2021年6月大学英语四级考试真题（第1套）

Part I **Writing** **(30 minutes)**

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

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

Part Ⅱ **Listening Comprehension** **(25 minutes)**

Section A

Directions: *In this section, you will hear three news reports. At the end of each news report, you will hear two or three questions. Both the news report and the questions will be spoken only once. After you hear a question, you must choose the best answer from the four choices marked A）, B), C) and D).Then mark the corresponding letter on **Answer Sheet 1** with a single line through the centre.*

Questions 1 and 2 are based on the news report you have just heard.

1. A) Enrol him in a Newcastle football club.
   B) Send him to an after-school art class.
   C) Forbid him to draw in his workbook.
   D) Help him post his drawings online.
2. A) Contacted Joe to decorate its dining-room.
   B) Hired Joe to paint all the walls of its buildings.
   C) Renovated its kitchen and all the dining-rooms.
   D) Asked Joe for permission to use his online drawings.

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

3. A) Get her pet dog back.
   B) Beg for help from the police.
   C) Identify the suspect or the security video.
   D) Post pictures of her pet dog on social media.
4. A) It is suffering a great deal from the incident.
   B) It is helping the police with the investigation.
   C) It is bringing the case to the local district court.
   D) It is offering a big reward to anyone who helps

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

5. A) Provide free meals to the local poor.
   B) Help people connect with each other.
   C) Help eliminate class difference in his area.

D) Provide customers with first-class service.

6. A) It does not supervise its employees.
   B) It does not use volunteers.
   C) It donates regularly to a local charity.
   D) It is open round the clock.
7. A) They will realise the importance of communication.
   B) They will come to the café even more frequently.
   C) They will care less about their own background.
   D) They will find they have something in common.

Section B

Directions: *In this section, you will hear two long conversations. At the end of each conversation, you will hear four questions. Both the conversation and the questions will be spoken only once. After you hear a question, you must choose the best answer from the four choices marked A），B），C)and D). Then mark the corresponding letter on* ***Answer Sheet 1*** *with a single line through the centre.*

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

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

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

12. A) For commuting to work.
    B) For long-distance travel.
    C) For getting around in Miami.
    D) For convenience at weekends.
13. A) They are reliable.
    B) They are compact.
    C) They are spacious.
    D) They are easy to drive.
14. A) Buy a second-hand car.

B) Trust her own judgment.
C) Seek advice from his friend.
D) Look around before deciding.

15. A) He sells new cars.
B) He can be trusted.
C) He is starting a business.
D) He is a successful car dealer.

Section C

Directions: *In this section, you will hear three passages. At the end of each passage, you will hear three or four questions. Both the passage and the questions will be spoken only once. After you hear a question, you must choose the best answer from the four choices marked A), B), C) and D). Then mark the corresponding letter on* ***Answer Sheet 1*** *with a single line through the centre.*

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

16. A) Many escaped from farms and became wild.
B) They were actually native to North America.
C) Many got killed in the wild when searching for food.
D) They were hunted by Spanish and Russian explorers.

17. A) They often make sudden attacks on people.
B) They break up nature's food supply chain.
C) They cause much environmental pollution.
D) They carry a great many diseases.

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

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

19. A) Taste coffee while in outer space.
B) Roast coffee beans in outer space.
C) Develop a new strain of coffee beans.
D) Use a pressurised tank to brew coffee.

20. A) They can easily get burned.
B) They float around in the oven.
C) They have to be heated to 360 ℃.
D) They receive evenly distributed heat.

21. A) They charged a high price for their space-roasted coffee beans.
B) They set up a branch in Dubai to manufacture coffee roasters.
C) They collaborated on building the first space coffee machine.
D) They abandoned the attempt to roast coffee beans in space.

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

22. A) It is the best time for sightseeing.

B) A race passes through it annually.
C) They come to clean the Iditarod Trail.
D) It is when the villagers choose a queen.

23. A) Its children's baking skills.
B) Its unique winter scenery.
C) Its tasty fruit pies.
D) Its great food variety.

24. A) The contestants.
B) The entire village.
C) Jan Newton and her friends.
D) People from the state of Idaho.

25. A) She owned a restaurant in Idaho.
B) She married her husband in 1972.
C) She went to Alaska to compete in a race.
D) She helped the village to become famous.

