

2020年7月大学英语四级考试真题

Part I

Writing

(30 minutes)

Directions: For this part, you are allowed 30 minutes to write an essay on the use of translation apps. You can start your essay with the sentence "The use of translation apps is becoming increasingly popular." You should write at least 120 words but no more than 180 words.

Part II

Listening Comprehension

(25 minutes)

Section A

Directions: In this section, you will hear three news reports. At the end of each news report, you will hear two or three questions. Both the news report 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 and 2 are based on the news report you have just heard.

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|---|-----------------------------------|
| 1. A) Watch the weather forecast. | C) Avoid travel on Wednesday. |
| B) Evacuate the area with the orange alert. | D) Prepare enough food and drink. |
| 2. A) Pay more attention to the roads. | C) Bring more mobile phones. |
| B) Stay at a safer place. | D) Take a train home. |

Questions 3 and 4 are based on the news report you have just heard.

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| 3. A) There is only one ecosystem in Europe. | |
| B) Romania's wetlands thrive again. | |
| C) The wildlife in Romania isn't well protected. | |
| D) There are 200 species of birds in Romania's wetlands. | |
| 4. A) Block the waterways. | C) Use monitoring equipment. |
| B) Restore the fishing ban. | D) Prohibit fishing in the next 10 years. |

Questions 5 to 7 are based on the news report you have just heard.

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| 5. A) He had a car accident. | C) He had a heart attack. |
| B) He attended his graduation ceremony. | D) He gave a performance in the auditorium. |
| 6. A) What happened to him. | C) When the graduation ceremony was. |
| B) What date it was. | D) Where he was. |
| 7. A) He was really touched by his classmates. | C) He couldn't remember what to say. |
| B) He didn't know what happened at all. | D) His parents wore caps and gowns. |

Section B

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 8 to 11 are based on the conversation you have just heard.

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| 8. A) Her children's disruption. | C) A sense of isolation. |
| B) Quiet atmosphere. | D) Longer working hours. |
| 9. A) It doesn't offer coffee. | C) It doesn't have free Wi-Fi. |
| B) It's too quiet. | D) It lacks the material he needs. |
| 10. A) The sense of being out in the world. | C) The coffee table. |
| B) The coffee it provides. | D) The comfortable working condition. |
| 11. A) People don't order anything. | |
| B) People bring their laptops and paperwork. | |
| C) People occupy valuable table space in quiet times. | |
| D) People of two occupy a table for six. | |

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

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| 12. A) She is not satisfied with the salary. | |
| B) She is not capable of the job. | |
| C) She often works overtime. | |
| D) She's received a job offer from another company. | |
| 13. A) They may be considered as less loyal. | |
| B) They won't get the promotion opportunities. | |
| C) They should take more responsibility at work. | |
| D) They will be given hiring priority. | |
| 14. A) She might have to do extra work everyday. | C) She might not get enough vacation. |
| B) She might not get a pay rise. | D) She might not gain more experience. |
| 15. A) Experience. | C) Fortune. |
| B) Confidence. | D) Opportunity. |

Section C

Directions: *In this section, you will hear three 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 16 to 18 are based on the passage you have just heard.

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| 16. A) It's a horrible feeling. | C) It's boring and dangerous. |
| B) It can be a blessing. | D) It's the most comfortable state. |
| 17. A) To be active. | |
| B) To meet up with your friends. | |
| C) To travel abroad. | |
| D) To seek advice from others. | |
| 18. A) It provides a chance for people to think deeply. | |
| B) It makes us treasure the time. | |
| C) It enables one to identify true friends. | |
| D) It helps us take care of problems more efficiently. | |

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

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| 19. A) He is a harsh person. | C) He is very demanding in his work. |
| B) He is mean to others. | D) He usually works very late. |

20. A) He moved out and divorced.
 B) It was plagued by drugs and gang violence.
 C) He lived there for 20 years.
 D) His parents would move into his new house.
21. A) He was only responsible for unloading food. C) It was a hard and tedious job.
 B) He had to sign his name on every label. D) He was required to work at Friday night.

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

22. A) By recording the time people spend on TV.
 B) By tracking people's living habits.
 C) By using memory and fluency tests.
 D) By scanning people's brains.
23. A) Watching television for hours. C) Reading books and magazines.
 B) Playing video games. D) Surfing the Internet.
24. A) Television viewing may be a potential factor for Alzheimer's disease.
 B) Alzheimer's patients tend to watch television more than 3 hours a day.
 C) Some research has confirmed the link between them.
 D) Television watching is beneficial to Alzheimer's patients.
25. A) Watch television no more than 3 hours each day.
 B) Balance television viewing with other contrasting activities.
 C) Watch some educational TV programs.
 D) Take more physical exercise.

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.

"Science and everyday life cannot and should not be separated." Those were the words uttered by pioneering British scientist Rosalind Franklin, who firmly believed that the pursuit of science should be 26 to all.

As a woman working in the first half of the 20th century, Franklin's contributions to some of the greatest scientific discoveries of our time including the structure of DNA—were sadly 27 in her lifetime.

More than 60 years after Franklin's death, we are 28 living in a different world, where women play an important part in every *echelon* (阶层) of our society—not least in science, innovation, higher education and research. UK universities are world leaders when it comes to advancing and 29 gender equality.

In the past decade, we have seen a 30 increase in England in the number of women accepted on to full-time undergraduate degrees in science, technology, engineering and maths (Stem subjects). And in the last academic year, women 31 for more than half of all Stem postgraduates at UK universities

Data shows us the 32 to success gets harder for women to climb the further up they go. Although women make up the majority of undergraduates in our universities, just under half of academic staff are female. At 33 levels, only a quarter of professors are women, and black women make up less than 2% of all female academic staff.

There are also stark differences in pay across grades. The gender pay gap based on median salaries across the sector in 2016–2017 was 13.7%, 34 there is still some way to go to ensure women are rising through the ranks to higher grade positions and being paid 35.

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| A) accessible | F) effective | K) promoting |
| B) accounted | G) ladder | L) senior |
| C) adaptation | H) misread | M) submission |
| D) appropriately | I) nomination | N) suggesting |
| E) considerable | J) overlooked | O) thankfully |

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 to Eat Well

- A) Why do so many Americans eat tons of processed food, the stuff that is correctly called *junk* (垃圾) and should really carry warning labels?
- B) It's not because fresh ingredients are hard to come by. Supermarkets offer more variety than ever, and there are over four times as many farmers' markets in the US as there were 20 years ago. Nor is it for lack of available information. There are plenty of *recipes* (食谱), how-to videos and cooking classes available to anyone who has a computer, smartphone or television. If anything, the information is overwhelming.
- C) And yet we aren't cooking. If you eat three meals a day and behave like most Americans, you probably get at least a third of your daily *calories* (卡路里) outside the home. Nearly two-thirds of us grab fast food once a week, and we get almost 25% of our daily calories from snacks. So we're eating out or taking in, and we don't sit down—or we do, but we hurry.
- D) Shouldn't preparing—and consuming—food be a source of comfort, pride, health, well-being, relaxation, sociability? Something that connects us to other humans? Why would we want to *outsource* (外包) this basic task, especially when outsourcing it is so harmful?
- E) When I talk about cooking, I'm not talking about creating elaborate dinner parties or three-day science projects. I'm talking about simple, easy, everyday meals. My mission is to encourage green hands and those lacking time or money to feed themselves. That means we need modest, realistic expectations, and we need to teach people to cook food that's good enough to share with family and friends.
- F) Perhaps a return to real cooking needn't be far off. A recent Harris poll revealed that 79% of Americans say they enjoy cooking and 30% "love it"; 14% admit to not enjoying kitchen work and just 7% won't go near the stove at all. But this doesn't necessarily translate to real cooking, and the result of this survey shouldn't surprise anyone: 52% of those 65 or older cook at home five or more times per week; only a third of young people do.
- G) Back in the 1950s most of us grew up in households where Mom cooked virtually every night. The intention to put a home-cooked meal on the table was pretty much universal. Most people couldn't afford to do otherwise.

- H) Although frozen dinners were invented in the '40s, their popularity didn't boom until televisions became popular a decade or so later. Since then, packaged, pre-prepared meals have been what's for dinner. The microwave and fast-food chains were the biggest *catalysts* (催化剂), but the big food companies—which want to sell anything except the raw ingredients that go into cooking—made the home cook an endangered species.
- I) Still, I find it strange that only a third of young people report preparing meals at home regularly. Isn't this the same crowd that rails against processed junk and champions craft cooking? And isn't this the generation who say they're concerned about their health and the well-being of the planet? If these are truly the values of many young people, then their behavior doesn't match their beliefs.
- J) There have been half-hearted but well-publicized efforts by some food companies to reduce calories in their processed foods, but the Standard American Diet is still the polar opposite of the healthy, mostly plant-based diet that just about every expert says we should be eating. Considering that the government's standards are not nearly ambitious enough, the picture is clear: by not cooking at home, we're not eating the right things, and the consequences are hard to overstate.
- K) To help *quantify* (量化) the costs of a poor diet, I recently tried to estimate this impact in terms of a most famous food, the *burger* (汉堡包). I concluded that the profit from burgers is more than *offset* (抵消) by the damage they cause in health problems and environmental harm.
- L) Cooking real food is the best defense—not to mention that any meal you're likely to eat at home contains about 200 fewer calories than one you would eat in a restaurant.
- M) To those Americans for whom money is a concern, my advice is simple: Buy what you can afford, and cook it yourself. The common prescription is to primarily shop the grocery store, since that's where fresh produce, meat and seafood, and dairy are. And to save money and still eat well you don't need local, organic ingredients; all you need is real food. I'm not saying local food isn't better; it is. But there is plenty of decent food in the grocery stores.
- N) The other sections you should get to know are the frozen foods and the canned goods. Frozen produce is still produce; canned tomatoes are still tomatoes. Just make sure you're getting real food without tons of added salt or sugar. Ask yourself, would Grandma consider this food? Does it look like something that might occur in nature? It's pretty much common sense; you want to buy food, not unidentifiable foodlike objects.
- O) You don't have to hit the grocery store daily, nor do you need an abundance of skill. Since fewer than half of Americans say they cook at an intermediate level and only 20% describe their cooking skills as advanced, the crisis is one of confidence. And the only remedy for that is practice. There's nothing mysterious about cooking the evening meal. You just have to do a little thinking ahead and redefine what qualifies as dinner. Like any skill, cooking gets easier as you do it more; every time you cook, you advance your level of skills. Someday you won't even need recipes. My advice is that you not pay attention to the number of steps and ingredients, because they can be deceiving.
- P) Time, I realize, is the biggest obstacle to cooking for most people. You must adjust your priorities to find time to cook. For instance, you can move a TV to the kitchen and watch your favorite shows while you're standing at the sink. No one is asking you to give up activities you like, but if you're watching food shows on TV, try cooking instead.

36. Cooking benefits people in many ways and enables them to connect with one another.

37. Abundant information about cooking is available either online or on TV.

38. Young people do less cooking at home than the elderly these days.
39. Cooking skills can be improved with practice.
40. In the mid-20th century, most families ate dinner at home instead of eating out.
41. Even those short of time or money should be encouraged to cook for themselves and their family.
42. Eating food not cooked by ourselves can cause serious consequences.
43. To eat well and still save money, people should buy fresh food and cook it themselves.
44. We get a fairly large portion of calories from fast food and snacks.
45. The popularity of TV led to the popularity of frozen food.

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.

The wallet is heading for extinction. As a day-to-day essential, it will die off with the generation who read print newspapers. The kind of shopping—where you hand over notes and count out change in return—now happens only in the most minor of our retail encounters, like buying a bar of chocolate or a pint of milk, from a corner shop. At the shops where you spend any real money, that money is increasingly abstracted. And this is more and more true, the higher up the scale you go. At the most cutting-edge retail stores—Victoria Beckham on Dover Street, for instance—you don't go and stand at any kind of cash register, when you decide to pay. The staff are equipped with iPads to take your payment while you relax on a sofa.

Which is nothing more or less than excellent service, if you have the money. But across society, the abstraction of the idea of cash makes me uneasy. Maybe I'm just old-fashioned. But earning money isn't quick or easy for most of us. Isn't it a bit weird that spending it should happen in half a *blink* (眨眼) of an eye? Doesn't a wallet—that time-honoured Friday-night feeling of pleasing, promising fatness—represent something that matters?

But I'll leave the economics to the experts. What bothers me about the death of the wallet is the change it represents in our physical environment. Everything about the look and feel of a wallet—the way the fastenings and materials wear and tear and loosen with age, the plastic and paper and gold and silver, and handwritten phone numbers and printed cinema tickets—is the very opposite of what our world is becoming. The opposite of a wallet is a smartphone or an iPad. The rounded edges, cool glass, smooth and unknowable as a *pebble* (鹅卵石). Instead of digging through pieces of paper and peering into corners, we move our fingers left and right. No more counting out coins. Show your wallet, if you still have one. It may not be here much longer.

46. What is happening to the wallet?

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| A) It is disappearing. | C) It is becoming costly. |
| B) It is being fattened. | D) It is changing in style. |

47. How are business transactions done in big modern stores?
- A) Individually. C) In the abstract.
B) Electronically. D) Via a cash register.
48. What makes the author feel uncomfortable nowadays?
- A) Saving money is becoming a thing of the past.
B) The pleasing Friday-night feeling is fading.
C) Earning money is getting more difficult.
D) Spending money is so fast and easy.
49. Why does the author choose to write about what's happening to the wallet?
- A) It represents a change in the modern world.
B) It has something to do with everybody's life.
C) It marks the end of a time-honoured tradition.
D) It is the concern of contemporary economists.
50. What can we infer from the passage about the author?
- A) He is resistant to social changes.
B) He is against technological progress.
C) He feels reluctant to part with the traditional wallet.
D) He feels insecure in the ever-changing modern world.

Passage Two

Questions 51 to 55 are based on the following passage.

It's late in the evening: time to close the book and turn off the computer. You're done for the day. What you may not realize, however, is that the learning process actually continues—in your dreams.

It might sound like science fiction, but researchers are increasingly focusing on the relationship between the knowledge and skills our brains absorb during the day and the fragmented, often bizarre imaginings they generate at night. Scientists have found that dreaming about a task we've learned is associated with improved performance in that activity (suggesting that there's some truth to the popular notion that we're “getting” a foreign language once we begin dreaming in it). What's more, researchers are coming to recognize that dreaming is an essential part of understanding, organizing and retaining what we learn.

While we sleep, research indicates, the brain replays the patterns of activity it experienced during waking hours, allowing us to enter what one psychologist calls a *neural* (神经的) virtual reality. A vivid example of such replay can be seen in a video researchers made recently about sleep disorders. They taught a series of dance moves to a group of patients with conditions like sleepwalking, in which the sleeper engages in the kind physical movement that does not normally occur during sleep. They then videotaped the subjects as they slept. Lying in bed, eyes closed, one female patient on the tape performs the dance moves she learned earlier.

This shows that while our bodies are at rest, our brains are drawing what's important from the information and events we've recently encountered, then integrating that data into the vast store of what

we already know. In a 2010 study, researchers at Harvard Medical School reported that college students who dreamed about a computer *maze* (迷宫) task they had learned showed a 10-fold improvement in their ability to find their way through the maze compared with participants who did not dream about the task.

Robert Stickgold, one of the Harvard researchers, suggests that studying right before bedtime or taking a nap following a study session in the afternoon might increase the odds of dreaming about the material. Think about that as your head hits the pillow tonight.

51. What is scientists' finding about dreaming?
 - A) It involves disconnected, weird images.
 - B) It resembles fragments of science fiction.
 - C) Dreaming about a learned task betters its performance.
 - D) Dreaming about things being learned disturbs one's sleep.
52. What happens when one enters a dream state?
 - A) The body continues to act as if the sleeper were awake.
 - B) The neural activity of the brain will become intensified.
 - C) The brain behaves as if it were playing a virtual reality video game.
 - D) The brain once again experiences the learning activities of the day.
53. What does the brain do while we are sleeping?
 - A) It systematizes all the data collected during the day.
 - B) It substitutes old information with new data.
 - C) It processes and absorbs newly acquired data.
 - D) It classifies information and places it in different files.
54. What does Robert Stickgold suggest about enhancing learning?
 - A) Having a little sleep after studying in the day.
 - B) Staying up late before going to bed.
 - C) Having a dream about anything.
 - D) Thinking about the odds of dreaming about the material.
55. What can be inferred about dreaming from the passage?
 - A) We may enhance our learning through dreaming.
 - B) Dreaming improves your language ability.
 - C) All sleepwalkers perform dance moves when they are sleeping.
 - D) Taking a nap after learning can help you find the way through the maze.

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**.

在中国,火锅已有 2,000 多年的历史,最早流行于最寒冷的地区,然后在很多地区盛行,出现了具有地方特色的种类。吃火锅时,家人和朋友围坐在桌边,桌子中间放着热腾腾的火锅。吃火锅时,人们可以根据自己的口味放肉、海鲜、蔬菜和其他配料,自己烹饪。人们可以一边尽情地聊天,一边享受美餐。

2020 年 9 月大学英语四级考试真题(一)

Part I Writing (30 minutes)

Directions: For this part, you are allowed 30 minutes to write an essay on **online libraries**. You can start your essay with the sentence “**Online libraries are becoming increasingly popular**”. You should write at least 120 words but no more than 180 words.

Part II Listening Comprehension (25 minutes)

Section A

Directions: In this section, you will hear three news reports. At the end of each news report, you will hear two or three questions. Both the news report 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 and 2 are based on the news report you have just heard.

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| 1. A) Ship traffic in the Atlantic. | C) Exhaust from cars in Europe. |
| B) Warm currents in the ocean. | D) Particles emitted by power plants. |
| 2. A) They need to be taken seriously. | C) They might be causing trouble to air flights. |
| B) They have a huge effect on fishery. | D) They may be affecting the world's climate. |

Questions 3 and 4 are based on the news report you have just heard.

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|---|--|
| 3. A) To appeal for higher wages. | C) To call for a permanent security guard. |
| B) To demand better health care. | D) To dismiss the bad-tempered supervisor. |
| 4. A) It had already taken strong action. | C) It would take their appeal seriously. |
| B) It would put customers' needs first. | D) It was seeking help from the police. |

Questions 5 to 7 are based on the news report you have just heard.

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| 5. A) The road was flooded. | C) The road was frozen with snow. |
| B) The road was blocked. | D) The road was covered with spilled gas. |
| 6. A) A truck plunged into a pool of liquid chocolate. | |
| B) The heavy snow made driving very difficult. | |
| C) The truck driver dozed off while driving. | |
| D) A truck hit a barrier and overturned. | |
| 7. A) It was a long time before the cleanup was finished. | |
| B) It was a hard task to remove the spilled substance. | |
| C) It was fortunate that no passenger got injured. | |
| D) It was difficult to contact the manufacturer. | |

Section B

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 8 to 11 are based on the conversation you have just heard.

8. A) She wanted to save for a new phone. C) She could enjoy discounts with cash.
B) She found it much safer to use cash. D) She had been cheated using phone apps.
9. A) They can save a lot more time and trouble.
B) They find it less difficult to make purchases.
C) They derive greater pleasure from buying things.
D) They are less aware of the value of their money.
10. A) More valuable items. C) Everyday necessities.
B) More non-essential things. D) Electronic devices.
11. A) It can improve shopping efficiency. C) It may lead to excessive spending.
B) It is altering the way of shopping. D) It appeals more to younger people.

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

12. A) He wanted to order some wooden furniture.
B) He had to change the furniture delivery time.
C) He had a problem with the furniture delivered.
D) He wanted the furniture store to give him a refund.
13. A) Send the furniture back to the store. C) Collect the furniture he ordered.
B) Describe the furniture he received. D) Buy another brand of furniture.
14. A) Correct their mistake. C) Apologize to his wife.
B) Improve their service. D) Give the money back.
15. A) She recommended a new style.
B) She offered some gift to the man.
C) She apologized to the man once more.
D) She checked all the items with the man.

Section C

Directions: *In this section, you will hear three 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 16 to 18 are based on the passage you have just heard.

16. A) Reading books of wisdom. C) Sharing with others.
B) Tidying up one's home. D) Donating to charity.
17. A) Things that make one happy. C) Things that occupy little space.
B) Things that are becoming rare. D) Things that cost a lot of money.
18. A) It joined the city's clean-up campaign.
B) It sold as many as fifty boxes of books.
C) It received an incredibly large number of donated books.
D) It did little business because of the unusual cold weather.

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

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| 19. A) Give free meals to the homeless. | C) Help the vulnerable to cook lunches. |
| B) Provide shelter for the homeless. | D) Call for change in the local government. |
| 20. A) Strengthen co-operation. | C) Win national support. |
| B) Promote understanding. | D) Follow his example. |
| 21. A) Spreading news of his deeds. | C) Following the example he sets. |
| B) Writing him thank-you notes. | D) Sending him hand-made bags. |

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

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| 22. A) To solve word search puzzles. | |
| B) To send smartphone messages. | |
| C) To test their eyesight using a phone app. | |
| D) To install some audio equipment in a lab. | |
| 23. A) They could not go on until the ringing stopped. | |
| B) They could no longer concentrate on their task. | |
| C) They grabbed the phone and called back right away. | |
| D) They asked their experimenter to hang up the phone. | |
| 24. A) A rise in emotional problems. | C) A reduction in the amount of sleep. |
| B) A decline in sports activities. | D) A decline in academic performance. |
| 25. A) Protect the eyesight of the younger generation. | |
| B) Take effective measures to raise productivity. | |
| C) Realize the disruptive effects of technology. | |
| D) Ensure they have sufficient sleep every day. | |

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.

There're three main types of financial stress people encounter. The first type is apparent in people being stressed about the 26 ups and downs of investment markets—actually not so much the ups, but 27 the downs. These people are usually unable or unprepared to endure the long haul.

The next common type of financial stress is that caused by debt. In a 28 percentage of cases of debt-induced financial stress, credit cards and loans will be a central element. Often there'll be a car loan and perhaps a mortgage, but credit cards often seem to be the gateway to debt-related financial difficulties for many.

The third type of stress and 29 the least known is inherited financial stress, which is the most destructive. It is experienced by those who have grown up in households where their parents regularly 30 and fought about money. Money therefore becomes a stressful topic, and so the thought of sitting down and planning is an unattractive 31

Those suffering inherited financial anxiety 32 to follow one of two patterns. Either they put their head in the sand; they would 33 examining their financial statements, budgeting, and

discussing financial matters with those closest to them. Alternatively, they would go to the other 34 , and micro-analyze everything, to the point of complete 35 . They're convinced that whatever decision they make will be the wrong one.

- | | | |
|-----------------|---------------|----------------|
| A) appearance | F) extreme | K) proposition |
| B) argued | G) inaction | L) rebelled |
| C) avoid | H) incredibly | M) statement |
| D) considerable | I) normal | N) tend |
| E) definitely | J) possibly | O) traditional |

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**.

Doctor's orders: Let children just play

- A) Imagine a drug that could enhance a child's creativity and critical thinking. Imagine that this drug were simple to make, safe to take, and could be had for free. The nation's leading *pediatricians* (儿科医生) say this miracle compound exists. In a new clinical report, they are urging doctors to prescribe it liberally to the children in their care.
- B) "This may seem old-fashioned, but there are skills to be learned when kids aren't told what to do," said Dr. Michael Yogman, a Harvard Medical School pediatrician who led the drafting of the call to arms. Whether it's rough physical play, outdoor play or pretend play, kids derive important lessons from the chance to make things up as they go, he said.
- C) The advice, issued Monday by the American Academy of Pediatrics, may come as a shock to some parents. After spending years *fretting* (烦恼) over which toys to buy, which apps to download and which skill-building programs to send their kids to after school, letting them simply play—or better yet, playing with them—could seem like a step backward. The pediatricians insist that it's not. The academy's guidance does not include specific recommendations for the dosing of play. Instead, it asks doctors to advise parents before their babies turn two that play is essential to healthy development.
- D) "Play is not silly behavior," the academy's report declares. It fosters children's creativity, cooperation, and problem-solving skills—all of which are critical for a 21st-century workforce. When parents engage in play with their children, it builds a wall against the harmful effects of all kinds of stress, including poverty, the academy says. In the pediatricians' view, essentially every life skill that's valued in adults can be built up with play. "Collaboration, negotiation, decision-making, creativity, leadership, and increased physical activity are just some of the skills and benefits children gain through play," they wrote. The pediatricians' appeal comes as kids are being squeezed by increasing academic demands at school and the constant invasion of digital media.
- E) The trends have been a long time coming. Between 1981 and 1997, detailed time-use studies showed that the time children spent at play declined by 25 percent. Since the adoption of sweeping education reforms in 2001, public schools have steadily increased the amount of time devoted to preparing for standardized tests. The focus on academic "skills and drills" has cut deeply into *recess* (课间休息) and other time for free play.

- F) By 2009, a study of Los Angeles kindergarten classrooms found that five-year-olds were so burdened with academic requirements that they were down to an average of just 19 minutes per day of “choice time,” when they were permitted to play freely with blocks, toys or other children. One in four Los Angeles teachers reported there was no time at all for “free play.” Increased academic pressures have left 30 percent of U.S. kindergarten classes without any recess. Such findings prompted the American Academy of Pediatrics to issue a policy statement in 2013 on the “crucial role of recess in school.”
- G) Pediatricians aren’t the only ones who have noticed. In a report titled “Crisis in the Kindergarten,” a group of educators, health professionals and child advocates called the loss of play in early childhood “a tragedy, both for the children themselves and for our nation and the world.” Kids in play-based kindergartens “end up equally good or better at reading and other intellectual skills, and they are more likely to become well-adjusted healthy people,” the Alliance for Childhood said in 2009. Indeed, new research demonstrates why playing with blocks might have been time better spent, Yogman said. The trial assessed the effectiveness of an early mathematics *intervention* (干预) aimed at preschoolers. The results showed almost no gains in math achievement.
- H) Another playtime thief: the growing proportion of kids’ time spent in front of screens and digital devices, even among preschoolers. Last year, Common Sense Media reported that children up through age eight spent an average of two hours and 19 minutes in front of screens each day, including an average of 42 minutes a day for those under two. This increase of digital use comes with rising risks of obesity, sleep deprivation and *cognitive* (认知的), language and social-emotional delays, the American Academy of Pediatrics warned in 2016.
- I) “I respect that parents have busy lives and it’s easy to hand a child an iPhone,” Yogman said. “But there’s a cost to that. For young children, it’s much too passive. And kids really learn better when they’re actively engaged and have to really discover things.”
- J) The decline of play is a special hazard for the roughly 1 in 5 children in the United States who live in poverty. These 14 million children most urgently need to develop the *resilience* (韧劲) that is cultivated with play. Instead, Yogman said, they are disproportionately affected by some of the trends that are making play scarce: academic pressures at schools that need to improve test scores, outside play areas that are limited or unsafe, and parents who lack the time or energy to share in playtime.
- K) Yogman also worries about the pressures that squeeze playtime for more affluent kids. “The notion that as parents we need to schedule every minute of their time is not doing them a great service,” he said. Even well-meaning parents may be “robbing them of the opportunity to have that joy of discovery and curiosity—the opportunity to find things out on their own.”
- L) Play may not be a hard sell to kids. But UCLA pediatrician Carlos Lerner acknowledged that the pediatricians’ new prescription may meet with *skepticism* (怀疑) from parents, who are anxious for advice on how to give their kids a leg up in the world. They should welcome the simplicity of the message, Lerner said. “It’s liberating to be able to offer them this advice: that you spending time with your child and letting him play is one of the most valuable things you can do,” he said. “It doesn’t have to involve spending a lot of money or time, or joining a parenting group. It’s something we can offer that’s achievable. They just don’t recognize it right now as particularly valuable.”
36. Increased use of digital devices steals away children’s playtime.
37. Since the beginning of this century, an increasing amount of time has been shifted in public schools from recess to academic activities.

