15、 A. The US judicial system has much room for improvement.

   B. Eyewitnesses are often misled by the lawyer's questions.

   C. Frightened victims can rarely make correct identification.

   D. Many factors influence the accuracy of witness testimony.

**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.*

16、 A. We tend to be satisfied after a second thought.

   B. We are not always thrilled with them afterwards.

   C. We always regret the hasty ones we made.

   D. We are mostly happy with whom we've become.

17、 A. Their misconception about the power of time.

   B. Their ignorance about the rate of change in life.

   C. Their fantasy that the youth change more slowly.

   D. Their belief that adults change faster than babies.

18、 A. They are of the same importance all through one's life.

   B. They will not change at least in the next 10 years.

    C. The balance of them will shift as time goes by.

    D. They change more in teenage years than in elder years.

19、 A. They can learn their future major in another language.

    B. They can communicate with their classmates freely.

    C. They can succeed in the future with the programs' help.

    D. They can learn English better with the programs' help.

20、 A. French.                   B. Chinese.                C. Korean.                 D. Polish.

21、 A. They are happy about it.

    B. They are curious about it.

     C. They axe disappointed with it.

     D. They are not interested in it.

22、 A. English should not be used as the first language in the world.

   B. Learning English can help children develop their potential.

    C. Learning English will hinder students from learning another language.

   D. English should be put in the first place in the American schools.

23、A. They are unsatisfied with their work.

   B. They need to take care of their children.

   C. They are in companies with loose management.

   D. They don't take their work seriously.

24、A. Male colleagues in their 30s.

   B. Managers of the company.

   C. Younger colleagues in their 20s.

   D. Older colleagues in their 50s.

25、A. Fairness and equality were not paid due attention to.

   B. Employees without children could have their voice better heard.

   C. Managers had a good knowledge of the relevant laws.

   D. Women could be in an unfavorable position in career development.

**Part Ⅲ Reading Comprehension**

**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.*

A Cube That Can Walk

  Cubes aren't usually the go-to shape when creating an object that's meant to move around, but  26   in Switzerland have created one that can do just that—along with a  27   of other surprising talents. Called the Cubli, it measures nearly 6 inches on each side and can walk around by  28   flipping itself over. Perhaps more impressively, it can also balance on any of its sides or even just a single corner. As the research team from ETH Zurich's Institute for Dynamic Systems and Control  29   in a video, the cube can even remain balanced while a surface is raised up at an angle beneath it.

  Though it's a moving cube, the Cubli still  30   on a series of spinning wheels to get going. Three internal wheels angled along a different axis each will spin faster or slower in order to maintain enough momentum to keep the cube balanced. By quickly  31   a spinning wheel, the cube can also be caused to flip over,  32   allowing it to move around. The researchers say that Cubli's system of spinning wheels is similar to what  33   satellites out in space, and that other research groups have considered using this technology to build robots that could be used to explore other planets.

  A group of researchers at MIT later demonstrated another use for.  34   like this: allowing a robot to reassemble itself. MIT's cubes had magnets embedded across their sides and edges, which let them grip each other and form different shapes. Though they weren't able to balance like the Cubli can, MIT's "M-blocks" could move much  35  —actually hopping off the ground when getting around.

  A. blocks

  B. continually

  C. delightful

  D. demonstrates

  E. effectively

  F. further

  G. halting

  H. handful

  I. hardly

  J. preceding

  K. relies

  L. researchers

  M. spheres

  N. stabilizes

  O. stronger

**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 Diversity Training Infuriates Men and Fails Women

   A. Decades before Anita Hill, Gretchen Carlson or #MeToo, American companies dreamed up "diversity training", typically a course that lasts anywhere from an hour to a couple of days, with the goal of wiping out biases against women and others from underrepresented groups.  For most of its history, diversity training has been pretty much a cudgel, pounding white men into submission with a mix of finger-wagging and guilt-mongering.