Part III Reading Comprehension (40 minutes)

Section A

Directions: *In this section, there is a passage with ten blanks. You are required to select one word for each blank from a list of choices given in a word bank following the passage. Read the passage through carefully before making your choices. Each choice in the bank is identified by a letter. Please mark the corresponding letter for each item on* ***Answer Sheet 2*** *with a single line through the centre. You may not use any of the words in the bank more than once.*

Most animals seek shade when temperatures in the Sahara Desert soar to 120 degrees Fahrenheit. But for the Saharan silver ants, __26__ from their underground nests into the sun's brutal rays to __27__ for food, this is the perfect time to seek lunch. In 2015 these ants were joined in the desert by scientists from two Belgian universities, who spent a month in the __28__ heat tracking the ants and digging out their nests. The goal was simple: to discover how the __29__ adapted to the kind of heat that can __30__ melt the bottom of shoes.

Back in Belgium, the scientists looked at the ants under an electronic microscope and found that their __31__, triangular hair reflects light like a *prism(棱镜)*, giving them a metallic reflection and protecting them from the sun's awful heat. When Ph.D. student Quentin Willot __32__ the hair from an ant with a __33__ knife and put it under a heat lamp, its temperature jumped.

The ants' method of staying cool is __34__ among animals. Could this reflective type of hair protect people? Willot says companies are interested in __35__ these ants' method of heat protection for human use, including everything from helping to protect the lives of firefighters to keeping homes cool in summer.

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

Section B

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

What happens when a language has no words for numbers?

A) Numbers do not exist in all cultures. There are numberless hunter-gatherers in Amazonia, living along branches of the world's largest river tree. Instead of using words for precise quantities, these people rely exclusively on terms similar to "a few" or "some." In contrast, our own lives are governed by numbers. As you read this, you are likely aware of what time it is, how old you are, your checking account balance, your weight and so on. The exact numbers we think with impact everything in our lives.

B) But, in a historical sense, number-conscious people like us are the unusual ones. For the bulk of our species' approximately 200,000-year lifespan, we had no means of precisely representing quantities. What's more, the 7,000 or so languages that exist today vary dramatically in how they utilize numbers.

C) Speakers of anumeric, or numberless, languages offer a window into how the invention of numbers reshaped the human experience. Cultures without numbers, or with only one or two precise numbers, include the Munduruku and Pirahãin Amazonia. Researchers have also studied some adults in Nicaragua who were never taught number words. Without numbers, healthy human adults struggle to precisely distinguish and recall quantities as low as four. In an experiment, a researcher will place nuts into a can one at a time and then remove them one by one. The person watching is asked to signal when all the nuts have been removed. Responses suggest that anumeric people have some trouble keeping track of how many nuts remain in the can, even if there are only four or five in total.

D) This and many other experiments have led to a simple conclusion: When people do not have number words, they struggle to make quantitative distinctions that probably seem natural to someone like you or me. While only a small portion of the world's languages are anumeric or nearly anumeric, they demonstrate that number words are not a human universal.

E) It is worth stressing that these anumeric people are *cognitively*(在认知方面) normal, well-adapted to the surroundings they have dominated for centuries. As a child, I spent some time living with anumeric people, the Pirahã who live along the banks of the black Maici River. Like other outsiders, I was continually impressed by their superior understanding of the ecology we shared. Yet numberless people struggle with tasks that require precise discrimination between quantities. Perhaps this should be unsurprising. After all, without counting, how can someone tell whether there are, say, seven or eight *coconuts*(椰子) in a tree? Such seemingly straightforward distinctions become blurry through numberless eyes.

F) This conclusion is echoed by work with anumeric children in industrialized societies. Prior to being spoon-fed number words, children can only approximately discriminate quantities beyond three. We must be handed the cognitive tools of numbers before we can consistently and easily recognize higher quantities. In fact, acquiring the exact meaning of number words is a painstaking process that takes children years. Initially, kids learn numbers much like they learn letters. They recognize that numbers are organized sequentially, but have little awareness of what each individual number means. With time, they start to understand that a given number represents a quantity greater by one than the number coming before it. This "successor principle" is part of the foundation of our *numerical*(数字的) cognition, but requires extensive practice to understand.

G) None of us, then, is really a "numbers person." We are not born to handle quantitative distinctions skillfully. In the absence of the cultural traditions that fill our lives with numbers from infancy, we would all struggle with even basic quantitative distinctions. Number words and their written forms transform our quantitative reasoning as normal that we sometimes think of it as a natural part of growing up, but it is not. Human brains come equipped with certain quantitative instincts that are refined with age, but these instincts are very limited.

H) Compared with other mammals, our numerical instincts are not as remarkable as many assume. We even share some basic instinctual quantitative reasoning with distant non-mammalian relatives like birds. Indeed, work with some other species suggests they too can refine their quantitative thought if they are introduced to the cognitive power tools we call numbers.