38. It has been acknowledged that while kids may welcome pediatricians' recommendation, their parents may doubt its feasibility.
39. According to some professionals, deprivation of young children's playtime will do harm not only to children themselves but to the country and the world.
40. By playing with children, parents can prevent them from being harmed by stress.
41. Playing with digital devices discourages kids from active discovery, according to pediatrician Dr. Michael Yogman.
42. The suggestion of letting children simply play may sound like going backwards to parents who want to help build their children's skills.
43. Dr. Michael Yogman believes the idea that parents should carefully schedule children's time may not be helpful to their growth.
44. One quarter of teachers in an American city said that children in kindergartens had no time for playing freely.
45. According to a pediatrician, no matter what kind of play children engage in, they are learning how to create things.

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.

Americans spend billions of dollars each year trying to change their weight with diets, gym memberships and plastic surgery.

Trying to live up to the images of "perfect" models and movie heroes has a dark side: anxiety, depression, as well as unhealthy strategies for weight loss or muscle gain. It also has a financial cost. Having an eating disorder boosts annual health care costs by nearly US\$ 2,000 per person.

Why is there both external and internal pressure to look "perfect"? One reason is that society rewards people who are thin and healthy-looking. Researchers have shown that body mass index is related to wages and income. Especially for women, there is a clear penalty at work for being overweight or obese. Some studies have also found an impact for men, though a less noticeable one.

While the research literature is clear that labor market success is partly based on how employers and customers perceive your body image, no one had explored the other side of the question. Does a person's own perception of body image matter to earnings and other indicators of success in the workplace?

Our recently published study answered this question by tracking a large national random sample of Americans over a critical time period when bodies change from teenage shape into adult form and when people build their identities.

As in other research, women in our sample tend to over-perceive their weight—they think they're heavier than they are—while men tend to under-perceive theirs.

We found no relationship between the average person's self-perception of weight and labor market outcomes, although self-perceived weight can influence *self-esteem* (自尊心), mental health and health behaviors.

While the continued gender penalty in the labor market is frustrating, our finding that misperceived weight does not harm workers is more heartening.

Since employers' perception of weight is what matters in the labor market, changing discrimination laws to include body type as a category would help. Michigan is the only state that prohibits discrimination on the basis of weight and height. We believe expanding such protections would make the labor market more fair and efficient.

46. What does the author say may have an adverse impact on people?
- A) Undergoing plastic surgeries in pursuit of beauty.
 - B) Imitating the lifestyles of heroes and role models.
 - C) Striving to achieve perfection regardless of financial cost.
 - D) Attempting to meet society's expectation of appearance.
47. What have researchers found out about people's earnings?
- A) They are closely related to people's social status.
 - B) They have to do with people's body weight and shape.
 - C) They seem to matter much less to men than to women.
 - D) They may not be equal to people's contributions.
48. What does the author's recent study focus on?
- A) Previous literature on indicators of competitiveness in the workplace.
 - B) Traits that matter most in one's pursuit of success in the labor market.
 - C) Whether self-perception of body image impacts one's workplace success.
 - D) How bosses' perception of body image impacts employees' advancement.
49. What is the finding of the author's recent research?
- A) Being overweight actually does not do much harm to the overall well-being of employees.
 - B) People are not adversely affected in the workplace by false self-perception of body weight.
 - C) Self-esteem helps to combat gender inequality in the workplace.
 - D) Gender inequality continues to frustrate a lot of female employees.
50. What does the author think would help improve the situation in the labor market?
- A) Banning discrimination on the basis of employees' body image.
 - B) Expanding protection of women against gender discrimination.
 - C) Helping employees change their own perception of beauty.
 - D) Excluding body shape as a category in the labor contract.

Passage Two

Questions 51 to 55 are based on the following passage.

The work-life balance is dead. By this, I'm not advocating that you should give up your pursuit of having a fulfilling career and a thriving personal life, and I'm definitely not saying that you have to give up one to have the other. I also acknowledge that we have a work-life problem, but I'm arguing that the concept of balance has never been helpful, because it's too limiting. You see, our language makes a difference, and how we refer to things matters because it affects our thinking and therefore our actions.

At the minimum, most of us work because we want to be able to support ourselves, our families, and the people around us. In the ideal world, we're all doing work that we're proud of and that provides meaning and purpose to us. But even if your job doesn't give you shivers of joy each new day, working is a

part of what each of us does and the contribution we make to society. When you separate work and life, it's a little bit harder to make that connection. But when you think of work as part of a full life and a complete experience, it becomes easier to see that success in one aspect often supports another.

Losing your balance and falling isn't pleasant. A goal to balance suggests that things could quickly get off balance, and that causes terrible outcomes. It's more constructive to think of solutions that continue to evolve over shifts in life and work. Rather than falling or failing, you may have good days or better days or not-so-good days. These variations are normal, and it's more useful to think of life as something that is ever evolving and changing, rather than a high-risk enterprise where things could go wrong with one misstep.

How we talk to ourselves matters, and how we talk about issues makes a difference. Let's bury "work-life balance" and think bigger and better about work-life fulfillment to do a little less balancing and a lot more living.

51. What does the author suggest by saying "The work-life balance is dead"?
- A) The hope of achieving a thriving life is impossible to realize.
 - B) The pursuit of a fulfilling career involves personal sacrifice.
 - C) The imbalance between work and life simply doesn't exist anymore.
 - D) The concept of work-life balance contributes little to a fulfilling life.
52. What does the author say about our use of language?
- A) It impacts how we think and behave.
 - B) It changes with the passage of time.
 - C) It reflects how we communicate.
 - D) It differs from person to person.
53. What does the author say we do in an ideal world?
- A) We do work that betters the lives of our families and friends.
 - B) We do work that gives us bursts of joy each new day.
 - C) We do meaningful work that contributes to society.
 - D) We do demanding work that brings our capacity into full play.
54. What does the author say about life?
- A) It is cyclical.
 - B) It is dynamic.
 - C) It is fulfilling.
 - D) It is risky.
55. What does the author advise us to do?
- A) Make life as simple as possible.
 - B) Talk about balance in simpler terms.
 - C) Balance life and work in a new way.
 - D) Strive for a more fulfilling life.

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**.

茅台(Moutai)是中国最有名的白酒,在新中国成立前夕,被选为国宴用酒。

据说赤水沿岸的村民四千年前就开始酿造茅台。在西汉时期,那里的人们生产出了高质量的茅台,并把它贡给皇帝。自唐朝开始,这种地方酒通过海上丝绸之路运往海外。

茅台味道柔和,有一种特殊的香味;适量饮用可以帮助缓解疲劳,有镇静作用,因而广受国内外消费者的喜爱。

2020 年 9 月大学英语四级考试真题(二)

Part I Writing (30 minutes)

Directions: For this part, you are allowed 30 minutes to write an essay on *the use of PowerPoint (PPT) in class*. You can start your essay with the sentence “*The use of PowerPoint is becoming increasingly popular in class*”. You should write at least 120 words but no more than 180 words.

Part II Listening Comprehension (25 minutes)

说明:由于2020年9月四级考试全国共考了一套听力,本套真题听力与第一套内容相同,只是选项顺序不同,因此在本套真题中不再重复出现。

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.

It can be seen from the cheapest budget airlines to the world's largest carriers: Airlines across the globe 26 various shades of blue in their cabin seats, and it is no 27 . There does appear to be some psychology behind it. Blue is 28 with the positive qualities of trust, efficiency, quietness, coolness, reflection and calm.

Nigel Goode is a leading aviation designer who works at a company which has been delivering aircraft interiors for airlines for 30 years. “Our job as designers is to reinforce the airline's brand and make it more 29 ,” he says. “But our primary concern is to deliver an interior that 30 comfort to create a pleasant environment.”

“It's all about making the traveling experience less 31 and blue is said to induce a feeling of calm. While some of the budget airlines might use brighter, bolder shades, most others go with softened tones. The 32 aim is to create a home-like relaxing feel, so airlines tend to use soft colors that feel domestic, 33 and earthy for that reason.”

It's also a trend that emerged decades ago and has 34 stuck. “Blue became the color of choice because it's a conservative, agreeable, corporate shade that 35 being trustworthy and safe. That's why you see it used in all of the older airlines like British Airways,” Nigel Goode added.

- | | | |
|----------------|---------------|-----------------|
| A) associated | F) imitate | K) principal |
| B) coincidence | G) indication | L) recognizable |
| C) determined | H) integrate | M) simply |
| D) drastically | I) maximizes | N) stressful |
| E) enormous | J) natural | O) symbolizes |

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**.

Why Are Asian Americans Missing from Our Textbooks?

- A) I still remember my fourth-grade social studies project. Our class was studying the Gold Rush, something all California fourth-graders learned. I was excited because I had asked to research Chinese immigrants during that era. Growing up in the San Francisco Bay Area, I had always known that “San Francisco” translated to “Gold Mountain” in Chinese. The name had stuck ever since Chinese immigrants arrived on the shores of Northern California in the 1850s, eager to try their luck in the gold mines. Now I’d have the chance to learn about them.
- B) My excitement was short-lived. I remember heading to the library with my class and asking for help. I remember the librarian’s hesitation. She finally led me past row after row of books, to a corner of the library where she pulled an oversized book off the shelf. She checked the index and turned over to a page about early Chinese immigrants in California. That was all there was in my entire school library in San Francisco, home of the nation’s first Chinatown. That was it.
- C) I finally had the opportunity to learn about Asian Americans like myself, and how we became part of the fabric of the United States when I took an introductory class on Asian-American history in college. The class was a revelation. I realized how much had been missing in my textbooks as I grew up. My identity had been shaped by years of never reading, seeing, hearing, or learning about people who had a similar background as me. Why, I wondered, weren’t the stories, histories, and contributions of Asian Americans taught in K-12 schools, especially in the elementary schools? Why are they still not taught?
- D) Our students—Asian, Latino, African American, Native American, and, yes, white—stand to gain from a multicultural curriculum. Students of color are more engaged and earn better grades when they see themselves in their studies. Research has also found that white students benefit by being challenged and exposed to new perspectives.
- E) For decades, activists have called for schools to offer anti-racism or multicultural curricula. Yet a traditional American K-12 curriculum continues to be taught from a Eurocentric point of view. Being multicultural often falls back on weaving children of color into photographs, or creating a few supporting characters that happen to be ethnic—an improvement, but superficial nonetheless. Elementary school classrooms celebrate cultural holidays—Lunar New Year! Red envelopes! Lion dancers! —but they’re quick to *gloss over* (掩饰) the challenges and injustices that Asian Americans have faced. Most students don’t, for example, learn about the laws that for years excluded Asians from immigrating to the U.S. They don’t hear the narratives of how and why Southeast Asian *refugees* (难民) had to rebuild their lives here.
- F) Research into what students learn in school has found just how much is missing in their studies. In an analysis, Christine Sleeter, a professor in the College of Professional Studies at California State University, Monterey Bay, reviewed California’s history and social studies framework, the curriculum determined by state educators that influences what is taught in K-12 classrooms. Of the nearly 100 Americans recommended to be studied, 77% were white, 18% African American, 4% Native American, and 1% Latino. None were Asian American.
- G) Worse, when Asian Americans do make an appearance in lesson books, it is often laced with problems. “There hasn’t been much progress,” says Nicholas Hartlep, an assistant professor at Metropolitan State University. His 2016 study of K-12 social studies textbooks and teacher manuals found that Asian Americans were poorly represented at best, and subjected to racist *caricatures* (拙劣

的模仿) at worst. The wide diversity of Asian Americans was overlooked; there was very little mention of South Asians or Pacific Islanders, for example. And chances were, in the images, Asian Americans appeared in *stereotypical* (模式化的) roles, such as engineers.

- H) Teachers with a multicultural background or training could perhaps overcome such curriculum challenges, but they're few and far between. In California, 65% of K-12 teachers are white, compared with a student population that is 75% students of color. Nationwide, the gap is even greater. It isn't a requirement that teachers share the same racial or ethnic background as their students, but the imbalance poses challenges, from the potential for unconscious bias to a lack of knowledge or comfort in discussing race and culture.
 - I) How race and ethnicity is taught is crucial, says Allyson Tintiangco-Cubales, an Asian-American studies professor at San Francisco State University. She added that it's not so much about the teacher's background, but about training. "You can have a great curriculum but if you don't have teachers *dedicated* (专注于) to teaching it well," she says, "it won't work as well as you want it to."
 - J) Some teachers are finding ways to expose students to Asian-American issues—if not during school hours, then outside of them. This summer, Wilson Wong will lead a class of rising fifth-graders at a day camp dedicated to Chinese culture and the Chinese-American community in Oakland, California. His students, for instance, will learn about how Chinese immigrants built the railroads in California, and even have a chance to "experience" it themselves; They will race each other to build a railroad model on the playground, with some students being forced to "work" longer and faster and at cheaper wages. Wong, a middle school teacher during the school year, hopes he's exposing the students to how Chinese Americans contributed to the U.S., something that he didn't get as a student growing up in the San Francisco Bay Area. "I planted the seeds early," he says. "That's what I'm hoping for."
 - K) And, despite setbacks, the tide may finally be turning. California legislators passed a bill last year that will bring ethnic studies to all its public high schools. Some school districts, including San Francisco and Los Angeles, already offer ethnic studies at its high schools. High schools in Portland, Chicago, and elsewhere have either implemented or will soon introduce ethnic studies classes. And, as more high schools begin teaching it, the door could crack open for middle schools, and, perhaps inevitably, elementary schools, to incorporate a truly more multicultural curriculum. Doing so will send an important message to the nation's youngest citizens: Whatever your race or ethnicity, you matter. Your history matters. Your story matters.
- 36. While cultural holidays are celebrated, the injustices experienced by Asian Americans are not exposed in elementary school classrooms.
 - 37. Little information can be found about Chinese immigrants in the author's school library.
 - 38. A middle school teacher is making a great effort to help students learn about the contributions made by Chinese immigrants to America.
 - 39. No Asian Americans were included in the list of historical figures recommended for study in K-12 classrooms.
 - 40. There is an obvious lack of teachers with a multicultural perspective to meet the curriculum challenges in America.
 - 41. Students of ethnic backgrounds learn better from a multicultural curriculum.
 - 42. Now more and more high schools in America are including ethnic studies in their curriculums.
 - 43. A study of some K-12 textbooks and teacher manuals showed that Asian Americans were inadequately and improperly represented in them.
 - 44. When taking a class in college, the author realized that a lot of information about Asian Americans was left out of the textbooks he studied.
 - 45. An Asian-American studies professor placed greater emphasis on teacher training than on teachers' background.

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.

When is cleaning walls a crime? When you're doing it to create art, obviously. A number of street artists around the world have started expressing themselves through a practice known as reverse graffiti (涂鸦). They find dirty surfaces and paint them with images or messages using cleaning brushes or pressure hoses (高压水管). Either way, it's the same principle: the image is made by cleaning away the dirt. Each artist has their own individual style but all artists share a common aim: to draw attention to the pollution in our cities. The UK's Paul Curtis, better known as Moose, operates around Leeds and London and has been commissioned by a number of companies to make reverse graffiti advertisements.

Brazilian artist, Alexandre Orion, turned one of Sao Paulo's transport tunnels into an amazing wall painting in 2006 by getting rid of the dirt. Made up of a series of white skulls (颅骨), the painting reminds drivers of the effect their pollution is having on the planet. "Every motorist sits in the comfort of their car, but they don't give any consideration to the price their comfort has for the environment and consequently for themselves," says Orion.

The anti-pollution message of the reverse graffiti artists confuses city authorities since the main argument against graffiti is that it spoils the appearance of both types of property: public and private. This was what Leeds City Council said about Moose's work: "Leeds residents want to live in clean and attractive neighbourhoods. We view this kind of advertising as environmental damage and will take strong action against it." Moose was ordered to "clean up his act." How was he supposed to do this: by making all property he had cleaned dirty again?

As for the Brazilian artist's work, the authorities were annoyed but could find nothing to charge him with. They had no other option but to clean the tunnel—but only the parts Alexandre had already cleaned. The artist merely continued his campaign on the other side. The city officials then decided to take drastic action. They not only cleaned the whole tunnel but every tunnel in Sao Paulo.

46. What do we learn from the passage about reverse graffiti?

- A) It uses paint to create anti-pollution images.
- B) It creates a lot of trouble for local residents.
- C) It causes lots of distraction to drivers.
- D) It turns dirty walls into artistic works.

47. What do reverse graffiti artists try to do?

- A) Publicise their artistic pursuit.
- B) Beautify the city environment.
- C) Raise public awareness of environmental pollution.
- D) Express their dissatisfaction with local governments.

48. What do we learn about Brazilian artist Alexandre Orion?

- A) He was good at painting white skulls.
- B) He chose tunnels to do his graffiti art.
- C) He suggested banning all polluting cars.
- D) He was fond of doing creative artworks.

49. What does the author imply about Leeds City Council's decision?

- A) It is simply absurd.
- B) It is well-informed.
- C) It is rather unexpected.
- D) It is quite sensible.

50. How did Sao Paulo city officials handle Alexandre Orion's reverse graffiti?

- A) They made him clean all the tunnels in Sao Paulo.
- B) They took drastic action to ban all reverse graffiti.
- C) They charged him with polluting tunnels in the city.
- D) They made it impossible for him to practice his art.

Passage Two

Questions 51 to 55 are based on the following passage.

The practice of paying children an allowance became popular in America about 100 years ago. Nowadays, American kids on average receive about \$ 800 per year in allowance. But the vast majority of

American parents who pay allowance tie it to the completion of housework. Although many parents believe that paying an allowance for completing chores benefits their children, a range of experts expressed concern that tying allowance very closely to chores may not be ideal. In fact, the way chores work in many households worldwide points to another way.

Suniya Luthar, a psychologist, is against paying kids for chores. Luthar is not opposed to giving allowances, but she thinks it's important to establish that chores are done not because they will lead to payment, but because they keep the household running. Luthar's suggested approach to allowance is compatible with that of writer Ron Lieber, who advises that allowances be used as a means of showing children how to save, give, and spend on things they care about. Kids should do chores, he writes, "for the same reason adults do, because the chores need to be done, and not with the expectation of compensation."

This argument has its critics, but considering the way chores are undertaken around the world may change people's thinking. Professor David Lancy of Utah State University has studied how families around the world handle chores. At about 18 months of age, Lancy says, most children become eager to help their parents, and in many cultures, they begin helping with housework at that age. They begin with very simple tasks, but their responsibilities gradually increase. And they do these tasks without payment. Lancy contrasts this with what happens in America. "We deny our children's bids to help until they are 6 or 7 years old," Lancy says, "when many have lost the desire to help and then try to motivate them with payment. The solution to this problem is not to try to use money as an incentive to do housework, but to get children involved in housework much earlier, when they actually want to do it."

51. What do some experts think about paying children for doing chores?
 - A) It may benefit children in more ways than one.
 - B) It may help children learn the worth of labor.
 - C) It may not turn out to be the best thing to do.
 - D) It may not be accepted by low-income parents.
52. According to Suniya Luthar, doing chores will help children learn to _____.
 - A) share family responsibilities
 - B) appreciate the value of work
 - C) cultivate the spirit of independence
 - D) manage domestic affairs themselves
53. What does Ron Lieber think should be the goal of giving children allowances?
 - A) To help to strengthen family ties.
 - B) To teach them how to manage money.
 - C) To motivate them to do more housework.
 - D) To show parents' appreciation of their help.
54. What does David Lancy say about 18-month-olds?
 - A) They have a natural instinct to help around the house.
 - B) They are too young to request money for what they do.
 - C) They should learn to understand family responsibilities.
 - D) They need a little incentive to get involved in housework.
55. What does David Lancy advise American parents to do?
 - A) Set a good example for children in doing housework.
 - B) Make children do housework without compensation.
 - C) Teach children how to do housework.
 - D) Accept children's early bids to help.

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**.

茶拥有 5,000 年的历史。传说,神农氏(Shen Nong)喝开水时,几片野茶叶子落进壶里,开水顿时散发出宜人的香味。他喝了几口,觉得很提神。茶就这样发现了。

自此,茶在中国开始流行。茶园遍布全国,茶商变得富有。昂贵、雅致的茶具成了地位的象征。今天,茶不仅是一种健康的饮品,而且是中国文化的一个组成部分。越来越多的国际游客一边品茶,一边了解中国文化。

5. A) Provide free meals to the local poor.
B) Help people connect with each other.
C) Help eliminate class difference in his area.
D) Provide customers with first-class service.
6. A) It does not supervise its employees.
B) It donates regularly to a local charity.
C) It does not use volunteers.
D) It is open round the clock.

7. A) They will realise the importance of communication.
- B) They will come to the café even more frequently.
- C) They will care less about their own background.
- D) They will find they have something in common.

Section B

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 8 to 11 are based on the conversation you have just heard.

8. A) A surprise party for Paul's birthday. C) Preparations for Saturday's get-together.
- B) Travel plans for the coming weekend. D) The new market on the other side of town.
9. A) It makes the hostess's job a whole lot easier.
- B) It enables guests to walk around and chat freely.
- C) It saves considerable time and labor.
- D) It requires fewer tables and chairs.
10. A) It offers some big discounts. C) It is more spacious and less crowded.
- B) It is quite close to her house. D) It sells local wines and soft drinks.
11. A) Cook a dish for the party. C) Prepare a few opening remarks.
- B) Arrive 10 minutes earlier. D) Bring his computer and speakers.

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

12. A) For commuting to work. C) For getting around in Miami.
- B) For long-distance travel. D) For convenience at weekends.
13. A) They are reliable. C) They are spacious.
- B) They are compact. D) They are easy to drive.
14. A) Buy a second-hand car. C) Seek advice from his friend.
- B) Trust her own judgment. D) Look around before deciding.
15. A) He sells new cars. C) He is starting a business.
- B) He can be trusted. D) He is a successful car dealer.

Section C

Directions: In this section, you will hear three 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 16 to 18 are based on the passage you have just heard.

16. A) Many escaped from farms and became wild.
- B) They were actually native to North America.
- C) Many got killed in the wild when searching for food.
- D) They were hunted by Spanish and Russian explorers.
17. A) They often make sudden attacks on people.
- B) They break up nature's food supply chain.
- C) They cause much environmental pollution.
- D) They carry a great many diseases.

18. A) They lived peacefully with wild pigs. C) They fell victim to eagles.
B) They ran out of food completely. D) They reproduced quickly.

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

19. A) Taste coffee while in outer space. C) Develop a new strain of coffee bean.
B) Roast coffee beans in outer space. D) Use a pressurised tank to brew coffee.
20. A) They can easily get burned. C) They have to be heated to 360°C.
B) They float around in the oven. D) They receive evenly distributed heat.
21. A) They charged a high price for their space-roasted coffee beans.
B) They set up a branch in Dubai to manufacture coffee roasters.
C) They collaborated on building the first space coffee machine.
D) They abandoned the attempt to roast coffee beans in space.

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

22. A) It is the best time for sightseeing. C) They come to clean the Iditarod Trail.
B) A race passes through it annually. D) It is when the villagers choose a queen.
23. A) Its children's baking skills. C) Its tasty fruit pies.
B) Its unique winter scenery. D) Its great food variety.
24. A) The contestants. C) Jan Newton and her friends.
B) The entire village. D) People from the state of Idaho.
25. A) She owned a restaurant in Idaho. C) She went to Alaska to compete in a race.
B) She married her husband in 1972. D) She helped the village to become famous.

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.

Most animals seek shade when temperatures in the Sahara Desert soar to 120 degrees Fahrenheit. But for the Saharan silver ant, 26 from their underground nests into the sun's brutal rays to 27 for food, this is the perfect time to seek lunch. In 2015 these ants were joined in the desert by scientists from two Belgian universities, who spent a month in the 28 heat tracking the ants and digging out their nests. The goal was simple, to discover how the 29 adapted to the kind of heat that can 30 melt the bottom of shoes.

Back in Belgium, the scientists looked at the ants under an electronic microscope and found that their 31, triangular hair reflects light like a *prism* (棱镜), giving them a metallic reflection and protecting them from the sun's awful heat. When Ph.D. student Quentin Willot 32 the hair from an ant with a 33 knife and put it under a heat lamp, its temperature jumped.

The ants' method of staying cool is 34 among animals. Could this reflective type of hair protect people? Willot says companies are interested in 35 these ants' method of heat protection for human use, including everything from helping to protect the lives of firefighters to keeping homes cool in summer.

- | | | |
|----------------|--------------|--------------|
| A) adapting | F) hunt | K) species |
| B) consciously | G) literally | L) specimens |
| C) crawling | H) moderate | M) thick |
| D) crowded | I) remote | N) tiny |
| E) extreme | J) removed | O) unique |

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**.

The start of high school doesn't have to be stressful

- A) This month, more than 4 million students across the nation will begin high school. Many will do well. But many will not. Consider that nearly two-thirds of students will experience the “ninth-grade shock,” which refers to a dramatic drop in a student’s academic performance. Some students cope with this shock by avoiding challenges. For instance, they may drop difficult coursework. Others may experience a hopelessness that results in failing their core classes, such as English, science and math.
- B) This should matter a great deal to parents, teachers and policymakers. Ultimately it should matter to the students themselves and society at large, because students’ experience of *transitioning* (过渡) to the ninth grade can have long-term consequences not only for the students themselves but for their home communities. We make these observations as research psychologists who have studied how schools and families can help young people thrive.
- C) In the new global economy, students who fail to finish the ninth grade with passing grades in college preparatory coursework are very unlikely to graduate on time and go on to get jobs. One study has calculated that the lifetime benefit to the local economy for a single additional student who completes high school is half a million dollars or more. This is based on higher earnings and avoided costs in health care, crime, welfare dependence and other things.
- D) The consequences of doing poorly in the ninth grade can impact more than students’ ability to find a good job. It can also impact the extent to which they enjoy life. Students lose many of the friends they turned to for support when they move from the eighth to the ninth grade. One study of ninth-grade students found that 50 percent of friendships among ninth graders changed from one month to the next, signaling striking instability in friendships.
- E) In addition, studies find the first year of high school typically shows one of the greatest increases in depression of any year over the lifespan. Researchers think that one explanation is that ties to friends are broken while academic demands are rising. Furthermore, most adult cases of clinical depression first emerge in *adolescence* (青春期). The World Health Organization reports that depression has the greatest burden of disease worldwide, in terms of the total cost of treatment and the loss of productivity.
- F) Given all that’s riding on having a successful ninth grade experience, it pays to explore what can be done to meet the academic, social and emotional challenges of the transition to high school. So far, our studies have yielded one main insight: Students’ beliefs about change—their beliefs about whether people are stuck one way forever, or whether people can change their personalities and abilities—are

related to their ability to cope, succeed academically and maintain good mental health. Past research has called these beliefs “*mindsets* (思维模式),” with a “fixed mindset” referring to the belief that people cannot change and a “growth mindset” referring to the belief that people can change.