   B. The first training programs surfaced in the 1950s, after men returned from World War II and were appalled and perplexed to find women in their offices. After the passage of the Civil Rights Act of 1964, the training took on more urgency. Within a decade, it had morphed into a knee-jerk response to legal actions, after a series of high-profile sex discrimination suits, including one by the women of Newsweek magazine, who were stranded (使滞留) in a pink ghetto. "Women don't write at Newsweek. If you want to be a writer, go someplace else," the bosses told them, according to Lynn Povich, one of the 46 women who sued.

   C. By the time I entered the workforce in the 1980s, the Newsweek suit and others like it—led by women at TIME, the Associated Press and the New York Times—were mostly forgotten. Diversity training had taken a backseat too. I don't recall ever hearing the phrase until the 1990s. By then, it had been reconstituted as a feel-good exercise in consciousness-raising. White men were told they should include women and minorities because it's the right thing to do.  It was all about the importance of "inclusion."

   D. But here's the thing about diversity training: it doesn't work.  Harvard organizational sociology professor Frank Dobbin and others have since delved into why such programs have failed.  Dobbin combed through thousands of data points and found that for white women and black men and women in management positions, it actually made things worse.  That's right: companies that introduced diversity training would actually employ more women and black men today if they had never had diversity training at all. He singled out three situations in which training is doomed to fail: when it's mandatory; when it so much as mentions the law; or when it is specific to managers, as opposed to being offered to all employees. Unfortunately, he found, about 75% of firms with diversity-training programs fall into at least one of those categories.

   E. Perhaps more to the point is the fact that the training infuriates (激怒) the people it's intended to educate: white men. "Many interpreted the key learning point as having to walk on eggshells around women and minorities—choosing words carefully so as not to offend. Some surmised (猜测) that it meant white men were villains, still others assumed that they would lose their jobs to minorities and women, while others concluded that women and minorities were simply too sensitive," executives Rohini Anand and Mary-Frances Winters noted in a 2008 analysis of diversity training in the Academy of Management Learning & Education.

   F. Training done badly can also damage otherwise cordial relationships. Women and minorities often leave training sessions, thinking their co-workers must be even more biased than they had previously imagined. In a more troubling development, it turns out that telling people about others' biases can actually heighten their own. Researchers have found that when people believe everybody else is biased, they feel free to be prejudiced themselves. In one study, a group of managers was told that stereotypes are rare, while another group was told that stereotypes are common. Then both groups were asked to evaluate male and female job candidates. The managers who were told that stereotypes are common were more biased against the women. In a similar study, managers didn't want to hire women and found them unlikable. The evidence is damning.

   G. Yet companies continue to invest heavily in diversity training spending, by one estimate, almost $8 billion a year. It has led to what the Economist dubbed "diversity fatigue". In a recent article, the magazine suggested that 12 of the most terrifying words in the English language are: I'm from human resources, and I'm here to organize a diversity workshop.

   H. Now companies are searching for more effective, less infuriating alternatives. Take tech firms, which have come under fire for being among the worst offenders when it comes to bias. The irony is that they have also been at the forefront of devising new ways to combat it.

   I. Can they turn around a culture where sexism has not only been tolerated but in many cases celebrated? I sat down with Brian Welle, director of people, analytics at Google, who is tasked with helping lead the latest trend: unconscious-bias training.

   J. We all have prejudices buried so deeply inside of us that we don't know they exist. Unconscious-bias training is supposed to arm employees with the tools they need to recognize it and neutralize these prejudices. His role, Welle told me, was to ensure that "every decision we made, from hiring to promotion to pay to performance,  didn't have an unintended bias" against women or other underrepresented groups. Welle seized on an insight that has proved to be key for anyone who is trying to wipe out hidden biases: if we believe that everyone around us is trying hard to fight against those stereotypes and prejudices, we'll do the same.  Call it peer pressure, or call it a pack mentality. Whatever it is, it works. Our own biases disappear.

