

2020 年 12 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 on the topic *Changes in the Way of Education*. 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) Many people have been attacked by Devil Firefish.
B) The Mediterranean is a natural habitat of Devil Firefish.
C) Invasive species are driving away certain native species.
D) A deadly fish has been spotted in the Mediterranean waters.
2. A) It could badly pollute the surrounding waters.
B) It could pose a threat to other marine species.
C) It could disrupt the food chains there.
D) It could add to greenhouse emissions.

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

3. A) Cars will not be allowed to enter the city.
B) Pedestrians will have free access to the city.
C) About half of its city center will be closed to cars.
D) Buses will be the only vehicles allowed on its streets.
4. A) The unbearable traffic noise.
B) The worsening global warming.
C) The ever-growing cost of petrol.
D) The rising air pollution in Paris.

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

5. A) His house was burnt down in a fire.
B) Many of his possessions were stolen.
C) His good luck charm sank into the sea.
D) His fishing boat got wrecked on a rock.
6. A) Change his fishing locations.
B) Find a job in a travel agency.
C) Sell the pearl he had kept for years.
D) Spend a few nights on a small island.
7. A) His pearl could be displayed in a museum.
B) His monstrous pearl was extremely valuable.
C) The largest pearl in the world weighs 14 pounds.
D) A New York museum has the world's biggest pearl.

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) It boasts a fairly long history. | C) It has 75 offices around the world. |
| B) It has over 50 business partners. | D) It produces construction materials. |
| 9. A) It was started by his father. | C) It is over 100 years old. |
| B) It has about 50 employees. | D) It is a family business. |
| 10. A) Outdated product design. | C) Shortage of raw material supply. |
| B) Loss of competitive edge. | D) Legal disputes in many countries. |
| 11. A) Introducing innovative marketing strategies. | |
| B) Seeking new ways to increase its exports. | |
| C) Providing training for its staff members. | |
| D) Conducting a financial analysis for it. | |

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

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| 12. A) She is a real expert at house decorations. | |
| B) She is really impressed by the man's house. | |
| C) She is well informed about the design business. | |
| D) She is attracted by the color of the sitting room. | |
| 13. A) From a construction businessman. | C) From home design magazines. |
| B) From his younger brother Greg. | D) From a professional interior designer. |
| 14. A) The cost was affordable. | C) The effort was worthwhile. |
| B) The style was fashionable. | D) The effect was unexpected. |
| 15. A) She'd like him to talk with Jonathan about a new project. | |
| B) She'd like to show him around her newly-renovated house. | |
| C) She wants to discuss the house decoration budget with him. | |
| D) She wants him to share his renovation experience with her. | |

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) Paying hospital bills for emergency cases. | |
| B) Doing research on ear, nose and throat diseases. | |
| C) Removing objects from patients' noses and ears. | |
| D) Providing routine care for small children. | |
| 17. A) Children aged one to four are often more curious than older children. | |
| B) Five- to nine-year-olds are the most likely to put things in their ears. | |
| C) Many children like to put foreign objects in their mouths. | |
| D) Many children like to smell things they find or play with. | |

18. A) They want to attract attention. C) They are unaware of the potential risks.
 B) They tend to act out of impulse. D) They are curious about these body parts.

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

19. A) It gave her a used bicycle. C) It delivered her daily necessities.
 B) It paid for her English lessons. D) It provided her with physical therapy.
 20. A) Expanding bike-riding lessons. C) Offering walking tours to visitors.
 B) Providing free public transport. D) Asking local people for donations.
 21. A) It is a sports club. C) It is a counseling center.
 B) It is a language school. D) It is a charity organization.

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

22. A) How animals deal with lack of gravity.
 B) How mice interact in a new environment.
 C) How low gravity affects the human body.
 D) How mice imitate human behavior in space.
 23. A) They found the space in the cage too small to stay in.
 B) They found it difficult to figure out where they were.
 C) They were not used to the low-gravity environment.
 D) They were not sensitive to the changed environment.
 24. A) They continued to behave as they did in the beginning.
 B) They already felt at home in the new environment.
 C) They had found a lot more activities to engage in.
 D) They tried everything possible to escape from the cage.
 25. A) They changed their routines in space. C) They behaved as if they were on Earth.
 B) They began to eat less after some time. D) They repeated their activities 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.

Trust is fundamental to life. If you can't trust anything, life becomes intolerable. You can't have relationships without trust, let alone good ones.

In the workplace, too, trust is 26. An organization without trust will be full of fear and 27. If you work for a boss who doesn't trust their employees to do things right, you'll have a 28 time. They'll be checking up on you all the time, correcting "mistakes" and 29 reminding you to do this or that. Colleagues who don't trust one another will need to spend more time 30 their backs than doing any useful work.

Organizations are always trying to cut costs. Think of all the additional tasks caused by lack of trust. *Audit* (审计) departments only exist because of it. Companies keep large volumes of 31 because they don't trust their suppliers, their contractors or their customers. Probably more than half of all

administrative work is only there because of an ever-existing sense that “you can’t trust anyone these days.” If even a small part of such valueless work could be 32 , the savings would run into millions of dollars.

All this is extra work we 33 onto ourselves because we don’t trust people—the checking, following through, doing things ourselves because we don’t believe others will do them 34 —or at all. If we took all that away, how much extra time would we suddenly find in our life? How much of our work 35 would disappear?

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|---------------|--------------|--------------|
| A) constantly | F) load | K) removed |
| B) credible | G) miserable | L) stacks |
| C) essential | H) pressure | M) suspicion |
| D) exploring | I) properly | N) tracked |
| E) gather | J) records | O) watching |

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 Place Where the Poor Once Thrived

- A) This is the land of opportunity. If that weren’t already implied by the landscape—rolling green hills, palm trees, sun-kissed flowers—then it’s evident in the many stories of people who grew up poor in these sleepy neighborhoods and rose to enormous success. People like Tri Tran, who fled Vietnam on a boat in 1986, showed up in San Jose with nothing, made it to MIT, and then founded the food-delivery start-up Munchery, which is valued at \$ 300 million.
- B) Indeed, data suggests that this is one of the best places to grow up poor in America. A child born in the early 1980s into a low-income family in San Jose had a 12.9 percent chance of becoming a high earner as an adult, according to a landmark study released in 2014 by the economist Raj Chetty and his colleagues from Harvard and Berkeley. That number—12.9 percent—may not seem remarkable, but it was: Kids in San Jose whose families fell in the bottom *quintile* (五分位数) of income nationally had the best shot in the country at reaching the top quintile.
- C) By contrast, just 4.4 percent of poor kids in Charlotte moved up to the top; in Detroit the figure was 5.5 percent. San Jose had social mobility comparable to Denmark’s and Canada’s and higher than other progressive cities such as Boston and Minneapolis.
- D) The reasons kids in San Jose performed so well might seem obvious. Some of the world’s most innovative companies are located here, providing opportunities such as the one seized by a 12-year-old Mountain View resident named Steve Jobs when he called William Hewlett to ask for spare parts and subsequently received a summer job. This is a city of immigrants—38 percent of the city’s population today is foreign-born—and immigrants and their children have historically experienced significant upward mobility in America. The city has long had a large foreign-born population (26.5 percent in 1990), leading to broader diversity, which, the Harvard and Berkeley economists say, is a good predictor of mobility.

- E) Indeed, the streets of San Jose seem, in some ways, to embody the best of America. It's possible to drive in a matter of minutes from *sleek* (光亮的) office towers near the airport where people pitch ideas to investors, to single-family homes with orange trees in their yards, or to a Vietnamese mall. The libraries here offer programs in 17 languages, and there are areas filled with small businesses owned by Vietnamese immigrants, Mexican immigrants, Korean immigrants, and Filipino immigrants, to name a few.
- F) But researchers aren't sure exactly why poor kids in San Jose did so well. The city has a low prevalence of children growing up in single-parent families, and a low level of concentrated poverty, both factors that usually mean a city allows for good intergenerational mobility. But San Jose also performs poorly on some of the measures correlated with good mobility. It is one of the most unequal places out of the 741 that the researchers measured, and it has high degrees of racial and economic *segregation* (隔离). Its schools underperform based on how much money there is in the area, said Ben Scuderi, a predoctoral fellow at the Equality of Opportunity Project at Harvard, which uses big data to study how to improve economic opportunities for low-income children. "There's a lot going on here which we don't totally understand," he said. "It's interesting, because it kind of defies our expectations."
- G) The Chetty data shows that neighborhoods and places mattered for children born in the San Jose area of the 1980s. Whether the city still allows for upward mobility of poor kids today, though, is up for debate. Some of the indicators such as income inequality, measured by the Equality of Opportunity Project for the year 2000, have only worsened in the past 16 years.
- H) Some San Jose residents say that as inequality has grown in recent years, upward mobility has become much more difficult to achieve. As Silicon Valley has become home to more successful companies, the flood of people to the area has caused housing prices to skyrocket. By most measures, San Jose is no longer a place where low-income, or even middle-income families, can afford to live. Rents in San Jose grew 42.6 percent between 2006 and 2014, which was the largest increase in the country during that time period. The city has a growing homelessness problem, which it tried to address by shutting down "The Jungle," one of the largest homeless *encampments* (临时住地) in the nation, in 2014. Inequality is extreme. The Human Development Index—a measure of life expectancy, education and *per capita* (人均的) income—gives East San Jose a score of 4.85 out of 10, while nearby Cupertino, where Apple's headquarters sits, receives a 9.26. San Jose used to have a happy mix of factors—cheap housing, closeness to a rapidly developing industry, tightly-knit immigrant communities—that together opened up the possibility of prosperity for even its poorest residents. But in recent years, housing prices have skyrocketed, the region's rich and poor have segregated, and middle-class jobs have disappeared. Given this, the future for the region's poor doesn't look nearly as bright as it once did.
- I) Leaders in San Jose are determined to make sure that the city regains its status as a place where even poor kids can access the resources to succeed. With Silicon Valley in its backyard, it certainly has the chance to do so. "I think there is a broad consciousness in the Valley that we can do better than to leave thousands of our neighbors behind through a period of extraordinary success," San Jose Mayor Sam Liccardo said.
- J) But in today's America—a land of rising inequality, increasing segregation, and *stagnating* (不增长的) middle-class wages—can the San Jose region really once again become a place of opportunity?

- K) The idea that those at the bottom can rise to the top is central to America's ideas about itself. That such mobility has become more difficult in San Jose raises questions about the endurance of that foundational belief. After all, if the one-time land of opportunity can't be fixed, what does that say for the rest of America?
36. According to some people living in San Jose, it has become much harder for the poor to get ahead due to the increased inequality.
37. In American history, immigrants used to have a good chance to move upward in society.
38. If the problems of San Jose can't be solved, one of America's fundamental beliefs about itself can be shaken.
39. San Jose was among the best cities in America for poor kids to move up the social ladder.
40. Whether poor kids in San Jose today still have the chance to move upward is questionable.
41. San Jose's officials are resolved to give poor kids access to the resources necessary for success in life.
42. San Jose appears to manifest some of the best features of America.
43. As far as social mobility is concerned, San Jose beat many other progressive cities in America.
44. Due to some changes like increases in housing prices in San Jose, the prospects for its poor people have dimmed.
45. Researchers do not have a clear idea why poor children in San Jose achieved such great success several decades ago.

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.

Three children in every classroom have a diagnosable mental health condition. Half of these are behavioural disorders, while one third are emotional disorders such as stress, anxiety and depression, which often become outwardly apparent through self-harm. There was an astonishing 52 per cent jump in hospital admissions for children and young people who had harmed themselves between 2009 and 2015.

Schools and teachers have consistently reported the scale of the problem since 2009. Last year, over half of teachers reported that more of their pupils experience mental health problems than in the past. But teachers also consistently report how ill-equipped they feel to meet pupils' mental health needs, and often cite a lack of training, expertise and support from the *National Health Service* (英国国家医疗服务体系).

Part of the reason for the increased pressure on schools is that there are now fewer 'early intervention (干预)' and low-level mental health services based in the community. Cuts to local authority budgets since 2010 have resulted in a significant decline of these services, despite strong evidence of their effectiveness in preventing crises further down the line.

The only way to break the pressures on both mental health services and schools is to reinvest in early intervention services inside schools.

There are strong arguments for why schools are best placed to provide mental health services. Schools see young people more than any other service, which gives them a unique ability to get to hard-to-reach children and young people and build meaningful relationships with them over time. Recent studies have

shown that children and young people largely prefer to see a counsellor in school rather than in an outside environment. Young people have reported that for low-level conditions such as stress and anxiety, a clinical setting can sometimes be *daunting* (令人却步的).

There are already examples of innovative schools which combine mental health and wellbeing provision with a strong academic curriculum. This will, though, require a huge cultural shift. Politicians, policymakers, commissioners and school leaders must be brave enough to make the leap towards reimagining schools as providers of health as well as education services.

46. What are teachers complaining about?
 - A) There are too many students requiring special attention.
 - B) They are under too much stress counselling needy students.
 - C) Schools are inadequately equipped to implement any intervention.
 - D) They lack the necessary resources to address pupils' mental problems.
47. What do we learn from the passage about community health services in Britain?
 - A) They have deteriorated due to budget cuts.
 - B) They facilitate local residents' everyday lives.
 - C) They prove ineffective in helping mental patients.
 - D) They cover preventative care for the local residents.
48. Where does the author suggest mental health services be placed?
 - A) At home.
 - B) At school.
 - C) In hospitals.
 - D) In communities.
49. What do we learn from the recent studies?
 - A) Students prefer to rely on peers to relieve stress and anxiety.
 - B) Young people are keen on building meaningful relationships.
 - C) Students are more comfortable seeking counselling in school.
 - D) Young people benefit from various kinds of outdoor activities.
50. What does the author mean by a cultural shift (Line 2, Para. 6)?
 - A) Simplification of schools' academic curriculums.
 - B) Parents' involvement in schools' policy-making.
 - C) A change in teachers' attitudes to mental health.
 - D) A change in the conception of what schools are.

Passage Two

Questions 51 to 55 are based on the following passage.

Picture this: You're at a movie theater food stand loading up on snacks. You have a choice of a small, medium or large soda. The small is \$ 3.50 and the large is \$ 5.50. It's a tough decision: The small size may not last you through the whole movie, but \$ 5.50 for some sugary drink seems ridiculous. But there's a third option, a medium soda for \$ 5.25. Medium may be the perfect amount of soda for you, but the large is only a quarter more. If you're like most people, you end up buying the large (and taking a bathroom break midshow).

If you're wondering who would buy the medium soda, the answer is almost no one. In fact, there's a good chance the marketing department purposely priced the medium soda as a *decoy* (诱饵), making you more likely to buy the large soda rather than the small.

I have written about this peculiarity in human nature before with my friend Dan Ariely, who studied this phenomenon extensively after noticing pricing for *subscriptions* (订阅) to *The Economist*. The digital

subscription was \$ 59, the print subscription was \$ 125, and the print plus digital subscription was also \$ 125. No one in their right mind would buy the print subscription when you could get digital as well for the same price, so why was it even an option? Ariely ran an experiment and found that when only the two “real” choices were offered, more people chose the less-expensive digital subscription. But the addition of the bad option made people much more likely to choose the more expensive print plus digital option.

Brain scientists call this effect “asymmetric dominance” and it means that people gravitate toward the choice nearest a clearly inferior option. Marketing professors call it the decoy effect, which is certainly easier to remember. Lucky for consumers, almost no one in the business community understands it.

The decoy effect works because of the way our brains assign value when making choices. Value is almost never absolute; rather, we decide an object’s value relative to our other choices. If more options are introduced, the value equation changes.

51. Why does the author ask us to imagine buying food in the movie theater?

- A) To illustrate people’s peculiar shopping behavior.
- B) To illustrate the increasing variety of snacks there.
- C) To show how hard it can be to choose a drink there.
- D) To show how popular snacks are among movie fans.

52. Why is the medium soda priced the way it is?

- A) To attract more customers to buy it.
- B) To show the price matches the amount.
- C) To ensure customers drink the right amount of soda.
- D) To make customers believe they are getting a bargain.

53. What do we learn from Dan Ariely’s experiment?

- A) Lower-priced goods attract more customers.
- B) *The Economist*’s promotional strategy works.
- C) *The Economist*’s print edition turns out to sell the best.
- D) More readers choose the digital over the print edition.

54. For what purpose is “the bad option” (Line 7, Para. 3) added?

- A) To cater to the peculiar needs of some customers.
- B) To help customers to make more rational choices.
- C) To trap customers into buying the more pricey item.
- D) To provide customers with a greater variety of goods.

55. How do we assess the value of a commodity, according to the passage?

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| A) By considering its usefulness. | C) By taking its quality into account. |
| B) By comparing it with other choices. | D) By examining its value equation. |

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**.

生活在中国不同地区的人们饮食多种多样。北方人主要吃面食,南方人大多吃米饭。在沿海地区,海鲜和淡水水产品人们在饮食中占有相当大的比例,而在其他地区人们的饮食中,肉类和奶制品更为常见。四川、湖南等省份的居民普遍爱吃辛辣食物,而江苏和浙江人更喜欢甜食。然而,因为烹饪方式各异,同类食物的味道可能会有所不同。

2020 年 12 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 on the topic *Changes in the Way of Transportation*. 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) He wanted to buy a home. | C) He lost a huge sum of money. |
| B) He suffered from a shock. | D) He did an unusual good deed. |
| 2. A) Invite the waiter to a fancy dinner. | C) Give some money to the waiter. |
| B) Tell her story to the <i>Daily News</i> . | D) Pay the waiter's school tuition. |

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

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| 3. A) Whether or not to move to the state's mainland. | |
| B) How to keep the village from sinking into the sea. | |
| C) Where to get the funds for rebuilding their village. | |
| D) What to do about the rising level of the seawater. | |
| 4. A) It takes too long a time. | C) It has to wait for the state's final approval. |
| B) It costs too much money. | D) It faces strong opposition from many villagers. |

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

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|--|--|
| 5. A) To investigate whether people are grateful for help. | |
| B) To see whether people hold doors open for strangers. | |
| C) To explore ways of inducing gratitude in people. | |
| D) To find out how people express gratitude. | |
| 6. A) They induced strangers to talk with them. | |
| B) They helped 15 to 20 people in a bad mood. | |
| C) They held doors open for people at various places. | |
| D) They interviewed people who didn't say thank you. | |
| 7. A) People can be educated to be grateful. | C) Most people have bad days now and then. |
| B) Most people express gratitude for help. | D) People are ungrateful when in a bad mood. |

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) To order a solar panel installation. | C) To enquire about solar panel installations. |
| B) To report a serious leak in his roof. | D) To complain about the faulty solar panels. |
| 9. A) He plans to install solar panels. | C) He saves \$ 300 a year. |
| B) He owns a four-bedroom house. | D) He has a large family. |
| 10. A) The service of the solar panel company. | C) The maintenance of the solar panels. |
| B) The cost of a solar panel installation. | D) The quality of the solar panels. |
| 11. A) One year and a half. | C) Roughly six years. |
| B) Less than four years. | D) About five years. |

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

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| 12. A) At a travel agency. | C) At an airline transfer service. |
| B) At an Australian airport. | D) At a local transportation authority. |
| 13. A) She would be able to visit more scenic spots. | |
| B) She wanted to save as much money as possible. | |
| C) She would like to have everything taken care of. | |
| D) She wanted to spend more time with her family. | |
| 14. A) Four days. | C) One week. |
| B) Five days. | D) Two weeks. |
| 15. A) Choosing some activities herself. | C) Driving along the Great Ocean Road. |
| B) Spending Christmas with Australians. | D) Learning more about wine making. |

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) Bring their own bags when shopping. | C) Dispose of their trash properly. |
| B) Use public transport when traveling. | D) Pay a green tax upon arrival. |
| 17. A) It has not been doing a good job in recycling. | |
| B) It has witnessed a rise in accidental drowning. | |
| C) It has not attracted many tourists in recent years. | |
| D) It has experienced an overall decline in air quality. | |
| 18. A) To charge a small fee on plastic products in supermarkets. | |
| B) To ban single-use plastic bags and straws on Bali Island. | |
| C) To promote the use of paper bags for shopping. | |
| D) To impose a penalty on anyone caught littering. | |

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

19. A) It gives birth to several babies at a time. C) Its breeding grounds are now better preserved.
 B) It is the least protected mammal species. D) Its population is now showing signs of increase.
20. A) Global warming. C) Commercial hunting.
 B) Polluted seawaters. D) Decreasing birthrates.
21. A) To mate. C) To escape hunters.
 B) To look for food. D) To seek breeding grounds.

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

22. A) They prefer to drink low-fat milk. C) They consume less milk these days.
 B) They think milk is good for health. D) They buy more milk than the British.
23. A) It is not as healthy as once thought. C) It benefits the elderly more.
 B) It is not easy to stay fresh for long. D) It tends to make people fat.
24. A) They drink too many pints every day. C) They lack the necessary proteins to digest it.
 B) They are sensitive to certain minerals. D) They have eaten food incompatible with milk.
25. A) It is easier for sick people to digest. C) It is healthier than other animal products.
 B) It provides some necessary nutrients. D) It supplies the body with enough calories.

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.

When my son completes a task, I can't help but praise him. It's only natural to give praise where praise is due, right? But is there such a thing as too much praise?

According to psychologist Katherine Phillip, children don't benefit from 26 praise as much as we'd like to think. "Parents' often praise, believing they are building their child's self-confidence. However, over-praising can have a 27 effect," says Phillip. "When we use the same praise 28, it may become empty and no longer valued by the child. It can also become an expectation that anything they do must be 29 with praise. This may lead to the child avoiding taking risks due to fear of 30 their parents."

Does this mean we should do away with all the praise? Phillip says no. "The key to healthy praise is to focus on the process rather than the 31. It is the recognition of a child's attempt, or the process in which they achieved something, that is essential," she says. "Parents should encourage their child to take the risks needed to learn and grow."

So how do we break the 32 of praise we're all so accustomed to? Phillip says it's important to 33 between "person praise" and "process praise". "Person praise is 34 saying how great someone is. It's a form of personal approval. Process praise is acknowledgement of the efforts the person

has just 35. Children who receive person praise are more likely to feel shame after losing,” says Phillip.

- | | | |
|------------------|----------------|---------------|
| A) choose | F) experienced | K) repeatedly |
| B) constant | G) negative | L) rewarded |
| C) disappointing | H) outcome | M) separately |
| D) distinguish | I) pattern | N) simply |
| E) exhausting | J) plural | O) undertaken |

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.*

Poverty is a story about us, not them

- A) Too often still, we think we know what poverty looks like. It's the way we've been taught, the images we've been force-fed for decades. The chronically homeless. The undocumented immigrant. The urban poor, usually personified as a woman of color, the “welfare queen” politicians still too often reference.
- B) But as income inequality rises to record levels in the United States, even in the midst of a record economic expansion, those familiar images are outdated, hurtful, and counterproductive to focusing attention on solutions and building ladders of opportunity.
- C) Today's faces of income inequality and lack of opportunity look like all of us. It's Anna Landre, a disabled Georgetown University student fighting to keep health benefits that allow her the freedom to live her life. It's Tiffanie Standard, a counselor for young women of color in Philadelphia who want to be tech entrepreneurs—but who must work multiple jobs to stay afloat. It's Ken Outlaw, a welder in rural North Carolina whose dream of going back to school at a local community college was dashed by Hurricane Florence—just one of the extreme weather events that have tipped the balance for struggling Americans across the nation.
- D) If these are the central characters of our story about poverty, what layers of perceptions, myths, and realities must we unearth to find meaningful solutions and support? In pursuit of revealing this complicated reality, Mothering Justice, led by women of color, went last year to the state capital in Lansing, Michigan, to lobby on issues that affect working mothers. One of the Mothering Justice organizers went to the office of a state representative to talk about the lack of affordable childcare—the *vestiges* (痕迹) of a system that expected mothers to stay home with their children while their husbands worked. A legislative staffer dismissed the activist's concerns, telling her “my husband took care of that—I stayed home.”
- E) That comment, says Mothering Justice director Danielle Atkinson, “was meant to shame” and relied on the familiar notion that a woman of color concerned about income inequality and programs that promote mobility must by definition be a single mom, probably with multiple kids. In this case, the Mothering Justice activist happened to be married. And in most cases in the America of 2019, the images that come to mind when we hear the words poverty or income inequality fail miserably in

reflecting a complicated reality: poverty touches virtually all of us. The face of income inequality, for all but a very few of us, is the one we each see in the mirror.

- F) How many of us are poor in the U.S.? It depends on who you ask. According to the Census Bureau, 38 million people in the U.S. are living below the official poverty thresholds. Taking into account economic need beyond that absolute measure, the Institute for Policy Studies found that 140 million people are poor or low-income. That's almost half the U.S. population.
- G) Whatever the measure, within that massive group, poverty is extremely diverse. We know that some people are more affected than others, like children, the elderly, people with disabilities, and people of color.
- H) But the fact that 4 in 10 Americans can't come up with \$400 in an emergency is a commonly cited statistic for good reason: economic instability stretches across race, gender, and geography. It even reaches into the middle classes, as real wages have *stagnated* (不增长) for all but the very wealthy and temporary spells of financial instability are not uncommon.
- I) Negative images remain of who is living in poverty as well as what is needed to move out of it. The big American myth is that you can pull yourself up by your own efforts and change a bad situation into a good one. The reality is that finding opportunity without help from families, friends, schools, and community is virtually impossible. And the playing field is nothing close to level.
- J) The FrameWorks Institute, a research group that focuses on public framing of issues, has studied what sustains stereotypes and narratives of poverty in the United Kingdom. "People view economic success and wellbeing in life as a product of choice, willpower, and drive," says Nat Kendall-Taylor, CEO of FrameWorks. "When we see people who are struggling," he says, those assumptions "lead us to the perception that people in poverty are lazy, they don't care, and they haven't made the right decisions."
- K) Does this sound familiar? Similar ideas surround poverty in the U.S. And these assumptions give a false picture of reality. "When people enter into that pattern of thinking," says Kendall-Taylor, "it's cognitively comfortable to make sense of issues of poverty in that way. It creates a kind of cognitive blindness—all of the factors external to a person's drive and choices that they've made become invisible and fade from view."
- L) Those external factors include the difficulties accompanying low-wage work or structural discrimination based on race, gender, or ability. Assumptions get worse when people who are poor use government benefits to help them survive. There is a great tension between "the poor" and those who are receiving what has become a dirty word: "welfare."
- M) According to the General Social Survey, 71 percent of respondents believe the country is spending too little on "assistance to the poor." On the other hand, 22 percent think we are spending too little on "welfare"; 37 percent believe we are spending too much.
- N) "Poverty has been interchangeable with people of color—specifically black women and black mothers," says Atkinson of Mothering Justice. It's true that black mothers are more affected by poverty than many other groups, yet they are disproportionately the face of poverty. For example, Americans routinely overestimate the share of black recipients of public assistance programs.
- O) In reality, most people will experience some form of financial hardship at some point in their lives. Indeed, people tend to dip in and out of poverty, perhaps due to unexpected obstacles like losing a job,

or when hours of a low-wage job fluctuate.

- P) Something each of us can do is to treat each other with the dignity and sympathy that is deserved and to understand deeply that the issue of poverty touches all of us.
36. One legislative staffer assumed that a woman of color who advocated affordable childcare must be a single mother.
37. People from different races, genders, and regions all suffer from a lack of financial security.
38. According to a survey, while the majority believe too little assistance is given to the poor, more than a third believe too much is spent on welfare.
39. A research group has found that Americans who are struggling are thought to be lazy and to have made the wrong decisions.
40. Under the old system in America, a mother was supposed to stay home and take care of her children.
41. It was found that nearly 50% of Americans are poor or receive low pay.
42. Americans usually overestimate the number of blacks receiving welfare benefits.
43. It is impossible for Americans to lift themselves out of poverty entirely on their own.
44. Nowadays, it seems none of us can get away from income inequality.
45. Assumptions about poor people become even more negative when they live on welfare.

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, paradoxically, become quite interesting to academics lately. In early May, London's Boring Conference celebrated seven years of delighting in dullness. At this event, people flocked to talks about weather, traffic jams, and vending-machine sounds, among other sleep-inducing topics.

What, exactly, is everybody studying? One widely accepted psychological definition of boredom is "the distasteful experience of wanting, but being unable, to engage in satisfying activity." But how can you quantify a person's boredom level and compare it with someone else's? In 1986, psychologists introduced the Boredom Proneness Scale, designed to measure an individual's overall tendency to feel bored. By contrast, the Multidimensional State Boredom Scale, developed in 2008, measures a person's feelings of boredom in a given situation.

Boredom has been linked to behavior issues including inattentive driving, mindless snacking, excessive drinking, and addictive gambling. In fact, many of us would choose pain over boredom. One team of psychologists discovered that two-thirds of men and a quarter of women would rather self-administer electric shocks than sit alone with their thoughts for 15 minutes. Researching this phenomenon, another team asked volunteers to watch boring, sad, or neutral films, during which they could self-administer electric shocks. The bored volunteers shocked themselves more and harder than the sad or neutral ones did.