- G) In one recent study, we examined 360 adolescents’ beliefs about the nature of “smartness”—that is, their fixed mindsets about intelligence. We then assessed biological stress responses for students whose grades were dropping by examining their stress *hormones* (荷尔蒙). Students who believed that intelligence is fixed—that you are stuck being “not smart” if you struggle in school—showed higher levels of stress hormones when their grades were declining at the beginning of the ninth grade. If students believed that intelligence could improve—that is to say, when they held more of a growth mindset of intelligence—they showed lower levels of stress hormones when their grades were declining. This was an exciting result because it showed that the body’s stress responses are not determined solely by one’s grades. Instead, declining grades only predicted worse stress hormones among students who believed that worsening grades were a permanent and hopeless state of affairs.
 - H) We also investigated the social side of the high school transition. In this study, instead of teaching students that their smartness can change, we taught them that their social standing—that is, whether they are bullied or excluded or left out—can change over time. We then looked at high school students’ stress responses to daily social difficulties. That is, we taught them a growth mindset about their social lives. In this study, students came into the laboratory and were asked to give a public speech in front of upper-year students. The topic of the speech was what makes one popular in high school. Following this, students had to complete a difficult mental math task in front of the same upper-year students.
 - I) Experiment results showed that students who were not taught that people can change showed poor stress responses. When these students gave the speech, their blood vessels contracted and their hearts pumped less blood through the body—both responses that the body shows when it is preparing for damage or defeat after a physical threat. Then they gave worse speeches and made more mistakes in math. But when students were taught that people can change, they had better responses to stress, in part because they felt like they had the resources to deal with the demanding situation. Students who got the growth mindset *intervention* (干预) showed less-contracted blood vessels and their hearts pumped more blood—both of which contributed to more oxygen getting to the brain, and, ultimately, better performance on the speech and mental math tasks.
 - J) These findings lead to several possibilities that we are investigating further. First, we are working to *replicate* (复制) these findings in more diverse school communities. We want to know in which types of schools and for which kinds of students these growth mindset ideas help young people adapt to the challenges of high school. We also hope to learn how teachers, parents or school counselors can help students keep their ongoing academic or social difficulties in perspective. We wonder what would happen if schools helped to make beliefs about the potential for change and improvement a larger feature of the overall school culture, especially for students starting the ninth grade.
36. The number of people experiencing depression shows a sharp increase in the first year of high school.
 37. According to one study, students’ academic performance is not the only decisive factor of their stress responses.
 38. Researchers would like to explore further how parents and schools can help ninth graders by changing their mindset.
 39. According to one study, each high school graduate contributes at least 500,000 dollars to the local economy.

40. In one study, students were told their social position in school is not unchangeable.
41. It is reported that depression results in enormous economic losses worldwide.
42. One study showed that friendships among ninth graders were far from stable.
43. More than half of students will find their academic performance declining sharply when they enter the ninth grade.
44. Researchers found through experiments that students could be taught to respond to stress in a more positive way.
45. It is beneficial to explore ways to cope with the challenges facing students entering high school.

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.

Educators and business leaders have more in common than it may seem. Teachers want to prepare students for a successful future. Technology companies have an interest in developing a workforce with the STEM (science, technology, engineering and math) skills needed to grow the company and advance the industry. How can they work together to achieve these goals? Play may be the answer.

Focusing on STEM skills is important, but the reality is that STEM skills are enhanced and more relevant when combined with traditional, hands-on creative activities. This combination is proving to be the best way to prepare today's children to be the makers and builders of tomorrow. That is why technology companies are partnering with educators to bring back good, old-fashioned play.

In fact many experts argue that the most important 21st-century skills aren't related to specific technologies or subject matter, but to creativity; skills like imagination, problem-finding and problem-solving, teamwork, optimism, patience and the ability to experiment and take risks. These are skills acquired when kids *tinker* (鼓捣小玩意). High-tech industries such as NASA's Jet Propulsion Laboratory have found that their best overall problem solvers were master tinkerers in their youth.

There are *cognitive* (认知的) benefits of doing things the way we did as children—building something, tearing it down, then building it up again. Research shows that given 15 minutes of free play, four- and five-year-olds will spend a third of this time engaged in spatial, mathematical, and architectural activities. This type of play—especially with building blocks—helps children discover and develop key principles in math and geometry.

If play and building are critical to 21st-century skill development, that's really good news for two reasons: Children are born builders, makers, and creators, so *fostering* (培养) 21st-century skills may be as simple as giving kids room to play, tinker and try things out, even as they grow older. Secondly, it doesn't take 21st-century technology to foster 21st-century skills. This is especially important for under-resourced schools and communities. Taking whatever materials are handy and tinkering with them is a simple way to engage those important "maker" skills. And anyone, anywhere, can do it.

46. What does the author say about educators?
 - A) They seek advice from technology companies to achieve teaching goals.
 - B) They have been successful in preparing the workforce for companies.

- C) They help students acquire the skills needed for their future success.
 - D) They partner with technology companies to enhance teaching efficiency.
47. How can educators better develop students' STEM skills, according to the author?
- A) By blending them with traditional, stimulating activities.
 - B) By inviting business leaders to help design curriculums.
 - C) By enhancing students' ability to think in a critical way.
 - D) By showing students the best way to learn is through play.
48. How do children acquire the skills needed for the 21st century?
- A) By engaging in activities involving specific technologies.
 - B) By playing with things to solve problems on their own.
 - C) By familiarizing themselves with high-tech gadgets.
 - D) By mastering basic principles through teamwork.
49. What can we do to help children learn the basics of math and geometry?
- A) Stimulate their interest as early as possible.
 - B) Spend more time playing games with them.
 - C) Encourage them to make things with hands.
 - D) Allow them to tinker freely with calculators.
50. What does the author advise disadvantaged schools and communities to do?
- A) Train students to be makers to meet future market demands.
 - B) Develop students' creative skills with the resources available.
 - C) Engage students with challenging tasks to foster their creativity.
 - D) Work together with companies to improve their teaching facilities.

Passage Two

Questions 51 to 55 are based on the following passage.

Being an information technology, or IT, worker is not a job I envy. They are the ones who, right in the middle of a critical meeting, are expected to instantly fix the projector that's no longer working. They have to tolerate the bad tempers of colleagues frustrated at the number of times they've had to call the help desk for the same issue. They are also the ones who know there are systems that are more powerful, reliable and faster, but their employer simply will not put up the funds to buy them.

According to a recent survey, employees who have a job reliant on IT support consider IT a major source of job dissatisfaction. Through no fault of their own, they can suddenly find their productivity deteriorating or quality control non-existent. And there's little they can do about it.

The experience of using IT penetrates almost the entire work field. It has become a crucial part of employees' overall work experience. When IT is operating as it should, employee self-confidence swells. Their job satisfaction, too, can surge when well-functioning machines relieve them of dull tasks or repetitive processes. But if there's one thing that triggers widespread employee frustration, it's an IT transformation project gone wrong, where swollen expectations have been popped and a long list of promised efficiencies have been reversed. This occurs when business leaders implement IT initiatives with little consideration of how those changes will impact the end user.

Which is why managers should appreciate just how influential the IT user experience is to their employees, and exert substantial effort in ensuring their IT team eliminates programming errors and application crashes. Adequate and timely IT support should also be available to enable users to cope with

technological issues at work. More importantly, IT practitioners need to understand what employees experience mentally when they use IT.

Therefore, businesses need to set up their IT infrastructure so that it is designed to fit in with their employees' work, rather than adjust their work to fit in with the company's IT limitations.

51. What does the author say about working in IT?
- A) It is envied by many.
 - B) It does not appeal to him.
 - C) It is financially rewarding.
 - D) It does not match his abilities.
52. What is the finding of a recent survey on employees who have a job reliant on IT support?
- A) IT helps boost productivity.
 - B) IT helps improve quality control.
 - C) Many employees are deeply frustrated by IT.
 - D) Most employees rely heavily on IT in their work.
53. What is said to happen when IT is functioning properly?
- A) There is a big boost in employees' work efficiency.
 - B) Employees become more dependent on machines.
 - C) There are no longer any boring or repetitive tasks.
 - D) Employees become more confident in their work.
54. What should business leaders do before implementing new IT initiatives?
- A) Consider the various expectations of their customers.
 - B) Draw up a list of the efficiencies to be promised.
 - C) Assess the swollen cost of training the employees.
 - D) Think about the possible effects on their employees.
55. How can a business help improve its employees' experience in using IT?
- A) By designing systems that suit their needs.
 - B) By ensuring that their mental health is sound.
 - C) By adjusting their work to suit the IT system.
 - D) By offering them regular in-service training.

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**.

铁观音(Tieguanyin)是中国最受欢迎的茶之一,原产于福建省安溪县西坪镇,如今安溪全县普遍种植,但该县不同地区生产的铁观音又各具风味。铁观音一年四季均可采摘,尤以春秋两季采摘的茶叶品质最佳。铁观音的加工非常复杂,需要专门的技术和丰富的经验。铁观音含有多多种维生素,喝起来口感独特。常饮铁观音有助于预防心脏病、降低血压、增强记忆力。

2021 年 6 月大学英语四级考试真题(二)

Part I

Writing

(30 minutes)

Directions: For this part, you are allowed 30 minutes to write an essay titled “Is technology making people lazy?”. The statement given below is for your reference. You should write at least 120 words but no more than 180 words.

Many studies claim that computers distract people, make them lazy thinkers and even lower their work efficiency.

Part II

Listening Comprehension

(25 minutes)

Section A

Directions: In this section, you will hear three news reports. At the end of each news report, you will hear two or three questions. Both the news report 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 and 2 are based on the news report you have just heard.

1. A) See the Pope.
B) Go to Newcastle.
C) Travel to Germany.
D) Tour an Italian city.
2. A) He was taken to hospital in an ambulance.
B) His car hit a sign and was badly damaged.
C) His GPS system went out of order.
D) He ended up in the wrong place.

Questions 3 and 4 are based on the news report you have just heard.

3. A) Scotland will reach the national target in carbon emissions reduction ahead of schedule.
B) Glasgow City Council has made a deal with ScottishPower on carbon emissions.
C) Glasgow has pledged to take the lead in reducing carbon emissions in the UK.
D) First Minister Nicola Sturgeon urged ScottishPower to reduce carbon emissions.
4. A) Glasgow needs to invest in new technologies to reach its goal.
B) Glasgow is going to explore new sources of renewable energy.
C) Stricter regulation is needed in transforming Glasgow's economy.
D) It's necessary to create more low-emission zones as soon as possible.

Questions 5 to 7 are based on the news report you have just heard.

5. A) It donates money to overpopulated animal shelters.
B) It permits employees to bring cats into their office.
C) It gives 5,000 yen to employees who keep pet cats.
D) It allows workers to do whatever their hearts desire.

6. A) Keep cats off the street.
B) Rescue homeless cats.
C) Volunteer to help in animal shelters.
D) Contribute to a fund for cat protection.
7. A) It has contributed tremendously to the firm's fame.
B) It has helped a lot to improve animals' well-being.
C) It has led some other companies to follow suit.
D) It has resulted in damage to office equipment.

Section B

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 8 to 11 are based on the conversation you have just heard.

8. A) Find out where Jimmy is.
B) Borrow money from Jimmy.
C) Make friends with Jimmy.
D) Ask Jimmy what is to be done.
9. A) He was unsure what kind of fellow Jimmy was.
B) He was working on a study project with Jimmy.
C) He wanted to make a sincere apology to Jimmy.
D) He wanted to invite her to join in a study project.
10. A) He got a ticket for speeding.
B) He got his car badly damaged.
C) He was involved in a traffic accident.
D) He had an operation for his injury.
11. A) He needed to make some donation to charity.
B) He found the 60 pounds in his pocket missing.
C) He wanted to buy a gift for his mother's birthday.
D) He wanted to conceal something from his parents.

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

12. A) Shopping delivery.
B) Shopping online.
C) Where he goes shopping.
D) How often he does shopping.
13. A) Searching in the aisles.
B) Dealing with the traffic.
C) Driving too long a distance.
D) Getting one's car parked.
14. A) The after-sales service.
B) The replacement policy.
C) The quality of food products.
D) The damage to the packaging.
15. A) It saves money.
B) It offers more choice.
C) It increases the joy of shopping.
D) It is less time-consuming.

Section C

Directions: In this section, you will hear three 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 16 to 18 are based on the passage you have just heard.

16. A) They have little talent for learning math.
B) They need medical help for math anxiety.
C) They need extra help to catch up in the math class.
D) They have strong negative emotions towards math.

17. A) It will gradually pass away without teachers' help.
 B) It affects low performing children only.
 C) It is related to a child's low intelligence.
 D) It exists mostly among children from poor families.
18. A) Most of them have average to strong math ability.
 B) Most of them get timely help from their teachers.
 C) They will regain confidence with counselling.
 D) They are mostly secondary school students.

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

19. A) Social media addiction is a threat to our health.
 B) Too many people are addicted to smartphones.
 C) Addiction to computer games is a disease.
 D) Computer games can be rather addictive.
20. A) They prioritize their favored activity over what they should do.
 B) They do their favored activity whenever and wherever possible.
 C) They are unaware of the damage their behavior is doing to them.
 D) They are unable to get rid of their addiction without professional help.
21. A) It may be less damaging than previously believed.
 B) There will never be agreement on its harm to people.
 C) It may prove to be beneficial to developing creativity.
 D) There is not enough evidence to classify it as a disease.

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

22. A) They are relatively uniform in color and design.
 B) They appear more formal than other passports.
 C) They are a shade of red bordering on brown.
 D) They vary in color from country to country.
23. A) They must endure wear and tear.
 B) They must be of the same size.
 C) They must be made from a rare material.
 D) They must follow some common standards.
24. A) They look more traditional.
 B) They look more official.
 C) They are favored by airlines.
 D) They are easily identifiable.
25. A) For beauty.
 B) For variety.
 C) For visibility.
 D) For security.

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.

Social isolation poses more health risks than obesity or smoking 15 cigarettes a day, according to research published by Brigham Young University. The 26 is that loneliness is a huge, if silent, risk factor.

Loneliness affects physical health in two ways. First, it produces stress hormones that can lead to many health problems. Second, people who live alone are less likely to go to the doctor 27, to

exercise or to eat a healthy diet.

Public health experts in many countries are 28 how to address widespread loneliness in our society. Last year Britain even appointed a minister for loneliness. “Loneliness 29 almost every one of us at some point,” its minister for loneliness Baroness Barran said. “It can lead to very serious health 30 for individuals who become isolated and disconnected.”

Barran started a “Let’s Talk Loneliness” campaign that 31 difficult conversations across Britain. He is now supporting “ 32 benches,” which are public seating areas where people are encouraged to go and chat with one another. The minister is also 33 to stop public transportation from being cut in ways that leave people isolated.

More than one-fifth of adults in both the United States and Britain said in a 2018 34 that they often or always feel lonely. More than half of American adults are unmarried, and researchers have found that even among those who are married, 30% of relationships are 35 strained. A quarter of Americans now live alone, and as the song says, one is the loneliest number.

- | | | |
|-----------------|----------------|--------------|
| A) abruptly | F) friendly | K) severely |
| B) appointments | G) hindered | L) sparked |
| C) consequences | H) idiom | M) splitting |
| D) debating | I) implication | N) survey |
| E) dimensions | J) pushing | O) touches |

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**.

What happens when a language has no words for numbers?

- A) Numbers do not exist in all cultures. There are numberless hunter-gatherers in Amazonia, living along branches of the world’s largest river tree. Instead of using words for precise quantities, these people rely exclusively on terms similar to “a few” or “some.” In contrast, our own lives are governed by numbers. As you read this, you are likely aware of what time it is, how old you are, your checking account balance, your weight and so on. The exact numbers we think with impact everything in our lives.
- B) But, in a historical sense, number-conscious people like us are the unusual ones. For the bulk of our species’ approximately 200,000-year lifespan, we had no means of precisely representing quantities. What’s more, the 7,000 or so languages that exist today vary dramatically in how they utilize numbers.
- C) Speakers of anumeric, or numberless, languages offer a window into how the invention of numbers reshaped the human experience. Cultures without numbers, or with only one or two precise numbers, include the Mundurucu and Pirahã in Amazonia. Researchers have also studied some adults in Nicaragua who were never taught number words. Without numbers, healthy human adults struggle to precisely distinguish and recall quantities as low as four. In an experiment, a researcher will place nuts into a can one at a time and then remove them one by one. The person watching is asked to signal when all the nuts have been removed. Responses suggest that anumeric people have some trouble keeping track of how many nuts remain in the can, even if there are only four or five in total.
- D) This and many other experiments have led to a simple conclusion: When people do not have number words, they struggle to make quantitative distinctions that probably seem natural to someone like you or me. While only a small portion of the world’s languages are anumeric or nearly anumeric, they

demonstrate that number words are not a human universal.

- E) It is worth stressing that these anumeric people are *cognitively* (在认知方面) normal, well-adapted to the surroundings they have dominated for centuries. As a child, I spent some time living with anumeric people, the Pirahã who live along the banks of the black Maici River. Like other outsiders, I was continually impressed by their superior understanding of the ecology we shared. Yet numberless people struggle with tasks that require precise discrimination between quantities. Perhaps this should be unsurprising. After all, without counting, how can someone tell whether there are, say, seven or eight *coconuts* (椰子) in a tree? Such seemingly straightforward distinctions become blurry through numberless eyes.
- F) This conclusion is echoed by work with anumeric children in industrialized societies. Prior to being spoon-fed number words, children can only approximately discriminate quantities beyond three. We must be handed the cognitive tools of numbers before we can consistently and easily recognize higher quantities. In fact, acquiring the exact meaning of number words is a painstaking process that takes children years. Initially, kids learn numbers much like they learn letters. They recognize that numbers are organized sequentially, but have little awareness of what each individual number means. With time, they start to understand that a given number represents a quantity greater by one than the number coming before it. This “successor principle” is part of the foundation of our *numerical* (数字的) cognition, but requires extensive practice to understand.
- G) None of us, then, is really a “numbers person.” We are not born to handle quantitative distinctions skillfully. In the absence of the cultural traditions that fill our lives with numbers from infancy, we would all struggle with even basic quantitative distinctions. Number words and their written forms transform our quantitative reasoning as they are introduced into our cognitive experience by our parents, peers and school teachers. The process seems so normal that we sometimes think of it as a natural part of growing up, but it is not. Human brains come equipped with certain quantitative instincts that are refined with age, but these instincts are very limited.
- H) Compared with other mammals, our numerical instincts are not as remarkable as many assume. We even share some basic instinctual quantitative reasoning with distant non-mammalian relatives like birds. Indeed, work with some other species suggests they too can refine their quantitative thought if they are introduced to the cognitive power tools we call numbers.
- I) So, how did we ever invent “unnatural” numbers in the first place? The answer is, literally, at your fingertips. The bulk of the world’s languages use base-10, base-20 or base-5 number systems. That is, these smaller numbers are the basis of larger numbers. English is a base-10 or *decimal* (十进制的) language, as evidenced by words like 14 (“four” + “10”) and 31 (“three” × “10” + “one”). We speak a decimal language because an ancestral tongue, proto-Indo-European, was decimally based. Proto-Indo-European was decimally oriented because, as in so many cultures, our ancestors’ hands served as the gateway to the realization that “five fingers on one hand is the same as five fingers on the other.” Such momentary thoughts were represented in words and passed down across generations. This is why the word “five” in many languages is derived from the word for “hand.” Most number systems, then, are the by-product of two key factors: the human capacity for language and our inclination for focusing on our hands and fingers. This manual fixation—an indirect by-product of walking upright on two legs—has helped yield numbers in most cultures, but not all.
- J) Cultures without numbers also offer insight into the cognitive influence of particular numeric traditions. Consider what time it is. Your day is ruled by minutes and seconds, but these concepts are not real in any physical sense and are nonexistent to numberless people. Minutes and seconds are the verbal and written representations of an uncommon base-60 number system used in ancient

Mesopotamia. They reside in our minds, numerical *artifacts* (人工制品) that not all humans inherit conceptually.

K) Research on the language of numbers shows, more and more, that one of our species' key characteristics is tremendous *linguistic* (语言的) and cognitive diversity. If we are to truly understand how much our cognitive lives differ cross-culturally, we must continually explore the depths of our species' linguistic diversity.

36. It is difficult for anumeric people to keep track of the change in numbers even when the total is very small.
37. Human numerical instincts are not so superior to those of other mammals as is generally believed.
38. The author emphasizes being anumeric does not affect one's cognitive ability.
39. In the long history of mankind, humans who use numbers are a very small minority.
40. An in-depth study of differences between human languages contributes to a true understanding of cognitive differences between cultures.
41. A conclusion has been drawn from many experiments that anumeric people have a hard time distinguishing quantities.
42. Making quantitative distinctions is not an inborn skill.
43. Every aspect of our lives is affected by numbers.
44. Larger numbers are said to be built upon smaller numbers.
45. It takes great efforts for children to grasp the concept of number words.

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.

Sugar shocked. That describes the reaction of many Americans this week following revelations that, 50 years ago, the sugar industry paid Harvard scientists for research that shifted the focus away from sugar's role in heart disease—and put the *spotlight* (注意的中心) squarely on dietary fat.

What might surprise consumers is just how many present-day nutrition studies are still funded by the food industry. Nutrition scholar Marion Nestle of New York University spent a year informally tracking industry-funded studies on food. "Roughly 90% of nearly 170 studies favored the sponsor's interest," Nestle tells us. Other systematic reviews support her conclusions.

For instance, studies funded by Welch Foods—the brand behind Welch's 100% Grape Juice—found that drinking Concord grape juice daily may boost brain function. Another, funded by Quaker Oats, concluded, as a *Daily Mail* story put it, that "hot *oatmeal* (燕麦粥) breakfast keeps you full for longer."

Last year, *The New York Times* revealed how Coca-Cola was funding well-known scientists and organizations promoting a message that, in the battle against weight gain, people should pay more attention to exercise and less to what they eat and drink. Coca-Cola also released data detailing its funding of several medical institutions and associations between 2010 and 2015.

"It's certainly a problem that so much research in nutrition and health is funded by industry," says Bonnie Liebman, director of nutrition at the Center for Science in the Public Interest. "When the food industry pays for research, it often gets what it pays for." And what it pays for is often a pro-industry finding.

Given this environment, consumers should be *skeptical* (怀疑的) when reading the latest finding in nutrition science and ignore the latest study that pops up on your news feed. "Rely on health experts who've reviewed all the evidence," Liebman says, pointing to the official government Dietary Guidelines,

which are based on reviews of hundreds of studies.

“And that expert advice remains pretty simple,” says Nestle. “We know what healthy diets are—lots of vegetables, not too much junk food, balanced calories. Everything else is really difficult to do experimentally.”

46. What did Harvard scientists do 50 years ago?
 - A) They raised public awareness of the possible causes of heart disease.
 - B) They turned public attention away from the health risks of sugar to fat.
 - C) They placed the sugar industry in the spotlight with their new findings.
 - D) They conducted large-scale research on the role of sugar in people’s health.
47. What does Marion Nestle say about present-day nutrition studies?
 - A) They took her a full year to track and analyze.
 - B) Most of them are based on systematic reviews.
 - C) They depend on funding from the food industries.
 - D) Nearly all of them serve the purpose of the funders.
48. What did Coca-Cola-funded studies claim?
 - A) Exercise is more important to good health than diet.
 - B) Choosing what to eat and drink is key to weight control.
 - C) Drinking Coca-Cola does not contribute to weight gain.
 - D) The food industry plays a major role in fighting obesity.
49. What does Liebman say about industry-funded research?
 - A) It simply focuses on nutrition and health.
 - B) It causes confusion among consumers.
 - C) It rarely results in objective findings.
 - D) It runs counter to the public interest.
50. What is the author’s advice to consumers?
 - A) Follow their intuition in deciding what to eat.
 - B) Be doubtful of diet experts’ recommendations.
 - C) Ignore irrelevant information on their news feed.
 - D) Think twice about new nutrition research findings.

Passage Two

Questions 51 to 55 are based on the following passage.

Success was once defined as being able to stay at a company for a long time and move up the corporate ladder. The goal was to reach the top, accumulate wealth and retire to a life of ease. My father is a successful senior executive. In 35 years, he worked for only three companies.

When I started my career, things were already different. If you weren’t changing companies every three or four years, you simply weren’t getting ahead in your career. But back then, if you were a consultant or *freelancer* (自由职业者), people would wonder what was wrong with you. They would assume you had problems getting a job.

Today, consulting or freelancing for five businesses at the same time is a badge of honor. It shows how valuable an individual is. Many companies now look to these “ultimate professionals” to solve problems their full-time teams can’t. Or they save money by hiring “*top-tier* (顶尖的) experts” only for particular projects.

Working at home or in cafes, starting businesses of their own, and even launching business ventures that eventually may fail, all indicate “initiative,” “creativity,” and “adaptability,” which are desirable qualities in today’s workplace. Most important, there is a growing recognition that people who balance

work and play, and who work at what they are passionate about, are more focused and productive, delivering greater value to their clients.

Who are these people? They are artists, writers, programmers, providers of office services and career advice. What's needed now is a marketplace platform specifically designed to bring freelancers and clients together. Such platforms then become a place to feature the most experienced, professional, and creative talent. This is where they conduct business, where a sense of community reinforces the culture and values of the *gig economy* (零工经济), and where success is rewarded with good reviews that encourage more business.

Slowly but surely, these platforms create a bridge between traditional enterprises and this emerging economy. Perhaps more important, as the global economy continues to be disrupted by technology and other massive change, the *gig economy* will itself become an engine of economic and social transformation.

51. What does the author use the example of his father to illustrate?
- A) How long people took to reach the top of their career.
 - B) How people accumulated wealth in his father's time.
 - C) How people viewed success in his father's time.
 - D) How long people usually stayed in a company.
52. Why did people often change jobs when the author started his career?
- A) It was considered a fashion at that time.
 - B) It was a way to advance in their career.
 - C) It was a response to the changing job market.
 - D) It was difficult to keep a job for long.
53. What does the author say about people now working for several businesses at the same time?
- A) They are often regarded as most treasured talents.
 - B) They are able to bring their potential into fuller play.
 - C) They have control over their life and work schedules.
 - D) They feel proud of being outstanding problem solver.
54. What have businesses come to recognize now?
- A) Who is capable of solving problems with ease.
 - B) How people can be more focused and productive.
 - C) What kind of people can contribute more to them.
 - D) Why some people are more passionate about work.
55. What does the author say about the *gig economy*?
- A) It may force companies to reform their business practice.
 - B) It may soon replace the traditional economic model.
 - C) It will drive technological progress on a global scale.
 - D) It will bring about radical economic and social changes.

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**.

普洱(Pu'er)茶深受中国人喜爱。最好的普洱茶产自云南的西双版纳(Xishuangbanna),那里的气候和环境为普洱茶树的生长提供了最佳条件。普洱茶颜色较深,味道与其他许多茶截然不同。普洱茶泡(brew)的时间越长越有味道。许多爱喝茶的人尤其喜欢其独特的香味和口感。普洱茶含有多种有益健康的元素,常饮普洱茶有助于保护心脏和血管,还有减肥、消除疲劳和促进消化的功效。

2021 年 6 月大学英语四级考试真题(三)

Part I

Writing

(30 minutes)

Directions: For this part, you are allowed 30 minutes to write an essay titled “Do violent video games lead to violence?”. The statement given below is for your reference. You should write at least 120 words but no more than 180 words.

A growing body of research finds that violent video games can make kids act aggressively in their real world relationships, causing an increase in violence.

Part II

Listening Comprehension

(25 minutes)

说明:由于 2021 年 6 月四级考试全国共考了两套听力,本套真题听力与前两套内容相同,只是选项顺序不同,因此在本套真题中不再重复出现。

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.