   K. Welle and his team ultimately developed a workshop for Google employees that strives to mimic those conditions. In a typical session, he explains the science, so that employees can understand that yes, we're all biased, and yes, we're all trying to fight it, and don't worry, it isn't your fault. He focuses on four ways to "interrupt" bias, all of which boil down to one word: awareness.  He encourages employees to use consistent criteria to measure success and to rely on data rather than on gut reactions when evaluating others. He urges them to notice how they react to subtle cues. Finally, he encourages employees to call out bias when they see it, even if the culprit is their own boss.

   L. To be sure, unconscious-bias training isn't a cure-all. Last year, a male Google engineer penned an anti-diversity "manifesto" protesting such efforts, and later called the firm's training "just a lot of shaming". The company fired him—and he hit back in January, suing Google for discrimination against conservative white males. Google is also fighting U. S. Department of Labor allegations (指控) of "extreme" underpayment to female Google employees, which the company denies.

36、 By the 1990s diversity training had become a consciousness-enhancing exercise.

37、 In its history, diversity training usually forces white men to submit by accusing them and making them feel guilty.

38、 For some reason, diversity training does not have desired effect, sometimes even get an opposite result.

39、 According to Lynn Povich's boss, women cannot contribute articles at Newsweek.

40、 Many people interpret the key learning point in diversity training as taking care in getting along with women and minorities, and choosing words in communication to avoid offending them.

41、 Of course, unconscious-bias training is not a panacea.

42、 Welle encouraged his employees to judge others with data rather than personal preference.

43、 Bad diversity training can do harm to former good relationship.

44、 What is ironical is that companies badly accused of prejudice such as tech companies have also been leading the trend in combating bias.

45、 It is proved that peer pressure is important in the elimination of hidden biases.

**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**

Obesity generally is defined as an accumulation of fat beyond what is considered normal for a person's age, sex, and body type. In today's society obesity is considered a disease, not a moral failing. It occurs when energy intake exceeds the amount of energy expended over time. Only in a small minority of cases is obesity caused by such illnesses as hypothyroidism, or the result of taking medications, such as steroids (类固醇), that can cause weight gain.

   The more a person weighs, the more blood vessels the body needs to circulate blood throughout the body. The heart takes on a heavy burden as it has to pump harder to force the blood flow through so many vessels. As a result, the heart grows in size and blood pressure tends to rise. Obesity is also a factor in osteoarthritis (because of the extra weight placed on the joints), bone and joint diseases, respiratory ailments, gallbladder disease, complications during pregnancy and delivery, and higher accidental death rate.

   Obesity can alter hormone levels, affect immune function, and cause impotence in men and reproductive problems in women. Women who are 30% overweight are twice as likely to die of endometrial cancer, and those who are 40% overweight have four times the risk. Obese women also are more likely to incur cancers of the breast, ovaries, and gallbladder. Obese men are more likely to develop cancers of the rectum, colon, bladder, pancreas, stomach, and prostate.

   Obesity can also cause psychological problems. Sufferers are associated with laziness, failure, or inadequate willpower. As a result, overweight men and women blame themselves for being heavy, thus causing feelings of guilt and depression.

   Scientific evidence has found an association between BMI (body-mass index) and higher death rates. However, the relative risk of being heavy declines with age. Some researchers have found that data linking overweight and death are inconclusive, while other researchers have found that losing weight may be riskier than dangers posed by extra pounds. Some researchers counter that overweight indirectly contributes to over 300,000 deaths a year.

   A poll by Shape Up America found that 78% of overweight or obese adults have abandoned dieting as a means of losing weight. Diets do not teach people how to eat properly. They merely restrict food intake temporarily, so when the diet ends, weight gain resumes.

46、 Which of the following expresses the main idea of this passage?

   A. Obesity puts a burden on the heart.

   B. Many people are constantly dieting.

   C. Obesity is considered to be a disease.

   D. Obesity can lead to many serious health problems.

47、 According to the passage, \_\_\_\_\_\_.

   A. obesity is often related to medications such as steroids

   B. obesity does not affect a person's chance of getting cancer

   C. a diagnosis of obesity is based on a normal weight for one's age and sex

   D. obesity is becoming less of a problem in today's society

48、 According to the passage, why does dieting not result in permanent weight loss?