But boredom isn't all bad. By encouraging self-reflection and daydreaming, it can spur creativity. An early study gave participants abundant time to complete problem-solving and word-association exercises. Once all the obvious answers were exhausted, participants gave more and more inventive answers to

combat boredom. A British study took these findings one step further, asking subjects to complete a creative challenge (coming up with a list of alternative uses for a household item). One group of subjects did a boring activity first, while the others went straight to the creative task. Those whose boredom pumps had been primed were more productive.

In our always-connected world, boredom may be a hard-to-define state, but it is a fertile one. Watch paint dry or water boil, or at least put away your smartphone for a while, and you might unlock your next big idea.

46. When are people likely to experience boredom, according to an accepted psychological definition?
 - A) When they don't have the chance to do what they want.
 - B) When they don't enjoy the materials they are studying.
 - C) When they experience something unpleasant.
 - D) When they engage in some routine activities.
47. What does the author say boredom can lead to?
 - A) Determination.
 - B) Concentration.
 - C) Mental deterioration.
 - D) Harmful conduct.
48. What is the finding of one team of psychologists in their experiment?
 - A) Volunteers prefer watching a boring movie to sitting alone deliberating.
 - B) Many volunteers choose to hurt themselves rather than endure boredom.
 - C) Male volunteers are more immune to the effects of boredom than females.
 - D) Many volunteers are unable to resist boredom longer than fifteen minutes.
49. Why does the author say boredom isn't all bad?
 - A) It stimulates memorization.
 - B) It allows time for relaxation.
 - C) It may promote creative thinking.
 - D) It may facilitate independent learning.
50. What does the author suggest one do when faced with a challenging problem?
 - A) Stop idling and think big.
 - B) Unlock one's smartphone.
 - C) Look around oneself for stimulation.
 - D) Allow oneself some time to be bored.

Passage Two

Questions 51 to 55 are based on the following passage.

Forests in countries like Brazil and the Congo get a lot of attention from environmentalists, and it is easy to see why. South America and sub-Saharan Africa are experiencing deforestation on an enormous scale: every year almost 5 million hectares are lost. But forests are also changing in rich Western countries. They are growing larger, both in the sense that they occupy more land and that the trees in them are bigger. What is going on?

Forests are spreading in almost all Western countries, with the fastest growth in places that historically had rather few trees. In 1990 28% of Spain was forested; now the proportion is 37%. In both Greece and Italy, the growth was from 26% to 32% over the same period. Forests are gradually taking more land in America and Australia. Perhaps most astonishing is the trend in Ireland. Roughly 1% of that country was forested when it became independent in 1922. Now forests cover 11% of the land, and the government wants to push the proportion to 18% by the 2040s.

Two things are fertilising this growth. The first is the abandonment of farmland, especially in high, dry places where nothing grows terribly well. When farmers give up trying to earn a living from farming or herding, trees simply move in. The second is government policy and subsidy. Throughout history,

governments have protected and promoted forests for diverse reasons, ranging from the need for wooden warships to a desire to promote suburban house-building. Nowadays forests are increasingly welcome because they suck in carbon pollution from the air. The justifications change; the desire for more trees remains constant.

The greening of the West does not delight everyone. Farmers complain that land is being taken out of use by generously subsidised tree plantations. Parts of Spain and Portugal suffer from terrible forest fires. Others simply dislike the appearance of forests planted in neat rows. They will have to get used to the trees, however. The growth of Western forests seems almost as unstoppable as deforestation elsewhere.

51. What is catching environmentalists' attention nowadays?
 - A) Rich countries are stripping poor ones of their resources.
 - B) Forests are fast shrinking in many developing countries.
 - C) Forests are eating away the fertile farmland worldwide.
 - D) Rich countries are doing little to address deforestation.
52. Which countries have the fastest forest growth?
 - A) Those that have newly achieved independence.
 - B) Those that have the greatest demand for timber.
 - C) Those that used to have the lowest forest coverage.
 - D) Those that provide enormous government subsidies.
53. What has encouraged forest growth historically?
 - A) The government's advocacy.
 - B) The use of wood for fuel.
 - C) The favourable climate.
 - D) The green movement.
54. What accounts for our increasing desire for forests?
 - A) Their unique scenic beauty.
 - B) Their use as fruit plantations.
 - C) Their capability of improving air quality.
 - D) Their stable supply of building materials.
55. What does the author conclude about the prospects of forestation?
 - A) Deserts in sub-Saharan Africa will diminish gradually.
 - B) It will play a more and more important role in people's lives.
 - C) Forest destruction in the developing world will quickly slow down.
 - D) Developed and developing countries are moving in opposite directions.

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**.

春节前夕吃团圆饭是中国人的传统。团圆饭是一年中最重要的一餐,也是家庭团聚的最佳时机,家人生活在不同地方的家庭尤其如此。团圆饭上的菜肴丰富多样,其中有些菜肴有特殊含义。例如,鱼是不可缺少的一道菜,因为汉语中的“鱼”字和“余”字听上去一样。在中国的许多地方,饺子也是一道重要的佳肴,因为饺子象征着财富和好运。

2020 年 12 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 on the topic *Changes in the Way of Communication*. 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12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.

The things people make, and the way they make them, determine how cities grow and decline, and influence how empires rise and fall. So, any disruption to the world's factories 26. And that disruption is surely coming. Factories are being digitised, filled with new sensors and new computers to make them quicker, more 27, and more efficient.

Robots are breaking free from the cages that surround them, learning new skills and new ways of working. And 3D printers have long 28 a world where you can make anything, anywhere, from a computerised design. That vision is 29 closer to reality. These forces will lead to cleaner factories, producing better goods at lower prices, personalised to our individual needs and desires. Humans will be 30 many of the dirty, repetitive, and dangerous jobs that have long been a 31 of factory life.

Greater efficiency 32 means fewer people can do the same work. Yet factory bosses in many developed countries are worried about a lack of skilled human workers—and see 33 and robots as a solution. But economist Helena Leurent says this period of rapid change in manufacturing is a 34 opportunity to make the world a better place. “Manufacturing is the one system where you have got the biggest source of innovation, the biggest source of economic growth, and the biggest source of great jobs in the past. You can see it changing. That’s an opportunity to 35 that system differently, and if we can, it will have tremendous significance.”

- | | | |
|---------------|----------------|-------------|
| A) automation | F) feature | K) matters |
| B) concerns | G) flexible | L) moving |
| C) enormously | H) inevitably | M) promised |
| D) fantastic | I) interaction | N) shape |
| E) fascinated | J) leaning | O) spared |

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 History of the Lunch Box

- A) It was made of shiny, bright pink plastic with a *Little Mermaid* sticker on the front, and I carried it with me nearly every single day. My lunch box was one of my first prized possessions, a proud statement to everyone in my kindergarten: “I love Mermaid-Ariel on my lunch box.”
- B) That bulky container served me well through my first and second grades, until the live-action version of *101 Dalmatians* hit theaters, and I needed the newest red plastic box with characters like Pongo and Perdita on the front. I know I’m not alone here—I bet you loved your first lunch box, too.
- C) Lunch boxes have been connecting kids to cartoons and TV shows and super-heroes for decades. But it wasn’t always that way. Once upon a time, they weren’t even boxes. As schools have changed in the past century, the midday meal container has evolved right along with them.
- D) Let’s start back at the beginning of the 20th century—the beginning of the lunch box story, really. While there were neighborhood schools in cities and suburbs, one-room schoolhouses were common in rural areas. As grandparents have been saying for generations, kids would travel miles to school in the countryside (often on foot).
- E) “You had kids in rural areas who couldn’t go home from school for lunch, so bringing your lunch wrapped in a cloth, in oiled paper, in a little wooden box or something like that was a very long-standing rural tradition,” says Paula Johnson, head of food history section at the Smithsonian National Museum of American History in Washington, D. C.
- F) City kids, on the other hand, went home for lunch and came back. Since they rarely carried a meal, the few metal lunch buckets on the market were mainly for tradesmen and factory workers.
- G) After World War II, a bunch of changes reshaped schools—and lunches. More women joined the workforce. Small schools consolidated into larger ones, meaning more students were farther away from home. And the National School Lunch Act in 1946 made cafeterias much more common. Still, there wasn’t much of a market for lunch containers—yet. Students who carried their lunch often did so in a re-purposed bucket or tin of some kind.
- H) And then everything changed in the year of 1950. You might as well call it the Year of the Lunch Box, thanks in large part to a genius move by a Nashville-based manufacturer, Aladdin Industries. The company already made square metal meal containers, the kind workers carried, and some had started to show up in the hands of school kids.
- I) But these containers were really durable, lasting years on end. That was great for the consumer, not so much for the manufacturer. So executives at Aladdin hit on an idea that would harness the newfound popularity of television. They covered lunch boxes with striking red paint and added a picture of TV and radio cowboy Hopalong Cassidy on the front.
- J) The company sold 600,000 units the first year. It was a major “Ah-ha!” moment, and a wave of other manufacturers jumped on board to capitalize on new TV shows and movies. “The Partridge Family,

the Addams Family, the Six Million Dollar Man, the Bionic Woman—everything that was on television ended up on a lunch box,” says Allen Woodall. He’s the founder of the Lunch Box Museum in Columbus, Georgia. “It was a great marketing tool because kids were taking that TV show to school with them, and then when they got home they had them captured back on TV,” he says.

- K) And yes, you read that right: There is a lunch box museum, right near the Chattahoochee River. Woodall has more than 2,000 items on display. His favorite? The *Green Hornet* lunch box, because he used to listen to the radio show back in the 1940s.
- L) The new trend was also a great example of planned obsolescence, that is, to design a product so that it will soon become unfashionable or impossible to use and will need replacing. Kids would beg for a new lunch box every year to keep up with the newest characters, even if their old lunch box was perfectly usable.
- M) The metal lunch box craze lasted until the mid-1980s, when plastic took over. Two theories exist as to why. The first—and most likely—is that plastic had simply become cheaper. The second theory—possibly an urban myth—is that concerned parents in several states proposed bans on metal lunch boxes, claiming kids were using them as “weapons” to hit one another. There’s a lot on the internet about a state-wide ban in Florida, but a few days worth of digging by a historian at the Florida State Historical Society found no such legislation. Either way, the metal lunch box was out.
- N) The last few decades have brought a new lunch box revolution, of sorts. Plastic boxes changed to lined cloth sacks, and eventually, globalism brought *tiffin* containers from India and *bento* boxes from Japan. Even the old metal lunch boxes have regained popularity. “I don’t think the *heyday* (鼎盛时期) has passed,” says D. J. Jayasekara, owner and founder of lunchbox.com, a retailer in Pasadena, California. “I think it has evolved. The days of the ready-made, ‘you stick it in a lunch box and carry it to school’ are kind of done.”
- O) The introduction of backpacks changed the lunch box scene a bit, he adds. Once kids started carrying book bags, that bulky traditional lunch box was hard to fit inside. “But you can’t just throw a sandwich in a backpack,” Jayasekara says. “It still has to go into a container.” That is, in part, why smaller and softer containers have taken off—they fit into backpacks.
- P) And don’t worry—whether it’s a plastic *bento* box or a cloth bag, lunch containers can still easily be covered with popular culture. “We keep pace with the movie industries so we can predict which characters are going to be popular for the coming months,” Jayasekara says. “You know, kids are kids.”

- 36. Lunch containers were not necessary for school kids in cities.
- 37. Putting TV characters on lunch boxes proved an effective marketing strategy.
- 38. Smaller lunch boxes are preferred because they fit easily into backpacks.
- 39. Lunch boxes have evolved along with the transformation of schools.
- 40. Around the beginning of the nineteen fifties, some school kids started to use metal meal containers.
- 41. School kids are eager to get a new lunch box every year to stay in fashion.
- 42. Rural kids used to walk a long way to school in the old days.
- 43. The author was proud of using a lunch box in her childhood.
- 44. The most probable reason for the popularity of plastic lunch boxes is that they are less expensive.
- 45. The durability of metal meal containers benefited consumers.

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.

A growing number of U. S. bike riders are attracted to electric bikes for convenience, health benefits and their fun factor. Although ebikes first appeared in the 90s, cheaper options and longer-lasting batteries are breathing new life into the concept.

Established bike companies and startups are embracing ebikes to meet demand. About 34 million ebikes were sold worldwide last year, according to data from eCycleElectric Consultants. Most were sold in Europe and China, where the bikes already have exploded in popularity. Recently, the U. S. market has grown to 263,000 bikes, a 25% gain from the prior year.

The industry is benefiting from improved batteries as suppliers over the years developed technology for laptops, smartphones and electric cars. In 2004, the price of batteries used on ebikes fell, spurring European sales.

But lower cost options are emerging, too. This month, three U. S. bikeshare companies, Motivate, LimeBike and Spin, announced electric bicycles will be added to their fleets. New York-based Jump Bikes is already operating an electric bikeshare in Washington, D. C., and is launching in San Francisco Thursday. Rides cost \$ 2 for 30 minutes.

The system works like existing dockless bikeshare systems, where riders unlock bikes through a smartphone app. "This is the beginning of a long-term shift away from regular *pedal* (踏板) to electric bikes," said Jump Bikes CEO Ryan Rzepecki. "When people first jump on an ebike, their face lights up. It's exciting and joyful in a way that you don't get from a regular bike."

Two years ago, CEO Chris Cocalis of Pivot Cycles, which sells high-end mountain bikes, found that U. S. bike shops weren't interested in stocking ebikes. Some retailers warned Cocalis that they'd drop the brand if it came out with an electric bike.

Now that sales are taking off, the vast majority of bike dealers are asking Cocalis when he'll make an ebike available. "There's tremendous opportunity to get a generation of people for whom suffering isn't their thing," Cocalis said. "Ebike riders get the enjoyable part of cycling without the massive suffering of climbing huge hills."

46. What do we learn from the passage about ebikes?

- A) Their health benefits and fun values outweigh their cost.
- B) They did not catch public attention in the United States until the 1990s.
- C) They did not become popular until the emergence of improved batteries.
- D) Their widespread use is attributable to people's environmental awareness.

47. What brought about the boost in ebike sales in Europe at the beginning of the century?

- A) Updated technology of bike manufacture.
- B) The falling prices of ebike batteries.
- C) Changed fashion in short-distance travel.
- D) The rising costs for making electric cars.

48. What is the prospect of the bike industry according to Ryan Rzepecki?
- A) More will be invested in bike battery research.
 - B) The sales of ebikes will increase.
 - C) It will profit from ebike sharing.
 - D) It will make a difference in people's daily lives.
49. What prevented Chris Cocalis from developing ebikes sooner?
- A) Retailers' refusal to deal in ebikes.
 - B) High profits from conventional bikes.
 - C) Users' concern about risks of ebike riding.
 - D) His focus on selling costly mountain bikes.
50. What makes Chris Cocalis believe there is a greater opportunity for ebike sales?
- A) The further lowering of ebike prices.
 - B) The public's concern for their health.
 - C) The increasing interest in mountain climbing.
 - D) The younger generation's pursuit of comfortable riding.

Passage Two

Questions 51 to 55 are based on the following passage.

The terms “global warming” and “climate change” are used by many, seemingly interchangeably. But do they really mean the same thing?

Scientists shaped the history of the terms while attempting to accurately describe how humans continue to alter the planet. Later, political strategists adopted the terms to influence public opinion.

In 1975, geochemist Wallace Broecker introduced the term “climate change” in an article published by *Science*. In 1979, a National Academy of Sciences report used the term “global warming” to define increases in the Earth's average surface temperature, while “climate change” more broadly referred to the numerous effects of this increase, such as sea-level rise and ocean *acidification* (酸化).

During the following decades, some industrialists and politicians launched a campaign to sow doubt in the minds of the American public about the ability of fossil-fuel use, deforestation and other human activities to influence the planet's climate.

Word use played a critical role in developing that doubt. For example, the language and polls expert Frank Luntz wrote a memo encouraging the use of “climate change” because the phrase sounded less scary than “global warming,” reported the *Guardian*.

However, Luntz's recommendation wasn't necessary. A Google Ngram Viewer chart shows that by 1993 climate change was already more commonly used in books than global warming. By the end of the next decade both words were used more frequently, and climate change was used nearly twice as often as global warming.

NASA used the term “climate change” because it more accurately reflects the wide range of changes to the planet caused by increasing amounts of greenhouse gases in the atmosphere.

The debate isn't new. A century ago, chemist Svante Arrhenius started one of the first debates over the potential for humans to influence the planet's climate. Arrhenius calculated the capability of carbon dioxide to trap heat in the Earth's atmosphere, but other chemists disagreed. Some argued that humans weren't producing enough greenhouse gases, while others claimed the effects would be tiny. Now, of

course, we know that whatever you call it, human behavior is warming the planet, with grave consequences ahead.

51. Why did politicians use the two terms “global warming” and “climate change”?
 - A) To sway public opinion of the impact of human activities on Earth.
 - B) To more accurately describe the consequences of human activities.
 - C) To win more popular votes in their campaign activities.
 - D) To assure the public of the safety of existing industries.
52. As used in a National Academy of Sciences report, the term “climate change” differs from “global warming” in that _____.
 - A) it sounds less vague
 - B) it looks more scientific
 - C) it covers more phenomena
 - D) it is much closer to reality
53. What did industrialists of the late 20th century resort to in order to mislead Americans?
 - A) Made-up survey results.
 - B) Hired climate experts.
 - C) False research findings.
 - D) Deliberate choice of words.
54. Why did NASA choose the term “climate change”?
 - A) To obtain more funds.
 - B) For greater precision.
 - C) For political needs.
 - D) To avoid debate.
55. What is the author’s final conclusion?
 - A) Global warming is the more accurate term.
 - B) Accuracy of terminology matters in science.
 - C) Human activities have serious effects on Earth.
 - D) Politics interferes with serious scientific debate.

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**.

鱼是春节前夕餐桌上不可或缺的一道菜，因为汉语中“鱼”字的发音与“余”字的发音相同。正由于这个象征性的意义，春节期间鱼也作为礼物送给亲戚朋友。鱼的象征意义据说源于中国传统文化。中国人有节省的传统，他们认为节省得愈多，就感到愈为安全。今天，尽管人们愈来愈富裕了，但他们仍然认为节省是一种值得弘扬的美德。

2021 年 12 月大学英语四级考试真题（第 1 套）

Part I Writing (30minutes)

Directions: Suppose your school is organizing an orientation program to help the freshmen adapt to the new environment and academic studies. You are now to write a proposal, which may include its aim, duration, participants and activities. 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 found a pet dog on board a plane to a city in Texas.
 B) It had one of its cargo planes land at a wrong airport.
 C) It sent two dogs to the wrong destinations.
 D) It had two of its domestic flights mixed up.
2. A) Correct their mistake as soon as possible.
 B) Give the two pets a physical checkup.
 C) Hire a charter jet to bring the pets back.
 D) Send another plane to continue the flight.

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

- | | |
|---------------------------------|--|
| 3. A) She weighs 130 kilograms. | C) She was brought from Africa. |
| B) She has had babies before. | D) She has a big family of six. |
| 4. A) It took 22 hours. | C) It was smooth. |
| B) It had some complications. | D) It was monitored by Dr.Sue Tygielski. |

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

- | | |
|--|--------------------------------------|
| 5. A) It enjoyed great popularity. | C) It was frequented by newly-weds. |
| B) It started business three years ago. | D) It was built above the sea-water. |
| 6. A) Expand his business on the beach. | |
| B) Replace the restaurant's wooden deck. | |
| C) Post a picture of his restaurant online. | |
| D) Celebrate his silver wedding anniversary. | |

7. A) She sold it for two thousand dollars. C) She posted its picture on Facebook.
B) She took it to the restaurant manager. D) She returned it to its owner right away.

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) The number of ducks has declined sharply in recent years.
B) Climate change has little effect on the lives of wild ducks.
C) Duck meat is not eaten in Australia, Canada and the U.S.
D) Duck hunting remains legal in many parts of the world.
9. A) Droughts. B) Bushfires. C) Farming. D) Hunting.
10. A) They are not easy to domesticate. C) It is not environmentally friendly.
B) Their meat is not that popular. D) It is not considered cost-effective.
11. A) They hunted ducks as a traditional sport.
B) They killed wild ducks and geese for food.
C) They raised ducks and geese for their eggs.
D) They poisoned wild ducks in large numbers.

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

12. A) Have her house repainted. C) Move into a newly-painted house.
B) Replace some of her old furniture. D) Calculate the cost of the paint job.
13. A) How long the work will take C) How the paint job is to be done.
B) How much the work will cost. D) How many workers are needed.
14. A) Cover up her furniture. C) Stay somewhere else.
B) Ask some friends for help. D) Oversee the work herself.
15. A) She could have asked a friend for help with the paint job.
B) Painting a house involves more trouble than she thought.
C) She should have repainted her house much earlier.
D) Moving her furniture is harder than the paint job.

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 cultivate good habits. C) To review what is learned in class.
B) To prepare for secondary school. D) To stimulate interest in learning.
17. A) Discuss their academic achievements with them.
B) Create an ideal study environment for them.
C) Allow them to learn independently.
D) Check their homework promptly.
18. A) Finish them before they get tired.
B) Tackle the most difficult task first.
C) Start with something they enjoy.
D) Focus on the most important ones.

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

19. A) Workers who meet its body weight standards.
B) Workers who can lose 30 pounds in a year.
C) Workers who try the hardest to lose weight.
D) Workers who are in the top 10% of the slimmest.
20. A) Impractical. C) Unmanageable.
B) Inconsistent. D) Unfair.
21. A) Offer them much fatter bonuses C) Encourage healthy behaviors.
B) Improve working environment. D) Provide free lunch and snacks.

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

22. A) It has not done enough to help left-handed children.
B) It has treated left-handed children as being disabled.
C) It has not built facilities specially for the left-handed.
D) It has ignored campaigns on behalf of the left-handed.
23. A) They are as intelligent as other children.
B) They have a distinctive style of handwriting.
C) They sometimes have psychological problems.
D) They tend to have more difficulties in learning.
24. A) Punish teachers discriminating against left-handed students.
B) Lay more emphasis on improving children's mental health.
C) Encourage students to develop various professional skills.
D) Keep track of left-handed children's school performance.
25. A) How they can be reduced in number. C) What percentage they account for.
B) Why their numbers are so high. D) If their percentage keeps increasing.

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.

Many people believe that passion and commitment are the foundations of strong romantic relationships. But a relationship is made of two 26 individuals. And the personality *traits* (特性) these individuals 27 or lack can often make a relationship more- or less- likely to 28. Recent research has found that one trait in particular—*humility* (谦逊)—is an important indicator of successful relationships.

Humility can sometimes be 29 with a lack of confidence. But researchers have come to realize that being humble generally indicates the 30 of deeply admirable personal qualities. Being humble means you have the ability to accurately 31 your deficiencies without denying your skills and strengths. For example, you might recognize that you are intelligent, but realize that you are not a 32. Thus, humility leads to an honest view of one's own advantages and shortcomings. Humble people do not ignore, avoid, or try to deny their limits or deficiencies. They can 33 mistakes, see value in things that are far from perfect and identify areas for improvement.

Perhaps it is not 34, then, that humility appears to be a huge asset to relationships. One study found that people tend to rate this quality 35 in their spouse. The study also found that someone who is humble is more likely to initiate a romantic relationship, perhaps because they are less likely to see themselves as “too good” for someone else. Thus, a humble partner might be your ideal partner.

- | | |
|----------------|---------------|
| A) acknowledge | I) possess |
| B) assess | J) presence |
| C) confused | K) puzzled |
| D) endure | L) status |
| E) extremely | M) surprising |
| F) genius | N) thoroughly |
| G) highly | O) unique |
| H) permanent | |

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.*

There's a stress gap between men and women

- A) "I used to work very hard. I love to create things, grow them and solve problems," said Meng Li, a successful app developer in San Francisco. "I didn't really care about my mind and my body until they decided to go on strike."
- B) Ms. Li said her stress led to sleeplessness. When she did sleep, she experienced "problem-solving dreams," which left her feeling unrested when she woke up. "After I became a first-time mother, I quickly realized I was so busy caring for other people and work that I felt like I'd lost myself," she said.
- C) It's a common story- one we frequently ridicule and readily dismiss, for example, by claiming that women tend to complain more than men, despite the growing sum of research that underlines the problem. Women are twice as likely to suffer from severe stress and anxiety as men, according to a 2016 study published in *The Journal of Brain & Behavior*. The American Psychological Association reports a gender gap year after year showing that women consistently report higher stress levels. Clearly, a stress gap exists.
- D) "The difference is not really news to me, as a clinical psychologist," said Erin Joyce, a women and couples therapist in Los Angeles. "It's been well documented in extensive research over the years that prevalence rates for the majority of the anxiety disorders are higher in women than men." Some people may argue that this is merely reported data, and they say many men feel the same pressures as women in terms of fulfilling responsibilities at work and home. In other words, we're all really, really stressed.
- E) "The difference, however, is in the nature and scope of these responsibilities in the home environment in particular," Dr. Joyce said. For example, the United Nations reported that women do nearly three times as much unpaid domestic work as men. The problem is, housework is often overlooked as work, even though it is often as laborious (or in some cases, more so) as any paid job. As the scholar Silvia Federici put it in 1975, the unpaid nature of domestic work reinforces the assumption that "housework is not work, thus preventing women from struggling against it."
- F) It's not just inside the home, though. Research from Nova Southeastern University found that female managers were more likely than male managers to display "surface acting," or forcing emotions that are not wholly felt. "They expressed optimism, calmness and sympathy even when these were not the emotions that they were actually feeling," the study said.
- G) Surface acting is a prime example of "emotional labor," a concept that the writer Jess Zimmerman made familiar in a 2015 essay. The essay sparked a massive thread on the

internet community blog MetaFilter. Hundreds of women spoke up about their own experience with emotional labor: the duties that are expected of them, but go unnoticed. These invisible duties become apparent only when you don't do them. Like domestic labor, emotional labor is generally dismissed and not labeled work. But research shows it can be just as exhausting as paid work. Emotional labor can lead to difficulty in sleeping and family conflict. Sure, circumstantial stress, like losing a job, may lead to these same issues. But emotional labor is not circumstantial. It's an enduring responsibility based on the socialized gender role of women.

- H) Like Ms. Li, many women try to manage the added stress to reach what Dr. Joyce said was an unattainable ideal. "Some professional women aim to do it all. They want to reach the top of the corporate ladder and fly like supermom," she said. When women don't reach this ideal, they feel guilty; and even more stressed. After her own struggle with this, Ms. Li took a step back and used her experience to build Sanity & Self, a self-care app and platform for overworked women. "The realizations I had in that process helped me gain insights and ultimately got me ready to integrate self-care into my daily life," she said.
- I) The stress problem extends beyond mental health when you consider the link between stress, anxiety and heart health. Worse, most of what we know about heart disease comes from studies involving men. However, "there are many reasons to think that it's different in women," Harvard Medical School reported. For example, women are more likely to experience disturbed sleep, anxiety and unusual fatigue before a heart attack. Stress is so normalized that it is easy for women to shrug off those symptoms as simply the consequences of stress. Many women also do not experience chest pain before a heart attack the way men do, which leads to fewer women discovering problematic heart issues. Harvard reports that women are "much more likely than men to die within a year of having a heart attack" and "many women say their physicians sometimes don't even recognize the symptoms."
- J) The good news is, women are more likely than men to take charge of their stress and manage it, the American Psychological Association reports. The concept of self-care, at its core, is quite simple. "The basics of adequate sleep, healthy diet and exercise are a good place to start," Dr. Joyce said. "Support from trusted relationships is vital. This includes professional support from various health and wellness providers if stress is becoming increasingly overwhelming."
- K) Disconnecting from work and home responsibilities is also obviously important. But it's much easier said than done. It is important to understand what causes your stress in the first place. "Get really specific with what's stressing you out," Ms. Li said. "We often chalk up our stress to broad experiences like work. But work stress can take many different forms. Is a colleague being disrespectful of your time? Is a boss undermining your day-to-day control over decision making? These are different causes of stress and can benefit from different kinds of self-care."
- L) Ideally, your spouse or partner will be supportive, rather than dismissive, of your stress.

It is important to talk through these issues before they come to a head. “Women working outside of the home should make an effort to have a conscious conversation with their partners about more equitable sharing of household and family responsibilities,” Dr. Joyce said.

36. Some career women who aim high tend to feel guilty if they fail to achieve their goals.
37. The unpaid housework done by women is triple that done by men.
38. It is reported that women consistently suffer more from severe stress than men.
39. Women are advised to identify the specific causes of their stress so that steps can be taken to deal with it.
40. One study showed that women managers often expressed positive emotions that they didn't really feel.
41. Women tend to mistake signs of heart attacks for symptoms of stress.
42. For a time an app developer in America was so busy attending to work and family that she suffered from sleeplessness.
43. The emotional labor women do is noticed only when it is not done.
44. Dr. Joyce suggests that apart from self-care, women should seek professional support if they experience severe stress.
45. Some people believe that there may not exist a stress gap between men and women.