Nowadays you can't buy anything without then being asked to provide a rating of a company's performance on a five-star scale.

I've been asked to rate my “store 26” on the EFTPOS terminal before I can pay. Even the most 27 activities, such as calling Telstra or picking up a parcel from Australia Post, are followed by texts or emails with surveys asking, “How did we do?”

Online purchases are 28 followed up by a customer satisfaction survey. Companies are so 29 for a hit of stars that if you delete the survey the company sends you another one.

We're 30 to rate our apps when we've barely had a chance to use them. One online course provider I use asks you what you think of the course after you've only completed 31 2 per cent of it.

Economist Jason Murphy says that companies use customer satisfaction ratings because a 32 display of star feedback has become the nuclear power sources of the modern economy.

However, you can't help but 33 if these companies are basing their business on *fabrications* (捏造的东西). I 34 that with online surveys I just click the 35 that's closest to my mouse *cursor* (光标) to get the damn thing off my screen. Often the star rating I give has far more to do with the kind of day I'm having than the purchase I just made.

- A) announce
- B) commonplace
- C) confess
- D) desperate
- E) experience

- F) fascinated
- G) option
- H) prompted
- I) roughly
- J) routinely

- K) shining
- L) showering
- M) variety
- N) voyage
- O) wonder

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**.

Science of setbacks: How failure can improve career prospects

- A) How do early career setbacks affect our long-term success? Failures can help us learn and overcome our fears. But disasters can still wound us. They can screw us up and set us back. Wouldn't it be nice if there was genuine, scientifically documented truth to the expression "what doesn't kill you makes you stronger"?
- B) One way social scientists have probed the effects of career setbacks is to look at scientists of very similar qualifications. These scientists, for reasons that are mostly arbitrary, either just missed getting a research grant or just barely made it. In social sciences, this is known as examining "near misses" and "narrow wins" in areas where merit is subjective. That allows researchers to measure only the effects of being chosen or not. Studies in this area have found conflicting results. In the competitive game of biomedical science, research has been done on scientists who narrowly lost or won grant money. It suggests that narrow winners become even bigger winners down the line. In other words, the rich get richer.
- C) A 2018 study published in the *Proceedings of the National Academy of Sciences*, for example, followed researchers in the Netherlands. Researchers concluded that those who just barely qualified for a grant were able to get twice as much money within the next eight years as those who just missed out. And the narrow winners were 50 percent more likely to be given a professorship.
- D) Others in the US have found similar effects with National Institutes of Health early-career fellowships launching narrow winners far ahead of close losers. The phenomenon is often referred to as the Matthew effect, inspired by the Bible's wisdom that to those who have, more will be given. There's a good explanation for the phenomenon in the book *The Formula: The Universal Laws of Success* by Albert Laszlo Barabasi. According to Barabasi, it's easier and less risky for those in positions of power to choose to hand awards and funding to those who've already been so recognized.
- E) This is bad news for the losers. Small early career setbacks seem to have a disproportionate effect down the line. What didn't kill them made them weaker. But other studies using the same technique have shown there's sometimes no penalty to a near miss. Students who just miss getting into top high schools or universities do just as well later in life as those who just manage to get accepted. In this case, what didn't kill them simply didn't matter. So is there any evidence that setbacks might actually improve our career prospects? There is now.
- F) In a study published in *Nature Communications*, Northwestern University sociologist Dashun Wang tracked more than 1,100 scientists who were on the border between getting a grant and missing out between 1990 and 2005. He followed various measures of performance over the next decade. These included how many papers they authored and how influential those papers were, as measured by the number of subsequent citations. As expected, there was a much higher rate of *attrition* (减员) among

scientists who didn't get grants. But among those who stayed on, the close losers performed even better than the narrow winners. To make sure this wasn't by chance, Wang conducted additional tests using different performance measures. He examined how many times people were first authors on influential studies, and the like.

- G) One straightforward reason close losers might outperform narrow winners is that the two groups have comparable ability. In Wang's study, he selected the most determined, passionate scientists from the loser group and *culled* (剔除) what he deemed the weakest members of the winner group. Yet the persevering losers still came out on top. He thinks that being a close loser might give people a psychological boost, or the proverbial kick in the pants.
- H) Utrecht University sociologist Arnout van de Rijt was the lead author on the 2018 paper showing the rich get richer. He said the new finding is apparently reasonable and worth some attention. His own work showed that although the narrow winners did get much more money in the near future, the actual performance of the close losers was just as good.
- I) He said the people who should be paying regard to the Wang paper are the funding agents who distribute government grant money. After all, by continuing to pile riches on the narrow winners, the taxpayers are not getting the maximum bang for their buck if the close losers are performing just as well or even better. There's a huge amount of time and effort that goes into the process of selecting who gets grants, he said, and the latest research shows that the scientific establishment is not very good at distributing money. "Maybe we should spend less money trying to figure out who is better than who," he said, suggesting that some more equal dividing up of money might be more productive and more efficient. Van de Rijt said he's not convinced that losing out gives people a psychological boost. It may yet be a selection effect. Even though Wang tried to account for this by culling the weakest winners, it's impossible to know which of the winners would have quit had they found themselves on the losing side.
- J) For his part, Wang said that in his own experience, losing did light a motivating fire. He recalled a recent paper he submitted to a journal, which accepted it only to request extensive editing, and then reversed course and rejected it. He submitted the unedited version to a more respected journal and got accepted.
- K) In sports and many areas of life, we think of failures as evidence of something we could have done better. We regard these disappointments as a fate we could have avoided with more careful preparation, different training, a better strategy, or more focus. And there it makes sense that failures show us the road to success. These papers deal with a kind of failure people have little control over—rejection. Others determine who wins and who loses. But at the very least, the research is starting to show that early setbacks don't have to be fatal. They might even make us better at our jobs. Getting paid like a winner, though? That's a different matter.

- 36. Being a close loser could greatly motivate one to persevere in their research.
- 37. Grant awarders tend to favor researchers already recognized in their respective fields.
- 38. Suffering early setbacks might help people improve their job performance.
- 39. Research by social scientists on the effects of career setbacks has produced contradictory findings.

40. It is not to the best interest of taxpayers to keep giving money to narrow winners.
41. Scientists who persisted in research without receiving a grant made greater achievements than those who got one with luck, as suggested in one study.
42. A research paper rejected by one journal may get accepted by another.
43. According to one recent study, narrow winners of research grants had better chances to be promoted to professors.
44. One researcher suggests it might be more fruitful to distribute grants on a relatively equal basis.
45. Minor setbacks in their early career may have a strong negative effect on the career of close losers.

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.

Boredom has become trendy. Studies point to how boredom is good for creativity and innovation, as well as mental health. It is found that people are more creative following the completion of a tedious task. When people are bored, they have an increase in “associative thought”—the process of making new connections between ideas, which is linked to innovative thinking. These studies are impressive, but in reality, the benefits of boredom may be related to having time to clear your mind, be quiet, or daydream.

In our stimulation-rich world, it seems unrealistic that boredom could occur at all. Yet, there are valid reasons boredom may feel so painful. As it turns out, boredom might signal the fact that you have a need that isn't being met.

Our always-on world of social media may result in more connections, but they are superficial and can get in the way of building a real sense of belonging. Feeling bored may signal the desire for a greater sense of community and the feeling that you fit in with others around you. So take the step of joining an organization to build face-to-face relationships. You'll find depth that you won't get from your screen no matter how many likes you get on your post.

Similar to the need for belonging, bored people often report that they feel a limited sense of meaning. It's a fundamental human need to have a larger purpose and to feel like we're part of something bigger than ourselves. When people are bored, they're more likely to feel less meaning in their lives. If you want to reduce boredom and increase your sense of meaning, seek work where you can make a unique contribution, or find a cause you can support with your time and talent.

If your definition of boredom is being quiet, mindful, and reflective, keep it up. But if you're struggling with real boredom and the emptiness it provokes, consider whether you might seek new connections and more significant challenges. These are the things that will genuinely relieve boredom and make you more effective in the process.

46. What have studies found about boredom?
- A) It facilitates innovative thinking.
- B) It is a result of doing boring tasks.

- C) It helps people connect with others.
 - D) It does harm to one's mental health.
47. What does the author say boredom might indicate?
- A) A need to be left alone.
 - B) A desire to be fulfilled.
 - C) A conflict to be resolved.
 - D) A feeling to be validated.
48. What do we learn about social media from the passage?
- A) It may be an obstacle to expanding one's connections.
 - B) It may get in the way of enhancing one's social status.
 - C) It may prevent people from developing a genuine sense of community.
 - D) It may make people feel that they ought to fit in with the outside world.
49. What does the author suggest people do to get rid of boredom?
- A) Count the likes they get on their posts.
 - B) Reflect on how they relate to others.
 - C) Engage in real-life interactions.
 - D) Participate in online discussions.
50. What should people do to enhance their sense of meaning?
- A) Try to do something original.
 - B) Confront significant challenges.
 - C) Define boredom in their unique way.
 - D) Devote themselves to a worthy cause.

Passage Two

Questions 51 to 55 are based on the following passage.

Can you remember what you ate yesterday? If asked, most people will be able to give a vague description of their main meals: breakfast, lunch, dinner. But can you be sure you've noted every snack bar in your car, or every handful of nuts at your desk? Most people will have a feeling that they've missed something out.

We originally had this suspicion back in 2016, puzzled by the fact that national statistics showed calorie consumption falling dramatically over past decades. We found reliable evidence that people were drastically under-reporting what they ate.

Now the Office for National Statistics has confirmed that we are consuming 50% more calories than our national statistics claim.

Why is this happening? We can point to at least three potential causes. One is the rise in obesity levels itself. Under-reporting rates are much higher for obese people, because they simply consume more food, and thus have more to remember.

Another cause is that the proportion of people who are trying to lose weight has been increasing over time. People who want to lose weight are more likely to under-report their eating—regardless of whether they are overweight or not. This may be driven partly by self-deception or “wishful thinking”.

The final potential cause is an increase in snacking and eating out over recent decades—both in terms of how often they happen and how much they contribute to our overall energy intake. Again, there is

evidence that food consumed out of the home is one of the most poorly recorded categories in surveys. MainNote

So, what's the message conveyed? For statistics, we should invest in more accurate measurement options. For policy, we need to focus on options that make it easy for people to eat fewer calories. If people do not know how much they are eating, it can be really hard for them to stick to a diet. Also, we should be looking for new ways to ensure what people eat wouldn't have much impact on their waistlines. If this works, it won't matter if they can't remember what they ate yesterday.

51. What did the author suspect back in 2016?
- A) Calorie consumption had fallen drastically over the decades.
 - B) Most people surveyed were reluctant to reveal what they ate.
 - C) The national statistics did not reflect the actual calorie consumption.
 - D) Most people did not include snacks when reporting their calorie intake.
52. What has the Office for National Statistics verified?
- A) People's calorie intake was far from accurately reported.
 - B) The missing out of main meals leads to the habit of snacking.
 - C) The nation's obesity level has much to do with calorie intake.
 - D) Calorie consumption is linked to the amount of snacks one eats.
53. What do we learn about obese people from the passage?
- A) They usually keep their eating habits a secret.
 - B) They overlook the potential causes of obesity.
 - C) They cannot help eating more than they should.
 - D) They have difficulty recalling what they have eaten.
54. What often goes unnoticed in surveys on food consumption?
- A) The growing trend of eating out.
 - B) The potential causes of snacking.
 - C) People's home energy consumption.
 - D) People's changing diet over the years.
55. What does the author suggest policymakers do about obesity?
- A) Remind people to cut down on snacking.
 - B) Make sure people eat non-fattening food.
 - C) Ensure people don't miss their main meals.
 - D) See that people don't stick to the same diet.

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**.

龙井 (Longjing) 是一种绿茶, 主要产自中国东部沿海的浙江省。龙井茶独特的香味和口感为其赢得了“中国名茶”的称号, 在中国深受大众的欢迎, 在海外饮用的人也越来越多。龙井茶通常手工制作, 其价格可能极其昂贵, 也可能比较便宜, 这取决于茶的生长地、采摘时间和制作工艺。龙井茶富含维生素 C 和其他多种有益健康的元素。经常喝龙井茶有助于减轻疲劳、延缓衰老。

2022 年 06 月大学英语四级考试真题（第 1 套）

Part I Writing (30minutes)

Directions: Suppose you are going to write a proposal to your school library for improving its service. You are to write about its current problems and possible solutions to these problems. You will have 30 minutes to write the proposal. You should write at least 120 words but no more than 180 words.

Part II Listening Comprehension (25 minutes)

Section A

Directions: In this section, you will hear three news reports. At the end of each news report, you will hear two or three questions. Both the news report 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 and 2 are based on the news report you have just heard.

1. A) It studied the effects of exercise on sleep.
 B) Its participants came from various walks of life.
 C) Its findings confirmed those of previous studies.
 D) It ran for as long as some thirty years.
2. A) Eating more vegetables instead of meats.
 B) Drinking water instead of beverages with added sugar.
 C) Consuming more energy drinks and sports drinks.
 D) Forming the habit of exercising regularly.

Questions 3 and 4 are based on the news report you have just heard.

3. A) He asked them about his lost paintings.
 B) He knew the owner of two missing paintings.
 C) He left his paintings at a highway rest stop.
 D) He found two 17th-century oil paintings.
4. A) They are imitations.
 B) They are originals.
 C) They were stolen by an Italian boy.
 D) They came from the same artist.

Questions 5 to 7 are based on the news report you have just heard.

5. A) Look after her grandfather.
 B) Leave the remote cold region.
 C) Save her sick grandmother.
 D) Flee from the threat of bears.
6. A) She has to face a criminal charge.
 B) She was found lying motionless in the snow.
 C) She searched for her daughter in freezing cold.

- D) She works in childcare services.
7. A) She was found in a forest after three days.
B) She lay totally unconscious for three days.
C) She suffered from the effects of severe cold.
D) She was finally rescued by her relatives.

Section B

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 8 to 11 are based on the conversation you have just heard.

8. A) She shows a real passion for taking photos.
B) She has just returned from her hometown.
C) She comes from the city of Cape Town.
D) She has a truly amazing appearance.
9. A) It is as famous as Cape Town.
B) It has a flat surface at the top.
C) It is green and free from pollution.
D) It was named by European settlers.
10. A) She has British ancestors.
B) She is of mixed blood.
C) She grew up in India.
D) She speaks several languages.
11. A) It is an extremely violent sport.
B) It is becoming a national sport.
C) It is originated in New Zealand.
D) It is more popular than football.

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

12. A) Prepare a study guide.
B) Consult his advisors.
C) Go over his notes regularly.
D) Take stress-relief sessions.
13. A) His worksheets are terribly messy.
B) He finds the workload too heavy.
C) His study folder is badly disorganized.
D) He has difficulty taking notes quickly.
14. A) A visual learner.
B) An emotional learner.
C) An organized learner.
D) A logical learner.
15. A) Arrange them using color and pictures.
B) Restructure them in a logical way.
C) Commit them to memory after class.
D) Organize them into a well-connected story.

Section C

Directions: *In this section, you will hear three 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 16 to 18 are based on the passage you have just heard.

16. A) It is mainly based on a society's religion.
B) It is interpreted differently in different times.
C) It is a code of conduct based on laws and ethics.
D) It is a moral principle to guide people's behavior.
17. A) It may lead to misunderstanding despite good intentions.
B) It assumes that human beings are all good-natured.
C) It may sometimes produce undesirable outcomes.
D) It fails to consider the complexity of human relationships.
18. A) The golden rule is often in conflict with certain laws and ethical principles.
B) The golden rule must sometimes give way to more important principles.
C) Failure to follow the golden rule may lead to violation of laws and ethics.
D) Observing the golden rule is the first step to becoming a responsible citizen.

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

19. A) Many of them find it rather difficult to manage.
B) They have not seen as much diversity as desired.
C) Many of them have an increasingly diversified staff.
D) They have not quite grasped the concept of diversity.
20. A) Initiatives to achieve diversity in large corporations.
B) Advantages and disadvantages of a diversified team.
C) People's attitudes towards diversity at the workplace.
D) Innovative ideas and solutions resulting from diversity.
21. A) People prefer to work with team members similar to themselves.
B) Employers attach great importance to their corporations' diversity.
C) Employers differ, from employees in their perspectives on diversity.
D) Doubts about the practicability of diversity are gradually disappearing.

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

22. A) Choosing the best time for signing a business contract.
B) Changing one's form of communication from time to time.
C) Laying equal stress on written and spoken communication.
D) Using different forms of communication appropriately.
23. A) They are regarded as seriously binding.
B) They are seldom honored by business partners.

- C) They are taken as memos of understanding.
 - D) They are to be confirmed in written form.
24. A) It has reached the highest level of evolution.
- B) It places a high value on written contracts.
 - C) It regards written contracts as unalterable.
 - D) It has seen a decline in verbal agreements.
25. A) Its details cannot be renegotiated.
- B) It has to be carried out to the letter.
 - C) It strengthens business partnerships.
 - D) Its terms may not be strictly binding.

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.

You might think of your teeth as tools, like built-in knives and forks, but if they are mere tools, why do they feel pain and wouldn't it be better if they could just 26 under any condition? In spite of our 27 discomfort, it turns out there's a good reason our teeth are so sensitive. Tooth pain is a 28 mechanism that ensures when a tooth is being damaged we'll notice and do something about it.

If we eat something too hot or too cold, or if the tooth is worn down enough where the tissue 29 is exposed, all of those things cause pain, and then the pain causes the person not to use that tooth to try to protect it a little bit more. So it's really a protective mechanism more than anything else. If teeth didn't feel pain, we might 30 to use them in situations that damage them, and for humans, damaging 31 teeth is a problem because, unlike crocodiles, we can't 32 them.

Teeth have three layers, only one of which-the innermost layer of the tooth-can hurt, as that layer of the tooth 33 both blood vessels and nerves. Pain is the only feeling to which the nerves in that layer respond. Whereas people with tooth sensitivity may complain, for example, of tooth pain 34 by heat or cold, the nerves in the inner layer don't sense temperature. Rather, they feel pain, which may be 35 with, say, drinking something very cold.

- | | |
|---------------|---------------|
| A) adult | I) emotional |
| B) associated | J) implies |
| C) chew | K) mammal |
| D) contains | L) replace |
| E) continue | M) swallow |
| F) defense | N) triggered |
| G) dental | O) underneath |
| H) downward | |

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 to determine if a company is a good fit for you

- A) On paper, the job seemed perfect for me: The position was completely in line with my degree, the duties and responsibilities were compatible with my interests, and the office maintained a well-stocked kitchen that would satisfy my every snack desire.
- B) Sounds like my dream job, right? There was only one small problem: I simply didn't get along with the company culture. They favored a more rigid, closed-door, corporate atmosphere, while I would have preferred something more collaborative and open. They were complete clock watchers, while I would have liked a more flexible schedule. To put it plainly, we just weren't on the same page.
- C) When it comes to looking for a new job, you already know that a big part of the interview process involves the company evaluating whether or not you're a good fit for their open role. But, it's important to keep in mind that the employer isn't the only one who needs to identify a good match—you should be looking for that same exact thing. Company culture can have a big impact on how you feel about your work, so you want to make sure you sign an offer letter with an organization you're truly excited about.
- D) However, figuring out what a company is like before you actually work there can be a bit of a challenge. Luckily, there are a few things you can do to determine whether or not a company is a good fit for you—before you ever sign your name on that dotted line.
- E) First of all, know what you want. It's hard to make any decisions when you don't really know what you're looking for. So before you can determine whether you and a specific company would be compatible together, it's important to have a solid handle on what exactly you want from your employer. Many of us have an easier time identifying the things that we absolutely don't want. If those are the only things you can think of, don't

worry! That's still a good place to start.

- F) Start by writing down the things you didn't like about previous employers, as well as the parts you really valued. There's no wrong answer here—so from big things to small details, write them all down on your list. This will help you immediately identify what you're looking for in an organization, as well as the things you're trying to stay far, far away from.
- G) Make sure to do your research. Now comes the part when you put on your detective hat and do a little digging. The Internet will be your best friend when you're trying to familiarize yourself with a company's culture before ever walking through their office doors. And where exactly should you look for these culture clues? Start with the most obvious place first: the company's website. Read through their copy and blog. Do they use formal, direct language? Or is it casual, conversational, and maybe even a little humorous? This can be a big indicator of what sort of atmosphere the company is trying to cultivate.
- H) Next, turn your attention toward their social media outlets. Are they sharing photos of their team's Thursday afternoon barbeque or Halloween costume contest? Or are their social media accounts strictly reserved for company-related announcements and product launches?
- I) An industry review website like Glassdoor is another spot to check in order to find some insider information about what you can expect about a company. However, remember to take the reviews you read with a grain of salt—many of them are written by *scorned* (被鄙视的) employees.
- J) Finally, you can never fail with personal connections. Send a quick message to a current or previous company employee on LinkedIn or by email and ask if they would be willing to have a quick conversation with you about the organization in general. If you get a yes to your request for a chat, you'll be armed with some pretty powerful and helpful information heading into your interview!
- K) Learn more by asking questions. You know that part at the end of a job interview when the hiring manager asks if you have any questions, and you just stare across the table blankly with your mouth hanging open? That's the perfect opportunity to speak up and get your burning company culture questions answered! So yes, you can definitely ask your interviewer about what it's like to work for that particular organization. Simple questions like, "What three words would you use to describe the culture here?" or "What's your favorite part about working for this company?" can reveal a lot about what it's really like behind closed doors.
- L) Prioritize your values. What does my dream company culture look like? Well, I could come and go as I please, as long as I was getting the work done. My boss would genuinely listen to and value all of my ideas and suggestions. My co-workers would all be friendly with one another, without ever falling into the office gossip trap. The kitchen would have endless options of pizza and cookies. Oh, and they'd give me two months of paid vacation with a very generous salary.

- M) What are my chances of finding all of those things with one employer? Slim to none—believe me, I’ve looked. This is why it’s so important to know which aspects of a company’s culture you value most. Is it an open communication style or a flexible schedule? Focus on the top spots on your priority list, and ensure a potential employer at least checks those boxes. Unfortunately, this is reality, you can’t have everything you want but a few are certainly achievable.
- N) When you’re hunting for a new job, you already know that the employer is trying to decide whether or not you’re a good fit for the position. But you should also look at the process through a similar lens. You may not be the one conducting the actual interview, but you’re still trying to determine whether or not the company is a good fit for you.
- O) Keep these tips in mind to figure out whether you and a potential employer are a perfect match or just a recipe (方案) for disaster. After all, it’s a good thing to know before actually accepting an offer.

36. Clues about the culture of a company can be found on its website.
37. It can be difficult to know the real situation in a company until you become part of it.
38. It is impossible for a job applicant to have every expectation met.
39. Simply by reading its description, the author found the job offered ideal.
40. Job applicants are advised to make a written list of their likes and dislikes in their previous employment.
41. At the end of an interview, a job applicant should seize the opportunity to get answers to their urgent questions.
42. To begin with, job applicants should be clear what they expect from their future employer.
43. Job applicants should read with a critical eye what is written about a company on the website.
44. Job satisfaction has a lot to do with company culture.
45. A chat with an insider of a company can give job applicants very useful information when they prepare for an interview.

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.

Online classes began to be popularized just a few decades ago. They are advertised as a way for adults to finish their education and students to learn the material at their own pace—it is far more compatible for people with busy schedules.

But after being enrolled in an online course last fall semester, I came to realize online classes were merely a means to fulfil course requirements.

First of all, students lack the desire to learn, and they simply complete their assignments to receive credit for a passing grade rather than genuinely engage with the course material.

As online courses tend to have more than 100 students, most of the assignments are short and simple. They are not designed for students to interact with the material in depth but designed to be graded easily to accommodate such a large number of students.

Perhaps the biggest disadvantage of taking an online class is the absence of face-to-face interaction between the teacher and their students. Live sessions are infrequent and are often scheduled during the middle of the day when students have to attend other classes or work. The office hours of the professor may also be during inconvenient times for many students as well. Most interaction with the professor has to be through email which is often impersonal. It is nearly impossible for students to build a relationship with their professor.

There is also little interaction amongst students. It can be harder for students to create study groups and form relationships with their peers.

Online classes also require either a computer or laptop and a reliable internet connection. Not all students have access to these types of resources, whether it is for financial or other reasons, and some students can be put at a disadvantage.

Offering online classes certainly helps students who would otherwise not be able to attend classroom sessions. However, they fail to provide a genuine education with an emphasis on convenience rather than critical thinking. We need restructured online classes in which students can have a learning experience that will actually provide quality education.

46. What does the author say about students enrolled in online classes?

- A) They can access course materials easily.
- B) They are unmotivated to learn.
- C) They can learn at their own pace.
- D) They rarely fulfil the course requirements.

47. What does the author think of online course assignments?

- A) They are made convenient to mark.
- B) They are meant to facilitate interaction.
- C) They are based on easily accessible material.
- D) They are given to accommodate students' needs.

48. What does the author say is one disadvantage of online classes?

- A) They are frequently scheduled at irregular times.
- B) They make professors' offices much less accessible.
- C) They tend to increase professors' burden of responding to students' emails.
- D) They provide little chance for students to build relationships with each other.

49. What problem may arise if classes go online?
- A) More students may find it easy to be absent from them.
 - B) Teachers will worry about poor internet connections.
 - C) Some students may have difficulty attending them.
 - D) Schools with limited resources will be at a disadvantage.
50. What does the author think constitutes a key part of genuine education?
- A) Acquisition of useful knowledge.
 - B) Training of real-life skills on campus.
 - C) Development of students' personalities.
 - D) Cultivation of analytical thinking ability.

Passage Two

Questions 51 to 55 are based on the following passage.

In the age of the internet, there's no such thing as a private debate. But is that bad for science? Some scientists have had concerns. When debates in any sector move beyond the halls of universities and government agencies, there's potential for information to be used incorrectly, leading to public confusion; yet, open debate can also promote communication between the scientific community and the public. Recent open debates on scientific research, health, and policy have aroused greater public attention and encouraged more diverse voices. If this trend spurs scientists to agree more quickly about the best solutions to our problems—and at the same time helps the public observe the process of scientific discourse more clearly—then this is good for everyone, including scientists.

A recent debate published in *The New York Times* discussed the question of how quickly medicine should be developed and produced. Issues such as safety of the product and perception of the public were examined and considered. But some experts worried that such public speculation might lead people to believe that disagreement about the details meant a lack of adequate scientific consensus over the safety and efficiency of modern-day medicine.

The anxiety seems misplaced. Gone are the days of going to a conference and debating scientific issues, and that's good because those gatherings were not diverse enough and excluded many important voices. These days, the public can access debates about science regardless of where they take place.

For many scientists, public debate is a new frontier and it may feel like a place with few restraints or rules? but rather than avoiding such conversations, let the debates be transparent and vigorous, wherever they are held. If the public is to understand that science is an honorably self-correcting process, the idea that science is a fixed set of facts in a textbook needs to be dismissed. With the validity of science coming under attack, there's a need for scientific debates to be perceived as open and true to life. Let everyone see the noisy, messy deliberations that advance science and lead to decisions that benefit us all.