I) So, how did we ever invent "unnatural" numbers in the first place? The answer is, literally, at your fingertips. The bulk of the world's languages use base-10, base- 20 or base-5 number systems. That is, these smaller numbers are the basis of larger numbers. English is a base-10 or *decimal* (十进制的) language, as evidenced by words like 14 ("four" + "10") and 31 ("three" x "10" + "one"). We speak a decimal language because an ancestral tongue, proto-Indo-European, was decimally based. Proto-Indo-European was decimally oriented because, as in so many cultures, our ancestors' hands served as the gateway to realizations that "five fingers on one hand is the same as five fingers on the other." Such momentary thoughts were represented into words and passed down across generations. This is why the word "five" in many languages is derived from the word for "hand." Most number systems, then, are the by-product of two key factors: the human capacity for language and our inclination for focusing

on our hands and fingers. This manual fixation – an indirect by-product of walking upright on two legs – has helped yield numbers in most cultures, but not all.

J) Cultures without numbers also offer insight into the cognitive influence of particular numeric traditions. Consider what time it is. Your day is ruled by minutes and seconds, but these entities are not real in any physical sense and are nonexistent to numberless people. Minutes and seconds are the verbal and written representations of an uncommon base-60 number system used in Mesopotamia. They reside in our minds, numerical *artifacts*(人工制品) that not all humans inherit conceptually.

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

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

Section C

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

Passage One

Questions 46 to 50 are based on the following passage.

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

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

In fact many experts argue that the most important 2lst-century skills aren't related to specific technologies or subject matter, but to creativity; skills like imagination, problem-finding and problem-solving, teamwork, optimism, patience and the ability to experiment and take risks. These are skills acquired when kids *tinker* (鼓捣小玩意). High-tech industries such as NASA's Jet Propulsion Laboratory have found that their best overall problem solvers were master tinkerers in their youth.

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

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

46. What does the author say about educators?
A) They seek advice from technology companies to achieve teaching goals.
B) They have been successful in preparing the workforce for companies.
C) They help students acquire the skills needed for their future success.
D) They partner with technology companies to enhance teaching efficiency.

47. How can educators better develop students’ STEM skills, according to the author?
A) By blending them with traditional, stimulating activities.
B) By inviting business leaders to help design curriculums.
C) By enhancing students’ ability to think in a critical way.
D) By showing students the best way to learn is through play.

48. How do children acquire the skills needed for the 21st century?
A) By engaging in activities involving specific technologies.
B) By playing with things to solve problems on their own.
C) By familiarizing themselves with high-tech gadgets.
D) By mastering basic principles through teamwork.

49. What can we do to help children learn the basics of math and geometry?
A) Stimulate their interest as early as possible.
B) Spend more time playing games with them.

C) Encourage them to make things with hands.
D) Allow them to tinker freely with calculators.

50. What does the author advise disadvantaged schools and communities to do?
A) Train students to be makers to meet future market demands.
B) Develop students' creative skills with the resources available.
C) Engage students with challenging tasks to foster their creativity.
D) Work together with companies to improve their teaching facilities

Passage Two

Questions 51 to 55 are based on the following passage.

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

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

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

Which is why managers should appreciate just how influential the IT user experience is to their employees, and exert substantial effort in ensuring their IT team eliminates programming errors and application crashes. Adequate and timely IT support should also be available to enable users to cope with technological issues at work. More importantly, IT practitioners need to understand what employees experience mentally when they use IT.

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

51. What does the author say about working in IT?
A) It is envied by many.
B) It does not appeal to him.
C) It is financially rewarding.
D) It does not match his abilities.
52. What is the finding of a recent survey on employees who have a job reliant on IT support?
A) IT helps boost productivity.

B) IT helps improve quality control.

C) Many employees are deeply frustrated by IT.

D) Most employees rely heavily on IT in their work.

53. What is said to happen when IT is functioning properly?

A) There is a big boost in employees' work efficiency.

B) Employees become more dependent on machines.

C) There are no longer any boring or repetitive tasks.

D) Employees become more confident in their work.

54. What should business leaders do before implementing new IT initiatives?

A) Consider the various expectations of their customers.

B) Draw up a list of the efficiencies to be promised.

C) Assess the swollen cost of training the employees.

D) Think about the possible effects on their employees.

55. How can a business help improve its employees' experience in using IT?

A) By designing systems that suit their needs.

B) By ensuring that their mental health is sound.

C) By adjusting their work to suit the 1T system.

D) By offering them regular in-service training.

Part Ⅳ Translation (30 minutes)

Directions: *For this part, you are allowed 30 minutes to translate a passage from Chinese into English. You should write your answer on* ***Answer Sheet 2****.*

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