Section C

Directions: *There are 2 passages in this section. Each passage is followed by some questions or unfinished statements. For each of them there are four choices marked A), B), C) and D). You should decide on the best choice and mark the corresponding letter on **Answer Sheet 2** with a single line through the centre.*

Passage One

Questions 46 to 50 are based on the following passage.

As many office workers adapt to remote work, cities may undergo fundamental change if offices remain under-utilized. Who will benefit if working from home becomes the norm?

Employers argue they make considerable savings on real estate when workers shift from office to home work. However, these savings result from passing costs on to workers.

Unless employees are fully compensated, this could become a variant of *parasitic* (寄生的) capitalism, whereby corporate profits increasingly rely on extracting value from the public—and now personal—realm, rather than on generating new value.

Though employers are backed by a chorus of remote work advocates, others note the loneliness, reduced productivity and inefficiencies of extended remote work.

If working from home becomes permanent, employees will have to dedicate part of their private space to work. This requires purchasing desks, chairs and office equipment.

It also means having private space dedicated to work: the space must be heated,

cleaned, maintained and paid for. That depends on many things, but for purposes of illustration, I have run some estimates for Montreal. The exercise is simple but important, since it brings these costs out of the realm of speculation into the realm of meaningful discussion.

Rough calculations show that the savings made by employers when their staff works from home are of similar value to the compensation workers should receive for setting up offices at home.

What does this mean for offices in cities? One of two things may happen: Employers pass these costs onto employees. This would be a form of *expropriation* (侵占), with employees absorbing production costs that have traditionally been paid by the employer. This represents a considerable transfer of value from employees to employers.

When employees are properly compensated, employers' real estate savings will be modest. If savings are modest, then the many advantages of working in offices—such as lively atmosphere, rapidity of communication, team-building and *acclimatization* (适应环境) of new employees—will encourage employers to shelve the idea of remote work and, like Yahoo in 2013, encourage employees to work most of the time from corporate office space.

46. What does the author say about working from home?

- A) It will become the norm sooner or later.
- B) It requires employees to adapt promptly.
- C) It benefits employers at the expense of employees.
- D) It will force cities to transform their infrastructure.

47. Why do some people oppose working from home?

- A) It discourages team spirit.
- B) It invades employees' privacy.
- C) It undermines traditional values.
- D) It negatively impacts productivity.

48. Why did the author run the estimates for Montreal?

- A) To provide convincing data for serious discussion.
- B) To illustrate the ongoing change in working patterns.
- C) To show the impact of remote working on productivity.
- D) To exemplify how remote working affects the economy.

49. What can we conclude from the author's calculations?

- A) There is no point in transferring office work to working from home.
- B) Employees can benefit as much from remote working as their employers.
- C) Employers' gain from remote working should go to employees as compensation.
- D) Effective measures should be taken to motivate employees to set up offices at home.

50. What is the author's opinion on working from home?

- A) It should be avoided if possible.
- B) It is only a temporary measure.
- C) It can reduce companies' real estate costs.
- D) It may affect employees' corporate loyalty.

Passage Two

Questions 51 to 55 are based on the following passage.

The human thirst for knowledge is the driving force behind our successful development as a species. But curiosity can also be dangerous, leading to setbacks or even downfalls. Given curiosity's complexity, scientists have found it hard to define.

While pinning down a definition has proven tricky, the general consensus is it's some means of information gathering. Psychologists also agree curiosity is *intrinsically* (内在地) motivated.

Curiosity covers such a large set of behaviors that there probably isn't any single "curiosity gene" that makes humans wonder about and explore their environment. That said, curiosity does have a genetic component. Genes and the environment interact in many complex ways to shape individuals and guide their behavior, including their curiosity.

Regardless of their genetic makeup, infants have to learn an incredible amount of information in a short time, and curiosity is one of the tools humans have found to accomplish that gigantic task.

Hundreds of studies show that infants prefer novelty. It's what motivates non-human animals, human infants and probably human adults to explore and seek out new things before growing less interested in them after continued exposure.

But curiosity often comes with a cost.

In some situations, the stakes are low and failure is a healthy part of growth. For instance, many babies are perfectly proficient crawlers, but they decide to try walking because there's more to see and do when they stand upright. But this milestone comes at a small cost. A study of 12- to 19-month-olds learning how to walk documented that these children fell down a lot. Seventeen times per hour, to be exact. But walking is faster than crawling, so this motivates expert crawlers to transition to walking.

Sometimes, however, testing out a new idea can lead to disaster. For instance, the Inuit people of the Arctic regions have created incredible modes to deal with the challenges of living in northern climates, but what we forget about are the tens of thousands of people that tried and failed to make it in those challenging landscapes.

51. What does the author say about curiosity?

- A) It is too complex for non-scientists to understand.
- B) It is the force that pushes human society forward.
- C) It is a unique trait specific to the human race.
- D) It is often the major cause for human failures.

52. What is the general understanding of curiosity?

- A) It motivates people to seek information.

- B) It is destined to transform human genes.
 - C) It does people more good than harm.
 - D) It underlies all human behaviors.
53. What do we learn about how genes shape people's behavior?
- A) They determine people's way of thinking.
 - B) They account for age differences in learning.
 - C) They enable people to undertake massive tasks.
 - D) They work in conjunction with the environment.
54. What do numerous studies show about infants?
- A) They are far more curious than adults.
 - B) They prefer to go after all that is novel.
 - C) They have different interests than adults.
 - D) They show non-human animal behaviors.
55. What does the example of the Inuit people of the Arctic regions illustrate?
- A) The cost of humans' curiosity to explore.
 - B) The incredible harshness of cold weather.
 - C) The innovative ideas stemming from curiosity.
 - D) The importance of learning from past failures.

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**.

大运河(Grand Canal)是世界上最长的人工河,北起北京,南至杭州。它是中国历史上最宏伟的工程之一。大运河始建于公元前 4 世纪,公元 13 世纪末建成。修建之初是为了运输粮食,后来也用于运输其他商品。大运河沿线区域逐渐发展成为中国的工商业中心。长久以来,大运河对中国的经济发展发挥了重要作用,有力地促进了南北地区之间的人员往来和文化交流。

2021 年 12 月大学英语四级考试真题（第 2 套）

Part I

Writing

(30minutes)

Directions: Suppose your university student union is planning to hold a speech contest. You are now to write a proposal for organizing the contest. The proposal may include the topic, aim, procedure and selection of contestants. 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) She was pierced by a chicken bone. | C) She suffered from lung cancer. |
| B) She was coughing all the time. | D) She suffered from shock. |
| 2. A) By eating chicken soup daily. | C) Through a surgical operation. |
| B) Through regular exercising. | D) By using traditional Chinese medicine. |

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

- | | |
|---|--------------------------------------|
| 3. A) It was born 13 years ago. | C) It got injured in a big bushfire. |
| B) It was Alice Gray's lovely pet. | D) It ran away into a nearby forest. |
| 4. A) They rebuilt the fencing around their farm. | |
| B) They spent seven years replanting their farm. | |
| C) They claimed damages for their heavy losses. | |
| D) They installed a camera to monitor sheep activity. | |

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

- | | |
|--|--|
| 5. A) The disappearance of some gold and diamonds. | |
| B) The transfer of tons of precious metal by air. | |
| C) The crash of a Russian cargo airplane. | |
| D) The loss of gold from an airplane. | |
| 6. A) It made an emergency landing. | C) It contacted the goldmine company. |
| B) It informed the local police at once. | D) It had a crew member fix the problem. |
| 7. A) They will cooperate with the police. | |
| B) They had checked the plane carefully. | |
| C) They will be questioned by the police. | |
| D) They took some gold bars and diamonds. | |

D) More and more people are treating pet cats like their children.

17. A) Give their pets behavioural training.

B) Provide their pets with the best care.

C) Know their pets' feelings and desires.

D) Interact with their pets in novel ways.

18. A) More convincing explanation.

C) Collection of more data.

B) More extensive sampling.

D) Further investigation.

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

19. A) People should do more running than mere walking.

B) Running is the best exercise for extending one's life.

C) People should exercise at least 60 minutes every day.

D) Running is the easiest form of exercise for most people.

20. A) Improving their brain function.

B) Regulating their breathing rate.

C) Slowing down their ageing process.

D) Accelerating their blood circulation.

21. A) They found it easy to control their emotions.

B) They struggled to handle negative emotions.

C) They were more eager to enjoy a movie.

D) They were less affected by sad movies.

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

22. A) He is a tour guide.

B) He is a famous architect.

C) He is a local entrepreneur.

D) He is the owner of the Hill House.

23. A) He studied the blueprints of other famous buildings.

B) He inquired about his client's family background.

C) He observed his client's life and habits.

D) He took a tour of his client's old home.

24. A) A house made of timber and brick.

B) A house with a lot of free space.

C) A house of the current fashion.

D) A house of a unique design.

25. A) They are well preserved and in pretty good shape.

B) They are copies built to the architect's designs.

C) They were designed by another architect.

D) They were badly damaged but restored.

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.

It is commonly believed that the great English dramatist and poet William Shakespeare was born in Stratford-on-Avon on April 23, 1564. But it is impossible to know the 26 day on which he was born.

Church records show he was *baptized* (施洗礼) on April 26, and three days was a customary amount of time to wait before baptizing a newly born baby. Shakespeare's date of death is 27 known, however: it was April 23, 1616. He was 52 and had retired to Stratford three years before.

Although few plays have been performed or analyzed as extensively as the 38 plays Shakespeare wrote, there are few surviving details about his life. This 28 of biographical information is due primarily to his social 29; he was not a noble, but the son of a leather trader.

Shakespeare 30 attended the grammar school in Stratford, where he would have studied Latin and read 31 literature. He did not go to university and at age 18 married Anne Hathaway, who was eight years his 32. They had four children, including the twins, Hamnet and Judith. Nothing is known of the period between the birth of the twins and Shakespeare's 33 as a dramatist in London in the early 1590s.

In a million words written over 20 years, he 34 the full range of human emotions and conflicts with a 35 that remains sharp today. As his great contemporary the poet and dramatist Ben Jonson said, "He was not of an age, but for all time."

-
- | | |
|-----------------|-------------------|
| A) captured | I) precision |
| B) classical | J) probably |
| C) conclusively | K) quality |
| D) emergence | L) scarcity |
| E) exact | M) senior |
| F) generated | N) separated |
| G) particular | O) systematically |
| H) position | |
-

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 not be boring

- A) Humans are creatures of habit. We love to establish a routine and stick with it. Then we often put ourselves on auto-pilot. Routines can be incredibly useful in helping you get things done. However, too much of a routine can also make you incredibly boring. Nevertheless, many people live lives that are boringly predictable, or live a life where everything is outlined or planned.
- B) To tell the truth, interesting people are more popular among their friends. If you don't arouse someone's curiosity or brighten someone's day, you probably come across as being a little bit dull. But that doesn't mean your life has ended and you can't do anything to change it. If you find yourself searching for something to say beyond small talk, try these tactics to find more interesting approaches to conversation.
- C) Recently, I was at a gathering of colleagues when someone turned to me and asked, "So, what's new with you?" Ordinarily, I think I'm a good conversationalist. After all, it's literally my job to talk to people and tell their stories or share their advice. And that's not exactly an unexpected question. Still, the only "new-to-me" topics that came to mind were my daughter's basketball *tournament* (锦标赛) and my feelings about that morning's political headlines- neither amusing nor appropriate topics at that moment.
- D) Oh, no, I thought. Have I become boring? But sharing our experiences in an authentic way to connect with other people is what makes us interesting, says associate professor Michael Pirson. The hesitation I felt in not sharing the ordinary things that were happening in my life, and the wild mental search for something more interesting, may have backfired and made me seem less interesting.
- E) "If someone is making up some conversation that might be interesting, it's probably not going to land well," says Pirson, whose expertise includes trust and well-being, mindfulness, and humanistic management. "It's going to feel like a made-up conversation that people don't necessarily want to tune in to."
- F) The most interesting people aren't those who've gone on some Eat, Pray, Love journey to find themselves. Instead, Pirson says, they're those who examine the ordinary. "Often, the 'boring things' may not be boring at all. Maybe they are actually little miracles," he says. Share your observations about the world around you —interesting stories you heard or things you noticed—and you may be surprised by the universal connection they inspire.

- G) This is essentially how Jessica Hagy starts her day. The author of *How to Be Interesting: An Instruction Manual*, Hagy spends a lot of time thinking about what's interesting to her. People who are interesting are persistently curious, she says.
- H) Think about the everyday things around you and ask questions about them. What is that roadside monument I see on my way to work every day? Who built that interesting building in my city? What nearby attractions haven't I visited? Why do people do things that way? Use what you find to ask more questions and learn more about the world around you. "Having that sort of curiosity is almost like a protective gear from getting into boredom," she says. And when you find things that are truly interesting to you, share them.
- I) Television veteran Audrey Morrissey, executive producer of NBC's *The Voice*, is always looking for what will make a person or story interesting to viewers: It's usually a matter of individuality. "Having a strong point of view, signature style, or being a super-enthusiast in a particular field makes someone interesting," she says. That means embracing what is truly interesting or unique about yourself. "Many people are 'not boring' in the way that they can carry a conversation or can be good at a social gathering, etc. To be interesting means that you have lived life, taken risks, traveled, sought out experience to learn for yourself and share with others," she says.
- J) Of course, it's possible to be a fountain of knowledge and a boring person, says public relations consultant Andrea Pass. Paying attention to the listener is an important part of having a conversation that's interesting to both parties. Talking on and on about what's interesting to you isn't going to make you an interesting person, she says.
- K) "If the listener is not paying attention, it's your sign to shorten the story or change direction. Make sure to bring the audience into the conversation so that it is not one-sided," Pass says. Be a better listener yourself, and give others opportunities to participate in the conversation by inviting them with questions or requests to share their own experiences or thoughts. (e. g. , "Now, tell me about your favorite book," or "Have you ever been to that attraction?") Questions are a powerful tool, especially when they encourage others to disclose information about themselves. A 2012 study from the University of California, Santa Barbara, found that roughly 40% of the time we are talking, we're disclosing subjective information about our experience. And when we're doing so, our brains are more engaged. So one strategy to leave others with the impression that you're a sparkling conversation partner is to get others to talk about themselves.
- L) Being relatable is also essential, Morrissey says. "The best entertainment and storytelling comes from people who are relatable- those who don't shy away from opening up but freely share who they are and what they care about. These are the people viewers most relate to and find interesting. Being authentic, honest, and vulnerable is always interesting."

M) I have now come to realize that being boring, in actuality, is not only about who you are as a person, but also how you present yourself. No matter what, make sure you are having fun in life. Because when you are enjoying, people around you will begin to enjoy as well. Show some interest in them and they will definitely show some in you. If you are a very reserved person, this could be a little difficult at first. But with a little effort, you can definitely improve.

36. Pirson claims that some ordinary things may often prove to be miraculously interesting.
37. To make a conversation interesting, it is important that you listen to the other party attentively.
38. A person who is unable to stimulate others' curiosity or make their life enjoyable may appear somewhat boring.
39. Interesting people usually possess certain unique qualities, according to a TV program producer.
40. Be interested in others and they are sure to be interested in you.
41. The author considers himself usually good at conducting conversations.
42. Interesting people are always full of curiosity.
43. Falling into a routine can turn a person into an utter bore.
44. One strategy to be a good conversationalist is to motivate your partner to tell their own stories.
45. Interesting as it might appear, a made-up conversation will probably turn out to be dull.

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.

With obesity now affecting 29% of the population in England, and expected to rise to 35% by 2030, should we now recognise it as a disease? Obesity, in which excess body fat has accumulated to such an extent that health may be adversely affected, meets the dictionary definition of disease, argues Professor John Wilding. He points out that more than 200 genes influence weight. "Thus body weight is strongly influenced by biology- it is not an individual's fault if they develop obesity." Yet the widespread view is that obesity is self-induced and that it is entirely the individual's responsibility to do something about it. Recognising obesity as a chronic disease with severe complications rather than a lifestyle choice "should help reduce the *stigma* (耻辱) and discrimination experienced by many people with obesity," he adds.

Professor Wilding disagrees that labelling a high proportion of the population as

having a disease removes personal responsibility or may overwhelm health services, pointing out that other common diseases, such as high blood pressure and diabetes, require people to take action to manage their condition. He suggests that most people with obesity will eventually develop complications. "But unless we accept that obesity is a disease, we are not going to be able to tackle it," he concludes.

But Dr. Richard Pile, a physician with a special interest in diabetes, argues that adopting this approach "could actually result in worse outcomes for individuals and society." He believes that the dictionary definition of disease "is so vague that we can classify almost anything as a disease" and says the question is not whether we can, but whether we should, and to what end.

If labelling obesity as a disease was harmless then it wouldn't really matter, he writes. But labelling obesity as a disease "risks reducing autonomy, disempowering and robbing people of the *intrinsic* (内在的) motivation that is such an important enabler of change." What's more, making obesity a disease "may not benefit patients, but it will benefit healthcare providers and the *pharmaceutical* (制药的) industry when health insurance and clinical guidelines promote treatment with drugs and surgery," he warns.

46. What does Professor John Wilding argue about obesity?

- A) Its impact on society is expected to rise.
- B) It is now too widespread to be neglected.
- C) It should be regarded as a genetic disease.
- D) Its dictionary definition should be updated.

47. What is the popular view of obesity?

- A) It is difficult to define.
- B) It is a modern disease.
- C) It has much to do with one's genes.
- D) It results from a lack of self-control.

48. Why are some people opposed to labelling obesity as a disease?

- A) Obese people would not feel responsible to take any action.
- B) Obese people would not be able to afford the medical costs.
- C) Obese people would be overwhelmed with anxiety.
- D) Obese people would be discriminated against.

49. What does Dr. Richard Pile think of the dictionary definition of disease?

- A) It is of no use in understanding obesity.
- B) It is too inclusive and thus lacks clarity.
- C) It helps little to solve patients' problems.
- D) It matters little to the debate over obesity.

50. What is Dr. Richard Pile's concern about classifying obesity as a disease?

- A) It may affect obese people's quality of life.

- B) It may accelerate the spread of obesity.
- C) It may cause a shortage of doctors.
- D) It may do little good to patients.

Passage Two

Questions 51 to 55 are based on the following passage.

Nationwide, only about three percent of early childhood teachers are male in the U. S. Experts say this can have an impact on young children whose understanding of gender roles and identity are rapidly forming. Research has found that having access to diverse teachers is beneficial for children. For the youngest learners, it means they are more likely to get exposed to different varieties of play and communication. It also helps them develop healthy ideas around gender.

“In our world and our society, we have very specific *stereotypes* (模式化形象) of gender roles,” said Mindi Reich-Shapiro, an assistant professor in the teacher education department of the Borough of Manhattan Community College, and one of the authors of a recent study. “It’s important for children to see other possibilities and other paths they can take.”

Despite mostly feeling supported by colleagues and family members, many of the male educators surveyed in the study reported facing social or cultural resistance in their careers as early education teachers. Some also reported that there were parents surprised or concerned that their child had a male teacher. And they had been advised by colleagues or other staff not to hug children.

Reich-Shapiro and fellow researchers made several recommendations to increase male representation in the field. Low pay has long been acknowledged as a major issue in the early childhood field. Over 70% of male educators who said they intended to stay in the early education workforce noted an increased salary was a major motivating factor for them to commit to the career long-term. The report suggests paying all early childhood educators the way elementary school teachers are paid.

Cities and programs should establish support groups for male early childhood educators and provide mentoring and professional development advice for male educators and their program leaders.

The authors also suggest that traditional recruitment approaches for early childhood educators “do not address the gender gap in the field.” They recommend providing young men opportunities to work with children through training and volunteer programs, targeting groups of men who are considering a career change, such as fathers.

51. What do we learn from the first paragraph about early childhood education in the U. S. ?

- A) It helps raise children’s awareness of gender roles.
- B) It exposes children to different ways of interaction.
- C) It is negatively impacted by a lack of male teachers.

- D) It clearly aims to form children's identity through play.
52. What does Mindi Reich-Shapiro emphasize in her comment on childhood education?
- A) The importance of broadening children's horizons.
 - B) The responsibilities of fathers for children's growth.
 - C) The urgency of creating teacher education programs.
 - D) The role of teachers in motivating children to learn.
53. What do we learn about male teachers from their responses in the study?
- A) Some of them find it awkward when hugging children.
 - B) They feel pressured to keep up with female colleagues.
 - C) They find it hard to meet the expectations of kids' parents.
 - D) Many of them feel prejudiced against socially and culturally.
54. What is needed for men to commit to early childhood education?
- A) Higher pay.
 - B) Job security.
 - C) Social recognition.
 - D) Better working conditions.
55. What do the authors of the study recommend to bridge the gender gap in early childhood education?
- A) Recruiting young men who have a passion for education young children.
 - B) Taking measures to attract prospective male teachers to work in the field.
 - C) Persuading prospective fathers to consider a change in their career.
 - D) Providing male teachers with more opportunities for advancement.

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**.

坎儿井(Karez)是新疆干旱地区的一种水利系统, 由地下渠道将水井连接而成。该系统将春夏季节渗入 (seep into) 地下的大量雨水及积雪融水收集起来, 通过山体的自然坡度引到地面, 用于灌溉农田和满足人们的日常用水需求。坎儿井减少了水在地面的蒸发 (evaporation), 对地表破坏很小, 因而有效地保护了自然资源与生态环境。坎儿井体现了我国人民与自然和谐共存的智慧, 是对人类文明的一大贡献。

2021 年 12 月大学英语四级考试真题（第 3 套）

Part I Writing (30 minutes)

Directions: Suppose you have just participated in a school project of collecting used books on campus. You are now to write a report about the project, which may include its aim, organizers, participants and activities. You will have 30 minutes to write the report. You should write at least 120 words but no more than 180 words.

Part II Listening Comprehension (25 minutes)

说明：2021 年 12 月大学英语四级考试全国共考了两套听力。本套的听力内容与第二套相同，因此本套听力部分不再重复给出。

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.

The sheets are damp with sweat. You're cold, but your heart is racing as if a killer just chased you down a dark street. It was just a nightmare, you tell yourself; there's nothing to be afraid of. But you're still filled with 26.

Given how unsettling and haunting nightmares can be, is there a way for dreamers to 27, or even turn off, these bad dreams as they happen?

Research is 28, but some studies suggest that people who can master lucid dreaming—that is, the ability to be 29 that a nightmare is happening and possibly even control it without waking up—may hold the 30.

Nightmares are part of the human experience, especially for kids. Doctors 31 don't consider occasional nightmares a problem. They can just be symptoms of a sleep disorder that can 32 from an unpleasant experience, stress, or certain drugs.

To treat the disorder, there are a number of medicines and therapies that are backed by 33 research, according to the American Academy of Sleep Medicine, which analyzed the available research on the treatment of nightmare disorder in a recent 34 published in the *Journal of Clinical Sleep Medicine*.

However, nightmares are complicated, and researchers are still struggling to understand them, said Dr. Rachel Salas, an expert on sleep disorders and an associate professor at Johns Hopkins Medicine in Baltimore. What we do know is that people 35 to have different kinds of nightmares at different points during the sleep cycle.

A) amount	I) mechanical
B) answer	J) result
C) avoid	K) review
D) aware	L) rigorous
E) depart	M) tend
F) drastically	N) timidity
G) fear	O) typically
H) limited	

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 it matters that teens are reading less

- A) Most of us spend much more time with digital media than we did a decade ago. But today's teens have grown up with smartphones. Compared with teens a couple of decades ago, the way they interact with traditional media like books and movies is fundamentally different.
- B) Analysis of surveys of over one million teens in the United States collected since 1976 reveals a major shift in how teens are spending their leisure time. Paper books are being ignored, in favor of screens. Digital devices are changing other behaviors, too. More and more, young people choose spending time on their electronic devices over engaging in other activities, regardless of the type. Indeed, by 2016, the average American high school senior said they spent six hours a day writing text messages, on social media, and online during their free time. And that covers just three activities, and if other digital media activities were included, that estimate would no doubt rise.
- C) Teens did not always spend that much time with digital media. Online time has doubled since 2006, and social media use has moved from a periodic activity to a daily one in the same period. By 2016, nearly nine out of ten young women in the 12th grade said they visited social media sites every day. Meanwhile, time spent playing video games rose from under an hour a day to an hour and a half on average. One out of ten American 8th grade students in 2016 spent 40 hours a week or more playing video games. Let me emphasize that this is equal to the time most adults spend per week at work.

- D) If teens are spending so much time using electronic devices, does that mean they have to give up some other activities? Maybe not. Over the years, many scholars have insisted that time online does not necessarily take away time spent engaging with traditional media or on other activities. Some people, they argue, are just more interested in certain kinds of media and entertainment. Thus, using more of one type of media does not necessarily mean less of the other.
- E) That may be true, but that still does not tell us much about what happens across a whole generation of people when time spent on digital media grows. Large surveys conducted over the course of many years tell us that American youth are not going to the cinema nearly as often as they did in the past. While 70 percent of 8th and 10th grade students used to go to the movies once a month or more, now only about half do this. More and more, watching a movie is something teens choose to do on their electronic devices. Why is this a problem? One reason is that going to the cinema is generally a social activity. Now, watching movies is something that most teens do alone. This fits a larger pattern. In another analysis, researchers found that today's teens go out with their friends much less often than previous generations did.
- F) But the trends related to movies are less disturbing compared with the change in how teens spend their time. Research has revealed an enormous decline in reading. In 1980, about 60 percent of senior high school students said they read a book, newspaper or magazine every day that was not assigned for school. By 2016, only 16 percent did. This is a huge drop and it is important to note that this was not merely a decline in reading paper books, newspapers or magazines. The survey allowed for reading materials on a digital device.
- G) Indeed, the number of senior high school students who said they had not read any books for pleasure in the last year was one out of three by 2016. That is triple the number from two decades ago. For today's youth, books, newspapers and magazines have less and less of a presence in their daily lives. Of course, teens are still reading. But they are generally reading short texts. Most of them are not reading long articles or books that explore deep themes and require critical thinking and reflection. Perhaps not accidentally, in 2016 reading scores were the lowest they have ever been since 1972.
- H) This might present problems for young people later on. When high school students go on to college, their past and current reading habits will influence their academic performance. Imagine going from reading texts as short as one or two sentences to trying to read entire books written in complex language and containing sophisticated ideas. Reading and comprehending longer books and chapters takes practice, and American teens are no longer getting that practice.
- I) So how can this problem be solved? Should parents and teachers take away teens'

smartphones and replace them with paper books? Probably not. Research has shown that smartphones are currently American teens' main form of social communication. This means that, without a smartphone, teens are likely to feel isolated from their peers. However, that does not mean teens need to use electronic devices as often as they do now. Data connecting excessive digital media time to mental health issues suggests a limit of two hours a day of free time spent with screens, a restriction that will also allow time for other activities—like going to the movies with friends or reading longer, more complicated texts.

J) The latter is especially important. I would argue that of all the changes brought about by the widespread use of digital devices, the huge decline in reading is likely to have the biggest negative impact on today's teens because reading books and longer articles is one of the best ways to learn critical thinking. It helps people to understand complex issues and to separate fact from fiction. Thus, deep reading is crucial for being a good citizen, a successful college student and a productive employee. If serious reading dies, a lot will go with it.

36. Many years' surveys reveal that young people in America are going to the cinema much less often than they used to.
37. Survey analysis shows American teens now spend their leisure time on digital devices rather than reading printed books.
38. The number of senior high schoolers not reading books for pleasure in a year increased three times over 20 years.
39. Many scholars claim that spending time on electronic devices doesn't necessarily mean a decrease of time for other activities.
40. Most people spend much more time interacting with digital media than they did ten years ago.
41. The author claims that it will be a great loss if we no longer read books and longer articles.
42. Over a decade or so, American teens' social media use shifted from an occasional activity to a routine one.
43. A more disturbing trend in America today is that teens are spending far less time reading than around four decades ago.
44. Some five years ago, high school seniors in America generally spent more than six hours a day on electronic devices.
45. It was found that American youngsters today don't socialize nearly as much as the earlier generations.

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.

Have you ever wondered how acceptable it is to hug or touch someone? While it may sound safe to avoid all physical contact so as not to offend anyone, the lack of touching might imply cold attitudes or indifference in interpersonal relationships.

So, what should we do? The simple answer is to thoroughly learn unique cultural norms for physical contact. In nonverbal communication *terminology* (术语), physical contact and the study of touching are generally referred to as haptics.

Haptics in communication often suggest the level of intimacy. They are usually classified into two groups: high-contact and low-contact.

Asia and quite surprisingly the United States, Canada and Britain belong to low-contact cultures. People from the rest of the world, such as Latin America, are considered to be in high-contact cultures, where they tend to expect touching in social interactions and feel more comfortable with physical closeness. Despite the classification, there are more complex factors such as relational closeness, gender, age, and context that can affect how someone views physical contact.

One common French custom of greetings is cheek-kissing, but it is mostly restricted to friends, close acquaintances and family members. While cheek-kissing for Latin Americans is also a universal greeting form, it does not require such a high degree of relational closeness. However, gender matters more for them because cheek-kissing often only happens between women or a man and a woman but not two men.