51. What does the author think open debate can do?
- A) Help the public to better understand science.
 - B) Clear up confusion in the scientific community.
 - C) Settle disputes between universities and government agencies.
 - D) Prevent information from being used incorrectly by the public.
52. Why did a recent debate published in *The New York Times* arouse concerns among experts?
- A) It might hinder the progress in medical research.
 - B) It might breed public distrust in modern medicine.
 - C) It might add to the difficulty of getting research funds.
 - D) It might prevent medical scientists reaching consensus.
53. Why does the author say some experts' anxiety seems misplaced?
- A) Debating scientific issues at a conference is now old-fashioned.
 - B) Diverse topics can be debated by both scientists and the public.
 - C) Debates about science are accessible to the public anyway.
 - D) Scientists can voice their opinions whatever way they like.
54. What does the author suggest scientists do about public debate?
- A) Have more discussions about it.
 - B) Embrace it with open arms.
 - C) Formulate new rules for it.
 - D) Restrain it to a rational degree.
55. What does the author say about science in the last paragraph?
- A) It is transmitted through textbooks.
 - B) It is what proves valid and true to life.
 - C) It is a dynamic and self-improving process.
 - D) It is a collection of facts and established rules.

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**.

从前有个农夫嫌他种的禾苗长得慢，就到地里把禾苗一株株地拔高了一点。回家后他对家人说：“今天可真把我累坏了！但我总算让禾苗一下子长高了。”他儿子到地里去一看，禾苗都已死光了。

现在有些家长急于让孩子成功，往往步那个农夫的后尘，搞得孩子苦不堪言，却不见孩子学业长进。这样的家长是否该对这个问题有所醒悟，让孩子自然成长呢？。

2022 年 06 月大学英语四级考试真题（第 2 套）

Part I Writing (30minutes)

Directions: Suppose you are going to write a proposal to your student union for enriching students' extracurricular activities. You are to write about what activities to organize and why. You will have 30 minutes to write the proposal. You should write at least 120 words but no more than 180 words.

Part II Listening Comprehension (25 minutes)

提示：2022年6月本套听力内容与第一套完全一致，只是选项顺序不同，故而未重复显示。

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.

If you've ever looked at the ingredients list while grocery shopping, chances are you've seen the term "natural flavors". But have you taken a 26 to consider what these natural flavors actually are?

Most of us might think that "natural flavors" are, well, naturally good for us. A recent study in the journal *Appetite* found that when the word "natural" appears on packaging, people 27 that the food within is indeed healthier. In truth, natural flavors do not 28 much, at least chemically speaking, from their flavor-boosting 29: artificial flavors. Both can be made in a lab by trained flavorists, but artificial flavors use chemicals to give a product a 30 smell or taste.

Natural flavors come from plant or animal 31, like fruit, vegetable, meat, fish or milk that is then processed or refined in some way. In short, natural flavors are 32 from plants and animals to create specific flavors for processed foods. But that does not 33 make it easier to tell what is really in your food. Because the Food and Drug Administration (FDA) has not 34 the term, companies can use it to refer to pretty much anything derived from a plant or animal. And natural flavors can also include a variety of chemical additives, such as preservatives. The FDA doesn't require companies to reveal what additional chemicals a specific item 35.

So if you want to know for certain what you're getting with your groceries, you might want to stick to the farmer's market.

A) acknowledge	I) implies
B) chance	J) necessarily
C) contains	K) particular
D) counterparts	L) perceive
E) defined	M) second
F) differ	N) sources
G) especially	O) strange
H) extracted	

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*.

Fake holiday villa websites prompt warning

- A) During the British winter, the thought of two weeks in a coastal *villa* (别墅) with soul-stirring views of the sea and a huge pool to enjoy is enough to *offset* (抵消) the labor until the holidays start. For a growing number of people, however, their yearly break is turning into a nightmare as they find that the property they have paid thousands for does not exist and the website through which they booked it has disappeared.
- B) Consumers have been warned to be aware of the potential for deception in this market, which is far from uncommon. In 2017 there were 1,632 cases of reported “*villa fraud* (诈骗)”, with victims losing an average of £ 2,052, according to Action Fraud, the national center for reporting such frauds. “Millions of pounds are lost each year by defrauded holidaymakers,” says Sean Tipton of the Association of British Travel Agents (ABTA) .
- C) The problem has ballooned in the last 10 years, with frauds becoming more and more sophisticated. The fake websites have authentic-sounding names involving a mix of keywords, typically including the place name, “summer”, “villas” or “rentals”. Details of *legitimate* (合法的) villas are often stolen from other sites. “When the fraudsters first started it was unsophisticated—the websites looked amateur and there wasn’t a lot of effort,” says Tipton. “Now they are clever. They extensively rip off legitimate websites and use a different website name. They’ll have pictures of a sales team and it might be a poor actor in New York that is down as their head of sales.”
- D) Fraudsters target popular seaside destinations for British tourists visiting Spain where prices can soar if demand exceeds supply. Prices are kept within reasonable ranges to avoid arousing suspicion. “A villa might cost £ 5,000 elsewhere and they will offer it at say £ 3,500. But a bit of a giveaway is that the villa will be cheaper than on other websites and there’s unlimited availability,” says Tipton. Fraudsters also invest in pay-per-click advertising to feature at the top of search engines when people type in

phrases such as “Spanish seaside villas”.

- E) With such a degree of professionalism, how can consumers find out if the website they’re looking to book with is trustworthy? “When people book holiday villas they are doing so through rose-colored glasses,” says Tony Neate, chief executive of Get Safe Online, “They should be Googling the property, and looking on websites like Google Maps and StreetView to see if it’s there. Also, speak to the person you’re booking the villa with on a landline phone, as fraudsters tend to only use mobiles.” He also suggests asking someone not going on the holiday to have a look at the website. “They might spot problems you don’t spot.” Another potential red flag is being asked to pay by bank transfer. “The problem is that when the money leaves your account it’s in theirs straightaway and it’s very hard to track it,” says Barclays Bank head of digital safety, Jodie Gilbert. “We generally recommend other forms of payment, like credit card.”
- F) Little seems to be known about these fraudsters, “There is no way to definitely know who they are,” says Neate. “It could be anyone. It could be your next-door neighbor or organized crime in Russia.” Action Fraud says people should ensure the company renting the villa is a member of a recognized trade body such as ABTA.
- G) “By working with industry partners such as ABTA and Get Safe Online, we are able to issue alerts about the latest threats they should be aware of. If you believe you have fallen victim to fraud or cyber-crime, please report it to Action Fraud,” it adds. ABTA says it is trying to combat the issue by running public awareness campaigns. “It’s a growing problem and people can’t stop fraudsters being dishonest,” says Tipton. “They’re still going to do it. It’s not impossible to stop but as it’s internet-based it’s harder to pursue.”
- H) Nick Cooper, the founder and co-owner of villa booking company Villa Plus, estimates his company has uncovered more than 200 fake villa websites over the past two years, and doesn’t believe enough is being done. “It is hopeless to report fake villa websites to the internet giants who host them,” he says. “I found it impossible to speak to anyone. Also, once one bank account gets reported, they simply use another.”
- I) For now the only way to stop fraudsters appears ultimately to lie in the hands of the consumer. “When people book their holidays they get so emotionally involved, and when they find that villa at a good price with availability in peak season, they are an easy target,” says Cooper. “The public has to learn to be far more aware they are a target for these sort of frauds.” But it’s not just the financial cost. “A family will turn up at a villa and find out it doesn’t exist or the owner doesn’t know who you are,” says Tipton. “The problem then is you have to find accommodation at short notice. It can be incredibly expensive but it’s the emotional cost, too.”
- J) Carla O’Shaughnessy from Sydenham was searching last year for a good deal to book a villa in Majorca for a summer break for the family. “I was comparing prices online and found one that came in a bit cheaper than others,” says O’Shaughnessy. She emailed the company via its website, asking how far the villa was from the airport and about local restaurants. “They came back with believable answers; it was all very friendly and professional,” she says. Happy with the responses, O’Shaughnessy paid the full amount of £ 3,000 via bank transfer into the travel agent’s account and then forgot about it until a month before the booking.
- K) “I tried logging on to the website and couldn’t,” she recalls. “I Googled the agent’s

name and there were lots of complaints about him being a fraudster. If only I'd Googled before but I never thought of it." Although she found another villa in time for their holiday, she admits she was much more cautious. "I paid through a secure third-party site and had phone conversations with the agent. But I wasn't able to relax until we turned up and I had the keys."

36. Fraudsters often steal villa-booking information from authentic holiday websites.
37. Fraudsters keep changing their bank accounts to avoid being tracked.
38. It is suggested that people not going on the holiday might help detect website frauds.
39. More and more British holidaymakers find the seaside villas they booked online actually nonexistent.
40. By checking an agent's name online before booking a villa, holidaymakers can avoid falling into traps.
41. Fraudsters are difficult to identify, according to an online safety expert.
42. Holidaymakers have been alerted to the frequent occurrence of online villa-booking frauds.
43. It is holidaymakers that can protect themselves from falling victim to frauds.
44. Holidaymakers are advised not to make payments by bank transfer.
45. Fraudsters advertise their villas at reasonable prices so as not to be suspected.

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.

Social media can be a powerful communication tool for employees, helping them to collaborate, share ideas and solve problems. Research has shown that 82% of employees think social media can improve work relationships and 60% believe it can support decision-making processes. These beliefs contribute to a majority of workers connecting with colleagues on social media, even during work hours.

Employers typically worry that social media is a productivity killer; more than half of U.S. employers reportedly block access to social media at work. In my research with 277 employees of a healthcare organization I found these concerns to be misguided. Social media doesn't reduce productivity nearly as much as it kills employee retention.

In the first part of the study I surveyed the employees about why and how they used platforms like Facebook, Twitter, or LinkedIn. Respondents were then asked about their work behaviors, including whether they felt motivated in their jobs and showed initiative at work. I found employees who engage in online social interactions with co-workers through social media blogs tend to be more motivated and come up with innovative ideas. But when

employees interact with individuals outside the organization, they are less motivated and show less initiative.

In the second part of the study I found 76% of employees using social media for work took an interest in other organizations they found on social media. When I examined how respondents expressed openness to new careers and employers, I found that they engaged in some key activities including researching new organizations and making new work connections.

These findings present a dilemma for managers: employees using social media at work are more engaged and more productive, but they are also more likely to leave your company. Managers should implement solutions that neutralize the retention risk caused by social media.

They can create social media groups in which employees will be more likely to collaborate and less likely to share withdrawal intentions or discussions about external job opportunities. Managers can also use social media to directly reduce *turnover* (跳槽) intentions, by recognizing employees' accomplishments and giving visibility to employees' success stories.

46. What does previous research about social media reveal?

- A) Most employees think positively of it.
- B) It improves employees' work efficiency.
- C) It enables employees to form connections.
- D) Employees spend much of their work time on it.

47. What did the author's own research find about social media?

- A) It influences employees' work negatively.
- B) It does much harm to employee loyalty.
- C) It kills employees' motivation for work.
- D) It affects employers' decision-making.

48. What did the author find in his study about the effect of online social interactions?

- A) It differs from employee to employee.
- B) It tends to vary with the platform used.
- C) It has much to do with whom employees interact with.
- D) It is hard to measure when employees interact with outsiders.

49. What problem was found with employees using social media for work?

- A) They seldom expressed their inner thoughts.
- B) Most of them explored new job opportunities.
- C) They were reluctant to collaborate with others.
- D) Many of them ended with lower productivity.

50. What does the author suggest managers do to neutralize the retention risk?

- A) Give promotions to employees for their accomplishments.

- B) Create opportunities for employees to share success stories.
- C) Acknowledge employees' achievements through social media.
- D) Encourage employees to increase their visibility on social media.

Passage Two

Questions 51 to 55 are based on the following passage.

In the coming era of budget cuts to education, distance learning could become the norm.

The temptation for those in charge of education budgets to trade teachers for technology could be so strong that they ignore the disadvantages of distance learning. School facilities are expensive to build and maintain, and teachers are expensive to employ. Online classes do not require buildings and each class can host hundreds of people simultaneously, resulting in greater savings, thus increasing the temptation of distance education for those concerned more about budgets than learning. But moving away from a traditional classroom in which a living, breathing human being teaches and interacts with students daily would be a disaster. Physically attending school has hidden benefits: getting up every morning, interacting with peers, and building relationships with teachers are essential skills to cultivate in young people. Moreover, schools should be more than simple institutions of traditional learning. They are now places that provide meals. They are places where students receive counseling and other support.

Those policy-makers are often fascinated by the latest technology in education and its potential to “transform” education overnight. But online education does not allow a teacher to keep a struggling student after class and offer help. Educational videos may deliver academic content, but they are unable to make eye contact or assess a student’s level of engagement. Distance education will never match the personal teaching in a traditional classroom. In their first 18 years of life, American children spend only 9% of their time in school. Yet teachers are expected to prepare them to be responsible citizens, cultivate their social skills, encourage successful time management, and enhance their capacity to flourish in an increasingly harsh labor market. Given these expectations, schools should not become permanently “remote”.

The power of the classroom is rooted in the humanity of the people gathered in the same place, at the same time. Personal teaching is about teachers showing students a higher path, and about young people going through the process together. Technology, no matter how advanced, should simply be a tool of a good teacher.

51. What mainly accounts for the possibility that distance learning could become the norm?

- A) Advances in education technology.
- B) Shrinking financial resources.
- C) Shortage of school facilities.
- D) Lack of qualified teachers.

52. What does the author say is one possible benefit of students attending school physically?
- A) Developing the habit of getting up early.
 - B) Eating nutritionally well-balanced meals.
 - C) Growing into living and breathing human beings.
 - D) Cultivating relationships with peers and teachers.
53. What does the author think of the latest technology in education?
- A) It may have potential disadvantages.
 - B) It may render many teachers jobless.
 - C) It may add to students' financial burden.
 - D) It may revolutionize classroom teaching.
54. What does the author say teachers are expected to do?
- A) Enhance students' leadership capacity.
 - B) Elevate students to managerial positions.
 - C) Enable students to adapt to the changes in life.
 - D) Prepare students to be competitive in the future.
55. Why couldn't technology replace a good teacher?
- A) It lacks humanity.
 - B) It is still immature.
 - C) It cannot track students' growth.
 - D) It cannot cater to personal needs.

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**.

从前有个人养了一群羊。一天早上他准备出去放羊，发现少了一只。他仔细一看，看到羊栏 (sheepfold) 上有个窟窿。显然，夜间有狼钻进羊圈叼走了羊。

邻居劝他修羊栏，可是他不听。

第二天，他发现狼又通过窟窿叼走一只羊。他想起邻居的话，就赶快堵上窟窿，把羊栏补好。此后，他的羊再也没有被狼叼走。

故事告诉我们：出了问题及时补救，可以防止蒙受更大损失。

提示：第三套试题除翻译和作文不同，其余与第2套完全一致，故而不再重复显示。

2023 年 6 月大学英语四级考试真题（第 1 套）

Part I

Writing

(30 minutes)

Directions: Suppose the student union of your university is organizing an online discussion on interpersonal relationships. You are to write an essay on ways to maintain a warm and friendly relationship with your classmates and on the benefits of such a relationship. You will have 30 minutes for the task. You should write at least 120 words but no more than 180 words.

Part II

Listening Comprehension

(25 minutes)

Section A

Directions: In this section, you will hear three news reports. At the end of each news report, you will hear two or three questions. Both the news report 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 and 2 are based on the news report you have just heard.

- | | |
|--------------------------------------|--|
| 1. A. A man was taken to a hospital. | C. A man fell off his toilet seat. |
| B. A man was bitten by a snake. | D. A man kept a 4-foot snake as a pet. |
| 2. A. Who owned the snake. | C. Whether the snake was infected. |
| B. How the snake was captured. | D. Where the snake had been taken. |

Questions 3 and 4 are based on the news report you have just heard.

- | | |
|--|-----------------------------|
| 3. A. Posting her daughter's photos on social media. | |
| B. Sharing her photos with famous movie stars. | |
| C. Amusing herself by going to ball parties. | |
| D. Taking her trash out in fancy dresses. | |
| 4. A. To record her achievements. | C. To amuse people. |
| B. To please her daughter. | D. To make herself popular. |

Questions 5 to 7 are based on the news report you have just heard.

- | | |
|---|--|
| 5. A. Get a free meal after answering some questions. | |
| B. Have a meal even if they have no money. | |
| C. Have a chance of winning a \$100 prize. | |
| D. Eat as much as they want for \$10. | |
| 6. A. It was brought up by two staffers. | C. It originated from a donation to her staff. |
| B. It was suggested by some of her customers. | D. It helped to popularize her restaurant. |
| 7. A. Fifty customers have offered donations. | |
| B. Most staffers have received messages of kindness. | |
| C. Many people have come to eat at the restaurant. | |
| D. More people have been giving than taking. | |

Section B

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 8 to 11 are based on the conversation you have just heard.

8. A. He is a famous writer. C. He is a host for a TV program.
B. He is a psychologist. D. He is a primary school teacher.
9. A. Why friends break off contact all of a sudden.
B. Why people fail to respond to emails promptly.
C. Why parents raise their children in different ways.
D. Why social media accounts vanish without a trace.
10. A. They attempt to ignore the whole situation. C. They avoid showing their emotions.
B. They scream to get their parents back. D. They simply shut themselves down.
11. A. They try to express their feelings and thoughts effectively.
B. They are on better terms with friends and romantic partners.
C. They may regard any difference as the end of a relationship.
D. They attach more value to their relationships with others.

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

12. A. Their quality. B. Their design. C. Their price. D. Their color.
13. A. Jeans are available in a greater variety in America.
B. America has the best weaving tools in the world.
C. America makes the best-known brands of jeans.
D. Jeans are a typical American garment.
14. A. They are artificial. C. They are natural.
B. They are unique. D. They are special.
15. A. They are worth the price. C. They are popular with boys.
B. They are much too pricey. D. They are for casual wearing.

Section C

Directions: *In this section, you will hear three 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 16 to 18 are based on the passage you have just heard.

16. A. He wants to see it again.
B. He desires more in life.

- C. He longs to become a superstar himself.
- D. He feels as inspired as other audience members.

- 17. A. It is extremely artistic. C. It is somewhat complicated.
- B. It is rather unrealistic. D. It is relatively predictable.
- 18. A. They are too simple. C. They are basically misleading.
- B. They are full of shootings. D. They are biased against women.

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

- 19. A. It is an intuitive way to solidify friendship. C. It can help connect people.
- B. It is a means to inspire creative thinking. D. It can highlight leadership.
- 20. A. Make them more open to learning. C. Enable them to remember the main idea.
- B. Allow them to recite data points. D. Stimulate them to engage in discussions.
- 21. A. Enrich their own experience. C. Explain insightful ideas.
- B. Inspire listeners' imagination. D. Convey fundamental values.

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

- 22. A. The number of immigrants to the U.S. is declining.
- B. Another wave of immigrants is hitting the U.S.
- C. Immigrants have been contributing to the U.S.
- D. Immigrants outnumber U.S.-born Americans.
- 23. A. They have founded most Fortune 500 companies.
- B. They have fewer chances to be hired by U.S. companies.
- C. More of them expect their children to succeed in business.
- D. More of them are successful business people.
- 24. A. Thirty-four percent of them use credit for their daily purchases.
- B. Their level of debt is lower than that of native-born Americans.
- C. Nineteen percent of them borrow money from friends and family.
- D. They have higher installment loan debt than native-born Americans.
- 25. A. Collaborate with native-born Americans. C. Keep their traditional values and old habits.
- B. Borrow money from financial institutions. D. Find employment in competitive businesses.

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.

You probably haven't taken the time to think of all the work that went into creating the shirt on your back. I mean, how hard it could be to create fabric and 26 it into a shirt shape. Don't machines do all that? Well, creating fabric from cotton, which is the most 27 clothing material, is actually a process that involves a lot of water, 2,700 liters per shirt to be 28. Take a look at the video below from *National Geographic* for some more mind-blowing 29 about cotton clothing production.

Clean water is 30 becoming one of the most sought-after resources in the world. Given how large the 31 and cotton industries are, they take up a lot of our fresh water demands across the world, according to *The Huffington Post*. The video from *National Geographic* was created to spread 32 of how environmentally harmful cotton is. But the situation can be made better. Through better water management and farming practices, water usage in cotton production can be cut down by 33 40 percent.

Called "Better Cotton", this environmentally conscious product will save millions of liters of water a year simply from 34 the demands of cotton production. Cotton doesn't have to go, since it is, after all, one of the most useful cash crops across the globe. However, as water supplies 35, farmers and consumers need to be more conscious of the effect that these products have on the environment as a whole.

A. abstracts	F. increasingly	K. reducing
B. abundant	G. intense	L. sew
C. awareness	H. mend	M. shrink
D. conscience	I. nearly	N. statistics
E. exact	J. reckoning	O. textile

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**.

The Spoken Web

- A. We're growing more used to chatting to our computers, phones and smart speakers through voice assistants like Amazon's Alexa, Apple's Siri and Microsoft's Cortana. Blind and partially sighted people have been using text-to-speech converters for decades.
- B. Out of these assistants, Siri is the most well-known. The assistant uses voice inquiries and a natural-language user interface (界面) to answer questions. The software adapts to users' individual language usages, searches, and preferences, with continuing use.
- C. Some think voice could soon take over from typing and clicking as the main way to interact online.

But what are the challenges of moving to “the spoken web”?

- D. What use is written online content if you can’t read? That is the situation facing illiterate (不识字) African farmers. They are often denied crucial information the web offers many others. With a literacy rate in some parts of Africa at only 22.6%, farmers are often “underpaid for their produce because they might be unaware of the prevailing prices,” says Francis Dittoh, a researcher behind Mr Meteo, a speech-based weather information service.
- E. “The most frequently heard complaint is about rainfall predictions,” says Mr Dittoh, who lives in Tamale, northern Ghana. “They tell us the methods their forefathers used to predict the weather don’t seem to work as well these days.” This is down to climate change, he believes. Yet knowing when it’s going to rain is vital for farmers wanting to sow seeds, irrigate crops or take their animals out to the fields to feed on grass.
- F. Mr Dittoh says the idea of converting online weather reports into speech came from the farmers themselves, after a workshop in the village of Guabuligah. “They came up with this,” he says. Mr Meteo takes the online weather forecast, converts it to a short recording in the appropriate language and makes it available on a basic phone. Farmers ring up to receive the information. The local language Dagbani is spoken by 1.2 million people but is not served by any online translation applications. The service was designed to be cheap and easy to run, says Mr Ditto. He plans to begin field tests this month, working with Tamale’s Savanna Agricultural Research Institute.
- G. The spoken web could also help the one-in-five adults in Europe and the US with poor reading skills. But building the spoken web — web-to-voice and voice-to-web — isn’t straightforward. For software to understand pizza is served at Italian restaurants is easy. To cover multiple domains and to be able to have a conversation with users on every single topic is still a long way off.
- H. So although many computer assistants can answer simple questions about the weather and play music for us, anything resembling a wide-ranging human conversation is decades away. Artificial intelligence just isn’t smart enough yet. Even turning your voice into text — automatic speech recognition — is one of the hardest problems to solve, as there are as many ways to pronounce things as there are people on the planet.
- I. Siri has often been praised for its ability to interpret our casual language and deliver very specific and accurate result, sometimes even providing additional information. But it is still somewhat restricted, particularly when the language moved away from stiffer commands into more human interactions. In one example, the phrase “Send a text to Jason, Clint, Sam, and Lee saying we’re having dinner at Silver Cloud restaurant” was interpreted as sending a message to Jason only, containing the text “Clint Sam and Lee saying we’re having dinner at Silver Cloud restaurant”. It has also been noted that Siri lacks a proper editing function, as saying “Edit message to say: we’re at Silver Cloud restaurant and you should come find us” generates “Clint Sam and Lee saying we’re having dinner at Silver Cloud restaurant to say we’re at Silver Cloud restaurant and you should come find us”.
- J. Using voice interaction feels far more intimate than surfing the net the old-fashioned way. This is intentional as the informal tone of the assistant helps create an emotional attachment. But if something

speaks, it must also listen. Our phones are always near us and they are collecting data about us all the time. This has already raised privacy concerns. The American Civil Liberties Union has stated that digital assistants create a threat to privacy from hackers. Some people have other concerns. They worry assistants will one day be used to deliver advertising directly to us.

- K. But digital voices need more personality to make them popular. Robots are not yet witty, Siri is boring. The benefits of using voice instead of tapping fingers obviously depend on the context. Doctors completing online forms about their patients by speech, for example, can dictate 150 words a minute, three times faster than typing on a keyboard. This enables them to spend less time on administration and more time with patients.
- L. Last year, speech recognition company Nuance helped a doctors' surgery in Dukinfield, near Manchester, set up a speech system for the practice's six doctors. Now they can dictate notes on a patient's health condition and treatment and a smart assistant automatically enters the information into the right fields on a web form. Previously, the doctors made voice recordings that were then transcribed by secretaries — a process that was costly and likely to cause delays. The new system means letters to patients now have more detail.
- M. Using voice also makes sense when you're doing other things with your hands. Think about when you're cooking, and you just want to know what the next step in the recipe is. Your hands are covered with oil; you're not going to get on the iPad, so it's a lot more natural to talk. And speech obviously makes sense when you're driving. In the US, 29% of drivers admit they surf behind the wheel, according to insurance firm State Farm. This is up from 13% in 2009. No wonder using mobile phones while driving causes more crashes a year than drink driving, says the US National Safety Council.
36. According to Francis Dittoh, their speech-based weather information service was meant to be inexpensive and easy to use.
37. Using voice instead of typing enables doctors to spend more time taking care of patients.
38. It is extremely difficult to convert voice into text because of different pronunciations.
39. African farmers unable to read often don't have access to important information conveyed online.
40. Some phone users worry advertisers will take advantage of voice assistants to send ads directly to them.
41. The spoken web is helpful when one's hands are occupied.
42. Some people believe online interaction would soon depend mainly on voice.
43. Setting up a spoken web is by no means an easy task.
44. Weather information is extremely important to farmers.
45. Some people are concerned about privacy because their phones are constantly collecting their personal information.

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.

The United States is facing a housing crisis: Affordable housing is inadequate, while luxury homes abound (充裕), and homelessness remains a persistent problem. Despite this, popular culture and the housing industry market happiness as living with both more space and more amenities (便利设施). Big houses are advertized as a reward for hard work and diligence, turning housing from a basic necessity into a luxury.

This is reflected in our homes. The average single-family home built in the United States before 1970 was less than 1,500 square feet in size. By 2016, the average size of a new, single-family home was 2,422 square feet. What's more, homes built in the 2000s were more likely than earlier models to have more of all types of spaces: bedrooms, bathrooms, living rooms, dining rooms, recreation rooms and garages.

There are consequences of living big. As middle-class houses have grown larger, two things have happened. First, large houses take time to maintain, so cleaners and other low-wage service workers are required to keep these houses in order. Second, once-public spaces, where people from diverse backgrounds used to come together, have increasingly become privatized, leading to a reduction in the number of public facilities available to all, and a reduced quality of life for many. Take swimming pools. While in 1950, only 2,500 U.S. families owned pools, by 1999 this number was 4 million. At the same time, public municipal pools were often closed, leaving low-income people nowhere to swim.

The trend for bigger housing thus poses ethical questions. Should Americans accept a system in which the middle and upper classes enjoy a luxurious lifestyle, using the low-wage labor of others? Are we willing to accept a system in which an increase in amenities purchased by the affluent means a reduction in amenities for the poor?

I believe neither is acceptable. We must change the way we think: living well does not need to mean having more private spaces; instead, it could mean having more public spaces. A better goal than building bigger houses for some is to create more publicly accessible spaces and amenities for all.

46. What are big houses promoted to be in the United States?

- | | |
|----------------------------------|---|
| A. A luxury for the homeless. | C. An abundant source of comforts. |
| B. A reward for industriousness. | D. An absolute necessity for happiness. |

47. What is one of the consequences of living big?

- A. Many Americans' quality of life has become lower.
- B. People from diverse backgrounds no longer socialize.
- C. People no longer have access to public swimming pools.
- D. Many Americans' private life has been negatively affected.