   A. Diets don't teach people good eating habits.

   B. Diets lead to people's guilt and depression.

   C. There are too many diets and each has different requirements.

   D. Diets cause feeling of deprivation.

49、 Which of the following is implied in Paragraph 5?

   A. Losing a lot of weight is not wise for older people.

   B. Some surgical methods for weight loss are better than dieting.

   C. All obese people need to shed their extra pounds.

   D. Obese people should consult their doctors about the pros and cons of losing weight.

50、 Which of the following can be concluded from this passage?

   A. Obesity is not a major health risk.

   B. Scientists agree on the connection between obesity and death.

   C. Obese people are likely to be biased against by others.

   D. Obese people often blame others for their conditions.

**Passage Two**

"Deep reading"—as opposed to the often superficial reading we do on the Web—is an endangered practice, one we ought to take steps to preserve as we would a historic building or a significant work of art. Its disappearance would jeopardize the intellectual and emotional development of generations growing up online, as well as the preservation of a critical part of our culture: the novels, poems and other kinds of literature that can be appreciated only by readers whose brains, quite literally, have been trained to understand them.

  Recent research in cognitive science and psychology has demonstrated that deep reading—slow, immersive, rich in sensory detail and emotional and moral complexity—is a distinctive experience, different in kind from the mere decoding of words. Although deep reading does not, strictly speaking, require a conventional book, the built-in limits of the printed page are uniquely helpful to the deep reading experience. A book's lack of hyperlinks (超链接), for example, frees the reader from making decisions—Should I click on this link or not?—allowing her to remain fully immersed in the narrative.

  That immersion is supported by the way the brain handles language rich in detail, indirect reference and figures of speech., by creating a mental representation that draws on the same brain regions that would be active if the scene were unfolding in real life. The emotional situations and moral dilemmas that are the stuff of literature are also vigorous exercise for the brain, propelling us inside the heads of fictional characters and even, studies suggest, increasing our real-life capacity for empathy (认同).

  None of this is likely to happen when we're browsing through a website. Although we call the activity by the same name, the deep reading of books and the information-driven reading we do on the Web are very different, both in the experience they produce and in the capacities they develop. A growing body of evidence suggests that online reading may be less engaging and less satisfying, even for the "digital natives" to whom it is so familiar. Last month, for example, Britain's National Literacy Trust released the results of a study of 34 910 young people aged 8 to 16. Researchers reported that 39% of children and teens read daily using electronic devices, but only 28% read printed materials every day. Those who read only onscreen were three times less likely to say they enjoy reading very much and a third less likely to have a favorite book. The study also found that young people who read daily only onscreen were nearly two times less likely to be above-average readers than those who read daily in print or both in print and onscreen.

51、What does the author say about "deep reading"?\_\_\_\_\_\_

   A. It serves as a complement to online reading.

   B. It should be preserved before it is too late.

   C. It is mainly suitable for reading literature.

   D. It is an indispensable part of education.

52、Why does the author advocate the reading of literature?\_\_\_\_\_\_

   A. It helps promote readers' intellectual and emotional growth.

   B. It enables readers to appreciate the complexity of language.

   C. It helps readers build up immersive reading habits.

   D. It is quickly becoming an endangered practice.

53、In what way does printed-page reading differ from online reading?\_\_\_\_\_\_

   A. It ensures the reader's cognitive growth.

   B. It enables the reader to be fully engaged.

   C. It activates a different region of the brain.

   D. It helps the reader learn rhetorical devices.

54、What do the studies show about online reading?\_\_\_\_\_\_

   A. It gradually impairs one's eyesight.

   B. It keeps arousing readers' curiosity.

   C. It provides up-to-date information.

   D. It renders reading less enjoyable.

55、What do we learn from the study released by Britain's National Literacy Trust?\_\_\_\_\_\_

   A. Onscreen readers may be less competent readers.

   B. Those who do reading in print are less informed.

   C. Young people find reading onscreen more enjoyable.

   D. It is now easier to find a favorite book online to read.