

2020年12月大学英语四级考试真题（第1套）

Part I Writing (30 minutes)

Directions: *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) A deadly fish has been spotted in the Mediterranean waters.
- B) Invasive species are driving away certain native species.
- C) The Mediterranean is a natural habitat of Devil Firefish.
- D) Many people have been attacked by Devil Firefish.

2. A) It could add to greenhouse emissions.
 - B) It could disrupt the food chains there.
 - C) It could pose a threat to other marine species.
 - D) It could badly pollute the surrounding waters.
- C) Spend a few nights on a small island.
 - D) Sell the pearl he had kept for years.

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) About half of its city center will be closed to cars.
 - C) Buses will be the only vehicles allowed on its streets.
 - D) Pedestrians will have free access to the city.
4. A) The rising air pollution in Paris.
 - B) The worsening global warming.
 - C) The ever-growing cost of petrol.
 - D) The unbearable traffic noise.

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

5. A) Many of his possessions were stolen.
- B) His house was burnt down in a fire.

- C) His fishing boat got wrecked on a rock.
D) His good luck charm sank into the sea.
6. A) Change his fishing locations.
B) Find a job in a travel agency.

未完

7. A) A New Year museum (未完)
B) The largest pearl in the world weighs (未完)
C) His monstrous pearl was extremely valuable.
D) His pearl could be displayed in a museum.

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 C) Outdated product design.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

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

12. A) She is a real expert at house decorations.
B) She is well informed about the design business.
C) She is attracted by the color of the sitting room.
D) She is really impressed by the man's house.
13. A) From his younger brother Greg. C) From a construction businessman.
B) From home design magazines. D) From a professional interior designer.

14. A) The effort was worthwhile. C) The cost was affordable.
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 wants him to share his renovation experience with her.
C) She wants to discuss the house decoration budget with him.
D) She'd like to show him around her newly-renovated house.

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) Providing routine care for small children.
B) Paying hospital bills for emergency cases.
C) Doing research on ear, nose and throat diseases.
D) Removing objects from patients' noses and ears.
17. A) Many children like to smell things they find or play with.
B) Many children like to put foreign objects in their mouths.
C) Five-to nine-year-olds are the most likely to put things in their ears.
D) Children aged one to four are often more curious than older children.
18. A) They tend to act out of impulse. C) They are unaware of the potential risks.
B) They want to attract attentions. D) They are curious about these body parts.

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

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

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

22.

- A) How mice imitate human behavior in space.
- B) How low gravity affects the human body.
- C) How mice interact in a new environment.
- D) How animals deal with lack of gravity.

23.

- A) They were not use to the low-gravity environment.
- B) They found it difficult to figure out where they were.
- C) They found the space in the cage too small to stay in.
- D) They were not sensitive to the changed environment.

24.

- A) They tried everything possible to escape from the cage.
- B) They continued to behave as they did in the beginning.
- C) They already felt at home in the new environment.
- D) They had found a lot more activities to engage in.

25.

- A) They repeated their activities every day.
- B) They behaved as if they were on Earth.
- C) They begin to eat less after some time.
- D) They changed their routines in space.

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 raise”. “Person praise is _34_ saying how great someone is. It’s a form personal approval. Process praise s acknowledgement of the efforts te person has just _35_ children who receive person praise are more likely to feel shame after losing,” says Phillip.

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

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 the poverty looks like. It’s the way we’ve been taught, the images we’ve been forced-fed 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 expansions, those familiar images are outdated, hurtful and counterproductive to focusing attention on solutions and building ladders of opportunity.

[C] Today’s faces of 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 trope 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, 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 effort 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, drive, grit, and gumption,” 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 wreak havoc on 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.” 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.”

According to the General Social Survey, 71 percent of respondents believe the country is spending too little on a “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. XXX found that nearly 50% of Americans are poor or receive low pay.

42. American usually overestimate the number of blacks receiving welfare benefits.
43. It is impossible for Americans to lift themselves out of poverty entirely on their owns.
44. Nowadays, it seems non of us can get away from income inequality.
45. Assumptions about poor people become even more negative wen 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 indulgence. 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 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 activity. 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) Mental deterioration
- C) Concentration
- D) Harmful conduct

48. What is the findings 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 may promote creative thinking.
- C) It allows time for relaxation.
- D) It may facilitate independent learning.

50. What does the author suggests 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 and that the trees in them are bigger. What is going on?

Forests are spreading in almost all Western countries, with 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 and 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. 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 at 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 favorable climate.
- D) The green movement.

54. What account for our increasing desire for forests?

- A) Their unique scenic beauty.
- B) Their use as fruit plantation.
- 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 direction.

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。