48. What questions arise from living big?
- A. Questions related to moral principles.
 - B. Questions having to do with labor cost.
 - C. Questions about what lifestyle to promote.
 - D. Questions concerning housing development.
49. What kind of social system does the author think is unacceptable?
- A. One in which the wealthy exploit the low-wage laborers building their houses.
 - B. One in which the rich purchase amenities at an increasingly unjustifiable price.
 - C. One in which the upper classes deprive the lower classes of affordable housing.
 - D. One in which the affluent enjoy a more comfortable life at the expense of the poor.
50. What does the author advocate for people to live well?
- A. Finding ways to turn private spaces into public ones.
 - B. Building more houses affordable to those less affluent.
 - C. More public spaces created for everyone to enjoy.
 - D. All amenities made accessible to the rich and the poor alike.

Passage Two

Questions 51 to 55 are based on the following passage.

Most of us in the entrepreneurial community are blessed — or cursed — with higher-than-average ambition. Ambitious people strongly desire accomplishments and are willing to take more risks and spend more effort to get them.

Overall, this is a positive quality, especially for people trying to build their own businesses. Apparently, if you're more naturally driven to set goals, you are more likely to succeed.

Actually, this isn't always the case. In fact, in some cases, extreme ambition may end up doing more harm than good.

One major side effect of excessive ambition is the tendency to focus too determinedly on one particular vision or end goal. This is problematic because it hinders your ability to adapt to new circumstances, which is vital if you want to be a successful entrepreneur. If a new competitor emerges to threaten your business, you may need to change direction, even if that means straying from your original vision. If you have too much ambition, you'll find this hard, if not impossible.

Few people are successful when they try to build their first brand. Unfortunately, for the most ambitious entrepreneurs, a failure is seen as disastrous, and impossible to recover from.

It's a clear departure from the intended plan toward the intended goal. For people with limited ambition, however, failure is viewed as something closer to reality. Remember, failure is inevitable, and every failure you survive is a learning experience.

Ambitious people tend to be more materialistically successful than their non-ambitious counterparts. However, they're only slightly happier than their less-ambitious counterparts, and tend to live significantly shorter lives. This implies that even though ambitious people are more likely to achieve conventional "success," such success means nothing for their health and happiness — and if you don't have health and happiness, what else could possibly matter?

Clearly, some amount of ambition is good for your motivation. Without any ambition, you wouldn't start your own business, set or achieve goals and get far in life. But an excess of ambition can also be dangerous, putting you at risk of burnout, stubbornness and even a shorter life.

51. What does the author think of most entrepreneurs?
 - A. They are more willing to risk their own lives.
 - B. They are more ambitious than ordinary people.
 - C. They achieve greater nonconventional success.
 - D. They have more positive qualities than most of us.
52. What does the author imply by saying "this isn't always the case" (Line 1, Para. 3)?
 - A. Ambitious people may not have a greater chance of success.
 - B. Ambitious people may not have more positive qualities.
 - C. Entrepreneurs' ambition does as much good as harm.
 - D. Entrepreneurs are more naturally driven to success.
53. What does the author say is of extreme importance for one to become a successful entrepreneur?
 - A. Holding on to one's original vision.
 - B. Being able to adapt to new situations.
 - C. Focusing determinedly on one particular goal.
 - D. Avoiding radical change in one's career direction.
54. How do the most ambitious entrepreneurs regard failure in their endeavor?
 - A. It will awaken them to reality.
 - B. It is a lesson they have to learn.
 - C. It means the end of their career.
 - D. It will result in a slow recovery.
55. What does the author advise us to do concerning ambition?
 - A. Distinguish between conventional success and our life goal.
 - B. Follow the example of the most ambitious entrepreneurs.
 - C. Avoid taking unnecessary risks when starting a business.
 - D. Prioritize health and happiness over material success.

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**.

中国政府一直大力推行义务教育(compulsory education), 以使每个儿童都享有受教育的机会。自 1986 年《义务教育法》生效以来, 经过不懈努力, 实现了在全国推行义务教育的目标。如今, 在中国, 儿童年满六周岁开始上小学, 从小学到初中一共接受九年义务教育。从 2008 年秋季学期开始, 义务教育阶段学生无需缴纳学费。随着一系列教育改革举措的实施, 中国义务教育的质量也有显著提高。

2023 年 6 月大学英语四级考试真题（第 2 套）

Part I

Writing

(30 minutes)

Directions: Suppose the student union of your university is organizing an online discussion on college students doing community service. You are to write an essay on its benefits and the service you can provide to the community. You will have 30 minutes for the task. You should write at least 120 words but no more than 180 words.

Part II

Listening Comprehension

(25 minutes)

Section A

Directions: In this section, you will hear three news reports. At the end of each news report, you will hear two or three questions. Both the news report 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 and 2 are based on the news report you have just heard.

1. A. She was involved in a conflict with bird lovers.
B. She was charged with mistreating animals.
C. She was on bad terms with her neighbors.
D. She was accused of violating a city law.
2. A. It will take time to solve the rat problem.
B. All wild animals should be well protected.
C. The woman was not to blame for the situation.
D. No one should go unpunished for violating laws.

Questions 3 and 4 are based on the news report you have just heard.

3. A. Communicate with astronauts in Mars Dune Alpha.
B. Work in an environment resembling Mars.
C. Build a Martian habitat in Houston.
D. Send in applications before Friday.
4. A. Ready-made food.
B. Food that is organic.
C. Food they grow.
D. Potatoes mostly.

Questions 5 to 7 are based on the news report you have just heard.

5. A. He apologized for scratching an athlete's gold medal.
B. He was asked to present a gold medal to Miu Goto.
C. He bit a softball player's Olympic gold medal.
D. He attracted public attention at a media event.
6. A. Have another picture taken with the Olympic medalist.
B. Apologize to the International Olympic Committee.

- C. Get the damaged medal repaired.
D. Pay for the cost of a new medal.
7. A. Allow no one to touch them.
B. See them as symbols of honor.
C. Treat them as treasures.
D. Keep them in a safe place.

Section B

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 8 to 11 are based on the conversation you have just heard.

8. A. She covered its screen with a plastic sheet.
B. She connected it with her smart phone.
C. She decorated it with colorful stickers.
D. She bought some new software for it.
9. A. It may not be simply blue.
B. It includes unnatural light.
C. It is more harmful to young people.
D. It induces people to fall asleep.
10. A. He has had much trouble falling asleep.
B. He has had some sort of health problems.
C. He has stayed up playing computer games.
D. He has been burdened with excessive work.
11. A. Exposure to blue light is the chief cause of obesity.
B. Sleep may be more important than people assumed.
C. Sleep may also be negatively affected by natural light.
D. Overuse of electronic devices may cause heart disease.

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

12. A. What they wanted to be when grown up.
B. What their favorite cartoon character was.
C. What they learned from computer games.
D. What they liked to do most after school.
13. A. A stock broker. C. A mechanical engineer.
B. A pop singer. D. A basketball player.
14. A. Ambitious. B. Sensible. C. Imaginative. D. Practical.
15. A. Relax their strict control of their kids.
B. Help their kids understand themselves.
C. Impose their own dreams on their kids.
D. Dismiss their high expectations of their kids.

Section C

Directions: *In this section, you will hear three 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 16 to 18 are based on the passage you have just heard.

- | | |
|---------------------------------------|---|
| 16. A. Set up company branches. | C. Introduce iPhones into its markets. |
| B. Improve its infrastructure. | D. Promote Internet-ready phones. |
| 17. A. They cater to Africans' needs. | C. They are more powerful and capable. |
| B. They are more expensive models. | D. They boast the longest battery life. |
| 18. A. A large touchscreen. | C. A voice-response device. |
| B. An old-school keypad. | D. A digitally-designed system. |

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

19. A. It ensured sustainable economic growth.
 B. It was strongly opposed by manufacturers.
 C. It was cheaper than using fossil fuel plastic.
 D. It satisfied consumer demands on the whole.
20. A. The capacity to mass produce it.
 B. The US federal government's regulations.
 C. A boom in market demand for clear plastic bottles.
 D. A rapid increase in US petroleum chemical production.
21. A. Require companies to use 30% of new plastic.
 B. Increase the supply of new plastic in the market.
 C. Reduce the amount of plastic pollution in local areas.
 D. Take measures to promote the use of recycled plastic.

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

- | | |
|--|---------------------------------------|
| 22. A. It studies dreams. | C. It is a hotel for business people. |
| B. It rents a place for nap-takers. | D. It is a nap research institute. |
| 23. A. To find out creative people's work performance. | |
| B. To see how many people can go without napping. | |
| C. To understand the obvious importance of napping. | |
| D. To feel how difficult it is to get his idea across. | |
| 24. A. They decline due to pointless meetings. | |
| B. They depend on his ability to concentrate. | |
| C. They enable him to enjoy a creative career. | |
| D. They are affected by the overuse of social media. | |

25. A. Some bosses associate napping with laziness.
 B. Many office workers nap during work hours.
 C. Some bosses can concentrate without napping.
 D. Many of his friends daydream in the office.

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.

Whether you're just having a down day or a down period, taking a walk can instantly lift your mood, especially when you go outdoors. Not only can walking make you less depressed, but according to a new study, depression sufferers who took a 26 walk showed just as much improvement in their 27 as people taking medicine. In fact, 60-70 percent of the participants in the study could no longer even be 28 as depressed.

Bone density may not be one of the most exciting health benefits of walking, but it's an important one. People with stronger bones avoid osteoporosis (骨质疏松症) and all the problems that 29 with it, like breaks and other disabilities. And the best way to get strong, healthy bones is by doing weight-bearing exercises like running, dancing and walking, according to a large study. But as regards bones, it's 30 use it or lose it: To keep your bones strong you have to keep exercising. The researchers found that adults who walked regularly had better bone density throughout their lives than their 31 friends.

Taking a walk can be great for 32 your head or blowing off some steam. It also provides a great opportunity to 33 with friends and family, far away from electronics and other 34 at home. Even better, you set a powerful example because when they see you 35 the benefits of walking, they'll be encouraged to walk more, too.

A. accompany	F. come	K. inactive
B. approved	G. daily	L. occurrences
C. bond	H. definitely	M. reaping
D. classified	I. distractions	N. symptoms
E. clearing	J. exclusively	O. typical

Section B

Directions: *In this section, you are going to read a passage with ten statements attached to it. Each statement contains information given in one of the paragraphs. Identify the paragraph from which the information is derived. You may choose a paragraph more than once. Each paragraph is marked with a letter. Answer the questions by marking the corresponding letter on **Answer Sheet 2**.*

A Club Where Lions Dance and Traditions Take Root

- A. The first thing you notice in the staircase to the fourth-floor studio on Canal Street in Manhattan, New York, is the measured thumping (嘭嘭声) coming from behind a metal door. Just beyond the entrance, large lion masks were twisting and turning to the drum-beat. On a recent Friday evening, the teenagers made their way across the studio floor as they practiced Chinese lion dancing.
- B. “You want to play in a circle” Victor Fong, aged 24, told his students at the New York Chinese Freemasons Athletic Club. “Take it slow and do it again.” The dance group, made up of 60 members, performs throughout the year but was now preparing for its biggest events Chinese Lunar New Year celebrations, which will begin on Saturday and conclude on February 15. Teenagers comprise about half of the group, many of whom began lion dancing at the age of 14. About 100 current and past members of the dance group — which has been performing since 1956 — will be among the 220 groups marching through Chinatown in Manhattan for the 18th Lunar New Year Parade on February 5.
- C. Mr. Fong has been involved in the organization since he was 15 and began teaching lion dancing three years ago. But the club also acts as a recreation center and safe haven(庇护所) for teenagers, with video games readily available. As many as 20 students show up after school. “The basic requirement for hanging out here is you have to learn how to lion dance,” Mr. Fong said. While that is not a formal requirement for being a member, everyone finds a way to participate in the Lunar New Year Parade, whether it’s by dancing, carrying a flag or beating a drum.
- D. Alvin Chau, aged 26, is an environmental consultant by day and a lion dancer on weekends. He has been a club member for 10 years and joined because of an interest in lion dance. “We’re a big family,” he said, shaking hands with other members as they walked through the door. “You know everyone.”
- E. It is believed that the lion dance began in the third century. Stories vary about how lion dancing came to be, but most of them include a monster named Nian who would terrorize a village. The villagers finally banded together and scared the beast away with firecrackers (爆竹) and drums. While lions are not native to China, some versions of the story include the villagers creating a monster of their own in the shape of a lion to fight off the beast.
- F. Today, the dancers travel across Chinatown going from business to business to bring good luck for the coming year. The new year — according to the Chinese lunar calendar — will begin on Saturday and marks the Year of the Rooster (鸡年), which is thought to be a symbol of positivity. “It’s almost like the dark night is ending and the sun is coming up,” said Ya Yung

Teng, the digital collections coordinator for the Museum of Chinese in America. “It’s hopeful that we’re going to have a new day.” Roosters and chickens are not particularly strong creatures, Ms. Teng said, but they are numerous. “In a way,” she said, the rooster “stands for ‘We the People.’ ”

- G. The lion head and tail are operated by two people. As one person controls the head, a second follows under a train of fabric representing the body. The dancers move in harmony as they imitate the animal’s natural movements in the wild, including the aggressiveness of an attack. A lion head figure weighs under 10 pounds and sits squarely on the dancer’s shoulders. Inside, the dancer manipulates strings that open and close the lion’s eyes, shake its ears and open its mouth to reveal a fire-orange tongue.
- H. “A good lion dancer will imitate a living creature,” said Karlin Chan, aged 59, who heads the athletic club’s community public relations. “I started lion dancing when I was a kid,” he said. “Chinatown was much smaller then and it was a celebration with fireworks and firecrackers, which added a lot of flavor and meaning to it.”
- I. Mr. Chan buys a new lion head each year when he travels to China. A head costs about \$1,500. “If you want the good stuff, the quality, you have to see it for yourself,” he said. “I’ll inspect the product before we put it in the container and ship it over.” Mr. Chan, who has been involved with the club for nearly 50 years, said that passing the dance from one generation to the next was vital. “You need to pass on the traditions and the culture, and this is a part of our culture,” he said. “It’s a great way to promote cultural understanding and exchange; we welcome that.”
- J. For Sara Pore, aged 17, another club member, lion dance is more than just tradition; it provides a creative outlet. “Lion dancing started 2,000 years ago — that’s incredible,” she said. “But what makes you a competent lion dancer is that there’s a sense of imagination involved. Lion dancing teaches competence in leadership because of this. You’re constantly forced to push yourself past your limit.”
- K. Back at rehearsal (排练), Justin Le, aged 18, tied a red ribbon around his waist to practice jumping. The dancers use the ribbons to pull themselves up over their partners’ heads. The room’s ceilings are too low to wear the lion heads for jumping practice, so once up on his partner’s head, Mr. Le held out his arms as if in offering.
- L. Mr. Le comes by the dance as a legacy (传承). “I was born into it,” Mr. Le said, noting that his uncle and father were club members. “Growing up, I would always watch my family and see the lion dance, and I slowly grew interested in it.” By the age of 14, he was fully enrolled in the athletic club’s lion dance group. “I value my culture and tradition, being Chinese or Asian-American. I have a lot of pride in that,” he said. “I want to contribute and give back to the community.”

36. The lion dancers perform from door to door to bring New Year wishes to business people.
37. The New York dance club also serves as a place for entertainment where youngsters can enjoy themselves safely.
38. Lion dancers need to have a little imagination to perform well.
39. There are a number of different versions about the origin of the lion dance.
40. Some 50% of the members of a New York lion dance club are teenagers.
41. One club member says he feels proud of his cultural tradition.
42. Two dancers coordinate their movements, one manipulating the lion's head and the other its body.
43. One lion dancer compares their New York dance club to a family.
44. Lion dance should be handed down to future generations as part of Chinese culture.
45. One lion dancer learned how to perform from his elders.

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.

Team-building exercises have become popular for managers trying to increase organisational and team harmony and productivity. Unfortunately many employees resent compulsory bonding and often regard these exercises as a nuisance.

A paper published this week by University of Sydney researchers in *Social Networks* has reported participants' feelings about team-building interventions (干预), revealing ethical implications in forcing employees to take part.

"Many people see team building activities as a waste of time, so we decided to look in more depth at what's behind this," said the paper's lead researcher, Dr Peter Matous.

"Teams are formed, combined and restructured. Staff are relocated and office spaces redesigned. All this is done with the aim of improving workplace efficiency, collaboration and cohesion. But does any of this work?" said Dr Matous.

The study found that team-building exercises which focused on the sharing of and intervening into personal attitudes and relationships between team members were considered too heavy-handed and intrusive, although the researchers say some degree of openness and vulnerability is often necessary to make deep, effective connections with colleagues.

"Some participants were against team-building exercises because they were implicitly compulsory. They didn't welcome management's interest in their lives beyond their direct work performance," said Matous. "Many people don't want to be forced into having fun or making

friends, especially not on top of their busy jobs. They feel management is being too nosy or trying to control their lives too much.”

In this study the researchers recommended a self-disclosure (表露) approach where participants were guided through a series of questions that allowed them to increasingly disclose personal information and values. The method is well-tested and has been shown to increase interpersonal closeness. However, to be successful it must be voluntary.

The researchers said there are numerous schools of thought that propose differing psychological methods for strengthening relationships. “With caution, many relational methods to improve teams and organisations can be borrowed from other fields. The question is how to apply them effectively to strengthen an entire collective, which is more than just the sum of individual relationships,” said Dr Matous.

46. Why are many employees opposed to team-building exercises?
- A. They consider such exercises annoying.
 - B. They deem these exercises counter-productive.
 - C. They see such exercises as harmful to harmony.
 - D. They find these exercises too demanding.
47. What did Dr Matous and his team do to find out whether team-building activities would improve productivity?
- A. They relocated team leaders and their offices.
 - B. They rearranged the staff and office spaces.
 - C. They redesigned the staff’s work schedules.
 - D. They reintroduced some cohesive activities.
48. What did the study by Matous’ team find about some team-building exercises?
- A. They were intended to share personal attitudes and relationships.
 - B. They implicitly added to the vulnerability of team members.
 - C. They invariably strengthened connections among colleagues.
 - D. They were regarded as an intrusion into employees’ private lives.
49. How can the self-disclosure approach succeed in increasing interpersonal closeness?
- A. By allowing participants freedom to express themselves.
 - B. By applying it to employees who volunteer to participate.
 - C. By arranging in proper order the questions participants face.
 - D. By guiding employees through a series of steps in team building.
50. What does Matous think of the various psychological methods borrowed from other fields for strengthening relationships?
- A. They must be used in combination for an entire collective.
 - B. They prioritise some psychological aspects over others.
 - C. They place too much stress on individual relationships.
 - D. They have to be applied cautiously to be effective.

Passage Two

Questions 51 to 55 are based on the following passage.

There are close to 58,000 homeless people in Los Angeles county. That's a shocking and tragic number for a region that's home to some of the richest people in the world. At last, the problem became so acute — and so visible — that Los Angeles took extraordinary action. The citizens of this county voted in November 2016 and again in March 2017 to raise their own taxes. The purpose of such action is to fund an enormous multibillion-dollar 10-year program of housing and social services for the homeless.

As a result, Los Angeles now has its best chance in decades to combat homelessness. This is an opportunity that surely all can agree must not be wasted. It is neither desirable nor morally acceptable nor practical for this county to tolerate the signs of deprivation more commonly associated with the slums (贫民窟) of Rio de Janeiro.

How did we get here? For as long as there are homeless people, there is a tendency to blame the victims themselves for their condition — to see their failure to thrive as an issue of character, of moral weakness, of laziness. But contrary to popular belief, the homeless in Los Angeles are not mostly mentally ill or drug addicted or frightening, although a sizable minority meet some of those descriptions. Today, a greater and greater proportion of people living on the streets are there because of bad luck or a series of mistakes, or because the economy forgot them — they lost a job or were evicted (逐出) or fled an abusive marriage just as the housing market was growing increasingly unforgiving.

The challenges are enormous, even if everyone is pulling in the same direction. That reality was driven home this month by a new Los Angeles Homeless Services Authority report showing that the county's homeless population is growing faster than the supply of new housing.

In the world's richest nation, homelessness on this scale should be shameful and shocking. But most Los Angeles residents are no longer either shocked or shamed. Increasingly, we are uncomfortable, annoyed, disgusted, scared or unaware. Compassion (同情心) is being replaced by resignation.

51. Why did the citizens of Los Angeles vote to raise their own taxes?

- A. To combat the county's homelessness.
- B. To reform the county's service system.
- C. To fund the development of local infrastructure.
- D. To narrow the gap between the rich and the poor.

52. What do people tend to believe about the homeless?

- A. They seldom meet the descriptions of homelessness.
- B. They are the victims of fast economic development.
- C. They are responsible for their own condition.
- D. They account for the majority of drug addicts.

53. What is one of the causes for more and more people in Los Angeles to become homeless?
- A. They find it increasingly difficult to afford a place to live.
 - B. The divorce rate in the county has been on a steady rise.
 - C. They have been compelled to take low-paying jobs.
 - D. The society fails to forgive them for their mistakes.
54. What do we learn from the new Los Angeles Homeless Services Authority report?
- A. Supplying enough job opportunities for the homeless remains a challenge.
 - B. Everyone is pulling in the same direction to solve the homelessness problem.
 - C. The increase in new housing falls short of the demand of the growing homeless population.
 - D. Los Angeles' homeless condition is deteriorating faster than many people predict.
55. How do most Los Angeles residents now feel about homelessness?
- A. They are increasingly ashamed about its scale.
 - B. They find it no more scaring than it appears.
 - C. They are less and less indifferent to it.
 - D. They no longer find it shocking.

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**.

改革开放 40 多年以来, 中国对高等教育越来越重视, 高等教育已经进入稳步发展阶段。高校学生总数已接近 4700 万人, 位居世界第一。随着我国经济的快速发展, 人民生活水平不断提高, 越来越多的人渴望接受高等教育。我国高校的数量和学科专业持续增加, 招生人数逐年上升, 教学质量也在不断改进, 为更多年轻人创造了接受高等教育的机会。

2023 年 6 月大学英语四级考试真题（第 3 套）

Part I Writing (30 minutes)

Directions: Suppose your university is conducting a survey to collect students' opinions of online classes. You are to write a response to the survey about their advantages and disadvantages, and what improvements can be made. You will have 30 minutes for the task. You should write at least 120 words but no more than 180 words.

Part II Listening Comprehension (25 minutes)

提示：2023 年 6 月全国只考两套听力，故本套未重复显示。

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.

Morocco is responding to increasing energy demands by setting up one of the largest solar plants in the world.

The Noor solar power station is 26 in the city of Ouarzazate and, once completed, will generate 580 million watts of electricity. The World Bank estimates it will serve 1.1 million people. It's 27 to be completed soon.

Morocco's current energy comes 28 from imports. The nation hopes to get 50 percent of its energy from renewable sources by 2030. With demand for energy 29 at an annual rate of 7 percent, the new solar plant could be a 30 part of that goal.

"This makes Morocco a big 31 in the field of solar energy in the Arab region and the African continent. It could also be a forerunner for many other countries in the world that 32 on foreign imports of energy," said Ali Hajji, a solar energy specialist and engineering professor.

Experts believe that the Middle East and North Africa have huge 33 for solar energy projects. This is partly because of adequate sunlight and partly because technology has become more 34 in the region.

"The last few years have seen a realization of 35 how competitive solar technologies can be," said Michael Taylor, a senior analyst at the International Renewable Energy Agency.

A. affordable	F. insist	K. perhaps
B. ancestor	G. just	L. pioneer
C. crucial	H. located	M. potential
D. depend	I. mostly	N. rising
E. initial	J. operating	O. scheduled

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**.*

New Formula One Chief Hopes to Grab Americans' Attention

- A. For the past four decades, the leader of Formula One car racing, one of the biggest annual sporting series in the world, was Bernie Ecclestone, a former motorcycle parts dealer who built it into an international presence essentially on his own.
- B. A skilled backroom operator who speaks without a filter, Ecclestone said often that in his opinion, the sport was at its best when he was allowed to act as “a dictator.”
- C. Yet now the dictator is gone. After an American company, Liberty Media, acquired the Formula One competition recently, Chase Carey — a former executive with Fox Broadcasting Company and DirecTV who by his own admission is not a fierce racing fan — was named to replace Ecclestone and to try to renovate the organization’s management, reach and ambition.
- D. Among the goals, Carey said in an interview on Tuesday, is one that just about every global sport seems interested in chasing: increasing interest in the United States. “People have said we’re going to ‘Americanize’ it,” Carey said. “And we’re not going to do that totally. But realistically, there are some elements of Americanization that the sport could use.”
- E. While Formula One commands enormous audiences throughout much of the world, many American sports fans know it as that other motorsport, the one that is not Nascar (纳斯卡车赛). Formula One teams race far more technologically advanced vehicles around tracks all over the world — in magnificent events in places like Malaysia, Monaco, Singapore and the United Arab Emirates, and on tradition-rich tracks like Silverstone in England and Monza in Italy too.
- F. The series has an annual race in Austin, Texas. But within “a few years,” Carey said, he plans to bring another to a destination American city, like New York, Los Angeles, Miami or Las Vegas. Carey’s ambitious plan is two-fold: first, change the business model of Formula One, which he said was a “one-man show” under Ecclestone that had a largely narrow vision when it came to negotiating partnership deals; and second, alter the way fans experience the sport, both in person and remotely, so that connections between the audience and people within the series are easier to make.

- G. Increased digital access for fans, a more behind-the-scenes experience for broadcast viewers and innovation in areas like virtual reality — what is it like to speed around a track inside a Ferrari? — are among the possibilities. “The sport has clearly been underserved,” Carey said. “It doesn’t do anything digitally. There’s no marketing. It doesn’t tell any stories. The goal in this is to make the fans connect to the live experience as much as possible, and the tools you have to do that, we’re not using at all.”
- H. The larger question, though, is a familiar one: Is there room for Formula One in the ever-crowded sports landscape of the United States? Opinions vary, particularly because viewing habits among consumers continue to evolve. John Bloom, a professor at Shippensburg University who has studied American sports history, said the biggest challenge for any sport trying to increase its presence in the United States was framing itself in a way that had lasting appeal. “Sports generally become popular in some way because they establish a narrative,” Bloom said. “When I think of motorsports in the U.S., what we all think of is Nascar, and the narrative of Nascar is sort of rural, white, working-class Americans, mostly in the South, connecting with the atmosphere of those races. That’s the narrative. When I think of the narrative of Formula One, it’s a very different kind of audience.”
- I. That difference, Carey said, is significant. While some might immediately link Formula One to Nascar in terms of American growth, Carey said Formula One’s brand research had indicated there was very little crossover; rather, Formula One fans generally cite other so-called elite events, like Wimbledon or the Ryder Cup, as competitions they enjoy. “Other than they’re both cars, the Nascar fan base is a very different fan base,” Carey said. “It’s a very regional fan base. Formula One is a global, famous brand of stars. These are machines that shock and awe you.”
- J. Carey’s background is in deal making and innovation. At Fox Broadcasting Company, he was a top advisor for years, known for his skill in helping to lead the launch of company into sports, as well as the start of Fox News Channel. After going to DirecTV, he positioned the satellite provider as a mainstream option in millions of households.
- K. Now, after Liberty Media paid \$4.4 billion to acquire Formula One, he is charged with making the investment pay off. “I think they can build Formula One in the U.S.,” said Patrick Crakes, an executive at InVivo Media Group who spent 25 years at Fox Broadcasting Company before leaving in 2016 as a senior manager at Fox Sports. “People don’t work on their cars anymore. They don’t want that connection anymore. It’s about technology and pushing the limits. It’s about speed, danger and risk. And Formula One has that more than any other racing series.”
- L. That is what hooked Carey, and he said he thought his experience was not unusual. He recalled attending Formula One’s Monaco race last year and being overwhelmed by the ceremony leading up to the event, the way the race charmed the city for days ahead of the start. In his mind it felt like a Super Bowl (超级碗橄榄球赛).
- M. Then, on race day, he watched as the cars rocketed out of a tunnel and went screaming toward a tight turn with the city’s harbor and the Mediterranean Sea in the background framing the scene. He was fascinated. “You can’t help but be awed,” he said, “and I think that feeling can be translated to the viewer.”