In contrast, in certain Arabian, African, and Asian countries, men can publicly hold hands or show physical affection as signs of brotherhood or friendship while these behaviors may suggest a romantic relationship in other parts of the world. Although men's touching is more normal in these cultures, physical contact between persons of opposite sexes who are not family members is negatively perceived in Arabian countries.

These factors could definitely affect the degree to which someone is comfortable with *tactile* (触觉的) communication and physical intimacy. Therefore, if you are someone who loves to show physical affection, you should not be afraid to show it or drastically change your behaviors—just ask for consent beforehand!

46. What does the author say in the first paragraph about physical contact?
- A) Its role in interpersonal relationships is getting increasingly important.
 - B) It is becoming more acceptable to many who used to think it offensive.
 - C) Its absence might suggest a lack of warmth in interpersonal relationships.
 - D) It might prompt different responses from people of different social backgrounds.
47. What does physical contact in communication suggest?
- A) What social class people belong to.
 - B) How civilized the communicators are.
 - C) What family background people come from.
 - D) How close the communicators' relationships are.
48. What do we learn about people in high-contact cultures?
- A) They are sensitive to the way people express their emotions.
 - B) They take touching as a cultural norm in social interactions.
 - C) They attach great importance to close ties among people.
 - D) They tend to be more open in interpersonal relationships.
49. What do we learn about social customs in Arabian countries?
- A) Men can show friendship in public through physical affection.
 - B) Non-traditional romantic relationships are simply unacceptable.
 - C) Physical contact between unfamiliar people is negatively perceived.
 - D) People of different ages and genders show affection in different ways.
50. What does the author tell us to do concerning tactile communication?
- A) Lay emphasis on nonverbal communication.
 - B) Learn to use appropriate body language first.
 - C) Pay attention to the differences between genders.
 - D) Take other people's preference into consideration.

Passage Two

Questions 51 to 55 are based on the following passage.

From climate change to the ongoing *pandemic* (大流行病) and beyond, the issues facing today's world are increasingly complex and dynamic. Yet solving problems like these requires new approaches that extend beyond traditional ways of thinking. A study led by Yale Professor of Psychology, Paul O'Keefe, found that having a growth *mindset* (思维倾向) of interest may spark this type of innovation.

Professor O'Keefe established in earlier studies that people hold different beliefs about the nature of interest. Those with a growth mindset of interest tend to believe that interests can be developed and cultivated, while those with a fixed mindset of interest tend to believe that interests are *inherent* (与生俱有的) and simply need to be 'found.' Building on these

findings, the latest research examined how a growth mindset of interest can boost integrative thinking across the traditional disciplinary boundaries of arts and sciences.

For example, in one task, research participants were instructed to create new college majors by combining two or more existing academic Arts or Science programs at their university. After coding and analyzing the ideas they generated, the team found that people with a growth mindset of interest were more likely to bridge programs across the arts and sciences to create new majors like computational economics rather than creating majors that drew from only one of those areas, like computational chemistry.

As Professor O’Keefe pointed out, “This research provides a useful direction for organizations whose products and services call for integrated and creative solutions. Take smartphones for example. You need not only computer science and engineering knowledge, but also an understanding of psychology and visual design to create a better product. Employees with a growth mindset may be more likely to devise innovative ideas that bridge multiple areas of knowledge to achieve better solutions.”

The benefits of a growth mindset of interest may also extend to those seeking employment. This is a pressing issue because many people are becoming unemployed due to the COVID-19 pandemic. Having a growth mindset of interest can help job seekers expand their interests and become more adaptable to different fields, and take the initiative to learn new skills.

51. What does the author say about the world today?

- A) It faces problems that are getting more varied and complicated.
- B) It has done away with many of the traditional ways of thinking.
- C) It is undergoing radical and profound changes.
- D) It is witnessing various types of innovations.

52. What did Professor O’Keefe find in his earlier studies?

- A) People’s interests tend to change with age.
- B) People’s interests determine their mindsets.
- C) People are divided about the nature of interest.
- D) People of different ages have different mindsets.

53. What is the focus of Professor O’Keefe’s recent research?

- A) How boundaries can be removed between arts and science disciplines.
- B) How feasible it is to create new disciplines like computational economics.
- C) How students in arts and sciences view the two types of mindset of interest.
- D) How a growth mindset of interest can contribute to cross-disciplinary thinking.

54. What does the author want to illustrate with the example of smartphones?

- A) Hi-tech products are needed in interdisciplinary research.
- B) Improved technology gives birth to highly popular products.

- C) Making innovative products needs multidisciplinary knowledge.
- D) Hi-tech products can boost people's integrative thinking.

55. What is the author's suggestion to those who are seeking employment?

- A) Learning practical skills.
- B) Broadening their interests.
- C) Staying safe in the pandemic.
- D) Knowing their pressing issues.

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**.

都江堰 (Dujiangyan) 坐落在成都平原西部的岷江上，距成都市约 50 公里，始建于公元前三世纪。它的独特之处在于无需用堤坝调控水流。两千多年来，都江堰一直有效地发挥着防洪与灌溉作用，使成都平原成为旱涝保收的沃土和中国最重要的粮食产地之一。都江堰工程体现了我国人民与自然和谐共存的智慧，是全世界年代最久、仍在使用的、无坝控水的水利工程。

2022 年 12 月大学英语四级考试真题（第 1 套）

Part I

Writing

(30 minutes)

Directions: In this task, you are to write an essay on *the role of physical exercise in achieving success at college*. 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) Part of its dam wall collapsed. | C) It was destroyed by an earthquake. |
| B) It released a lot of harmful gases. | D) Some miners were trapped underground. |
| 2. A) It posed a safety threat to the miners. | C) It brought the mine's operations to a halt. |
| B) It caused damage too heavy to assess. | D) It was followed by two more earthquakes. |

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

3. A) It prepared beds for all the six new citizens.
B) It assigned a team of doctors for each expected baby.
C) It made ample preparations for various possibilities.
D) It brought in the most advanced instruments.
4. A) They had to undergo 2-3 physical checkups.
B) They were all of normal size except the sixth.
C) They could go home together with their mother a day later.
D) They needed to stay in the hospital for a couple of months.

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

- | | |
|--|---|
| 5. A) It is owned by the local government. | C) It has been bought by an American. |
| B) It has been turned into a public park. | D) It is a perfect tourist destination. |
| 6. A) Its seafood. | C) Its unspoiled beaches. |
| B) Its unusual coastline. | D) Its architecture. |
| 7. A) It has an unmatched location. | C) It has beautiful weather all year round. |
| B) It is worth over 18 million euros. | D) It is an ideal place to meet famous stars. |

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 has been attending some group classes.
B) She has registered for two new gym classes.
C) She became a member of the gym two months ago.
D) She is entitled to a discount on all the gym exercises.
9. A) Considering the promotion of its regular classes.
B) Taking measures to expand its exercise programs.
C) Recruiting coaches for hot yoga and advanced spinning.
D) Offering existing members a discount off two new classes.
10. A) She missed the deadline for the 10-week course.
B) She missed out on the gym's general discount.
C) She didn't sign up for membership in time.
D) She wasn't so much interested in hot yoga.
11. A) She doesn't want to reveal her card details over the phone.
B) She doesn't think it wise to pay before attending any class.
C) She might have to cancel her registration any minute.
D) She prefers to have the fee added to her monthly bill.

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

12. A) To make investments. C) To research new markets.
B) To sign a business contract. D) To open a new office.
13. A) Dubai. B) Beijing. C) Amsterdam. D) Earl's Court.
14. A) Rent a bike for him to get around the town. C) Help him prepare his presentation.
B) Reserve a meeting room in the head office. D) Send him a map of the hotel area.
15. A) Bring his projector. C) Submit his claims form.
B) Keep all his receipts. D) Pay with his credit card.

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) Whether a country's educational level is linked to women's rights.
B) Whether women's rights are making good progress around the world.
C) Whether a country's protection of women's rights is related to its public health.
D) Whether women's rights are more often overlooked in less-developed countries.
17. A) Their people still have better health if women's rights are respected.
B) They must make efforts to increase women's access to health care.
C) Their people tend to attach importance to women's rights.
D) They need to invest more in hospital staff and facilities.
18. A) Their link with a country's public health.
B) Their potential impact on social progress.
C) Their value to a country's international image.
D) Their positive effect on economic development.

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

19. A) It creates a wonderful setting for dating.
B) It may cause strange physical reactions.
C) It turns parks into picnic sites.
D) It may result in a crowded beach.
20. A) Breathing difficulty.
B) Bad breath.
C) Excessive sweating.
D) High blood pressure.
21. A) It protects people against bacteria.
B) It enables people to build up endurance.
C) It accelerates people's blood circulation.
D) It provides people with extra energy.

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

22. A) They are more likely to win in combat sports.
B) They are in the minority among the population.
C) They have a higher chance of joining sports teams.
D) They have more disadvantages in getting ahead.
23. A) Their brain is more powerful than that of right-handed people.
B) The left side of their brain is more powerful than its right side.
C) They tend to be a lot more aggressive than right-handed people.
D) Their brain has a stronger connection between its two sides.
24. A) They have a larger brain.
B) It still remains unknown.
C) It is related to their genes.
D) They are better at reasoning.
25. A) Teach them how to perform tasks with their right hand.
B) Help them fully develop their mathematical abilities.
C) Encourage them to play fast-paced interactive sports.
D) Advise them to choose jobs that require quick reactions.

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.

Researchers, writing in the journal *Heart*, pooled data from 23 studies and found that social isolation or feelings of loneliness were tied to an increased risk of coronary heart disease (冠心病) and strokes.

The studies included data from 181,006 men and women ages 18 and over. There were 4,628 coronary events and 3,002 strokes in follow-up periods 26 from three to 21 years. Three of the papers 27 loneliness, 18 looked at social isolation and two included both. Social isolation and loneliness were determined with questionnaires; the researchers depended on medical records and death 28 for determining coronary events and strokes.

The scientists found that loneliness and social isolation increased the 29 risk of having a heart attack or a death from heart disease by 29 percent, and the risk of stroke by 32 percent. There were no 30 between men and women.

"People have tended to focus from a policy point of view on 31 lonely people to make them more 32," said the lead author, Nicole K. Valtorta, a research fellow at the University of York in England. "Our study 33 that if this is a risk factor, then we should be trying to prevent the risk factor in the first place."

The authors 34 that this was a review of observational studies and did not 35 cause and effect.

A) acknowledge	F) establish	K) produces
B) certificates	G) formats	L) ranging
C) connected	H) measured	M) relative
D) demonstrates	I) narrow	N) submitting
E) differences	J) permanent	O) targeting

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 hidden costs colleges don't want you to know about

A) This fall, thousands of college students from across the country will begin their undergraduate studies at colleges around the nation. They will inevitably pack too much to fit in their tiny dorm

rooms. They will also carry with them a huge student loan debt, in addition to countless "hidden" out-of-pocket costs paid for by their bank accounts and the bank accounts of their families.

- B) At my well-respected, private, four-year university in Washington, D.C., which boasts a yearly tuition of \$44,046 not including room and board, I receive over \$57,000 yearly in financial aid. As a student from a family that is struggling to make ends meet, my financial aid package is a combination of federal grants and federal work study, university merit scholarships and financial aid awards, and about \$8,000 yearly in federally subsidized (有补贴的) and unsubsidized loans. On paper, my expenses and my financial aid just about even out. Off paper, they don't.
- C) Universities today are in the business of making money, and mine is no exception. They hit me right out of gate with a \$160 fee to attend my freshman orientation, a price which does not include the cost of travel to and from the District. Almost every class has an associated fee not included in the cost of tuition, most between \$40 and \$100. Fees for lab science classes are the highest, and all students at my university are required to take at least one lab before they graduate. Buying a laptop proved a necessity and, thankfully, a relative bought me one as a gift. Renting a mini-fridge for my dorm room costs my roommates and me about \$140 a year.
- D) Schools will charge you whatever they can. The costs of any damage to the dorm, including elevators, bathrooms, and common areas, are billed to every person on a dorm floor, or even the entire building if they do not know who caused the damage. After I fell out of my bed twice during my freshman year, the university installed a railing — for \$20, billed to my student account. My financial aid did not anticipate any of these costs, and so it did not cover them.
- E) An Internet search of "hidden costs" of college turns up a host of articles on parent-centered websites on the college application process. These articles are almost always geared towards upper- and middle- class families. For students already struggling to pay tuition, these costs may be the least of their worries.
- F) So what hidden costs should low-income students really be paying attention to? My college experience offers a few examples.
- G) If you are a low-income student who will be attending school out-of-state, make sure you know if you can use your state benefits, such as the Supplemental Nutrition Assistance Program, or SNAP. It wasn't until after I had accepted admission to an out-of-state school that I learned that I could not use my Ohio Medicaid on campus for anything other than emergency care. My benefits became invalid the second I moved out of Ohio. After my freshman year, I had to opt for the school's insurance plan, which costs around \$2,000 a year. Even if your school offers a flat-rate fee for a doctor's appointment at the student health center (mine is \$20 a visit), these fees often do not include extra fees for lab tests or prescription medications (药物).
- H) If you plan on paying off bills in your student account with a credit card, be aware of any additional costs. My school charges an additional fee for the use of a credit card to settle outstanding charges, which can add upwards of 3% of the balance to your bill.
- I) There is another depressing reality hidden within even the largest financial aid packages: Colleges often offer the most generous packages during freshman year as a way to attract new students. My

family was careful to ask about the chances of financial aid being taken away after my freshman year. We were assured that, except for low grades or a raise in family income, no money would be taken away. We did not know to ask — and the school did not readily point out — that even if tuition rises, my financial aid package will stay the same. So when my university voted to raise tuition costs 3% at the end of my freshman year, my financial aid package remained the same and I was suddenly responsible for an additional \$1,200 for the next year. The university administration will likely vote to raise costs at least once more before my graduation.

- J) Yes, I chose to attend an expensive university far from my hometown. Yes, there were cheaper options. But there are promising students from struggling families across the nation who should not rule out their dream schools entirely. All things considered, I am paying significantly less than the ticket price of my university, and having an educational experience in Washington, D.C., that I would not have had anywhere else. As a low-income student from a down-and-out Rust Belt community, these educational experiences have enormous potential to brighten my future — and my family's future.
- K) The key is to make sure that students and their families understand that hidden costs exist, and that they may prove problematic. Fill out a more comprehensive checklist, and be wary of listed prices that seem too low. Understand just how complicated the financial aid process is.
- L) Students and families must also understand their ability to self-advocate. They should not pay student bills or excess fees blindly. If something does not look right, ask about it. If it still doesn't look right, negotiate it. In cases where parents are working multiple jobs, are less knowledgeable about college bureaucracies, have limited English language skills, or are not contributing financially to their child's education, the burden of self-advocacy will fall on the student. I understand the difficulty, and the embarrassment. But it is necessary.
- M) In the grand scheme of things, however, colleges also must come to understand that the hidden fees they ask for may prove unmanageable for the very kinds of low-income or first-generation students they are trying desperately to attract.

- 36. Students' financial aid remains unchanged even when tuition rises.
- 37. Students may not be able to enjoy their state benefits when they go to college out of the state.
- 38. The financial aid the author receives is supposed to cover all her college expenses.
- 39. When the person who damages dorm facilities is not identified, students are required to share the cost.
- 40. Though it is difficult and embarrassing, students should make inquiries about what fees they have to pay and why.
- 41. Today, many Americans have to go to college on student loans.
- 42. Receiving education in a private university in the nation's capital may change the author's future life and that of her family's.
- 43. Students may no longer be qualified for financial aid if they perform poorly in school or if their family income has increased.
- 44. In addition to tuition, college students have to pay extra fees for the courses they take.
- 45. Some schools charge students a fee to their student accounts for using credit cards to pay bills.

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.

To write his 2010 book, *The 5-Factor World Diet*, nutritionist Harley Pasternak traveled to the healthiest countries around the world to learn more about what made their meals extra nourishing.

He noted that Japanese people ate a wonderful variety of seaweeds, and that Chinese people tried to include at least five different colors in every meal. Pasternak also came away with some valuable observations about how different the North American way of life was, compared with many other countries.

For starters, Americans eat much bigger portions than people in other countries. "We don't prioritize eating seasonally or locally, and we also add lots of salt, sugar and thickening agents to our foods," explained Pasternak. Contrast that to the healthy Mediterranean, Nordic and Okinawan diets listed in Pasternak's book. They all seem to stick to the ethos (特质) of regional, seasonal produce.

For example, a traditional Mediterranean diet includes fruits, vegetables, whole grains, nuts and olive oil as the main components of nutritional intake. Fish, chicken and red wine make moderate appearances, while red meat, salt and sugar are used much less often. The benefits of a traditional Mediterranean diet have been studied since the 1970s, and researchers have found that living that olive oil life can help people lose weight, lower their heart disease risk and reverse diabetes.

Most other healthy eating cultures also make meals an event — say, multiple courses around the family table, or a glass or two of red wine at a long lunch — as opposed to hastily wolfing down handfuls of cereal above the kitchen sink and calling it dinner.

Each of the healthy eating cultures has its own unique feature. But Pasternak did take note of one unifying factor in all of the healthy societies he observed. "The only overlapping feature in most of these healthy countries is that they all walk way more than the average American," said Pasternak. "So really, regardless of what you're eating, if someone's walking four miles more than you each day, they're going to be a lot thinner and live a lot longer than you."

46. What characterizes Japanese and Chinese foods?

- | | |
|-------------|-----------------|
| A) Variety. | C) Color. |
| B) Flavor. | D) Naturalness. |

47. What is typical of Americans in the way of eating?

- | | |
|----------------------------------|---------------------------------|
| A) They emphasize nutrition. | C) They prioritize convenience. |
| B) They tend to eat quite a lot. | D) They care about flavors. |

48. What features in Mediterranean, Nordic and Okinawan diets?

- | | |
|----------------------------|-----------------------------|
| A) Fruits and vegetables. | C) Seasonal local produce. |
| B) Olive oil and red wine. | D) Unprocessed ingredients. |

49. What do people in most healthy eating cultures have in common?
- A) They get the whole family to eat at a table.
 - B) They eat their meals regularly and punctually.
 - C) They consume plenty of cereal for breakfast.
 - D) They attach great importance to their meals.
50. Compared with the average American, people in healthy societies ____.
- A) walk at least 4 miles a day
 - B) do considerably more walking
 - C) pay more attention to body shape
 - D) consume a lot more organic food

Passage Two

Questions 51 to 55 are based on the following passage.

Recognizing when a friend or colleague feels sad, angry or surprised is key to getting along with others. But a new study suggests that being sensitive to people's feelings may sometimes come with an extra dose of stress. This and other research challenge the prevailing view that emotional intelligence is uniformly beneficial to its bearer.

In a study, psychologist Myriam Bechtoldt of the Frankfurt School of Finance and Management in Germany asked 166 male university students a series of questions to measure their emotional intelligence. For example, they showed the students photographs of people's faces and asked them to what extent feelings such as happiness or disgust were being expressed. The students then had to give job talks in front of judges who displayed serious facial expressions. The scientists measured concentrations of stress hormones in the students' saliva (唾液) before and after the talk.

In students who were rated more emotionally intelligent, the stress measures increased more during the experiment and took longer to go back to baseline. The findings suggest that some people may be too emotionally clever for their own good, says Bechtoldt. "Sometimes you can be so good at something that it causes trouble," she notes.

Indeed, the study adds to previous research hinting at a dark side of emotional intelligence. A study published in 2002 in *Personality and Individual Differences* suggested that emotionally perceptive people might be particularly influenced by feelings of depression and hopelessness. Furthermore, several studies have implied that emotional intelligence can be used to manipulate others for personal gains.

More research is needed to see how exactly the relation between emotional intelligence and stress would play out in women and in people of different ages and education levels. Nevertheless, emotional intelligence is a useful skill to have, as long as you learn to also properly cope with emotions—both others' and your own, says Bechtoldt. For example, some sensitive individuals may assume responsibility for other people's sadness or anger, which ultimately stresses them out. Remember, as Bechtoldt says, "you are not responsible for how other people feel."

51. What is the finding of the new study?
- A) Emotional intelligence helps people get along with others.
 - B) Emotional intelligence is generally beneficial to its bearer.
 - C) People who are aware of others' feelings may experience more stress.
 - D) People who are emotionally stressed may have trouble making friends.
52. What was the purpose of psychologist Myriam Bechtoldt's experiment?
- A) To define different types of human feelings.
 - B) To assess the impacts of being emotionally clever.
 - C) To demonstrate how to distinguish different feelings.
 - D) To identify gender differences in emotional intelligence.
53. What does the finding of Myriam Bechtoldt's study indicate?
- A) Greater emotional cleverness means less trouble in one's life.
 - B) Emotional intelligence helps people succeed in job interviews.
 - C) People's psychological wellbeing is related to various factors.
 - D) People may suffer from having a high emotional intelligence.
54. What do we learn about emotional intelligence from a number of studies?
- A) People suffering from depression are emotionally immature.
 - B) People who look at the dark side of life often feel depressed.
 - C) Some people may take advantage of it and benefit themselves.
 - D) Some people may lack it and are easily manipulated by others.
55. What does the author suggest sensitive individuals do?
- A) Avoid burdening themselves with others' feelings.
 - B) Rid themselves of worries over worldly affairs.
 - C) Learn to cope with people's negative feelings.
 - D) Help people to deal with their troubles in 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**.

在中国农历中，立秋(Start of Autumn)意味着夏天的结束和秋天的开始。立秋带来的首先是天气的变化，气温逐渐下降。人们看到树叶开始变黄飘落时，知道秋天已经来临，这就是所谓的“一叶知秋”。但此时酷热的天气并未完全结束，高温通常还会持续一段时间，被称为“秋老虎”。立秋对农民意义重大，这时各种秋季作物迅速生长、开始成熟，收获的季节即将到来。

2022 年 12 月大学英语四级考试真题（第 2 套）

Part I

Writing

(30 minutes)

Directions: *In this task, you are to write an essay on **the importance of developing a healthy lifestyle among college students**. 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 free car show. | C) A sports competition. |
| B) A yearly concert. | D) A pipe band contest. |
| 2. A) Improve the image of Glasgow city. | C) Contribute a lot to the local economy. |
| B) Enrich the local culture of Glasgow. | D) Entertain people in local communities. |

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

- | | |
|---|---|
| 3. A) Surprising rise in global sea levels. | C) Changing weather patterns in summer. |
| B) Dangerous ice melts in Greenland. | D) Record growth of Greenland's ice sheets. |
| 4. A) It began in late May. | C) It started a month earlier than usual. |
| B) It lasted three months. | D) It ended a month earlier than before. |

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

- | | |
|--|--|
| 5. A) Bundles of £20 notes kept turning up. | |
| B) A villager was searching for his lost cash. | |
| C) Local policemen came across bundles of £20 notes. | |
| D) A bundle containing thousands of pounds got stolen. | |
| 6. A) They give it to charity. | C) They hand it over to the local government. |
| B) They return it to the finder. | D) They place a notice in <i>The Northern Echo</i> . |
| 7. A) They cooperated well with the police. | C) They were puzzled by the mystery. |
| B) They enjoyed a fairly affluent life. | D) They had a strong community spirit. |

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) Excited. C) Indifferent.
B) Delighted. D) Strange.
9. A) Search for the meaning of their life. C) Call on their relatives and friends.
B) Look back on their years at school. D) Talk about future plans with friends.
10. A) He prefers to have them shown on social media.
B) He loves them but does not want to make a fuss.
C) He enjoys celebrating others' birthdays rather than his own.
D) He looks forward to receiving presents from his close friends.
11. A) Hold it on a modest scale to remove birthday anxieties.
B) View it as a chance for people to socialize and have fun.
C) Extend invitation to those he trusts most.
D) Make it an occasion to collect donations.

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

12. A) It was absolutely exhausting. C) There was too long a delay.
B) There was a terrible smell. D) She got off at the wrong station.
13. A) She hasn't saved enough money. C) She hasn't passed the driving test yet.
B) She is worried about traffic jams. D) She is used to taking public transport.
14. A) They are popular. C) They are a bit expensive for her.
B) They are dangerous. D) They are environmentally friendly.
15. A) By bus. C) By renting a bike.
B) By jogging. D) By sharing a ride.

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 is a sign language interpreter. C) He doesn't like speaking at meetings.
B) He is a deaf person working in IT. D) He doesn't use email or text messages.
17. A) Improved communication skills. C) Big advances in sign language.
B) Speech recognition technology. D) Transformation in the IT industry.
18. A) He can avoid being mistaken. C) He can understand with ease.
B) He can take notes on the spot. D) He can see the speakers' images.

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

19. A) To find pure white walls shining. C) To get a hug from family members.
B) To enter a house well looked after. D) To see cheerful colours all around.
20. A) Choosing a colour because it is fashionable.
B) Painting the interior of their cupboards.
C) Doing the painting job all by themselves.
D) Designing all window frames the same way.
21. A) Fit most of the cupboards into walls.
B) Hang landscape paintings all around.
C) Match the room's ceiling with all the furniture in colour.
D) Paint the wooden frameworks and walls the same colour.

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

22. A) Children must read at least 3 times a week.
B) Reading is a habit every child can develop.
C) Reading to their children is important.
D) Children should start reading at age 3.
23. A) The number of books they have read by age four.
B) The speed of their brain development in infancy.
C) The number and quality of books parents read to them in infancy.
D) The quality and quantity of time parents spend playing with them.
24. A) Books with specifically labeled images. C) Books describing the lives of animals.
B) Books with pictures of dolls and toys. D) Books telling very interesting stories.
25. A) Read as many books as possible to their children.
B) Choose carefully what to read to their children.
C) Share experience with other parents.
D) Create picture books for their children.

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.

Parenting brings fathers more joy than it does mothers, according to a new study. The research examined three studies 26 more than 18,000 participants. Across all three, parenthood was 27 with more positive wellbeing outcomes for dads than for mums.

So why are fathers happier than mothers? "Fathers may fare better than mothers in part due to how they spend time with their children," said lead author Katherine Nelson-Coffey. In one study, the authors 28 that dads were more likely to take "playing" as an 29 activity both when caring for their kids and spending time with their kids. "Playing with their children likely offers parents opportunities to experience positive feelings and 30 closeness with their children," they say.

Fathers also did better than men without kids, reporting greater happiness, life satisfaction, and fewer 31 symptoms. They also reported greater connectedness and autonomy (自主). For mums, 32, compared to women without children, the results weren't quite as positive. Mums reported greater autonomy, but also "greater trouble" and fewer positive 33.

Mums reported happier moods while interacting with their kids, compared to other experiences, but not while engaging 34 in childcare. "This difference suggests that how mothers and fathers spend time with their children might have important 35 for their wellbeing," the authors write. They suspect that mums may be less happy than dads because they're more likely to have higher expectations about parenthood. As such, they're more likely to be "let down" by the experience.

A) additional	F) directly	K) involving
B) associated	G) emotions	L) note
C) composing	H) however	M) precisely
D) cultivate	I) implications	N) superficial
E) depressive	J) interfered	O) therefore

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**.

Learning to say no

- A) Not doing something will always be faster than doing it. This philosophy applies in many areas of life. For example, there is no meeting that goes faster than not having a meeting at all. This is not to say you should never attend another meeting, but the truth is that we say "yes" to too many things we don't actually want to do.
- B) How often do people ask you to do something and you just reply, "Sure." Three days later, you're overwhelmed by how much is on your to-do list. We become frustrated by our obligations even though we were the ones who said "yes" to them in the first place. Even worse, people will occasionally fight to do things that waste time. You don't have to do something just because it exists. It's worth asking if things are necessary. Many of them are not, and a simple "no" will be more productive than whatever work the most efficient person can cope with. But if the benefits of saying "no" are so obvious, then why do we say "yes" so often?
- C) We say "yes" to many requests not because we want to do them, but because we don't want to be seen as rude or unhelpful. Often, we have to consider saying "no" to someone we will interact with again in the future — our co-worker, our spouse, our family and friends. Saying "no" to our superiors at work can be particularly difficult. In these situations, I like the approach recommended in *Essentialism* by Greg McKeown. He writes, "Remind your superiors what you would be neglecting if you said 'yes' and force them to deal with the trade-off. For example, if your manager comes to you and asks you to do X, you can respond with 'Yes, I'm happy to make this the priority. Which of these other projects should I deprioritize to pay attention to this new project?'"
- D) Collaborating with others is an important element of life. The thought of straining the relationship outweighs the commitment of our time and energy. For this reason, it can be helpful to be gracious in your response. Do whatever favors you can, and be warm-hearted and direct when you have to say no. But even after we have accounted for these social considerations, many of us still seem to do a poor job of managing the trade-off between yes and no. We find ourselves over-committed to things that don't meaningfully improve or support those around us, and certainly don't improve our own lives.
- E) Perhaps one issue is how we think about the meaning of yes and no. The words "yes" and "no" get so often used in comparison with each other that it feels like they carry equal weight in conversation. In reality, they're not just opposite in meaning, but of entirely different magnitudes in commitment. When you say "no", you're only saying "no" to one option. When you say "yes", you're saying "no" to every other option. I like how economist Tim Harford put it, "Every time we say 'yes' to a request, we're also saying 'no' to anything else we might accomplish with the time." Once you're committed to something, you've already decided how that future block of time will be spent. In other words, saying "no" saves you time in the future. Saying "yes" costs you time in the future. "No" is a form of time credit. You retain the ability to spend your future time however you want. "Yes" is a form of time debt. You have to pay back your commitment at some point.
- F) "No" is a decision. "Yes" is a responsibility. Saying "no" is sometimes seen as a luxury that only those in power can afford. And it's true: turning down opportunities is easier when you can fall back

on the safety net provided by power, money, and authority. But it's also true that saying "no" is not merely a privilege reserved for the successful. It's also a strategy that can help you become successful. Saying "no" is an important skill to develop at any stage of your career because it retains the most important asset in life: your time. As investor Pedro Sorrentino put it, "If you don't guard your time, people will steal it from you." You need to say "no" to whatever isn't leading you toward your goals.