- N. He added: “The broader sport is a little too inward-looking, and we need to be more open. In some ways, I’m glad to be coming from the outside. The guys who are in the sport forever are sitting there saying: ‘We can’t do that. We can’t do that because it’s never been done that way.’ ”
36. Chase Carey believes greater use should be made of digital technology to make Formula One more accessible to its fans.
37. Chase Carey was deeply impressed by the ceremony preceding last year’s Monaco race.
38. One of Chase Carey’s goals is to make Formula One more appealing to Americans.
39. A former motorbike parts dealer led Formula One for the past forty years.
40. Chase Carey thought the audience of Formula One could be made to share his feeling about the race.
41. Chase Carey used to serve as a top advisor for a major broadcasting company.
42. Chase Carey intends to make connections easier between the audience and the Formula One racers.
43. The new leader of Formula One admitted he was not super interested in car racing.
44. People’s opinions differ as to whether Formula One can be promoted in the U.S.
45. Compared with other racing series, Formula One focuses more on speed and involves more danger.

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.

Supermarkets have long been suffering as one of the thinnest-margined businesses in existence and one of the least-looked-forward-to places to work or visit. For more than a decade, they have been under attack from e-commerce giants, blamed for making Americans fat, and accused of contributing to climate change.

Supermarkets can technically be defined as giants housing 15,000 to 60,000 different products. The revolutionary idea of a self-service grocery, where people could hunt and gather food from aisles rather than asking a clerk to fetch items from behind a counter, first came about in America. There is some debate about which was the very first, but over the years a consensus has built around King Kullen Supermarket, founded in New York in 1930.

For some 300 years, Americans had fed themselves from small stores and public markets. Shopping for food involved mud, noisy chickens, clouds of flies, nasty smells, bargaining, and getting short-changed. The supermarket imitated the Fordist factory, with its emphasis on efficiency and standardization, and reimagined it as a place to buy food. Supermarkets may not feel cutting-edge now, but they were a revolution in distribution at the time. They were such strange marvels that, on her first official state visit to the United States in 1957, Queen Elizabeth II insisted on an impromptu (即兴的) tour of a suburban-Maryland Giant Food.

The typical supermarket layout has barely changed over the past 90 years. Most stores open with

flowers, fruit and vegetables at the front as a breath of freshness to arouse our appetite. Meanwhile, they keep the milk, eggs, and other daily basics all the way back so you'll travel through as much of the store as possible, and be tempted along the way.

In the early days, as the supermarket multiplied, so did our suspicion of it. We have long feared that this "revolution in distribution" uses corporate black magic on our appetite. The book *The Hidden Persuaders*, published in 1957, warned that supermarkets were putting women in a "hypnotic trance (催眠恍惚状态)," causing them to wander aisles bumping into boxes and "picking things off shelves at random."

46. What problem have supermarkets been facing?
- A. They are actually on the way to bankruptcy.
 - B. They have been losing customers and profits.
 - C. They are forced to use e-commerce strategies.
 - D. They have difficulty adapting to climate change.
47. What does the passage say about the idea of a self-service grocery?
- A. It was put forward by King Kullen.
 - B. It originated in the United States.
 - C. It has been under constant debate.
 - D. It proves revolutionary even today.
48. What did supermarkets do by adopting the Fordist factory approach?
- A. They modernized traditional groceries in many ways.
 - B. They introduced cutting-edge layout of their stores.
 - C. They improved the quality of the food they sold.
 - D. They revolutionized the distribution of goods.
49. What is the typical supermarket layout intended to do?
- A. Arouse customers' appetite to buy flowers, fruit and vegetables.
 - B. Provide customers easy access to items they want to buy.
 - C. Induce customers to make more unplanned purchases.
 - D. Enable customers to have a more enjoyable shopping experience.
50. What have people long feared about supermarkets?
- A. They use tricky strategies to promote their business.
 - B. They are going to replace the local groceries entirely.
 - C. They apply corporate black magic to the goods on display.
 - D. They take advantage of the weaknesses of women shoppers.

Passage Two

Questions 51 to 55 are based on the following passage.

The traditional school year, with three months of vacation every summer, was first implemented when America was an agricultural society and the summer months were needed for farm work. Since then, we've completely changed as a nation. Students no longer spend summers farming, but they aren't in school, either. The average American student receives 13 weeks off from school each calendar year — with about 11 of those during the summer. Few other countries have more than seven weeks off in a school calendar.

With the US lagging behind countries in academics, it's time to consider year-round schooling. One benefit of this change is that students will not fall victim to the “summer slide,” or the well-documented phenomenon where students forget some of the knowledge they have acquired when too much time is taken off from school. Decades of research shows that it can take from 8 to 13 weeks at the beginning of every school year for students to get back to where they were before the summer holiday.

But year-round schooling isn't just about academics. Teachers and students experience a closer relationship in year-round schools than they do in traditional schools and, in the absence of any long-term break, students do not feel detached from the school environment. These closer bonds and greater attachment pay off. Research shows that students in year-round schools are more self-confident and feel more positive about their schooling experience.

But don't kids need time to relax? Some childhood development experts believe that time off from school is vital to healthy development as kids are not designed to spend so much of their time inside classrooms and the summer break provides a perfect opportunity to get outside. The problem with this argument is that most children aren't playing outside or even spending time with other kids. While some children visit summer camps, most stay at home, watching TV or playing games on electronic devices, which hardly benefits them.

The US has changed from a farming economy to a knowledge- and innovation-based economy, so it makes sense for the school year to change as well.

51. Why did America's traditional school year have a three-month summer vacation?
- A. Students needed to help with farm work.
 - B. Students needed time to learn necessary farming skills.
 - C. The agricultural society then attached less importance to academics.
 - D. America lagged behind other countries in making a scientific school calendar.
52. What benefit will year-round schooling bring students in addition to improving their learning?
- A. It will help them get back to where their lessons started.
 - B. It will enable them to absorb what they have learned.
 - C. It will familiarize them with the school environment.
 - D. It will strengthen their relationship with teachers.

53. What do some childhood development experts believe about the long summer vacation?
- A. It meets students' need to study on their own.
 - B. It enables students to learn about the outside world.
 - C. It satisfies students' desire to stay longer at home.
 - D. It contributes to students healthy growth.
54. What is the argument against the experts' idea of a long summer vacation?
- A. It does little good to most students.
 - B. It benefits few students playing outside.
 - C. It leads students to neglect their studies.
 - D. It makes students addicted to computer games.
55. What does the author think of the traditional school year in the US today?
- A. Well-grounded. B. Culture-bound. C. Outdated. D. Welcomed.

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**.

中国越来越重视终身教育，发展继续教育是构建终身教育体系的有效途径。高校作为人才培养的基地，拥有先进的教学理念和优越的教学资源，理应成为继续教育的办学主体。因此，近年来许多高校适应社会需求，加强与用人单位沟通，努力探索一条符合中国国情的继续教育发展新路，以使继续教育在国家发展战略中发挥更大的作用。

2024 年 6 月大学英语四级考试真题（第 1 套）

Part I Writing (30 minutes)

Directions: Suppose your university is seeking students' opinions on whether university libraries should be open to the public. You are now to write an essay to express your view. You will have 30 minutes for the task. You should write at least 120 words but no more than 180 words.

Part II Listening Comprehension (25 minutes)

Section A

Directions: In this section, you will hear three news reports. At the end of each news report, you will hear two or three questions. Both the news report 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 and 2 are based on the news report you have just heard.

1. A. Its crew members went on strike.
B. It hit a bird shortly after takeoff.
C. Its captain got slightly injured during the forced landing.
D. It narrowly escaped a plane crash when turning around.
2. A. Panic.
B. Nervous.
C. Contented.
D. Relieved.

Questions 3 and 4 are based on the news report you have just heard.

3. A. He is now kept in a secure area.
B. He finally disappeared six days ago.
C. He has escaped the zoo once again.
D. He has been caught a second time.
4. A. Squeezed.
B. Frustrated.
C. Disappointed.
D. Threatened.

Questions 5 to 7 are based on the news report you have just heard.

5. A. It is giving rise to safety concerns.
B. It is enriching the city's night life.
C. It is condemned as a crazy idea.
D. It is questioned by local residents.
6. A. Avoid entering one-way streets.
B. Ensure the safety of pedestrians.
C. Give way to automobiles at all times.
D. Follow all the traffic rules drivers do.
7. A. To bring new life into the city.
B. To ease the city's busy traffic.
C. To add a new means of transport.
D. To reduce the city's air pollution.

Section B

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 8 to 11 are based on the conversation you have just heard.

8. A. Make it sound scary.
B. Talk about it openly.
C. Take it seriously.
D. Discuss it regularly.

9. A. By visiting discount stores.
B. By making abstract sums relevant.
C. By citing concrete examples.
D. By shopping around for the best deals.
10. A. Giving kids pocket money according to their needs.
B. Urging kids to deposit some of their gift money.
C. Setting kids a good example by sharing chores.
D. Paying their kids to help with housework.
11. A. The necessity of saving into a pension.
B. The delight in seeing their savings grow.
C. The importance of cutting down family expenses.
D. The need to learn important lessons from her elders.

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

12. A. He is a successful businessman.
B. He has published a new bestseller.
C. He reviews books on political affairs.
D. He has worked in several banks.
13. A. The man's academic background.
B. The man's ideas about education.
C. The man's attempts at drawing public attention.
D. The man's proposals to solve economic problems.
14. A. To provide remedies for students' poor performance.
B. To give students incentive to excel in economics.
C. To motivate all students to be successful.
D. To reduce students' financial burden.
15. A. Raising taxes.
B. Seeking donations.
C. Increasing tuition fees.
D. Improving school budgeting.

Section C

Directions: In this section, you will hear three 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 16 to 18 are based on the passage you have just heard.

16. A. To help busy people to sort out their priorities.
B. To call on busy people to take care of themselves.
C. To prevent people from complaining about being "busy".
D. To show his sympathy towards people always being busy.
17. A. Respond as most busy people do.
B. Reflect on their true purpose.
C. Describe our schedule in detail.
D. Avoid saying we are busy.
18. A. To tell others a complete lie about their inability.
B. To cover up their failure to achieve some purpose.
C. To prove they stand out as accomplished professionals.
D. To show their achievements resulted from great efforts.

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

- | | |
|--|------------------------------------|
| 19. A. They should cover so many different types. | C. They should become so popular. |
| B. They will be less challenging after a time. | D. They will help one reduce fear. |
| 20. A. To avoid dangerous mistakes. | C. To break one's ultimate limits. |
| B. To enjoy the sports to the full. | D. To stop being extremely afraid. |
| 21. A. By enabling us to get an all-over workout. | |
| B. By burning as many as 300 calories per hour. | |
| C. By stopping us hurting the same muscles repeatedly. | |
| D. By allowing our motivation to be at an all-time high. | |

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

- | | |
|---|---|
| 22. A. It is vital. | C. It is natural. |
| B. It is instrumental. | D. It is personal. |
| 23. A. To guard against being perceived negatively. | C. To conceal personality preferences. |
| B. To maintain workplace harmony. | D. To prevent themselves from being isolated. |
| 24. A. It helps to enhance team spirit. | C. It stimulates innovative ideas. |
| B. It helps to resolve problems. | D. It facilitates policy-making. |
| 25. A. An innovative mind. | C. Corporate culture. |
| B. A healthy mentality. | D. Mutual trust. |

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.

A team of researchers led by Priyanka Joshi examined the degree to which men and women relied on “communicative abstraction” to verbally convey their ideas and emotions. Communicative abstraction, according to the researchers, reflects the tendency of people to use “abstract speech that focuses on the broader picture and 26 purpose of action rather than concrete speech focusing on details and the means of 27 action.” Interestingly, they found that men were far more likely to speak in the abstract than were women.

To arrive at this 28, the researchers examined the linguistic (语言的) patterns of men and women in over 600,000 blog posts written on websites. To do this, the researchers computed abstractness ratings for 29 40,000 commonly used words in the English language. Words considered to be concrete could be easily visualized, such as “table” or “chair”. Words that were more 30 to visualize, for example, “justice” or “morality” were considered to be more abstract. They found that men used 31 more abstract language in their blog posts.

What is the 32 of this effect? The researchers suggest that power differences between the genders — that is, men having more power in society — might be a key determinant (决定因素). For instance, in a follow-up study conducted with a sample of 300 students, the researchers 33 power dynamics in an interpersonal setting to see if this would influence communicative abstraction. They found that participants in a high-power interviewer role were more likely to give abstract descriptions of behaviors than were participants in a low-power interviewee role. This suggests that communicating more abstractly does not reflect a 34 tendency of men or women but rather 35 within specific contexts.

A. approximately	F. fixed	K. refraining
B. attaining	G. ignored	L. signals
C. conclusion	H. legally	M. significantly
D. difficult	I. manipulated	N. source
E. emerges	J. recommended	O. ultimate

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 to better work towards long-term goals

- A. Hal Hershfield, a psychologist at the UCLA Anderson School of Management, wanted to know why people weren't saving for retirement. Across the board, people are living longer. Logically, they'll need more money to live comfortably in their post-work years. And yet, savings rates in the U.S. have gone down in recent decades, not up.
- B. To help explain this seemingly irrational behavior, Hershfield and his team scanned the brains of study participants while asking them to what degree various traits (特征) — like “honorable” or “funny” — applied to their current self, their future self, a current other, or a future other. As participants answered, Hershfield's team recorded which parts of their brains lit up. Unsurprisingly, people's brains were most active when thinking about their current selves and least active when thinking about a current other. But the team found that participants' brain activity while considering their future selves more closely resembled their brain activity while thinking about a current other rather than the current self.
- C. Put in practical terms, when thinking of yourself in a month or a year or a decade, your brain registers that person in ways similar to how it would register Taylor Swift or the mailman. Understood in that way, saving for retirement is the equivalent of giving money away to someone else entirely.
- D. In light of Hershfield's study, one simple question arises: Is it possible to make our present selves give a damn about our future selves? The answers are anything but simple.
- E. Seen through the lens of the present self versus the future self, our self-defeating actions — like choosing to watch television rather than go to the gym — suddenly make perfect sense. We get to enjoy the very concrete, immediate benefits of our actions while someone else (namely, our future selves) suffers the hypothetical (假设的), far-off consequences. As a result, the decisions we make for our present selves often look very different from our decisions for our future selves. We believe that tomorrow will be different. We believe that we will be different tomorrow; but in doing so, we prioritize our current mood over the consequences of our inaction for the future self.

- F. Understanding our procrastination (拖延) through the lens of the present and future selves, we're left with three possible solutions: The first is to force your future self to do whatever your present self doesn't want to do. The second is to convince your present self that your future self is, in fact, still you. If the central problem is that we think of our future selves as other people, it follows that trying to identify more closely with our future selves will encourage us to make better long-term decisions.
- G. In a follow-up study, Hershfield wanted to explore ways to bridge the disconnect between the present and future selves and encourage people to save more for retirement. He and his team took photos of study participants, and then used image processing to visually age their faces. Participants were then placed in a virtual reality setting where they could look into a mirror and see their aged selves looking back at them. Participants who saw their aged selves said they would save 30% more of their salary for retirement than the control group.
- H. Whatever your long-term goals may be — getting in better shape, launching your own business, writing a book — thinking about your deadline in terms of days rather than months or years can help you wrap your mind around how close the future really is.
- I. The third solution is to forget about your future self and use your present self's love of instant gratification (满足感) to your advantage. While the two tactics (手段) above can be effective in making better long-term choices, in the end, you're still struggling against human nature. Our brains are hard-wired for instant gratification. Instead of fighting your present self's need for immediate rewards, why not use it to your advantage? When most of us set goals, we focus on long-term results we want to see — e.g., losing weight, getting a promotion, retiring in comfort, etc. While those visions of our future selves can be inspiring, when it comes to actually doing the day-to-day work, it may be more effective to reframe activities in terms of their immediate, or at least very near-term, rewards.
- J. Take writing this article, for instance. It's easy for me to imagine how amazing it will feel at the end of the workday to have this article done. This isn't just my opinion. Research partners Kaitlin Woolley of Cornell University and Ayelet Fishbach of the University of Chicago have made a career out of studying the differences between the goals that people achieve and the ones that fall by the wayside.
- K. "In one study, we asked people online about the goals they set at the beginning of the year. Most people set goals to achieve delayed, long-term benefits, such as career advancement, debt repayment, or improved health. We asked these individuals how enjoyable it was to pursue their goal, as well as how important their goal was. We also asked whether they were still working on their goals two months after setting them. We found that enjoyment predicted people's goal persistence two months after setting the goal far more than how important they rated their goal to be," Woolley said.
- L. This pattern held true across a wide variety of goals from exercising to studying to eating healthier foods. For example, people ate 50% more of a healthy food when directed to focus on the good taste rather than the long-term health benefits. Other studies have shown a greater uptake of exercise in people who were told to think of the enjoyment of doing the exercise now rather than future health gains.
- M. These findings suggest that when it comes to achieving your goals, enjoying the process itself is more important than wanting the long-term benefits. In other words, present self trumps (战胜) future self. Who says instant gratification has to be a bad thing? By all means, set ambitious long-term goals for your future self, but when it comes to actually following through day-to-day, make sure your present self knows what's in it for her too.

36. Our brains are genetically determined to satisfy immediate desires.
37. Taken in a practical way, saving for post-work years is like giving money away to others.
38. Research found that, as regards achievement of one's goals, it is important to focus more on enjoying the process than the long-term benefits.
39. Regarding our future selves as still being ourselves will help us make better long-term decisions.
40. Savings rates in America have dropped in recent decades even though people's life expectancy has increased.
41. Researchers found that enjoyment rather than importance enabled people to persist in their goals.
42. When making decisions, we give priority to our current frame of mind without thinking much of the consequences.
43. People ate more of a healthy food when they focused on its good taste instead of its long-term benefits.
44. As was expected, when people thought of their present selves, their brains were observed to become more active.
45. Researchers found that participants who saw the images of their aged selves would save more for their later years than those who didn't.

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.

People often wonder why some entrepreneurs have greater success than others. Is it habits, connections, luck, work ethic or any other behavior? I believe the key to success is willpower. Willpower is the ability to control yourself. It is a strong determination that allows you to do something difficult. It is a behavior we are born with more than one we learn; however, it is possible to not only learn it, but also strengthen it with constant exercise.

Willpower is just like a muscle; to keep it strong you need to constantly exercise it. People with a great amount of willpower have the discipline to develop positive, successful habits. Even with an incredible amount of talent, without the discipline and motivation to create positive habits, it can be difficult to achieve success.

Willpower and habits go hand in hand. It is critical to create good habits and take the actions necessary to stick to those habits day in and day out for greater success. Almost half of our daily actions are part of our habits and not decisions, so once the correct habits are in place, you will automatically perform those tasks on a day-to-day basis.

The best way to create and stick to a habit is to have strong motivation. It's easier to change your habits to lose weight if you have a health issue and you want to be around longer for your kids, or if your business is something you're passionate about. Having a valuable outcome associated with a habit will help you stick to that habit permanently.

The art of self-control is one that most successful individuals have mastered. Self-control enables you to avoid behaviors that don't contribute to your success and adopt those that do.

Because there is a delayed satisfaction associated with self-control, it can be easy to get off track. However, if you work on sticking to those small positive habits one day at a time, it becomes easier to stay strong and achieve that delayed reward. Once a reward is achieved, it is much easier to continue sticking to your habits.

46. What does the author say we need to do to strengthen our willpower?
 - A. Keep it under control.
 - B. Apply it continuously.
 - C. Learn from entrepreneurs.
 - D. Aim at success determinedly.
47. How are almost half of our daily actions performed according to the passage?
 - A. Out of habit.
 - B. With determination.
 - C. Like muscle building.
 - D. By self-discipline.
48. What will help people stick to doing something constructive automatically?
 - A. Practising it on a day-to-day basis.
 - B. Associating it with improving health.
 - C. Possessing a reasonable amount of talent.
 - D. Foreseeing the desired outcome it will yield.
49. How does the art of self-control help us succeed?
 - A. By allowing us to remain clear-headed permanently.
 - B. By enabling us to alter our behaviors constantly.
 - C. By enabling us to take positive actions.
 - D. By allowing us to avoid taking risks.
50. Why can it be difficult for us to maintain self-control?
 - A. Most of us are not in the habit of exercising self-control.
 - B. We may not get immediate rewards from self-control.
 - C. Self-control tends to be associated with pains.
 - D. Self-control only brings about small benefits.

Passage Two

Questions 51 to 55 are based on the following passage.

Today, most scientific research is funded by government grants, companies doing research and development, and non-profit foundations. As a society, we reap the rewards from this science, but we also help pay for it. You indirectly support science through taxes you pay, products and services you purchase, and donations you make.

Funding for science has changed with the times. Historically, science has been largely supported through private patronage (资助), church sponsorship, or simply paying for the research yourself. Today, researchers are likely to be funded by a mix of grants from various government agencies, institutions, and foundations. Other research is funded by private companies. Such corporate sponsorship is widespread in some fields. Almost 75% of U.S. clinical trials in medicine are paid for by private companies. And, of course, some researchers today still fund small-scale studies out of their own pockets. Most of us can't afford to do nuclear research as a private hobby, but birdwatchers, rock collectors, and others can do real research on a limited budget.

In a perfect world, money wouldn't matter — all scientific studies would be completely objective. But in the real world, funding may introduce biases. Drug research sponsored by the pharmaceutical (制药的) industry is more likely to end up favoring the drug under consideration than studies sponsored by government grants or charitable organizations. Similarly, nutrition research sponsored by the food industry is more likely

to end up favoring the food under consideration than independently funded research.

So what should we make of all this? Should we ignore any research funded by companies or special interest groups? Certainly not. These groups provide invaluable funding for scientific research. Furthermore, science has many safeguards in place to catch instances of bias that affect research outcomes. Ultimately, misleading results will be corrected as science proceeds; however, this process takes time. Meanwhile, it pays to examine studies funded by industry or special interest groups with extra care. Are the results consistent with other independently funded studies? What do other scientists have to say about this research? A little examination can go a long way towards identifying bias associated with the funding source.

51. What does the passage mainly discuss regarding scientific research?
 - A. Its foundation.
 - B. Its rewards.
 - C. Its prospect.
 - D. Its funding.
52. What do we learn from the passage about researchers like birdwatchers and rock collectors?
 - A. They have little access to government funding.
 - B. They can do research with limited resources.
 - C. They can do amateur work in their own fields.
 - D. They have no means for large-scale research.
53. What would scientific studies look like in a perfect world according to the author?
 - A. They would be totally unbiased.
 - B. They would be independently funded
 - C. They would be responsibly conducted.
 - D. They would be strictly supervised.
54. What does the author say about companies and special interest groups?
 - A. They try hard to pull down the safeguards for research.
 - B. They make extra efforts to research their own products.
 - C. They provide valuable resources for scientific research.
 - D. They reap the most benefits from scientific research.
55. What does the author think of research funded by industry or special interest groups?
 - A. Its recommendations should be examined for feasibility.
 - B. Its misleading results should be corrected in time.
 - C. Its validity should be checked with additional care.
 - D. Its hidden biases should be identified independently.

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**.

四合院 (siheyuan) 是中国一种传统的住宅建筑，其特点是房屋建造在一个院子的四周，将院子合围在中间。四合院通常冬暖夏凉，环境舒适，尤其适合大家庭居住。四合院在中国各地有多种类型，其中以北京的四合院最为典型。如今，随着现代城市的发展，传统的四合院已逐渐减少，但因其独特的建筑风格，四合院对中国文化的传承和中国历史的研究具有重要意义。

2024 年 6 月大学英语四级考试真题（第 2 套）

Part I Writing (30 minutes)

Directions: Suppose your university is seeking students' opinions on whether university canteens should be open to the public. You are now to write an essay to express your view. You will have 30 minutes for the task. You should write at least 120 words but no more than 180 words.

Part II Listening Comprehension (25 minutes)

Section A

Directions: In this section, you will hear three news reports. At the end of each news report, you will hear two or three questions. Both the news report 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 and 2 are based on the news report you have just heard.

1. A. Due to a fire alarm in their apartments.
B. Because of the smoke and heat damage.
C. Due to the water used to extinguish the flames.
D. Because of the collapse of the three-story building.
2. A. Investigating the cause of the incident.
B. Helping search for the suspect of the crime.
C. Rescuing the businessmen trapped in the building.
D. Checking town records for the property developer.

Questions 3 and 4 are based on the news report you have just heard.

3. A. It plays a less important role in one's health than nutrient intake.
B. It impacts people's health to a lesser degree than sun exposure.
C. It is associated with people's mental health conditions.
D. It is linked with older adults' symptoms of depression.
4. A. It was indefinite.
B. It was systematic.
C. It was straightforward.
D. It was insignificant.

Questions 5 to 7 are based on the news report you have just heard.

5. A. It has helped solve several murder cases.
B. It has become a star police dog in Beijing.
C. It has surpassed its mother in performance.
D. It has done better than naturally born dogs.
6. A. To speed up investigation into criminal cases.
B. To test the feasibility of cloning technology.
C. To cut down training expenses.
D. To reduce their training time.
7. A. Cloning is too complicated a process.
B. The technology is yet to be accepted.
C. Cloning is ethically controversial.
D. The technology is too expensive.

Section B

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 8 to 11 are based on the conversation you have just heard.

- | | |
|---|--|
| 8. A. He read it somewhere online. | C. He read an article reviewing it. |
| B. He heard about it from a coworker. | D. He watched a TV series based on it. |
| 9. A. His publications. | C. His address. |
| B. His first book. | D. His name. |
| 10. A. Collect a lot more data. | C. Clarify many new concepts. |
| B. Relax a bit less often. | D. Read more reference books. |
| 11. A. Find out the show's most interesting episodes. | C. Get an e-copy of the book to read. |
| B. Watch the series together with the woman. | D. Check to see when the show starts. |

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

- | | |
|--|--------------------------------------|
| 12. A. To check the prices of his farm produce. | |
| B. To ask the way to the Newcastle City Hall. | |
| C. To inquire about the vegetarian food festival. | |
| D. To seek the man's help with her work on the farm. | |
| 13. A. Bakers. | C. Vegetarians. |
| B. Vendors. | D. Organizers. |
| 14. A. The issuing of certificates to vendors. | C. The festival they are organizing. |
| B. The completion of the baking task. | D. The deadline for application. |
| 15. A. The closing date of submission | C. The details of the ceremony. |
| B. The website of his company. | D. The organizer's address. |

Section C

Directions: In this section, you will hear three 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 16 to 18 are based on the passage you have just heard.