- G) Nobody embodied this idea better than Steve Jobs, who said, "People think focus means saying 'yes' to the thing you've got to focus on. But that's not what it means at all. It means saying 'no' to the hundred other good ideas that there are. You have to pick carefully." Jobs had another great quote about saying "no": "I'm actually as proud of the things we haven't done as the things I have done. Innovation is saying 'no' to 1,000 things."
- H) Over time, as you continue to improve and succeed, your strategy needs to change. The opportunity cost of your time increases as you become more successful. At first, you just eliminate the obvious distractions and explore the rest. As your skills improve and you learn to separate what works from what doesn't, you have to continually increase your threshold for saying "yes". You still need to say "no" to distractions, but you also need to learn to say "no" to opportunities that were previously good uses of time, so you can make space for better uses of time. It's a good problem to have, but it can be a tough skill to master.
- I) What is true about health is also true about productivity: an ounce of prevention is worth a pound of cure. More effort is wasted doing things that don't matter than is wasted doing things inefficiently. And if that is the case, elimination is a more useful skill than optimization. I'm reminded of the famous Peter Drucker quote, "There is nothing so useless as doing efficiently that which should not be done at all."

36. People often grant a request just because they want to appear polite and helpful.

37. It's no easy job learning to say "no" to opportunities that were once considered worth grasping.

38. When you decline a request, you are saving your future time.

39. People sometimes struggle to do things that are simply a waste of time.

40. Doing efficiently what is not worth doing is the most useless effort.

41. It is especially difficult for people to decline to do what their superiors ask them to do.

42. People agree to do too many things they are in fact unwilling to do.

43. According to one famous entrepreneur, innovation means refusal to do an enormous number of things.

44. It is an essential aspect of life to cooperate with other people.

45. Refusing a request is sometimes seen as a privilege not enjoyed by ordinary people.

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.

We're eating more fish than ever these days. At around 20 kilograms per person global fish consumption is now more than twice what it was in the 1960s. What's really remarkable, though, is where that fish comes from.

For the first time in human history, most of our aquatic (水产的) food now comes from farming rather than fishing.

People ate around 73 million tonnes of farmed fish — just more than half of the volume of fish that humans consumed — in 2014. That's out of a total fish supply of 167 million tonnes; the remaining 20 million or so tonnes go into things like animal feed and medical products.

To keep eating fish at the current rate, we're definitely going to need to keep aquaculture (水产养殖) developing. That's because the volume of fish caught in the wild has leveled off since the 1990s.

Back in 1974, only 10% of marine fish stocks had been overfished. Now, more than three-tenths are. Only a tenth of our oceans' fish stocks could sustain heavier fishing than current levels.

But while catchings at sea have suffered, fish-farming has been growing at a fast rate. A lot of that is coming from China, which produces 60% of the world's farmed fish. In fact, some 35 countries, including China, now produce more farmed than wild-caught fish.

This shift toward aquaculture isn't just good for ensuring salmon (三文鱼) on your plate; it's also crucial to ensuring food security and sustainability. By 2050, the world will need to feed an estimated 9.7 billion people. They'll have to get their protein somewhere. However, raising cattle, pigs, and other land-based animals requires vast sums of grain and water. For example, pound for pound, beef requires 15 times more feed to raise than carp, a freshwater fish farmed all over Asia. That grain — and the water needed to grow it — could be consumed by people instead.

However, aquaculture is no silver bullet. In some southeast Asian countries, shrimp farming does disastrous damage to marine ecosystems. Despite these problems, however, shrimp continues to be among the most popular seafoods worldwide.

46. What does the author say is remarkable about the fish we eat?

- | | |
|----------------------------|--|
| A) They reproduce quickly. | C) They have become as important as grain. |
| B) They are mostly farmed. | D) They have a longer history than humans. |

47. What do we need to do if we keep consuming fish at the current rate?

- A) Increase the fishing volume considerably.
- B) Develop more advanced fishing technology.
- C) Enlarge the marine fish stocks effectively.
- D) Expand the scale of fish-farming continuously.

48. What does the author say about China in terms of aquatic food?

- A) It places increasing emphasis on fishing now.
- B) It boasts of the world's largest fishing stocks.

- C) It raises more fish than caught from the wild.
 - D) It supplies 60% of the world's fish products.
49. Why does the author say aquaculture is so important these days?
- A) It is a must for feeding the world's fast-growing population.
 - B) It proves a reliable source of protein for humans and animals.
 - C) It is essential to maintaining both mental and physical health.
 - D) It ensures a balanced healthy diet for people the world over.
50. What does the author imply by saying aquaculture is no silver bullet?
- A) Shrimp-farming is a risky business.
 - B) Fish-farming will not be sustainable.
 - C) Fish-farming may cause serious problems too.
 - D) Shrimp-farming can become quite expensive.

Passage Two

Questions 51 to 55 are based on the following passage.

In 2020, the Nobel Peace Prize was awarded to the World Food Programme (WFP).

Why a Nobel Prize for the WFP, and why now? In 2019, the WFP assisted nearly 100 million people in 88 countries. It is the safety net for those who fall off the edge of existence. It is a response to solving the problem of food instability. Its Nobel Prize reminds us all of the moral hazard in imagining that the poor and vulnerable are somebody else's problem.

The WFP has been around since 1961 and has been the global coordinator of nationally based efforts to avoid disasters with food aid. Despite decades of effort to eliminate hunger, the latest estimate is that about 11% of people on the planet (about 820 million people) are suffering daily undernourishment. Progress at reducing undernourishment has stopped despite gains through the 1990s and 2000s.

Developed countries sometimes offer food and aid to developing ones, but at a price. One American philosopher stated that addressing the needs of the poor and vulnerable is about more than money — it is mostly about creating conditions under which prosperity and opportunity can thrive. When aid is offered with heavy conditions attached, like loan repayment or food for resources, it often widens the gap between rich and poor and sustains the old world order. This is why the work of the WFP is so vital.

The scientific community, however, can provide a helping hand to the WFP. By sharing knowledge of agriculture and climate with peers in countries most vulnerable to poverty and hunger, scientists can help reduce these problems. By making its voice heard, science can lead by example. The ability to overcome food shortages that must be built into some of the poorest countries will not come from loans from wealthy countries, which may have food problems of their own, or world economic institutions. This ability will be built upon self-confident people using open and shared scientific knowledge to pull themselves out of their misery.

51. What does the WFP's winning of the Nobel Peace Prize make us realize?
- A) More and more people in the world are suffering from starvation.
 - B) All of us can be affected by food instability one way or another.
 - C) It is hazardous to leave millions of people poor and vulnerable.
 - D) It is morally wrong to think helping the poor is not our business.
52. What do we learn about the WFP's effort to eliminate hunger?
- A) It has ensured a sufficient food supply to millions.
 - B) It is still far from its goal despite the progress made.
 - C) It has done a good job in combating natural disasters.
 - D) It is preventing starvation occurring on a global scale.
53. What will happen when food aid is offered at a price?
- A) The rich will become richer and the poor poorer.
 - B) More people will be willing to join in the effort.
 - C) More food will be made available to the needy.
 - D) The relief effort will be rendered less sustainable.
54. How can scientists help cope with poverty and hunger?
- A) By collaborating closely with world economic institutions.
 - B) By sharing expertise with peers in poverty-stricken nations.
 - C) By setting up more food research programs in developing countries.
 - D) By building self-respect in people suffering from undernutrition.
55. What message does the author try to convey at the end of the passage?
- A) Wealthy nations should solve their own food problems first.
 - B) Rich countries should be more generous in providing food aid.
 - C) Poor nations should enhance their own ability to solve their food shortages.
 - D) World economic institutions should play a bigger role in fighting hunger.

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**.

立春 (Start of Spring) 在中国农历中表示春天的开始。立春之后，白天变得更长，天气也愈发温暖，万物开始复苏，大地充满生机。人们常说“一年之计在于春”，农民在这个时节开始播种，为全年的丰收打下基础。中国人早在三千年前就已开始在立春这一天举行庆祝活动。数百年来，迎春一直是民间的重要习俗。在春暖花开的日子里，人们常常外出游玩，欣赏春天的美景。

2022 年 12 月大学英语四级考试真题（第 3 套）

Part I Writing (30 minutes)

Directions: In this task, you are to write an essay on *the necessity of developing social skills for college students*. 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：2022 年 12 月本套听力内容与第一二套相同，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.

Phones influence all aspects of teenage life. Ninety-five percent of Americans ages 13 to 17 have a smartphone or have access to one, and nearly half report using the internet "almost 26."

But as recent survey data and interviews have suggested, many teens find much of that time to be unsatisfyingly spent. Continuous 27 shouldn't be mistaken for endless enjoyment. A new 28 representative survey about "screen time and device distractions" from the Pew Research Center indicates that it's not just parents who think teenagers are worryingly 29 from their phones — many teens themselves do too. Fifty-four percent of the 13-to-17-year-olds surveyed said they spend too much time 30 in their phones.

Vicky Rideout, who runs a research firm that studies children's interactions with media and technology, was not surprised by this finding. She says it's hardly 31 to teenagers. "They are dealing with the same challenges that adults are, as far as they are living in the 32 of a tech environment designed to suck as much of their time onto their devices as possible," Rideout says.

The way parents interact with technology can 33 the way they interact with their kids. Rideout thus thinks it's up to parents to model good 34: Kids tend to take note if their parents put their phone away at dinner or charge it in another room while they sleep. Witnessing habits like that can help kids "realize that they can 35 some more control over their devices," she says.

A) absorbed	F) exercise	K) solution
B) addicted	G) inseparable	L) specific
C) behavior	H) nationally	M) summary
D) constantly	I) recruited	N) usage
E) context	J) shape	O) vaguely

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**.*

Evil Genius

- A) A few years ago I found myself teaching a university class on evil. It was for third-year criminology students to help them contextualize theory and research within controversial current topics. It was a huge success. The debates were heated and interesting. I could see people's views change within the course of a single lecture. Over the past 13 years, as a student, lecturer and researcher, I've enjoyed discussing the science of evil with anyone willing to listen. What I like most is destroying the cliché (陈词滥调) of good and evil, and replacing them with scientific insight. We need a more informed way of discussing behavior that at first we cannot, or should not, begin to understand.
- B) Without understanding, we risk dehumanizing others, writing off human beings simply because we don't comprehend them. We must try to understand what we have labeled evil. We tend to think evil is something that other people are. We think of ourselves as "good people", and even when we do morally wrong things, we understand the context of our decisions. With others, however, it is far easier to write them off. If their actions deviate (偏离) substantially from what we consider acceptable, we may label them evil. We need to be careful with this. Calling someone evil is often similar to saying they cannot change, and perhaps aren't even a human at all. However, when you actually go monster-hunting, and you look deeply at the people behind shocking behavior, you may be surprised.
- C) As a child I used to love the Scooby-Doo cartoons. Arriving in their "Mystery Machine", the gang would have to find a monster who was terrorizing a neighborhood. They would run around looking for clues and at the end unmask the bad guy. It was always a normal person in a costume. There were no monsters. Like the Scooby crew, we may find ourselves hunting for an easy fix, one word for people who do bad things. But if we take a good look, the word 'evil' is insufficient — there are no simple explanations for why humans do bad things: instead there are many, and they are all marvelously different.
- D) Evil is typically referred to when there is deviance from social norms: formal deviance is the violation of laws, like theft, murder, and attacks, while informal deviance involves violations of

social norms, like lying. Evil behavior is typically thought to embrace one or both forms. However, deviance can also describe a behavior that simply differs from the norm.

- E) Perhaps this is where we can find the good side of our bad side. Deviating from the norm can make us villains (恶棍), but it can also make us heroes. A child deviates from social pressures when they stand up for another child being bullied in school. A soldier deviates when they choose not to follow orders to kill an innocent civilian. An employee in a big tech company deviates when they expose its wrongdoings.
- F) Creativity is also a deviation. Here, too, things are complex. Thinking creatively has given us modern medicine, technology and modern political structures, but it has also given us poison and nuclear weapons. Great benefit and great harm can come from the same human tendency.
- G) In a research paper, *Evil Genius*, published in 2014, the behavioral scientists Francesca Gino and Scott Wiltermuth wanted to examine whether people who behave unethically in one task are more creative than others on a subsequent task, even after controlling for differences in baseline creative skills. The unethical behavior they chose was dishonesty.
- H) Over five experiments researchers gave participants tasks in which they could cheat. In one study, they were given matrixes (矩阵) and had to find two numbers that added up to 10. Participants were asked to self-report how well they did at the end of the study: 59% cheated by saying that they solved more matrixes than they actually had.
- I) After each task, the researchers measured participants' performance on the Remote Associates Test. This shows participants three words at a time that appear to be unrelated, and the person has to think of a fourth word that is associated with all of them. For example, you might get "Fox, Man, Peep", or "Dust, Cereal, Fish". In order to find the linking words ("Hole" for the first, "Bowl" for the second) you need to be creative. The more you get right, the more creative you are thought to be because you have come up with uncommon associations.
- J) For every one of the five studies, they found the same thing — participants who cheated in the first task did better on the creativity task. Why? Like other forms of unethical behavior, lying means breaking rules. It involves being deviant, going against the social principle that people should tell the truth. Similarly, being creative involves "thinking outside the box", deviating from expectations. They involve similar thought patterns, so stimulating one stimulates the other. Can we learn from this? Perhaps. To be more creative, we could try lying in a controlled environment. Find online logic games and cheat at them, play Scrabble (拼字游戏) with a dictionary, or write a story about something that is untrue? Such tasks can get our brains thinking flexibly, beyond our normal comfort zone. This is not a call to become a compulsive (强迫性的) liar, but a controlled liar.
- K) In addition to benefits for creativity, deviance can be a good thing in other ways. Even Philip Zimbardo, the author of the Stanford prison experiment, who showed how easily we can be led to behave badly, believes that the future of deviance research may lie more in understanding extreme pro-social behavior, such as heroism. Like evil, we often view heroism as only a possibility for outliers — for people who are abnormal. But Zimbardo asks: "What if the capability to act heroically is also fundamentally ordinary and available to all of us?" Some say we should never meet our

heroes, lest they disappoint us when we find out how normal they are. But this should be liberating, not disappointing. We are all capable of behaving like outliers. It's time for us to understand deviance, and realize its potential for good as well as for harm.

36. A behavior that does not conform to social norms may be described as being deviant.
37. Various experiments found that participants who cheated in the initial task performed better in the creativity test.
38. People may be simply considered evil if their behaviors are morally unacceptable to us.
39. The research published by two scientists was intended to examine the relationship between dishonesty and creativity.
40. The author's lectures sparked lively discussions in his class.
41. The researchers tested the participants' creativity by asking them to play a word game.
42. It is time we realized that deviance may be capable of doing both good and harm to individuals and society.
43. The reasons for people's evil behaviors can be explained in more ways than one.
44. The math task in one experiment was designed to test participants' tendency to cheat.
45. Some creative ideas have turned out to do harm to human society.

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.

Even though we are living in an age where growing old is thought of as an inevitable misery, this doctor has been changing the game for seniors over the last 25 years.

It all started in 1991 when the Harvard-educated physician was transferred from working in a stressful emergency room to being the medical director of a nursing home in upstate New York. The depressing and regimented (严格管制的) environment got him thinking on what exactly could improve the residents' conditions.

Even though animals in nursing homes were illegal at the time, Dr. Bill Thomas took a chance. Based on a hunch (直觉), he brought in two dogs, four cats, hens, rabbits, 100 birds, a multitude of plants, a flower garden, and a vegetable patch.

The change was dramatic. There was a 50% drop in medical prescriptions along with a dramatic decrease in death rates — but most importantly, the residents were simply happier.

Dr. Thomas's approach, named the Eden Alternative, has driven nursing homes to allow a more autonomous (自主的) and creative living space for their elderly. It erases the belief that growing old

means growing useless. He encourages residents to think of their age as an enriching new phase of life rather than the end of it.

Thomas, now a speaker and author of several books, also created small, independently-run residences with their own bedrooms and bathrooms, and he has been preaching a singular message that getting old is not a bad thing.

"Within six weeks, they had to send a truck around to pick up all the wheelchairs," Thomas told the *Washington Post*. "You know why most people in nursing homes use wheelchairs? Because the buildings are so big."

The 56-year-old doctor's methods have been adopted in Australia, Japan, Canada, and America with enormous success. Last year he published *Second Wind: Navigating the Passage to a Slower, Deeper, and More Connected Life*, a guide on how to shift our perspectives on aging and growth.

He is currently traveling through North America performing with his guitar and his enthusiasm on his Age of Disruption Tour.

46. What has Bill Thomas been doing for a quarter of a century?

- A) Transforming people's lifestyle.
- B) Honoring his Harvard education.
- C) Changing people's philosophy of life.
- D) Shifting people's perspective on aging.

47. Why did Bill Thomas try something different in the nursing home?

- A) He wanted to make it more pleasant for seniors.
- B) He wanted to apply his Harvard training to practice.
- C) He felt it his duty to revolutionize its management.
- D) He felt disappointed working in the environment.

48. What do we learn about Bill Thomas bringing animals and plants into the nursing home?

- A) He made a mess of the nursing home.
- B) He did something all professionals would do.
- C) He won instant support from the state authorities.
- D) He acted in violation of the state law.

49. What has Bill Thomas been persistently advocating?

- A) Good health is not just a privilege of the young.
- B) Nursing homes should be strictly limited in size.
- C) Getting old is by no means something miserable.
- D) Residences for seniors should be run independently.

50. How is Bill Thomas's new concept received??

- A) It is gaining ground in many countries.
- B) It is being heatedly debated worldwide.
- C) It is considered revolutionary everywhere.
- D) It is winning approval from the government.

Passage Two

Questions 51 to 55 are based on the following passage.

Research shows that in developed countries, more affluent and educated people tend to consume higher-quality diets — including more fruits and vegetables, fish and whole grains. On the contrary, economically disadvantaged people report diets that are nutrient-poor and energy-dense. They are less likely to have food-purchasing habits that conform to public health recommendations.

These dietary differences are often accompanied by higher rates of obesity and diabetes among lower-income people. This relationship between social class and diet quality and health is extensively documented. However, the research does not explain why this is the case — a question that has significant implications for designing effective policies and initiatives to improve diets and prevent chronic diseases.

Public-health initiatives to promote healthy diets often focus on providing nutrition education and recipes (食谱). These approaches, however, often presume less food literacy (i.e. food knowledge and skills) among low-income people. Are unhealthy diets really the result of poor choices, limited food skills and knowledge?

Research suggests that adults in food-insecure households are just as likely as those in food-secure households to adjust recipes to make them more healthy. They are also just as proficient in food preparation and cooking skills. There is no indication that increasing food skills or budgeting skills will reduce food insecurity.

Instead, disadvantaged groups are constrained by their economic, material and social circumstances. For example, low income is the strongest predictor of food insecurity in Canada, where one in eight households experiences insufficient access to nutritious foods.

It's well-established that food prices are an important determinant of food choice. Low-income households report that they find it difficult to adopt dietary guidelines because food prices are a barrier to improving their diets.

When researchers estimate the cost of diets people actually eat, higher-quality diets are typically more costly.

While this may be so, it does not, in itself, prove that healthy diets are necessarily more expensive or cost-prohibitive. After all, not all socioeconomically disadvantaged people consume poor diets.

We can easily think of a number of foods and recipes that are both inexpensive and nutritious. The internet is full of recipes for "eating well on a budget."

51. What can we learn from research on diets in developed countries?

- A) Dietary recommendations are not fit for underprivileged people.
- B) People from different social groups vary in their dietary habits.
- C) People's choice of food depends on their individual taste.
- D) There is no consensus on what high-quality diets are.

52. What does the author say is important in formulating policies to improve diets and health?

- A) A better understanding of the relationship between social class and health.

- B) A greater emphasis on studying the cause of obesity and chronic diseases.
 - C) Prioritizing the provision of better nutrition for lower classes.
 - D) Designing education programs and initiatives on public health.
53. What does research reveal about adults in food-insecure households?
- A) Their eating habits need to be changed.
 - B) Their food literacy has been improving.
 - C) They do not pay much attention to their food recipes.
 - D) They do not lack food knowledge or budgeting skills.
54. What would help improve food security among the disadvantaged groups in Canada?
- A) Teaching them budgeting skills.
 - B) Increasing their food choices.
 - C) Enabling them to have more access to nutritious foods.
 - D) Taking more effective measures to increase food supplies.
55. What does the author suggest disadvantaged people do to improve their health?
- A) Adopt a positive attitude towards dietary guidelines.
 - B) Choose diets that are both healthy and affordable.
 - C) Make sure to purchase healthy foods on the internet.
 - D) Change their eating habits and consumption patterns.

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**.

冬至(Winter Solstice)是全年白昼最短、黑夜最长的一天，标志着一年中最寒冷时节的开始。冬至过后，气温越来越低，人们的户外活动逐渐减少。农民地里活儿不多，主要忙于灌溉系统的维护和农作物的防冻，同时为来年春天播种做准备。

中国人历来很重视冬至，许多地方都把冬至当作一个节日，庆祝方式各地不尽相同。北方人有冬至吃饺子(jiaozi)的习俗，南方人有冬至吃汤圆(tangyuan)的传统。

2023 年 12 月大学英语四级考试真题（第 1 套）

Part I Writing (30 minutes)

Directions: Suppose the university newspaper is inviting submissions from the students for its coming edition on what in their university impresses them most. You are now to write an essay for submission. You will have 30 minutes to write the essay. 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. He noticed the driver was too young to drive.
B. He found there was no one sitting at the wheel.
C. He thought something must be wrong with the driver.
D. He saw the driver changing lanes much too frequently.
2. A. Buy a sports car.
B. Drive across town.
C. Leave California
D. Visit his sister.

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

3. A. How they change the way we shop.
B. How they alter human skeletons.
C. How they cause increased headaches.
D. How they affect our communication.
4. A. It loosens.
B. It brightens.
C. It hardens.
D. It softens.

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

5. A. Create Internet pages for him.
B. Ask a local pet shop to adopt him.
C. Name an orange tree after him.
D. Hold a birthday party for him.
6. A. He is a bold and aggressive pet.
B. He pays regular visits to village shops.
C. He once bit a doctor's receptionist.
D. He likes to sit on the hairdresser's chair.
7. A. He is fond of luxury cat food.
B. He likes to stay in villagers' houses.
C. He knows everybody in the village.
D. He often seeks food around her pub.

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. Who to order the food.
B. Whether to have sandwiches.
C. When to go for their meal.
D. Where to have their lunch.

9. A. In the shopping center nearby.
B. In the expensive Italian style diner.
C. At the sandwich place on Camden Street.
D. At the American restaurant they frequent.
10. A. There is to be a conference call.
B. She has to meet with her boss then.
C. There will be crowds of people waiting for her.
D. She will have a photo taken with Brigitte Clark.
11. A. She doesn't deem homemade soup tasty.
B. She doesn't think his wife cooks well.
C. She feels Jeremy would rather dine out.
D. She has found the soup smells terrible.

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

12. A. A landlady.
B. A waitress.
C. A receptionist.
D. A saleswoman.
13. A. He was involved in a terrible car accident last April.
B. He has much difficulty getting up and down stairs.
C. He is expected to undergo a knee operation.
D. He prefers to stay next door to the children.
14. A. To please his parents-in-law.
B. To find the best trip for his kids.
C. To satisfy his curiosity.
D. To compare prices.
15. A. Visit a local art gallery.
B. Go on a boat trip.
C. Take some photos of the islands.
D. Try her hand-made clothing.

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 are more intelligent than many of us.
B. They have already become our new friends.
C. They have begun to affect our social behavior.
D. They play increasingly more important roles.
17. A. Whether it might have any effect on the way we negotiate.
B. Whether it might actually outperform human negotiators.
C. Whether it can facilitate business transactions.
D. Whether it can speed up legal procedures.
18. A. Choose to be tough.
B. Sympathize with their opponent.
C. Use deceptive strategies.
D. Appear to be pleasant.

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

19. A. They were perceived differently by some academics.
B. They still existed six months after the course ended.
C. They varied greatly among the course participants.
D. They were only measurable within seven weeks.

20. A. They can be easily seen among participants in a healthy weight range.
 B. They should be attributed to participants' change in diet behaviors.
 C. They are linked to cooking confidence and cooking satisfaction.
 D. They actually result from eating more fruits and vegetables.

21. A. Gender. C. Health.
 B. Confidence. D. Practice.

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

22. A. It keeps others away. C. It remains visible.
 B. It causes discomfort. D. It varies in size.
23. A. It makes us feel uncomfortable. C. It brings the acquaintance closer to us.
 B. It renders the acquaintance a stranger. D. It causes the bubble around us to vanish.
24. A. In personal space. C. Within a distance of 18 inches.
 B. In social space. D. Over 2 feet away from one another.
25. A. When we begin to feel fear. C. When we are 3 or 4 years old.
 B. When we develop a sense of space. D. When we enter our teens.

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.

Exercising for just 10 minutes a week is linked to a longer life, according to a new study published in *The British Journal of Sports Medicine*.

Several recent studies have found that even low-intensity exercise, done for a short amount of time, can have a meaningful 26 on health. Still, the idea that exercising for just 10 minutes a week may be enough to increase your lifespan is novel. It's also somewhat 27, since the federal physical activity guidelines recommend getting at least 75 minutes of vigorous exercise or 150 minutes of 28 exercise each week.

The study was based on data from more than 88,000 U.S. adults who 29 in the National Health Interview Survey between 1997 and 2008.

Contrary to some research that has found an 30 limit to the amount of exercise that is healthy, the researchers found that there was 31 no limit to the longevity (长寿) benefits of exercise. Even the small group of people who got 10 times the amount of exercise recommended by the federal government had a 46% lower 32 of death than the least active group.

Still, observational studies like this one cannot prove cause and effect; they can only find 33. The researchers also were not able to 34 for certain lifestyle factors that could affect lifespan, including dietary habits and changes in physical activity over time. Despite these 35, the study's results are yet another indication of the power of physical activity, even in small amounts.

A. adjust	F. impact	K. populated
B. alter	G. limitations	L. risk
C. approximately	H. moderate	M. seemingly
D. controversial	I. participated	N. type
E. coordinates	J. patterns	O. upper

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 Climate Change Will Affect What You Eat

- A. Earlier this year, scientists warned that one in six animal species could go extinct (灭绝的) due to climate change. Could the same thing happen to our crops and other foodstuffs too?
- B. It's clear that farmers in many parts of the world are going to find things harder in the coming decades. Last week, *BBC Future* explored one scientist's efforts to help crops cope with the increased probability of droughts. By using the genes from resurrection (复活) plants, Jill Farrant of the University of Cape Town is exploring whether she can design crops to survive for much longer periods without water.
- C. But if we can't find ways to protect other foods, will they survive climate change? Fortunately, there is some good news on this front. Despite alarmist headlines about "foods that are going extinct," there is no evidence that major food types like beans, chocolate, wine, corn or wheat will cease to exist.
- D. But that doesn't mean it's all good news for future food. We will probably have to change where we grow certain crops, as some regions get too hot. The disadvantage, obviously, is that local farmers will suffer under this situation. And some people may struggle to get the same access to certain foods. "Even if overall food production may be unaffected, food security can still be impacted," says Margaret Walsh, a scientist at the U.S. Department of Agriculture's Climate Change Program Office. In other words, even if a certain food is still grown on some corner of the Earth, it doesn't mean that everyone will continue to have the same degree of access as today.
- E. Overall, the yields of many foods, from staples to life-enhancing extras such as coffee and chocolate, will likely be impacted by climate change too. How those decreases will be felt will depend on the degree of warming and the crop in question, but in general, "anything over about 30°C is very bad for crops," says Wolfram Schlenker, an associate professor of international and public affairs at Columbia University. For example, statistical studies that he and a colleague built of corn and soybean (大豆) production in the U.S. show a steep decline after crossing the 30°C temperature threshold (临界点).
- F. In the U.S. — the world's largest producer of corn and soybeans — farms can move north to some degree, Schlenker says. But eventually, yields will likely suffer because the soil north of Iowa declines in quality — a legacy of glacial (冰川的) expansion. Other studies, including studies of wheat in India and corn in Africa, also found that there is a threshold above which yields sharply decline: crops can adapt and move, but only to a point. "What's common to all studies is the finding that extreme heat is damaging to crop growth, although exact cutoffs vary by crop," Schlenker says. "If predictions for the end of the century are true, though, I think a lot of agricultural areas in the U.S. will see significant hits."
- G. Under current conditions, about 4% of the world's croplands experience drought in any given year, but by the end of the century those conditions are forecasted to jump to about 18% per year. Some studies

indicate that horticulture crops — generally, everything besides staples — may be impacted most severely, largely because they tend to be confined to a smaller geographic area. Researcher Andrew Jarvis and his colleagues found that 80% of coffee-growing zones in Central America and Brazil could become unsuitable by 2050, for example, while climate change will likely have “great impacts” on cocoa (可可粉) production in West Africa. “High quality chocolate will be less available in the future, and if you want it, you’ll have to pay a lot more for it,” Jarvis says.

- H. This means that, for those who can afford it, some foods will simply cost them more in the future. But for poorer people, those same price jumps will likely cause certain foods to go extinct from their diets. “The more you reduce, the shorter the supply, and the higher the price will jump,” Schlenker says.
 - I. Another potential climate change-induced problem is our dependence on commodity crops — wheat, soybeans, corn and rice — which currently provide humanity with 75% of its calories, either directly or indirectly through the animals we raise on those crops. Jarvis and his colleagues also found that, over the past five decades, the world has seen an increasing standardisation of diets; the foods we eat globally today are 36% more similar than they were in 1961. While this can be good news for the world’s poorest people who now consume more calories, protein and fat than in the past, homogeneity (同一性) and over-dependence on a handful of staples leaves us vulnerable to threats such as drought, disease and pests — all of which are predicted to worsen in many parts of the world as a result of climate change.
 - J. There are ways we could soften the coming blow to the global food supply, however. Like Farrant’s work with resurrection crops, a number of companies, organisations and researchers are aiming to create drought- and temperature-resistant crops through genetic engineering and conventional breeding. For now, the jury is still out as to how successful those endeavours will be. “The people at Monsanto who I’ve talked to are much more optimistic that they’ll be able to engineer heat-tolerant crops,” Schlenker says. “On the other hand, scientists at the USDA who I’ve spoken with are much more cautious.”
 - K. Until genetic engineering comes to fruition, other strategies might also help in some places, including applying more fertiliser, implementing better irrigation, using machinery that gets crops out of the field faster or installing storage facilities to delay spoilage. “Many places could benefit a great deal just by using technologies that already exist,” Walsh says. “General farm management can go a long way toward easing changes.”
 - L. Finally, diversifying our diet away from heat-sensitive wheat, corn, rice and other crops could also help. “We’ve seen profound changes in the last decades in what we eat largely as a result of international trade, and I think that trend toward more diversification will continue,” Jarvis says. “Depending on a greater number of plant species creates a more vigorous and less risky food system — and one that provides a broader range of nutritional requirements.”
- 36. One consequence of climate change is that some people may not have adequate access to certain foods.
 - 37. People around the world are eating foods more similar than what they used to eat.
 - 38. A recent news report talked about scientific efforts to help crops survive droughts through genetic engineering.
 - 39. It is predicted that climate change will affect the availability and price of quality chocolate.
 - 40. People wonder if certain crops and foodstuffs could disappear like some animal species due to climate change.
 - 41. Although farms in the U.S. can move a bit northward, crop yields may decrease.
 - 42. One possible solution to the food security problem is diversification of diet.

43. It remains unsettled whether the global food supply problem can be solved by creating heat-tolerant crops through genetic engineering.
44. Poor people may have to give up eating certain foods because of their high prices.
45. A number of existing farming technologies could be used to reduce the negative effect of climate change on food production.

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.

One of my bad habits is saying “busy” when people ask me how I’m doing. Sometimes it’s because I actually am busy, but other times it’s because that’s what I think I’m supposed to say. That’s what important people say. That’s what people who get promoted say. But working long hours doesn’t drive better results. Never taking a vacation won’t lead to a promotion. So why are we so proud to talk about how busy we are all the time?

In 2016, researchers from Columbia, Harvard, and Georgetown conducted a study to figure it out. They found busy people are perceived to be of high status, and interestingly, these status attributions are heavily influenced by our own beliefs about social mobility. In other words, the more we believe that one has the opportunity for success based on hard work, the more we tend to think that people who skip leisure and work all the time are of higher standing.

That’s why we feel like we have to appear busy, and there’s a real perception that if someone is knee-deep in meetings, emails and stress, then they’re probably a big deal. This culture of busyness is making it hard for employees to find work-life balance. According to a recent study, one in five highly engaged employees are at risk of burnout (精疲力竭).

Personally, I’m going to stop saying “busy” when people ask me how I am. It sounds self-righteous (自以为是的) and sets the wrong tone. Phrases like “I have limited access to email” and “I’ll respond as soon as I get back” sound like you’re being held against your will from working as opposed to making the most of your time off.

That’s why we recently launched the Out of Office Email Generator, a free tool you can use before your next long weekend or trip. You can share loud and proud that you won’t be checking email until you’re back. Managers need to think twice about emailing their teams on the weekend and talking about how busy they are. Leaders should take time off themselves and encourage employees to do the same.

46. What is a reason for the author to be in the habit of saying “busy” when asked how he is doing?
- A. He just follows successful people’s example.
 - B. He is actually proud to be fully occupied.
 - C. He thinks everyone should be devoted to work.
 - D. He believes busyness ensures accomplishments.

47. Why do we tend to think that busy people are of high status?
- A. Our status can be attributed to our social mobility.
 - B. We hold the belief that hard work leads to success.
 - C. Our own opportunity for success never comes easily.
 - D. We find few people of high status have time for leisure.
48. What do we learn about the culture of busyness from a recent study?
- A. It places employees in endless meetings, emails and stress.
 - B. It compels some 20% of employees to appear always busy.
 - C. It distorts many employees' belief of what a satisfying life is.
 - D. It does much harm to many busy employees' well-being.
49. What do such utterances as "I have limited access to email" sound like according to the author?
- A. One is too busy to check all emails in time.
 - B. One is opposed to the prevailing work culture.
 - C. One is forced by circumstances to stop working.
 - D. One is simply enjoying their time off work.
50. Why did the author and his colleagues launch the Out of Office Email Generator?
- A. To enable busy employees to spend less time checking emails.
 - B. To ensure employees as well as employers truly have time off.
 - C. To stop managers from talking about how busy their teams usually are.
 - D. To encourage both employers and employees to answer emails promptly.

Passage Two

Questions 51 to 55 are based on the following passage.

Female employees consistently pay lower airfares than men do for the same flights because they tend to book earlier.

We compared the airfare paid by employees in the same position within a company for the same class of travel and used a common statistical technique to account for other factors that might affect differences in airfares. We found that women paid on average \$18 less per ticket than their male colleagues. Further investigation allowed us to conclude that this gap is largely explained by the fact that women tended to book earlier than men, 1.8 days on average.

We wanted to determine what was causing these gender differences in booking business trips so we tested a variety of possible explanations, such as women choosing to plan ahead or male frequent travelers being inclined to book late. None of these explained away the gender gap, so we applied data collected from surveys that express consumer preferences that play a central role in economic decisions, such as patience and risk avoidance.

We found that only the concept of "negative reciprocity" — in which an employee who feels unfairly treated engages in negative behaviors, such as spending their company's money less carefully — explains these differences. The surveys showed men tend to exhibit more of these negative behaviors than women. This isn't to say that all men engage in these behaviors — or that booking relatively late is a sign of abnormal behavior. It only means that the gender gap disappears when we plug in the negative reciprocity variable.

Prior research on negative reciprocity among workers found that it can result in lower employee motivation, business performance and workplace morale (士气) and culture.

Our results show another way these negative behaviors can manifest themselves, like in airline bookings, and add to evidence that women are less likely to engage in them.

Companies spend significant sums of money on business travel. While that \$18 difference per ticket may seem small, it adds up. Our analysis suggests early booking by women can translate into savings of \$1 million a year for a large multinational company with 20,000 regular travelers.

51. What did the author's team conclude about the gender difference in airfares from their further investigation?
 - A. It is largely attributed to women booking earlier than men.
 - B. It is largely explained by women's choosing cheaper flights.
 - C. It is mainly accounted for by male employees' readiness to pay more.
 - D. It is due to the fact that women care more about their company's money.
52. What did the researchers want to determine by testing a variety of possible explanations?
 - A. What made male frequent travelers book air tickets late.
 - B. What caused women to plan ahead in booking business trips.
 - C. What motivated women to book cheaper flights.
 - D. What accounted for the gender gap in airfares.
53. What happened when the negative reciprocity variable was taken into account?
 - A. Both men and women were found to engage in negative behaviors
 - B. Neither men nor women viewed booking late as a bad behavior.
 - C. The gender difference in airfare expenses no longer existed.
 - D. The gender gap tended to narrow to a significant degree.
54. What did prior research on negative reciprocity among workers find?
 - A. It can do more harm to the workplace than to employees.
 - B. It contributes to the male-female divide in the workplace.
 - C. It proves to be counterproductive in a number of ways.
 - D. It can result in increasing labor-management conflicts.
55. What does the author emphasize about their analysis in the last paragraph?
 - A. It can help companies increase their savings significantly.
 - B. It can duly contribute to companies' business performance.
 - C. It can translate women's booking practice into men's behavior.
 - D. It can enhance large multinational companies' competitiveness.

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**.

中国政府十分重视人民的健康饮食 (diet)。通过大力提倡健康饮食，人们对合理营养增进健康的重要性有了更加深刻的认识。“吃得安全、吃得营养、吃得健康”是人民对美好生活的需要，是提升人民幸福感的必然要求，也为食品产业的发展提供了新机遇。目前，各级政府都在采取多种举措确保人民饮食健康，推进健康中国的建设。

2023 年 12 月大学英语四级考试真题（第 2 套）

Part I Writing (30 minutes)

Directions: Suppose the university newspaper is inviting submissions from the students for its coming edition on the recent developments in their hometown. You are now to write an essay for submission. You will have 30 minutes to write the essay. 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. Their interests are quite similar. | C. Their brains work in harmony. |
| B. They are generally the same age. | D. They have the same ethnic background. |
| 2. A. It can work both ways. | C. It is hard to predict. |
| B. It can be touching. | D. It resembles family ties. |

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

- | | |
|--|---|
| 3. A. Identify their biological fathers. | C. See whether they are actually related. |
| B. Search for their half-brothers. | D. Find out more about their ancestry. |
| 4. A. They were both 60 years of age. | C. They flew 737 airplanes as pilots. |
| B. They were born to the same mother. | D. They were both given up for adoption. |

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

- | | |
|---|-------------------|
| 5. A. The kilometer-long beach was practically deserted. | |
| B. The beautiful beach was spoiled with lots of trash | |
| C. Other tourists refused to join in the cleanup. | |
| D. One of his friends was caught littering. | |
| 6. A. The beach authorities. | C. A passerby. |
| B. One of the five tourists. | D. A local woman. |
| 7. A. It was tourists not natives who were cleaning up the beach. | |
| B. The number of tourists to the beach is on a steady decline. | |
| C. Some natives were selling poor-quality food to tourists. | |
| D. The tourists' good deed was not noticed by the locals. | |

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 has to play football with workmates.
B. He has got some books to read.
9. A. To teach kids about animal protection.
B. To learn how popular zoos could be.
10. A. He enjoys excellent health.
B. He is keen on extreme sports.
11. A. Tending to his swollen ankle.
B. Concentrating on reading.
- C. He is going to visit a friend.
- D. He is physically unfit for it.
- C. To see some rare animals in cages.
- D. To give her little nephew a treat.
- C. He coaches tennis players every week.
- D. He spends most of his time in the gym.
- C. Writing three book reports.
- D. Planning Christmas celebrations.

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

12. A. It is being debated by hundreds of retirees.
B. It is attracting many people's attention.
13. A. One should foresee a financial crisis.
B. One should trust financial planners' figures.
14. A. It doesn't need to be permanent.
B. It shouldn't be considered risky.
15. A. By keeping close contact with one's employers.
B. By following the counsel of financial planners.
C. By retiring when one reaches sixty years old.
D. By investing half of one's monthly income.
- C. It partly records his own experience.
- D. It argues for postponing retirement.
- C. One should have one million dollars to retire.
- D. One should start saving as early as possible.
- C. It helps to reduce travel expenses.
- D. It is the way to quit a job one hates.

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 tended to be arbitrarily judged by individuals of opposing groups.
B. They tended to be easily anticipated by those belonging to their own race.
C. They were influenced by the presence of someone from an outsider group.
D. They were readily shared among members of the same social or racial group.
17. A. When an unknown student from another university was present
B. When an experimenter from the research team took notice.
C. When they were offered both candy and fruit as a snack.
D. When they tried to make a positive impression on the researchers.
18. A. By maintaining its positive image.
B. By advertising its social benefits.
- C. By supporting struggling consumers.
- D. By teaching consumers diet strategies.

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

19. A. The academic and learning issues struggling students encounter.
B. The risk students face due to a history of mental health problems.
C. The work universities are doing to help students succeed academically.
D. The effect of interacting with therapy dogs on students under pressure.

20. A. Their executive functioning.
 B. Their communicative skills.
 C. Their academic networking.
 D. Their leadership capacities.
21. A. Rid students of their anxiety.
 B. Add to some students' stress.
 C. Contribute little to typical students' success.
 D. Help students with mental issues pull through.

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

22. A. Work hard and plan carefully.
 B. Attempt to succeed at any cost.
 C. Aim high and expect great results.
 D. Remain optimistic even in difficulty.
23. A. Regarding failure as something inevitable.
 B. Trying out innovative marketing strategies.
 C. Venturing into sectors never explored before.
 D. Being willing to experiment with novel ideas.
24. A. Expect future success so as to move forward.
 B. Learn from our failure and forge ahead.
 C. Distinguish between good and bad risks.
 D. Examine our strategies and find out weaknesses.
25. A. Fresher offers.
 B. Safer operation.
 C. More challenges.
 D. Less competition.

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 number of studies have looked at how family life can affect productivity and satisfaction in the workplace. However, there has been 26 little research on the influence of leisure activities. So Ciara Kelly and colleagues recruited 129 hobbyists to look at how the time spent on their hobbies 27 their work life.

The researchers found that when participants spent longer than 28 on their leisure activity, their belief in their ability to perform their job was strengthened. But this was only the 29 when they had a serious hobby that was dissimilar to their job, or when their hobby was similar to their work but they only did it 30. When their hobby was both serious and similar to their job, then spending more time on it actually decreased their work 31.

Why might that be? To maintain a serious hobby, people need to invest significant psychological resources, say the authors — so if the activity has the same kinds of demands as their work, they may be left 32 and unable to perform well at their job. But if their hobby is quite different from their career, it may not 33 in the same way but instead help them develop other knowledge and skills that can 34 their confidence at work. “Consider a scientist who is a keen rock climber,” says Kelly. “Since climbing is so far

35 from their day-to-day work activities, they can still recover from the demands of their job with plenty of resources.”

A. boost	F. exhausted	K. relative
B. case	G. faculty	L. removed
C. casually	H. interfere	M. scratch
D. efficiency	I. normal	N. shaped
E. estate	J. prevalent	O. surprisingly

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*.

More fathers are taking paternity leave, but mothers are still doing all the work

- A. Attitudes towards paternity leave (陪产假) have drastically changed in America in the last five years as more fathers feel comfortable taking extended time off, but gender bias persists when it comes to career prospects and the home, according to a new study of working parents.
- B. Research by the Boston College Center for Work & Family, which surveyed new parents at four large U.S. companies who were qualified for taking at least six weeks paid parental leave, found that 81% of the 1,240 employees surveyed said the notion of fathers taking leave has become more acceptable.
- C. Of those surveyed, 62% of fathers took the maximum amount of time off compared to 93% of mothers, and around three-quarters of workers said their employer was equally supportive of mothers and fathers taking parental leave and over half said leave policies had made workplace culture better.
- D. The U.S. is one of only three countries in the world not to offer statutory (法定的) paid leave, but increasingly states and companies are starting to take up the issue. So far, eight states and the District of Columbia have their own paid family leave laws.
- E. Brad Harrington, executive director of the center and lead author of the study, estimates only 20% to 30% of companies in the U.S. offer paid parental leave. He feels the research findings reflect an obvious change in corporate attitudes to new fathers taking time off.
- F. “We did a study on paternity leave five years ago. Compared with those findings, these numbers were shocking to me. I did not expect 80% of people to say the organisation finds dads taking this leave acceptable and three-quarters to say it’s equally supportive of women and men taking leave,” Harrington said.
- G. The previous study found that nearly three-quarters of fathers saw two to four weeks as an appropriate duration for paternity leave and 76% said they would prefer not to take all their time off at once.
- H. Since then, there have been a number of legal cases against companies involving paternity leave — including cases against JPMorgan Chase and Estée Lauder — which have helped put pressure on companies to make their parental leave policies gender neutral.
- I. However, the study also shows how traditional gender roles endure both at work, where more women than men reported changes in their perceived career potential, and at home — even among workers who claim to have a strong desire for equality.

- J. The vast majority of men, 97%, said one of the top reasons to take leave was to share caregiving with their partner. But when they were asked about how caregiving and household tasks were divided, their answers painted a different picture. While about 75% of employees said both genders should give the same amount of care, the majority of men and nearly half of women admitted that in reality the female actually did most of it. A tiny fraction, 2%, of men said they did more of the childcare.
 - K. Men and women's experiences of the return to work following parental leave were also considerably different. Of the women surveyed, 32% reported a downturn in their job satisfaction, while 14% said it increased. In comparison, 17% of men said their job satisfaction went down and 20% said it went up. Meanwhile, more women reported an increase in their responsibilities and manager expectations after childbirth. Half of the women said they used flexible work arrangements after becoming a parent, while just 27% of men did. Similar percentages of men and women said they enjoyed their careers and that it gave them a sense of achievement, while around half of women and 44% of men said it was a key part of their identity.
 - L. On the subject of career advancement, 59% of women and 49% of men said leave could be limiting and both genders said they feared it would have an impact on their progress long-term. But on opportunity for promotion, more than double the number of women, 30% compared with 15% of men, believed their chances to be lower after becoming a parent. Despite progress, the struggle for women to reach the highest positions of power is demonstrated in this year's Fortune 500 list, which featured a record 33 female CEOs, but this still represents a tiny fraction of the total.
 - M. Harrington said culture change depends on companies putting more focus on men and their responsibilities. "By that I mean companies need to give men paternity leave and encourage men to take time off to be with their kids early on in the kids' life. They also need to recognise that men have to make significant adjustments when they become parents. Companies cannot do all these things to enhance women's advancement and then turn around and say, 'Oh, but we don't expect the men to take over for the women at home.' "
 - N. In May, the American Civil Liberties Union (ACLU) and Outten & Golden LLP announced a historic class-action \$5m settlement with JPMorgan Chase on behalf of male employees who claim they were illegally denied access to paid parental leave. Derek Rotondo, 35, filed the discrimination charge against his company after he was allegedly told by his HR department that mothers were considered primary caregivers. Thus, they were allowed to take 16 weeks of paid parental leave. Fathers, however, could take just two weeks.
 - O. The father of two from Columbus, Ohio, who still works at the company as an associate and investigator, said he has witnessed a "domino effect (多米诺效应)" across companies since the settlement, but that there is still substantial progress to be made towards changing attitudes towards paternity leave.
 - P. "I do think there's still some way to go...there's still going to be sort of the unstated expectation for new dads to essentially come right back to work, but I think the research is showing that's starting to change." He said equal parental leave is an essential component to creating gender equality in the workplace. "The old standard of women staying home, having babies and cooking doesn't apply and hasn't applied for a long time."
36. In the absence of Federal legislation, some states in the U.S. have passed laws concerning paid family leave.
 37. Most fathers admitted that even during their paternity leave they actually did much less childcare than the

mother.

38. According to one father, equal parental leave is indispensable to achieving gender equality in the workplace.
39. One survey indicated there is now less objection to paternity leave.
40. Compared to five years ago, according to one researcher, many more people said their organisation gave the same support to men and women taking parental leave.
41. One study finds that even workers who claim to desire gender equality stick to traditional gender roles both at work and at home.
42. The majority of workers surveyed said parental leave policies had improved workplace culture.
43. In spite of progress, the number of women in top positions of big companies remains extremely small.
44. According to one estimate, less than one third of companies in the U.S. provide paid parental leave.
45. A number of lawsuits have pressured companies to formulate gender neutral policies on parental leave.

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.

Having a rival can keep you committed to achieving your goals and enhance your overall performance. But before you go out and find an entrepreneur to outcompete, it's important to understand and avoid the traps that often come with rivalry. After all, competitive rivalry can also hinder effective decision-making and increase your willingness to take risks, behaviors that can ultimately hurt your venture's success.

Finding someone you're committed to outcompeting can be a great way to stay focused on your goals and push your venture to the next level. But when you're intently focused on outperforming your rivals, you may begin to develop a "win-at-all-costs" mentality that causes you to ignore how you achieve success. One group of researchers, for example, examined the link between rivalry and unethical behavior. They found that when people compete against their rivals, they are more willing to behave unethically to win. But such behavior may stain your reputation and strain relationships important to your success. One way to avoid this trap is to stop and reflect on what's important. While outperforming your rivals may provide short-term benefits, the loss of your integrity will have long-term consequences.

One reason having a rival can enhance your venture's performance is that it creates a level of excitement that drives you to work harder. But this eagerness to win may also hurt your venture's success, particularly when it causes you to make impulsive, insensible decisions. But it's possible to avoid such costly mistakes by making a habit of engaging in critical thinking, such as considering opposing viewpoints and conducting cost-benefit analyses, especially for those decisions that are complex and can determine the future of your venture.

The sense of eagerness that comes with having a rival can not only cause you to make poorer decisions, but it can also lead you to take greater risks that put your venture in peril. One way you can overcome the risk-inducing effects of rivalry that stand to endanger your venture's success is to remain attentive to your emotional state and actively monitor how such feelings are affecting your decision-making.

46. How can competitive rivalry benefit entrepreneurs according to the passage?
- A. By enabling them to outcompete other entrepreneurs.
 - B. By enabling them to make their venture a success.
 - C. By helping them to reach long-term goals.
 - D. By helping them to stay goal-oriented.
47. What is one of the traps entrepreneurs may often fall into when competing with rivals?
- A. They may adopt strategies that are bound to ruin their venture.
 - B. They may resort to unethical means to outperform their rivals.
 - C. They may be too eager to succeed while ignoring the huge labor cost.
 - D. They may be intently focused on winning at the current market level.
48. What are entrepreneurs advised to do to avoid traps that often accompany rivalry?
- A. Deliberate on what really matters.
 - B. Prioritize reaping immediate benefits.
 - C. Estimate the long-term consequences.
 - D. Reflect on what successes are achievable.
49. How can entrepreneurs avoid making impulsive and insensible decisions?
- A. By engaging themselves in critical reasoning.
 - B. By developing a habit of keeping their integrity.
 - C. By criticizing themselves for previous poor performances.
 - D. By refraining from being too excited about their successes.
50. How can entrepreneurs overcome the risk-inducing effects of rivalry?
- A. By paying close attention to their current performance.
 - B. By taking steps that stand to endanger their rivals' success.
 - C. By monitoring how their decision-making impacts their mentality.
 - D. By keeping their emotions in check to avoid making poor decisions.

Passage Two

Questions 51 to 55 are based on the following passage.

A multitasker is one who can perform two or more tasks effectively at the same time, which — apart from the obvious differences — is similar to what a computer does. The concept does indeed come from the realms of technology, where it is used to refer to an operating system that can execute multiple tasks at the same time. However, the question is: can a person really be a multitasker?

For most scientists, the answer is no. So much so that, according to experts in neuroscience(神经系统科学), our brains do not handle multitasking situations well. As soon as two tasks require our attention, productivity suffers. What we call multitasking, therefore, is in reality the ability to move more or less quickly from one task to another. This requires two essential conditions: that one of the tasks needs to be automatic, like walking or eating, and that they both need different mental processes. Answering the phone and writing at the same time, for example.

However, on the other side of the coin there are people who maintain that it is possible to be, or at least seem to be, multitasking. A recent study concluded that regardless of whether people are actually handling several tasks or not, the mere fact that they perceive this activity as multitasking has a positive effect on their performance.

The business perspective offers a different view: multitasking is understood as the ability to adapt to all

types of environment within a company and effectively undertake different activities within a set time frame. Indeed, many companies look for people who are skilled in multitasking to improve their productivity. From this different perspective, you can not only be multitasking but this ability can also be taught: something that is easier in fluid organisations, which favour flexibility in their working practices.

The benefits of multitasking are clear. Being quicker and more efficient increases our performance and the number of tasks completed. But having to pay attention to several things at once means that the powers of concentration are reduced and that can lead to more mistakes.

51. What does a “multitasker” originally refer to?

- A. An operating system capable of doing several tasks at once.
- B. A skilled worker executing more than one task at the same time.
- C. A sophisticated technology doing several tasks effectively at once.
- D. An efficient person able to perform multiple tasks at the same time.

52. Why can't people really be multitaskers according to neuroscientists?

- A. They are not sufficiently exposed to multitasking situations.
- B. They are not comparable to mechanical operating systems.
- C. Their brains do not allow them to multitask.
- D. Their attention span cannot be expanded.

53. What do we learn from the conclusion of a recent study on multitasking?

- A. People make greater achievements by maintaining whatever they are doing is multitasking.
- B. People's performance benefits from the perception of what they are doing as multitasking.
- C. People's active mental processes exert a positive effect on their multitasking.
- D. People can improve their capabilities by handling multitasking situations.

54. How does the business world view multitasking?

- A. It is a rare skill often found in fluid organisations.
- B. It is an adaptable capability required of all workers.
- C. It is an essential quality many employees lack.
- D. It is a desirable ability that can be developed.

55. What does the author imply we should do if we have to focus on some task and do it well?

- A. Work in a flexible way.
- B. Learn from mistakes.
- C. Avoid multitasking.
- D. Increase efficiency.

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**.

改革开放以来,中国人民生活水平不断提高,这在人们的饮食 (diet) 变化上得到充分体现。如今,人们不再满足于吃得饱,而是追求吃得更加安全、更加营养、更加健康,食物也愈来愈丰富多样,不再限于本地的农产品。物流业 (logistics industry) 的发展使人们很容易品尝到全国各地的特产。毫无疑问,食品质量与饮食结构的改善为增进人们健康提供了有力的保障。

2023 年 12 月大学英语四级考试真题（第 3 套）

Part I Writing (30 minutes)

Directions: Suppose the university newspaper is inviting submissions from the students for its coming edition on a campus event that has impressed them most. You are now to write an essay for submission. You will have 30 minutes to write the essay. You should write at least 120 words but no more than 180 words.

Part II Listening Comprehension (25 minutes)

提示：2023 年 12 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.

When people set out to improve their health, they usually take a familiar path: starting a healthy diet, getting better sleep, and doing regular exercise. Each of these behaviors is important, of course, but they all 26 on physical health — and a growing body of research suggests that social health is just as, if not more, important to 27 well-being.

One recent study published in the journal *PLOS ONE*, for example, found that the strength of a person's social circle was a better 28 of self-reported stress, happiness and well-being levels than fitness tracker data on physical activity, heart rate and sleep. That finding suggests that the “29 self” represented by endless amounts of health data doesn't tell the whole 30.

There's also a qualified self, which is who I am, what are my activities, my social network, and all of these aspects are not 31 in any of these measurements.

This idea is supported by plenty of 32 research. Studies have shown that social support — whether it comes from friends, family members or a spouse — is 33 associated with better mental and physical health. A rich social life, these studies suggest, can lower stress levels, improve mood, encourage positive health behaviors and discourage damaging ones, boost heart health and improve illness 34 rates.

Social isolation, meanwhile, is linked to higher rates of physical diseases and mental health conditions. It's a significant problem, 35 since loneliness is emerging as a widespread public health problem in many countries.