- | | |
|--|---|
| 16. A. Most scenic sites have been closed. | C. Health experts advise going outdoors. |
| B. Access to official campsites is limited. | D. People have more time during the summer. |
| 17. A. It is strongly opposed by nearby residents. | C. It has caused environmental concerns. |
| B. It leads to much waste of public money. | D. It has created conflicts among campers. |
| 18. A. Look for open land in Scotland. | C. Avoid getting close to wilderness. |
| B. Leave no trace of their camping. | D. Ask for permission from authorities. |

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

19. A. They outcompete mythical creatures. C. They truly exist in the Amazon region.
 B. They usually mind their own business. D. They resemble alarmingly large snakes.
20. A. Scar tissue from dolphins fighting. C. Unhealed wounds from snake bites.
 B. Skin infection from water pollution. D. Swimming along in seasonal floods.
21. A. It has been shrinking at an astonishing pace.
 B. It has been placed under international protection.
 C. It has been appealing to both freshwater and sea dolphins.
 D. It has been abandoned as a battleground for male dolphins.

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

22. A. About 58% of young adults call parental support the new normal.
 B. Most adult children enjoy increasing sources of financial support.
 C. A full 70% of the young adults cannot afford to buy a car by themselves.
 D. Most early adults cannot sustain their lifestyles without parental support.
23. A. It renders them dependent. C. It makes them mentally immature.
 B. It causes them to lose dignity. D. It hinders them from getting ahead.
24. A. It challenges one's willpower. C. It calls for due assistance.
 B. It results from education. D. It defines adulthood.
25. A. Current lifestyles. C. College loans.
 B. Poor budgeting D. Emergency expenses.

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.

It's well known that physical exercise is beneficial not just to physical health but also to mental health. Yet whereas most countries have 26, evidence-backed guidelines on the type and intensity of exercise 27 for various physical health benefits, such guidelines do not yet exist for exercise and mood. This is 28 due to a lack of necessary evidence. However, a new systematic review brings us usefully up-to-date on the current findings in this area.

Before 29 into some of the key take-aways, an important 30 made in the review is between aerobic exercise and anaerobic. The former 31 such things as walking, jogging and cycling and means exercising in such a way that your body is able to use oxygen to burn fat for energy. In contrast, anaerobic exercise — such as lifting heavy weights — is of such 32 intensity that your body does not have time to use oxygen to create energy and so instead it breaks down glucose (葡萄糖) in your blood or muscles.

Beginning first with the influence of exercise intensity on the mood benefits of aerobic exercise, the researchers, led by John Chan at Shenzhen University, found 33 results from 19 relevant studies. Some favoured higher intensity, others low, while seven studies found that intensity made no 34 to mood

benefits.

In relation to the intensity of anaerobic exercise, however, the results were far clearer — the optimum (最佳选择) for improving mood is 35 intensity, perhaps because low intensity is too dull while high intensity is too unpleasant.

A. constitutes	F. dipping	K. notified
B. contradictory	G. distinction	L. partly
C. decision	H. falling	M. required
D. detailed	I. involves	N. traditionally
E. difference	J. moderate	O. vigorous

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**.

Why Do Americans Work So Much?

- A. How will we all keep busy when we only have to work 15 hours a week? That was the question that worried the British economist John Maynard Keynes when he wrote his short essay “Economic Possibilities for Our Grandchildren” in 1930. Over the next century, he predicted, the economy would become so productive that people would barely need to work at all. For a while, it looked like Keynes was right. In 1930 the average working week was 47 hours in the United States. But by 1970, the number of hours Americans worked on average had fallen to slightly less than 39.
- B. But then something changed. Instead of continuing to decline, the duration of the working week remained stable. It has stayed at just below 40 hours for nearly five decades. So what happened? Why are people working just as much today as in 1970?
- C. There would be no mystery in this if Keynes had been wrong about the power of technology to increase the economy’s productivity, which he thought would lead to a standard of living “between four and eight times as high as it is today.” But Keynes got that right: Technology has made the economy massively more productive. According to Benjamin M. Friedman, an economist at Harvard, the U.S. economy is right on track to reach Keynes’s eight-fold (八倍) multiple by 2029. That is a century after the last data Keynes would have had access to.
- D. In a new paper, Friedman tries to figure out why that increased productivity has not translated into increased leisure time. Perhaps people just never feel materially satisfied, always wanting more money to buy the next new thing. This is a theory that appeals to many economists. “This argument is, at best, far from sufficient,” he writes. If that were the case, why did the duration of the working week decline in the first place?
- E. Another theory Friedman considers is that, in an era of ever fewer settings that provide effective opportunities for personal connections and relationships, people may place more value on the socializing that happens at work. There is support for this theory. Many people today consider colleagues as friends. But Friedman argues that the evidence for this theory is far from conclusive. Many workers report that they would like to spend more time with family, rather than at work. Furthermore, this theory cannot explain the change in trend in the U.S. working week in the 1970s.

- F. A third possibility proves more convincing for Friedman. That is: American inequality means that the gains of increasing productivity are not widely shared by everyone. In other words, most Americans are too poor to work less. Unlike the other two explanations Friedman considers, this one fits chronologically (按年代). Inequality declined in America during the period following World War II, along with the duration of the working week. But since the early 1970s it has risen dramatically.
- G. Keynes's prediction of a shorter working week rests on the idea that the standard of living would continue rising for everyone. But Friedman says that this is not what has happened. Although Keynes's eight-fold figure holds up for the economy as a whole, it is not at all the case for the median (中位数的) American worker. For them, output by 2029 is likely to be around 3.5 times what it was when Keynes was writing. This is a bit below his four- to eight-fold predicted range.
- H. This can be seen in the median worker's income over this time period, complete with a shift in 1973 that fits in precisely with when the working week stopped shrinking. According to Friedman, between 1947 and 1973 the average hourly wage for normal workers (those who were not in management roles) in private industries other than agriculture nearly doubled in terms of what their money could buy. But by 2013 the average hourly wage for ordinary workers had fallen 5 percent from the 1973 level in terms of actual purchasing power. Thus, though American incomes may have gone up since 1973, the amount that American workers can actually buy with their money has gone down. For most Americans, then, the magic of increasing productivity stopped working around 1973. Thus, they had to keep working just as much in order to maintain their standard of living.
- I. What Keynes predicted was a very optimistic version of what economists call technological unemployment. This is the idea that less labor will be necessary because machines can do so much. In Keynes's vision, the resulting unemployment would be distributed more or less evenly across society in the form of increased leisure. But Friedman says that, for Americans, reality is much darker. Americans now have a labor market in which millions of people — those with fewer skills and less education — are seeking whatever poorly paid work they can get. This is confirmed by a recent poll that found that, for half of hourly workers, their top concern is not that they work too much but that they work too little. This is most likely not because they like their jobs so much. Rather, we can assume it is because they need the money.
- J. This explanation leaves an important question. If the very rich — the workers who have reaped above-average gains from the increased productivity since Keynes's time — can afford to work less, why do they continue to work so much? (Indeed, research has shown that the highest earners in America tend to work the most.) Friedman believes that for many top earners, work is a labor of love. They are doing work they care about and are interested in, and doing more of it is not necessarily a burden. For them, it may even be a pleasure. These top earners derive meaning from their jobs and work is an important part of how they think of themselves. And, of course, they are compensated for it at a level that makes it worth their while.
- K. Friedman concludes that the prosperity (繁荣) Keynes predicted is here. After all, the economy as a whole has grown even more brilliantly than he expected. But for most Americans, that prosperity is nowhere to be seen. And, as a result, neither are those shorter working weeks.

36. Some people view socializing at the workplace as a chance to develop personal relationships.
37. As ordinary American workers' average hourly pay had decreased despite increasing productivity, they had to work just as many hours as before to keep their living standards.
38. American workers' average weekly working time has not changed for nearly half a century.
39. Friedman believes inequality in the U.S. largely explains why increasing productivity has not resulted in reduced working hours.
40. Many economists assume people's thirst for material things has prevented them from enjoying more leisure time.
41. An economist's prediction about a shorter average working week seemed to be correct for a time in the 20th century.
42. In the U.S. labor market, the primary concern of people with less schooling and fewer skills is to secure any employment even if it is low-paid.
43. Keynes was right in predicting that technology would make the economy much more productive.
44. Many of the highest earners have a keen interest in and love for what they are doing.
45. According to Keynes, there would be a shorter working week with everyone's standard of living continuing to rise.

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.

Lao Zi once said, "Care about what other people think and you will always be their prisoner."

People-pleasing, or seeking self-worth through others' approval, is unproductive and an exhausting way to go through life. Why do we allow what others think of us to have so much power over how we feel about ourselves? If it's true that you can't please all people all of the time, wouldn't it make sense to stop trying?

Unfortunately, sense often isn't driving our behavior. For social beings who desire love and belonging, wanting to be liked, and caring about the effect we have on others, is healthy and allows us to make connections. However, where we get into trouble is when our self-worth is dependent upon whether we win someone's approval or not.

This need to be liked can be traced back to when we were children and were completely dependent on others to take care of us: Small children are not just learning how to walk and communicate, they are also trying to learn how the world works. We learn about who we are and what is expected of us based on interactions with others, so, to a four-year-old, if Mommy or Daddy doesn't like him or her, there is the danger that they will abandon them. We need to understand that when we desperately want someone to approve of us, it's being driven by that little kid part of us that is still terrified of abandonment.

As you become more capable of providing yourself with the approval you seek, your need for external validation will start to vanish, leaving you stronger, more confident, and yes, happier in your life. Imagine how much time we lose each moment we restrain our authentic selves in an effort to be liked.

If we base our worth on the opinions of others, we cheat ourselves of the power to shape our experiences and embrace life not only for others but also for ourselves, because ultimately, there is no difference. So embrace the cliché (老话) and love yourself as it's highly doubtful that you'll regret it.

46. What can we conclude from Lao Zi's quotation?
 - A. We should see through other people's attempt to make a prisoner of us.
 - B. We can never really please other people even if we try as hard as we can.
 - C. We can never be truly free if taking to heart others' opinion of us.
 - D. We should care about other people's view as much as they care about our own.
47. What will happen if we base our self-worth on other people's approval?
 - A. Our desire to be loved will be fulfilled.
 - B. Our life will be unfruitful and exhausting.
 - C. Our identity as social beings will be affected.
 - D. Our sense of self will be sharpened and enhanced.
48. What may account for our need to be liked or approved of?
 - A. Our desperate longing for interactions with others.
 - B. Our understanding of the workings of the world.
 - C. Our knowledge about the pain of abandonment.
 - D. Our early childhood fear of being deserted.
49. What can we do when we become better able to provide ourselves with the desired approval?
 - A. Enjoy a happier life.
 - B. Exercise self-restraint.
 - C. Receive more external validation.
 - D. Strengthen our power of imagination.
50. What does the author advise us to do in the last paragraph?
 - A. Embrace life for ourselves and for others.
 - B. Base our worth on others' opinions.
 - C. See our experiences as assets.
 - D. Love ourselves as we are.

Passage Two

Questions 51 to 55 are based on the following passage.

Some people have said aging is more a slide into forgetfulness than a journey towards wisdom. However, a growing body of research suggests that late-in-life learning is possible. In reality, education does an aging brain good.

Throughout life, people's brains constantly renovate themselves. In the late 1960s, British brain scientist Geoffrey Raisman spied growth in damaged brain regions of rats through an electron microscope; their brains were forging new connections. This meant brains may change every time a person learns something new.

Of course, that doesn't mean the brain isn't affected by the effects of time. Just as height usually declines over the years, so does brain volume: Humans lose about 4 percent every decade starting in their 40s. But that reduction doesn't necessarily make people think slower; as long as we are alive and functioning, we can alter our brains with new information and experiences.

In fact, scientists now suspect accumulating novel experiences, facts, and skills can keep people's minds more flexible. New pathways can strengthen our ever-changing mental structure, even as the brain shrinks.

Conventional fixes like word puzzles and brain-training apps can contribute to mental durability. Even something as simple as taking a different route to the grocery store or going somewhere new on vacation can keep the brain healthy.

A desire for new life challenges can further boost brainpower. Research about aging adults who take on new enterprises shows improved function and memory as well as a reduced risk of mental disease. Openness — a characteristic defined by curiosity and a desire for knowledge — may also help folks pass brain tests. Some folks are born with this take-in-the-world attitude, but those who aren't as genetically gifted aren't necessarily out of luck. While genes can encourage an interest in doing new things, a 2012 study in the journal *Psychology and Aging* found completing reasoning tasks like puzzles and number games can enhance that desire for novel experiences, which can, in turn, refresh the brain. That's why brain scientist Richard Kennedy says "It's not that old dogs can't learn new tricks. It's that maybe old dogs don't realize why they should."

51. What do some people think of aging adults?
 - A. Their wisdom grows as time goes by.
 - B. Their memory gradually deteriorates.
 - C. They can benefit from late-in-life learning.
 - D. They are likely to have mental health issues.
52. What can we conclude from Geoffrey Raisman's finding?
 - A. Brain damage seriously hinders one's learning.
 - B. Brain power weakens slower than we imagine.
 - C. Brains can refresh and improve with learning.
 - D. Brains forge connections under new conditions.
53. What is one thing that helps maintain the health of our brain even as it shrinks?
 - A. Doing daily routines by conventional means.
 - B. Avoiding worrying about our mental durability.
 - C. Imitating old dogs' way of learning new tricks.
 - D. Approaching everyday tasks in novel ways.
54. What does the author say can contribute to the improvement of brain function?
 - A. Being curious and desiring knowledge.
 - B. Being eager to pass brain tests at an old age.
 - C. Rising to life's challenges and avoiding risks.
 - D. Boosting immunity to serious mental diseases.
55. What is the finding of the 2012 study in the journal *Psychology and Aging*?
 - A. Wishing to solve puzzles enhances one's reasoning power.
 - B. Playing number games unexpectedly stimulates one's memory.
 - C. Desiring new experiences can help to renovate the brain.
 - D. Learning new tricks should not be confined to old dogs only.

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**.

农历 (the lunar calendar) 起源于数千年前的中国，根据太阳和月亮的运行规律制定。长期以来，农历在农业生产和人们日常生活中发挥着重要作用。古人依据农历记录日期、安排农活，以便最有效地利用自然资源和气候条件，提高农作物的产量和质量。中国的春节、中秋节等传统节日的日期都基于农历。农历是中国传统文化的重要组成部分，当今依然广为使用。

2024 年 6 月大学英语四级考试真题（第 3 套）

Part I Writing (30 minutes)

Directions: Suppose your university is seeking students' opinions on whether university sports facilities should be open to the public. You are now to write an essay to express your view. You will have 30 minutes for the task. You should write at least 120 words but no more than 180 words.

Part II Listening Comprehension (25 minutes)

提示：2024 年 6 月四级全国只考两套听力，本套听力内容与第一二套相同，故本套未重复显示。

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.

Over the coming decades, millions of jobs will be threatened by robotics and artificial intelligence. Despite intensive academic 26 on these developments, there has been little study on how workers 27 to being replaced through technology.

To find out, business researchers at TUM and Erasmus University Rotterdam conducted 11 studies and surveys with over 2,000 persons from several countries.

The findings show: In principle, most people view it more 28 when workers are replaced by other people than by robots or intelligent software. This preference 29, however, when it refers to people's own jobs. When that is the case, the majority of workers find it less upsetting to see their own jobs go to robots than to other employees. In the long term, however, the same people see machines as more threatening to their future role in the workforce. These effects can also be observed among people who have recently become unemployed.

The researchers were able to identify the causes behind these 30 paradoxical results, too: People tend to 31 themselves less with machines than with other people. Consequently, being replaced by a robot or software 32 less of a threat to their feeling of self-worth. This reduced self-threat could even be observed when participants assumed that they were being replaced by other employees who relied on technological abilities such as artificial intelligence in their work.

"Even when unemployment results from the 33 of new technologies, people still judge it in a social context," says Christoph Fuchs, one of the authors of the study. "It is important to understand these 34 effects when trying to manage the massive changes in the working world to minimize 35 in society."

A. compare	F. drastically	K. poses
B. contradicts	G. favorably	L. psychological
C. conventional	H. guarantee	M. react
D. debate	I. introduction	N. reverses
E. disruptions	J. modifications	O. seemingly

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**.*

No escape as “snow day” becomes “e-learning day”

- A. Certain institutions, such as schools, are likely to close when bad weather, such as snow, flooding or extreme heat or cold, causes travel difficulties, power outages (断供), or otherwise endangers public safety. When snowy weather arrives in the U.S., it means the chance of school children benefiting from the long-standing tradition of the “snow day”, when schools are forced to close and students get an unexpected day off.
- B. The criterion for a snow day is primarily the inability of school buses to operate safely on their routes and danger to children who walk to school. Often, the school remains officially open even though buses do not run and classes are canceled. Severe weather that causes cancellation or delay is more likely in regions that are less able to handle the situation. Snow days are less common in more northern areas of the United States that are used to heavy winter snowfall, because municipalities are well equipped to clear roads and remove snow. In areas less accustomed to snow even small snowfalls of an inch or two may render roads unsafe.
- C. Snow days are a familiar theme in American film and TV shows, with children getting the good news and then running outside for some seasonal snowman-building and snowball throwing, against a background of joyful pop music. But the tradition is now over for pupils in several U.S. states such as South Carolina, Nevada, Georgia and Indiana. This academic year, many school boards have introduced policies which require students to work from home if the school is shut by snow or extreme weather. They are known as “e-learning days”, which certainly sounds less fun than a snow day.
- D. Teachers are also losing their snow days and instead will be expected to be on hand to take a virtual register and answer students’ questions online. A pilot programme in a school district in Anderson County, South Carolina, has supplied students with electronic tablets loaded with assignments to complete in the event of a school closure. If it is successful, it could be rolled out across the state.
- E. But some parents object to the new policy if the vigorous debate on the Facebook page of Anderson County school district is anything to go by. “When it snows, let the kids enjoy it,” said one commenter. Another said the decision would “ruin school even more”, and someone else called snow days “a fun part of childhood”. But supporters of the policy say it means children will miss fewer days of school. It will also bring to an end a less popular U.S. high school tradition: the “make-up day”, which requires students in many states to make up the time lost due to weather by working during school holidays.
- F. Students in North Carolina already have several make-up days scheduled because of school closures during Hurricane Florence, which struck in September. Tom Wilson, the superintendent (主管) of Anderson County school district, said the change away from snow days makes practical and financial sense. He said technology has changed every profession, so it makes sense to use it to “eliminate” make-up days. Adam Baker of the Department of Education in Indiana said e-learning days were proving a “great success”. He said most Indiana schools already use digital devices during lessons, so it was an “easy decision” to extend this to days when schools are closed. He denies the decision is depriving children of the chance to enjoy the snow. “Students are still able to enjoy snow days and outside time,” he said. “Many have PE and science assignments that have them out enjoying the weather.” But local school

superintendents in Ohio are resisting proposals to adopt e-learning days. They fear that students without internet access at home will be disadvantaged by the policy, and superintendent Tom Roth is concerned that e-learning days will offer a lower quality of education.

- G. There are also so-called “blizzard bags”, with assignments that children take home ahead of an expected snow closure. But Mr Roth says it is not sufficient as a replacement. “I think we still need the class time to give our kids the education that they deserve,” he said. “You can’t get that with a blizzard bag or doing the work from home like that. It’s not going to be as effective.”
 - H. There is a long-running debate on whether missing days of school affects attainment. In England, there has been a focus on tackling absenteeism (旷课) from school. The Department for Education (DFE) published research in 2016 arguing that missing any days at school could have a negative impact on results. Even a few days lost in a year could be enough to miss out on getting a good exam grade, the DFE’s research concluded. This differed from the findings of a study from Harvard University in the U.S., which concluded that missing a few occasional days because of the weather did not damage learning.
 - I. The Harvard study examined seven years of school results data and could not find any impact from snow closures. What caused more disruption was when schools tried to stay open in bad weather, even though many staff and pupils were absent. But weather can make a difference to school results, according to another piece of Harvard research published last summer. It’s hot weather that has the negative impact. The results of 10 million school students were examined over 13 years and researchers found a “significant” link between years with extremely hot weather and lower results.
 - J. It’s obvious that students should go to school every day to get the most out of education. In cases of extreme weather students don’t always have that option. However, research shows that authorised absences from school such as during extreme weather are less problematic for students than absences that are not authorised. This is because unauthorised absences tend to reflect patterns and behaviours of student disengagement, or the possible negative attitudes of parents towards education that students adopt and carry with them through schooling. The level of impact on students’ educational performance is all to do with the length of time that a student is absent from school and how regularly this occurs.
36. There is opposition to the practice of giving children assignments to take home before extreme weather forces a school closure.
 37. New policies adopted by many U.S. schools require students to do online learning at home in case of a school closure.
 38. According to some research, extreme hot weather negatively affects students’ performance.
 39. There is a time-honoured tradition in the U.S. for school kids to stay at home on “snow days”.
 40. Debates on social media show some parents are opposed to ending the “snow day” tradition.
 41. In more northern regions of the U.S., school is less likely to be affected by snowy weather.
 42. Research indicates absences from school with permission do not cause as many problems as those without permission.
 43. There is objection to e-learning days owing to fear that students with no access to the Internet at home will suffer.
 44. In a pilot programme, students are given electronic devices to do assignments when schools are closed.
 45. A long-standing debate is going on over the impact of school absences on students’ academic performance.

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 may sound surprising, but you don't have to be interested in fashion, or even in history, to enjoy *Dress Codes: How the Laws of Fashion Made History*. I happen to be interested in both, and ended up enjoying the book for completely different reasons.

Richard Thompson Ford is a law professor, and you probably won't forget that for even one page. His carefully reasoned arguments, packed with examples, sound almost like reading a court opinion, only maybe wordier. You will probably never think of fashion as a trifle again.

Ford's thesis is that the best way to understand what particular fashions meant in any given era is to look at the restrictions placed on them. Through this lens, he shows us that the first laws passed in the 1200s to ensure that only the nobility were allowed to wear certain fabrics, colors and ornaments reflected the rise of the middle class, who were now able to imitate some of these fashions. The status of the upper classes was threatened; fashion was a tool to preserve it.

Ford takes the reader through the evolution of fashion while examining the underlying motivations of status, sex, power, and personality, which, he assumes, influenced all innovations in fashion in the past and which continue to influence us today. His writing is more than a little dense — dense with research, clauses, and precise adjectives and nouns. But there's also humor and enough interesting episodes to make the writing appealing. No one is spared his sharp analysis: not the easy targets of 19th century women's crippling (伤害身体的) fashions nor the modern uniforms of Silicon Valley T-shirts.

But the greatest strength of this book (on fashion!) is its intellectual profoundness. Ford asks us to question unconscious beliefs, to realize that we almost never do so, to understand that the simplest choices are charged with meaning, and yet that meaning can and does change all the time. Consider the fact that a 1918 catalog insisted that boys and girls be dressed in the appropriate color. We believe our thinking today is evolved; Ford shows us it's not.

46. What does the author think of the book *Dress Codes: How the Laws of Fashion Made History*?

- A. It is read by people for entirely different reasons.
- B. It is meant for those interested in fashion history.
- C. It makes enjoyable as well as informative reading.
- D. It converts fashion into something for deliberation.

47. How can people best understand a particular fashion in an era, according to Ford?

- A. By examining the restraints imposed on it.
- B. By looking at what the nobility were wearing.
- C. By glancing at its fabrics, colors and ornaments.
- D. By doing a survey of the upper and middle classes.

48. What was the aim of the first laws passed regarding fashion in the 1200s?

- A. To facilitate the rise of the middle class.
- B. To loosen restrictions on dress codes.
- C. To help initiate some novel fashions.
- D. To preserve the status of the nobles.

49. What does the author think of Ford's writing?
- A. It uses comparison and contrast in describing fashions of different eras.
 - B. It makes heavy reading but is not lacking in humor or appeal.
 - C. It is filled with interesting episodes to spare readers intolerable boredom.
 - D. It is characteristic of academics in presenting arguments.
50. What does the author say is the greatest strength of Ford's book?
- A. Plentiful information.
 - B. Meaningful choices.
 - C. Evolved thinking.
 - D. Intellectual depth.

Passage Two

Questions 51 to 55 are based on the following passage.

The art of persuasion means convincing others to agree with your point of view or to follow your course of action. For some of us, persuasion is an instinctive quality and the power of influencing comes naturally. For the rest of us, persuasion skills can be learned and developed over time.

Employers place a great value on employees with persuasion skills because they can impact several aspects of job performance. Besides, teamwork and leadership rely heavily on the power of persuasion to get things done. Without persuasion skills, employees may not be as committed to or convinced of the importance of an organization's vision and long-term mission. Effective use of persuasion skills will not only help get your coworkers excited about your ideas, it'll also help you motivate them to achieve a common goal.

In order to learn the art of persuasion at the workplace, you need to understand how to handle conflicts and reach agreements. Good communication is the first step in effective persuasion, but logic and reasoning are just as important. Before you can get somebody on-board with your goal, you should help them understand why they should pursue it. Using visual aids to back up your ideas can help communicate your ideas better and make compelling arguments so your listeners will come to a logical choice and become fully committed to your ideas and plans.

Successful persuasion skills are based on your ability to have positive interactions and maintain meaningful relationships with people. In order to sustain those relationships, you must be able to work in their best interests as well. Your coworkers are more likely to agree with you when they succeed alongside you. The more they achieve and the greater progress they make, the more they trust your judgement and strength.

We persuade and get persuaded every day — we're either convincing or being convinced. A vast majority of people prefer collaboration and teamwork over traditional organizational structures; no one likes to be told what to do or to be pushed around. Therefore, organizations and leaders should adopt powerful persuasion skills to bring about necessary changes.

51. What does the author say about the ability to be persuasive in the first paragraph?
- A. People may either be born with it or be able to cultivate it.
 - B. It proves crucial in making others follow one's course of action.
 - C. It refers to the natural and instinctive power of influencing one's coworkers.
 - D. People may view it as both a means to convince others and an art of communication.

52. Why are persuasion skills greatly valued in the workplace?
- A. They enable employees to be convinced of their long-term gains.
 - B. They enable employees to trust their leaders unconditionally.
 - C. They help motivate coworkers to strive for a common goal.
 - D. They help an organization to broaden its vision effectively.
53. What should people do to learn the art of persuasion at the workplace?
- A. Acquire effective communication skills.
 - B. Avoid getting involved in conflicts with others.
 - C. Understand the reason for pursuing their goals
 - D. Commit themselves fully to their ideas and plans.
54. When are you more likely to succeed in persuading your coworkers?
- A. When they are convinced you work in their interests while sacrificing your own.
 - B. When they become aware of the potential strength of the judgements you make.
 - C. When they become aware of the meaningful relationships you keep with them.
 - D. When they are convinced they will make achievements together with you.
55. Why are organizations and leaders advised to adopt powerful persuasion skills to bring about necessary changes?
- A. To convince employees of the value of collaboration.
 - B. To allow for the preferences of most people of today.
 - C. To improve on traditional organizational structures.
 - D. To adapt to employees' ever-changing working styles.

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*.

汉语中的“福”字 (the character *fu*) 表示幸福和好运，是中国传统文化中最常用的吉祥 (auspicious) 符号之一。人们通常将一个大大的福字写在红纸上，寓意期盼家庭幸福、社会安定、国家昌盛。春节贴福字是民间由来已久的习俗。为了欢庆春节，家家户户都会将福字贴在门上或墙上，表达对幸福生活的向往、对美好未来的期待。人们有时还将福字倒过来贴，表示幸福已到、好运已到。