A. base	F. overall	K. quantified
B. eagerly	G. preached	L. recovery
C. especially	H. prior	M. reflected
D. focus	I. prompt	N. story
E. indicator	J. puzzle	O. strongly

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**.*

Teenagers and social networking

- A. As a parent of two boys at primary school, I worry about the issues associated with teenagers and social media. Newspapers are constantly filled with frightening accounts of drug addiction and aggressive behaviour supposedly caused by violent videogames. But even when these accounts touch on real concerns, they do not really reflect the great mass of everyday teenage social behaviour: the online chat, the texting, the surfing, and the emergence of a new teenage sphere that is conducted digitally.
- B. New technologies always provoke generational panic, which usually has more to do with adult fears than with the lives of teenagers. In the 1930s, parents worried that radio was gaining “an irresistible hold of their children”. In the 80s, the great danger was the Sony Walkman (随身听). When you look at today’s digital activity, the facts are much more positive than you might expect.”
- C. Indeed, social scientists who study young people have found that their digital use can be inventive and even beneficial. This is true not just in terms of their social lives, but their education too. So if you use a ton of social media, do you become unable, or unwilling, to engage in face-to-face contact? The evidence suggests not. Research by Amanda Lenhart of the Pew Research Centre, a U.S. think tank, found that the most passionate texters are also the kids most likely to spend time with friends in person. One form of socialising doesn’t replace the other. It expands it.
- D. “Kids still spend time face to face,” Lenhart says. Indeed, as they get older and are given more freedom, they often ease up on social networking. Early on, the web is their “third space”, but by the late teens, it’s replaced in reaction to greater independence. They have to be on Facebook, to know what’s going on among friends and family, but they are ambivalent (有矛盾心理的) about it, says Rebecca Eynon, a research fellow at the Oxford Internet Institute, who has interviewed about 200 British teenagers over three years. As they gain experience with living online, they begin to adjust their behaviour, struggling with new communication skills, as they do in the real world.
- E. Parents are wrong to worry that kids don’t care about privacy. In fact, they spend hours changing Facebook settings or using quick-delete sharing tools, such as Snapchat, to minimise their traces. Or they post a photograph on Instagram, have a pleasant conversation with friends and then delete it so that no traces remain.
- F. This is not to say that kids always use good judgment. Like everyone else, they make mistakes — sometimes serious ones. But working out how to behave online is a new social skill. While there’s plenty of drama and messiness online, it is not, for most teens, a cycle of non-stop abuse: a Pew study found only 15% of teens said someone had bullied them online in the last 12 months.
- G. But surely all this short-form writing is affecting literacy? Certainly, teachers worry. They say that kids use overly casual language and text-speak in writing, and don’t have as much patience for long reading and complex arguments. Yet studies of first-year college papers suggest these anxieties may be partly based on misguided nostalgia (怀旧). When Stanford University scholar Andrea Lunsford gathered data on the rates of errors in “freshman composition” papers going back to 1917, she found that they were virtually

identical to today.

- H. But even as error rates stayed stable, student essays have blossomed in size and complexity. They are now six times longer and, unlike older “what I did this summer” essays, they offer arguments supported by evidence. Why? Computers have vastly increased the ability of students to gather information, sample different points of view and write more fluidly.
 - I. When linguist Naomi Baron studied students’ instant messaging even there she found surprisingly rare usage of short forms such as “u” for “you”, and as students got older, they began to write in more grammatical sentences. That is because they want to appear more adult, and they know how adults are expected to write. Clearly, teaching teens formal writing is still crucial, but texting probably isn’t destroying their ability to learn it.
 - J. It is probably true that fewer kids are heavy readers compared with two generations ago, when cheap paperbacks boosted rates of reading. But even back then, a minority of people — perhaps 20% — were lifelong heavy readers, and it was cable TV, not the internet, that struck a blow at that culture in the 1980s. Still, 15% or more of kids are found to be deeply bookish. In fact, the online world offers kids remarkable opportunities to become literate and creative because young people can now publish ideas not just to their friends, but to the world. And it turns out that when they write for strangers, their sense of “authentic audience” makes them work harder, push themselves further, and create powerful new communicative forms.
 - K. Few would deny that too much time online can be harmful. Some of the dangers are emotional: hurting someone from a distance is not the same as hurting them face to face. If we’re lucky, the legal environment will change to make teenagers’ online lives less likely to haunt them later on. Just last week, California passed a law allowing minors to demand that internet firms erase their digital past and the EU has considered similar legislation.
 - L. Distraction is also a serious issue. When kids switch from chat to music to homework, they are indeed likely to have trouble doing each task well. And studies show that pupils don’t fact-check information online — “smart searching” is a skill schools need to teach urgently. It’s also true that too much social networking and game playing can cut into schoolwork and sleep. This is precisely why parents still need to set firm boundaries around it, as with any other distraction.
 - M. So what’s the best way to cope? The same boring old advice that applies to everything in parenting: moderation. Rebecca Eynon argues that it’s key to model good behaviour. Parents who stare non-stop at their phones and don’t read books are likely to breed kids who will do the same. As ever, we ought to be careful about our own behaviour.
- 36. Research has found the use of digital technology benefits not only teenagers’ social lives but also their studies.
 - 37. It is urgent that schools teach kids how to verify online information.
 - 38. Students now write longer and more complex essays than their counterparts in previous decades while the error rates remain unchanged.
 - 39. Newspaper reports of teenagers give a false picture of their behaviour.
 - 40. Parents are advised to mind their own digital behaviour and set a good example for their kids.
 - 41. Contrary to parents’ belief, kids try hard to leave as few traces as possible on the web.
 - 42. Students’ ability to learn formal writing is unlikely to be affected by texting.

43. Historically, new technologies have always caused great fears among parents.
44. The reading culture was seriously affected by cable television some four decades ago.
45. Teachers say that kids' writing is too casual, using language characteristic of text messages.

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.

In the history of horse racing, few horses have captured the affection of the British public like Red Rum. Today, three decades after his retirement, he is still one of the best-known and most beloved racehorses of all time.

Red Rum was passed around to several owners before being purchased for Noel Le Mar. The agent who made the purchase was the now-legendary horse trainer Donald "Ginger" McCain.

It wasn't apparent at the time, but Red Rum had a serious bone disease in his foot. For many horses (and many trainers) this would mean the end of a racing career before it even began. For Ginger and Red Rum, though, it was just an obstacle to greatness that had to be overcome.

Red Rum's true talent came out in steeplechases (障碍赛马). His power, speed and jumping ability carried him to his first Grand National title in 1973. The very next year, Red Rum returned to take his second title. He was the first horse to take successive firsts since Reynoldstown in 1935 - 1936. Red Rum's spirit and grace had already begun to charm the leagues of Grand National fans.

In the following two years, Red Rum lost out on the title, coming in second both times. When he returned in 1977 to try again, he was largely regarded as past his prime. He was 12 years old and not expected to place highly. He surprised sporting fans around the world when he came in a remarkable 25 lengths ahead of the nearest horse, taking his third Grand National win. To this day, Red Rum's third win is known as one of the greatest moments in horse racing history.

Red Rum was headed for the Grand National once again in 1978 but suffered an injury in one of his heels shortly before the race. He was retired soon after, but his public life and fame by no means decreased with the end of his career. Red Rum traveled all over the country for various engagements. He often led pre-race parades at Aintree Racecourse and was a popular guest at charity benefits and public events.

46. What do we learn from the passage about Red Rum the racehorse?
 - A. He captured public affection long before he won national titles.
 - B. He won enormous fame and love from British people.
 - C. He became a myth three decades after his retirement.
 - D. He owed his great success to several well-known horse trainers.
47. What did the serious bone disease in Red Rum's foot mean to himself and his trainer?
 - A. It was simply a hindrance they had to get over to excel.
 - B. It was surely a disadvantage though not considered fatal.
 - C. It was actually the end of a racing career that had just begun.

- D. It was really a major obstacle hard to overcome on their own.
48. What does the author say Red Rum did with his power, speed and jumping ability?
- A. He won his first Grand National title at 12.
 - B. He took two firsts successively in 1935 - 1936.
 - C. He surprised sporting fans worldwide in 1973.
 - D. He took three Grand National wins in the 1970s.
49. What did people generally think of Red Rum when he returned to the racecourse in 1977?
- A. He had already passed the peak of his racing life.
 - B. He would have no rival in Grand National steeplechases.
 - C. He had lost his charm with the leagues of Grand National fans.
 - D. He could be expected to repeat his glory in the prime of his career.
50. What became of Red Rum after his career ended?
- A. He suffered from severe pain in a heel.
 - B. He spent almost all his time traveling.
 - C. He lived on various charity benefits.
 - D. He remained famous and popular.

Passage Two

Questions 51 to 55 are based on the following passage.

People in business often make decisions based on their own personal feelings or instincts. It is quite horrifying to see people being guided by some unknown force. But how wise is it, really, to let your instincts drive your decisions?

In the decision-making process, relying on instincts only makes sense when you have a vast experience to support you. Simply “feeling” that something is right or should be done is highly subjective and can drown you.

On the other hand, there is a more rational approach to making decisions. Data and analysis have long been associated with informed decisions. These reduce the likelihood of errors and increase the chances of success. Big, systematic data is mostly the foundation of most of our decisions, personal and business alike. But with its extreme usability comes a complication: what do you do if you strongly feel something should not be done, even if the data insists that it should?

This seemingly easy question is what drives the need to understand the relationship between instincts and data in the decision-making process. Without making things complicated, the solution to this dilemma is using data and instincts in conjunction to arrive at the best possible decisions.

Instinctive decisions are always backed by previous experiences or information, which acknowledges that instinctive decisions have worked in the past. Decisions are not about making the choice and braving the consequences because you want to blindly trust your instincts. They are about combining your inner wisdom with the knowledge of systematic data to make the best decisions.

Sometimes, rational analysis and data are impractical to be employed in certain situations. Absence of definitive criteria, and time and resource constraints, and novel situations are instances which limit the practicality of data. The only feasible option is to rely on what your instincts tell you. In these situations, instincts can help you make effective and quick decisions.

Combining instinctive and rational analysis produces well-rounded decisions. It reduces the chances of making mistakes, and has increasingly become a favorite approach to decision-making among leaders of today.

51. What does the author say businesspeople often do?
- A. Strive to make sense of some unknown forces.
 - B. Avoid being driven by their own feelings.
 - C. Draw on a vast wealth of past experience.
 - D. Rely on instincts in decision-making.
52. What should we take into account in order to make informed decisions?
- A. The likelihood of errors.
 - B. Systematic data and analysis.
 - C. The complexity of circumstances.
 - D. Personal feelings and business strategies.
53. What should people do in a decision-making process if instincts disagree with data?
- A. Resolve the dilemma with previous experience.
 - B. Figure out which of the two is more reliable.
 - C. Combine the two together.
 - D. Prioritize instincts over data.
54. What should we do when facing various factors that limit the practicality of data?
- A. Make a rational and systematic analysis.
 - B. Explore the most feasible options.
 - C. Resort to our inner wisdom.
 - D. Apply definitive criteria.
55. What does it take for decisions to become the best according to the author?
- A. Applying instincts and data in conjunction.
 - B. Assessing all factors when making a choice.
 - C. Recalling what has actually worked in the past.
 - D. Refraining from trusting instincts arbitrarily.

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**.

改革开放以来, 中国人的饮食 (diet) 发生了显著变化。过去由于经济落后, 食品种类有限、数量不足, 人们仅仅满足于吃得饱。如今中国经济快速发展, 食品不仅更加丰富多样, 质量也大幅提高。随着生活水平不断提升, 人们对饮食的要求越来越高, 更加注重吃得营养健康。因此, 目前市场上推出的低脂、低糖、有机食品受到人们的普遍欢迎。

2024 年 12 月大学英语四级考试真题（第 1 套）

Part I

Writing

(30 minutes)

Directions: Suppose the business school of your university is conducting a survey to collect students' opinions on the express delivery service industry in China. You are to write a response about its recent development and its impact on people's lives. You will have 30 minutes to write the essay. 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 is making a special effort to be recognized.
B. She has been living in Fayetteville for 25 years.
C. She has been driving a school bus ever since 2009.
D. She is the longest-serving bus driver in Fayetteville.
2. A. The importance of their service to the city.
B. The number of riders they serve in the city.
C. The new proclamation issued early this week.
D. The significance of the event to take place March 18.

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

3. A. Budgeted \$56.7 million for the coming school year.
B. Requested to raise teachers' salaries by 3 percent.
C. Proposed a spending increase by 5.99 percent.
D. Kept raising funds for at least 8 budget cycles.
4. A. Decrease in salaries for school administrators.
B. Reduction in federal and state funding.
C. Firing of less qualified faculty members.
D. Closing down of some less competitive schools.

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

5. A. They often take place in the Scottish highlands.
B. They usually happen in the middle of the night.
C. Their damage can be as serious as that of bombs.
D. Their loud claps can be confused with explosions.
6. A. They sent out a message to calm them down.
B. They promised to stop the construction work.
C. They told them the military exercise was over.
D. They set off to inspect the site of the plane crash.
7. A. Keep warm. B. Take caution. C. Avoid driving. D. Use rail service.

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. Why the man is so anxious to buy a new phone.
B. How the man could possibly afford a new phone.
C. How the man got into the habit of being wasteful.
D. Why the man is so fond of using his credit card.
9. A. It is not in fashion any more.
B. It goes out of order frequently.
C. It is not as fancy as his colleagues'.
D. It lacks functions office work requires.
10. A. It enables him to buy a new phone at a more favorable price.
B. It is a special offer to recent college graduates working in offices.
C. It is available to office workers who have a good enough credit score.
D. It allows him to borrow money without paying interest for six months.
11. A. She borrowed money to pay her debt.
B. She developed a habit of overspending.
C. She enjoys buying a lot of fancy things.
D. She regrets ignoring the woman's advice.

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

12. A. Blog writing and natural resources saving.
B. Joint efforts to improve the local community.
C. Audience participation in *The Morning Show*.
D. Home ownership and environmental protection.
13. A. Not a realistic size for families.
B. Not welcomed by most Americans.
C. Only fit for families of four or less.
D. Only suitable for renting to the poor.
14. A. It should be changed.
B. It isn't easy to realize.
C. It will come true sooner or later.
D. It doesn't appeal to average families.
15. A. They help to lower housing prices.
B. They help to save up for larger houses.
C. They are a good choice for many people.
D. They are vital to reducing waste worldwide.

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. Play outdoors and enjoy themselves.
B. Beat challenges and take risks.
C. Take care of their well-being.
D. Grow up strong and healthy.
17. A. Enable them to develop their motor skills.
B. Help them to conceal their frustration.
C. Reduce their stress and depression.
D. Prevent them from feeling lonely.
18. A. It begins early.
B. It proves demanding.
C. It calls for lifelong efforts.
D. It lies in nature experiences.

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

19. A. When companies share their information online.
 B. When their job search criteria are met fully.
 C. When companies embrace greater diversity.
 D. When they find job postings visually attractive.
20. A. Emails in the normal format.
 B. Major companies in one location.
 C. All companies in the same sector.
 D. Various aspects of a company's workforce.
21. A. Job security.
 B. Potential pay raises.
 C. Minimum base salary.
 D. Information about diversity.

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

22. A. Positive. B. Original. C. Important. D. Surprising.
23. A. Dogs match their behavior with kids as much as with adults.
 B. Kids and adults alike find in dogs a source of attachment.
 C. Kids' attitude to dogs is influenced by adults.
 D. Dogs can help kids in many ways.
24. A. Dogs pay much attention to the kids they live with.
 B. Dogs view both adults and kids as social companions.
 C. Kids differ from adults in their behavior towards dogs.
 D. Kids need to be aware of the risks in playing with dogs.
25. A. Understanding dogs.
 B. Training dogs.
 C. Taking care of dogs.
 D. Associating with dogs.

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.

Scientists have known that depriving adult mice of vision can increase the sensitivity of individual neurons (神经元) in the part of the brain devoted to hearing. New research from biologists at the University of Maryland 26 that sight deprivation also changes the way brain cells 27 with one another, shifting the mice's sensitivity to different frequencies.

"This study 28 what we are learning about how manipulating vision can have a 29 effect on the ability of an animal to hear long after the window for auditory (听觉的) learning was thought to have 30," said Patrick Kanold, senior author of the study.

It was once thought that the sensory regions of the brain were not 31 after a critical period in childhood. This is why children learn languages much more 32 than adults. Kanold's earlier research disproved this idea by showing that depriving adult mice of vision for a short period increased the sensitivity of individual neurons in the auditory cortex (皮质), which is devoted to hearing.

Young brains wire themselves according to the sounds they hear frequently, assigning areas of the auditory cortex to 33 frequencies based on what they are used to hearing. The researchers found that, in

adult mice, a week in the dark also changed the 34 of space to different frequencies.

“We don’t know why we are seeing these patterns,” Kanold said. “We 35 that it may have to do with what the mice are paying attention to while they are in the dark.”

A. adaptable	F. neutral	K. reinforces
B. closed	G. permanently	L. revealed
C. distribution	H. prescribes	M. significant
D. interact	I. readily	N. specific
E. narration	J. registered	O. speculate

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 it’s wrong to look at work-life balance as an achievement

- A. Few topics have been so endlessly analysed as work-life balance. The quest to attain this mysterious state has dominated discussion around careers for years — especially for working parents. The concept is often presented as something to achieve, or a goal to reach. And once you’ve reached it, congratulations: you’ve made it; you’re a successful human being of the 21st century.
- B. But the problem is that we often tell ourselves: “I’m going to put in eight hours’ worth of work, and then I’m going to put in eight hours’ worth of ‘me time’, which will include my family, my hobbies, my workout, my everything,” says Anat Lechner, clinical associate professor of management at New York University. “I don’t think it’s such a simple formula.”
- C. And, according to new findings, it may not be. Some researchers are now encouraging us to stop thinking about work-life balance as an achievement that you either hit or don’t. Instead, they suggest it may be more of a lifelong process — a continuous, never-ending exercise that requires self-awareness and timely adjustments. Researchers Ioana Lupu and Mayra Ruiz-Castro argue that work-life balance is “a cycle, not an achievement”. In their 2020 study, the researchers interviewed nearly 80 employees at two London-based firms — an equal number of men and women between the ages of 30 and 50, all with at least one dependent child — who worked in middle or senior management roles.
- D. Although it sounds like the respondents had a lot in common, here’s what separated them: about 30% of the men and 50% of the women reported resisting working long hours. The other respondents, meanwhile, all worked long hours because they thought that’s what successful professionals should do.
- E. Lupu and Ruiz-Castro looked at those who rejected the long hours and they found that those workers actually had strikingly similar strategies for maintaining their work-life balance. They had a tendency to reflect and question assumptions in the name of self-awareness and regularly took steps to adjust the things standing in their way to work-life balance.
- F. Lupu and Ruiz-Castro identified five steps that the respondents in the study who had better work-life balance used in their jobs. First, they paused and reconsidered beliefs such as “I’m a professional, so I should work, work, work”, and asked themselves questions like, “What’s currently causing me stress?” Second, after identifying the cause, they zeroed in on their resultant emotions. Did they feel angry, sad, energised? Third, they reprioritised, asking “Is working long hours really worth cutting back on family time?”, for example. Fourth, they considered their alternatives: is there anything at work that could be

changed to accommodate these new priorities? And finally, they implemented changes, like asking their supervisor for greater flexibility, or deciding not to take on every project that comes their way.

- G. This five-step process is something anyone can adopt. Going through the steps, and constantly checking in with yourself, can help you shift and adapt your professional life to something that will better harmonise with your personal one. “Awareness of your emotional state is essential in order to determine the changes you want to make in your work and in your life,” says Lupu.
 - H. New York University’s Lechner agrees that finding that balance is an ongoing pursuit. It’s not simply about dividing up the hours in your day between work, the gym, kids and chores. If the underlying emotional sources of stress are still there, then the time you actually spend at home may not be enjoyable. “We come home and even though physically we are there, mentally we still may be processing things that happened at work. We’re not present,” she says. What we call “work-life balance” is actually just a substitute to having a sense of fulfillment and contentment.
 - I. Of course, finding that balance probably shouldn’t be something you have to do by yourself. Research by Erin Kelly, professor of work and organisation studies at MIT, shows companies and managers can play a key role in creating a better environment for workers. For her book *Overload: How Good Jobs Went Bad and What to Do about It*, she and co-author Phyllis Moen split more than 1,000 employees at a Fortune 500 company into two groups, one that worked under a management redesign and one that continued working within the existing management structure.
 - J. Under the management redesign, many steps were taken to ensure better work-life balance and prevent burnout (精疲力竭). Managers were regularly reminded to explicitly support their employees. Workers were allowed to make changes, like cancelling 9 am meetings. All of this was done in the name of increasing job satisfaction and giving workers greater flexibility, and to assure workers that it was something management was committed to. Unsurprisingly, Kelly and Moen found that employees in the redesign group reported less stress and less burnout. They were less likely to quit their jobs; indeed, over the next four years, they were 40% less likely to quit than those who kept working under the old policies.
 - K. “Work-life balance is understood to be an individual’s response, so people think ‘it’s up to me to manage the craziness of my work life’”, says Kelly. But organisations need to examine the demands they’re placing on employees. “The root problem is not how the two pieces of work and life come together. It’s that we have unrealistic expectations of what we’re asked to do on the work side.” If your workplace isn’t an environment where work-life balance is possible in the first place, any effort you attempt to make toward it on a personal level will be in vain.
 - L. That’s a conversation that appears to be gathering pace. The new prevalence of remote and flexible working models will likely all play important roles in how we balance our professional and personal lives. And if it seems like finding that perfect balance remains difficult to achieve, the experts say that keeping some perspective can help. For millions of people, work is about being able to put food on the table. Talking about work-life balance “is a very privileged conversation”, says Lechner. “If we’re reflecting, maybe we should also reflect on that.”
36. According to a management expert, work-life balance is not as simple as giving equal amounts of time to work and personal life.
 37. Research found that those who are given greater flexibility at work are less stressed and more likely to stay in their jobs.

38. Workers who rejected working long hours tended to make regular adjustments in order to achieve work-life balance.
39. Talking about work-life balance is said to be a privilege reserved for the better-off, not for those who barely make a living.
40. Knowing one's emotional state is of utmost importance in deciding what changes to make for a better work-life balance.
41. More female professionals reported being reluctant to work overtime than their male counterparts.
42. Without organisational support any personal effort to maintain work-life balance will be unsuccessful.
43. The question of how to achieve work-life balance has long been the main subject of discussion among workers.
44. You may not actually experience emotional wellbeing at home if you remain occupied with what happened at work.
45. Some researchers suggest that work-life balance is not a goal to achieve, but a process for life to be adjusted promptly.

Section C

Directions: *There are 2 passages in this section. Each passage is followed by some questions or unfinished statements. For each of them there are four choices marked A), B), C) and D). You should decide on the best choice and mark the corresponding letter on **Answer Sheet 2** with a single line through the centre.*

Passage One

Questions 46 to 50 are based on the following passage.

As a university student, I've come to realise just how little I know about money. I've come to the brutal realisation that Australia's youth are being done a great disservice by not receiving any consistent financial education.

Diving headfirst into the crash course of starting university, I've quickly tried to get myself up to speed with the financial terms of the modern era to help manage my personal finances.

I've read some financial education books, done some online learning, and have spoken to my nearest and dearest for their pearls of financial wisdom.

There are undoubtedly hundreds of great resources out there for those wishing to improve their financial literacy, but while I was researching, I still kept wishing that I didn't have to play catch-up with the money world. I felt that I was sailing the financial seas with no skills and no life jacket!

However, after talking to my friends who felt the same, I quickly realised that it wasn't my ignorance but the lack of financial education in our schooling system that is leaving high schoolers seriously behind in the modern world of money.

Let's compare a theoretical financial education subject to the standard compulsory English class. On average, English may not be the most popular subject, but it's consistently on the schedule throughout high school, with all students graduating fluent in English.

A financial education subject should do just the same. It shouldn't be just a one-day event but a course integrated throughout the whole of high school that would allow students to gradually expand their financial literacy, and would prevent the need for a 'catch up' phase once we're out on our own after graduation.

In the same way that learning a language or new skills takes time, building financial skills requires practice and years to gradually accumulate bits and pieces of knowledge.

Giving young people the opportunity to become familiar with the world of money would provide them with a great advantage to enter adulthood with confidence and security so that they are able to manage their own money and look after themselves.

46. What has the author come to realise since entering university?
- A. He needs a crash course on financial terms.
 - B. He is very much lacking in financial literacy.
 - C. It requires consistent education to be financially independent.
 - D. It is unrealistic to give all Australian youth a financial education.
47. How did the author feel in today's money world?
- A. Badly equipped to survive.
 - B. Ignorant of financial literature.
 - C. Barely capable of moving ahead.
 - D. Overwhelmed by the resources online.
48. What did the author realise after talking to his friends?
- A. They were as keen as he was on financial matters.
 - B. The schooling system was to blame for his trouble.
 - C. High schoolers knew nothing about the modern financial world.
 - D. Financial courses were as unpopular as compulsory English classes.
49. What is the author's idea of a financial education course?
- A. It should foresee students' needs after graduation.
 - B. It should provide students with some basic knowledge.
 - C. It should be taught the same way as English is taught.
 - D. It should be integrated into high school education.
50. What would financial literacy do to young people?
- A. Allow them to enter adulthood with financial security.
 - B. Enable them to look after themselves without worrying about money.
 - C. Render them confident and secure in terms of money management.
 - D. Help them become familiar with the world of money.

Passage Two

Questions 51 to 55 are based on the following passage.

Chocolates save us from many things, especially emotional distress. They comfort us in times of trouble, calming down a racing heart by channelling happy calories inside us. We all have faith in chocolates to delight us in an instant!

Recently, chocolate lovers were heartbroken as scientists claimed that they can become extinct by 2050! But hey, we have some happy news for you. Scientists can still help save chocolates from dying out! If you are not aware as to why scientists made the statement about the death of this wonderful thing, let us tell you the facts. Chocolate trees, whose seeds are used to make chocolate, grow in the tropical plant world and require very specific weather conditions to prosper.

Now, fifty percent of the world's cocoa (可可) beans come from two countries in West Africa: Côte d'Ivoire and Ghana. Scientists believe that both of these countries will experience a 3.8 °F temperature increase by 2050 due to global warming, endangering the cacao (可可树) farms in the rainforests. These farms will then have to be shifted to cooler mountainous areas, which are the natural habitat of wildlife. This will lead to some tough decisions: whether to grow chocolate or save wildlife.

Unfortunately, the crisis of global warming has already had a serious negative impact on cacao farms'

yields, leading to the prices of chocolates skyrocketing.

Scientists, however, are trying to find a long-term and eco-friendly solution to this problem! They are trying to modify the species with a gene-editing technology, which will transform the seedlings into a species that survives even in a drier and warmer climate.

According to a report by *The Business Insider*, in the University of California's new bio-sciences building, tiny green cacao seedlings are lined up in refrigerated greenhouses for a new experiment by using a technology called CRISPR. By manipulating the DNA of plants, this technology is already being used across the world to make plants tougher and cheaper. Similarly, in this unconventional experiment, scientists will make tiny, precise changes to the DNA of the seedlings to make the cocoa crops survive in warmer and drier climates.

51. What do people believe chocolates can do?

- A. Cheer them up instantly.
- B. Create happy calories.
- C. Conceal emotional distress.
- D. Relieve them of heart trouble.

52. What was scientists' recent assertion about chocolates?

- A. They could become a rare treat in the near future.
- B. They could calm people down a bit in times of crisis.
- C. They could prevent people from getting heartbroken.
- D. They could become unavailable in less than 30 years.

53. What would happen if the cacao farms were shifted to cooler mountainous areas?

- A. The natural habitat of wildlife there would be ruined.
- B. The cacao farmers would have a tough time to adapt.
- C. The rainforests would be shrinking dramatically.
- D. The quality of cocoa beans would suffer greatly.

54. What do we learn about the cacao farms in the crisis of global warming?

- A. They try to seek help from gene-editing scientists.
- B. They decide to move to cooler mountainous areas.
- C. They have suffered a lot due to a decrease in produce.
- D. They have benefited by raising prices of cocoa beans.

55. What are scientists trying to do in the University of California's new bio-sciences building?

- A. Build rows of refrigerated greenhouses for research on cacao seedlings.
- B. Gene-edit cacao seedlings for them to withstand a drier, warmer climate.
- C. Produce chocolates with the latest gene-editing technology.
- D. Transplant the genes of tougher plants to cacao seedlings.

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**.

中国政府十分重视环境保护。近年来，中国在减少空气、水和土壤污染上取得了显著成效。为了不断改善人们的生活环境，中国采取了一系列有效措施，包括大力发展清洁能源，改善公共交通，推广共享单车，实施垃圾分类。通过这些措施，中国的城市和农村正在绿起来、美起来。中国还积极参与国际合作，为全球环境保护做出了重要贡献。

2024 年 12 月大学英语四级考试真题（第 2 套）

Part I

Writing

(30 minutes)

Directions: Suppose the university newspaper is inviting submissions from the students for its coming edition on how to enrich students' knowledge of traditional Chinese culture. You are now to write an essay for submission. You will have 30 minutes to write the essay. 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. They will see a 27% higher price to buy natural gas.
B. They will have insufficient heating oil to keep warm.
C. They will have a costly bill to pay to heat their homes.
D. They will experience the coldest winter in four decades.
2. A. Provided additional funding to Low Income Home Energy Assistance Program.
B. Assured U.S. citizens of an increase in energy supplies by the end of this year.
C. Predicted a 10% jump in heating bills for most U.S. households this winter.
D. Decided on this year's energy assistance package of \$8 billion in total.

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

3. A. They care less about their diet now than before.
B. They may lack adequate knowledge of healthy food.
C. They may hold too optimistic a view about their diet.
D. They pay insufficient attention to their choice of food.
4. A. Those who finished 24-hour food questionnaires.
B. Those who fully understood the rating scale.
C. Those who cared about food quality.
D. Those who rated their diet as poor.

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

5. A. They experienced a heartbreaking moment.
B. They gathered together to rescue an elephant.
C. They heard a noise from the bottom of a well.
D. They found an elephant wandering around a well.
6. A. To borrow their crane.
B. To ask them for help.
C. To report the strange noise.
D. To get food for the elephant.
7. A. The elephant was able to return to the jungle.
B. The army officers were examined for injuries.
C. The army officers were rewarded for their rescue efforts.

D. The elephant was given medical treatment for many days.

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 found it had caused him much inconvenience.
B. It led him to spend more money than necessary.
C. It was much less secure than paying with cash.
D. He wanted to be less dependent on his phone.
9. A. Living beyond her means.
B. Lack of budgeting strategies.
C. Fashion addiction.
D. Impulse purchasing.
10. A. Eat healthier food with less money.
B. Order food like burgers and chips.
C. Avoid getting addicted to junk food.
D. Pay either in cash or with his phone.
11. A. Making a shopping list.
B. Sticking to his budget.
C. Withdrawing cash only once a month.
D. Thinking twice before buying something.

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

12. A. He does not enjoy any ball games.
B. He has to prepare for the future.
C. He has breathing problems.
D. He is not up to anything challenging.
13. A. Soccer.
B. Badminton.
C. Volleyball.
D. Basketball.
14. A. The possibilities of joining the school sports team.
B. The opportunities of winning some championships.
C. The chances of getting an athletic scholarship later on.
D. The odds of becoming a professional sportsman someday.
15. A. It differs entirely from indoor volleyball.
B. It appeals to both schoolgirls and schoolboys.
C. It is less popular than indoor sports in the country.
D. It is completely different from other outdoor games.

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 usually requires years of preparations.
B. It does a lot of harm to the environment.
C. It often burns over three hundred tonnes of refined fuel.
D. It proves to be the most complicated stage of space missions.
17. A. They are burnt up in outer space.
B. They are guided back to Earth.
C. They are reused up to 100 times.
D. They are treated as expendable.
18. A. New technologies for bringing back space vehicles for recycling.

- B. The technology for meeting the needs of commercial space travel.
- C. Many of the technologies to limit the impact of space travel on Earth.
- D. The technology for effectively protecting ozone from being destroyed.

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

- 19. A. It can help unskilled readers feel more secure.
- B. It can encourage reluctant readers to read aloud.
- C. It can strengthen children's confidence in others.
- D. It can boost children's interest in communication.
- 20. A. By motivating children to find out about their favourite pets.
- B. By taking children to the library to borrow books on animals.
- C. By allowing children to surf the internet about pets by themselves.
- D. By showing children how to acquire knowledge about healthy pets.
- 21. A. By learning that raising pets can do much good.
- B. By watching how healthy pets are brought up.
- C. By hearing about their peers' passion for pets.
- D. By visiting friends who have household pets.

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

- 22. A. Send would-be students a packet of information.
- B. Update regularly all information on their websites.
- C. Inform prospective students of their yearly enrollment.
- D. Answer questions raised by applicants and their parents.
- 23. A. Oversee private institutions directly.
- B. Follow other states' example.
- C. Supervise all schools consistently.
- D. Regulate public institutions by law.
- 24. A. They are resourceful.
- B. They are competitive.
- C. They provide the best opportunity to realize one's dream.
- D. They appeal most to students from other states in the U.S.
- 25. A. Some students waste much time surfing the net.
- B. Students may need to visit too many websites.
- C. Students have to search for the information.
- D. Some students may lack adequate access.

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.

When Toni Morrison died in 2019, the world lost one of its most influential authors. But Morrison was not an early success. Her first novel was not published until she was 39, and her last appeared when she was 84. And Morrison was not 26 in this regard. Numerous writers produce masterpieces well into their 70s

and beyond. Such 27 accomplishments highlight an important point. Our capacity to speak, write and learn new vocabulary does not seem to 28 with age. Our eyesight may dim and our recall may weaken, but, by comparison, our ability to produce and to 29 language is well preserved into older adulthood.

Indeed, the latest research that has emerged on language and aging shows that language mastery is a 30 that we begin as infants and continue on for the rest of our lives. Some aspects of our language abilities, such as our knowledge of word meanings, 31 improve during middle and late adulthood. One study, for example, found that adults over sixty had an average vocabulary size of over 21,000 words. The researchers also studied a 32 of college students and found that their average vocabulary contained 33 16,000 words. In another study, older adults, with an average age of 75, 34 better than participants in their youth or middle years on tasks that required them to determine the meaning of words. Thus, language seems to be a skill that, contrary to what many might 35, does not weaken with age.

A. actually	F. deteriorate	K. rarely
B. approximately	G. equivalent	L. sample
C. assume	H. journey	M. undermined
D. component	I. literary	N. unique
E. comprehend	J. performed	O. unit

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**.

If we care about plastic waste, why won't we stop drinking bottled water?

We have all seen the damage plastic waste is doing around the world, but sales of bottled water have continued to grow.

- A. For all the innovation and choice that define the food and drink industries, if you want to make money, you could do a lot worse than fill a bottle with water and sell it. A litre of tap water, the stuff we have cleverly piped into our homes, costs less than half a penny. A litre of bottled water can cost well over a pound, especially for something fancy that has been sucked through a mountain.
- B. Yet the bottled water market is livelier than ever. It defies our increasing awareness of the harm plastics do to the environment and a broader, growing sense that something has to change. Sales in the UK were worth a record £558.4 million this past year, an increase of 7%, according to the latest figures from the market analyst Kantar. Separate data from other analysts show that last year the British consumed more than 2.2 billion litres of bottled water, including "take-home" and "on-the-go" products. That's an annual rise in volume of 8.5%.
- C. Environmental campaigners are struggling to understand why nations blessed with clean tap water grow only fonder of the bottle. "It's very surprising to me," says Sam Chetan-Walsh, a political adviser at Greenpeace and campaigner against ocean plastic. "Public awareness has never been higher, but the message is not quite reaching all the people it needs to." Where it is heard, the message is causing concern. Plastic water bottles require oceans of fossil fuels to make and ship. Additionally, single-use plastics of all types are polluting our cities and seas. Numerous documentaries have shown how plastic is ultimately killing wildlife.
- D. Moves against various plastics have gathered pace, from shopping bags to straws and plastic-lined coffee

cups. Chetan-Walsh argues that bottled water is different because the alternatives are so obvious. “If a product that is so nakedly unnecessary can exist, then the whole system is failing,” he says.

- E. Hope is not entirely out of reach. The rate of growth has begun to ease (sales were up 7% in the year, compared with 8% the previous year).
- F. But even if large numbers of people are quitting bottled water because of care for the environment, others are taking it up. The introduction of the “sugar tax” on juices and soda drinks has pushed more people to bottled water, while health awareness has boosted its desirability. Tap water consumption is growing at roughly the same pace (UK consumers still drink almost three times as much tap water as bottled water).
- G. So the plastic tide only creeps higher. The industry is quick to point out that all its bottles are recyclable. “But collection rates are, at the most generous estimates, 56%, so the actual recycling rate will be lower than that,” Chetan-Walsh says. And while bottles may be recyclable, very few are made of recycled plastic. One water bottle company launched recycled half-litre “eco” bottles alongside its standard bottles. Another has pledged to use only recycled plastic across its range by 2025. Chetan-Walsh believes in a ban on single-use bottles. Bans do exist in some places. Organisers of a famous music festival announced that water bottles will not be sold this summer. San Francisco has banned them from city property and events. Last year, the UK government set out plans to ban single-use plastic from its estate.
- H. Water bottlers, unsurprisingly, don’t support bans. But they raise concerns about health rather than profit margins. Last month one chief executive of a water bottling company said that bans would “result in greater consumption of sugary drinks, adding to all the health dangers of obesity, diabetes and tooth decay”. Kinvara Carey, general manager of an association of the biggest bottled water manufacturers, cites a survey in which people were asked what they would do if bottled water were not available. “Forty-four per cent would buy another drink, which is not great, 14% would go without and 4.5% said they would find a fountain,” she says. “The choice is important.”
- I. What if fountains were more numerous, and tap water more clearly available in cafes, restaurants and elsewhere? Dozens of fountains are being installed in London. There are similar initiatives elsewhere. Before plastic and the marketing that made people think they needed bottled water in the first place, fountains were an urban fixture. Greenpeace, among others, is also pushing for a “deposit return” scheme. This would mean tax on bottled water would be refunded to customers who returned the plastic for recycling.
- J. Even if bottled water sales are growing slightly more slowly, the industry is racing to adapt to changing concerns and tastes. Flavoured water is booming: sales of the sparkling variety shot up by 20%, according to the latest analyst data. Meanwhile, international water brands, as well as a range of new companies, are selling high-end reusable bottles. And if you must fill them with tap water, why not add flavouring?
- K. As the owner of multiple sugary drink brands and bottled water, PepsiCo is facing challenges on health and environmental fronts. Last year, the company bought SodaStream (a drinks company that sells machines for making tap water bubbly and then consumers add flavours) for \$3.2 billion. It also launched a range of fancy bottles that work with tap water and flavour packets. The bottle is reusable. The packets? Not so much, and, yes, they are made of plastic, although the company invites users to post them back for recycling.
- L. As is so often the case, clever marketing can beat reason; awareness is rarely enough. “There is always this kind of slip between concern, intent and changed behaviour,” says Giles Quick, an analyst of bottled water. “The best example is five a day, the recommendation to have at least five portions of fruit and

vegetables every day. Almost everyone is aware of this, but something like 15% of us achieve it.” Unless a far-reaching bottle ban does come into force, it will be up to consumers to not only demand change — but to act themselves.

36. Judging from the slowing rate of sales growth, there is still hope to combat bottled water.
37. Bottled water manufacturers base their arguments against bans of plastic bottles on health concerns rather than on profits.
38. Sales of bottled water in Britain hit a record high last year even though people are increasingly aware that plastics are environmentally unfriendly.
39. It often happens that people can lack reason when faced with skillful marketing.
40. One city on the west coast of America has banned single-use bottles from its property and events.
41. Manufacturing and shipping of plastic water bottles consume a tremendous amount of fossil fuels.
42. One large beverage company has adapted its operations when confronted with challenges from health and environmental advocates.
43. Bottled water is considerably more expensive than tap water.
44. Fountains could be seen in cities before bottled water became popular.
45. More people have taken to bottled water because of their health awareness.

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 weakening of the human connection to nature might be good for economic growth but is bad for people. A tipping point was reached in 2020 when human-made materials — such as steel, concrete and plastic — were found to weigh more than all life on Earth. Continuing to grow concrete forests rather than real ones is shortsighted. Simply being in the nearest wood has such health benefits that the Woodland Trust successfully lobbied for it to be prescribed by doctors.

Yet slipping from popular culture is the wonder and beauty of the natural world. For every three nature-related words in hit songs of the 1950s, researchers found, there was only slightly more than one 50 years later. It is not a moment too soon that teenagers will be able to take a natural history test, given that for decades children have been able to name more video game characters than wildlife species.

Part of remedying this social disease would be for parliament to pass a “right to grow” law, allowing anyone to turn underused public spaces into vegetable and fruit gardens. The idea is for people to get back in touch with the soil — while producing food sustainably.

Vegetable planting has a respectable tradition. In April 1649, locals responded to high prices and food shortages by cultivating vegetables on common land in Southern England. The practice of throwing seed bombs to turn vacant plots of land green took off in 1970s New York, and has been revived (使复活) by green-thumbed (有园艺才能的) social media influencers who defy local U.S. regulations in a war on ugly spots in cities.

Apart from the urgent task of providing more healthy nutrients to those who increasingly can’t afford them, publicly accessible fruit and vegetable gardens connect what we eat to where it comes from — the means of production, if you will. They can make unlovely spaces lovely, and marry use and beauty as well as

help promote a sense of community. Plants are also, of course, our first defence against species loss and climate change. Such planting is a small step for humanity — in the right direction.

46. What does the author want to emphasise in the first paragraph?
- A. The year 2020 was a big turning point in human history.
 - B. Economic growth benefits people little in the long run.
 - C. It is unwise to weaken the human connection to nature.
 - D. It is harmful to mankind to use human-made materials.
47. What did researchers find about popular culture?
- A. It is increasingly detached from the natural world.
 - B. It is filled with all kinds of video game characters.
 - C. It is especially appealing to the taste of teenagers.
 - D. It is still impacted by the hit songs of the 1950s.
48. What does the author propose people do?
- A. Take measures to ensure sustainable food development.
 - B. Reconnect with nature through the right to grow.
 - C. Stand by the parliament in fighting social diseases.
 - D. Cover public spaces with fruit trees and vegetable plants.
49. What do we learn from the passage about vegetable planting?
- A. It all started in 1649 in Southern England.
 - B. It is protected by U.S. government regulations.
 - C. It has long been used to increase food supply and improve urban landscape.
 - D. It has been popularised worldwide with the increasing influence of social media.
50. What can publicly accessible fruit and vegetable gardens do apart from their practical functions?
- A. Raise people's environmental awareness.
 - B. Add to the great variety of plant species.
 - C. Act as the first defence against natural disasters.
 - D. Enhance people's community spirit.

Passage Two

Questions 51 to 55 are based on the following passage.

Engineering in the U.S. has long been a male-dominated profession. Fifty years ago, it looked like that might change.

In 1970, the percentage of women majoring in engineering was less than 1%. In 1979, that number was 9%. Many hoped women would continue to enter the field at the same rate. But that's not what happened. Today, only 21% of engineering majors are women, a number largely unchanged since 2000.

I am a historian who, along with my colleagues, surveyed 251 women engineers who graduated from college in the 1970s. These pioneers reflected on the challenges they faced — and had advice for women entering the field today.

One survey taker explained, "The greatest challenge for me was continuing to believe in myself, when all the messages I was getting were that I would never be taken seriously or promoted or given raises at the same rate as men, who were clearly less qualified and not as smart as I was."

A chemical engineer who worked in manufacturing agreed, "You have to prove yourself just because you are female. And you have to work twice as hard!"

A civil engineer said, “We are ‘women engineers.’ People don’t refer to a man as a ‘man engineer’ — he’s an engineer. We are constantly reminded that we don’t truly belong.” Another civil engineer stated, “On many levels, you’re never quite one of the group.”

Women also talked about family caregiving responsibilities. A retired vice president from a major chemical company stated, “Young women engineers are on an equal footing until they have children, then they struggle to balance work and family — and compete with men who don’t have the same household responsibilities.”

But over the years things have changed a lot. Young women engineers are more accepted mostly because there are just more of them.

Many women engineers hailed the benefits of their chosen career. A program manager in manufacturing stated that engineering is the best degree. A mechanical engineer said, “It will give you the flexibility to do almost anything. It is also satisfying to see the effects of what you have done.”

51. What does the passage say about the engineering profession in the United States?

- A. It has seen a change in attitude towards women engineers since 1979.
- B. It witnessed a significant increase in women engineers in the 1970s.
- C. It has experienced the gradual weakening of male dominance.
- D. It boasted the largest number of engineering majors in 2000.

52. What does one survey taker say was her greatest challenge?

- A. Not to feel superior to less qualified male engineers.
- B. Not to take seriously all the messages she was getting.
- C. Not to think highly of her qualifications when promoted or given a pay raise.
- D. Not to lose self-confidence though constantly discouraged or unfairly treated.

53. How do women engineers frequently feel according to the two civil engineers?

- | | |
|---------------------------------|---|
| A. Disqualified on many levels. | C. Overworked by their organizations. |
| B. Excluded from the group. | D. Looked down upon by male colleagues. |

54. What probably makes young women engineers more accepted nowadays?

- | | |
|---|--|
| A. Their success in gaining an equal footing. | C. The change in their responsibilities. |
| B. Their ability to balance work and family. | D. The increase in their number. |

55. What can we conclude about many female engineers from the statement of a mechanical engineer?

- A. They take great pride in their chosen career.
- B. They have reaped the benefits of being flexible.
- C. They enjoy doing engineering to the best degree.
- D. They have proved capable of doing almost anything.

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**.

敦煌莫高窟(Mogao Grottoes) 数字展示中心于 2014 年开放启用, 是莫高窟保护利用工程的重要组成部分。展示中心采用数字技术和多媒体展示手段, 使游客进入洞窟参观之前就能了解莫高窟的历史文化, 鉴赏莫高窟的艺术经典。这将减少开放洞窟的数量, 缩短游客在洞窟内的逗留时间, 减轻参观对莫高窟造成的影响, 以使这一世界文化遗产得到妥善保护、长久利用。

2024 年 12 月大学英语四级考试真题（第 3 套）

Part I Writing (30 minutes)

Directions: Suppose the university newspaper is inviting submissions from the students for its coming edition on how the students can contribute to a green campus. You are now to write an essay for submission. You will have 30 minutes to write the essay. You should write at least 120 words but no more than 180 words.

Part II Listening Comprehension (25 minutes)

提示：2024 年 12 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.

Super realistic masks are made from flexible materials such as silicone and are designed to imitate real human faces — down to every last detail.

In a study by the Universities of York and Kyoto, researchers asked participants to look at pairs of photographs and decide which showed a 26 face and which showed a person wearing a mask.

Surprisingly, participants made the wrong call in one-in-five cases.

The 20% error rate 27 in the study likely underestimates the extent to which people would struggle to tell an 28 face from the real thing outside of the lab.

The researchers collected data from participants from both the UK and Japan to 29 any differences according to race. When trial participants were asked to choose between photographs of faces of a different race from theirs, response times were slower and selections were 5% less 30.

There are now dozens of criminal cases in which offenders have 31 themselves off as people of a different age, race or gender, sending police investigations down the wrong path.

In one recent case, an international gang used an 32 realistic mask to pose as a French minister, 33 business executives out of millions of pounds.

Dr Jet Sanders, who worked on the study while a PhD student at the University of York, said: “Failure to detect synthetic faces may have important implications for security and crime prevention as super realistic masks may 34 the key characteristics of a person’s appearance to be 35 identified.”

A. accurate	F. establish	K. observed
B. allow	G. extremely	L. passed
C. artificial	H. immediately	M. reminding
D. cheating	I. incorrectly	N. reparable
E. deserted	J. normal	O. resolve

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**.*

Stop thinking and start doing

- A. Most people have a dream in life, a vision of who or what they'd like to be in the future. At a minimum, everyone has interests and values that determine what they want out of their lives. Even so, trying to set achievable goals that you'll work for over the course of many years can be extremely challenging. It can be hard to know where to even begin, and the things you hope to achieve may seem impossible. But, if you're well prepared you may be able to set goals for your life that are just as fulfilling to work toward as to achieve.
- B. We all have goals that we want to achieve in our lives. These goals may include learning a new language, eating healthier and losing weight, becoming a better parent, saving more money, and so on. It can be easy to assume that the gap between where you are now and where you want to be in the future is caused by a lack of knowledge. This is why we buy courses on how to start a business or how to lose weight fast or how to learn a new language in three months. We assume that if we knew about a better strategy, then we would get better results. We believe that a new result requires new knowledge.
- C. What I'm starting to realize, however, is that new knowledge does not necessarily drive new results. In fact, learning something new can actually be a waste of time if your goal is to make progress and not simply gain additional knowledge.
- D. It all comes down to the difference between learning and practicing. Thomas Sterner, in his book *The Practicing Mind*, explains the key difference between practicing and learning. He says: "When we practice something, we are involved in the deliberate repetition of a process with the intention of reaching a specific goal." Here the words "deliberate" and "intention" are key, because they define the difference between actively practicing something and passively learning it.
- E. Learning something new and practicing something new may seem very similar, but these two methods can have profoundly different results. Here are some additional ways to think about the difference. Let's say your goal is to get stronger and more fit. You can research the best instructions on weight lifting technique, but the only way to build strength is to practice lifting weights. Let's say your goal is to grow your startup. You can learn about the best way to make a sales pitch, but the only way to actually land customers is to practice making sales calls. Let's say your goal is to write a book. You can talk to a best-selling author about writing, but the only way to become a better writer is to practice publishing consistently.
- F. Passive learning creates knowledge. Active practice creates skill. Let's consider a couple more reasons to prioritize active practice over passive learning. First, passive learning can be a stick that supports inaction. In many cases, learning is actually a way to avoid taking action on the goals and interests that we say are important to us. For example, let's say you want to learn a foreign language. Reading a book on how to learn a foreign language quickly allows you to feel like you are making progress ("Hey, I'm figuring out the best way to do this!"). Of course, you're not actually practicing the action that would deliver your desired outcome (speaking the foreign language).

- G. In situations like this one, we often claim that we are preparing or researching the best method, but these rationalizations allow us to feel like we are moving forward when we are merely spinning our wheels. We make the mistake of being in motion rather than taking action. Learning is valuable until it becomes a form of procrastination (拖延) .
- H. Another point to consider is that practice is learning, but learning is not practice. Passive learning is not a form of practice because although you gain new knowledge, you are not discovering how to apply that knowledge. Active practice, meanwhile, is one of the greatest forms of learning because the mistakes you make while practicing reveal important insights.
- I. Even more importantly, practice is the only way to make a meaningful contribution with your knowledge. You can watch an online course about how to build a business or read an article about a terrible disaster in a developing nation, but that knowledge is unproductive unless you actually launch your business or donate to those in need. Learning by itself can be valuable for you, but if you want to be valuable to others, then you have to express your knowledge in some way.
- J. The last important point to consider is that practice focuses your energy on the process. Thomas Sterner once said, "Progress is a natural result of staying focused on the process of doing anything." The state of your life right now is a result of the habits and beliefs that you have been practicing each day. When you realize this and begin to direct your focus toward practicing better habits day-in and day-out, continual progress will be the logical outcome. It is not the things we learn nor the dreams we visualize that determine our results, but rather the habits that we practice each day. Fall in love with boredom and focus your energy on the process, not the product.
- K. What does this all mean? Is passive learning useless? Of course not. In many cases, learning for the sake of learning can be a beautiful thing. Not to mention that soaking up new information can help you make more informed decisions when you do decide to take action. That said, the main point of this article is that learning by itself does not lead to progress. We often hide behind information and use learning as an excuse to delay the more difficult and more important choice of actually doing something. Spend less time passively learning and more time actively practicing. Stop thinking and start doing.
36. Acquisition of new knowledge may not guarantee the progress that you aim to make.
37. Your current situation in life is built on the beliefs and habits you have been practicing daily.
38. Knowing the best way to learn a foreign language will not enable you to speak it without actual practice.
39. People may find it demanding to create a goal which will take a long time to achieve.
40. Learning and practicing seem to be very much alike, but the two processes can lead to quite different outcomes.
41. Absorbing new information is helpful in making better decisions prior to action.
42. Sometimes we may feel like we are making progress by doing some research or making preparations, but actually we are staying at the starting point.
43. We are inclined to think that a lack of knowledge prevents us from advancing to a better future.
44. Learning can benefit you by itself, but only practice can turn what you learn into meaningful contributions.
45. Practice involves repeating a process intentionally to attain a particular objective.

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.

Research in human-vehicle interaction has shown even systems designed to automate driving are far from being error-proof. Recent evidence points to drivers' limited understanding of what these systems can and cannot do as a contributing factor to system misuse. A recent study tackles the issue of over-trusting drivers and the resulting system misuse from a legal viewpoint. It looks at what the manufacturers of self-driving cars should legally do to ensure that drivers understand how to use the vehicles appropriately.

One solution suggested in the study involves requiring buyers to sign end-user license agreements (EULAs), similar to the terms and conditions that require agreement when using new software products. But this is far from ideal. The agreement may not provide enough information to the driver, leading to confusion about the nature of the requests for agreement and their implications. Further, most end users don't read EULAs. A 2017 study shows 91 percent of people agree to them without reading. Among young people, 97 percent agree without reviewing the terms.

The issue is that, unlike using a smartphone app, operating a car has serious safety risks, whether the driver is human or software. And human drivers need to consent to take responsibility for the outcomes of the software and hardware.

"Warning fatigue" and distracted driving are also causes for concern. For example, a driver, annoyed after receiving continuous warnings, could decide to just ignore the message. Or, if the message is presented while the vehicle is in motion, it could represent a distraction. Given these limitations and concerns, even if this mode of obtaining consent is to move forward, it likely won't fully protect automakers from their legal liability should the system malfunction (发生故障) or an accident occur.

Driver training for self-driving vehicles can help ensure that drivers fully understand system capabilities and limitations. This needs to occur beyond the vehicle purchase. Recent evidence shows even relying on the information provided by the seller is not going to answer many questions. All of this considered, the road forward for self-driving cars is not going to be a smooth ride after all.

46. What do we learn from research in human-vehicle interaction?

- A. Automatic driving systems are by no means immune to errors.
- B. Driverless vehicles are likely to be misused by some people.
- C. Self-driving car manufacturers are not aware of the legal matters involved.
- D. There is a long way to go before humans can interact with driverless vehicles.

47. What is the problem with requiring buyers to sign end-user license agreements?

- A. End users, young and old alike, find the terms complex to interpret.
- B. Most end users sign them without bothering to read the terms.
- C. Many people are often confused by the wording of the terms.
- D. Most end users do not understand the terms after reading them through.

48. What would drivers do when they suffer from “warning fatigue”?
- A. Waste no time keeping the car moving.
 - B. Rest a while to avoid fatigue driving.
 - C. Take no action despite repeated warnings.
 - D. Take note of the message though fatigued.
49. What does the author think of continuing to ask buyers to sign end-user license agreements?
- A. It will probably not guarantee the safety of drivers in case of accidents.
 - B. It likely won’t ensure that the automatic driving system functions properly.
 - C. It likely won’t fully protect automakers against accusations of deliberate cheating.
 - D. It will probably not provide manufacturers adequate protection from legal responsibilities.
50. What should be done to help drivers fully understand system capabilities and limitations?
- A. Training them to be experts in vehicle automation.
 - B. Familiarizing them with the systems through training.
 - C. Broadening their knowledge of accident-prevention mechanisms.
 - D. Facilitating their access to the information provided by the seller.

Passage Two

Questions 51 to 55 are based on the following passage.

Do you ever blend up a protein drink for breakfast, or grab a protein bar following an afternoon workout? If so, you are likely among the millions of people in search of more protein-rich diets.

Protein-enriched products are found everywhere. But contrary to all the publicity that everyone needs more protein, most Americans get twice as much as they need.

Many of us living in the most developed countries are buying into a myth of protein deficiency created by food companies and self-identified health experts. Global retail sales of protein supplement products reached an astonishing U.S. \$18.9 billion in 2020.

But are we really in need of more protein? Physicians in the U.S. have never actually examined a patient with protein deficiency because simply by eating an adequate number of daily calories we are also most likely getting enough protein.

In fact, Americans currently consume almost twice the National Academy of Medicine’s recommended daily intake of protein although the most desirable protein intake may vary depending on age and activity level.

For example, if you’re a dedicated athlete you might need to consume higher quantities of protein. Generally, though, a 140-pound person should not exceed 120 grams of protein per day, particularly because a high protein diet can strain kidney and liver function and increase risks of developing heart disease and cancer.

While fats and sugar have taken the beating in turns since over a century ago, protein has managed to remain our red-hot favorite.

In the 1970s through the 1990s, protein products remained visible but moved back somewhat with the dietary spotlight firmly fixed on low-calorie, low-fat, sugar-free snack foods and beverages following the publication of studies linking sugar and saturated (饱和的) fat consumption to heart disease.

Later research in 2003, however, suggested high-protein diets could aid in weight loss, and protein quickly regained its former nutrient-superstar status.

Now most people living in high-income nations are consuming enough protein. When we replace meals with a protein bar or drink, we also risk missing out on the rich sources of antioxidants (抗氧化剂), vitamins and many other benefits of real food.

51. What do we learn about publicity over protein in America?
 - A. It has helped to create the myth of protein deficiency.
 - B. It has helped Americans in search of protein-rich diets.
 - C. It has raised a lot of health concerns among the public.
 - D. It has been funded by food companies and health experts.
52. Why have physicians in the U.S. never actually examined a patient with protein deficiency?
 - A. Americans can purchase many kinds of protein-rich foods everywhere.
 - B. Americans can absorb the number of calories recommended by food experts.
 - C. Americans can get sufficient protein just by eating adequate foods daily.
 - D. Americans can rely on food supplements to prevent protein deficiency.
53. What should people take into consideration in deciding on the most preferable protein intake?
 - A. How healthy they are and what food they eat.
 - B. How old they are and what activities they do.
 - C. How much protein they consume and what their body weight is.
 - D. How serious their protein deficiency is and what remedies they use.
54. What foods have been largely out of favor for more than a century?
 - A. Sugar-free snacks.
 - B. Protein-rich foods.
 - C. Both red and white meats.
 - D. Sugary and fatty foods.
55. What does the author imply people in developed countries should do to keep healthy?
 - A. Enjoy natural food.
 - B. Eat vegetarian diets.
 - C. Consume enough protein daily.
 - D. Replace meals with protein bars.

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**.

近年来,中国新能源汽车产业发展迅速。目前,中国新能源汽车年产量已高达近千万辆,占全球市场份额超过 60%,出口量不断创出新高。中国政府通过加大资金投入和政策引导,鼓励新能源汽车企业进行技术创新,不断提高产品在市场中的竞争力。中国新能源汽车产业的发展不仅有力推动了国内经济发展,也为全球新能源利用和环境保护做出了积极贡献。